

Contact Information

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Letters of support from the chief executive officers of Sierra College and California State University Sacramento are attached in Appendix A.

Application Abstract

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

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

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

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

Assurance and Signature

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



William H. Duncan IV
President/Superintendent
Sierra Community College District

1. Goals

The three innovations highlighted in this application are well aligned with and support the goals and objectives found in the current strategic plans of Sierra College (2011-2014) (<http://www.sierracollege.edu/planning-governance/master-planning/strategic-master-plan.php>) and Sacramento State (adopted 2014) (<http://www.csus.edu/universitystrategicplan/>) as well as the University Center MOU¹ (approved 10/31/13). Both Sierra College and Sacramento State's strategic plan goals were developed with input from internal and external stakeholder groups. At Sacramento State, the Graduation Initiative Steering Committee is responsible for overseeing coordination and implementation of the strategic plan goals related to student success. At Sierra College, the Planning and Resource Allocation Committee is responsible for aligning plans, activities, and resources.

The EAP senior year math course supports Sierra College's Goal IV, *Focused Access*, Strategy 1: "Strengthen and align the pathways between feeder high schools, Sierra College and transfer colleges and universities." The course supports Sacramento State's Strategic Goal 1, *Enhance Student Learning and Success* and Strategy 9 that calls for partnering with feeder K-12 school districts to ensure students are "college ready" upon admission. The Associate Degree Nursing (ADN) to Bachelor Degree Nursing (BSN) Merger Track supports the university's Strategic Goal 1, Strategy 10 that highlights the need for university-community college partnerships to ensure transfer readiness. Related to all three efforts is the university's Strategic Goal 3, *Building Partnerships*, Strategies 3 and 7 that calls for expansion of regional partnerships and program capacity building in areas of demand. Additionally, Sierra College's Master Plan, adopted in 2013, calls for development of a future presence in Western Placer County that will be met, in part, by the creation of the University Center in Roseville.

The goals of both institutions reflect the national and state focus on increasing student access, success, and completion and are influenced by key legislation and professional standards. In response to Senate Bill 946, Sierra College became the first and only community colleges to design, develop and implement a high school senior year math course in partnership with Sacramento State. State legislative intent to improve and streamline the transfer pathway as expressed in Senate Bill 1440 is met and surpassed through the model ADN-BSN merger track program. The ADN-BSN program also addresses the need to increase the number of BSN-prepared nurses identified in the 2010 Institute of Medicine report that calls for 80% of nurses to have bachelor's degrees by 2020. The Memorandum of Understanding signed by Sacramento State, Sierra College, the City of Roseville and three other higher education institutions specifically addresses the goals of ease of transfer, timely degree completion, and increasing the number of bachelor's degrees awarded as part of the mission of the University Center.

¹ Appendix C

2. Statistical profile of students and an analysis of the factors that affect the ability to earn bachelor's degrees, graduate within four years, and/or transfer.

Student Demographics (*unduplicated student headcount*)

Together, Sierra College and Sacramento State's enrollment totals more than 43,000 students. Each institution has implemented programs and services that support the diversity of the students enrolled at each campus. Below is a statistical profile of students at both institutions.

Characteristic	Sierra College (Fall 2014)		CSUS (Fall 2014)	
	Number	Percent	Number	Percent
Female	9,240	53.4	15,007	56.3
Male	7834	45.3	11,641	43.7
Not Supplied	208	1.2	--	--
Total Students	17,282		26,648	
African American	580	3.4	1,683	6.3
American Indian	216	1.2	220	.8
Asian	786	4.5	5,813	21.8
Filipino	297	1.7	--	--
Hispanic	2454	14.2	6,082	22.8
Pacific Islander	119	0.7	340	1.2
White	12046	69.7	9056	33.9
Multiple	52	0.3	1627	6
Other	724	4.2	1323	5
Foster Youth	104	0.4	114	.4
Disabilities	1279	7.4	711	2.6
Low Income	9728	56.3	13,500	48.7
Veterans	418	2.4	457	1.7

While there are no easy and one-size fits all solutions to the barriers students face on the path to transfer and degree completion, some of these factors can be influenced by changes to policies, practices and systems. The three innovative practices developed through Sierra College and Sacramento State partnerships specifically address the following factors: college readiness and the need for remediation, course and program alignment/articulation, affordability, and institutional proximity and student access.

College Readiness and Need for Remediation. A 2011 Community College Chancellor's Office study found that 85% of incoming community college students arrive unprepared for college level math. Not surprisingly, more than 60% of first-time freshmen test at below college-level in English or math or both at CSU and nearly 80% at Sierra College. Studies conducted through Sacramento State's Office of Institutional Research identify the need for remediation for both underrepresented minority (URM) and non-URM students as a significant factor impacting retention and graduation rates. Satisfying the math requirement for any degree, but in particular for STEM majors, is a significant step to transfer and degree completion. The traditional solution to this problem has been to enroll students in remedial English and math courses in the first year of college which adds anywhere from one semester to two full years to

a two-year degree program. The need for additional coursework is expensive, can be demoralizing, and often causes a loss of momentum in student progress lowering persistence, retention and completion rates.

Program alignment and course availability: When high schools are unaware of college entrance requirements or when community college programs are not aligned with university programs, students often take additional courses or repeat courses, resulting in additional time in the system and additional expense. Once in a program, student progress can be delayed if required courses are impacted and not available in a timely manner.

The EAP senior year math course that K-12, Sierra and Sacramento State teaching faculty developed and implemented reflects a change in practice and policy for all institutions, (especially the feeder school districts) by addressing low levels of academic preparation for college-level coursework and need for systems alignment. The ADN-BSN Merger Track reflects an institutional collaboration that creates a seamless transition from community college to the university and reduces the time to degree completion. Moving students quickly through the program also allows each institution to address capacity limitations to meet student demand for the BSN. The University Center has the potential to create seamless transitions between multiple universities and the community college.

Affordability: Financial constraints significantly impact the ability of students to achieve bachelor's degrees in a timely manner. Well-articulated programs reduce the number of additional courses students need to take thus saving both money and time. The EAP math course is free and taught during the high school senior year when students have few required courses remaining. Successful completion saves students from taking one or more remedial math classes at the college/university level at approximately \$500-\$600 each. The ADN-BSN merger program shortens the time to degree completion by a year with a cost savings of between \$7,500 and \$17,500. As the Roseville University Center develops, students will be afforded the opportunity to enroll in one or more universities, while avoiding expensive and time-consuming commutes.

Institutional proximity: Limited access to (number and location) 4-year institutions may also cause delays in time to degree completion given the time and expenses correlated with long commutes or relocation. The University Center places five such institutions in Western Placer County, one of the fastest growing regions in the state. For residents of Nevada County, the University Center is a reasonable commute and provides a range of opportunities for higher education that were heretofore not available.

Of the above factors, underrepresented groups in the region are disproportionately impacted by a lack of academic preparation and financial constraints and stand to benefit greatly by these initiatives.

3. Key policies, practices, and/or systems in place prior to January 10, 2014, that were initiated to achieve the goals identified in Item 1.

EAP Senior Year Math Course: In 2009, representatives from Sacramento State, Sierra College, Placer County Office of Education and 12 feeder high schools began meeting quarterly to initiate a regional partnership approach to building college and career readiness and transition success for students. Memorandums of Understanding² were adopted to formalize the commitment to, and participation in, the regional collaborative.

The passage of Senate Bill 946 in 2008 was a significant legislative policy change that authorized use of the EAP for assessment placement by students planning to attend a community college. Teaching faculty from each of the segments worked together for two years (2010-2012) to develop, teach, evaluate, assess and revise an EAP Senior Math course. Collaboration and cooperation among the partners made it possible for high school teachers to receive extensive training in the delivery of this new contextualized learning curriculum and provided them their first exposure to common core tenets. Successful completion of this course provides students who matriculate to Sierra College automatic placement in any college/transfer level math course. Students who matriculate to Sacramento State are provided exemption to the Entry Level Math placement test and considered to have met the college readiness requirements in mathematics. In 2013-14 the University of California approved the course as meeting an A-G elective. UC approval opened an additional pathway for students and has contributed to explosive interest amongst students and counselors and the need to expand access to the course. Thirteen sections are being taught at six different high school districts in Placer County in 2014-15.

ADN-BSN Merger Track Program: Passage of Senate Bill 1440 and creation of the Associate Degree Transfer (ADT) had an indirect impact on the development of the ADN to BSN program by signaling legislative intent for community colleges and universities to work together to create a more efficient transfer system. This made it easier to garner institutional support for the ADN-BSN merger track concept. In August of 2013, nursing faculty from Sierra College and Sacramento State began working together to develop the concept and framework for the ADN-BSN Merger Track.

Taking the ADN-BSN degree through Sacramento State's College of Continuing Education rather than through the university's traditional RN-BSN program where demand far exceeds available capacity, made this accelerated program possible. The ADN-BSN program is innovative in that it is not a pilot project, but was taken directly to full implementation at the community college. In the fall of 2014, a total of 37 students (13 students from Sierra and 12 students each from American River and Sacramento City Colleges) started in the ADN-BSN merger program.

University Center: The innovation at the heart of the University Center changes the time-honored practice of individual schools developing individual campus facilities. The 2012 *City of Roseville Higher Education Task Force Report* cited rapid population growth, lack of regional 4-

² Appendix F - Sample MOU from Rocklin High School

year degree granting institutions, and commute patterns as some of the primary reasons for recommending development of additional higher education opportunities in Western Placer County. In the fall of 2013, a joint MOU was signed by The City of Roseville and partner higher education institutions, including Sacramento State, the University of the Pacific, Brandman University, and William Jessup University in support of a joint endeavor to build a multi-institutional University Center. The first class offerings are planned for fall 2015 at Sierra College's existing Roseville-Gateway Campus. This innovative approach will allow Sierra College and other students to enroll in the unique degree programs offered by each of the university partners. The new center will address capacity constraints, build upon economies of scale and provide opportunity to meet local demand for baccalaureate degree courses.

Lessons learned and future actions:

For the EAP Senior Math course, outcomes from the 2010-11 pilot program resulted in curricular changes that were first applied in 2011-12 and the courses were moved from after school programs to being part of the regular day teaching schedule. Subsequent results generated a major revision to the curriculum in 2012 changing the pedagogy to allow teachers the flexibility to model the lesson to the learning, rather than the curriculum schedule mandates. Additionally, during the development and early implementation of the course, flexibility and adaptability were deemed critical given the adoption of Common Core State Standards and changes to high school assessments. These changes in state-level standards were incorporated into the course to ensure this work remains relevant and responsive in future years.

Demand for the transitional math class is growing and, in fact, remains the greatest challenge to this initiative. Teacher training in this specialized curriculum is crucial; additional teacher-training sessions are now being offered each summer through Placer County Office of Education. Classroom observations, peer-to-peer collaborations and other ways to mentor and support teachers have been institutionalized as a critical part of the program to ensure learning outcomes are consistently achieved across high schools, school districts and counties. Efforts are underway to allow for the electronic submittal of transcripts to document course completion and to facilitate students' transition and placement in college level classes.

For the ADN to BSN merger program, it was essential to have partners dedicated to student success and who were aware of the challenges specific to nursing education. In anticipation that students may have difficulty with the heavy workload in the latter stages of the program, conversations are underway at the college and university to ensure students have access to additional counseling and other support services. Finally, there is great value to having an alternate pathway such as Sacramento State's Continuing Education program to provide a streamlined admission process for specialized programs.

The importance of clear lines of communication, coordination, and leadership became evident in the development of the University Center project. To facilitate this, MOU's that clearly delineate roles and responsibilities have been executed.

Describe key changes to policies, practices, and/or systems initiated since January 10, 2014.

The EAP Senior Math initiative has undergone several significant changes since January 10, 2014. Although this has not been a promoted effort, word of the curriculum, its innovative pedagogy, and the excitement and enthusiasm it has brought to the high school faculty has spread around the state. The course was highlighted as a promising model in a 2013 national report from Community College Research Center entitled “Reshaping the College Transition: Early College Readiness Assessments and Transitional Curricula in Four States.” (<http://ccrc.tc.columbia.edu/publications/reshaping-college-transition.html>) Because of the course's effectiveness in preparing students for college-level math and its alignment with the Common Core, the Sacramento Unified School District began piloting three sections of the course in fall 2014. Other K-12 districts, community colleges and CSU partners have begun to express interest in adopting the curriculum. Locally, demand for more offerings has increased, especially with the recent approval of the course as meeting an A-G elective for UC bound students.

Teacher training is paramount to successful implementation and expansion, as is the opportunity for peer-to-peer mentoring and collaboration between and among the high school teachers since the course pedagogy and teaching methodology is foreign and fundamentally different to a traditional K-12 classroom environment. Furthermore, the partners need to ensure that established student learning outcomes are consistently achieved in order to honor the articulation agreements that are in place at Sierra College and at Sacramento State.

