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COVER PAGE

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3. AVID for Higher Education—Betty Krohn
4. Southern California Tribal Chairmen's Association: Denis Turner
5. County of San Diego, Health and Human Services Agency, Child Welfare Services: Debra Zanders-Willis

Application Abstract

Title: “¡Si se puede!”¹: Increasing California State University, San Marcos's Graduation Rates for Educationally At-Risk and Non-At-Risk Students

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

Goals

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

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

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

¹ “It can be done!”

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- Threshold Concepts and Wicked Problems Cross-Institutional Project
4. Strengthened or launched academic and advising projects in support of all matriculated undergraduate students
- AVID for Higher Education's Student Success Initiative (SSI) at CSUSM
 - Teaching & Learning Group
 - Early Start 2014
 - First-Year Programs
 - Transfer Success Program
 - Degree Planner
 - Early Warning Alert System
 - Student Access Initiative
5. Enhanced programming and resources for specific educationally at-risk student groups
- American Indian Student Programming
 - Transitional Housing Program for Students in Extended Foster Care
 - Veteran's Center²

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, 202, evaluating the effectiveness of the changes described in this application."



Karen S. Haynes, Ph.D.

President

Chief Executive Officer

² With a ribbon-cutting in September, our first Veterans Center opened.

Context

(10 Percent Weight)

1. California State University, San Marcos (CSUSM) has been committed, since its 1989 founding, to serving our community by providing high-quality, affordable degree programs to North San Diego and South Orange and Riverside Counties. We anticipate nearly doubling in size from approximately 13,000 students to 25,000 students by 2023. As we grow, we remain steadfast in our commitment to mirror the diverse demographics of our region. We will continue to prioritize serving educationally at-risk students,³ for they are a significant portion of our community. Several **CSUSM 2014 distinctions** highlight this priority— a) Our President is recognized as a leading social worker for her role in providing access to high-quality, affordable higher education for Californians, especially at-risk students. b) Fifty-two percent of our graduates are first in their family to earn a four-year degree. c) CSUSM has a greater percentage of American Indian students (3%) than any university in California. d) CSUSM is named a top 20 “Best for Vets” campus by the *Military Times*. e) CSUSM provides an academic home for former foster youth like no other campus nationally.⁴ f) CSUSM closed the achievement gap in our continuation rates between underrepresented (URM) and non-underrepresented minorities (non-URM),⁵ thanks to the intentional design of CSUSM’s First-Year Programs (FYP).⁶ Our goal is to increase the number of degrees awarded (**goal 1**)⁷ by increasing the 4- and 6-year graduation rates (**goal 2**), by closing the 6-year achievement gap between at-risk and non-at-risk students (**goal 3**), and by maintaining our impressive retention rates (**goal 3**). These **sub-goals** make our **goals** possible: **SG 1 and 2:** Increase the average number of units towards the major that FY students and transfer students successfully complete; and **SG 3:** Increase the number of high-impact practices (HIPs) students complete. HIPs will continue to be foundational to our students’ academic success.⁸ National research and campus FYP data confirm that HIPs improve student engagement, retention, and graduation rates for at-risk and non-at-risk students. Our focused attention on first-year, URM, and Pell Grant students tells an important success story. In Cesar Chavez’s words, “¡Si se puede!”⁹ FYP HIPs move our diverse first-year students into their sophomore year. There is more HIP work to be done to accomplish our **goals**. To that end, in July 2014, CSUSM launched a new Office of Undergraduate Studies (OUGS). OUGS is scaling-up HIPs to serve all undergraduates. Modeled after FYP, in partnership with our community college colleagues, in 2015 we will launch a Transfer Success Program.

³ This includes, but is not limited to, first-generation and underrepresented students.

⁴ CSUSM has the highest number of former foster youth per capita of any campus nationally. CSUSM is the only university that guarantees admission to foster youth and maintains two MOUs with San Diego and Riverside Counties. Eighty-eight percent of our former foster youth students graduate, far exceeding the national average of 50%. Summer 2014, we launched a groundbreaking transitional housing program in our residential facilities for students in extended foster care. We are the only CA state university to provide such a program.

⁵ The one-year continuation rates for both URM and non-URM are 83.1% and 81.33% respectively. For URM, this represents a 17% increase and for non-URM, a 10% increase since 2007.

⁶ Foundational to FYP is an innovative, rigorous first-year student college success course, General Education Lifelong Learning (GEL 101). GEL serves our first-year students by instilling in them the academic tools for success as they work to complete their bachelor’s degrees. GEL employs a campus-wide, holistic approach that speaks directly to the [University’s Strategic Plan](#). See Priorities 1.1, 2.1, 2.2, 5.1, 5.2.

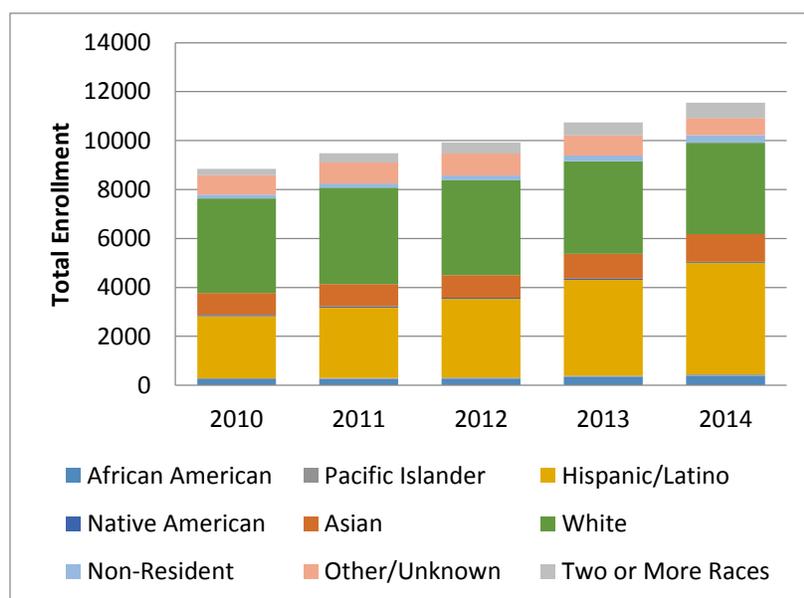
⁷ CSUSM’s Graduation Initiative Steering Committee, formed in 2009, meets monthly to assess our goals.

⁸ HIPs are “teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds.” See George D. Kuh’s book, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, (AAC&U, 2008).

⁹ “It can be done!”

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2. Since its founding in 1989, California State University, San Marcos (CSUSM) has been committed to educational equity and has worked to serve a diverse population of students that reflects the unique demographics of the Southern California region. The campus has grown significantly since its founding, especially in the last several years: the previous five academic years have seen a 30% increase in total student enrollment, from a class of 8,850 in the fall semester of 2010 to a class of 11,555 in fall of 2014. This growth has been driven largely by a surge in enrollments from groups that the CSU system terms Underrepresented Minorities (URM): African Americans, Pacific Islanders, Native Americans, and Hispanics/Latinos. URM students made up 33% of the campus population in 2009 but reached a full 44% in 2014. Latino students make up the majority of this category: 4,563 Latino students were enrolled as of fall 2014, 39% of the student population. CSUSM is proud to be recognized by the US Department of Education as a **Hispanic-Serving Institution** as well as an **Asian American and Native American Pacific Islander Serving Institution**. Female students have a relatively large majority on campus at 61% of the population compared to the CSU system-wide average of 56%.¹⁰



CSUSM takes pride in serving student populations who bring unique challenges to the higher education experience. First-generation college students have always made up a large percentage of students on campus: in 2007, over half of all incoming freshmen (55%) came from families with no more than a two-year degree, and almost a quarter (22%) from families with no more than a high school diploma. By 2014, these numbers had grown to 59% and 34% respectively (IP&A). Students with financial

hardship are also well-represented at CSUM, with 45% of the population eligible to receive federal Pell Grant funding as of fall 2012, another number which has grown significantly over the last several years, up from 21% in 2007.¹¹ Four percent of the student population is registered with Disabled Student Services (DSS), according to our Director of DSS. Forty percent of freshmen in the 2013 cohort reported having a job off campus, a high percentage compared to just 28% at other CSU campuses (National Survey of Student Engagement and IP&A).¹²

One small subset of the first-generation student population is former foster youth, a group that suffers major disadvantages with regard to education and very rarely attends college. Former

¹⁰ All data from CSUSM's Institutional Planning & Analysis (IP&A): <http://www.csusm.edu/ipa/>

¹¹ Data from the CSU system-wide Dashboard: www.calstate.edu/dashboard

¹² Our most recent NSSE data is from spring 2013.

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foster youth are well-served on campus by the ACE Scholars Services program, which has served 51 students since 2003, with the fall 2014 semester seeing its largest incoming class of 11 freshmen (IP&A). ACE provides specialized student services for this population that have so far resulted in a retention rate of 88%.¹³

CSUSM San Marcos also has a very strong and rapidly-growing community of veteran students. In fall 2010, there were 208 current or past active duty military students on campus (2.1% of total enrollment); this number more than doubled to 421 (3.5%) by 2014 (IP&A). Eleven percent of CSUSM students are veterans, service members, reservists, or dependents/spouses--**the highest number per capita in the CSU system**. The university, which opened a new Veterans Center this Fall, has been named *Military Times*' 20th best college for veterans, the second-highest ranked university in California.¹⁴

As the university is committed to offering access to a rich array of populations, there is a wide variation in students' level of preparation for college. According to the most recent CSU comparative data, sixty-seven percent of incoming freshmen in 2007 were deemed to be in need of remedial courses as a result of failing either the entry-level English or Mathematics placement tests. Though this number has improved over time, reaching 58% in 2012, it is still significantly higher than the CSU system average of 54% in 2007 and 45% in 2012. These numbers are to be expected of a campus with such a large population of URM and first-generation students; indeed only 29% of the African American and Latino students in the 2012 cohort were deemed proficient compared to 58% of Asian and White students in the cohort. Of the 171 students in the cohort whose parents completed no more than a high school diploma, two-thirds (67%) required remediation (IP&A and CSU Dashboard).

First-Year Programs' (FYP) focused special attention, in partnership with our colleagues in Student Affairs, on students with remedial needs in Math and English has proven to be very successful in increasing first-year retention rates and ultimately graduation rates for URM and first-generation students. Sixty-six percent of the 2007 cohort of URM students returned for their second year compared to 71% of non-URM students; with the 2013 cohort that returned in 2014, URM students outpaced their non-URM peers in first-year retention, 83% to 81%. First-generation students also improved for this cohort: from 64% in 2007 to 84%. **While one-year retention rates have improved across the board in the last several years (an overall increase of 12% since 2007), CSUSM has essentially erased the one-year retention achievement gap for both URM students and first-generation college students**, a leading indicator for reducing the achievement gap in degree completion or graduation. (IP&A). These gains were driven by several programs and initiatives detailed in the next section.

¹³ See ACE website: <http://www.csusm.edu/ace/about-ace.html>

¹⁴ See <http://news.csusm.edu/csusm-ranked-by-military-times-among-top-20-schools-nationally-for-veterans>

Innovations

(40 Percent Weight)

3. CSUSM's pre-January 10, 2014-innovations for promoting students' academic success are marked by two larger features: 1) a foundational first-year seminar course (GEL 101) and 2) First-Year Programs (FYP), an organizational structure that supports all first-year students, especially at-risk students. Since 1995, CSUSM has welcomed first-year students and developed data-informed innovative programs that promote their academic success.¹⁵ The demonstrable success of these initiatives, for underrepresented minorities (URM) and non-underrepresented minorities alike, propels us to scale them up and to apply the First-Year Programs (FYP) model described below to the Transfer Success Program we will launch in 2015. Doing so will increase our graduation rates (**goals 1-2**).

General Education Life-Long Learning and Information Literacy (GEL 101)

Launched in 1995, our foundational innovation in support of student success and of increased retention and graduation rates is GEL 101, a 3-unit, first-year seminar course (**goals 1-4**). Uniquely, the course helps students develop academic and life goals and facilitates transferable reading, writing, and information literacy skills for our rich mix of students.¹⁶ Notably, over 80% of first-year students complete GEL, an elective course, with laudable results: GEL graduates are more likely to persist to the sophomore year than students who do not complete GEL (**goal 4**). GEL has been instrumental in closing the retention achievement gap for our URM and for our first-generation college students, paving the way for increased graduation rates (**goal 2**) while closing the graduation rate achievement gap (**goal 3**). GEL positively influences graduation rates (**Appendix B1**).

Office of First-Year Programs

In 2003, CSUSM created a curricular home for GEL by establishing **FYP** to support our anticipated increase in enrollment and diversity.¹⁷ That same year, FYP developed cross-campus collaborations with impressive results:

GEL and Fall First-Year Student Learning Communities National research indicates first-year seminars and learning communities (both high-impact practices [HIPs]) powerfully influence first-year student success.¹⁸ Since 2004, FYP has coordinated a range of first-year learning communities in which students enroll in at least two linked courses, one of which is GEL 101.¹⁹ Approximately 30% of first-year students elect to complete a GEL learning community. The GEL/learning community model is highly customizable for specific student populations (e.g., residential students living on campus, undeclared majors, and Biochemistry and Business majors) and provides for intentional support from our academic advisors (**SG 3**).

¹⁵ In addition to campus-based data, we completed a year-long self-study through the John N. Gardner Institute for Excellence in Undergraduate Education's Foundations of Excellence (FoE)® program:

<http://www.csusm.edu/fyp/foe/index.html> and <http://www.jngi.org/foe-program/first-year-focus/>

¹⁶ GEL instructors partner with library faculty, career and academic advisors, and student affairs professionals.

¹⁷ Over the last 10 years our first-time freshman population has more than tripled in size, growing from 659 students entering in fall 2004 to 2,165 students entering in fall 2014.

¹⁸ Brownwell, J.E. and Swaner, L. E. (2010). *Five high-impact practices: Research on learning outcomes, completion and quality*. Washington, D.C.: Association of American Colleges & Universities.

Kuh, G.D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, D.C.: Association of American Colleges & Universities.

¹⁹ Each theme-based learning community is designed to meet the needs of specific student populations and includes related co-curricular activities.

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Summer Bridge Programs (SBP) The SBP model is a proven HIP designed to support at-risk students *before* the fall semester begins. We pair a specialized section of GEL with multiple programs to ensure a smooth academic transition for our most at-risk students (i.e. low-income, first generation to college, URM, former foster youth, and students from migrant families) (**SG 3**).²⁰

Remediation Support Programs The data are clear—most of our students require remediation.²¹ Since 2003, FYP has responded:

a) **Mathematics Acceleration Program in the Summer (MAPS)**: FYP partnered with math to develop MAPS, an innovative pedagogy that combines [technology](#) with face-to-face classroom learning. The results are impressive--since 2003, 1434 incoming first-year students have completed the 5-week summer program. Of those, 35% (503 students) were college-ready by the fall. An additional 21% (298 students) reduced the total number of remedial math courses necessary.²²

b) **Summer Academy & Early Start**: Building on the success of the SBPs, in 2007 FYP began offering additional specialized GEL sections so that more at-risk students could complete their remedial coursework *before* the semester began. This work prepared us for the CSU mandate to participate in the [Early Start](#) program.²³ Launched in the summer of 2012, our [CSUSM Early Start](#) program works! Students require fewer remedial courses (**Appendix B2**) and complete their remediation requirements within the required one-year timeframe (**Appendices B3, 4**).

c) **Centers for Learning & Academic Support Services (CLASS)** CLASS advisors track students as they complete their remediation requirements. These advisors ensure students are enrolled in the correct courses with relevant support services accessible. This support has been key in closing our one-year retention achievement gap with well over 80% persisting regardless of URM status (**Appendices B3, 4**). These are students are on track to graduate (**goal 4, SG 1, 3**).

Professional Development for Instructors Teaching First-Year Students In partnership with the Faculty Center, FYP institutionalized professional development for all instructors who are teaching our first-year students. This includes [two conferences](#) per year with leading teacher/scholars of first-year students.²⁴

Next Steps from Lessons Learned: Our Transfer Success Program (TSP)

Informed by the successes noted above and the failure of Fast Forward,²⁵ we are partnering with community college and CSUSM faculty to design a TSP. This program will include a 1-2 unit 300-level core class, modifiable by discipline and easily paired with majors courses, that will strengthen students' reading, writing, analysis, and information-literacy skills while also providing the necessary academic and psycho-social support to increase the transfer rates (in conjunction with [Senate Bill 1440](#)), and to ensure a successful transition from the community college to the university while reducing time to graduation (**goals 1-4, SG 2-3**).

²⁰ Educational Opportunity Program (EOP), the College Assistance Migrant Program (CAMP), and the ACE Scholars Program.

²¹ Annually over 50% of incoming CSUSM first-time freshmen require remedial coursework in mathematics and/or English, many more students than EOP, CAMP and ACE can support.

²² Email from Faculty Coordinator David Barsky, Dec. 9, 2014.

²³ Early Start, a CSU policy, requires incoming first-year students who do not demonstrate college readiness in math or English to begin remediation the summer before coming to the CSU.

²⁴ Lecturers and graduate students, a population of instructors who typically do not have access to high quality professional development, teach most first-year students.

²⁵ Fully proficient students would begin college in the summer prior to their first fall semester. Our students could not afford the added cost of this program, so it was cancelled.

4. Between January 10, 2014 and January 9, 2015, CSUSM has engaged in successful activities to continue strengthening our students' first-year experience and to intentionally extend high-impact practices (HIPs) throughout the undergraduate experience with our **goals and sub-goals** leading our decision making. The academic and psycho-social needs of our significant population of at-risk students continue to be paramount in our curricular and programmatic planning.

Creation of the Office of Undergraduate Studies

Committed to strengthening the undergraduate experience for all CSUSM students, especially at-risk students, thereby increasing our retention and graduation rates, the new Office of Undergraduate Studies (OUGS) opened in August 2014. OUGS' mission is to enhance student success by increasing the retention and graduation rates for undergraduate students at all levels in the university. OUGS provides a secure organizational home for programs and initiatives that ensure prospective high school and community college students matriculate at CSUSM. Once the students arrive, OUGS-supported projects create pathways for students' academic success and graduation. Simply stated, OUGS provides a structure within which the following initiatives/projects can be nurtured and thrive. We are confident these activities positively impact all students' undergraduate experience, thereby increasing retention and graduation rates (**goals 2 and 4**):

A. Data-Informed Decision Making

Careful analysis of data as it pertains to our undergraduate students, who they are and what they need guides our decision making. As such, the following projects or committees have been launched or redesigned.

Graduation Initiative Steering Committee (GISC): We have made what we expect to be impactful changes to the membership and charge of this committee. The inaugural Dean of Undergraduate Studies now leads this committee. Given the charge of OUGS to increase graduation rates and to reduce time to graduation, we see this as a strategic decision that will allow for focused attention on undergraduates. Additionally, the charge of the committee has been revised (**Appendix C1**). In partnership with the Office of Institutional Planning & Analysis (IP&A) and Instructional & Information Technology Services (IITS), GISC is now positioned to use institutional data to identify and develop high-impact projects that support students' academic success and increase graduation rates (**goals 2, 4; SG 1-3**).

High-Impact Practices (HIPs) Initiative: OUGS secured support from the CSU Chancellor's Office to participate in a CSU-collaborative of 8 campuses with the express goal of using national research and CSU and campus data to 1) Clarify definitions of HIPs for our campus; 2) Increase access of high-impact practices (HIPs) for our students; and 3) Develop systems to track student participation in HIPs (**Appendix C2**). The national research is clear—HIPs positively impact undergraduate student success for at-risk and non-at-risk students alike.²⁶ This project will position CSUSM to increase student access to HIPs, thereby enriching their academic experiences and graduation rates (**goals 2, 4; SG 1-3**).

Predictors of Students' Academic Success and Struggle Project: Committed to identifying predictors of academic success and struggle for our native and transfer students, in collaboration

²⁶ See LEAP's "Assessing Underserved Students' Engagement in High-Impact Practices": https://www.aacu.org/sites/default/files/files/assessinghips/AssessingHIPS_TGGrantReport.pdf (19).

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with IP&A and IITS, we secured funding and launched, the Predictors Project (**Appendix C3**). Without easily accessible/presentable quantitative or qualitative data, it is difficult to identify persistence patterns and gaps among various students groups such as Latino males and students who require remediation in both English and Math. We are unable to understand why students leave CSUSM. This analytic project will allow us to identify which factors or combinations of factors contribute to students' academic success or struggle. Based on these data, faculty teams along with GISC will develop appropriate curricular approaches and support systems that support students while improving retention and graduation rates (**goals 2, 4; SG 1-3**). We aim to make this a signature project of OUGS.

B. Support for Prospective Undergraduate Students

Preparing College-Ready Writers Workshop Series

CSUSM, along with the Director of North County Professional Development Federation (NCPDF) and neighboring school districts, are working together to strengthen high school students' preparation for university-level writing.²⁷ This partnership which launched with forty-five colleagues in May received enthusiastic praise (**Appendices C4, 5**). Given the success, CSUSM and NCPDF secured funding to design a 5-part series for the 2014/15 academic year (**Appendix C6**). Notably, in addition to serving students, this series is solving a significant national gap—it brings colleagues and credential students from the School of Education into conversation with K-12 teachers, and faculty and graduate-student instructors who teach first-year general education courses.²⁸ With workshops averaging forty colleagues, we look forward to student-centered results—revised curricula that will ensure college-readiness. How will we know?—reduced remediation needs and increased retention and graduation rates (**goals 2, 4; SG 1-3**).

Threshold Concepts and Wicked Problems Cross-Institutional Project

Committed to strengthening cross-institutional pedagogy discussions that will enhance the undergraduate experience, increase transfer rates ([AB 1440](#)), increase retention rates, and increase graduation rates, in 2014, we secured funding for and designed a 3-part *Academic Transformations* series that will launch in 2015 (**Appendix C7**). Together up to 200 CSUSM and community-college faculty will 1) identify concepts that are foundational to academic success in the respective disciplines (threshold concepts) and identify global challenges (e.g., water scarcity, food distribution) that require interdisciplinary solutions (wicked problems); 2) develop relationships among faculty across institutions; 3) develop a framework for identifying threshold concepts in general education courses across the academic divisions; 4) develop a framework for identifying wicked problems that could benefit from cross-, inter-, and/or intra-disciplinary exploration; and 5) develop a process for identifying existing curricula that could make (further) use of threshold concepts and wicked problems (**goals 2, 4; SG 1-3**).

