



GI 2025 and Eliminating Equity Gaps Plan



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California State University, San Bernardino GI 2025 and Eliminating Equity Gaps Plan

California State University, San Bernardino has remained steadfast in the advancement of the CSU Graduation Initiative 2025 to decrease time to degree and eliminate achievement gaps. This commitment has been reflected in our Strategic Plan since 2015 and is also an annual priority of the Division of Academic Affairs. Progress and efforts are continually monitored with in depth assessments and strategic planning occurring in the summer and mid-point of the academic year.

As with other universities nationwide, the pandemic has had a profound impact, negatively impacting student enrollment, grades and unit load. It has further revealed and intensified long-standing inequities. On the upside, this national public health emergency has provided an opportunity to reshape Cal State San Bernardino for the better, both academically and operatively.

In response to these challenges, the provost engaged her leadership team in a Closing the Equity Gaps Competition. The call for proposals was sent Sept. 1, 2021. The proposals were later reviewed by a committee and two winners were announced – one solo winner (unit/department/college) and one partner winner. Each winner received \$10,000, with funds split evenly between departments, units and colleges for the partner category. The winning, innovation proposals are currently being developed to support the reduction of equity gaps. Their approaches have been woven into the appropriate categories. (See Appendix A.)

The following plan is in response to Chancellor Joseph Castro’s request for each CSU campus to develop an ambitious, metric-driven, near-term priorities grounded in the guiding principles of GI 2025 and the Advisory Committee report. Its objective is to accelerate progress toward GI 2025’s goals – with a special focus on eliminating equity gaps.

1. Targeting DFW Courses with Focus on Equity

The college deans have been actively examining data and employing interventions to reduce DFW rates. This includes both general interventions as well as ones that target specific courses. The main identifying risk factors for students are failure to log into the student class portal, low class attendance and non-completion of



assignments. Students at the greatest risk are also not faring well in asynchronous and synchronous courses.

General Interventions

- Work with the instructor to hire TAs who will have virtual and/or in-person office hours with students, particularly those with lower grades, to provide instructional support and to review assignment prompts and drafts. The requirement to attend these regular meetings will be built into the grading rubric for the class.
- Identify instructors with high rates of DFW and meet with them and their chair to examine possible solutions and strategies.
- Minimize the number of lower-division online courses offered.
- Provide additional instructional assistance to international, URM and other at-risk students.
- Hire additional student tutors where needed and encourage students to attend tutoring sessions.
- Allow students to makeup low test/quiz scores, provide opportunities for extra credit and form study groups that meet outside of class time.
- Contact students who are often absent from class early in the semester.
- Increase promotion/advertisement of tutoring and supplemental instruction to students, including realized benefits of participation.
- Encourage instructors to attend training workshops offered through the college or the Faculty Development Program (e.g., college-wide DWF workshops, active learning, culturally responsiveness).
- Utilize experienced instructors.
- Use of affordable textbooks and materials.
- More strictly enforce attendance policies.

College-Supported Academic Resources (examples)

- The College of Arts and Letters is establishing a Speech Lab that employs successful former students to provide support, additional instruction and feedback to current students.
- The College of Natural Sciences has employed the Math Gym, CSE Tutoring Center and Science Success Center tutors for MATH, PHYS, BIOL, CHEM and CSE.
- The JHBC of Business and Public Administration has launched a Student Ambassador Program, Trendsetter Program, Professional Writing Office, and Speaking Center.
- The College of Social and Behavioral Sciences created the Student Statistic Tutoring and Support Center to support students who are taking courses that center on quantitative analysis. The college also created a DFW Department Committee for the Department of Criminal Justice to collect data at the student level and create solutions to address individual student issues, including early intervention efforts by the faculty member.

Recommendations to be Examined

- Put mechanisms in place that would limit the number of online asynchronous classes that students can take per semester for students with <3.0 GPA.
- Evaluate and determine a technical solution (e.g., Directed Self Placement survey data) to use for placement in stretch courses.
- Institute a minimum teaching load for all tenure track faculty.

Detailed plans for each college are provided in Appendix B.

2. Ensuring Robust and Directed Academic Advising for All Students

CSUSB has engaged in best practices and enabled strategies and interventions in advising as part of the University's plan to close the equity gap. In addition, an External Program Review of the university's Undergraduate Advising was completed in 2018. (See Appendix C.) Internal strategies as well as those recommended by the external reviewer include:

- Advising interventions prior to start of term to allow for adjustments to course scheduling.
- Automating advising/enrollment processes, including First Time Freshmen fall pre-term enrollment, course repeats, change major/minor, grad checks and refiling grad checks.
- Academic Affairs and Student Affairs use EAB (advisors' notes and student academic information platform).
- Faculty use of Early Alert System to support student academic course success mid-term.
- Improvement of technology in collaboration with advisors.
 - Use of automated and interactive Program Advising Worksheets for Students (PAWS) that provides students with a listing of all coursework required for graduation from CSUSB. PAWS allows students to map out their course selection at any point in their academic career by comparing the classes they have taken or are now taking to those they will need to take to complete their undergraduate degree program.
 - Utilize chatbot and e-communications for intrusive and proactive advising and enrollment management topics.
 - Engaged with IT for Navigate support, pre-Enrollment, student profile, roadmaps project, automated change of major, university- initiated grad check and course repeat process.
- Advisor training