In 2014 Placer County Office of Education agreed to assume responsibility for providing ongoing professional development and certification to increase the number of trained teachers and to ensure the scheduling of classroom site visits and peer led collaboration efforts among the high school teachers. New teachers were trained resulting in 13 courses now being offered at six Placer County area high schools. And in August 2014 the program partners agreed to pilot an expansion of the course to Sacramento County. The course is being taught for the first time at three Sacramento County area high schools in 2014-15.

The first cohort of EAP Senior Math students is now making their way through the college system. Early results indicate students who were “Not College-Ready” in EAP are as successful in college level math classes as their counterparts who were “College-Ready” in EAP. Furthermore, students who complete the EAP Senior Math course are 4%-6% more likely to enroll in math during their first semester at college. Enrollment in a math course during the first semester or year has been demonstrated to contributing to higher retention, persistence and success rates.

In response to the Institute Of Medicine’s Future of Nursing’s Recommendation #4: “Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020”, the ADN-BSN merger was created. On January 1, 2014, the Sierra College Nursing Program launched this new educational option and began promoting detailed information of each semester and the schedule of all required classes. Beginning in June 2014, with the new student orientation and

continuing through December 2014 with student cohort selection, there have been multiple informational sessions with both Sierra College and Sacramento State to educate the students on successful completion of the ADN-BSN merger. In January 2015, 13 students from Sierra College, along with 12 students each from Sacramento City College and American River College will be sent forward for the first cohort in the ADN-BSN merger. Interested students submitted letters of intent to each of their nursing programs and from the group at Sierra College, 13 were randomly selected. These students will meet with counselors from Sacramento State to confirm transcript needs and will begin the upper division classes at Sacramento State during summer 2015. These students will continue with classes at Sierra College in fall 2015, and during their final spring 2016 semester will also add an additional course from Sacramento State. After graduation with their associate's degree in spring 2016, the students will successfully pass their NCLEX (National Council Licensure Examination) and become registered nurses. Their education continues at Sacramento State through the summer and fall, with subsequent graduation in December 2016 with a bachelor's degree in nursing from Sacramento State.

The ADN-BSN merger was created in response to the minimal options for a cost effective higher education and the resultant impact of the RN-BSN program at Sacramento State. Currently, ADN-educated students who wish to pursue a bachelor's degree have few options. To qualify for most RN to BSN programs, they must first gain employment as a registered nurse and these educational programs range from 15-30 months. The other BSN option does not require employment, is mostly online, but can cost up to \$30,000 for the 12-15 month education. This ADN-BSN merger will not only provide a seamless transition into higher education, but also within a shorter timeframe and up to \$12,500 in cost savings. The end result will address the Institute of Medicine's recommendation and steadily increase the number of practicing nurses with a bachelor's degree.

Sierra College and Sacramento State initiated an MOU on December 12, 2014 to explore the creation of an additional partnership in Placer County, which carries forward the University Center concept of aligning programs and services through co-location and creating an improved educational experience for students. The partnership between the two institutions, as part of the Placer Ranch project, further demonstrates their commitment to increase access and create clear pathways for students to degree completion. The initial estimate for the project reflects an added capacity at completion of roughly 30,000 students.

The first sequence of classes at the Roseville University Center is being planned for fall 2015 in Sierra College's Roseville-Gateway complex. Collaboration objectives include the development of the administrative structure, sublease agreements, classroom and office space assignments, articulation agreements between and among participants, and a core set of degree programs.

5. Changes and commitment to policies, practices, and/or systems implemented after January 9, 2015

In the coming year, the number of EAP Senior Math course sections will continue to expand among the Placer County schools as well as in Sacramento County. Sacramento State is exploring the possibility of a vertical extension of the program to middle schools through Sacramento State's College-and-Career-Ready Scholars program, which encourages “deep learning” at an early age. Conversations are also taking place about partnering with regional Adult Education providers for EAP and transitional math and English curricula to help address the needs of re-entry students and meet the intent of AB 86, legislation that calls for the reform of Adult Education in California.

The ADN-BSN merger program is exploring ways in which technology can be incorporated into the curriculum, just as it is incorporated into the workplace. Computerized charting, electronic medication administration and the use of bedside tablets for patient education and charting are all examples of where technology is headed within the clinical arenas. Students can get immediate access to hospital policies and procedures, QSEN (quality, safety and education for nurses) patient safety goals and the most recent evidence based practice. Curriculum must reflect the ever-changing medical improvements, as well as the technology that is unfolding every day. Access and practice with this technology is imperative for the students to feel comfortable going into a clinical site and mastering these expectations. Faculty development hours will focus on technology both in the classroom and in the skills labs. When the nursing program at Sierra College moved back to main campus last summer, state-of-the-art skills labs were designed that incorporated new technology and provide exceptional learning experiences for the students. With this move, and the increase in physical space, the program is also planning to expand the number of students in the ADN-BSN cohort.

The University Center is slated to launch in August of 2015 with the first offering of classes in fall 2015.³ These classes will be targeted to Sierra College transfer students and to adult learners who have dropped out of college or who are a few classes away from completing a bachelor's degree. As an example, Sacramento State plans to offer an Arts and Letters Bachelor of Arts (ALS BA) completion degree for former students who left the university with at least 90 units. The proposed program is intended for those “stopped-out” students would have completed most of the general education requirements and are now ready to complete a bachelor's degree. The ALS BA program would enable students to take courses through the College of Continuing Education. This type of model may be made available at the University Center in the future.

³ Appendix D – Proposed course offerings.

6. *How the changes will impact the average cost to award a bachelor's degree*

For students the greatest cost savings come from expenses that are avoided. First there is a savings in tuition, books and supplies, and student fees. By taking and passing the EAP Senior Math course, students avoid the estimated \$500 to \$684 per math class, by not having to take remedial courses while in college. The percentage of students at Sierra and Sacramento State who first enroll needing remedial course work is between 60-80% each year. Reducing this number by even 10% would have a significant impact to the region, to the institutions, and most importantly, to the students. The ADN-BSN merger program shortens the time to degree completion by a year with an estimated cost savings of between \$7,500 and \$17,500 per student. As stated previously, most options for a bachelor's degree encompass online, private programs; therefore this option alone will provide more students the opportunity for higher education at a much lower cost. Additionally, the ADN-BSN association with the Sacramento State College of Continuing Education results in additional savings due to the exemption from mandatory fees for athletics, student union, and other fees that amount to \$588 per semester. At the University Center there is also the potential for lower mandatory student fees that could come from pooled efforts of multiple institutions (i.e. paying one health fee while attending more than one institution).

Second there is a cost of living expenses savings for students in these programs. The estimated cost of living expenses per year for a student to live independently off campus is \$17,469 at Sierra College and \$14,138 at Sacramento State. Reducing the time to degree completion even by one or two semesters results in significant cost of living savings. Students living in the Roseville area and attending the University Center will also save the additional cost of commuting to downtown Sacramento.

For institutions, cost savings are realized through expanded capacity and more efficient use of resources. Successful implementation of the EAP Senior Math class will mean a reduction in the number of remedial sections offered at the college and university. Classroom space and faculty currently allocated to remedial classes can be re-allocated to degree programs. Over 100 sections of remedial math were offered at Sierra College alone last fall 2014. Reducing the need for these courses by even 10% would convert those classroom and faculty resources for college/transfer level assignments or to other programs. In the ADN-BSN merger, students move quickly through the program allowing a new cohort of 37 students to enter the pipeline sooner. In both programs, students staying in program and moving quickly through it use fewer admissions resources, counseling and other student services, than students who drop in and out or are only able to attend part-time. The University Center is an opportunity for institutions to save by pooling resources and receiving the benefits of scale. This results in savings related not only to initial investment in infrastructure and facilities, but also the on-going cost of facilities maintenance, staffing, and amenities such as food service. The potential also exists for cost sharing of security, custodial, reception, counseling/student services, technology support, library/learning resources, and student life/activities expenses.

7. Risks or tradeoffs

EAP Senior Math Course: The greatest foreseeable risk to the EAP Senior Math program is for growth to occur too quickly and in an uncontrolled manner. The success of the program requires fully trained and engaged teachers. The curriculum, while providing an ideal model for the common core, is a fundamental shift in pedagogy. The associated professional development, classroom site visits, and teacher collaboration are absolutely vital to the success of the model. The regional partners must continue to insist that this model cannot be adopted using a copy of the written text, but requires that new teachers complete the extensive and intensive formal certification process prior to receiving authorization to teach the course, much like the CSU's model for English Reading Writing Curriculum (ERWC).

Any future significant fluctuations in state funding and/or education budget cuts could possibly impact the ability of participating school districts to offer EAP Senior Math courses to students and could also preclude Placer County Office of Education from offering teacher training in transitional curriculum delivery. However while this is a potential risk, it does not appear likely. Feeder school districts have been very supportive of the program. In fact, the EAP Senior Math course was first developed and piloted at the height of the state's budget cuts in 2009-10 through 2011-12. Through the strong collaborative regional partnership, the school districts, County Office of Education, college, and university administrators have maintained a longstanding and unabashed commitment to dedicating resources to help ensure students graduate from high school college-ready. Another unknown is how the implementation of Common Core will play out in overall student success in the future. EAP Senior Math course outcomes will be continuously monitored to ensure student learning occurs and that teachers have the level of preparation needed to teach it.

ADN-BSN Merger Track: In the ADN-BSN merger program there is the risk that federal financial aid policies will prevent concurrent enrollment students from receiving financial assistance. However, this will only be an issue during the first summer enrollment and during the final semester at Sierra College. Financial Aid from both institutions will be meeting with students each semester to provide the best and most thorough coverage. Scholarship funds and grant monies are also being sought to support these students. Another very real risk is the intensity of the workload and potential of "burn-out" for nursing students. These students will be attending full-time for 2 ½ years in an extremely intense and demanding program. However, this amount of workload is very comparable to that of a 4 year, traditional BSN education. Ensuring students have access to student support services, such as counseling and tutoring, will help to mitigate this potential concern, as well as monitor for program improvements each year. Finally, in order to complete the transfer to CSUS, nursing students must pass the state NCLEX exam after graduating from Sierra College. Students who do not pass will not be allowed to continue for the final 2 semesters at Sacramento State. While this would delay the intended process, these students will be offered other avenues to complete the BSN once they pass the exam. Since this merger will be offered every year, they will have the opportunity to join the next cohort, the following year. The final risk involves student success. The pass/fail rate for the cohort that began the program fall semester 2014 will not be known until the end

of summer semester 2016. Student data will be closely and carefully monitored to evaluate who is and is not getting into the program, identify strategies to ensure equity in the admission process, and make certain students admitted to the program have a high probability of succeeding. There will also be regular conversations with the students, the faculty and the counselors at each institution to address any concerns along the way.

University Center: The goal of the University Center is to provide students with a seamless pathway and reduced cost by co- location. While efficiencies will be gained by combining services to students and possibly streamlining curriculum, student progress and success will have to be carefully monitored to ensure the blending of programs and services does not result in less effective programs and services. Sierra College, as part of the statewide Student Success & Support program and Student Equity initiative, has developed thorough methods of tracking student progress with special attention to tracking disadvantaged populations. The Sierra College Strategic Master Plan is currently undergoing revision to include those metrics.

To balance the objective of reducing the time to degree completion, systems will be needed to protect the instructional integrity and pedagogy of all of the higher education partners. An example of a well-established system currently in place is Sierra College's Program Review process and Student Learning Outcomes' assessment. Through the Program Review process and the assessment of Student Learning Outcomes, the Academic Senate thoroughly analyzes the health of every instructional program. Though the University Center programs will be located off of the main campus of each partner, the systems of review will need to remain robust.

8. Sustainability. Strengths and assets for encouraging a culture of innovation

Leadership and Collaboration: The regional partnerships that have been forged at multiple levels within each of the organizations have provided powerful mitigation to prevent institutional tendencies to operate in silos and vacuums. However it has been the consistent commitment from the top that has been critical to the success of the innovations that have emanated from the partnerships in recent years. The Sierra College President and Sacramento State President meet regularly throughout the course of each semester and year. The President's Office of Sierra College schedules quarterly meetings with the Superintendents and Assistant Superintendents of all feeder high school districts providing opportunities for rich dialogue regarding ideas for innovation and ways to improve seamless transitions between and among the segments. Sacramento State representatives attend these meetings to provide updates on a regular basis. The Sierra College President also meets regularly with the Superintendent from Placer County Office of Education to ensure countywide efforts and perspectives are maintained.

Two Roseville City Council members actively served on the initial Roseville Higher Education Task Force and continue to participate in this endeavor, as does the Assistant City Manager along with the executive level leadership from each of the college and university partners.