²⁷ This project complements the work of CSUSM's Alliance to Accelerate Excellence in Education. With this important project, CSUSM enters into guaranteed admission agreements for students with area school districts. OUGS enthusiastically collaborates with the Alliance. This workshop series is a key example.

²⁸ Surprisingly, universities do not have organizational structures that bring together faculty who prepare future teachers with the faculty and graduate students who teach first-year students. This project accomplishes that and more.

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C. Support for All Matriculated Undergraduate Students

Academic Support

AVID for Higher Education's Student Success Initiative (SSI) at CSUSM

K-12 AVID (Advancement Via Individual Determination) is a highly successful program that prepares at-risk student populations for academic success at the university. Their mission is clear: “to close the achievement gap by preparing all students for college readiness and success in a global society.” With established success in K-12, AVID designed a university-level program. Given the significant number of AVID alumni who attend CSUSM, in 2013 our campus was invited to be one of 30 campuses nationally to join the pilot AVID for Higher Education Initiative (AHE).²⁹ Even more, **CSUSM is one of 10 campuses that is part of a Dell-grant supported research project that is studying the impact of AHE.** AHE's Student Success Initiative (SSI) is designed to support students who enter college under-prepared. SSI addresses the gaps in student performance and success at institutions of higher education and assists students by developing the skills that enable them to deal effectively with the academic, cultural, and financial challenges that college creates. AHE is designed primarily for students who are new to AVID, although students who participated in the AVID College Readiness System in grades K-12 may also participate. AHE SSI is structured to impact the expectations and behaviors of postsecondary students, faculty, and administrators campus-wide. CSUSM launched the AHE SSI pilot in fall 2014 with targeted professional development for participating faculty and staff. Our campus is demonstrating fidelity to the eight program components in the following ways:

1. Commitment from campus leadership to focus on student success as the institutional mission and to implement the AHE Student Success Initiative with fidelity. The Office of Undergraduate Studies provides budgeted institutional support for AHE at CSUSM.
2. Designation of a campus staff member as the AVID Liaison and creation of an AHE Campus Team. Kimber Quinney, faculty in History, serves as the campus AVID Liaison; the campus team consists of faculty and staff from across the campus (Appendix C10).
3. A Campus Plan developed by the Campus Team with support from and review by AHE staff that indicates how SSI will be implemented on the campus. CSUSM's AHE Campus Plan is revised annually with the most recent AVID Center approval in December (Appendix C11).
4. Ongoing faculty development, both on-site and at Summer Institutes, that emphasizes AVID HIPs and their use in both curricular and co-curricular options across campus. In AY2013-14, over 40 faculty and staff—from various divisions and disciplines--participating in professional development; in summer 2014, 10 CSUSM faculty and staff attended the Summer Institute.
5. A First Year Seminar Course for students that emphasizes the research-based AVID WICOR skills (writing, inquiry, collaboration, organization, and reading) presented as a one-semester course in the fall of a student's first year. In fall 2014, 8 instructors who had participated in the AVID Summer Institute infused 14 classes of GEL 101--CSUSM's first year seminar—with AVID WICOR strategies. Approximately 430 students were exposed to WICOR skills.
6. AHE tutor training for a core group of students who then tutor, mentor and support the AHE SSI student cohort as defined by each institution (tutors are usually paid through college work-study funds or tutor for extra credit). In summer 2014, CSUSM invited AVID coaches to campus to provide a Trainer of Trainers Tutoring session. Centers for Learning and Academic Support

²⁹ The most recent data indicates 2076 alumni between 2009 and 2013.

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Services (CLASS) –including Writing, Math, and Language Lab supervisors--participated in the training.

7. The AVID Student Center, a designated location on the campus that provides an identifiable home for participating students. The Office of Undergraduate Studies serves as the hub for student resources related to the AHE project.

8. A strong research component that enables the Campus Team to modify the SSI as needed based on student outcome data. The IPA is very closely involved with the AHE initiative; that office is essential in helping to facilitate data collection and analysis related to AHE.

We fully anticipate that the on-going AHE research will allow CSUSM to make data-driven adjustments to the program in ways that serve all students, especially our most at-risk students thereby increasing our retention and graduation rates (**goals 1-4**). We also have every confidence that AHE will allow us to fulfill our **sub-goals**.

Teaching & Learning Group

Informed by the work of a Faculty Center Task Force that designed and administered a campus [survey](#) about teaching and learning at CSUSM and developed recommendations for strengthening both, the new Office of Undergraduate Studies and the Faculty Center launched the Teaching & Learning Group in October 2014.³⁰ The group includes a rich mix of faculty and staff from across campus, graduate teaching associates, and the Director of the North County Professional Development Federation (NCPDF), an important K-12 and County Office of Education partner. Our goal is to ensure a high-quality, high-touch learning experience for all of our students. We have answered this question: “What do we hope every CSUSM college student experiences as a learner on this campus?” and are now developing commensurate programming to support faculty and staff in realizing our student-centered goals.

Early Start 2014

Per [CSU Executive Order 1048](#), CSUSM continues to support and expand our Early Start offerings. Our Early Start Mathematics (ESM) and Early Start Writing (ESW) courses continue to be very effective in facilitating academic proficiency. Students enrolled in our summer ESM courses retake the CSU Entry Level Mathematics test. Of the 414 students who enrolled in our ESM program, 30% completely satisfied the CSU ELM requirement and began the fall semester prepared for a baccalaureate level mathematics course. An additional 33% scored high enough on the ELM to reduce the total number of remedial courses necessary for them to meet the ELM requirement (see **Appendix B2**). Students needing remediation in English clear the CSU EPT requirement by passing our 100-level writing course, GEW 101, with a grade of C or better.³¹ ESW is working! Students completing our ESW courses are passing GEW 101 at rates equivalent to, or exceeding, the pass rates for EPT proficient students. Prior to the implementation of Early Start, students entering CSUSM having not cleared the EPT requirement passed GEW 101 at much lower rates. (**Appendix C12**—Geoff, ESW, GEW). Early Start is positively impacting our student’s remediation needs, thereby helping us meet our goals (**goals 2, 4; SG 1, 3**).

³⁰ See “Teaching and Learning for the 21st Century Student Faculty Center April 2013” Report available from Dr. Dawn Formo at dformo@csusm.edu

³¹ Students entering CSUSM having cleared the EPT must also complete GEW 101.

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[First-Year Programs \(FYP\)](#)

First-Year Programs continues to serve increasing numbers of first-year students with new and innovative programs (see **Appendix B1**). FYP is pursuing collaborations with several academic departments to continue expanding our Learning Communities. Currently, we are collaborating with the Liberal Studies department on the development of a learning community for first-year students interested in K-12 teaching (i.e. “Future Teachers”) and with the Psychology department about a first-year student learning community for students majoring in psychology. We know learning communities benefit all students significantly, especially our most at-risk, on their pathway to graduation (**goals 2, 4; SG 1, 3**).

[Transfer Success Program \(TSP\)](#)

As is typical of most CSU campuses, students who transfer to CSUSM from a community college make up a sizable proportion of our student population. Since 2011, over 40% of our new students are transfer students. Although the majority of our transfer students should be academically prepared to graduate in two years, institutional data reveal that the 2-year and even 3-year graduation rates for transfer students are quite low (**Appendices C8, 9**). Building upon the success of our programs for first-year students, OUGS is planning TSP, a HIP that will support our new transfer students. To that end, OUGS has support from the North County Higher Education Alliance (NCHEA) (see **Appendix A2**), and we have secured a partnership with our Sociology Department to pilot a learning community for transfer students majoring in Sociology and Criminology and Justice Studies.³² New transfer students will elect to enroll in a learning community that includes a 2-unit transfer success seminar and at least one additional course for the Sociology major (all units will count toward the major). As we do with our first-year student learning communities, in addition to partnering with Sociology faculty, we will partner with faculty librarians, Career Advisors, and various academic support services to facilitate timely graduation by 1) providing students with a comprehensive introduction to the Sociology Department, campus resources and opportunities to engage in campus life; 2) introducing students to all of the Sociology faculty and their scholarship; 3) facilitating academic planning for a timely graduation; and 4) facilitating career planning and exploration of graduate/professional school opportunities (**goals 2, 4; SG 2-3**).

In addition to leading the projects noted above, OUGS enthusiastically embraces these 2014 campus successes that support all of our students on their path to graduation, especially some of our most-at risk students:

[Advising and Scheduling Support for All Matriculated Students](#)

[Piloting Degree Planner](#)

Together Undergraduate Advising Services (UAS) and Instructional & Information Technology Services (IITS) have designed and piloted the [Degree Planner](#). This digital tool allows all students, from the moment they arrive on campus, to develop a course-enrollment plan to complete their degree in a timely fashion (**goals 1-4**).

[Piloting Early Warning Alert System](#)

Fall 2014 we launched the [Cougar Care Network \(CCN\)](#) through the Dean of Students Office. CNN intends to support students in need. If a faculty or staff member has concerns about a student (academically, socially, or personally), this confidential, high-touch outreach program assesses the need and provides support. Supporting students in this way is the right thing to do. It also increases retention and graduation rates (**goals 1-4**).

³² Sociology is one of our largest departments with 1353 majors in two degree programs.

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Student Access Initiative

In partnership with faculty, the Vice-Provost launched this initiative to improve course scheduling patterns with the express goal of increasing availability for all students. Tightening up course scheduling patterns reduces course conflicts for students, increases choice space utilization; by increasing access, these practices increase student success.

Special Programming for Unique Student Groups

American Indian Student Programming

Committed to working in partnership with our American Indian neighbors, CSUSM hosted four Tribal Initiative Activities in 2014 (**Appendix C13**):

- **Tribal Education Summit.** The annual summit held in the fall semester brings together local tribal leaders and American Indian education professionals to identify the current issues affecting American Indian education, and to discuss how Cal State San Marcos and its tribal neighbors can work more strategically in partnership to address these issues.
- **Report to Tribal Nations.** Hosted in one of our neighboring tribal communities, this annual spring presentation by CSUSM President Karen Haynes provides the larger tribal community with a report on the collaborative efforts with the tribal community, with emphasis on the progress made in increasing access and creating pathways to college of American Indian students, thus improving the higher education attainment levels for the Native population.
- **American Indian Honoring Ceremony.** This annual spring ceremony recognizes American Indian students who are completing their degrees. Tribal community members, students' families, and key administrators attend a special ceremony to honor the hard work and dedication of these students in earning their degrees.
- **American Indian Welcoming Day.** This fall program brings together members of the Native Advisory Council and the campus community to welcome and pledge support to incoming and returning American Indian students (**goals 1-4; SG 1-3**).

Additionally, the California Indian Culture and Sovereignty Center, a first of its kind American Indian research and advocacy center for tribal communities, students, and faculty across the state, published 1) [The State of American Indian and Alaskan Native \(AIAN\) Education in California 2014](#) and 2) [Red Book: Southern California American Indian Education Resources](#). Together these publications provide an annual update on the state of AIAN education and resources for AIAN students in planning for their educational futures.

Transitional Housing Program for Students in Extended Foster Care

In support of our ACE Scholars, in June 2014, CSUSM established an agreement with the YMCA of San Diego to provide a transitional housing program for former foster students in CSUSM's residential facilities. According to our Director of CSUSM's ACE Scholars Program, Jim Mickelson, **this groundbreaking partnership is a first of its kind in California (goals 1-4; SG 1-3)**.

Veteran's Center

With the goal of meeting the needs of our significant military student population (veterans, active duty, and dependents alike), we built and opened our Veteran's Center in September 2014. The support this center is providing will most certainly increase retention and graduation rates (**goals 1-4, SG 1-3**).

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5. As a younger CSU campus, CSUSM is proud of its accomplishments in support of our undergraduate students. Even more, we are invigorated by the projects that will be implemented after January 9, 2015. Through First-Year programs, much was accomplished between 1995 and 2014. With the 2014 creation of the Office of Undergraduate Studies (OUGS), an organizational structure was created to support several game-changing projects. Given the ground-work that has been laid, 2015 portends good things for CSUSM undergraduates on their pathway to graduation:

Comprehensive Strategic Plan for Office of Undergraduate Studies

By **January 16**, the cross-divisional and cross-institutional Strategic Plan Task Force membership will be secured. In addition to a rich mix of faculty, staff, administrators, and students from CSUSM, this work group will include the Director of the North County Professional Development Federation (NCPDF) who connects us with our K-12 partners. This task force will develop a 5-year plan for realizing our campus **goals and sub-goals**. This plan will ensure success with the student-centered initiatives that will increase in the number of bachelor's degrees awarded while reducing time to graduation. The plan will be submitted by **May**. Implementation will begin **July 1**.

A. Data-Informed Decision Making

Graduation Initiative Steering Committee (GISC): In the forthcoming **February** retreat, GISC will prioritize 3 high-impact projects that will increase retention and graduation rates (**goals 3-4**). These prioritized projects will be GISC's focus for the next 3 semesters (see **Appendix C1**).

High-Impact Practices (HIPs) Initiative: By **May**, this task force will 1) articulate definitions of HIPs for our campus; 2) develop a system to track student participation in HIPs with the goal of piloting it in **the fall**. With these two goals accomplished, we will develop a plan to increase student access to HIPs, thereby enriching their academic experiences and graduation rates (**goals 1-4; SG 3**) (see **Appendix C2**).

Predictors of Students' Academic Success and Struggle Project: With a faculty leader at the helm, in collaboration with IP&A and IITS, by **May** we will identify 3 predictors of students' academic success and struggle. From **June-August**, a faculty team of 3 will develop curricular and co-curricular responses. During **the fall** semester, we will pilot the proposed support systems/interventions. In **spring of 2016**, we will evaluate the pilot and propose modifications. We are confident this project is a significant pathway in improving retention and graduation rates (**goals 1-4**) (see **Appendix C3**).

B. Support for Prospective Undergraduate Students

Preparing College-Ready Writers Workshop Series

In 2014, CSUSM along with the Director of North County Professional Development Federation (NCPDF) and neighboring school districts planned and facilitated two successful workshops. Between **February and May**, we have scheduled three sequenced workshops that aim to strengthen high school students' preparation for university-level writing (**Appendix C13; goals 1-8**) (See **Appendix C6**).

Threshold Concepts and Wicked Problems Cross-Institutional Project

Beginning in **January**, CSUSM in partnership with the North County Higher Education Alliance (NCHEA) will launch a 3-part *Academic Transformations*. Together up to 200 CSUSM and community-college faculty will identify threshold concepts and wicked problems and develop a process for identifying existing general education curricula that can support these concepts and problems or develop appropriate curriculum (**goals 1-4; SG 3**) (See **Appendix C7**).

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C. Support for All Matriculated Undergraduate Students

Academic Support

AVID for Higher Education's Student Success Initiative (SSI) at CSUSM

Based on analysis of data from Institutional Planning & Analysis (IP&A), during the **summer** we will confirm our campus fiscal commitment to AHE and will develop a plan for providing full support by 2018. This budget will include plans, if the data are compelling, to expand AHE so that the pedagogy is infused throughout GEL 101 and corresponding support services (**goals 1-4; SG 1-3**).

Teaching & Learning Group

Fall 2014, this group identified four clear answers to the question "What do we hope every CSUSM college student experiences as a learner on this campus?" In **February** this group will meet to develop Faculty Center and OUGS programming recommendations to support faculty and staff in realizing our student-centered goals. These recommendations will inform the 2015/16 AY programming plans.

First-Year Programs (FYP)

- **Learning Communities:** During the **spring** semester, the FYP Director will work with Liberal Studies and Psychology faculty to develop GEL learning communities that will launch in **August** with the arrival of new first-year students.
- **Community-Based Learning:** Informed by research, during the **spring** semester, FYP will partner with the CSUSM Office of Civic Engagement to develop service learning opportunities for GEL 101 to be piloted in the **fall**.³³
- **Peer Mentoring:** During the **spring** semester, FYP will design a peer mentoring program for FYP and for the forthcoming TSP. This, too, will be informed by research.³⁴ Peer mentoring for first-year and transfer students will be piloted in the **fall (goals 1-4; SG 1, 3)**

Advising and Scheduling Support for All Matriculated Students

Launch Degree Planner

Undergraduate Advising Services (UAS) will assess the 2014 launch of the Degree Planner, make adjustments, and fully launch the Degree Planner for all incoming university students.

Special Programming for Unique Student Groups

Transitional Housing Program for Students in Extended Foster Care

This groundbreaking partnership began in 2014 with four ACE Scholars. The goal is to double the student participation during the 2015/16 AY. These new students' anticipated arrival is **June 2015**.

Transfer Success Program (TSP)

Building upon the success of First-Year Programs, in partnership with NCHEA colleagues/campuses and CSUSM's Sociology Department, during the **spring** semester, a Sociology faculty member will design a 2-unit transfer success course. In the **fall** this course will be paired with a required Sociology course to create a learning community. We will evaluate this learning community in **January 2016** and consider adding peer mentors³⁵

³³ Brownwell & Swaner, 2010; Kuh, 2008; <http://www.csusm.edu/community/civicengagement/index.html> and <http://www.csusm.edu/community/civicengagement/servicelearning/index.html>

³⁴ Latino, J.A., & Ascraft, M.L. (2012). *The first-year seminar: Designing, implementing, and assessing courses to support student learning and success: Vol. IV. Using peers in the classroom*. Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.

³⁵ In December 2014, the faculty leader for this project, Dr. Matthew Atherton, confirmed verbally that Sociology will launch this new course in fall 2015.

6. The changes we have implemented before and during 2014 and our plans for 2015 and beyond will ensure that we realize our **goals and sub-goals**. In realizing these combined goals, we project a significant cost-savings to the state, the campus, and our individual students. Our changes will positively impact two key components of students' undergraduate experience—1) the quality and accuracy of the academic and psycho-social advising they receive and 2) students' academic success in their courses. By strengthening advising, students are less likely to enroll in courses that do not count towards graduation. By implementing high-impact practices (HIPs) that are foundational to CSUSM's First-Year Programs and to the design of our soon-to-launch Transfer Success Program (TSP), we reduce the number of units that students repeat. Both of these measures reduce cost.

It is a documentable fact that CSUSM students regularly graduate with more units than the required 120 units. In the case of our native student, the average student graduates with approximately 134 earned units (compared to a National Average of 134.6 units).³⁶ Our transfer students graduate having earned on average approximately 141 units, completing nearly 68 units in residence. To realize our **goals and sub-goals**, through enhanced advising (e.g., Degree Planner and Early Warning Alert System) and through participation in more HIPs (e.g., GEL 101, first-year seminar; and a transfer seminar and learning community through TSP), **CSUSM aims to reduce the average number of units our native and transfer students successfully complete upon graduation by two units**. For both student populations, we also aim to reduce the average number of repeatable units students complete.

Savings to the student: Naturally, a reduction by an average of 2 or 3 units in the number of units taken upon graduation translates into a significant reduction in total number of units (10 or more) for a large group of students. Each student who graduates with 10 or more fewer units earned saves on average at least one Semester of course work, which translates to \$12,035, half of \$24,070: the yearly average cost of attendance at CSUSM.³⁷ Since most of our students at CSUSM receive financial aid, this also represents a savings to the state.

Savings to the state and CSUSM: Savings to the state and Institution: With a benchmark for improvement of an average of at least 2 less units not counting towards graduation, the impact is significant and is computed as follows: A 2 to 3 unit reduction out of a total of 134 units is approximately a reduction of 2%, **which would then allow the institution (and thus the state) to graduate 2% more students at no additional cost**. For CSUSM, this means approximately 200 more graduates at no additional cost! Now in absolute terms, each FTES costs the CSU approximately \$9,600, and 200 students taking an average unit load of 13 units per Semester translates to 173.3 FTES. **Without the unit reduction that we expect to achieve, graduating an additional 2% of students per year would cost an additional \$1.6 million. Looking at it another way, this can be viewed as an annual savings to the State of \$1.6 million.**

³⁶ See page 6: <http://completecollege.org/wp-content/uploads/2014/11/4-Year-Myth.pdf>

³⁷ See page 2: <http://www.csusm.edu/finaid/cost/EstimateYourCSUSMCosts2014-15.pdf>

7. The organizational, advising, and (co)-curricular changes that are underway for 2015 and beyond will most certainly serve CSUSM's undergraduate students. With change, however, comes potential risks. Our collective hope is that by fully anticipating the commensurate risks and/or tradeoffs, we are able to plan for them and, therefore, mitigate negative impacts for our prospective and matriculated students, especially our at-risk students which compromise a significant percentage of our student body.

Comprehensive Strategic Plan for Office of Undergraduate Studies

The realization of strategic plans requires buy-in from the stake-holders. Without buy-in, the plan is no more than words on paper. To mitigate this potential risk, the Dean of Undergraduate Studies has consulted with a strategic planning expert on this very issue. In response, she has created a process to ensure rich cross-divisional representation from across campus that includes faculty, staff, administrators, and students. In creating the task-force, the consultant was intentional in advising, "Given CSUSM's rich mix of students, let's be sure that the task force reflects that mix." We have done just that! Even more, the Dean reached-out to K-12 stakeholders to participate on the task force. Colleagues on and off campus have enthusiastically responded to invitations to participate.

A. Data-Informed Decision Making

Graduation Initiative Steering Committee (GISC): We will prioritize 3 high-impact projects that will increase retention and graduation rates. These prioritized projects will be GISC's focus for the next 3 semesters. While our plan is to identify projects that will serve sizable at-risk student populations, every student population in need of focused attention will not necessarily be served immediately. We will develop a system for monitoring the success of the 3 projects while also studying data to determine which student groups must be served next.

High-Impact Practices (HIPs) Initiative: This task force will 1) Articulate definitions of HIPs for our campus and 2) Develop a system to track student participation in HIPs. Defining HIP concepts can be tricky as everyone's understandings of the concept may not be fully captured. Given the diversity of the task-force, we are optimistic that the definitions will be rich and flexible enough that faculty and staff can envision ways to incorporate more HIPs into their work with students. Once we have a tracking system in place, we expect to be pleased by what we learn regarding some HIPs and concerned about others. For instance, CSUSM takes great pride in its All-University Writing Requirement. We may note significant room for improvement with this HIP and others. We will need to be open to honest assessment about what we learn so that we can make positive changes for our students.

