

# The Tale of Two Cities

Presented by Mario Garcia, Matt Markin, and Richard Rangel





## Collaboration Drives Growth

*The University of California Riverside and California State University San Bernardino are only miles apart. It took participation in a national advising organization and a trip from Southern California to St. Louis, Missouri to encourage the collaboration that created this presentation.*

*Let's change this today.*

TEAM



Mario Garcia



Richard Rangel



### UCR

- Four Year, Public, Research
- 23,000 students
- 5 Undergraduates Colleges
- 88 Graduate Programs, 4 Professional Schools
- Two-thirds of our students are first generation, low income students, or both
- 60 miles east of Los Angeles
- Hispanic Serving Institution
- 10 week quarter system

## Campus Overview

### CSUSB

- Public four-year university and post-baccalaureate
- 20,000 students
- 81% first generation, 77% receive financial aid
- Hispanic Serving Institution
- 10 week quarter system



Matt Markin





Mario Garcia



Richard Rangel



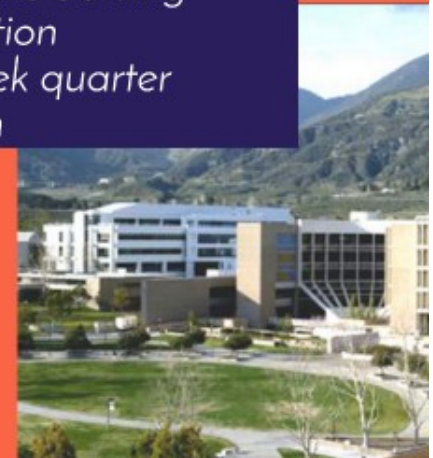
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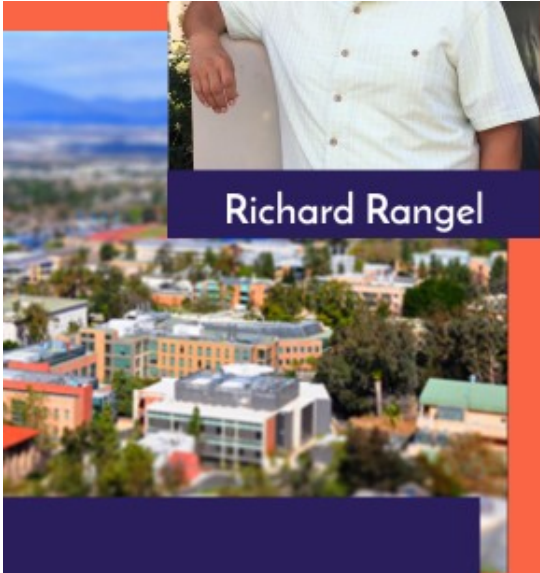
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Matt Markin

Professional Schools  
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## What Drives the Need for an Academic Intervention Program?

*What types of issues do students you serve encounter? Do these issues impact their academic performance?*

Hidden Curriculum

Need for Academic Advising

Addressing the Issues



## Hidden Curriculum

The phrase "hidden curriculum" was coined by Philip W. Jackson (Life In Classrooms, 1968). He argued that we need to understand "education" as a socialization process.

"You can't keep piling things onto children, like pouring things down a funnel. You need to engage them in experiences in the classroom that allow them to take intellectual ownership and see learning as alive and dramatic and vivid."

Hidden curriculum refers to the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school.



## Need for Academic Advising

Tinto (1987) indicates that the factors in students dropping or “stopping” out include academic difficulty, adjustment problems, lack of clear academic & career goals, uncertainty, lack of commitment, poor integration with the college community, incongruence, and isolation.

## 01. CSUSB

USTD-200 is used as an intervention for either first-time students or continuing students on academic probation.