Institutional Commitment: Sierra College and Sacramento State are proud of the performance track record achieved through the partnership efforts to date. The EAP Senior Math course emerged during a challenging financial crisis to serve as a model program with other regions around the state anxious to emulate its practices. Even when new funding was nonexistent, the commitment to this initiative was demonstrated by the creative application of existing resources. For example, Sierra College dedicated a one-year sabbatical leave to provide a lead math professor to help guide the curriculum development team efforts. Sacramento State leveraged funding from its College Readiness efforts to resource math faculty to assist with the course development and implementation. Each of the participating high schools funded substitute teachers to allow full engagement of their math teachers in the project. And Placer County Office of Education coordinated with other grant-funding to allow its Math Coordinator to participate.

The ADN/BSN merger was achieved in record time and moved swiftly into full implementation in fall 2014. This acceleration might not have been feasible had not the relationships been well established in previous years.

While still in infancy stages, the university partners are fully committed and will deliver on a model University Center in Roseville in 2015-16. The City of Roseville has not only provided a consultant to help guide the project through this point in time, but also funded site visits to review other models both in and out of state.

Each of these innovations will move the region forward in its ability to meet the higher education needs of the greater Sacramento region.

Existing Relationships: The strength of the regional collaboratives has been built and sustained over the tenures of a number of different presidents, superintendents and chancellors. As a result, relationships have become institutionalized with practices now in place that have been sustained over time and through years of change and upheaval. The comparative low-density of the Sacramento Valley and the role that Sacramento State plays as the region's destination CSU both contribute to the highly collegial, collaborative, trusting and open environment.

External Partnerships or Resources: The EAP Senior Math course was funded by the partners each prioritizing and committing to reallocate existing resources as described earlier, but it also received funding from a "mini-grant" of \$20,000 provided through the California Community Colleges. Although small, this grant served to represent a system-level investment in the project's potential to serve as a model for other regions.

The ADN-BSN merger has been fully supported by local hospital partners, specifically Kaiser and Sutter Roseville Medical Center. Historically, Sutter has been a consistent employer of Sierra and Sacramento State graduates and this aligns with their mission to support the hiring of more bachelor's prepared graduate nurses.

The City of Roseville has dedicated significant staff time to investigate university center models around the country. Additionally, the city funded an education consultant to help coordinate and guide the partner efforts.

Other factors: The EAP Senior Math course is sustained through existing ADA funding based on student attendance. The ability of UC bound students to apply this course as an elective will also serve to drive enrollments and thereby additional funding. The comprehensive professional development training provided by Placer County Office of Education, combined with CSU's Strengthening Math Instruction serves to ensure the ongoing sustainability of well-trained, competent instructors. The success at the college/university level among students who complete this course serves to further the partner commitment and ongoing support for the initiative.

There has been overwhelming student response and interest in the new ADN-BSN merger track. As with other nursing programs, demand exceeds available slots. Going forward, however, it is hoped that more students can be accommodated and that this merger can support additional cohorts.

Although not specifically a part of the University Center, the recent gift of 300 acres by West Park to Sacramento State stipulates that there be cooperation to establish a Sierra College transfer center accommodating 5,000 FTES (Full-time Equivalent Students) and serves to further demonstrate the sustainability and strength of the sustainability of the college/university partnership.

9. *Engaging stakeholders*

The culture of regional collaboration has been created and institutionalized by twenty plus years of applying, practicing and valuing the interest based approach (IB) – where stakeholder interests and perspectives are central and key to success. Indeed, partnerships and collaboratives between Sierra College, Sacramento State and the other regional partners span nearly three decades. As described in the previous section, collaborative meetings between and among stakeholders within the partner organizations occur throughout each year, and involve stakeholders from the executive level down through to the department and teacher level.

EAP Senior Math Class: The EAP Steering Committee meets regularly and hosting is rotated between Placer County Office of Education, Sacramento State, and Sierra College. Participants represent the organizational spectrum ranging from teaching and departmental faculty from all segments, assessment staff, high school principals/assistant principals, counselors, assistant superintendents, directors, etc. Teleconferencing is also used to ensure a regular schedule is maintained. Participants from the three segments have co-presented at several statewide conferences in recent years.

ADN-BSN: Sierra College and Sacramento State meet regularly, at monthly director's and Healthy Community Forum (HCF) meetings. During the HCF meetings, college staff and hospital partners discuss best practices for meeting the needs of both the students and institutions. Hosting and participating in biannual advisory meetings is also required. These meetings incorporate hospital partners, community members, local nursing programs and current stakeholders. At these meetings updates are presented, innovations showcased, and feedback is elicited improve programs and overall student success. It's also imperative to receive opinions about how the program is perceived in the community and what can be done to foster a favorable perception. Both Sierra College and Sacramento State are regulated by the Board of Registered Nursing and are approved through an accreditation process every 6 years.

University Center: The Roseville Higher Education Task Force launched The University Center after two years of research, assessment and evaluation by stakeholders from each partner entity. The partners continue to meet quarterly and in sub-committees throughout the year. The City of Roseville has been instrumental and critical in its support of this endeavor providing resources to guide and coordinate the collaboration efforts. Subsequent to signing the MOU committing to the vision and goals of the center, stake holder meetings have involved internal constituents at Sierra College including the Academic Senate leadership, educational deans and program directors, the articulation officer, transfer director, counselors, site administrator, and facilities director.

10. ***Sustainability***

The EAP Senior Math course is fully funded through participating school districts through state ADA funding. Currently, sixteen sections of the math course are being offered through nine high schools in Placer and Sacramento Counties. The week-long professional development training program that is required of all new teachers is being offered each summer by Placer County Office of Education. Lead math faculty from Sierra College and Sacramento State ensure the classes are taught to common student learning outcomes and standards, facilitate teacher collaboration, and serve as liaisons to their respective institutions. The program has received and continues to receive tremendous administrative support from K-12 superintendents, assistant-superintendents, principals and teachers as it has increased student math-taking through their senior year, especially for non-STEM majors. The recent approval of the course as an A-G elective for UC has also significantly increased high school counselor and student interest in the course. It is a low-cost solution to a significant and expensive remediation problem for colleges in that it allows resources otherwise dedicated to remedial efforts to be focused on higher levels of the curriculum. The program was launched during a period of great financial strain and was designed to gain much needed efficiencies between and among the segments. It can be expanded to other schools/districts and is being piloted in Sacramento City Unified School District this year.

The ADN-BSN has been implemented and is currently being funded. It is not a pilot project, and there is no sunset date for the program. The potential exits for a small increase in student support services, otherwise there are no additional costs to institutions.

The University Center will occupy space currently leased by Sierra College allowing Sierra College to gain classroom efficiencies and sub-lease underutilized classrooms. Funding will be secured through student enrollments by each entity. Economies of scale through the sharing of services will contribute to its sustainability over time.

11. **Evaluation**

EAP Math: While it is important to meet the growing demand for access to this innovative curriculum, ensuring student success particularly during their first year of college or university will be absolutely critical in order to maintain existing agreements with Math Departments at both institutions. These students have been identified as high risk therefore the success metrics that are vital are the rates at which they persist in mathematics without delay during their first year at college as well as their overall success in all classes. Success in college math is a critical, near-term, measure that is being tracked at both Sierra College and Sacramento State. Success in all other college coursework is also being tracked. Comparisons of success rates for those who participate in the course as opposed to those who do not will be made. A longer-term measure for Sierra students will be their success as transfer students. For both institutions student persistence from fall to spring will serve as a predictor of their timely progress toward degree and, ultimately, the numbers of associate and bachelor's degrees awarded. Once taken to scale, this initiative can and will also be measured in terms of time to degree completion.

ADN-BSN: A low attrition rate for students currently in the program is a near-term measure of success. A second near-term measure is the number of students passing the NCLEX (National Council Licensure Examination), which the student must pass in order to become a registered nurse. This occurs after completion of the ADN education. Survey instruments, both during and after implementation, will be used to determine the level of faculty and student satisfaction with the program. A final, long-term measure will be the number successfully employed within a year of graduation.

University Center: Current measures for this project are largely qualitative in nature and are embedded in achievement of the 10 "Outcomes and Objectives" stated in the MOU- Roseville Center for Higher Education dated November 6th, 2013. Objectives include developing administrative structures, funding mechanisms, rent structures and fees, procedures for assigning classroom and office space, articulation agreements between and among participants, and a core set of degree programs. Fall 2014 was the target date for the first program offerings. That date has now been re-calibrated for fall 2015. Long-term, quantitative, measures will be the number of students enrolling in programs at the center, the number of transfer and dual-enrollment students within programs at the center, and the number of native students graduating with a degree from one of the partner institutions.

Sacramento State, as part of their strategic plan process, will be tracking the number of graduates "who are employed in their career of choice, admitted to graduate school, or entered a service program" (Goal 1, Achievement Indicator 5) and these measures will inform program directions for all three initiatives.

12. **Target outcomes for each academic year through 2018-19**

EAP Senior Math Course

	14-15	15-16	16-17	17-18	18-19
Number of EAP Senior Math Sections Offered in Placer County	13	16	20	25	30
Number of EAP Senior Math Sections Offered in Sacramento County	3	6	8	10	15
Percentage of EAP Senior Math students who attempted a Math course first year at Sierra College or Sacramento State	74% (2013-14)	74%	75%	75%	76%
Overall success rate of EAP Senior Math students who complete first year college/transfer math	58% (2013-14)	59%	60%	61%	61%
Overall success rate of EAP Senior Math students first year in college/university	80% (2013-14)	80%	81%	81%	82%

ADN-BSN

	15-16	16-17	17-18	18-19
Attrition Rate	< 10%	< 10%	< 10%	< 10%
NCLEX Pass Rate	100%	100%	100%	100%
Satisfaction Surveys	Very Satisfied	Very Satisfied	Very Satisfied	Very Satisfied
Graduates Employed	100%	100%	100%	100%

University Center

	15-16	16-17	17-18	18-19
Number of courses offered	6	12	20	40
AA/AS to BA/BS Degree Program Articulation	3	6	8	10
Number of students attending	150	300	500	1000
Percentage of students graduating with BA	-	5%	9%	18%

Target outcomes for the EAP Senior Math course are projected based on 2014-15 levels. Growth in the number of course sections offered is projected to increase by 25% per year through 2018-19. The percentage of students persisting in math courses at the college/university level is projected to slowly tick upwards, as are the success rates in math and all classes. This slower increase anticipates the significant growth in the number of sections projected to be taught in future years.

The overall outcomes for the ADN-BSN merger reflect student success. Tangible target outcomes include an attrition rate of less than 10% and a 100% pass rate on the NCLEX exam. The majority of nursing students realize the importance of achieving their bachelor's degree; therefore they come into any program with this goal in mind. An attrition rate of less than 10% will reflect the students' abilities to maintain passing grades throughout this merger. The NCLEX exam is taken at the end of any nursing education and passing this exam is the only conduit to becoming a registered nurse. Successful achievement of a passing score allows the students to complete the final semesters of this track and receive their bachelor's degree. Additional target outcomes will be determined through satisfaction surveys that reflect the consistent overall tone from both faculty and students as very satisfied. Sierra College and Sacramento State began the conversations of additional BSN options for students when the Institute of Medicine proposed their list of recommendations. It was evident that the hospital partners would move towards employing more registered nurses who had completed higher degrees. Therefore, the final target outcome will be tracking the employment options of these students as compared to the regular ADN cohort and finding 100% employment of these ADN-BSN graduates.

The initial benchmarks for the University Center focus on access and capacity. The target outcomes reflect a thoughtful roll-out of selective programs from each of the five partner institutions, such as those included in the University Center Proposed Programs matrix. It is expected, after the first year of operation, course offerings will expand exponentially, but in a deliberate manner. Additionally, the target outcomes include tracking the increase in the number of students transferring to a baccalaureate program (AA/AS to BA/BS articulation) and the decrease in the time to degree completion. The target for the number of transfers is ambitious, but it reflects the focus of the University Center to create a seamless pathway to baccalaureate completion.

APPENDIX A – LETTERS OF SUPPORT (5 pages)

SIERRA COLLEGE

December 19, 2014

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Sierra College and Sacramento State Innovation Award Application

Dear Mr. Cohen:

We are very excited about the programs we have developed in partnership with Sacramento State and our high school districts that strengthen and streamline the pathway for students to become college ready and ultimately, to degree completion. Our efforts have focused on engaging our educational partners and conjointly developing strategies to accomplish our common goal of improving outcomes for all students.

Our Early Assessment Program (EAP), which provides early identification and tailored curriculum for students not yet ready for college level math, is a result of a series of roundtable discussions with our high school districts and Sacramento State. Faculty to faculty collaboration (high school to college) is an integral component to the program's success.

By working cooperatively with the other higher education institutions in the area and the City of Roseville, the concept of a University Center was developed to create a seamless pathway for students from post-secondary lower division coursework to degree completion. By co-locating, efficiencies in program offerings and support services will be gained and as a result, students will have the opportunity to complete their degree in less time and a lower cost.