Predictors of Students' Academic Success and Struggle Project: GISC's work will dovetail with the objectives of this specific project. We know that we will need to make discriminating decisions in the process of identifying 3 predictors of students' academic success and struggle. We won't be able to serve all students' needs at once. It will be important that we develop a corresponding campus communication plan so that the community understands how data was used to identify the needs and develop the corresponding projects.

B. Support for Prospective Undergraduate Students

Preparing College-Ready Writers Workshop Series

This collaborative project is off to a very engaged start. To fully serve prospective students as we prepare them for university-level writing demands, this series needs to expand to include more K-12 and university faculty from across the disciplines. Our challenge—how do we expand this

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project while continuing to engender open honest discussions about the writing pedagogies in our classroom? To mitigate this concern, we plan to create more cross-institutional faculty leadership roles in the design and delivery of the workshop series.

Threshold Concepts and Wicked Problems Cross-Institutional Project

This 3-part *Academic Transformations* series could risk being a “one and done” event. We have intentionally worked to mitigate that in multiple ways—first, CSUSM is partnership with its long-time organizational partner, the North County Higher Education Alliance (NCHEA). NCHEA’s goal is to bring CSUSM and neighboring community colleges together in serve to our students. Our 25-year partnership suggests that we have the organizational structure in place to thrive. Enthused by this project, several CSUSM divisions have offered fiscal support to sustain this project.

C. Support for Matriculated Undergraduate Students

Academic Support

AVID for Higher Education’s Student Success Initiative (SSI) at CSUSM

There is certainly the risk that our investment in AHE will not prove useful for our students. However, as our attached participant letter suggest, all indications are that this project is poised to serve our students, especially our most at-risk.

Teaching & Learning Group

The success of this group and its resultant work depends on buy-in. In creating this group, like the Strategic Plan Task Force, we were intentional in creating a rich mix of colleagues and stakeholders. We are optimistic that by creating a diverse group, we will be able to support faculty and staff in their service to students.

First-Year Programs (FYP)

We are investing in three new projects—increased learning communities, community-based learning, and peer mentoring. To ensure their success, these projects will be informed by national research and faculty-led. Neither faculty nor students will be required to participate; these projects will be optional. We find that when projects like these are led by faculty who chose to lead and when students can also choose to participate, the projects succeed.

Transfer Success Program (TSP)

Like the projected FYP projects, TSP will be led by a faculty member who was a transfer student himself. New Sociology transfer students will elect (or not) to participate. NCHEA will be an important organizational partner in helping us reach prospective transfer students.

Advising and Scheduling Support for All Matriculated Students

Degree Planner

Students may consider the Degree Planner to be a complete substitute for advising; we need to educate students about the value and purpose of face-to-face advising. At the same time, face-to-face advising will change, likely involving complex advising regarding psycho-social student needs. We need to provide on-going professional development for our advisors.

Special Programming for Unique Student Groups

Transitional Housing Program for Students in Extended Foster Care

This groundbreaking partnership will likely attract more former-foster youth to CSUSM. In partnership with the County Office of Health and Human Services, we need to assess our capacity and develop a plan for increased capacity.

Sustainability

(35 Percent Weight)

8. CSUSM takes great pride in being an innovative campus. As a young campus, we are a community that continues to imagine and then work to realize what can be done in service to our region, especially to the at-risk student communities in our service area. It is no coincidence that our Cesar Chavez Plaza is marked by his words, “¡Si se puede!”³⁸ We are not a campus trapped or controlled by its past. We are a campus that continues to imagine what can be done. We believe that institutions of higher education are tools for enhancing communities. Given that nearly 85% of our alumni remain in Southern California after graduation, we know CSUSM is changing our region by serving our students’ needs. Our [university’s Strategic Plan](#) makes clear our mission, vision, and values. We are a [Carnegie classified](#) “community engaged” university committed to growing and sustaining meaningful partnerships that serve our community while teaching our students the relationship between and value of learning and serving. We are committed to sustaining a campus community that mirrors the rich diversity of the community that surrounds us. We know that this commitment includes serving a sizable community of at-risk students. We embrace the opportunity, for we know, first-hand, the myriad ways our diverse community of students, faculty, and staff enrich our own campus and the larger community.

Our application is grounded in a series of First-Year Program (FYP) innovations that began in 1995. With FYP as our model, a model that is informed by national research, we continue to scale-up FYP and are designing a new Transfer Success Program (TSP) to serve a diverse student population, many of whom are at-risk. We are not tripping our way into student success. We are building on our twenty-year history of serving first-year students:

- The history of FYP (1995-present) documented in this application tells the story of a program that evolved intentionally over time to meet the demands of our diverse, growing campus.
- FYP’s story clearly demonstrates institutional support and how an innovative project has been sustained and institutionalized. The success of one class, GEL 101, in increasing first-year retention rates and graduation rates, cut a path for what became First-Year Programs. The multiple innovations in FYP and our richly diverse, growing campus compelled the university to create the Office of Undergraduate Studies (OUGS). Informed by the (co)curricular success of FYP, OUGS is now scaling-up FYP and launching TSP. Combined these two programs and the concomitant student and faculty support programs will be distinguishing features of the CSUSM undergraduate experience.
- With the expansion of analytic support, OUGS will make data-informed decisions that will allow us to scale-up support programs for students and their faculty.

FYP’s success in closing the retention achievement gap was intentional. With our 2014 FYP and TSP innovations and our plans for 2015 and beyond, we will close the graduation rate achievement gap and fulfill the goal we have established in partnership with the CSU Chancellor’s Office (**Appendix F1**). In doing so, we will realize the vision we have articulated in our Strategic Plan: We will “become a distinctive public university known for academic excellence, service to the community, and innovation in higher education.”

³⁸ “It can be done!”

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In realizing this vision, we will increase our graduation rates. Accomplishing these goals will happen because of the robust cross-divisional partnerships that exist on campus and the enduring community partnerships that distinguish CSUSM:

1. **North County Professional Development Federation (NCPDF):** CSUSM and NCPDF came together in partnership with the County Office of Education 22 years ago. This innovative partnership has resulted in a rich list of projects that explicitly support students and faculty (**Appendix F2**).

2. **North Country Higher Education Alliance (NCHEA):** Palomar College, Mira Costa College, and CSUSM came together when the university opened in 1990 to collaborate in service to our collective students and the faculty who teach them. The workshops for faculty and students alike along with the funding to support teaching continue to keep this organization vibrant. Simply stated, the **goals** articulated in this application are the larger [mission of NCHEA](#).

3. **Tribal Nations Partnership:** With reverence to the regional American Indian tribal communities that comprise North County San Diego and with deep appreciation for the Luiseño Indian land on which our campus stands, CSUSM takes great pride in our 25 tribal partnerships. With our American Indian neighbors, we have created the CSUSM Tribal Initiative (**Appendix F3**). Together we are increasing American Indians' access to and success at the university:

- **CSUSM Tribal Liaison:** As the first full-time tribal liaison appointed in the CSU, this individual connects the University to the tribal communities and helps create and advance numerous collaborative activities.
- **California Indian Culture and Sovereignty Center (CICSC):** As the first center of its kind in the CSU, the CICSC is dedicated to the support and advocacy of tribal communities, students, and faculty across the state. This center fosters collaborative research and community service relationships between the faculty, staff, and students of CSUSM and members of tribal communities for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities.
- **The President's Native Advisory Council.** Comprised of representatives from most neighboring tribes and tribal education leaders, this first-in-the-CSU advisory council advises the President on University relations with the regional Native American communities and articulates the educational needs of local tribal nations to the University.
- **Santa Ysabel Band of Digueño Indians Guaranteed Admission Agreement.** Signed in 2007, this agreement guarantees Santa Ysabel students admission to Cal State San Marcos—and to any CSU—upon the satisfactory completion of required coursework.

4. **ACE Scholar Partnership:** In partnership with the County Office of Health and Human Services, CSUSM is an academic home for former foster youth. According to the ACE Scholars Program Director, Jim Mickelson, with the new YMCA housing program and the recent \$1 million gift to support this program, it is firmly established and a point of campus and regional pride.

5. **AVID for Higher Education (AHE):** CSUSM serves a significant AVID alumni community (nearly 3000 alumni between 2009 and 2013). We are recognized as a campus passionate about serving at-risk student populations. As such AVID Center asked us to partner with them on (AHE). We are thrilled to be part of this pilot and are optimistic about the pedagogical value of bringing AVID pedagogies to the university (see **Appendix A3**).

CSUSM and its partners are not leveraging resources to collaborate. We have enduring commitments to collaborate in service to our students.

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9. CSUSM and its stakeholder partners are committed to our top goal—to increase the number of bachelor degrees awarded (**goal 1**). The CSUSM faculty and staff, with its university-first vision, understand that the university exists to enhance our region by providing accessible, affordable, high-quality degree programs. It goes without saying that our matriculated students arrive on campus with the vision of completing their degrees. The well-established partnerships with **North County Professional Development Federation (NCPDF)** (K-12/CSUSM partnership) and the **North Country Higher Education Alliance (NCHEA)** (K-12/community college/CSUSM partnership) are firmly established and have been in place for more than two decades to realize not only our **goals**, but the **sub-goals** and corresponding high-impact practices that make our **goals** possible. Our **Tribal Nations Partnerships** began with tenured faculty when the university was a satellite of San Diego State (before 1989) and have been strengthened significantly by President Haynes who, in her tenth year, is our longest serving president. Like the **ACE Scholars Program**, launched by President Haynes with full faculty support, our **Tribal Initiatives** and our **AVID for Higher Education** program are all about developing academic programs for our most at-risk students so that they graduate (**goals 1-4**) and give back to their communities. As a growing campus that anticipates nearly doubling in size in the next nine years, we are committed to mirroring the diverse demographics of our local region. We believe that our 2014 accomplishments and our programmatic changes for 2015 and beyond reflect our mission and our vision: “¡Si se puede!”³⁹ --for our first-year and transfer students alike.

To ensure full realization of our goals, not only have we established enduring partnerships with organizations that share our values for our students, we include our stakeholders intentionally in our planning. In addition to the on-going planning with the programs and partners noted above, the task force that will design the Strategic Plan for the **Office of Undergraduate Studies** includes faculty, staff, and students from across campus and off-campus stakeholders such as the Director of NCPDF.⁴⁰ The **Teaching & Learning Group** includes a similar mix of campus and off-campus stakeholders.⁴¹ We know and believe that collaboration on- and off-campus is at the center of what we do. CSUSM is not an ivory tower on a hill. We are an institution of higher education that works across campus offices and as a partner with multiple organizations in our surrounding community to serve prospective and current students. The challenges and successes of the Graduation Initiative Steering Committee, High-Impact Practices (HIPs) Initiative, Predictors of Students’ Academic Success and Struggle Project, First-Year Programs, Preparing College-Ready Writers Workshop Series, Threshold Concepts and Wicked Problems Cross-Institutional Project, Transfer Success Program (TSP), AVID for Higher Education’s Student Success Initiative (SSI), Degree Planner, and our Transitional Housing Program for Students in Extended Foster Care will inform our continued work together. As we move forward with the program changes described in this application, we will continue to build on our firmly established partnerships by continuing our shared decision-making and leadership. Our work together is bigger than a single leader or single leadership team. These partnerships and realizing our shared goals for students are the work of the university.

³⁹ “It can be done!”

⁴⁰ Confirmed by the Dean of Undergraduate Studies, Dr. Dawn Formo, dformo@csusm.edu

⁴¹ Confirmed by the Dean of Undergraduate Studies, Dr. Dawn Formo, dformo@csusm.edu and the Faculty Center Director, Dr. Elisa Grant-Vallone, evallone@csusm.edu

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10. On the one hand, CSUSM's determination to increase the number of bachelor degrees awarded while increasing our graduation rates, maintaining our first-year retention, and closing the achievement gap (**goals 1-4**), especially given the high percentage of at-risk students that comprise our community, may appear bold even audacious. It is true—in many ways the more at-risk the student population, the more determined CSUSM is. We know institutions of higher education working in partnership enhance communities. As such, our response to this question is simple and honest. We have built divisional budgets (based on existing financial resources) within the university to deliver on these plans:

Create a Comprehensive Strategic Plan for the Office of Undergraduate Studies

Facilitate Data-Informed Decision Making for these projects/committees:

- Graduation Initiative Steering Committee (GISC)
- High-Impact Practices (HIPs) Initiative
- Predictors of Students' Academic Success and Struggle Project

Support Prospective Undergraduate Students and Faculty with and through

- Preparing College-Ready Writers Workshop Series
- Threshold Concepts and Wicked Problems Cross-Institutional Project

Support Matriculated Undergraduate Students

- AVID for Higher Education's Student Success Initiative (SSI) at CSUSM
- Teaching & Learning Group
- First-Year Programs (FYP)
- Transfer Success Program (TSP)
- Degree Planner
- Transitional Housing Program for Students in Extended Foster Care

Although CSUSM includes multiple post-bachelorette degrees in the form of master's and doctoral degrees, we embrace our primary mission to ensure a high-quality, affordable, accessible undergraduate degree, and our university budget reflects that focus, for we know, “¡Si se puede!”⁴²

⁴² “It can be done!”

Evaluation

(15 Percent Weight)

11. CSUSM has developed a sustainable process that will allow us to evaluate through quantitative and qualitative measures the extent to which the innovations we implemented before and during 2014 and those planned for 2015 and beyond are helping us achieve our **goals and sub-goals**:

Goal 1: Increase the number of degrees awarded

Goal 2: Increase the 4- and 6-year graduation rates

Goal 3: Close the 6-year achievement gap between at-risk and non-at-risk students

Goal 4: Maintain our impressive retention rates

Sub-goal 1: Increase the average number of units that FY students successfully complete;

Sub-goal 2: Increase the average number of units that transfer students successfully complete;

Sub-goal 3: Increase the number of high-impact practices (HIPs) students complete.

Quantitative Measures

In collaboration with the Office of Institutional Planning & Analysis (IP&A) and Instructional & Information Technology Services (IITS), CSUSM tracks and analyzes the following data which assists us in monitoring our campus progress towards our **goals and sub-goals**:

Longer-Term Measures

1. 4-, 5-, 6- Year Graduation Rates: Number of degrees awarded and rates disaggregated by year, race/ethnicity, Pell Grant status (indicator of socioeconomic status), and first-generation status (**goals 1-3**).

Annual Measures

1. Retention Rates: Rates disaggregate by year, race, Pell Grant status, first-generation status (**goal 4**).

2. Milestone Tracking for Native Students: Average number of units native students successfully complete disaggregate by year, race, Pell Grant status, first-generation status (**sub-goal 1**).

3. Milestone Tracking for Transfer Students: Average number of units transfer students successfully complete disaggregate by year, race, Pell Grant status, first-generation status (**sub-goal 2**).

4. High-Impact Practice Tracking: Student participation in HIPs participation in HIPs disaggregate by year, race, Pell Grant status, first-generation status⁴³ (**sub-goal 3**).

Qualitative Measures

CSUSM's quantitative measures will be enriched by the qualitative results garnered from the Freshman Survey, administered annually; and the Senior Survey and the National Survey of Student Engagement, administered in alternating years. The Senior Survey will be administered again in spring 2015 and the NSSE in spring 2016.

Data Analysis

The Graduation Initiative Steering Committee (GISC) will continue to study these data to assess our progress towards our stated goals. GISC will also use the data to identify new needs and will recommend innovations to address the needs.

⁴³ As one of our forthcoming changes, this assessment will launch in fall 2015.

California State University, San Marcos--Application #2 of 2

12. Notably, CSUSM’s careful planning, especially in the design of our First-Year Program, is serving our undergraduate students. With our innovations through 2014, we have **essentially erased the one-year retention achievement gap for both URM students and first-generation college students** (Appendix H1). Informed by this success, we will continue to strengthen the CSUSM undergraduate experience. We will realize the vision we articulate in our Strategic Plan: CSUSM will “become a distinctive public university known for academic excellence, service to the community, and innovation in higher education.” By increasing the 4- and 6-year graduation rates (**goal 2**), by closing the 6-year achievement gap (**goal 3**), by maintaining our impressive retention rates (**goal 3**), by increasing the average number of units towards the major that FY students and transfer students successfully complete (**SG 1-2**), and by increasing the number of high-impact practices (HIPs) students complete, the total number of degrees awarded will grow in proportion to CSUSM’s projected campus growth.

Given our progress to date, we are confident that we can reach Chancellor White’s 2025 goals for CSUSM in 5 years (**Appendices H2, 3**).⁴⁴ Therefore, we have set 5-year benchmarks detailed in the table below. These represent the quantitative measures in our evaluation plan. We are confident that our achievements thus far, our plans for the future, and our existing infrastructure highlighted by the initiatives described in this document, position us to achieve these goals. In particular, by 2019, we plan to achieve the following: A 4-year graduation rate of 21% for native students, a 6-year graduation rate of 52% for native students, a 2-year graduation rate of 30% for transfer students, and a 4-year graduation rate of 74% for transfer students. We aim for the same benchmarks in these categories for 2019 (**goals 1-2**) and set our benchmarks in **sub-goals 1 and 2** accordingly, while aiming for improvements in our 6-year graduation rate achievement gap (**goal 3**). For the years leading to 2019, we set incremental benchmarks. Our 1-year retention rates are high at present, and we have already closed the 1-year retention achievement gap. We thus aim to maintain our performance in these areas (**goal 4**).

Goal 1 and 2: Graduation Rates	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
First-Time Freshman / Native Students					
4-Year Graduation Rate	12.95%	14.96%	16.98%	18.99%	21.00%*
6-Year Graduation Rate	44.62%	46.47%	48.31%	50.16%	52.00%*
Transfer Students					
2-Year Graduation Rate	22.06%	24.05%	26.03%	28.02%	30.00%*
4-Year Graduation Rate	68.94%	70.21%	71.47%	72.74%	74.00%*

Goal 3: Achievement Gap	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
Six-Year Graduation Rate					
Underrepresented Minority Students (URM)	39.37%	41.47%	43.56%	45.66%	47.75%
URM Achievement Gap	5.25%	5.00%	4.75%	4.50%	4.25%
Pell Grant-Eligible Students	40.69%	42.79%	44.88%	46.98%	49.07%
Pell Achievement Gap	3.93%	3.68%	3.43%	3.18%	2.93%

⁴⁴ An outside reviewer, Provost Andrew Bodman at CSU, San Bernardino, confirmed this projection.

California State University, San Marcos--Application #2 of 2

Goal 3: Achievement Gap	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
Six-Year Graduation Rate					
First-Generation College Students	34.19%	36.29%	38.38%	40.48%	42.57%
FG Achievement Gap	10.43%	10.18%	9.93%	9.68%	9.43%

Goal 4: Maintain Retention Rates	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
First-Time Freshman / Native Students, 1-Year Retention Rate					
All	82.00%	82.00%	82.00%	82.00%	82.00%
URM	83.00%	83.00%	83.00%	83.00%	83.00%
Pell Eligible	82.00%	82.00%	82.00%	82.00%	82.00%
First-Generation	84.00%	84.00%	84.00%	84.00%	84.00%
Transfer Students, 1-Year Retention Rate					
All	85.00%	85.00%	85.00%	85.00%	85.00%
URM	87.00%	87.00%	87.00%	87.00%	87.00%
Pell Eligible	87.00%	87.00%	87.00%	87.00%	87.00%
First-Generation	84.00%	84.00%	84.00%	84.00%	84.00%

Sub-goals 1 and 2: Average Number of Units	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
First-Time Freshman / Native Students					
Average Units Per Year	22.16	23.10	24.03	24.97	25.91
URM	21.38	22.29	23.19	24.10	25.00
First-Generation	20.96	21.85	22.74	23.62	24.51
Transfer Students					
Average Units Per Year	23.08	24.05	25.01	25.98	26.94
URM	22.64	23.58	24.53	25.47	26.42
First-Generation	22.29	23.22	24.16	25.09	26.02

Sub-goal 3: High-Impact Practices	Baseline Rate	Two-Year Goal (AY15-16)	Three-Year Goal (AY16-17)	Four-Year Goal (AY17-18)	Five-Year Goal (AY18-19)
First-Time Freshman / Native Students	Data needed	TBD	TBD	TBD	TBD
Transfer Students	Data needed	TBD	TBD	TBD	TBD



Professional Development Federation

A collaboration representing CSU San Marcos, Palomar Community College, San Diego County Office of Education, and 25 school districts.
Brenda Hall, Director; brhall@sdcoe.net; 760-632-2360 • FAX 760-632-2361 www.ncpdf.org

January 5, 2015

Dear Innovation in Higher Education Review Committee,

We are thrilled to support California State University, San Marcos' (CSUSM) Innovation in Higher Education award application. CSUSM is fully committed to the California State University (CSU) mission to serve the state and the region by providing access to affordable, high-quality higher education to our immediate community and beyond. We are aware first-hand of CSUSM's passion for serving first-generation, underrepresented and educationally at-risk students.

The North County Professional Development Federation (NPCDF) is a consortium that consists of 25 North San Diego and South Riverside county school districts, California State University San Marcos, and the San Diego County Office of Education. As the Director for NCPDF, I partner with multiple offices and colleges across campus as we work together to facilitate the matriculation of high school graduates to the university. I have long-standing relationships with the Literature and Writing Studies and Mathematics departments, the faculty leaders and administrators of general education, the School of Education, and the Centers for Learning and Academic Support Services, and more. Although the office is new, NCPDF has a strong partnership with the Office of Undergraduate Studies (OUGS). In fact, this year we have written grants together and have designed and launched a 5-part Preparing College-Ready Writers series that brings together faculty who teach first-year writing, teacher-candidate preparation, community college, and high school faculty. As a group, we are committed to ensuring that students are prepared for the academic demands of the university.

To honor CSUSM with this award will affirm what the regional community knows: CSUSM is committed to preparing students for the university and to engaging them fully when they arrive, even the most at-risk students.

Sincerely,

A handwritten signature in black ink that reads "Brenda Hall".