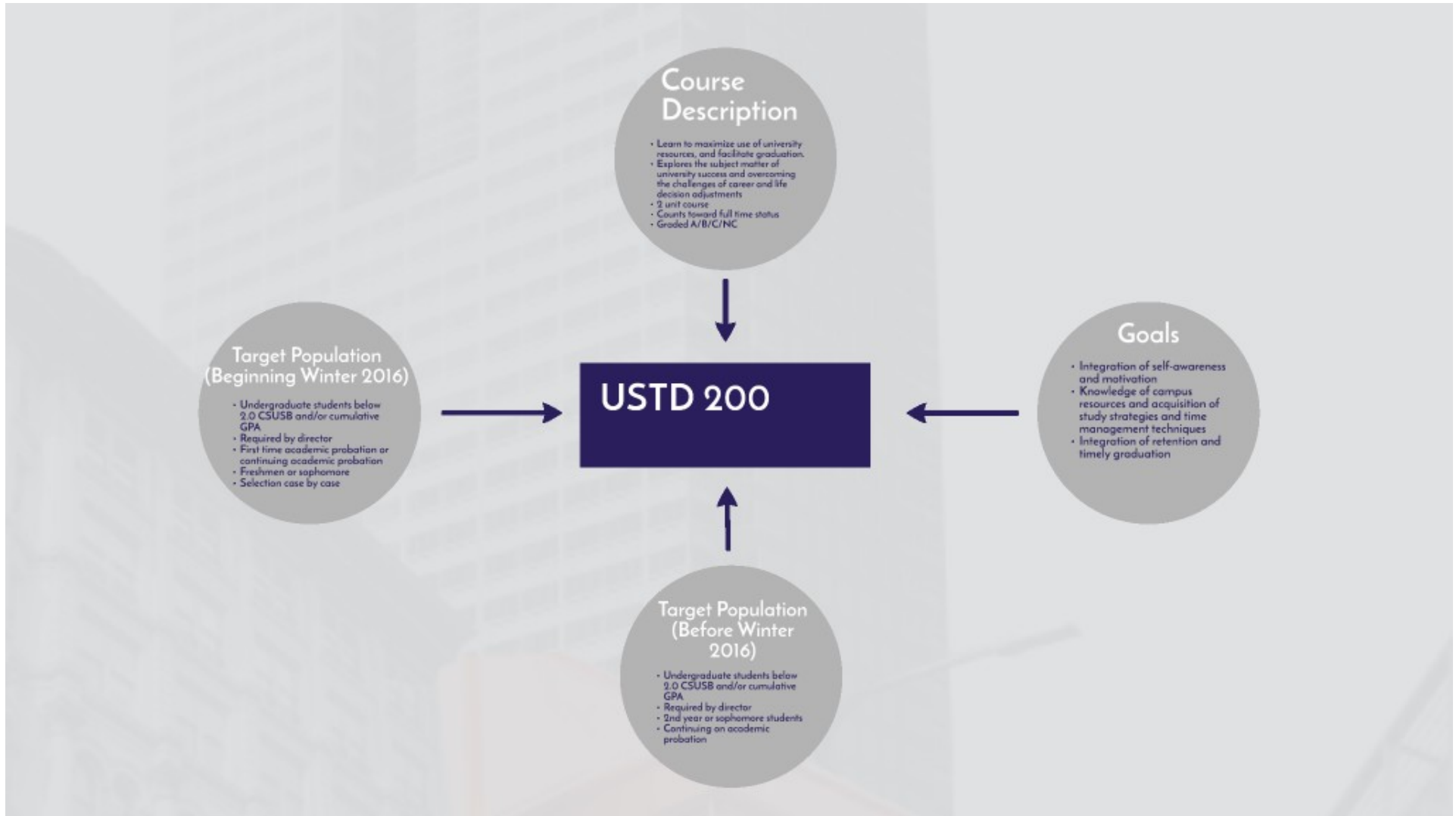
## 02. UCR

The Biochemistry Program is used as an intervention for students who did not meet the minimum progress criteria during the previous quarter by earning a grade below "C-" in specific math/sciences courses or being placed on academic action (probation).