The Sierra College Nursing program BSN Merger Track developed with Sacramento State is a program specific example of cross-segmental cooperation. The BSN Merger Track decreases the time to a Bachelor of Science in Nursing by a full year and will save students an estimated \$12,000.

These innovative programs were developed through the activity of creating and maintaining cross-segmental engagement. By providing opportunities for the segments to come together and integrating industry and community interests, we have created programs to improve the educational experience for all students transitioning to higher ed and from higher ed to

William H. Duncan, IV, President | wduncan@sierracollege.edu

5000 Rocklin Road | Rocklin CA 95677 | (916) 660-7000 | fax (916) 630-4530 | www.sierracollege.edu

completion of their educational goals. We welcome the opportunity to share our experience and strategies which we believe will ease students' transition through the state's education system, increase the number of degrees awarded within four years (or less), and decrease the cost burden for students and their families. Thank you for your consideration of our application.

Sincerely,

A handwritten signature in blue ink, appearing to read "William H. Duncan, IV". The signature is fluid and cursive, with a distinct flourish at the end.

William H. Duncan, IV
Superintendent/President



California State University, Sacramento
Office of the President
6000 J Street • Sacramento Hall 206 • Sacramento, CA 95819-6022
T (916) 278-7737 • F (916) 278-6959 • www.csus.edu

December 19, 2014

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Sierra College and Sacramento State Innovation Award Application

Dear Mr. Cohen:

California State University, Sacramento is proud to partner with Sierra College on a joint application for the Governor's Higher Education Innovation Award to highlight our work to improve student access and success on the pathway to transfer and baccalaureate (BA) degree completion.

Our application reflects a three-pronged approach to improving college readiness for students entering college through the following innovative strategies: a 12th grade transitional math course; the development of a streamlined model program that provides a clear, merged path to the Bachelor of Science in Nursing (BSN); and a "University Center" facility concept designed to increase Placer County student access to baccalaureate degree options through a broad partnership among Sierra College, four-year institutions and the City of Roseville.

While the merit of each of these individual strategies is noteworthy, together they demonstrate a strong institutional commitment by Sierra College and Sacramento State to student success, as well as a broad approach to addressing the barriers that impact access, transfer, and degree completion.

The barriers students face to transfer and earning a degree are multi-dimensional, and as a result, these strategies are designed to address the challenges students face during different steps on the transfer and BA degree pathway. These efforts are well-aligned with the Governor's goals of increasing the number of BA degrees awarded through efficient pathways that save students and the state money.

Developed in partnership with feeder school districts, the transitional, early assessment math course is designed to eliminate the need for remediation in math for high school graduates enrolling at Sierra College or Sacramento State. Successful completion of this course not only increases the probability that students will achieve their postsecondary goals, but also saves students time and money. Students who satisfactorily complete this course in their senior year before enrolling at the college or university significantly reduce or eliminate altogether the need to take remedial math classes in college.

The Associate Degree in Nursing and BSN Merger Track reduces time to the BSN degree by one year, resulting in a savings to the student of approximately \$12,000. To further streamline the transfer pathway, the University Center, a shared facility among several universities, is intended to address capacity and infrastructure issues in a creative way to increase access to BA degree options for Placer area students and residents.

Sierra College and Sacramento State Application
Page Two
December 19, 2014

Sacramento State is proud of the innovative efforts undertaken through our partnership with Sierra College and is committed to ensuring that students are provided a solid foundation to support their successful pursuit of a college degree.

I thank you for your time and thoughtful, full consideration of our application.

Sincerely,

A handwritten signature in black ink, appearing to read "Alexander Gonzalez", written in a cursive style.

Alexander Gonzalez
President



January 8, 2015

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Sierra College and Sacramento State Innovation Award Application

Dear Mr. Cohen:

As the Sacramento region's P-20 Council responsible for developing partnerships among business, labor, and education to advance regional economic objectives, NextEd is proud to support the Sierra College and Sacramento State University's application for the Governor's Higher Education Innovation Award.

Over the last several years, in part because of the collaborative environment NextEd and our leadership have cultivated, education leaders in California's Capital Region have developed a host of initiatives that strive to improve educational outcomes and advance economic objectives by working across segments toward shared objectives. Three examples of these efforts are the subject of this application: an effective Early Assessment Program, a collaborative regional university center and a fast-track degree program in nursing.

A partnership between Sierra College and Sacramento State University, the Early Assessment Program (EAP), provides early identification and tailored curriculum for students not yet ready for college level math and resulted from a series of roundtable discussions between education leaders from local high schools, Sierra College and Sacramento State. Faculty to faculty collaboration (high school to college) is an integral component to the program's success.

By working cooperatively with the other higher education institutions in the area and the City of Roseville, the concept of a University Center was developed to create a seamless pathway for students from post-secondary lower division coursework to degree completion. By co-locating, efficiencies in program offerings and support services will be gained and as a result, students will have the opportunity to complete their degree in less time and a lower cost.

The Sierra College Nursing program BSN Merger Track developed with Sacramento State is a program specific example of cross-segmental cooperation. The BSN Merger Track decreases the time to a Bachelor of Science in Nursing by a full year and will save students an estimated \$12,000.

These innovative programs were developed through the activity of creating and maintaining cross-segmental engagement and stand as models for other regions within California.

Sincerely,

David N. Butler
CEO, NextEd

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Serving as the Capital Area P-20 Council

Section 3 - APPENDIX B (8 pages)

Summary Background of EAP efforts at Sierra College

The passage of Senate Bill 946 in 2009 authorizing California Community Colleges to use CSU's Early Assessment Program (EAP) for course placement was the single event that spurred the regional approach in which Sierra College is engaged.

A regional partnership was formed between CSU, Sacramento (CSUS), Sierra College and its six feeder high school districts. A Steering Committee was established consisting of administrators, researchers, and English, math and counseling faculty from all three segments as well as instructional staff from Placer County Office of Education (PCOE). The Steering Committee meets regularly and members have engaged extensively in various projects during the past four years. Bi-annual progress reports are provided to the President's Round Table – a convening of the Sierra College president and superintendents from the regional high school districts.

Calendar Year One - 2009

In the first year the Steering Committee developed Memorandums of Understanding (MOUs) between CSUS, Sierra and each of the 12 primary high schools in the feeder districts. The MOUs formalized the relationships and documented organizational commitments between and among each of the partners. The Committee spent time learning about each other's systems and structures:

- EAP data was mapped to the California Standards Test (CST) so that high school administrators and teachers could identify gaps between high school graduation requirements and college entrance requirements.
- High school teachers took the placement tests used by Sierra (Accuplacer) and by CSU (English Placement Test – EPT and Entry-Level Math test – ELM)
- Each participating high school agreed to **require** that all eligible students complete the optional EAP portion on the CST.
- Marketing efforts were developed to increase student awareness of EAP

Calendar Year Two – 2010

During the second year, the Steering Committee focused on improving EAP scores in English as it became clear early on that the expectations of college English classes were not aligned with high school graduation requirements. Area high school English teachers attended professional development sessions that were both funded and provided by CSUS. Faculty at each high school was provided training in the Reading Institute for Academic Preparation (RIAP) and English Reading and Writing Curriculum (ERWC). A small grant-funded project provided English instruction for high school seniors who had received "Not College-Ready" in the English EAP.

The Sierra College English Department authorized placement of students receiving EAP “College-Ready” in English into the college-level English Composition class (English 1A), and agreed to exempt those students from taking Accuplacer.

Calendar Years Three and Four – 2011 and 2012

The number of students receiving “College Ready” EAP scores in English climbed quickly in the Sierra College service area - from 28% in 2009 to 40% in 2011. However, the number receiving “College Ready” EAP scores in math nudged up only slightly - from 14% in 2009 to 18% in 2011. The overwhelming majority of students place in the “Conditionally Ready” for math category - 57% in 2009 and 54% in 2011. The “Conditionally Ready” EAP math score was intended by CSU to serve as an early alert for students in jeopardy of not placing in college level classes and to encourage those students to continue in mathematics during their high school senior year so as to ensure a college-ready status upon entry to either a two- or four-year institution. However data reveals many matriculating students do not, or cannot take advantage of this remediation opportunity before college. As a result, upon entry to college, these students assess into a math course below the level at which they were educated.

During years three and four the Steering Committee focused exclusively on creating a new course for high school seniors who receive “Conditionally Ready” EAP scores in math. A small grant secured through the Chancellor’s Office in 2010-11 allowed a pilot course to be developed and taught in 3 high schools during the spring. Results were modest, enrollments weak, and faculty reported the curriculum was incomplete and more time was needed for development.

A second grant from the Chancellor’s Office was received in 2011/2012 and allowed for a more comprehensive analysis of the curriculum required for a course that would:

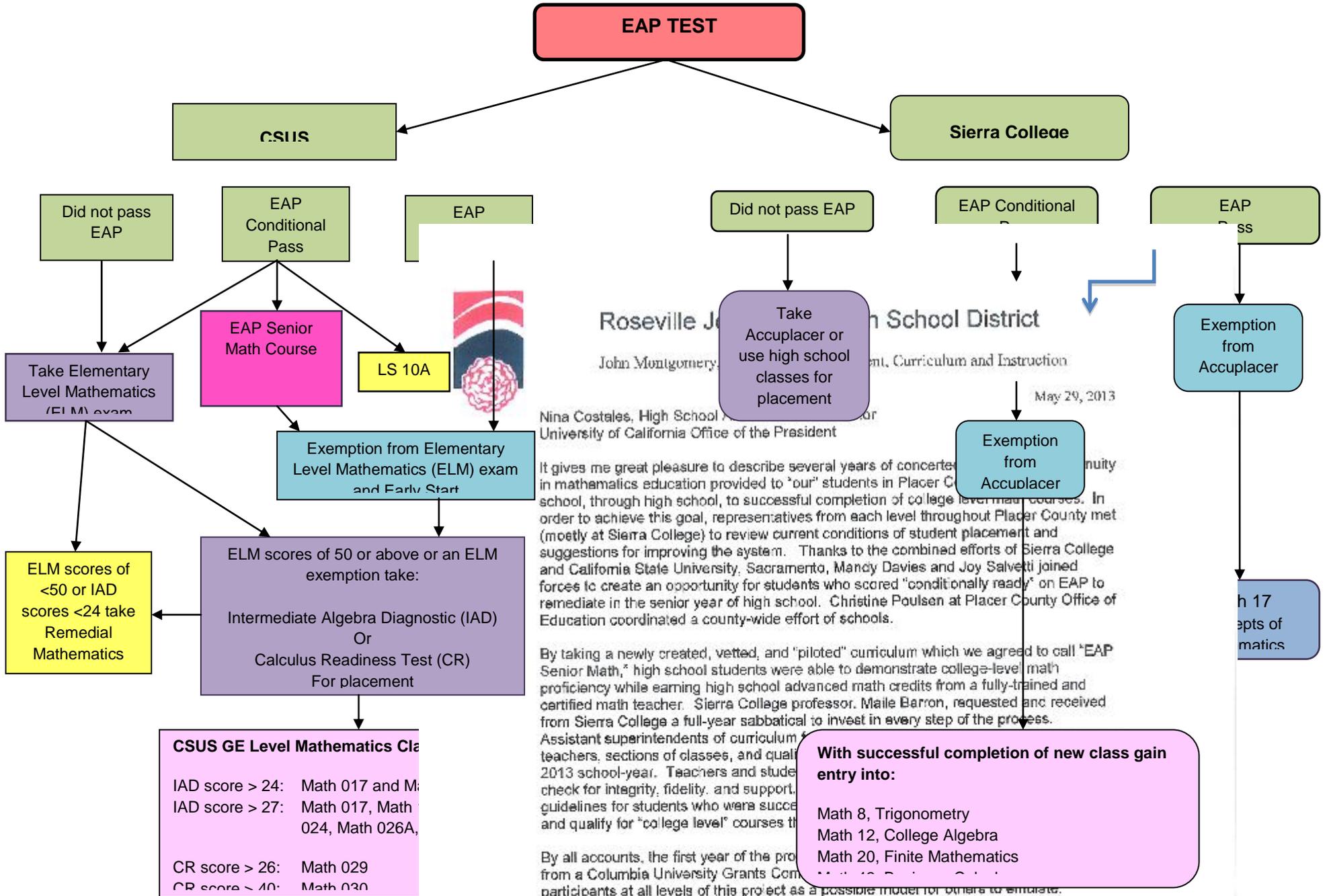
- Articulate to Sierra College at one level below transfer
- Ready students who receive passing scores for courses requiring intermediate algebra as a prerequisite (e.g.: College Algebra, Trigonometry)
- Qualify as meeting the CSU Senior Year Math Experience requirement
- Meet the high school A-G eligibility requirements
- Meet the new Common Core Standards requirements for K-12

The project brought together faculty from each of the segments to serve as a Curriculum Development Team providing stipends for math faculty from Sierra College (2), CSUS (2), and high school (6) to write the curriculum. Faculty who had experience with the new Common Core Standards was specifically selected. The project was coordinated by PCOE’S Math Program Coordinator. The team began their curriculum development work in November 2011 and completed a final draft in March 2012.