Brenda Hall
Director



North County Higher Education Alliance
MiraCosta College
1 Barnard Drive, MS#11
Oceanside, CA 92056
P 760.795.6721 ♦ F 760.795.6723

January 5, 2015

Dear Innovation in Higher Education Review Committee,

It is with great enthusiasm that the North County Higher Education Alliance (NCHEA) writes to support California State University, San Marcos' (CSUSM) Innovation in Higher Education award application. CSUSM, Palomar College, and Mira Costa College came together in 1990 on our own accord with a clear commitment to "improving educational opportunities for North County citizens and to promoting working relationships" across institutions in service to our students. Together, we develop inter-institutional grant proposals and projects that ultimately strengthen our students' educational experience. We also collaborate with our K-12 partners. We know first-hand that CSUSM is steadfast in its commitment to serve the state, our immediate community, and beyond by providing access to affordable, high-quality higher education. As a collaborative, we are passionate about serving first-generation, underrepresented and educationally at-risk students in our region. As such, we strive to increase transfer rates between the neighboring community colleges and CSUSM.

The CSUSM's newly created Office of Undergraduate Studies has identified a Transfer Success Program as a primary goal. They will pilot a two-unit Transfer Success course in fall 2015. We look forward to using this pilot as an opportunity for our NCHEA partners to collaborate on the development of a transfer program that will serve our collective students.

We are optimistic that you will honor CSUSM with an Innovation in Higher Education award. This award will celebrate CSUSM's commitment to increasing graduation rates by serving some of the most at-risk student populations. In partnership, we will continue to serve our students.

Sincerely,

A handwritten signature in dark ink, reading "Steven Deineh", with a long, sweeping flourish extending to the right.

Steven Deineh, Director
North County Higher Education Alliance
MiraCosta College, Instruction Librarian
P 760.795.6721 ♦ F 760.795.6723
sdeineh@miracosta.edu

letterSD/ls



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
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Gene I. Maeroff
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Dr. Eric J. Smith
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Western Division
5889 Greenwood Plaza Blvd.
Suite 210
Greenwood Village, CO 80111
Phone: 303.436.2200
Fax: 303.741.0135

December 22, 2014

Dear Innovation in Higher Education Review Committee,

It is an honor to support California State University, San Marcos' (CSUSM) Innovation in Higher Education award application. CSUSM is fully committed to the California State University (CSU) mission to serve the state, immediate community, and beyond by providing access to affordable, high-quality higher education. CSUSM is passionate about serving students, especially first-generation, underrepresented and educationally at-risk students. The mission, values and vision of Cal State San Marcos align very well with the objectives of the AVID (Advancement Via Individual Determination) Center in its aim to prepare all students, addressing goals of increased learning, retention, persistence, and graduation in order to close the college completion gap.

In fact, given the significant percentage of AVID K-12 students who matriculate to CSUSM and the campus' commitment to closing the achievement gap by facilitating college-readiness, especially among underrepresented minorities, we invited CSUSM to become one of 39 universities nationally to implement the AVID for Higher Education (AHE) Student Success Initiative. Even more, we asked that Cal State San Marcos become part of a subset of ten universities engaged in not only introducing and expanding AVID pedagogies in university courses and support services, such as the writing center and math lab, but in participating in a research study supported by a grant from the Michael and Susan Dell Foundation to analyze the effect of these pedagogies on students' academic success.

The AHE project has full institutional support from CSUSM, which is an essential indicator for success. With a designated campus AVID Liaison and the staunch support of the Office of Undergraduate Studies, coupled with the provision of on-campus and off-campus AVID professional development opportunities for CSUSM faculty and staff, we at the AVID Center can report with confidence that the AHE study at CSUSM is well underway—and on track toward providing yet one more avenue for student success. Thanks to the participation of Cal State San Marcos, we are optimistic about the lessons we will learn and the potential to bring AVID for Higher Education to universities across the country.

Appendix A3

We hope you agree that CSUSM's demonstrable commitment to student success marked by high academic standards with commensurate academic and social support—as witnessed by the implementation of the AVID for Higher Education Student Success Initiative—make the university a worthy recipient of this award.

Sincerely,

A handwritten signature in black ink, appearing to read "Dr. B. Krohn". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Betty Krohn, Ed. D.
Director, AVID for Higher Education
11910 Greenville Ave. #300
Dallas, Texas 75243
972-591-2516

Southern California
TRIBAL CHAIRMEN'S
Assoc., Inc.



December 22, 2014

Dear Innovation in Higher Education Review Committee,

It is with great appreciation that I write on behalf of the Southern California Tribal Chairmen's Association to support California State University, San Marcos' (CSUSM) Innovation in Higher Education award application. CSUSM is fully committed to the California State University (CSU) mission to serve the state and the region by providing access to affordable, high-quality higher education. Of particular note is CSUSM's passion for serving first-generation, underrepresented and educationally at-risk students.

CSUSM is especially passionate about partnering with and serving American Indian students, one of the most at-risk student populations. The CSUSM community takes great pride in the fact that it is a campus built on Luiseño Indian land. Well aware of the native people who originally nurtured the land on which the campus sits, the campus is intentional in its partnerships with and outreach to surrounding American Indian communities. In fact, there are several distinguishing features that make clear CSUSM's commitment to serving American Indian students:

- **CSUSM Tribal Liaison;** As the first full-time tribal liaison appointed in the CSU, this individual connects the University to the tribal communities and helps create and advance numerous collaborative activities. This campus leader is a key link for our association as she keeps the President informed about the educational needs of our American Indian students.
- **California Indian Culture and Sovereignty Center (CICSC):** As the first center of its kind in the CSU, the CICSC is dedicated to the support and advocacy of tribal communities, students, and faculty across the state. This center fosters collaborative research and community service relationships between the faculty, staff, and students of CSUSM and members of tribal communities for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities. This Center represents a physical demonstration of CSUSM's commitment not only to American Indian students but to the native community.
- **The President's Native Advisory Council.** Comprised of representatives from most neighboring tribes and tribal education leaders, this first-in-the-CSU advisory council advises the President on University relations with the regional Native American communities and articulates the educational needs of local tribal nations to the University.
- **Santa Ysabel Band of Digueño Indians Guaranteed Admission Agreement.** Signed in 2007, this agreement guarantees Santa Ysabel students admission to Cal State San Marcos—and to any CSU—upon the satisfactory completion of required coursework.

Appendix A4

- **Language Other Than English Requirement.** Students may use their tribal language to fulfill the Other Than English Requirement.

In addition to these distinguishing features, the campus hosts unique annual events--such as the Tribal Education Summit, the Report to Tribal Nations (a presidential report hosted by a local reservation), an American Indian Honoring Ceremony for graduating students, and an American Indian Welcoming day that brings together Native Advisory Council members with incoming and returning American Indian students—for students and their home communities.

The intentional support of students does not end here. The campus continues to find ways to support American Indian students—current and prospective—with events such as Tukwut Scholars for American Indian 4th graders (Tukwut is the campus mascot meaning “mountain lion” gifted to the campus by the Luiseño) and youth education conferences. In 2014, the campus hosted the Dream the Impossible, an event that brought more than 300 native youth to CSUSM to begin imagining the possibility of earning university degrees.

I can tell you first-hand how important these distinctions and events are. CSUSM’s intentional partnerships reach 25 tribal communities, 18 of which are directly in the campus’ service area. The American Indian population at CSUSM now represents 3% of the student population. Given the campus’ commitment to serving its region and the American Indian communities that surround it, I know that percentage will grow.

What CSUSM is doing with and for American Indian student is unique. No other university campus in California has created the institutional structure and programming for sustained partnerships with us. Their mission to serve American Indian students is changing lives and communities. In celebration of what CSUSM has done and continues to do with and for American Indian students, I do hope the Governor’s Office of Finance honors the campus with an Innovation in Higher Education award. You will be celebrating a campus who is modeling meaningful partnerships with native communities that serve American Indian students.

Sincerely,



Denis Turner
Executive Director
Southern California Tribal Chairmen’s Association



County of San Diego

NICK MACCHIONE, FACHE
DIRECTOR

HEALTH AND HUMAN SERVICES AGENCY
CHILD WELFARE SERVICES
8965 BALBOA AVENUE, MAIL STOP W-473
SAN DIEGO, CA 92123-1507
(858) 616-5811 • FAX (858) 616-5908

DEBRA ZANDERS-WILLIS
DEPUTY DIRECTOR

January 5, 2015

Dear Innovation in Higher Education Review Committee,

It is with great appreciation that we write to support California State University, San Marcos' (CSUSM) Innovation in Higher Education award application. CSUSM is fully committed to the California State University (CSU) mission to serve the state and the region by providing access to affordable, high-quality higher education to our immediate community and beyond. Of particular note is CSUSM's passion for serving first-generation, underrepresented and educationally at-risk students.

Our on-going partnership with CSUSM in support of current and former foster youth is a demonstrable example of this passion. The university guarantees admission to foster youth. To realize this commitment, CSUSM has established two Memorandums of Understanding with the San Diego and Riverside Counties. Even more, the former foster youth who enroll at CSUSM are successful! Nearly 80% of these students graduate, far exceeding the national average.

CSUSM's quantifiable impact is telling. Without question, our office's partnership with the university is changing lives. Those words are far more than a cliché. Our current and former foster youth could not have imagined being able to earn university degrees. Thanks to CSUSM and its intentional partnership with county offices this dream is realized!

Should the Governor's Office of Finance choose to honor CSUSM with an Innovation in Higher Education award, you will be celebrating a campus who is steadfast in its commitment to increasing graduation rates by serving some of the most at-risk student populations. Our hope is that the replicable partnership CSUSM has created becomes a model for the CSU. In partnership, we will continue to change lives and communities for the better.

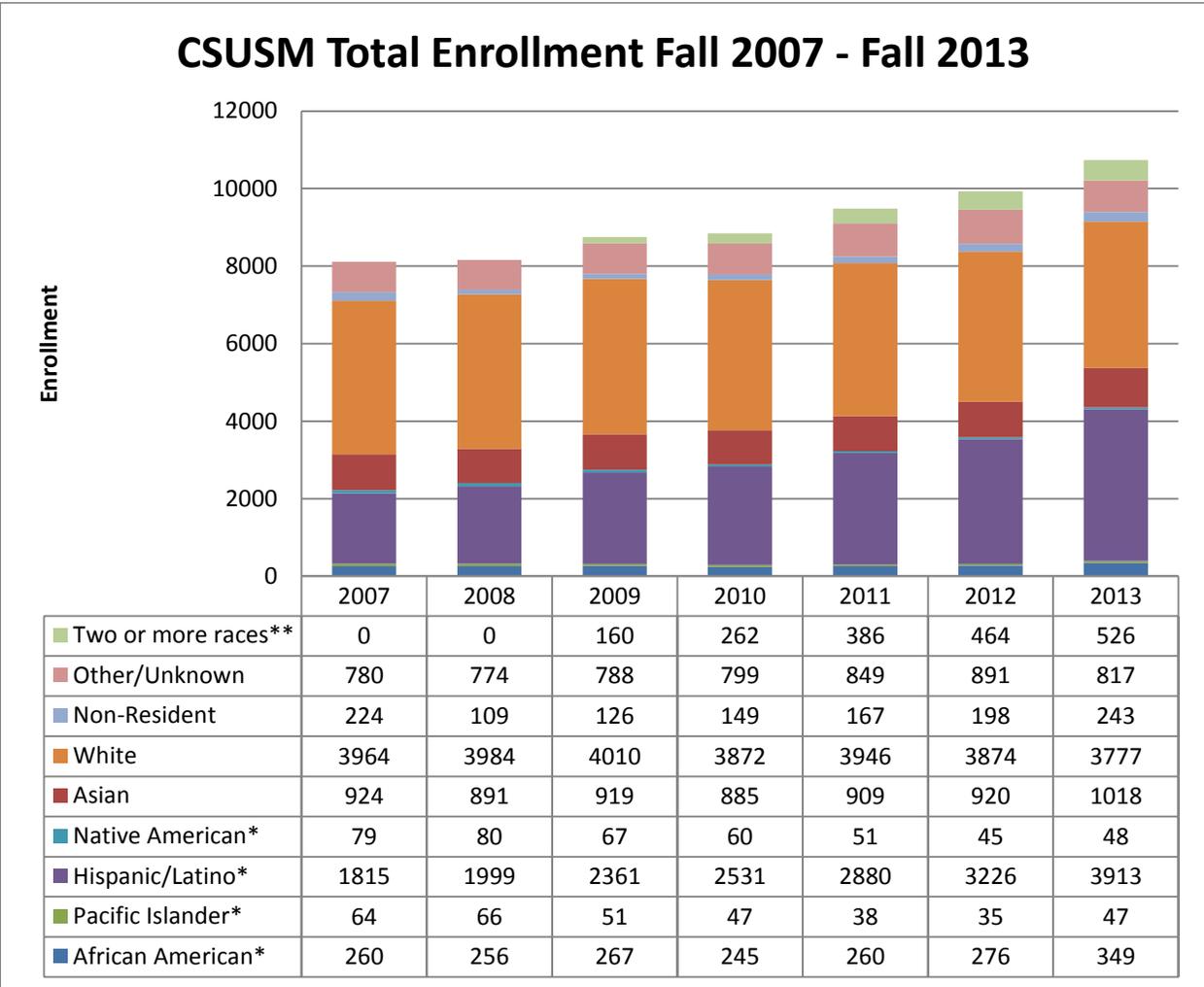
Sincerely,

A handwritten signature in blue ink, appearing to read "DZ", with a flourish extending to the right.

DEBRA ZANDERS-WILLIS, Director
Child Welfare Services

DZW/jm

Fig. 1: CSUSM demographics – Total enrollment with race/ethnicity categories



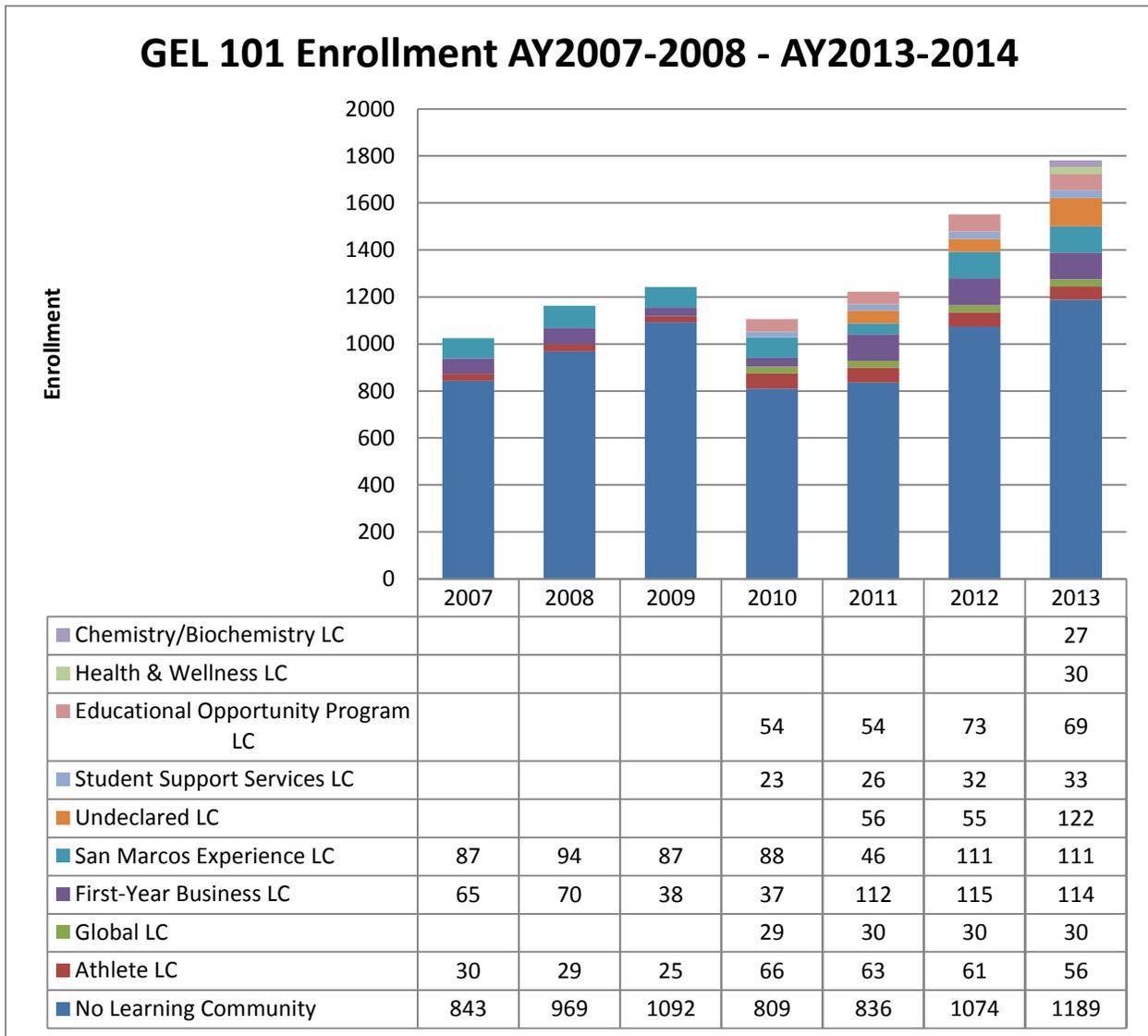
*denotes Underrepresented Minority (URM) groups

**Two or more races was not recorded as a category until 2009

Our campus is growing rapidly, and much of the growth is coming from underrepresented minority groups, especially Latino students.

Appendix B1

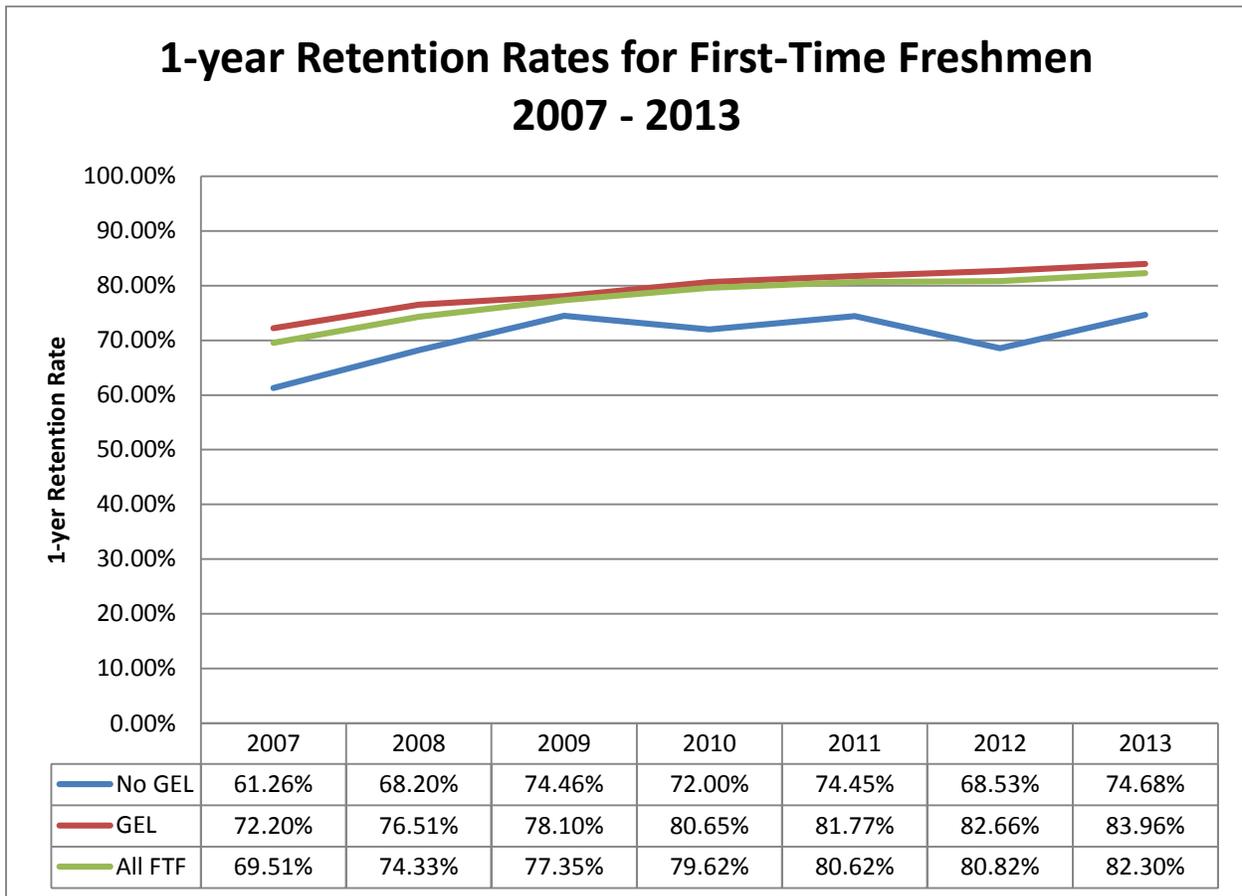
Fig. 2: Total enrollment in GEL 101 including Learning Communities



GEL 101 enrollments have increased over the years as we have expanded the Learning Communities.