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# Course Description

- Learn to maximize use of university resources, and facilitate graduation.
- Explores the subject matter of university success and overcoming the challenges of career and life decision adjustments
- 2 unit course
- Counts toward full time status
- Graded A/B/C/NC

# Goals

- Integration of self-awareness and motivation
- Knowledge of campus resources and acquisition of study strategies and time management techniques
- Integration of retention and timely graduation

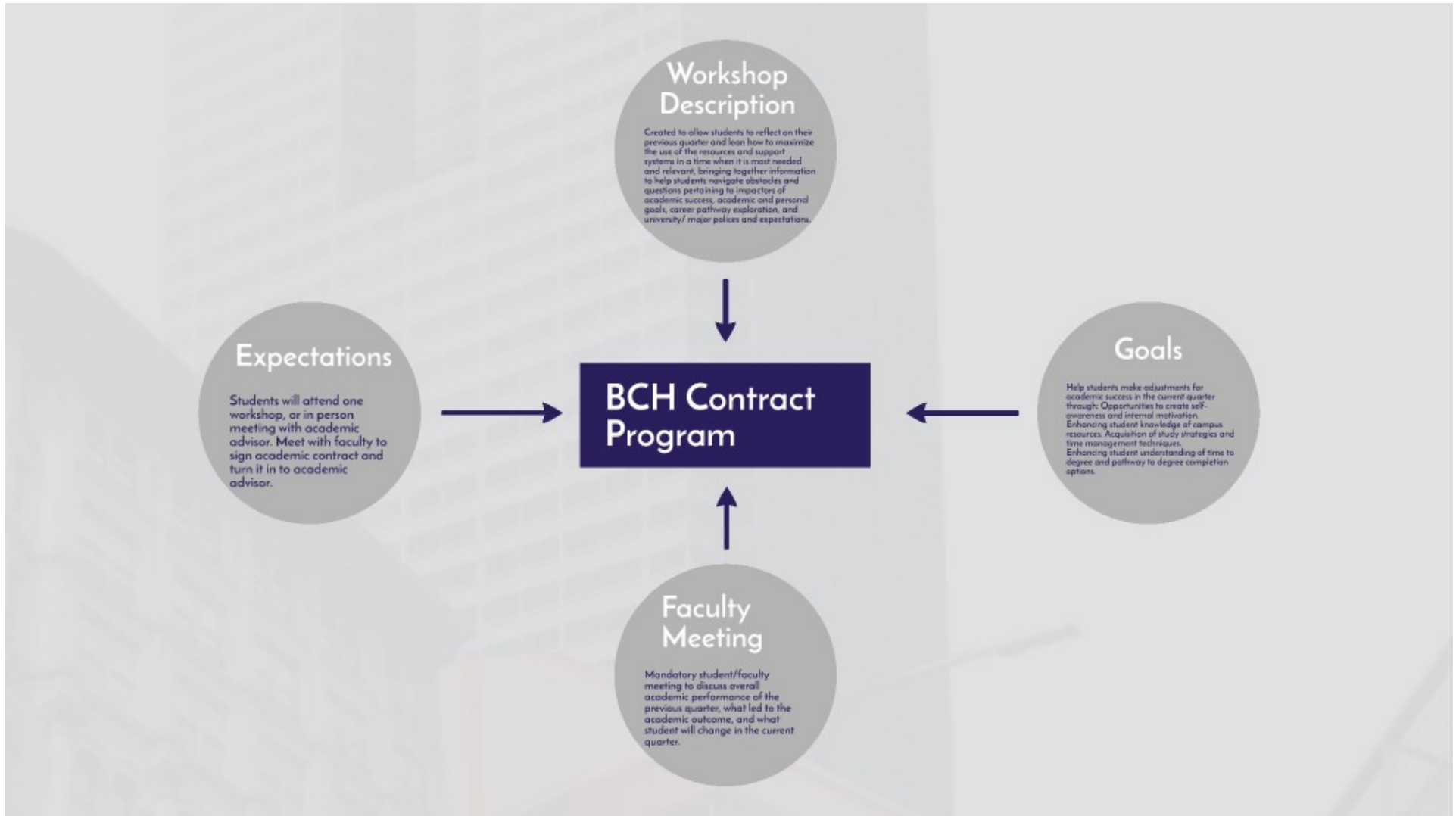
## Target Population (Before Winter 2016)