The new course was presented to the Sierra College Math Department in April 2012. It was approved (with some modification) for a 3-year period to allow for assessment of student success and retention. The Math Department agreed to exempt students who complete the new course from Accuplacer, the college’s placement test, and authorized placement into college-level math courses with a prerequisite of Intermediate Algebra. The new course was also approved by CSUS as meeting the Senior Year Math Experience requirement for those students who receive “Conditionally Ready” scores on math EAP.

Students who receive a passing grade in the course will be exempt from the Entry Level Math test (ELM). The course is currently being taught in a number of high schools in both Placer and Sacramento Counties.

EAP Pathways at Sierra College and Sacramento State University



Roseville Joint Union School District
John Montgomery, Superintendent, Curriculum and Instruction
May 29, 2013

Nina Costales, High School Math Teacher, University of California Office of the President

It gives me great pleasure to describe several years of concerted effort in mathematics education provided to "our" students in Placer County school, through high school, to successful completion of college level mathematics courses. In order to achieve this goal, representatives from each level throughout Placer County met (mostly at Sierra College) to review current conditions of student placement and suggestions for improving the system. Thanks to the combined efforts of Sierra College and California State University, Sacramento, Mandy Davies and Joy Salvetti joined forces to create an opportunity for students who scored "conditionally ready" on EAP to remediate in the senior year of high school. Christine Poulsen at Placer County Office of Education coordinated a county-wide effort of schools.

By taking a newly created, vetted, and "piloted" curriculum which we agreed to call "EAP Senior Math," high school students were able to demonstrate college-level math proficiency while earning high school advanced math credits from a fully-trained and certified math teacher. Sierra College professor, Maile Barron, requested and received from Sierra College a full-year sabbatical to invest in every step of the process. Assistant superintendents of curriculum and instruction, sections of classes, and quality assurance were implemented during the 2013 school-year. Teachers and students checked for integrity, fidelity, and support, and established guidelines for students who were successful and quality for "college level" courses that were implemented.

By all accounts, the first year of the project was a success. We are proud to have participants at all levels of this project as a possible model for others to emulate. Members from four different schools applied to UC/CSU for A-G credit with the

Section 3 - APPENDIX B - CONTINUED



Center for College & Career Readiness: Reshaping the College Transition

Joy L. Salvetti - January 2014

Sacramento State’s newly established Center for College & Career Readiness (CCR) is already serving as a best practice model in the state, with our sister CSU campuses following our lead as California seeks to

Years:	2009	2010	2011	2012
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address student persistence, resiliency, and rates to graduation. CCR’s main objective is to create new pathways to college and career success by implementing regional partnerships with the primary goal of aligning curricula, expectations, and standards between the K-12, the community colleges, and Sacramento State. The focus of our work will be on students before they matriculate; those in the regional pipeline.

An approach used in Region 3 to remedy the low college-readiness rates in math and/or English (statewide average, English 23%, math 15%) is to utilize the results of the Early Assessment Program (EAP) that measures 11th grade students’ readiness to successfully perform entry-level, credit-bearing postsecondary coursework. The EAP is an early signal that informs students of additional skills they need to gain in mathematics and/or English in order to enter college without the need for remediation. As an added step, and in response to these early college-readiness results, 12th grade courses, often called transition curricula, were also developed.

Transition curricula consist of a course, a set of modules, online tutorials, or other educational experiences offered no later than to 12th grade students who are at risk of being placed into remedial mathematics, reading, or writing when they enter college (Kannapel, 2012). The availability of transition curricula means that students no longer need to decipher how to improve their college readiness on their own; rather, they can enroll in a course or other activity in an attempt to attain a higher level of preparation, which might possibly help them avoid remediation altogether. Taken together, early college readiness assessments (such as the EAP) and transition curricula (EAP Senior Year Math Course) have the potential to transform the senior year of high school and re-conceptualize the high school to college pathway (Barnett, Fay, Bork, & Weiss, 2013).

MATH: Ready	17%	17%	19%	19%
MATH: Conditional	61%	56%	54%	59%
ENGLISH: Ready	31%	43%	43%	48%
ENGLISH: Conditional	N/A	N/A	N/A	21%

In order to pivot from a college-eligible culture to a college-ready reality, Sacramento State’s CCR has begun to implement a variety of interventions to address high remediation rates, such as using the EAP as an early signal and offering transitional courses. Because Region 3 encompasses ten counties, and is one of the largest CSU service areas, we saw a need to forge partnerships between the three educational institutions in order to reach our 215 high schools and 34 school districts. One such partnership is with the school districts within Placer County and Sierra Community College. We have begun to see some measureable success, such as Rocklin High School’s 4-year EAP results:

High School Name: Rocklin High School Total School Enrollment: 1843

The overall improvement in the English-Ready category can be attributed to the fact that we have a very strong partnership with the Placer County feeder high schools and Sierra Community College. Through our partnership, we developed a strategic plan to ensure that our activities met local needs and conditions. Our shared concern was postsecondary success in light of the low readiness rates of students in English and/or math. We also had a shared realization that academic and other support programs in postsecondary institutions are not enough. High schools must be involved and the best method to do so is via partnership efforts.

As part of our partnership agreement, Sacramento State faculty provided individualized training to the school districts in Placer County, including Rocklin High School. This training was beyond the Expository Reading and Writing Curriculum (ERWC) professional learning component with the main goal of affording teachers the opportunity to create/write their own modules. Sierra Community College faculty were also part of the training to reinforce curricular consistency and the need for all institutions to be at the table. The ultimate goal was to develop a curriculum so students would learn how to become strategic readers and writers as they explore their opinions and understandings of the text.

The ERWC was designed by CSU English faculty as a year-long state approved curriculum for high school English teachers to use to specifically teach students the types of expository reading and writing skills they will encounter upon entry into college. Through a sequence of eight to ten rigorous instructional modules, students in this yearlong, rhetoric-based course develop advanced proficiency in expository, analytical, and argumentative reading and writing. The cornerstone of the course – the ERWC Assignment Template—presents a ‘scaffold-process’ for helping students read, comprehend, and

respond to nonfiction and literary texts.

Modules also provide instruction in research methods and documentation conventions. Students are expected to increase their awareness of the rhetorical strategies employed by authors and to apply those strategies to their own writing. They read closely to examine the relationship between an author's argument or theme and his or her audience and purpose; they analyze the impact of structural and rhetorical strategies; and they examine the social and political, and philosophical assumptions that underlie the text. By the end of the course, students are expected to use this process independently when reading unfamiliar texts and writing in response to them. The ERWC is also aligned with the new Common Core State Standards and is A to G approved when implemented as a year-long course. To further our articulation efforts, ERWC modules have been developed for middle schools as well.

For math, Rocklin was one of the first high schools to pilot the EAP Senior Year Math Course for the 2012-13 academic years. This math course is the result of a regional curriculum development partnership project that involved a team of math faculty from Sacramento State, Sierra Community College, Placer County Office of Education, and area high schools. The course employs innovative instructional methodologies in a contextualized learning environment and has been approved by Sacramento State as meeting the senior year math experience requirement for students who receive 'Conditionally Ready' scores on the math portion of the EAP. Students who receive a grade of C or better are exempt from the Entry Level Math (ELM) assessment at Sacramento State. The Sierra Community College student will be exempt from taking the math portion of the Accuplacer assessment. Those students will be eligible to enroll in any Sierra College math class that requires Intermediate Algebra as a prerequisite. By participating in the course, students are expected to:

- Become better problem solvers
- Increase critical thinking skills
- Enhance numeracy
- Gain appreciation of mathematics and its applications
- Increase perseverance to solve math problems that seem unfamiliar
- Work in groups to share mathematical ideas from students point of view
- Improve mathematical communication abilities
- Overcome fear of mathematics

Improvements in the English readiness category are clear, from 31% in 2009 to 48% in 2012, which is considered a high percentage increase statewide. Currently, we are gathering data from the EAP Senior Year Math Course. In addition, the Community College Research Center (CCRC) at Teachers College, Columbia University, also conducted research on the math course and will be looking at the course in terms of preparing students for transition to postsecondary or career, and the possible benefit of re-crafting the high school senior year to a true "bridge" or transition year. In addition, the math course has been A to G approved as an elective via UC Doorways and has been aligned with the Common Core State Standards. Anecdotally, the students who took the math course and subsequently took the ELM, passed the ELM. Perhaps more importantly, this course emphasizes the importance of having students take a senior year math course since doing so is not part of the state graduation requirements. As indicated above, our current transition curricula (ERWC, EAP Senior Year Math Course) have inspired substantial

improvements in college-readiness rates in our pilot counties. Our expectation is that when the EAP Senior Year Math Course is officially evaluated, we will see that participating students are better prepared for their next step, either to the community college, or to Sacramento State. Our intent is to scale up our existing transition curricula, such as the EAP Senior Math Course, to other school districts in Region 3. We will also replicate our ERWC strategy used in Placer County by providing individualized training beyond the professional development offered through the ERWC. This year, California will be shifting to computer-based testing and moving toward full implementation of the Common Core State Standards. The new assessment system will be known as the California Assessment of Student Performance and Progress (CAASPP), formerly known as STAR, and the Grade 11 Smarter Balance assessment will be utilized instead of the CST/EAP as indicators of college readiness. Since the assessment was only a small part of the EAP, the regional partnerships, the ERWC, the math transition curricula, and the professional learning across content areas will continue to be a pertinent mechanism in aligning standards, curriculum, and expectations. In essence, the college-readiness assessment indicators under the Smarter Balance assessment are very similar to those under the EAP (ready, not ready, conditionally ready); hence, the main tenets of the EAP are still relevant and necessary.

Furthermore, we intend to develop additional transition courses and/or modules for high school students and/or entering college freshmen. The goal of these courses will be to provide students with further experience and practice with college level reading, writing, and critical thinking across content areas as well as a practical understanding of how these skills can translate to occupational and work readiness. Faculty will be using materials from the ERWC so students will be exposed to expository texts in order to learn how to become strategic readers, writers and problem-solvers no matter the content area or situation.

Preliminary EAP Senior Math Class Results – Sierra College 2013-14

Thirty-five students entered Sierra in the 2013-14 academic year (the second year of the Senior EAP math course) having completed the EAP course in high school. A total of 26 of these students attempted a math course in their first year of college (74%), well above the average first-year participation rate in math for the college (48%). These students succeed at higher than average rates in all courses (80% vs. 72%), but show slightly lower than average success rates in math courses (58% vs. 61%). Since this is a small number of students, we see these generalizations as preliminary and will know more when we look and the performance of increased numbers of students in the 2014-15 academic year.

Sierra College Success by EAP High School Math Completion	Measures Success	All Terms	Spring 2013	Summer 2013	Fall 2013	Spring 2014
Didn't Complete Senior EAP Math Class	in all Classes	72%	72%	80%	72%	72%
Completed Senior EAP Math Class	Success in all Classes	80%	100%	100%	74%	85%
Didn't Complete Senior EAP Math Class	Success in Math Class/es	61%	60%	68%	62%	61%
Completed Senior EAP Math Class	Success in Math Class/es	58%	NULL	NULL	60%	54%

Section 4 – APPENDIX C (4 Pages)

MOU – University Center

**MEMORANDUM OF UNDERSTANDING (MOU)
BY AND BETWEEN
CALIFORNIA STATE UNIVERSITY, SACRAMENTO, BRANDMAN UNIVERSITY
(PART OF THE CHAPMAN UNIVERSITY SYSTEM), SIERRA JOINT COMMUNITY
COLLEGE DISTRICT, UNIVERSITY OF THE PACIFIC, WILLIAM JESSUP
UNIVERSITY, AND THE CITY OF ROSEVILLE
CONCERNING ESTABLISHMENT OF A
CENTER FOR HIGHER EDUCATION IN ROSEVILLE**

1. PURPOSE

This memorandum of understanding (“MOU”) reflects the mutual intention and commitment of representatives of California State University, Sacramento (“Sacramento State”), Brandman University (Part of the Chapman University System) (“Brandman University”), Sierra Joint Community College District (“Sierra College”), University of the Pacific (“Pacific”), William Jessup University (“Jessup”), and the City of Roseville (“City”) (collectively, “Parties”), to actively engage in the activities necessary to establish a joint “proof of concept” center for higher education (“University Center”) in Roseville and operate an initial core set of courses by the fall of 2014.