Appendix B1

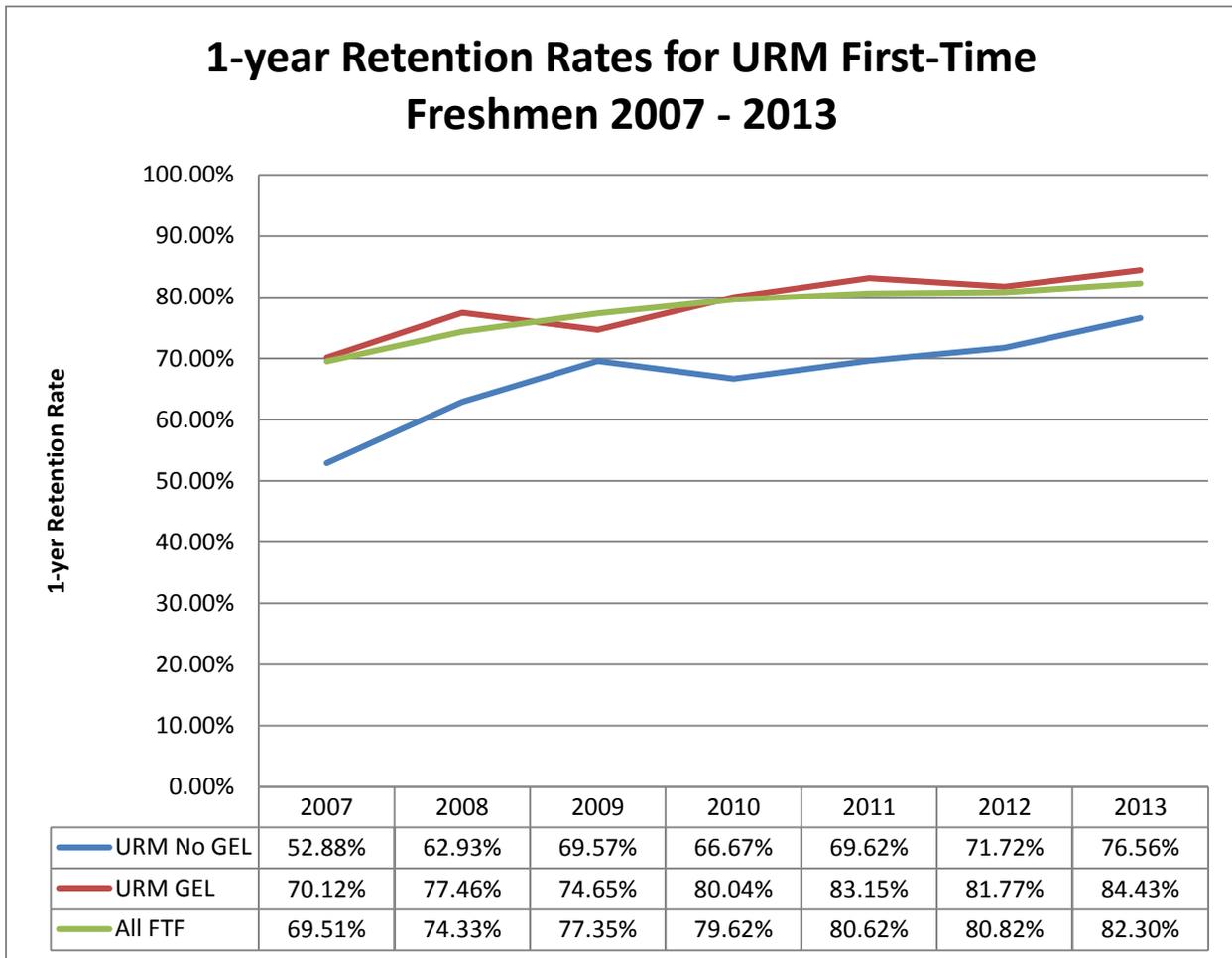
Fig. 3: 1-year retention rates for GEL students



While first-year retention rates have improved across the board (about 12% over the last seven years), students taking GEL in their first year are significantly more likely to return for their second year.

Appendix B1

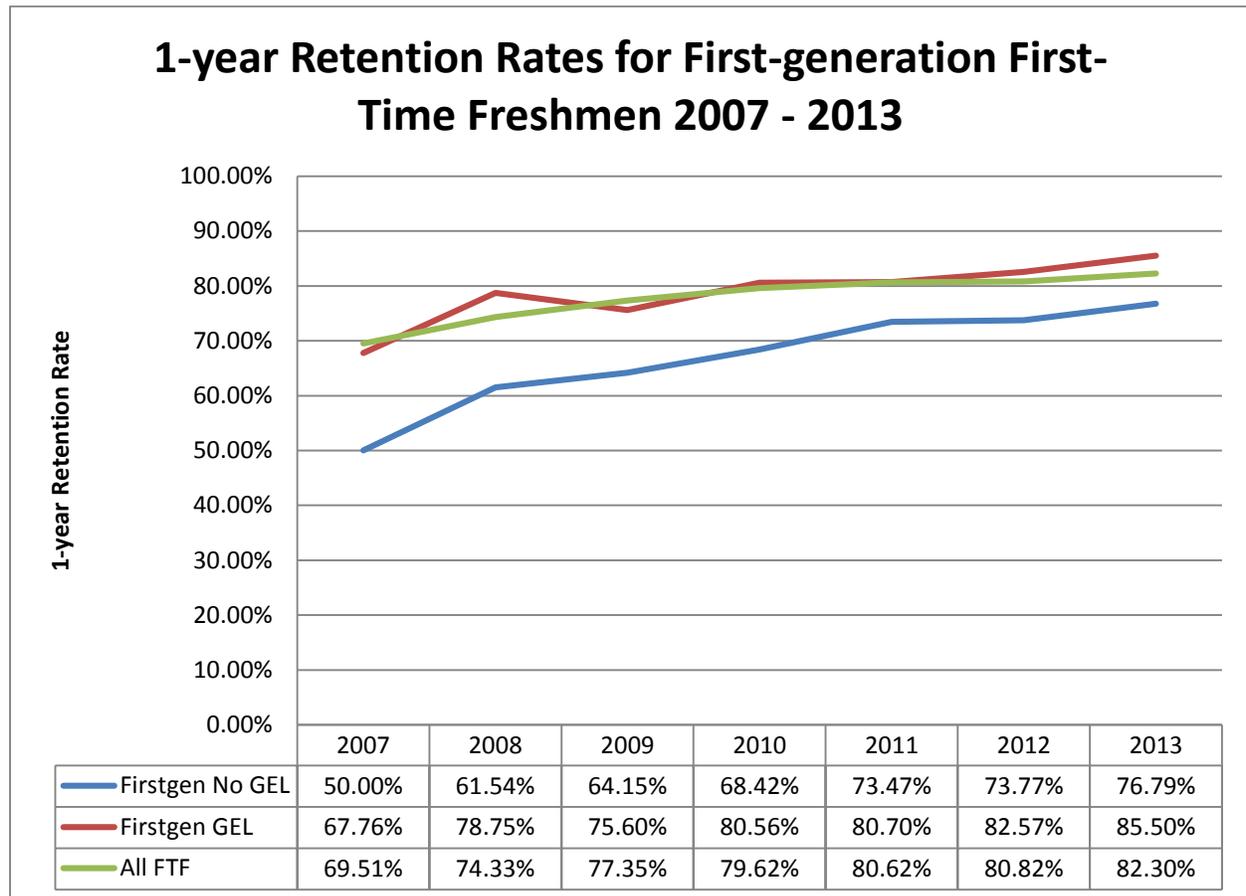
Fig. 4: 1-year retention rates for URM GEL students



The gap between GEL students and non-GEL students is even greater when looking at URM students. URM students in GEL have similar retention numbers to the all-campus rate, suggesting that GEL can help bridge the achievement gap with URM students.

Appendix B1

Fig. 5: 1-year retention rates for first-generation GEL students



GEL also seems to close the gap between first-generation college students and the general population. First-generation students in this graph represent all students whose parents completed no more than a high school degree.

Appendix B2

Early Start Yearly Reports

MAPS 2003 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	0	0	0	0
	MATH 10	1	2	5	6	6	20
	MATH 20	0	0	0	0	0	0
	MATH 30	0	0	0	0	0	0
	MATH 100+	0	0	0	0	0	0
		1	2	5	6	6	20
		# of students retaking ELM exam or taking ESM 30:					19
		# of students advancing at least 1 level:					17
		% of students advancing 1 level:					89%
		Total remedial courses avoided:					35
		Levels advanced per student:					1.84

MAPS 2004 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	11	0	2	3	0	16
	MATH 10	0	9	3	10	2	24
	MATH 20	0	0	6	1	2	9
	MATH 30	0	0	0	3	6	9
	MATH 100+	0	0	0	0	0	0
		11	9	11	17	10	58
		# of students retaking ELM exam or taking ESM 30:					42
		# of students advancing at least 1 level:					24
		% of students advancing 1 level:					57%
		Total remedial courses avoided:					40
		Levels advanced per student:					0.95

MAPS 2005 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	1	0	0	1
	MATH 10	1	4	5	5	3	18
	MATH 20	0	0	2	3	3	8
	MATH 30	0	0	0	3	6	9
	MATH 100+	1	0	0	0	0	1
		2	4	8	11	12	37
		# of students retaking ELM exam or taking ESM 30:					34
		# of students advancing at least 1 level:					25
		% of students advancing 1 level:					74%
		Total remedial courses avoided:					39
		Levels advanced per student:					1.15

Appendix B2

Early Start Yearly Reports

MAPS 2006 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	0	3	2	5
	MATH 10	2	2	4	3	4	15
	MATH 20	0	0	8	4	3	15
	MATH 30	0	0	0	9	7	16
	MATH 100+	1	0	0	0	0	1
		3	2	12	19	16	52
		# of students retaking ELM exam or taking ESM 30:					44
		# of students advancing at least 1 level:					25
		% of students advancing 1 level:					57%
		Total remedial courses avoided:					39
		Levels advanced per student:					0.89

MAPS 2007 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	1	0	2	0	1	4
	MATH 10	0	2	3	1	3	9
	MATH 20	1	0	3	6	5	15
	MATH 30	2	0	0	6	9	17
	MATH 100+	1	0	0	0	0	1
		5	2	8	13	18	46
		# of students retaking ELM exam or taking ESM 30:					38
		# of students advancing at least 1 level:					27
		% of students advancing 1 level:					71%
		Total remedial courses avoided:					39
		Levels advanced per student:					1.03

MAPS 2008 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	0	0	0	0
	MATH 10	0	0	6	6	0	12
	MATH 20	0	0	10	16	13	39
	MATH 30	0	0	0	3	28	31
	MATH 100+	1	0	0	0	0	1
		1	0	16	25	41	83
		# of students retaking ELM exam or taking ESM 30:					82
		# of students advancing at least 1 level:					69
		% of students advancing 1 level:					84%
		Total remedial courses avoided:					88
		Levels advanced per student:					1.07

Appendix B2

Early Start Yearly Reports

MAPS 2009 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	0	0	0	0
	MATH 10	1	6	5	2	3	17
	MATH 20	0	0	11	22	19	52
	MATH 30	1	0	0	9	31	41
	MATH 100+	23					23
		25	6	16	33	53	133
		# of students retaking ELM exam or taking ESM 30:					108
		# of students advancing at least 1 level:					82
		% of students advancing 1 level:					76%
		Total remedial courses avoided:					109
		Levels advanced per student:					1.01

MAPS 2010 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	1	0	1	0	3	5
	MATH 10	1	5	10	5	0	21
	MATH 20	1	0	7	21	20	49
	MATH 30	1	0	0	6	14	21
	MATH 100+	18					18
		22	5	18	32	37	114
		# of students retaking ELM exam or taking ESM 30:					88
		# of students advancing at least 1 level:					70
		% of students advancing 1 level:					80%
		Total remedial courses avoided:					95
		Levels advanced per student:					1.08

MAPS 2011 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	0	0	0	1	1	2
	MATH 10	0	6	6	5	1	18
	MATH 20	1	0	13	13	7	34
	MATH 30	0	0	0	13	12	25
	MATH 100+	34					34
		35	6	19	32	21	113
		# of students retaking ELM exam or taking ESM 30:					76
		# of students advancing at least 1 level:					44
		% of students advancing 1 level:					58%
		Total remedial courses avoided:					58
		Levels advanced per student:					0.76

Appendix B2

Early Start Yearly Reports

ESM 2012 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	115	0	2	5	4	126
	MATH 10	1	12	22	16	1	52
	MATH 20	0	0	29	33	28	90
	MATH 30	0	0	0	31	101	132
	MATH 100+	0					0
		116	12	53	85	134	400
		# of students retaking ELM exam or taking ESM 30:					273
		# of students advancing at least 1 level:					201
		% of students advancing 1 level:					74%
		Total remedial courses avoided:					247
		Levels advanced per student:					0.90

ESM 2013 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	57	0	1	1	0	59
	MATH 10	1	20	43	22	2	88
	MATH 20	0	0	36	86	29	151
	MATH 30	0	0	0	35	124	159
	MATH 100+	0					0
		58	20	80	144	155	457
		# of students retaking ELM exam or taking ESM 10/20/30:					397
		# of students advancing at least 1 level:					306
		% of students advancing 1 level:					77%
		Total remedial courses avoided:					361
		Levels advanced per student:					0.91

ESM 2014 Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	62	0	0	1	2	65
	MATH 10	0	24	44	12	3	83
	MATH 20	0	0	37	80	22	139
	MATH 30	0	0	0	30	97	127
	MATH 100+	0					0
		62	24	81	123	124	414
		# of students retaking ELM exam or taking ESM 10/20/30:					349
		# of students advancing at least 1 level:					258
		% of students advancing 1 level:					74%
		Total remedial courses avoided:					298
		Levels advanced per student:					0.85

Appendix B2

Early Start Yearly Reports

"ESM" Total

		Post-ESM Placement					
		NA	MATH 10	MATH 20	MATH 30	MATH 100+	
Pre-ESM Placement	NA	247	0	9	14	13	283
	MATH 10	8	92	156	93	28	377
	MATH 20	3	0	162	285	151	601
	MATH 30	4	0	0	148	435	587
	MATH 100+	79					79
		341	92	327	540	627	1927
		# of students retaking ELM exam or taking ESM 10/20/30:					1550
		# of students advancing at least 1 level:					1148
		% of students advancing 1 level:					74%
		Total remedial courses avoided:					1448
		Levels advanced per student:					0.93



Remediation Trends and Gains 2006-2011

TRENDS

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<p>1,345 Total Students Enrolled 887 Students in Remediation</p> <p>638 Math Remediation Students 72% of students in remediation that need to meet math proficiency.</p> <p>674 English Remediation Students 76% of students in remediation that need to meet English proficiency.</p> <p>65.9% of enrolled students are in need of remediation</p>	<p>1,310 Total Students Enrolled 880 Students in Remediation</p> <p>625 Math Remediation Students 71% of students in remediation that need to meet math proficiency.</p> <p>699 English Remediation Students 79% of students in remediation that need to meet English proficiency.</p> <p>67.1% of enrolled students are in need of remediation</p>	<p>1,533 Total Students Enrolled 995 Students in Remediation</p> <p>613 Math Remediation Students 62% of students in remediation that need to meet math proficiency.</p> <p>817 English Remediation Students 82% of students in remediation that need to meet English proficiency.</p> <p>64.9% of enrolled students are in need of remediation</p>	<p>1,516 Total Students Enrolled 1,042 Students in Remediation</p> <p>636 Math Remediation Students 61% of students in remediation that need to meet math proficiency.</p> <p>887 English Remediation Students 85% of students in remediation that need to meet English proficiency.</p> <p>68.7% of enrolled students are in need of remediation</p>	<p>1,201 Total Students Enrolled 812 Students in Remediation</p> <p>426 Math Remediation Students 52% of students in remediation that need to meet math proficiency.</p> <p>725 English Remediation Students 89% of students in remediation that need to meet English proficiency.</p> <p>67.6% of enrolled students are in need of remediation</p>

GAINS

2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
<p>887 First Time Freshmen students in remediation</p> <p>425 Students needing both math and English remediation. 240 Students completed their remediation in both math and English. 56.5% COMPLETION RATE</p> <p>213 Students needing math remediation. 135 Students completed their remediation in math. 63.4% COMPLETION RATE</p> <p>249 Students needing English remediation. 223 Students completed their remediation in English. 89.6% COMPLETION RATE</p> <p>67.4% Remediation Success Rate</p> <p>598 First Time Freshmen completed remediation their first year.</p>	<p>880 First Time Freshmen students in remediation</p> <p>444 Students needing both math and English remediation. 310 Students completed their remediation in both math and English. 69.8% COMPLETION RATE</p> <p>181 Students needing math remediation. 142 Students completed their remediation in math. 78.5% COMPLETION RATE</p> <p>255 Students needing English remediation. 213 Students completed their remediation in English. 83.5% COMPLETION RATE</p> <p>75.6% Remediation Success Rate</p> <p>665 First Time Freshmen completed remediation their first year.</p>	<p>995 First Time Freshmen students in remediation</p> <p>435 Students needing both math and English remediation. 331 Students completed their remediation in both math and English. 76.1% COMPLETION RATE</p> <p>178 Students needing math remediation. 142 Students completed their remediation in math. 79.8% COMPLETION RATE</p> <p>382 Students needing English remediation. 327 Students completed their remediation in English. 85.6% COMPLETION RATE</p> <p>80.4% Remediation Success Rate</p> <p>800 First Time Freshmen completed remediation their first year.</p>	<p>1042 First Time Freshmen students in remediation</p> <p>481 Students needing both math and English remediation. 361 Students completed their remediation in both math and English. 75.1% COMPLETION RATE</p> <p>155 Students needing math remediation. 139 Students completed their remediation in math. 89.7% COMPLETION RATE</p> <p>406 Students needing English remediation. 358 Students completed their remediation in English. 85.6% COMPLETION RATE</p> <p>82.3% Remediation Success Rate</p> <p>858 First Time Freshmen completed remediation their first year.</p>	<p>812 First Time Freshmen students in remediation</p> <p>339 Students needing both math and English remediation. 264 Students completed their remediation in both math and English. 77.9% COMPLETION RATE</p> <p>87 Students needing math remediation. 74 Students completed their remediation in math. 85.1% COMPLETION RATE</p> <p>386 Students needing English remediation. 359 Students completed their remediation in English. 93% COMPLETION RATE</p> <p>85.8% Remediation Success Rate</p> <p>697 First Time Freshmen completed remediation their first year.</p>



Remediation Trends and Gains 2011-2014

* EPT cut off score dropped to 147 in 2011.

* The Early Start Program launched in 2012.

TRENDS

2011-2012

1,433 Total Students Enrolled
753 Students in Remediation

513 Math Remediation Students
68% of students in remediation that need to meet math proficiency.

555 English Remediation Students
74% of students in remediation that need to meet English proficiency.

52.5%
of enrolled students are in need of remediation

2012-2013

1,756 Total Students Enrolled
1,014 Students in Remediation

750 Math Remediation Students
74% of students in remediation that need to meet math proficiency.

714 English Remediation Students
70% of students in remediation that need to meet English proficiency.

57.7%
of enrolled students are in need of remediation

2013-2014

2,127 Total Students Enrolled
1,202 Students in Remediation

842 Math Remediation Students
70% of students in remediation that need to meet math proficiency.

862 English Remediation Students
72% of students in remediation that need to meet English proficiency.

56.5%
of enrolled students are in need of remediation

GAINS

2011-2012

753 First Time Freshmen students in remediation

315 Students needing both math and English remediation.

234 Students completed their remediation in both math and English.
74.3% COMPLETION RATE

198 Students needing math remediation.

172 Students completed their remediation in math.
86.9% COMPLETION RATE

240 Students needing English remediation.

213 Students completed their remediation in English.
88.8% COMPLETION RATE

82.2%
Remediation Success Rate

619 First Time Freshmen completed remediation their first year.

2012-2013

1,014 First Time Freshmen students in remediation

450 Students needing both math and English remediation.

348 Students completed their remediation in both math and English.
77.3% COMPLETION RATE

300 Students needing math remediation.

273 Students completed their remediation in math.
91% COMPLETION RATE

264 Students needing English remediation.

243 Students completed their remediation in English.
92% COMPLETION RATE

85.2%
Remediation Success Rate

864 First Time Freshmen completed remediation their first year.

2013-2014

1,202 First Time Freshmen students in remediation

502 Students needing both math and English remediation.

402 Students completed their remediation in both math and English.
80.1% COMPLETION RATE

340 Students needing math remediation.

313 Students completed their remediation in math.
92.1% COMPLETION RATE

360 Students needing English remediation.

330 Students completed their remediation in English.
91.7% COMPLETION RATE

86.9%
Remediation Success Rate

1,045 First Time Freshmen completed remediation their first year.

**Graduation Initiative Steering Committee Charge
Fall 2014**

Charge: GISC will take the lead in ensuring that the Campus makes progress towards and ultimately meets the 2025 goals set by the Chancellor's Office on Oct. 15, 2014 (CO 2025 targets on our Moodle).

Approaches: GISC is a brainstorming workgroup that works collaboratively with individuals and groups across the campus and in the local community to do the following—

- Identify, research, implement, and track specific high impact practices, initiatives, interventions, and/or long-term strategies to improve the retention of students at all levels.
- Identify, research, implement, and track specific high impact practices, initiatives, interventions, and/or long-term strategies to improve the graduation rates for all students.
- Use data analytics, including the CSU Student Data Dashboard, to monitor and track trends and progress towards the campus goals.

Adam Petersen

From: O'Donnell, Ken <kodonnell@calstate.edu>
Sent: Wednesday, October 01, 2014 7:51 PM
To: Dawn Formo
Cc: Graham Oberem; Lorena Meza; Matthew J. Ceppi; Bill Ward; Laurie Stowell; Hovannesian, Audrey
Subject: proposal accepted - Preparing to Scale High-Impact Practices

Hi, Dawn,

I'm happy to report that our selection committee approved your proposal below, for the statewide project "Preparing to Scale High-Impact Practices." CSU San Marcos will join seven other CSU campuses and Cal State Fullerton across this academic year, to improve our ability to track HIPs participation in Student Information Systems like PeopleSoft.

Fourteen CSU campuses applied to participate, and each application was read by six reviewers. It was a strong field, and a reminder that in fact this work is important systemwide.

By copy I'm introducing you to Project Director Audrey Hovannesian, who will contact you next week with the grant agreement and some dates and milestones for the work ahead.

In the meantime, we invite you and your team to join us **October 20-21 in Indianapolis**, if you're available. The annual [Assessment Institute](#), hosted by IUPUI, is a nationally known and respected conference. We recently learned that the organizers are very interested in our project, and they offered to set up meetings or meals for us with people doing similar work as part of their meeting's designated "HIPs Assessment" track. This seems like a good occasion to bring together people from at least some of our funded pilot sites, hopefully including you. We'd cover your travel and registration. **Please let Audrey know right away if you or others on your team can join us.**

Either way, congratulations again on putting together such a strong proposal. I'm glad we'll have you and the San Marcos group along on this.