- Undergraduate students below 2.0 CSUSB and/or cumulative GPA
- Required by director
- 2nd year or sophomore students
- Continuing on academic probation

## Target Population (Beginning Winter 2016)

- Undergraduate students below 2.0 CSUSB and/or cumulative GPA
- Required by director
- First time academic probation or continuing academic probation
- Freshmen or sophomore
- Selection case by case





# Workshop Description

Created to allow students to reflect on their previous quarter and learn how to maximize the use of the resources and support systems in a time when it is most needed and relevant, bringing together information to help students navigate obstacles and questions pertaining to impactors of academic success, academic and personal goals, career pathway exploration, and university/ major polices and expectations.

# Goals

Help students make adjustments for academic success in the current quarter through: Opportunities to create self-awareness and internal motivation.  
Enhancing student knowledge of campus resources. Acquisition of study strategies and time management techniques.  
Enhancing student understanding of time to degree and pathway to degree completion options.

# Faculty Meeting

Mandatory student/faculty meeting to discuss overall academic performance of the previous quarter, what led to the academic outcome, and what student will change in the current quarter.

# Expectations

Students will attend one workshop, or in person meeting with academic advisor. Meet with faculty to sign academic contract and turn it in to academic advisor.

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## USTD-200

### Structure:

- 2 sections offered per term
- M/W or T/Th
- 12-12:50 p.m.
- 50 minute session

### Topics Covered in Course

- Understanding of self
- Motivation and Behavior
- Time Management
- Procrastination & Social Media
- Accountability
- Study Skills
- Anxiety
- Campus Resources
- Academic Advising

Biochemistry Program

OUTCOMES

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# Outcomes

## RESULTS BEFORE FALL 2015

- 536 students have been enrolled since Fall 2010
- 90% of students have passed USTD-200
- Average cum GPA before USTD-200 = 1.83
- Average cum GPA after USTD-200 = 2.40
- 11% of students have graduated

## USTD 200 (Since Fall 2015) Class (after):

- Set syllabus
- Taught by Advisor within office
- Connecting advising, advisors and office to course
- More follow up between advisors and students
- Increased communication
- Advisors become active participants

## RESULTS AFTER FALL 2015

- 186 students have been enrolled since Fall 2015
- 94% of students have passed USTD-200
- Average cum GPA before USTD-200 = 1.77
- Average cum GPA after USTD-200 = 2.15\*

## RESULTS AFTER FALL 2015

- 69% of students active since taking USTD-200
- 6% have graduated since taking USTD-200
- 3.47 GPA of graduated students
- 25% students discontinued since taking USTD-200



## UCR Outcomes

### Structure

- Three 2 hour workshop, or one-on-one advising session (30 minutes)
- Meeting with Faculty Advisor
- Signed Biochemistry Contract
- Enrollment hold tied to completion of requirements.

### Topics Covered

#### Workshop

- Provides "Right On time Advising"
- Overview of University, Major, and Personal Expectations
- Academic Policies and Procedures
- Campus Resources
- Academic Impactors
- Academic, Personal, and Career Goals

#### Faculty Meeting

Creates Opportunities for

- Meaningful Conversations with Faculty
- Mentoring
- Advising About Academic Expectations from the Faculty Perspective

OUTCOMES

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### Workshop

- Provides
- Overview
- Personal
- Academic
- Campus
- Academic
- Academic

### Faculty Meet

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OMES

From the 2015 Fall quarter to the 2017 fall quarter, the contract program has had 385 participants.