2. BASIC PROJECT DESCRIPTION

The Parties propose, in partnership with Sierra College, to establish and operate a first-class, dynamic center for higher education in the city of Roseville aimed at serving the residents and businesses of Roseville, South Placer County, and the Sacramento region. The University Center would serve to address:

- The growing population in the South Placer region of the Sierra Community College District;
- An additional and improved pathway for Sierra College students to complete baccalaureate and graduate programs
- The City of Roseville’s desire to improve workforce development and degree attainment by locating higher education facilities within City boundaries.
- A desire by Sacramento State, Brandman University, Pacific, and Jessup to establish or augment their presence in the Roseville area.
- The Roseville Higher Education Task Force’s recommendation to improve access to higher education opportunities for Roseville residents and businesses.

The Parties agree to work to establish the University Center at Sierra College’s Roseville Gateway campus as an initial “proof of concept.” The Parties acknowledge that the Center’s continued operation will ultimately depend on market conditions and student enrollment.

3. MISSION STATEMENT

“The Roseville Higher Education Center is a collaborative effort of educational and civic leaders to increase the breadth and number of higher education opportunities in

the South Placer area. The Center's partners pledge to pay special attention to three areas in this effort:

- *reducing the costs of higher education;*
- *improving the time to degree for students; and,*
- *working cooperatively with Roseville schools and the Roseville business community to build new educational and career pathways for area residents."*

4. OUTCOMES AND OBJECTIVES

Specific outcomes and objectives of this MOU are for the Parties to:

- Produce a formal framework and forum for coordination, collaboration, dispute resolution, and decision making between Parties;
- Identify the appropriate governance structure for the Center;
- Identify the appropriate funding mechanisms for ongoing operation of the Center – work toward execution of applicable agreements;
- Outline expectations and obligations of all Parties;
- Define facility rent structure & fees;
- Define how classroom and office space will be allocated;
- Define how decisions regarding educational program offerings will be made;
- Discuss and reach agreement regarding branding, identity, marketing, and public relations issues;
- In collaboration with Sierra College, improve and complete articulation between and among existing programs and to create new programs for students in Roseville and South Placer; and,
- Develop a core set of degree programs and complete the work necessary to offer such degree programs beginning in the Fall of 2014.

5. NON-BINDING AGREEMENT

This MOU is not intended to nor does it create any enforceable legal obligations or financial commitments amongst the Parties and/or to any third parties but, rather, is an expression of intent by the Parties to work with one another as partners to meet the goals and objectives outlined above. If and when the Parties (or some of them) come to an agreement regarding the means by which any or all of the outcomes and objectives will be implemented and/or pursued, the agreement will be reduced to writing and signed by the agreeing Parties.

6. EFFECTIVE DATE, MODIFICATION, AND TERMINATION OF MOU

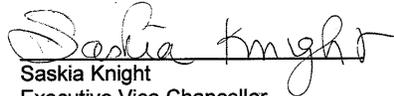
This MOU is effective November 6, 2013, and remains in effect unless modified or terminated by a written agreement signed by all parties. Each party shall have the right to terminate its participation regarding this MOU, without cause, by giving thirty (30) days advance written notice of termination to the other parties.

We, the undersigned, execute this Memorandum of Understanding, effective this 6th day of November, 2013.

**CALIFORNIA STATE UNIVERSITY,
SACRAMENTO**


Charles Gossett
Provost

BRANDMAN UNIVERSITY


Saskia Knight
Executive Vice Chancellor

**SIERRA JOINT COMMUNITY COLLEGE
DISTRICT**


William H. Duncan
Superintendent/President

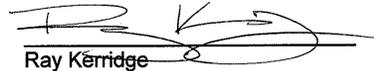
UNIVERSITY OF THE PACIFIC


Pamela A. Eibeck
President

WILLIAM JESSUP UNIVERSITY


John Jackson
President

**CITY OF ROSEVILLE
A Municipal Corporation**


Ray Kerridge
City Manager

*The foregoing instrument is a correct copy
of the original on file in this office.*

ATTEST:
City Clerk of the City of Roseville, California

DEPUTY CLERK

RESOLUTION NO. 13-419

APPROVING A MEMORANDUM OF UNDERSTANDING
BETWEEN THE CITY OF ROSEVILLE, CALIFORNIA STATE UNIVERSITY,
SACRAMENTO, BRANDMAN UNIVERSITY (PART OF THE CHAPMAN UNIVERSITY
SYSTEM), SIERRA JOINT COMMUNITY COLLEGE DISTRICT, UNIVERSITY OF THE
PACIFIC, AND WILLIAM JESSUP UNIVERSITY AND AUTHORIZING THE CITY
MANAGER TO EXECUTE IT ON BEHALF OF THE CITY OF ROSEVILLE

WHEREAS, a Memorandum of Understanding concerning establishment of a center for higher education in Roseville, between the City of Roseville, California State University, Sacramento, Brandman University (Part of the Chapman University System), Sierra Joint Community College District, University of the Pacific and William Jessup University, has been reviewed by the City Council;

NOW, THEREFORE, BE IT RESOLVED by the Council of the City of Roseville that said memorandum of understanding is approved and that the City Manager is authorized to execute it on behalf of the City of Roseville.

PASSED AND ADOPTED by the Council of the City of Roseville this 31st day of October, 2013, by the following vote on roll call:

AYES COUNCILMEMBERS: Roccucci, Herman, Garcia, Gore, Rohan

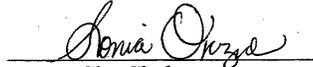
NOES COUNCILMEMBERS: None

ABSENT COUNCILMEMBERS: None



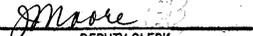
MAYOR

ATTEST:


City Clerk

*The foregoing instrument is a correct copy
of the original on file in this office.*

ATTEST:
City Clerk of the City of Roseville, California


DEPUTY CLERK

Section 5 – APPENDIX D (5 PAGES)

Roseville University Center – Proposed Program Matrix

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
UNDERGRADUATE PROGRAMS				
Legal Studies (BA)		XX		
Liberal Studies (B.A.)		XX (w/ multiple subject emphases)	XX ⁰ (2+2+1.3 w/ major in Child Development, TESOL, and Single Subject (English), leading to MA in Teaching)	
Liberal Arts (B.A.)				XX (degree completion)
Social Science (B.A.)		XX (degree completion)		XX (degree completion)
English/Writing (B.A.)				XX (degree completion)

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
Communications (B.A.)				XX (degree completion)
Early Childhood Education (B.A.)	XX (degree completion)	XX (degree completion)		XX (degree completion)
Social Work (B.A.)		XX (degree completion)		
Psychology (B.A./B.S.)		XX (degree completion)	XX ⁰ (degree completion – only 12 units to begin)	
Business (B.A.)		XX (degree completion)		
Business (B.S.)	XX ¹ (joint with Sierra College)		XX ² (degree completion – only 12 units to begin)	
Accounting (B.S.)	XX ² (joint with Sierra College)			
Organizational Leadership (B.A.)		XX (degree	XX ² (degree	

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
		completion)	completion)	
Sports Management (B.A.)			XX ² (degree completion)	
Small Business Management (B.A.)			XX ² (degree completion)	
Public Administration and Criminal Justice (B.A.)		XX (Criminal Justice) (degree completion)	XX ² (degree completion)	
Career and Technical Studies (B.S.)				XX (degree completion)
Criminal Justice (B.S.)				XX (degree completion)
Health Care Management (B.A.)			XX ² (degree completion)	
Fire Service Management (Special Major)				XX (Special Major)
Second Bachelor of Science in Speech Pathology and				XX

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
Audiology (B.S.)				(second bac)
Nursing (RN. to BSN)		XX		XX (with Sierra)
General Engineering Degree Completion (B.S.)	XX ¹ (degree completion)			
Pharmacy Pipeline Acceleration/Applied Science Degree (Pre-Pharm)	XX ¹ (joint with Sierra College)			
Sports Science Degree Completion (B.A./B.S.)	XX ²			
GRADUATE PROGRAMS				
Psychology (M.A.)			XX ²	
Psychology, Marriage & Family Therapy (M.A.)	XX ¹	XX	XX ² (MFT or LPC)	
Organizational Leadership (M.A.)		XX		
Human Resources (MS)		XX		
Business Administration (M.B.A.)	XX ¹	XX		XX
Data Analytics (M.S.)	X ²			
Accounting (M.A.)	XX ² (working			

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
	professional program for CPA eligibility)			
Accounting (M.S.)				XX
Spanish (M.A.)				XX
Teaching	XX (MA with prelim. credential) (School Psych)	XX (M.A.T. w/ prelim credential)	XX ⁰ (M.A. w/prelim credential)	
Education (M.A.E.)	XX (MA without credential)	XX		
Educational Leadership & Administration (M.A.)	XX (with or without adm. Credential)	XX		
Special Education (M.A.)	XX	XX		
Engineering (M.S.)	XX ¹			
DOCTORAL PROGRAMS				
BSN to DNP		XX		
Post Masters to DNP				

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
Organizational Leadership		XX		
MISCELLANEOUS PROGRAMS, CERTIFICATES, AND CREDENTIALS				
1+3 or 2+2 high school to baccalaureate degree			XX ⁰	
Allied health certificate and transfer programs			XX ¹	
Addiction studies certificate			XX ⁰	
Multiple Subject Credential	XX	XX		
Single Subject Credential	XX	XX	XX ⁰ (English)	
Education Specialist (Levels I & II)		XX		
Preliminary Administrative Services (Tier I) and Professional Administrative Services Credential (Tier II)		XX		
Dropout Prevention Specialist (Certificate)				XX (Academic Certificate)
Wastewater Treatment Plant				XX

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY
Operation Specialist (Certificate)				(Academic Certificate)
Water Treatment Plant Operations Specialist (Certificate)				XX (Academic Certificate)
American Sign Language				XX (Academic Credit)
American Heart Association Certification/Recertification				XX
Emergency Medical Technician – Basic (EMT)				XX
Emergency Medical Technician – Paramedic				XX
Community College Faculty Preparation Certificate				XX (Academic Certificate)
Management Certificate Program – Healthcare Management	XX ¹ (demand driven)			
Family Business Management Certificate Program	XX ¹ (demand driven)			

	UNIVERSITY OF THE PACIFIC	BRANDMAN UNIVERSITY (Part of the Chapman University System)	WILLIAM JESSUP UNIVERSITY	SACRAMENTO STATE UNIVERSITY

Section 6 – APPENDIX E (5 PAGES)

Excerpt from “The Real Cost of College – Time and Credits to Degree at California Community Colleges”, The Campaign for College Opportunity, July 2014, pp 10.

Table 1: The cost of extended time to degree

For example, at Los Angeles Area Community Colleges

A student who graduates...	Spends approximately this much out of pocket*	...this amount more than graduating on time	Will earn this much more over his/her lifetime as a result of having an associate degree...	...this amount less than graduating on time	Combination of extra educational expense and lost wages
...in 2 years	\$15,100	—	\$546,400	—	—
...in 3 years	\$22,700	\$7,600	\$530,800	(\$15,600)	\$23,200
...in 4 years	\$30,300	\$15,200	\$512,900	(\$33,500)	\$48,700
...in 5 years	\$37,800	\$22,700	\$480,900	(\$65,500)	\$88,200
...in 6 years	\$45,400	\$30,300	\$457,000	(\$89,400)	\$119,700

Notes: 1) Estimates are for an 18 year old student who will attend full-time and will not work during college; 2) The tool assumes the retirement age at 64 and no unemployment throughout one's lifetime once the degree was earned. 3) Figures in table have been rounded.

* Net price of fees, books, supplies, room and board, transportation and other expenses.

Source: Student Cost Model Tool (IPEDS average net price by income level and American Community Survey state-level wage estimates).⁵⁷

Excerpt from “Saving Now and Saving Later – How High School Reform Can Reduce the Nation’s Wasted Remediation Dollars”, Alliance for Excellent Education, 2011, pp 4.

The Real Cost of Remedial Education

Not only is remediation an ineffective solution to the preparation gap problem, it is also a wasteful use of public and private dollars. Helping students catch up to the expectations of postsecondary work affects the nation’s overall economic strength and involves significant costs for taxpayers, postsecondary institutions, and students.

Remedial courses represent a cost that taxpayers must pay twice—first for students to learn material in high school and then again for students to relearn that material at the postsecondary level. And the price tag is not small. It is estimated that, nationally, the cost of remediation in public institutions for students enrolled in the 2007–08 school year alone was \$3.6 billion. (See Appendix A for more details, state-by- state figures, and methodology.)

Under normal circumstances, this cost would be difficult enough for state and local governments to bear, but as states face huge budget shortfalls, maintaining this level of spending will prove even more challenging. Even after the infusion of funds from the American Recovery and Reinvestment Act, states will have to account for budget shortfalls approaching an estimated \$100 billion in 2011 and more than \$130 billion in 2012.¹⁹ This has led U.S. Secretary of Education Arne Duncan and others to suggest that cutting the need for remedial education is one significant area where states can see savings in the coming years.