Ken

Ken O'Donnell
Senior Director, Student Engagement
and Academic Initiatives & Partnerships
California State University Office of the Chancellor
562-951-4735
kodonnell@calstate.edu



From: Dawn Formo [mailto:dformo@csusm.edu]
Sent: Monday, September 15, 2014 3:22 PM



November 14, 2014

TO: Dr. Karen S. Haynes, President
CSU San Marcos

FROM: Ephraim P. Smith 
Executive Vice Chancellor, Chief Academic Officer
CSU Office of the Chancellor

SUBJECT: Proposal Funding: Fostering the Strategic Use of Data to Improve Student Success

Thank you for submitting action research and data readiness proposals, and for your commitment to improving student success by expanding data-driven decision making. This memo outlines the funding allocations for your proposals and highlights the terms and conditions for accepting the funding.

Funding for Your Approved Action Research and Data Readiness Proposals:

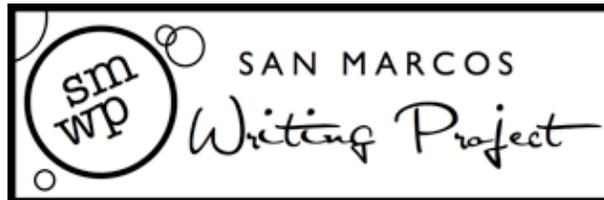
The Chancellor's Office received funding requests in excess of the \$5 million allocation pool, and as a result, no campus received its full budget request. The table below shows your total award:

Proposal	Budget Request	Final Award
Action Research	\$125,000	\$106,250
Data Readiness	\$125,000	\$106,250
Total Award		\$212,500

This one-time allocation will be transferred via CPO in December, but please use this letter as the official "green light" for funding, and do not wait for the money to arrive before beginning work.

As a condition of acceptance of these funds, you will be required to submit an update report in June, and document methodology and outcomes as appropriate in the Student Success Dashboard.

If you would like to discuss the funding allocation, please contact Kara Perkins (kperkins@calstate.edu).



Preparing College-Ready Writers

Plan for the Day

May 3, 2014

CSU, San Marcos

University Hall 444

8:30-3pm

1. 9-9:20--**Welcome and Introduction** (Dawn Formo, CSUSM, Literature and Writing Studies)

2. 9:20-9:35— **Introduction to Writing Packet #1**—General Education Writing (GEW) (Catherine Cucinella, CSUSM, Literature and Writing Studies)

3. 9:35-10:10—**Read Packet #1 and as a table**

a. **Respond to this question:** If you had the opportunity to respond to the student writer about his/her essay, how would you respond? Why?

b. **Create a Group Poster** that captures the key idea that emerged from your discussion.

4. 10:10-10:30—**Whole Group Discussion**

What key idea emerged from your table discussion of Packet #1?

5. 10:30-10:45—**Break**

**Let's create a Poster Gallery in the hallway outside. Please post your Poster from Packet #1 along the walls outside this classroom.

6. 10:45-11:00— **Introduction to Writing Packet #2--10th Grader Writing (SMUSD)** (Brenda Hall, NCPDF and Alecia Markgraf, Mission Hills High School)

7. 11:00--11:30—**Read Packet #2 and as a table**

a. **Respond to this question:** If you had the opportunity to respond to the student writer about his/her essay, how would you respond? Why?

b. **Create a Group Poster** that captures the key idea that emerged from your discussion.

8. 11:30-Noon—**Whole Group Discussion**

What key idea emerged from your table discussion of Packet #2?

9. Noon-12:45—**Lunch**

**Let's add to our Poster Gallery in the hallway outside. Please post your Poster from Packet #2 along the walls outside this classroom.

10. 12:45-1:00—**View *Beyond the Red Ink*** (Dawn Formo)

11. 1:00-1:10--**Introduction to the Gallery Walk** (Dawn Formo)

12 1:00-1:30—**Gallery Walk**

a. **Observations and Notes:** There are plenty of small Post-It packets on your table. Please take a packet. As you review the posters for Packets 1 and 2, make note of any observations, any ah-has, any questions, any concerns.

b. **"Oh My!/So what?/What's Next?"**--Post your Ah-Has, your questions, your concerns, your observations on the "Oh My!/So what?/What's Next?" posters at the end of the Gallery Walk.

13. **1:30-2:30--Debrief and Discussion**

Together let's capture what we learned today and suggest next steps for our on-going high-school-university collaboration.

14. **Evaluation**

For your reading and discussion pleasure...

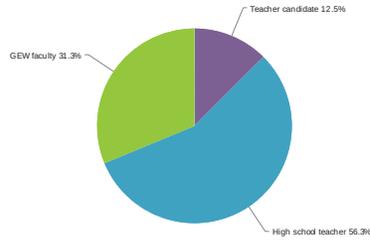
Included in this folder are three articles that you may find useful as you consider your own writing instruction. You may also want to share these articles with your colleagues. Additionally, you may find this article posted on a recent *New York Times* blog interesting, "Getting Ready for College Writing by Learning to Revise": http://learning.blogs.nytimes.com/2014/04/25/guest-post-get-ready-for-college-writing-by-learning-to-revise/?_php=true&_type=blogs&_php=true&_type=blogs&r=1&

Appendix C5

Summary Report

Survey: May 2014 College Ready Writer's Workshop Evaluation

1. Indicate your status:



Status	Percentage	Count
Teacher candidate	12.5%	2
High school teacher	56.3%	9
CSUSM Teaching Associate (TA)	0.0%	0
GEW faculty	31.3%	5
Total		16

3. Please share any insights that you gained about how to support your students writing as they prepare for college.

Count	Response
1	Longer "short letters" to students outlining areas of improvement or adjustment go a long way.
1	They must anticipate writing tasks that involve multiple sources of non-fiction text.
1	From the workshop, I left with a better understanding of what professor's expectations were in student writing. With this knowledge, I can better support my students and guide them towards those expectations.
1	As a specialized academic instructor that supports language arts, the examples provided and the discussions held at my table with college professors, were extremely helpful in showing how much student rigor is expected by the time y students arrive on campus. This awareness strengthened my resolve to provide my students with explicit direct instruction in the writing process and to provide meaningful summative assessments to encourage student feedback.
1	I need to give them assignments with more research and longer assignments with shorter pieces of text (do more with less).
1	Seeing specific assignment prompts and products was extremely useful. Also, the mix of instructor types at each table provided fruitful discussion and insight. A major insight for me was that assignments that produce excellent critical thinking do not always generate good writing. So, the way I design a writing assignment matters, and it reinforced my practice to generate writing assignments that require students to make a narrow argument.
1	Effective feedback is key, but finding time for high school teachers to give that feedback is the difficult part. When the pressure is on, it can be hard to find time to compliment the good stuff when my mindset is to find the areas where the student needs help.
1	It is always great to have dialogue from the the secondary and post secondary worlds. Great connection.
1	As students prepare for college, we need to ensure their success by demonstrating best practices concerning specific writing genres in composition classes. Included in recognizing forms and conventions of academic genres, helping students become mindful of personal experiences as appropriate content should be reinforced by the instructor.
1	I duplicated materials for all teachers on my campus and will be sharing more with them at the start of next school year. Having conversations with the CSUSM faculty was the best part of the day!!
1	Most helpful was to see that the GEW student was expected in this assignment to generate a great deal of text about a specific, limited amount of material (in this case the rhetorical analysis of the advertisement). Most high school students we teach would be intimidated by the required length.

2. Please indicate your agreement with the following statements:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Not Applicable	Responses
Overall this workshop was very useful to me.	0 0.0%	0 0.0%	0 0.0%	2 11.1%	16 88.9%	0 0.0%	18
The table discussion of the GEW paper was very useful to me.	0 0.0%	0 0.0%	0 0.0%	5 26.3%	14 73.7%	0 0.0%	19
The whole-group discussion of the GEW paper was very useful to me.	0 0.0%	0 0.0%	0 0.0%	5 26.3%	14 73.7%	0 0.0%	19
The table discussion of the high school paper was very useful to me.	0 0.0%	1 5.3%	0 0.0%	3 15.8%	15 78.9%	0 0.0%	19
The whole-group discussion of the high school paper was very useful to me.	1 5.3%	0 0.0%	1 5.3%	3 15.8%	14 73.7%	0 0.0%	19
The resource materials provided helpful information.	0 0.0%	0 0.0%	2 11.1%	6 33.3%	10 55.6%	0 0.0%	18
This workshop gave me a better understanding of what high school teachers expect of their students.	0 0.0%	0 0.0%	1 5.3%	6 31.6%	10 52.6%	2 10.5%	19
This workshop gave me better understanding of what GEW instructors expect of their students.	0 0.0%	0 0.0%	1 5.3%	4 21.1%	10 52.6%	4 21.1%	19
This workshop increased my overall awareness of the significance of a teacher/instructor's role responding to student writing.	0 0.0%	0 0.0%	1 5.6%	6 33.3%	11 61.1%	0 0.0%	18
I am very likely to implement one or more of the specific feedback strategies I learned at this workshop in my own classroom.	0 0.0%	0 0.0%	1 5.3%	4 21.1%	14 73.7%	0 0.0%	19
I will be sharing the information from this workshop at a department meeting.	0 0.0%	0 0.0%	2 10.5%	7 36.8%	6 31.6%	4 21.1%	19
I will be duplicating the table discussion activity at a meeting with my faculty/colleagues.	0 0.0%	1 5.3%	5 26.3%	6 31.6%	3 15.8%	4 21.1%	19
It would be helpful to duplicate this experience on my campus for our English faculty.	0 0.0%	0 0.0%	0 0.0%	4 21.1%	15 78.9%	0 0.0%	19
It would be helpful to duplicate this experience on my campus for all faculty who assign writing assignments.	0 0.0%	0 0.0%	1 5.6%	2 11.1%	15 83.3%	0 0.0%	18

4. What ideas or suggestions arose from the table discussions, whole group discussions that you wish you could bring in to your classroom and do with your students, but find it challenging? What are those barriers

Count	Response
1	N/A
1	Quick feedback.
1	I would love to practice more academic writing that asks students to analyze different types of texts--not simply novels, but speeches, advertisements, etc. However, due to time constraints as well as the need to fill in missing foundational skills, this is not possible at a high school level. I find it more important to develop a few skills well rather than attempting to cover as many skills as possible on a shallow level.
1	At the high school level, the biggest challenges are class size (40 this year) and the range of abilities in one college preparatory class.
1	Until 11th grade, and our study of rhetoric begins, the students lack the vocabulary or conceptual knowledge to interpret the nuances of argument in non-fiction prose.
1	Linking what they learn in high school to what they are learning in college--what builds the bridge?
1	I find it hard to find time to provide meaningful feedback to my student writers. I find it hard to coach/instruct my students to effectively peer edit papers that are not their own.
1	Peer editing is always something I want and attempt to do, but I need to find ways to make it more productive. Giving them specific questions to answer and showing them how I grade a paper in front of them does seem to be a way to make it more productive and I will try it. The challenges are the amount of students I have in each classroom and making sure they all stay on task and follow the directions for peer editing.
1	Peer editing is difficult because students don't effectively know what suggestions to give to a student when their own writing is weak. Finding techniques that help students give feedback but then recognize in their own writing areas for improvement is a struggle for me.

Appendix C5

5. How would you like to see this conversation continue? What could be a topic of conversation for a future workshop together?

Count	Response
1	How to grade papers without too much paperwork/time!!
1	I would like to look at more prompts. We only examined two. How about 4 next time?
1	Peer editing - Try it as a group (like students) with a specific protocol
1	Scaffolding strategies for helping students write longer papers.
1	Speeding up the process.
1	Have more workshops. The Research Process; The Importance of the Thesis Statement; Writing and Common Core; Genre Writing
1	Building the bridges--what they learned in high school is not radically different from what they are doing in GEW. Perhaps it's in part a terminology thing?
1	Yes. I would like to see a continuation of the overall discussion on student expectation for incoming freshmen.
1	I think we need to discuss and examine strategies and plans to better bridge the gap between high school level writing and college level.
1	I would like to see the conversation continue in two ways. The first would be a workshop where prompts, their effectiveness, design, and objectives, would be the focus. The second, a workshop on collaborative learning--peer review, collaborative writing, small group work.
1	I would like to see other disciplines involved. Prompts and types of assignments would be great. But then follow a prompt workshop with a follow up to discuss the pros and cons that arose in implementing that prompt, bring in sample responses. I think high school and basic skills teachers could really benefit each other in developing and extending an assignment.
1	Moving high school students (maybe even lower grades) into critical thinking and analysis rather than simple reflection.

6. What was least helpful to you about the workshop?

Count	Response
1	As a whole I found the afternoon a success. A two day conference might be more helpful
1	Most of the activities were helpful. Nothing stands out as being least helpful.
2	N/A
1	It was too short!! It would be great to have had small workshops on specific issues shared by h.s. and college teachers of writing.
1	Too many desserts. I know that is flippant, but I overate. If anything, the timing was a little rough, but I'm not sure there is ever a perfect time to do something like this.
1	Everything was great. We seemed to run out of time, so more workshops would be great. I don't know that the posters were necessary. I think they were all similar and, therefore, didn't enlighten me.
1	The parking ticket I received when I left the workshop. I carefully scratched off the month and date. I did not see the years at the bottom of the permit. I rec'd a ticket for not having scratched off a year. I have appealed the ticket. :(
1	Making the posters then using sticky notes to write down commonalities seemed redundant and we never came back to the posters or commonalities.

7. What was the most valuable part of the workshop?

Count	Response
1	Discussing student work with colleagues
1	Discussions of work samples with a variety of peers at each level.
1	Group discussion.
1	Seeing the actual prompts and student writing and sharing how we would respond to the students.
1	The collaborative aspect of working with faculty from both the university and the high school.
1	The group discussion with mixed groups at the tables.
1	Time with college professors!!
1	Understanding some of the things high school students are asked to do in writing assignments.
1	The thorough information and helpful resources, whether through the CSUSM professors, colleagues or provided resources. One of the best workshops that I have attended!
1	The discussion was most valuable part because it was focused, and everyone participated. I also learn how to better teach when I get to see how other teachers look at a writing assignment; they allow me to see what things I might have overlooked based on my own perspective. I liked the table then whole group approach. I also walked away with an idea for an assignment based on the high school paper. I teach basic skills and might incorporate a similar assignment into my class. I have been trying to find an effective research assignment to step students through.
1	Sharing stories with high school teachers and finding out that they face the same problems college instructors do, in terms of student writers' development.
1	Seeing that the PEW instructors had the same issues/problems/concern with young adults as I do. I felt validated in my thinking that reading and writing is so very important at every age. I am a science teacher and I will assign many more reading/writing/thinking/research/editing projects next year than I ever have.



CSUSM in Partnership with the
San Marcos Writing Project, The Alliance, and NCPDF

~ Presents ~

“Preparing College-Ready Writers”

The focus for the day will be to collaborate and align the skills, knowledge and ability students need in writing to meet Common Core standards and to make a successful transition from high school to higher education and to the world of work. High school English teachers and college faculty will meet and discuss writing prompts and student work.

Dates: Saturday, December 6, 2014 – *What Does College-Ready Writing Mean?*
Saturday, February 7, 2015 – *Writing Across The Disciplines*
Saturday, March 14, 2015 – *Developing Effective Prompts and Assignments*
Saturday, May 2, 2015 – *Effective Feedback and Supporting the Writing of English Learners*

Times for all workshops: 8:30 – 9:00 AM – Check-in, Breakfast & Registration
9:00 AM – 3:00 PM - Workshop

Audience: High School English teachers, CSUSM General Education Writing faculty, and faculty from other disciplines

Location: California State University San Marcos
University Hall 444
333 Twin Oaks Valley Road
San Marcos, CA 92096

Register: <http://sdcoe.k12oms.org/1020-91015>

Reserved Parking in Lot F

Space is limited – please register soon!

Breakfast and lunch will be provided

*****Participants will receive a \$100 Amazon gift card*****



For workshop information:
Brenda Hall, Director of NCPDF
brhall@sdcoe.net

For registration information:
Diane Hallam, Administrative Assistant
dhallam@sdcoe.net or 760-632-2360

Adam Petersen

From: Elisa Grant-Vallone
Sent: Wednesday, September 24, 2014 12:12 PM
To: Tikkanen, Wayne
Cc: David, Debra; Varner, Tarita; Yvonne Meulemans; sdeineh@miracosta.edu; Sonia Perez
Subject: RE: RfP - Compass Sweetens the pot! Katalyst grants for Threshold Concepts/Wicked problems Institutes from ITL

Thanks Wayne and Debra,

This is great news! I will let our team here know.

Sonia Perez is the fiscal contact person, Yvonne Meulmans, CSUSM faculty will receive stipend for CSU and Steven Deineh, NCHCA Director, MiraCosta faculty will receive the stipend for the CC.

Elisa

-----Original Message-----

From: Tikkanen, Wayne [mailto:wtikkanen@calstate.edu]
Sent: Tuesday, September 23, 2014 1:05 PM
To: Elisa Grant-Vallone
Cc: David, Debra; Varner, Tarita
Subject: Re: RfP - Compass Sweetens the pot! Katalyst grants for Threshold Concepts/Wicked problems Institutes from ITL

Hi Elisa,

I am pleased to let you know that your Katalyst proposal for \$500 (to support curricular development of Wicked Problems/Threshold Concepts at your institutions) has been selected for funding. Please send me the contact information for the CSU fiscal officer who will be handling the hospitality funding at your earliest convenience. Dr. Debra David (copied on this email) will contact you regarding the two additional \$100 stipends (timing, any deliverables) to the CSU and CCC point people at a later date.

Can you please identify your CCC partners in a followup email?

Congratulations and may you have rich conversations that start you and your colleagues down the road to more meaningful courses.

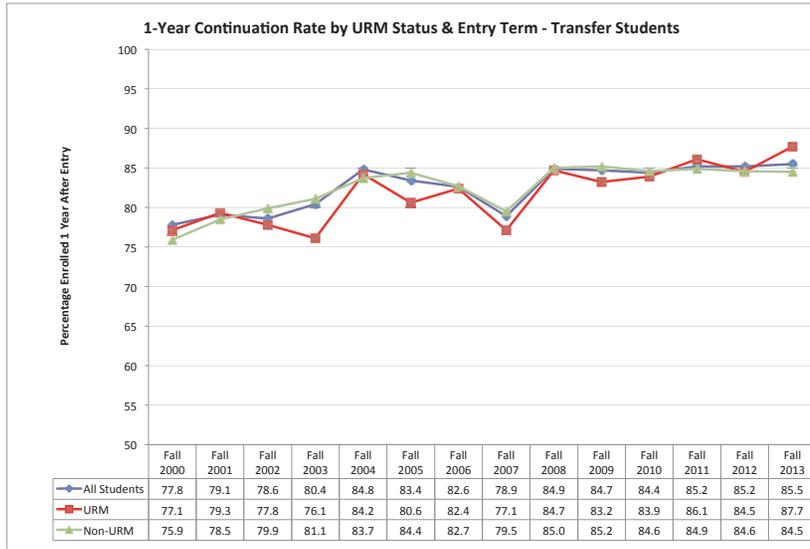
Sincerely,

Wayne

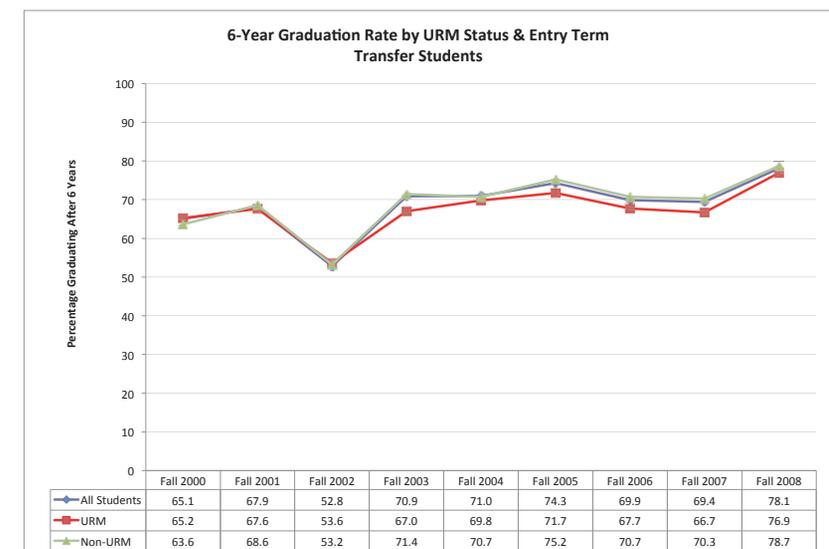
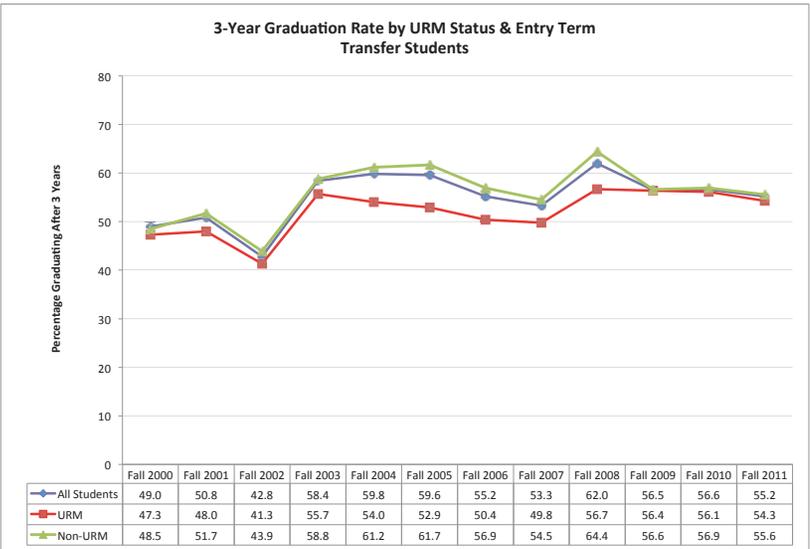
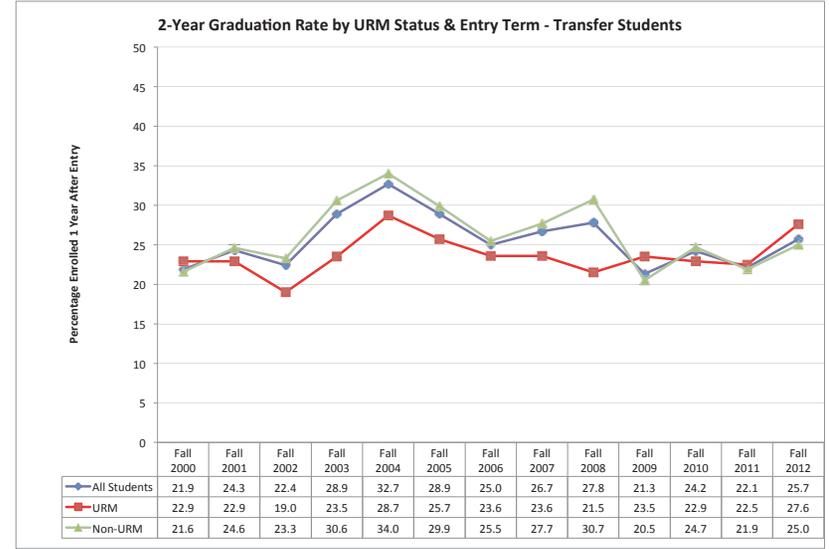
Wayne Tikkanen
Professor of Chemistry
Director of the Institute for Teaching and Learning California State University Office of the Chancellor, Long Beach