The academic advisor was sympathetic with the students.

## OUTCOMES

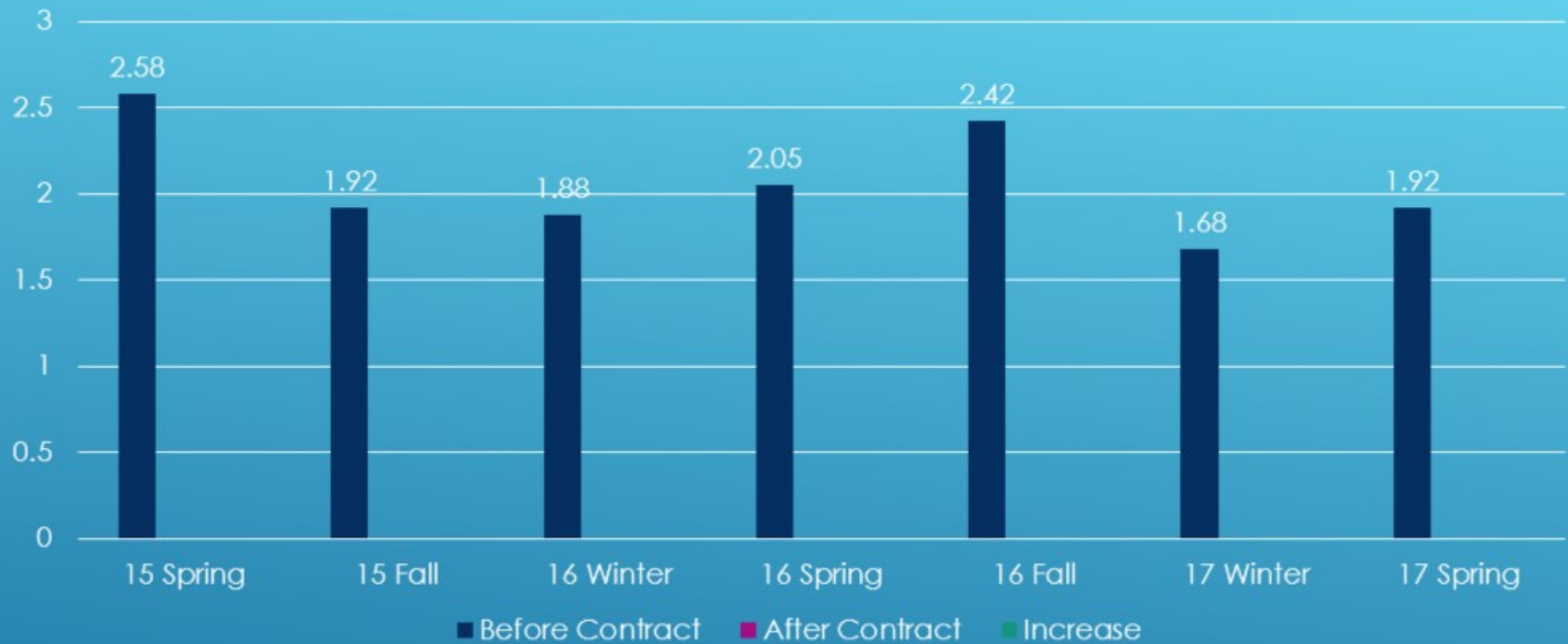
The most memorable part of attending the workshop was realizing that failing a class wasn't the end of the world. I know there are resources on campus to help me out should I ever need it.

On average the GPA's of contract participants have risen from 1.998 to 2.54 with an average of 82% successfully completing the contract requirements and remaining in the Biochemistry major into the next quarter which includes receiving grades of "C-" or above in specific math/science courses and receiving a 2.0 or above GPA for the current quarter.