In addition to the direct cost of remediation, the connection between remedial course work and lower college completion rates yields an additional public cost. Every year, taxpayers pay substantial sums to financially assist low-income and/or high-achieving students in the form of grants or tuition relief. However, if students receiving this assistance leave their postsecondary institution before earning a credential, the aid becomes a lost investment. An analysis by the American Institute for Research shows that between 2003 and 2008, states spent more than \$1.4 billion, and the federal government over \$1.5 billion, in grants to students who did not return to postsecondary education for a second year.²¹ Many of these are likely to be students whose participation in remedial classes factored into their decision to drop out. As a result, because so many students graduate from high school unprepared to persist and succeed in college-level course work, a significant portion of taxpayers’ investment in postsecondary education remains unfulfilled.

Students must bear a significant cost for the nation’s remediation problem as well. The direct cost to students comes in tuition and fees, which have steadily climbed over the last thirty years. Students pay 42 percent of total postsecondary costs at public four-year colleges and 14 percent of costs at two-year colleges. Because remedial courses often do not contribute credits toward a degree, the investment in

taking these courses is a sunk cost for students. Beyond the monetary costs students incur, there is also the issue of lost time. Students not only pay for these classes but also squander time that could have been spent taking classes that contribute to their degrees.

There are also lost benefits associated with students who attend some college but are unable to complete any kind of postsecondary degree because of a lack of readiness. Nationally, the average annual wages of individuals who have attended some college but never completed a degree are \$17,000 less than those with a bachelor's degree.²³ This translates to less tax revenue as well as less disposable income for individuals to spend and invest in the economy. The nation would realize as much as \$2 billion in additional earnings if students who dropped out of college due to a lack of readiness graduated at the same rate as non-remedial students.

ADN-BSN Merger Information

Sierra College-Sacramento State RN to BSN merger

Merged Curriculum		
➤ 1st semester:		
○ NRSR 21 (11 units)	-Fundamentals and geriatric rotation units	11
➤ 2nd semester:		
○ NRSR 22 (11 units)	-Medical/Surgical and pediatric rotation • apply for Sacramento State's BSN merger program units	11
➤ Summer:		
○ Upper division GE courses at Sac State	(6 units) units	6
➤ 3rd semester:		
○ NRSR 23 (11 units)	-Medical/Surgical and mental health rotation units	11
➤ 4th semester:		
○ NRSR 24 (11 units)	-Medical/Surgical, preceptorship and OB rotation	
○ N171 (6 units)	-Transitional Concepts units	17
➤ Summer:		
○ N174 (6 units)	-Community Nursing with practicum	
○ N170 (3 units)	-Nursing Research units	9
➤ Fall:		
○ N179 (3 units)	-Critical Thinking	
○ N178 (3 units)	-Project	
○ N173 (6 units)	-Leadership and Management units	12

***Graduate in May from Sierra College AS degree**

***Graduate in December from Sacramento State with BSN degree**

Sierra College-Sacramento State RN to BSN merger

Sierra College: ADN Program

	Tuition	Books	Other - Approximately
1st Semester	\$506	\$800-900	ATI Materials: \$610 Incidentals: \$200-300 Uniform: \$100 Parking: \$50
2nd Semester	\$506	\$50	Incidentals: \$100 Parking: \$50
3rd Semester	\$506	\$50	Incidentals: \$50 Parking: \$50
4th Semester	\$506	\$50	Incidentals: \$10 Parking: \$50

Sac State: ADN to BSN Cost Break Down

	Tuition	Books	Other - Approximately
Summer After First Year ADN	\$2550	\$200-300	Department Application Fee: \$75 CSU Mentor Application Fee: \$55
Spring Of 4th Semester ADN	\$2550	\$300-700	Writing Placement Exam: \$25 Graduation Application Fee: \$63.50
Summer After AS Awarded	\$3825	\$300-700	Live Scan: \$50
Fall	\$5100	\$300-700	

Section 8 - APPENDIX F (6 PAGES)

December 10, 2009

MEMORANDUM OF UNDERSTANDING BETWEEN
SIERRA JOINT COMMUNITY COLLEGE
CALIFORNIA STATE UNIVERSITY, SACRAMENTO
AND
ROCKLIN HIGH SCHOOL

I. Preface

California State University, Sacramento (Sacramento State) is a major university enrolling over 28,000 students in more than 60 majors or programs. In the spring of 2004, Sacramento State launched Destination 2010, which is an initiative that will transform Sacramento State into a university of choice for prospective students and employees throughout the West.

Six decades after its founding, Sacramento State has evolved into a highly respected regional institution providing access to an education of exceptional quality. Sacramento State graduates are leaders in their fields and in their communities. The University's economic, social and cultural impact is immense. One in 26 residents of the six-county Sacramento Region is a Sacramento State graduate. The University directly and indirectly contributes more than \$900 million to the region's economy annually.

Sierra College is a two-year community college established in 1936. Over a geographic area spanning 3200 square miles, Sierra serves approximately 22,000 students with diverse goals, abilities, and needs interested in transfer, career and technical training, and life long learning. The college offers over 160 degree and certificate programs.

Sierra College has a widespread reputation for excellence. Students receive high-quality personal instruction from award-winning faculty and have access to tutoring and other academic support services to ensure their success.

Sierra graduates can be found pursuing careers in businesses and industries throughout the region. The College's economic development programs improve and support a highly skilled workforce contributing to the economic growth of the region.

Rocklin High School is in its 17th year serving the students of our community. Its high expectations and rigorous academic programs have been recognized by the state in bestowing the honor of "California Distinguished High School."

It was ranked by U.S. News as one of the Top 400 High Schools in America. The school's Academic Performance Index score of 859 ranks it in the Top 5% of all high schools in California and also the highest scoring school in Placer County. Students have excelled in the Visual and Performing Arts, including trips to perform at Carnegie Hall and State Honor Choir. Rocklin's athletic programs have been recognized by the Sierra Foothill League as the "Most

December 10, 2009

Successful" overall for the last three years. With 88% of graduates going on to postsecondary schools, a 99.9% pass rate on the California High School Exit Exam, and 72% of students completing the A-G college curriculum, Rocklin High School is truly meeting the needs of all students.

II. Program Goals

Implemented in 2004, the Early Assessment Program (EAP) is a collaborative effort between the California State University (CSU), the California Department of Education (CDE), and the State Board of Education to determine a high school students' readiness to do college-level work in English language arts and math and to provide students opportunities to improve skills during their senior year. The EAP builds off the state's Standards Testing and Reporting accountability program for public K-12 schools. High school juniors taking the California Standards Tests (CST) have the option of completing fifteen additional multiple-choice questions on both the math and English CST, as well as writing a separate essay. In August before their senior year, students receive information based on their test results indicating whether they meet college-level expectations for math and English. If so, students who go on to attend CSU can enroll directly in college-level classes without taking a placement test. If they do not, students are advised to receive additional instruction in these subject areas during their senior year of high school.

All three institutions have a commitment to enhancing student success by promoting strategies that will support college-eligibility and college-readiness. Together the three institutions are entering into a partnership to expand and enhance the educational opportunities for students.

The three entities have agreed that a college preparation program combined with a guaranteed admission and support partnership would provide a valuable mechanism to maximize student learning during their senior year of high school; increase the number and percentage of graduates qualifying for admission into California State University institutions; in particular Sacramento State; reduce the number of testing instruments required for course placement; and increase the number of high school graduates placing directly into college-level classes at the community college and/or university level. This commitment will benefit students as they enter the university arena as college freshmen and exit into their professions as Sacramento State graduates.

December 10, 2009

III. Institutional Commitments

CSUS' Commitment

As part of this agreement, Sacramento State will provide all Rocklin High students, beginning with the graduating class of 2010, a guarantee of enrollment at Sacramento State if they complete the following requirements:

- Complete a rigorous college preparatory program agreed upon by Rocklin High and Sacramento State
- Successfully complete the CSU required basic subjects (A-G requirements) with a grade point average of 3.0 or better

Further, CSU will:

- Provide opportunities for collaboration with teachers in curriculum development through the Sacramento State task force on expository reading and writing, the Reading Institute for Academic Preparation and the math professional development program. While these programs form a basis for collaboration, the parties are encouraged to develop other alternative approaches to meeting the stated outcomes.
- Support the EAP that allows juniors to take the appropriate California Standards Test Exams to attempt to satisfy the EPT and ELM placement tests for the CSU
- Work with Rocklin High School to communicate this guarantee to all students, staff and community members
- Communicate to Sacramento State students the opportunity to serve as high school tutors, mentors and advisors
- Share first-year student course expectations with Rocklin High School
- Inform Sacramento State students who matriculated from Rocklin High of available programs designed to reduce the college dropout rate
- Monitor student achievement and continue to implement practices that encourage learning by all students
- Provide a comprehensive student orientation and visitation program for pre-collegiate advisement including: college selection, financial aid, and other college entrance issues
- Communicate to University alumni the opportunity to volunteer as speakers or mentors to Rocklin High School
- Consider ways to provide feedback to Rocklin High School for the purpose of accentuating preparation of future students

CSUS

As part of this commitment CSUS will offer admission to Sierra College students who meet the following requirements:

- All admission requirements must be completed by the end of Spring 2010

December 10, 2009

- Completed 60 transferable semester or 90 quarter units
- Completed with a C- or higher the following:
 - A1. oral communication,
 - A2. written communication
 - A3. critical thinking, and
 - B4. math (above intermediate algebra)
- Completed 30 units in CSU General Education requirements or IGETC
- Have at least a 2.0 Grade Point Average and
- Good standing at last college or university attended

Sierra College's Commitment

As part of this commitment, Sierra College will facilitate the enrollment of eligible Rocklin High School seniors in the Academic Enrichment program and in appropriate college-level classes so as to continue their learning prior to high school graduation by:

- Using the EAP results to authorize placement of Rocklin High School students into college-level English and math courses.
- Exempting all Rocklin High School seniors and graduates who have successfully passed the EAP in English and math from its assessment process.
- Providing a comprehensive student orientation and visitation program for pre-collegiate advisement including: college selection, financial aid, and other college entrance issues.

Rocklin High School's Commitment

As part of this agreement, Rocklin High School agrees to provide all incoming ninth grade students, beginning with the 2010-11 school year, with a rigorous program of studies and support which will provide them with an opportunity to meet the requirements for entrance to Sacramento State without need for remedial college courses upon graduation from high school by monitoring:

- A-G sequencing of courses
- Grade point averages
- PSAT, SAT, ELM and EPT preparation
- CST scores
- Rigorous college preparatory program and skill requirements

Further in support of this agreement, Rocklin High School will provide:

- Require that all eligible students to take the EAP examination
- A clear statement of expectations to staff, parents, and community regarding the EAP
- Advanced Placement course offerings
- Rigorous graduation requirements

December 10, 2009

- High school mathematics electives that prepare students with skills to pass college entrance examinations or to meet college course requirements
- Encourage interested students to apply to Sierra College early so as to authorize the electronic submittal of EAP results
- Explore integration of the expository reading and writing methodologies into current English courses (rhetoric/ writing) to prepare students for college level reading/ writing
- Require participating students to complete Algebra II by their junior year
- Clearly identify and support incoming ninth grade at-risk students
- Implement a systematic program of parent communication and education
- Prepare and provide annual reports on the progress of each participating class

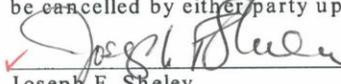
IV. Joint Commitment of Partners

- The High School, Community College and University will work collaboratively to explore additional public and private funds to support and enhance the activities outlined in this agreement.
- The High School, Community College and University will work together to help ensure timely articulation and ongoing collaboration

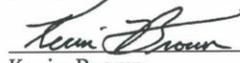
V. Terms of Memorandum of Understanding

It is the intent of the partners to include the graduating classes from Rocklin High School beginning with the class of 2011. This Memorandum of Understanding can be amended or extended by mutual agreement of the partners.

Sacramento State, Sierra College and Rocklin High School entered into this agreement on December 16, 2009 and it shall become effective upon signing by all parties. This memorandum of Understanding shall be re-evaluated annually by both parties, and shall renew automatically upon mutual agreement. It may be cancelled by either party upon one year's written notice.


Joseph F. Sheley
Provost and Vice President for Academic Affairs
Sacramento State University


Dr. Leo Chavez
Superintendent/ President
Sierra Community College


Kevin Brown
Superintendent
Rocklin Unified School District



Roseville Joint Union High School District

John Montgomery, Assistant Superintendent, Curriculum and Instruction

May 29, 2013

Nina Costales, High School Articulation Coordinator
University of California Office of the President

It gives me great pleasure to describe several years of concerted effort to build continuity in mathematics education provided to “our” students in Placer County from middle school, through high school, to successful completion of college level math courses. In order to achieve this goal, representatives from each level throughout Placer County met (mostly at Sierra College) to review current conditions of student placement and suggestions for improving the system. Thanks to the combined efforts of Sierra College and California State University, Sacramento, Mandy Davies and Joy Salvetti joined forces to create an opportunity for students who scored “conditionally ready” on EAP to remediate in the senior year of high school. Christine Poulsen at Placer County Office of Education coordinated a county-wide effort of schools.