<http://www.calstate.edu/itl/index.shtml>

Appendix C8



URM=Hispanic, African American, Native American & Pacific Islander
 Source: Retention files maintained by IPA



Appendix C9

Number of units attempted by Entry Term - Transfer Students					
First Term					
	Total Number of Units Attempted	Term in Which Student First Enrolled at CSUSM			
		Fall 2008	Fall 2009	Fall 2010	Fall 2011
	6 or fewer	9.2%	11.5%	11.3%	10.1%
	7 - 9 units	11.8%	12.1%	14.6%	11.6%
	10 - 11 units	5.7%	7.2%	7.3%	6.2%
	12 units	34.9%	45.5%	32.9%	30.5%
	13 - 14 units	14.0%	17.0%	17.9%	18.7%
	15 or more units	24.3%	6.7%	15.9%	22.9%
	Total	100.0%	100.0%	100.0%	100.0%
	Headcount	770	1263	1014	839
	Average	12.0	12.8	12.7	12.1
Second Term					
	Total Number of Units Attempted	Term in Which Student First Enrolled at CSUSM			
		Fall 2008	Fall 2009	Fall 2010	Fall 2011
	6 or fewer	7.0%	7.2%	9.1%	7.3%
	7 - 9 units	10.0%	12.7%	11.5%	11.0%
	10 - 11 units	4.7%	7.8%	7.7%	8.0%
	12 units	28.3%	35.2%	29.8%	29.2%
	13 - 14 units	14.9%	17.6%	17.4%	18.4%
	15 or more units	35.1%	19.6%	24.6%	26.2%
	Total	100.0%	100.0%	100.0%	100.0%
	Headcount	770	1263	1014	839
	Average	11.2	11.9	12.4	12.5
Third Term					
	Total Number of Units Attempted	Term in Which Student First Enrolled at CSUSM			
		Fall 2008	Fall 2009	Fall 2010	Fall 2011
	6 or fewer	6.4%	6.3%	5.0%	4.5%
	7 - 9 units	9.4%	9.2%	9.8%	9.1%
	10 - 11 units	6.8%	6.7%	7.6%	6.8%
	12 units	29.0%	32.0%	24.9%	29.4%
	13 - 14 units	16.8%	18.7%	18.5%	17.0%
	15 or more units	31.6%	27.1%	34.3%	33.1%
	Total	100.0%	100.0%	100.0%	100.0%
	Headcount	766	1261	1006	836
	Average	11.4	12.1	12.8	12.6
Fourth Term					
	Total Number of Units Attempted	Term in Which Student First Enrolled at CSUSM			
		Fall 2008	Fall 2009	Fall 2010	Fall 2011
	6 or fewer	7.5%	7.7%	7.8%	5.9%
	7 - 9 units	12.8%	11.5%	10.1%	11.5%
	10 - 11 units	8.7%	7.6%	6.4%	9.3%
	12 units	31.1%	25.2%	26.6%	26.6%
	13 - 14 units	16.0%	18.0%	18.8%	19.3%
	15 or more units	23.8%	30.1%	30.3%	27.4%
	Total	100.0%	100.0%	100.0%	100.0%
	Headcount	743	1230	970	815
	Average	11.9	12.4	12.8	12.3

Note: Only Includes students who were enrolled for first 4 terms of college
Some missing data in terms 3 & 4



California State University, San Marcos
AVID in Higher Education CAMPUS TEAM, 2014-15

David Barsky (Associate Professor, Mathematics; former director, First Year Programs/FYP)
djbarsky@csusm.edu

Andres Favela (Director, Educational Opportunity Program/EOP and Undergraduate Advising Services)
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Minerva Gonzalez (Director, College Assistance Migrant Program/ CAMP)
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Elisa Grant-Vallone (Director, Faculty Center)
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Advisor

Jennifer Jeffries (Associate Professor, Educational Administration, School of Education; AHE Advisor)
jjeffrie@csusm.edu

Appendix C11 AVID for Higher Education Institutional Campus Plan



Institution: California State University, San Marcos

Date: October 2014

YEAR 2: IMPLEMENTATION September, 2014 - August, 2015

Essential: #3 Faculty Development & Professional Learning

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is this initiative's relationship to the institutional mission and strategic plan?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
1. Promote and model the use of AVID pedagogies in the curriculum, co-curriculum, and academic support services via AHE faculty development and professional learning.	<p>1A. Professional Learning for Peer Mentors:</p> <ul style="list-style-type: none"> a. Identify and recruit AVID Alumni and Tutors for Peer Mentoring Professional Learning in Fall (Responsible: AVID HE Liaison, AVID Alumni Student Org President) b. Determine Fall PL dates. (Responsible: AVID HE Liaison) <p>1B. Critical Thinking/Problem Solving Professional Learning to benefit critical skills courses (GEO, GEW, Math, Philosophy, others).</p> <ul style="list-style-type: none"> a. Determine Spring Professional Learning dates. (Responsible: AVID HE Liaison, AVID staff) b. Identify and recruit faculty, graduate students/TAs, peer mentors for professional learning (Responsible: AVID HE Liaison) 	<p>1a. October 24 2014</p> <p>1b. September 2014</p> <p>1a. November 2014</p> <p>1b. January 2015</p>	<p>1a. Roster of participants, sign-in sheets, PL evaluations, and annual reports.</p> <p>1b. Calendar with scheduled PL and campus visitation & planning days and agendas.</p> <p>1a. Calendar with scheduled PL and campus visitation & planning days and agendas.</p> <p>1b. Roster of participants, sign-in sheets, PL evaluations, and annual reports.</p>

February 3, 2015

2. AVID Summer Institute Attendance	<p>1C. Determine Spring Campus Team Planning dates and focus. (Responsible: AVID HE Liaison, AVID Staff)</p> <p>2A. 2015 AVID Summer Institute:</p> <ul style="list-style-type: none"> a. Determine 8 site team participants to attend the 2015 AVID Summer Institute. (Responsible: AVID HE Liaison) b. Host a post Summer Institute debrief for all AVID HE participants to report on ideas to incorporate in future campus plan. (Responsible: AVID HE Liaison) 	<p>1c. November 2014</p> <p>2a. March 2015</p> <p>2b. September 2015</p>	<p>1c. Agenda</p> <p>2a. Participant roster/registration</p> <p>2b. Agenda, participant roster, summary of debrief meeting.</p>
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February 3, 2015

Appendix C11

Institution: California State University, San Marcos

Date: October 2014

YEAR 2: IMPLEMENTATION September, 2014 - August, 2015

Essential: #4 AVID Experience First Year through Completion

Outcome	Action	Timeline	Evaluation
What do we want to achieve?	How will we make it happen? What expenditures are necessary? Who else needs to be involved (individuals/committees)? Who will take responsibility to see that this is accomplished? What is the relationship to campus plans?	When will we complete this? What will be the benchmark?	What evidence will we have to demonstrate our success?
<p>1. Continue to support and sustain first year student experience with WICOR strategies in GEL specific sections.</p> <p>2. Reinforce WICOR use into second semester (Spring 2015) and beyond.</p> <p>3. Create 2nd and 3rd year experiences to expand</p>	<p>1A. Facilitate discussions and evaluate outcomes among Fall 2014 WICOR GEL (FYS) sections and students enrolled in sections (Responsible: AHE Liaison, FYP Director, relevant Site Team members)</p> <p>2A. Enlist student peers, AVID Alumni Club to host Brown Bag lunches and to lead study groups at "high stress" times for first-year students - require attendance to AVID workshops, high visibility of library workshops, use Facebook page (Responsible: AHE Liaison, AVID Alumni Club President)</p> <p>2B. Convene Round-Table Lunches that gather faculty and students to discuss course content WICOR strategies (Responsible: Relevant Site Team Members, FYP)</p> <p>2C. Convene Round-Table Lunches that gather peer mentors to discuss course content WICOR strategies (Responsible: Relevant Site Team Members, FYP)</p> <p>2E. Launch Peer Mentoring program. (Responsible: AHE Liaison, Relevant Site Team Members, AVID Alumni President)</p> <p>3A. Leverage and connect students to existing campus resources and events with the intention of providing further support and continued use of WICOR strategies</p>	<p>1A. Fall 2014</p> <p>2A. Plan and Promote in Fall 2014; implement in Spring 2015</p> <p>2B. Plan in Fall 2014; convene in Spring 2015</p> <p>2C. Plan in Fall 2014; convene in Spring 2015</p> <p>2E. Expand professional learning to peer mentors in Fall 2014; build capacity in Spring 2015; implement AY2015-16</p> <p>3A. Identify campus resources; develop a strategy in Spring</p>	<p>1A. Registration and roster of students</p> <p>1A. Data collected for valuation by Gibson Consulting</p> <p>2A. TBD</p> <p>2B. roster of attendees; sign-in sheets; evaluation of Round Tables</p> <p>2C. Roster of peer mentors; sign-in sheets; evaluation of Round Tables</p> <p>2E. Roster of AVID Peer Mentors; agendas of meetings and activities</p> <p>3A. TBD</p>

February 3, 2015

<p>professional learning, support continued use of WICOR strategies in discipline settings, and sustain momentum to graduation.</p>	<p>(Responsible: AHE Liaison, Relevant Site Team members, other campus staff) (A suggestion: Invite returning AHE students to go to the brown bag lunches mentioned in 2A when they are sophomores. So many students talk about how campuses tend to them when they are freshmen and drop them when they are sophomores.)</p> <p>3B. Advising access, support and planning: Provide academic advising, guidance, and support for incoming program students to promote timely graduation. Advising support will also be supplemented with education planning tools such as the course planner and Academic Requirement Report (ARR) designed to track and facilitate students timely degree progress and completion. (Responsible: AHE Liaison, Relevant Site Team members, campus Advising staff)</p> <p>3C. Encourage tenure-line faculty connection across departments/faculty advisors with discipline specific advice given the student's desired outcomes; (Responsible: AHE Liaison, Relevant Site Team members, content-specific departments) (Please share how this works!)</p> <p>3D. Identify ways to counter the "sophomore slump"; take advantage of Smart Planner function in PeopleSoft to develop student yearly/semester academic plans; track AVID GEL (and other) students and contact them periodically. (Responsible: AHE Liaison, Relevant Site Team members, other student support services staff).</p> <p>3E. Build Capacity in Tutoring:</p> <p>a. Continue to provide AVID Professional Learning in Socratic method to WICOR trained tutors (Responsible: AHE Liaison, Relevant Site Team members, tutoring staff).</p> <p>b. Continue to provide student access to WICOR trained tutors.</p>	<p>2015; implement in AY2015-16 and beyond</p> <p>3B. Develop a strategy in Spring 2015; implement in AY2015-16 and beyond</p> <p>3C. Develop in Spring 2015; implement in AY2015-16 and beyond</p> <p>3D. Develop in Spring 2015; implement in AY2015-16 and beyond</p> <p>3E. Develop in Spring 2015; implement in AY2015-16 and beyond</p>	<p>3B. TBD</p> <p>3C. TBD</p> <p>3D. TBD</p> <p>3E. TBD</p>
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February 3, 2015

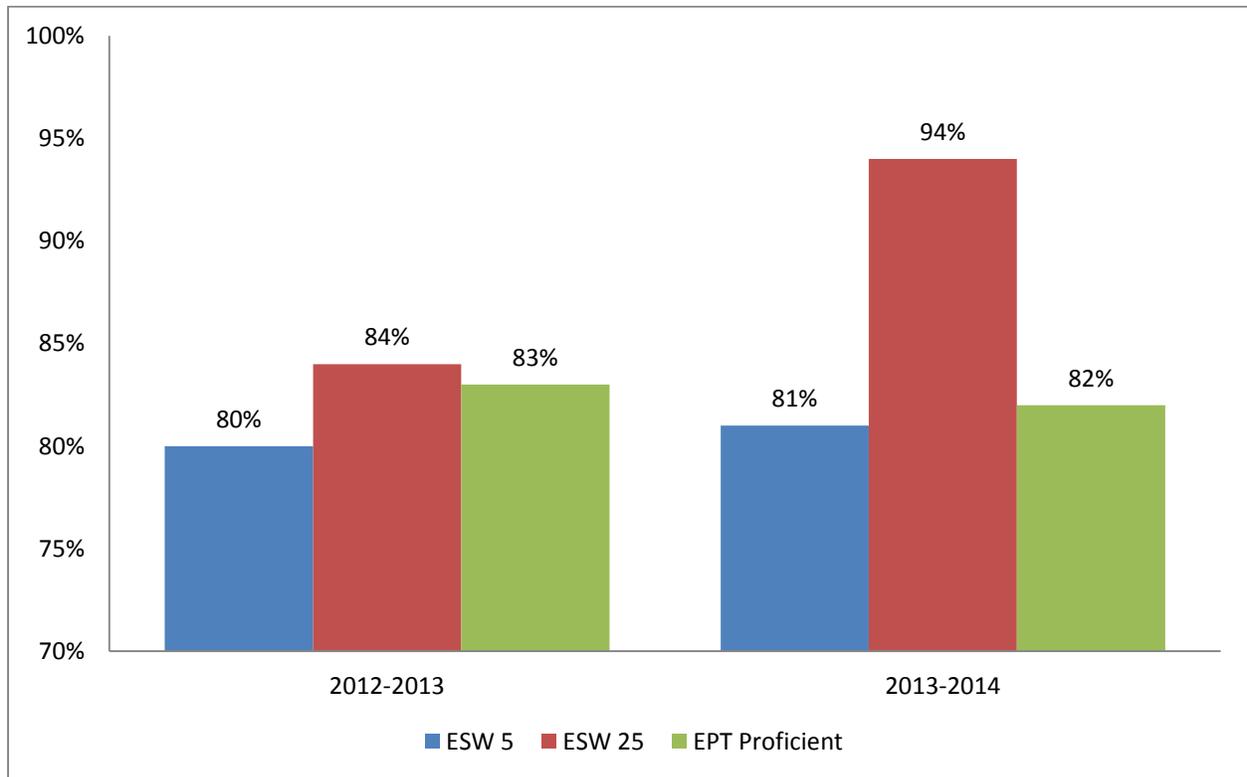
GEW 101 Performance of Early Start English Students

2012-13: Of the students who took **ESW 5, 80% passed GEW 101.** 85% of the ESW 5 students who passed GEW 101 passed in the fall and 15% passed in the spring. For **ESW 25, 84% passed GEW 101.** Of the ESW 25 students who passed GEW 101, 94% passed in the fall and 6% passed in the spring.

2013-14: Of the students who took **ESW 5, 81% passed GEW 101.** 84% of the ESW 5 students who passed GEW 101 passed in the fall, 13% passed in the spring, and 3% passed in the summer. For **ESW 25, 94% passed GEW 101.** Of the ESW 25 students who passed GEW 101, 87% passed in the fall, 11% passed in the spring, and 2% passed in the summer.

When considering these numbers, it is important to keep in mind that only students who scored considerably low on the EPT (below 138) were required to participate in Early Start in 2012-13 and 2013-14. In both 2011-12 and 2010-11 (pre-Early Start), students who scored below 138 on the EPT passed GEW 101 at a rate of 74%. In 2010-11, 80% of those who passed GEW 101 passed in fall, 19% passed in spring, and 1% passed in summer. In 2011-12, 85% of those who passed GEW 101 passed in fall, 14% passed in spring, and 1% passed in summer.

EPT proficient students in the 2012-13 first-year class passed GEW 101 at a rate of 83% and students in the 2013-14 first-year class passed GEW 101 at a rate of 82%. For comparison, the performance of students who entered CSUSM EPT proficient (EPT score 147 or higher, SAT Verbal score 500 or higher, ACT score 22 or higher, EAP exempt) in 2012-13 and 2013-14 was analyzed. Although a “D-” or higher is considered passing and clears the A2 writing requirement for graduation for EPT proficient students, a grade of “C” or better was used to make an even comparison with EPT deficient students, who must earn a grade of “C” or better in GEW 101 to clear their EPT requirements.



Tribal Education Summit. On November 20, 2014 California State University San Marcos hosted its Fourth Annual Southern California Tribal Education Summit, an historic meeting of tribal and university leaders gathered together to identify promising practices and key challenges impeding the advancement of American Indian Alaskan Native education in the region, and to discuss possible ways of addressing these challenges. Participants in the summit numbered over 60 and represented at least ten tribal nations across Southern California, and included the attendance of elected Tribal Council leaders who actively contributed to the conversation.

Report to Tribal Nations. Co-hosted by the San Pasqual Band of Mission Indians and the Southern California Tribal Chairmen's Association, on May 6, 2014 at the San Pasqual Government Center, this annual spring presentation by CSUSM President Karen Haynes provides the larger tribal community with a report on the collaborative efforts with the tribal community, with emphasis on the progress made in increasing access and creating pathways to college of American Indian students, thus improving the higher education attainment levels for the Native population.

American Indian Honoring Ceremony. This annual spring ceremony held on May 9, 2014 recognized American Indian students who completed their degrees. Tribal community members, students' families, and key administrators attended this special ceremony to honor the hard work and dedication of these students in earning their degrees. Each student was presented a special stole to wear during the university graduation and Tribal Leaders and family members often recognize students by honoring them with an eagle feather as a symbol of accomplishment.

American Indian Welcoming Day. This annual fall program brings together members of the Native Advisory Council and the campus community to welcome and pledge support to incoming and returning American Indian students. Students and their families are encouraged to attend this special event which provides a short orientation to campus resources and with words of encouragement as they embark on their new journey. This past year was held on the "First Friday" of the semester and has continued throughout the academic year as a general gathering on the first Friday of each month at noon in the California Indian Culture and Sovereignty Center.



Welcome Luncheon, Sept. 4, 2014

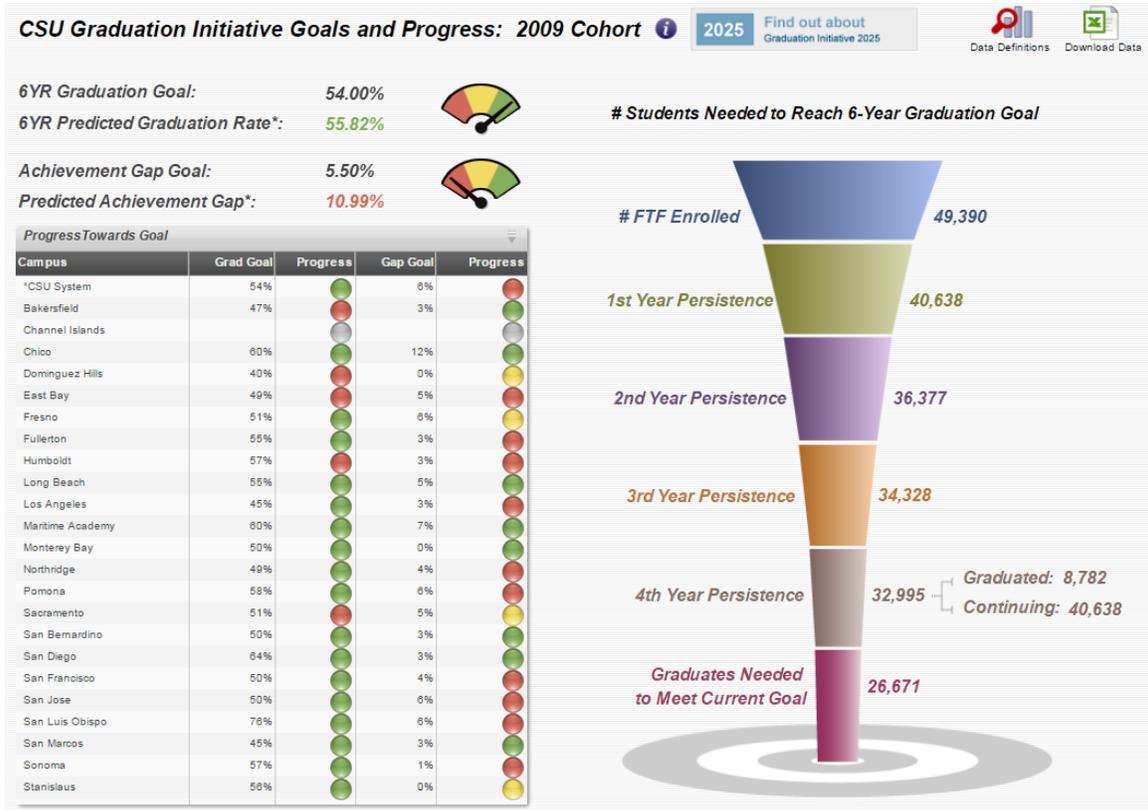


Tribal Summit, Nov. 20, 2014



Honoring Ceremony, May 9, 2014

Appendix F1





NCPDF

NORTH COUNTY PROFESSIONAL DEVELOPMENT FEDERATION



SAN DIEGO COUNTY
OFFICE OF EDUCATION



WHAT IS NCPDF:

NCPDF is a 22-year-old consortium comprised of 25 school districts, one charter, California State University San Marcos and the San Diego County Office of Education.