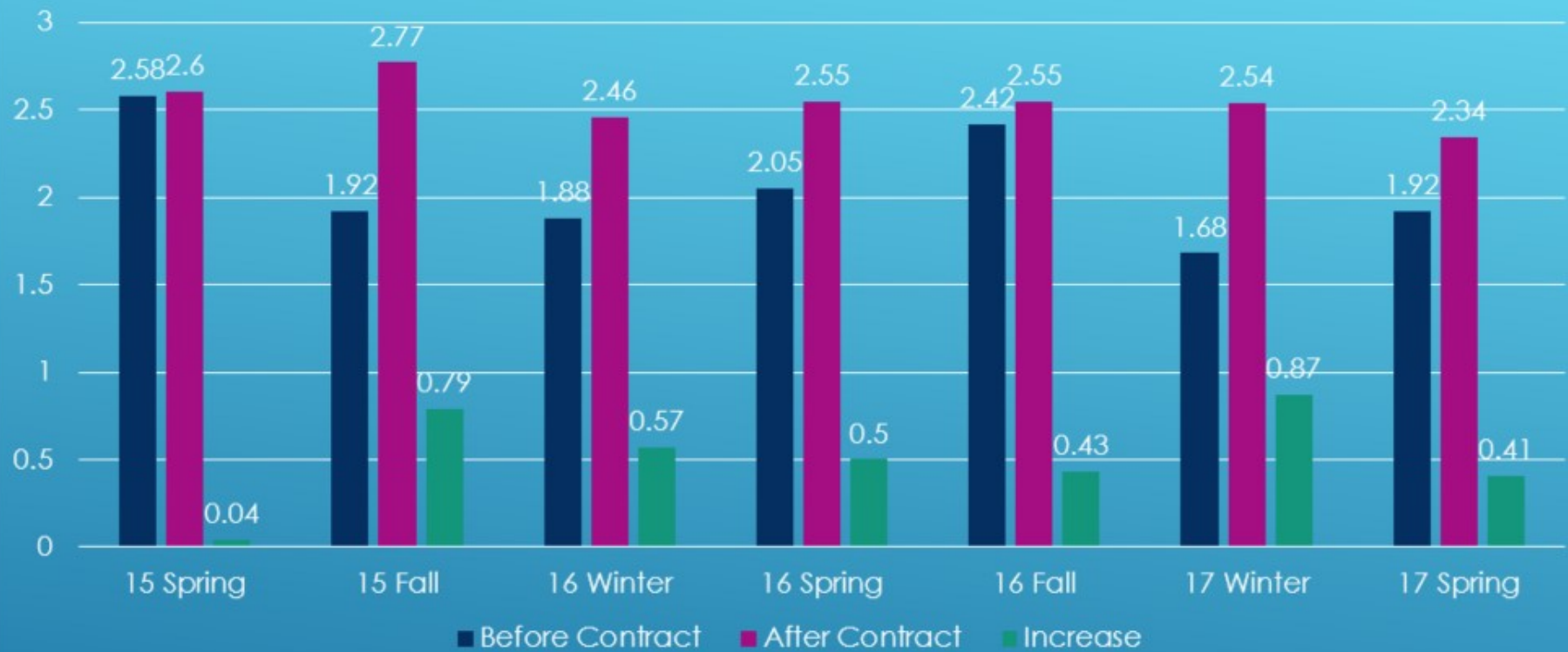


The positive environment and attitude despite having done terrible the past quarter. I didn't feel ashamed, judged, or stupid.

From 2013-2017 the College of Natural and Agricultural Sciences has been comprised of a student body that is about 52% first generation, 52% Pell recipients, 52% female, and 48% male.



# PARTICIPANT POPULATION (BEFORE)



# TARGET POPULATION (AFTER)

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## Growing Forward

### CSUSB

- Add community engagement component through the Office of Student Engagement.
- Add research component.
- Convert success course into workshops to reach additional students.
- Reach more students on academic probation.
- Cost savings.
- Time savings

### UCR

- Increase monitoring for student success over a 4 year timeline.
- Create opportunities for faculty/student interaction prior to contract.
- Create a Biochemistry Peer Mentor program.

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