By taking a newly created, vetted, and “piloted” curriculum which we agreed to call “EAP Senior Math,” high school students were able to demonstrate college-level math proficiency while earning high school advanced math credits from a fully-trained and certified math teacher. Sierra College professor, Maile Barron, requested and received from Sierra College a full-year sabbatical to invest in every step of the process. Assistant superintendents of curriculum from four Placer County school districts provided teachers, sections of classes, and qualified students during the school day of the 2012-2013 school-year. Teachers and students were visited often on a variety of schedules to check for integrity, fidelity, and support. Sierra College and CSUS defined clear guidelines for students who were successful in this advanced math elective to register and qualify for “college level” courses through this unique program.

By all accounts, the first year of the program was most successful. Representatives from a Columbia University Grants Commission travelled to observe and interview participants at all levels of this project as a possible model for others to emulate. Members from four different schools applied to UC/CSU for A-G credit with the understanding that the course was open only to juniors who had scored “conditionally ready” on the EAP portion of the CST. The course was designed as an advanced math elective with the specific intent of building a “bridge” for high school seniors to take a 10-unit math elective in order to demonstrate college level proficiency without being bogged down by other exams and processes that would otherwise require students to take time-consuming, costly, unnecessary repetition of remedial courses.

The program was considered by most to be a “model” bridge for the shift to the *Common Core* that will likely change the face of college and career readiness over several years. Kudos to all who “stepped up” to be part of a solution to a very frustrating and unfortunate situation. Nothing but praise was provided to everyone who had a part in the delivery of this system which has a very similar English Language Arts counterpart in *Expository Reading Writing Course* (ERWC), and has already received UC approval upon application by each school to the *UC Doorways*.

A handwritten signature in blue ink that reads "John E. Montgomery".

Section 9 – APPENDIX G (10 PAGES)

Rocklin Unified School District

2615 Sierra Meadows Drive • Rocklin, CA 95677
Phone (916) 624-2428 • FAX (916) 624-7246



Roger Stock, Superintendent
Deborah Sigman, Deputy Superintendent

Barbara Patterson, Deputy Superintendent
Colleen Slattery, Assistant Superintendent

December 19, 2014

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Support for the Sierra College and California State University, Sacramento
Joint Higher Education Innovation Award Application

Dear Mr. Cohen:

On behalf of the Rocklin Unified School District it is my pleasure to support the Sierra College and California State University, Sacramento (CSUS) application for the Governor's Higher Education Innovation Award.

The Rocklin Unified School District partnered with Sierra College and CSUS in 2009 in a collaborative effort to improve student readiness for college. To smooth the transition to college for high school graduates, we worked with Sierra College and CSUS to develop and pilot the Early Assessment Program (EAP) Senior Year Math Course. This math course was developed by a team of math faculty from CSUS, Sierra College, Placer County Office of Education, and area high schools. The goal of this work was to eliminate the need for remediation in math for students who scored "conditionally ready" on the EAP 11th grade college readiness assessment. By reducing the need for remediation, students would begin their college career on a stronger foundation, while saving time and money by not having to take remedial math classes in college. The course employs innovative instructional methodologies in a contextualized learning environment and has been approved by CSUS as meeting the senior year math experience requirement. Students who receive a grade of "C" or better are exempt from the Entry Level Math (ELM) assessment at CSUS and Sierra College math assessment, enabling Sierra College students to enroll in college-level math.

This remarkable 12th grade transitional math course has received attention from state and national education research organizations. In a 2013 national study, the Community College Research Center at Columbia University highlighted the Sierra College-CSUS EAP math course for its innovative approach to rethinking the high school to college transition. Early results have been very promising and have shown that students who have taken the math course and passed with a "C" or better have improved their placement results at Sierra College and passed CSUS's ELM exam.

We are very proud of our collective work to improve student success through this regional collaborative and look forward to our continued work with Sierra College and CSUS. I urge your thoughtful and thorough review of their application.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Roger Stock', written in a cursive style.

Roger Stock, Superintendent
Rocklin Unified School District

GEORGE S. SZIRAKI, JR. Ed.D.
SUPERINTENDENT
MR. DOUGLAS MARQUAND
ASSISTANT SUPERINTENDENT
ADMINISTRATIVE SERVICES
MR. JEFFREY TOOKER
DEPUTY SUPERINTENDENT
EDUCATIONAL SERVICES
MR. ERIC VEREYKEN
ASSISTANT SUPERINTENDENT
OF HUMAN RESOURCES



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January 7, 2015

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit—Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Support for the Sierra College and California State University, Sacramento
Joint Higher Education Innovation Award Application

Dear Mr. Cohen:

On behalf of the Placer Union High School District (PUHSD), it is my pleasure to support the Sierra College and California State University, Sacramento (CSUS) application for the Governor's Higher Education Innovation Award.

The Placer Union High School District partnered with Sierra College and CSUS in 2009 in a collaborative effort to improve student readiness for college. To smooth the transition to college for high school graduates, we worked with Sierra College and CSUS to develop and pilot the Early Assessment Program (EAP) Senior Year Math Course. This math course was developed by a team of math faculty from CSUS, Sierra College, the Placer County Office of Education, and area high schools. The goal of this work was to eliminate the need for remediation in math for students who scored "conditionally ready" on the EAP 11th grade college readiness assessment. By reducing the need for remediation, students would begin their college career on a stronger foundation, while saving time and money by not having to take remedial math classes in college. The course employs innovative instructional methodologies in a contextualized learning environment and has been approved by CSUS as meeting the senior year math experience requirement.

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CHANA HIGH SCHOOL | COLFAX HIGH SCHOOL | DEL ORO HIGH SCHOOL | FORESTHILL HIGH SCHOOL | MAIDU HIGH SCHOOL | PLACER HIGH SCHOOL | PLACER SCHOOL FOR ADULTS

The Placer Union High School District, an equal opportunity workplace, and committed to student learning by providing teaching excellence in a supportive environment.

Mr. Michael Cohen
Page Two

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We are very proud of our collective work to improve student success through this regional collaborative and look forward to our continued work with Sierra College and CSUS. I urge your thoughtful and thorough review of their application.

Sincerely,



George S. Sziraki Jr., Superintendent
Placer Union High School District



Roseville Joint Union High School District

1750 CIRBY WAY, ROSEVILLE, CALIFORNIA 95661
Office (916) 782-8882 • Fax (916) 786-2681 • E-mail: rseverson@rjuhsd.us

RON SEVERSON, Superintendent

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December 19, 2014

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Support for the Sierra College and California State University, Sacramento
Joint Higher Education Innovation Award Application

Dear Mr. Cohen:

On behalf of the Roseville Joint Union High School District it is my pleasure to support the Sierra College and California State University, Sacramento (CSUS) application for the Governor's Higher Education Innovation Award.

The Roseville Joint Union High School District, with eight schools serving 10,000 students, partnered with Sierra College and CSUS in 2009 in a collaborative effort to improve student readiness for college. To smooth the transition to college for high school graduates, we worked with Sierra College and CSUS to develop and pilot the Early Assessment Program (EAP) Senior Year Math Course. This math course was developed by a team of math faculty from CSUS, Sierra College, Placer County Office of Education, and area high schools. The goal of this work was to eliminate the need for remediation in math for students who scored "conditionally ready" on the EAP 11th grade college readiness assessment. By reducing the need for remediation, students would begin their college career on a stronger foundation, while saving time and money by not having to take remedial math classes in college. The course employs innovative instructional methodologies in a contextualized learning environment and has been approved by CSUS as meeting the senior year math experience requirement. Students who receive a grade of "C" or better are exempt from the Entry Level Math (ELM) assessment at CSUS and Sierra College math assessment, enabling Sierra College students to enroll in college-level math.

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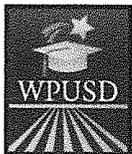
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We are very proud of our collective work to improve student success through this regional collaborative and look forward to our continued work with Sierra College and CSUS. I urge your thoughtful and thorough review of their application.

Sincerely,

A handwritten signature in cursive script that reads "Ron Severson".

Ron Severson, Superintendent
Roseville Joint Union High School District



**WESTERN PLACER
UNIFIED SCHOOL DISTRICT**

600 SIXTH ST, SUITE 400, LINCOLN CA 95648
PH: (916) 645-6350 • FAX: (916) 645-6356

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Brian Haley
Paul Carras
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Superintendent: Scott Leaman

December 19, 2014

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Support for the Sierra College and California State University, Sacramento
Joint Higher Education Innovation Award Application

Dear Mr. Cohen:

On behalf of the Western Placer Unified School District it is my pleasure to support the Sierra College and California State University, Sacramento (CSUS) application for the Governor's Higher Education Innovation Award.

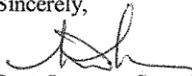
The Western Placer Unified School District partnered with Sierra College and CSUS in 2009 in a collaborative effort to improve student readiness for college. To smooth the transition to college for high school graduates, we worked with Sierra College and CSUS to develop and pilot the Early Assessment Program (EAP) Senior Year Math Course. This math course was developed by a team of math faculty from CSUS, Sierra College, Placer County Office of Education, and area high schools. The goal of this work was to eliminate the need for remediation in math for students who scored "conditionally ready" on the EAP 11th grade college readiness assessment. By reducing the need for remediation, students would begin their college career on a stronger foundation, while saving time and money by not having to take remedial math classes in college. The course employs innovative instructional methodologies in a contextualized learning environment and has been approved by CSUS as meeting the senior year math experience requirement. Students who receive a grade of "C" or better are exempt from the Entry Level Math (ELM) assessment at CSUS and Sierra College math assessment, enabling Sierra College students to enroll in college-level math.

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We are very proud of our collective work to improve student success through this regional collaborative and look forward to our continued work with Sierra College and CSUS. I urge your thoughtful and thorough review of their application.

Sincerely,



Scott Leaman, Superintendent
Western Placer Unified School District





Sutter Health
Sutter Roseville
Medical Center
We Plus You

One Medical Plaza
Roseville, CA 95661-3037
(916) 781-1000

January 8, 2015

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Sierra College and Sacramento State Innovation Award Application

Dear Mr. Cohen:

Sutter Roseville Medical Center is delighted to offer strong support of Sierra College and the California State University, Sacramento's (Sacramento State) joint application for the Governor's Higher Education Innovation Award and hope that you will give their application thorough consideration.

One the strategies addressed in the application directly relates to the need for more bachelor's degree prepared nurses at our hospitals. In a 2010 Institute of Medicine report called for 80% of nurses to have bachelor's degrees by 2016. Given this need, we applaud Sierra and Sacramento State's efforts to develop a streamlined model program that provides a clear, merged path to the Bachelor of Science in Nursing (BSN). Known as the Associate Degree in Nursing and BSN Merger Track, this model program reduces the time to earn the BSN degree by one year, resulting in a savings to the student of approximately \$12,000. As an employer who often hires Sierra and Sacramento State nursing program graduates, we appreciate the innovative efforts both institutions have undertaken to ensure the region is able to meet the demand for BSN prepared nurses.

Sutter Roseville Medical Center is pleased to support the Sierra and Sacramento State application. Thank you for your thoughtful and thorough consideration of their application.

Sincerely,

Barbara Nelson PhD, RN

Barbara Nelson PhD, RN
Chief Nurse Executive.

January 8, 2015

Mr. Michael Cohen, Director, California Department of Finance &
Chair of the Committee on Awards for Innovation in Higher Education
California Department of Finance
Education Systems Unit- Innovation Awards
915 L Street, 7th Floor
Sacramento, CA 95814

RE: Sierra College and Sacramento State Innovation Award Application

Dear Mr. Cohen:

Kaiser Permanente is delighted to offer strong support of a joint application by Sierra College and the California State University, Sacramento for the Governor's Higher Education Innovation Award. It is my hope that you will give their application thorough consideration.

One of the strategies addressed in the application directly relates to the need for more bachelor's degree prepared nurses at our hospitals. A 2010 Institute of Medicine report called for 80 percent of nurses to have bachelor's degrees by 2016. Given this need, we applaud Sierra College and Sacramento State's efforts to develop a streamlined model program that provides a clear, merged path to the Bachelor of Science in Nursing (BSN). Known as the Associate Degree in Nursing and BSN Merger Track, this model program reduces the time to earn the BSN degree by one year, resulting in a savings to the student of approximately \$12,000. As an employer who often hires Sierra College and Sacramento State nursing program graduates, we appreciate the innovative efforts both institutions have undertaken to ensure the region is able to meet the demand for BSN prepared nurses.

Kaiser Permanente is pleased to support the Sierra and Sacramento State application. Thank you for your thoughtful and thorough consideration of their application.

Sincerely,



Allyson Mason-Herr
Chief Nursing Officer
Kaiser Permanente Roseville Medical Center