District, college and county leaders meet regularly to *collaborate and learn together*. The consortium hires a Director and Administrative Assistant to support them in providing professional development to ensure student success, connecting them to appropriate resources within and beyond the group, working on grants that serve multiple partners and supporting communication across systems in order to provide a meaningful and coherent experience for students in all of our schools K-16.

NCPDF HAS RECEIVED NUMEROUS GRANTS INCLUDING:

- A \$3 million Advanced Placement Incentive Program (*APIP*) grant
- A \$1 million Arts in Education Model Development and Dissemination (*AEMDD*) grant in collaboration with MerryI Goldberg at CSUSM
- Currently, NCPDF is working with Laurie Stowell and CSUSM on their \$1.2 million i3 grant to train teachers in order to better support English Learners as academic writers

A FEW HIGHLIGHTS OF NCPDF PROFESSIONAL DEVELOPMENT INCLUDE:

- Over 800 north county teachers and administrators from 15 districts attended one or more session(s) with Dr. Anthony Muhammad and Dr. Sharroky Hollie on *Transforming School Culture and Cultural Competency*
- Over 100 north county teachers from 8 districts and CSUSM attended a week-long Summer Institute with Stanford professor, Dr. Jo Boaler and over 200 district and site leaders along with CSUSM professors attended a half-day session with Dr. Boaler on *Mindset, Mathematics and the Common Core*.
- We continue to work with Julie Evans, the CEO of Project Tomorrow and have over 15,000 students, parents and teachers from our north county districts and CSUSM participating in the annual *National Speak Up* survey to inform our practice with regard to technology implementation

The cost for members is 90 cents per student per year. CSUSM and the SDCOE contribute \$29,000 respectively per year. ***Leaders of these groups provide direction and input in order to determine the work of their NCPDF. Together we are better in our service to students and our dedication to continuing education.***

For questions: Please contact Brenda Hall, brhall@sdcoe.net, (760) 688-8559 or go to our website at www.ncpdf.org



THE CSUSM TRIBAL INITIATIVE

Built on the land of the Luiseño Indians, California State University San Marcos is proud of its impressive history of engaging the local American Indian population. Our reach extends into 25 tribal communities across San Diego, Riverside, and San Bernardino Counties—with 18 of those communities located within our service region walls—and our American Indian student population at CSUSM is now at 3%. Through the efforts of a full-time tribal liaison and the efforts of a community-based native advisory council, we continue to build strategic partnerships with these communities—linkages that are producing mutually beneficial outcomes for both CSUSM and its tribal neighbors.

Distinguishing Factors: Tribal Initiative “Points of Pride”

- Native Studies.** The Native Studies program is designed to increase the intellectual engagement and critical understanding of tribal sovereignty, the culture and identity of California Tribal nations, and American Indian in North America more generally. The minor prioritizes the world view of Tribal nations, and introduces students to important work in American Indian (de)colonization, protocol and economic development, arts and culture, Tribal systems of knowledge, health and wellness, environment, resource management, political theory and activism, and nation building. The Native Studies minor offers students the knowledge and expertise needed to develop critical perspectives and understand the theoretical frameworks used to frame and challenge historic and present issues related to tribal communities. As a whole, the Native Studies minor enriches students by offering them an opportunity to develop the cultural proficiency required to work successfully in the diverse professions that service tribal communities.
- CSUSM Tribal Liaison.** As the first full-time tribal liaison appointed in the CSU, this individual connects the University to the tribal communities and helps create and advance numerous collaborative activities. The Tribal Liaison is responsible for linking the university and its resources to the many tribal communities in its service area. The Tribal Liaison’s key responsibility is to be the campus expert in university and tribal protocol issues. This position provides guidance to the President, and other university administrators regarding events, issues, and educational needs.
- California Indian Culture and Sovereignty Center (CICSC):** As the first center of its kind in the CSU, the CICSC is dedicated to the support and advocacy of tribal communities, students, and faculty across the state. This center fosters collaborative research and community service relationships between the faculty, staff, and students of CSUSM and members of tribal communities for the purpose of developing and conducting research projects which support the maintenance of sovereignty and culture within those communities. The Center is a place for students and the community to feel a sense of belonging while on campus. Students, faculty, and staff use the center to meet, research, and socialize while on campus.
- The President’s Native Advisory Council.** Comprised of representatives from most neighboring tribes and tribal education leaders, this first-in-the-CSU advisory council advises the President on University relations with the regional Native American communities and articulates the educational needs of local tribal nations to the University.
- The American Indian Student Alliance (AISA).** The mission of this student organization is to increase awareness of American Indian culture, to promote the educational experience of American Indians on campus, and to facilitate leadership opportunities for American Indian students on campus.
- Santa Ysabel Band of Digueño Indians Guaranteed Admission Agreement.** Signed in 2007, this agreement guarantees Santa Ysabel students admission to Cal State San Marcos—and to any CSU—upon the satisfactory completion of required coursework.
- Language Other Than English Requirement.** Students may use their tribal language to fulfill the Other Than English Requirement.

Strategic Connections: Tribal Initiative Signature Activities

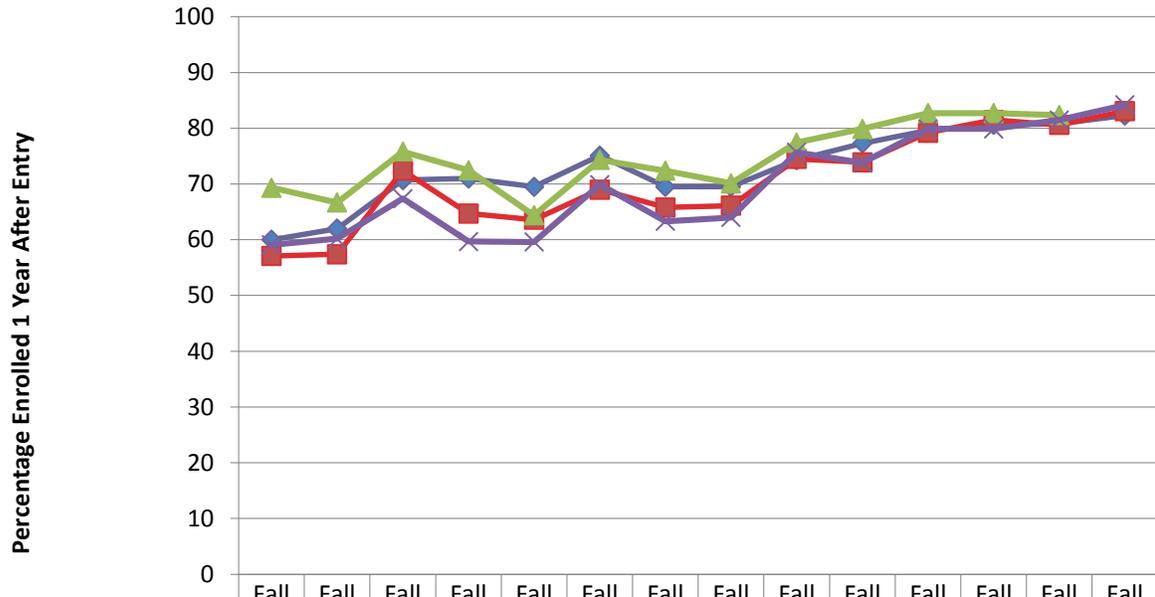
- Tribal Education Summit.** The annual summit held in the fall semester brings together local tribal leaders and American Indian education professionals to identify the current issues affecting American Indian education, and to discuss how Cal State San Marcos and its tribal neighbors can work more strategically in partnership to address these issues.
- Report to Tribal Nations.** Hosted in one of our neighboring tribal communities, this annual spring presentation by CSUSM President Karen Haynes provides the larger tribal community with report on the collaborative efforts with the

Appendix F3

tribal community, with emphasis on the progress made in increasing access and creating pathways to college of American Indian students, thus improving the higher education attainment levels for the Native population.

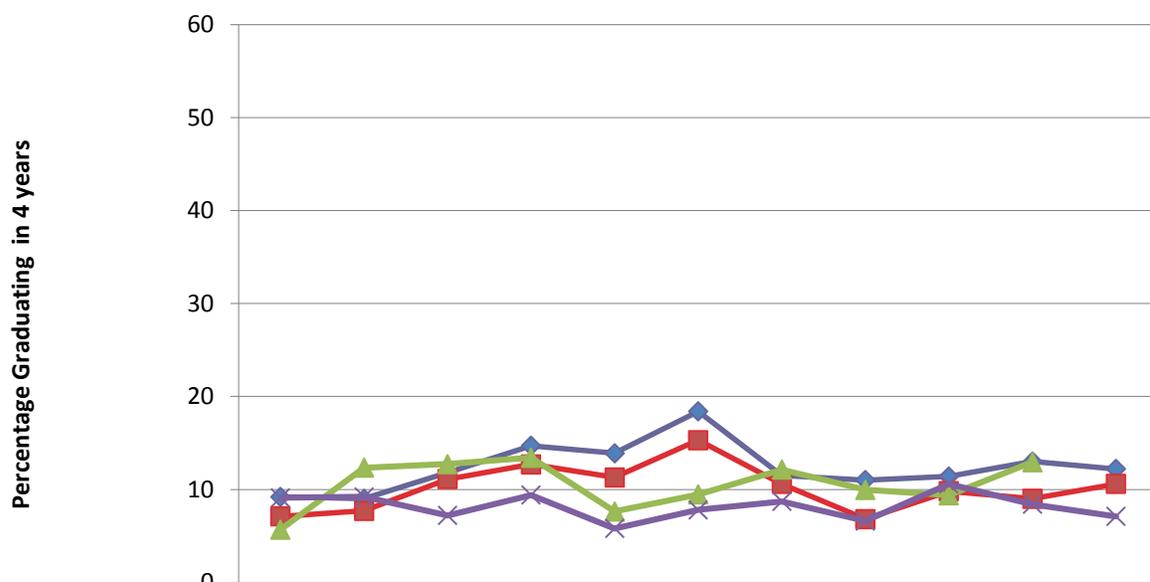
- **American Indian Honoring Ceremony.** This annual spring ceremony recognizes American Indian students who are completing their degrees. Tribal community members, students' families, and key administrators attend a special ceremony to honor the hard work and dedication of these students in earning their degrees.
- **American Indian Welcoming Day.** This fall program brings together members of the Native Advisory Council and the campus community to welcome and pledge support to incoming and returning American Indian students.

1-Year Continuation Rates First-time Freshmen

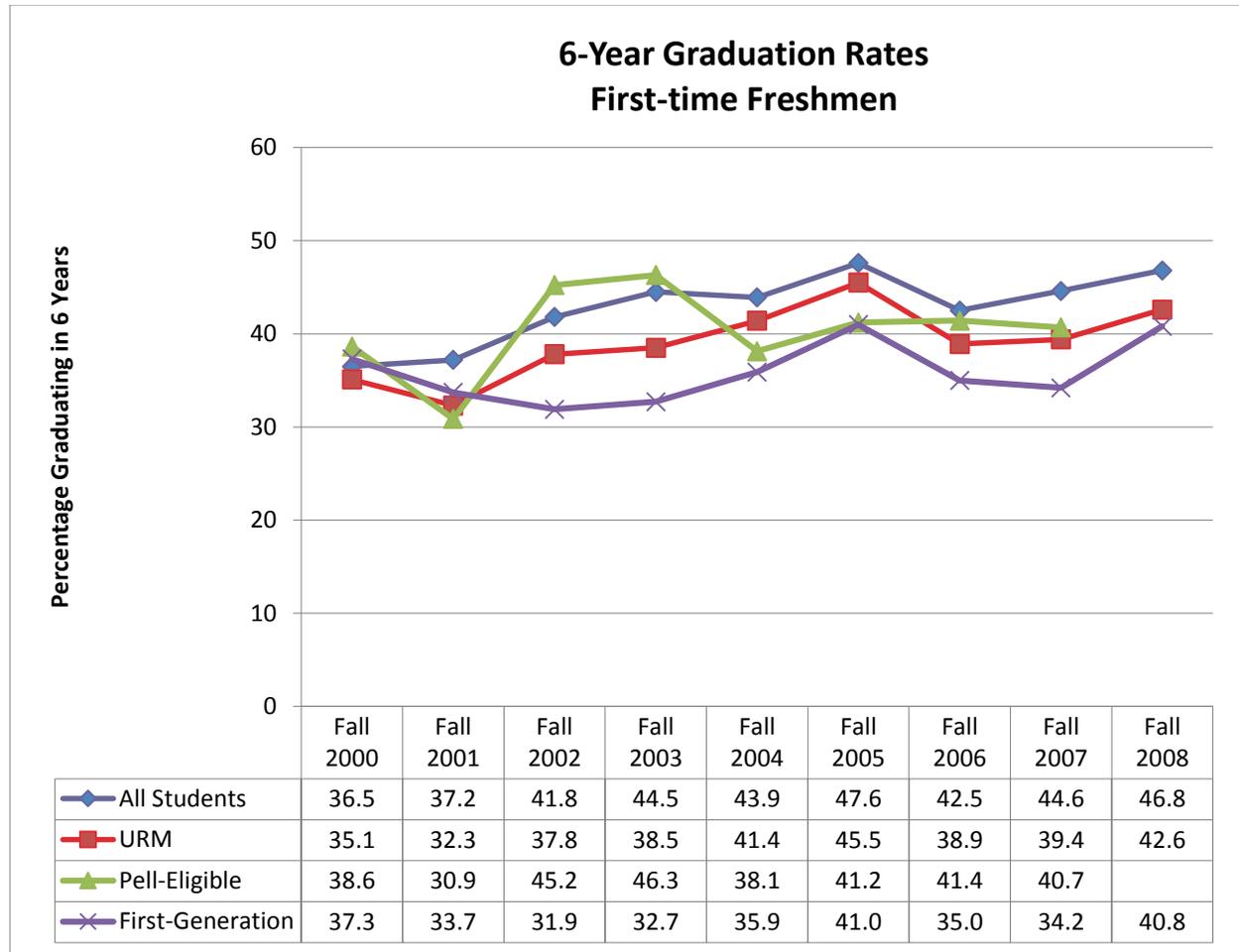


	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
◆ All Students	60.0	62.0	70.7	71.0	69.5	75.1	69.5	69.5	74.3	77.3	79.6	80.6	80.8	82.3
■ URM	57.1	57.4	72.4	64.7	63.6	69.0	65.8	66.1	74.5	73.9	79.2	81.5	80.6	83.1
▲ Pell-Eligible	69.3	66.7	75.8	72.5	64.4	74.3	72.4	70.1	77.4	79.9	82.7	82.7	82.4	
× First-Generation	59.1	60.2	67.4	59.7	59.6	69.9	63.3	64.0	75.7	73.8	79.9	79.9	81.5	84.2

4-Year Graduation Rates First-time Freshmen



	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
◆ All Students	9.2	9.0	11.8	14.7	13.9	18.4	11.5	11.0	11.4	13.0	12.2
■ URM	7.1	7.7	11.1	12.7	11.3	15.3	10.6	6.8	9.8	9.0	10.6
▲ Pell-Eligible	5.7	12.3	12.7	13.4	7.6	9.5	12.1	10.0	9.4	12.9	
× First-Generation	9.1	9.2	7.2	9.4	5.8	7.8	8.7	6.6	10.6	8.4	7.1



California State University - San Marcos: 2025 Goals

OVERVIEW

The Graduation Initiative 2025 organizes system-level work to improve student success, putting clear objectives and metrics to one of the CSU’s most fundamental commitments. This document details your new campus goals and provides supporting information for how they were developed.

FRESHMEN GRADUATION RATE GOALS

	<u>Baseline Rate</u>	<u>Peer Group Benchmark</u>	<u>Additional Improvement</u>	<u>2025 Goal</u>
6-Year Graduation Rate Goal (2019 Cohort)	45%	52%	7%	52%
4-Year Graduation Rate Goal (2021 Cohort)	13%	N/A	8%	21%

TRANSFER GRADUATION RATE GOALS

4-Year Graduation Rate Goal (2021 Cohort)	68%	N/A	6%	74%
2-Year Graduation Rate Goal (2023 Cohort)	22%	N/A	8%	30%

FRESHMEN ACHIEVEMENT GAP GOALS

6-Year URM/non-URM Graduation Rate Gap Goal (2019 Cohort)	10%	N/A	50% Improvement	5%
6-Year Pell/non-Pell Graduation Rate Gap Goal (2019 Cohort)	8%	N/A	50% Improvement	4%

TECHNICAL NOTES

The 2025 6-year freshmen graduation rate goal challenges each CSU institution to increase its 2012 baseline rate (i.e., fall 2006 entering freshmen cohort) by 6 percentage points above the 75th percentile of the 6-year graduation rates for the institution’s peer cohort as defined by the Education Trust’s College Results Online data tool (peer grouping method is explained on the 3rd page). Each institution’s goal is capped at 12 percentage point increase above the 75th percentile, and institutions with graduation rates that currently exceed the 75th percentile for their peer group are expected to increase their baseline graduation rates by 6 percentage points. Successful achievement of this goal will be measured by the 6-year graduation rate of the 2019 entering cohort. The 2025 4-year freshmen graduation rate goal challenges each CSU institution to increase its 2012 baseline rate (i.e., fall 2008 entering freshmen cohort) by 8 percentage points. Successful achievement of this goal will be measured by the 4-year graduation rate of the 2021 cohort).

The 2025 4-year graduation rate goal for transfer students asks each CSU institution to increase its 2013 baseline rate (i.e., 2009 entering transfer cohort) by 6 percentage points. Successful achievement of this goal will be measured by the 4-year graduation rate for the 2021 transfer cohort. Similarly, the 2025 2-year graduation rate goal for transfer students challenges each CSU institution to increase its 2013 baseline rate (i.e., 2011 entering transfer cohort) by 8 percentage points. Successful achievement of this goal will be measured by the 2-year graduation rate for the 2023 transfer cohort. The expectation of a 6 or 8 percentage point increase was derived by examining system-wide data on these metrics over a ten year period.

The 2025 6-year freshmen achievement gap goals challenge all CSU institutions to reduce existing gaps in completion by half for the following groups: 1) Pell grant recipients vs. non-Pell grant recipients, and 2) underrepresented minority students (URM) vs. non-URM students. These goals are based on the 2013 graduation rate data from the Access to Success initiative. Success on these metrics will be measured by the performance of the 2019 entering cohort on the Access to Success metrics.

Appendix H3

CSU Campuses

System	6-year			Achievement Gap		
	Goal	Predicted	Difference	Goal	Predicted	Difference
	54.00	55.82	1.82	5.50	10.99	5.49
Bakersfield	47.00	36.89	-10.11	3.00	-1.25	-4.25
Chico	60.00	60.92	0.92	11.50	7.88	-3.62
Dominguez Hills	40.00	33.54	-6.46	0.00	2.08	2.08
East Bay	49.00	40.13	-8.87	4.50	13.22	8.72
Fresno	51.00	53.85	2.85	5.50	8.32	2.82
Fullerton	55.00	57.14	2.14	3.00	9.47	6.47
Humboldt	57.00	41.06	-15.94	2.50	5.98	3.48
Long Beach	55.00	58.69	3.69	5.00	5.82	0.82
Los Angeles	45.00	45.01	0.01	2.50	10.27	7.77
Monterrey Bay	50.00	50.60	0.60	0.00	-2.43	-2.43
Northridge	49.00	49.76	0.76	3.50	13.01	9.51
Pomona	58.00	56.66	-1.34	5.50	11.34	5.84
Sacramento	51.00	44.33	-6.67	5.00	7.93	2.93
SAN BERNARDINO	50.00	49.36	-0.64	2.50	-0.34	-2.84
San Diego	64.00	67.72	3.72	3.00	4.48	1.48
San Francisco	50.00	48.59	-1.41	4.00	8.96	4.96
San Jose	50.00	49.65	-0.35	5.50	14.92	9.42
San Luis Obispo	76.00	76.69	0.69	5.50	11.82	6.32
San Marcos	45.00	53.26	8.26	3.00	3.62	0.62
Sonoma	57.00	58.18	1.18	1.00	8.06	7.06
Stanislaus	56.00	54.97	-1.03	0.00	2.54	2.54

Adam Petersen

From: Graham Oberem
Sent: Friday, January 09, 2015 10:09 AM
To: Dawn Formo
Subject: FW: Graduation Rate Initiative Performance
Attachments: Copy of CSU - Grad Initiative Data.xlsx

Here are the emails with the attachment. He got it from the Dashboard (in the "preview days.")

Graham

Graham Oberem, Ph.D.

Provost & Vice President for Academic Affairs
California State University San Marcos
oberem@csusm.edu
760-750-4054

From: Andrew Bodman <abodman@csusb.edu>
Date: Wednesday, October 29, 2014 7:04 AM
To: Graham Oberem <oberem@csusm.edu>
Cc: Janette Garcia <jygarcia@csusb.edu>
Subject: RE: Graduation Rate Initiative Performance

Dear Graham,

Thanks for your e-mail. I took both the target information and the predicted outcomes directly from the CO Dashboard web site www.calstate.edu/dashboard. The predicted six year graduation rate and the predicted achievement gap are generated from a logistic regression model developed by the system. Jeff Gold or Desdemona Cardoza at the CO will be able to provide you with more detailed information on the model specification. With the usual felicitations, Andy

From: Graham Oberem [<mailto:oberem@csusm.edu>]
Sent: Tuesday, October 28, 2014 5:29 PM
To: Andrew Bodman
Subject: Re: Graduation Rate Initiative Performance

Hi Andy,

Can you tell me how you made these projections?

Thanks,

Graham

Graham Oberem, Ph.D.

Provost & Vice President for Academic Affairs
California State University San Marcos
oberem@csusm.edu
760-750-4054

From: Andrew Bodman <abodman@csusb.edu>

Date: Thursday, October 16, 2014 8:53 AM

To: Graham Oberem <oberem@csusm.edu>

Subject: Graduation Rate Initiative Performance

Dear Graham,

Attached are the data I mentioned yesterday. You will see that San Marcos is predicted to exceed its goal of a 45% 6 year graduation rate by more than 8%: that is by far the best performance in the system. Like most other institutions, you are not predicted to reach the target for reducing the achievement gap, but you are only missing that target by 0.6% - again among the better performances in the system (negative numbers are better on this index). All of these data are derived from the system web site a couple of weeks ago. With the usual felicitations,
Andy