- Universal training.
- Onboard training for academic advisors.
- Yearly mandatory Advising Academy to include a three-day kickoff session and monthly follow ups.
- Technical trainings for Navigate and other online tools, including dashboards and PeopleSoft
- Best practices training.
- Transparency & accuracy of advising
 - All professional advisors use Navigate for notes, appointment summaries and storing mass email correspondence.
 - Students are able to view notes from advising sessions.
 - All campus advising partners can log into Navigate to view student profiles and notes.
- Assessment of learning
 - Development of Student Advising Learning Outcomes & Advisor Learning Outcomes.
 - Assessment plan for continuous improvement was put into place.
- Encourage faculty engagement with advising
 - Establish a Faculty Fellows Program.
 - Invest in the professional development of the faculty/student relationship.
 - Faculty and leadership professional development to expand capacity to bring effective advising practices to scale.
 - Invite faculty to be a part of the process.
 - Bridge divides and build collaborations to ensure that campus programs work toward shared equity goals.
 - Engage and partner with the Faculty Development Program to design faculty training based on faculty needs.
 - Develop a cross-divisional action task force to examine hurdles students face.
 - Apply for the John Gardner's Institute of Excellence in Academic Advising (NACADA + John Gardner).
 - Expand Peer Mentoring in first-year GE seminar.
 - A successful implementation of embedded mentoring was piloted in the Freshmen Foundation Seminar Courses in Fall 2021. Following examination of outcome and student survey data, the program has now been fully launched to 100% of the Foundation Seminar classes with all 70 sections now having an embedded mentor. A total of six faculty learning sessions were conducted. These sessions provided best practices on how to utilize and leverage mentors in the class and how they contribute to the first-year experience and HIPS. The sessions also addressed how mentors contribute to anxiety reduction for students specifically related to academic performance, transition issues and test taking.
 - Launch the Academic Coaching Team (ACT) Program for faculty to report concerns about student academic progress. The ACT report will trigger an advising and academic support response for the student.
- Involvement of Deans/Colleges
 - Monthly meeting held between the college Dean and the AVP for ASUA and the directors of advising.

- Daily contact between professional academic advisors and faculty and department chairs regarding academic plans and substitutions for students.
- Bi-weekly meetings between the associate/assistant deans, directors of advising and advisors from each college.
- Establish a one-stop advising center. This includes central reporting, services, walk-ins, appointment scheduling and space.
 - Following the Georgia State model, having a centralized physical space for advisors helps to centralize knowledge. This enables a seamless advising experience and an intrusive developmental model for students. Every student should know who their advisor is as their names are listed on the portal. We are creating a model where students will always know where to go for advising and will have the same advisor for all their years at CSUSB regardless of major. This creates equitable access for students and fosters the development of the core advising relationship. On the college side, the advisors will still be specialized and will interact with the college deans, associate deans, chairs and faculty to create a liaisonship for the colleges and departments. In a common space this knowledge can be shared and both students and colleges will benefit. It is imperative to have advisors that can be curricular subject experts but also build rapport and work with students for the duration of their academic journey regardless of major or year in school. The centralized advising space will also provide a space for faculty advising fellows who can interact directly with academic advisors.
- Improve student to advisor ratios based on best recommendations. In the past six years ratios have gone from 1: to approximately 3,000-8,000 students to 1:800 currently.
- Tutoring, mentoring and supplemental instruction programs were expanded to further support DFW and bottleneck courses. This assisted in ensuring better pass rates and served as a referral source for academic advisors.
- Increased academic monitoring of equity gap student progress and achievement. Utilized academic coaches to monitor students in specific groups in need of increased academic support as indicated by high school GPA and URM, First Generation or Pell Eligibility.
- Utilize the ACT program for a one-stop phone and chatbot to provide basic academic advising and campus information to students.

Below are newly created approaches to address equity gaps.

- **Coyotes Achieve Program/Coyote First STEP (Student Transition Enrichment Program):** Specifically targets and cohorts equity gap students to offer proactive monitoring, advising, mentoring and academic support. (See Addendum A for program details.)
- **ACT Now Services:** Available 12 hours per day to offer live help services for students via phone or live chat with the touch of a button.
- **All points advising:** Increased availability of advising, including daily drops-in and appointments for all majors available both in person and virtually.

- **Academic Coaching:** Proactive monitoring of student course progress and liaison relationships between student and course instructor.
- **Proactive Mentoring:** Embedded in key GE courses to offer guidance to the CSUSB system and academic resources.
- **Embedded Tutoring:** Embedded in GE math and English courses to offer academic support to the most academically vulnerable.
- **Make Up Testing Center:** Offers testing support for students that miss due to illness or emergency related situations.

Delivery of academic advising: Currently all advising for declared majors after the first year is happening with the college advising teams. These are the advisors that once reported to the college deans but now report centrally. Advisors reach out to all students each semester in a number of ways including email, text message, phone calls, appointments, referral from faculty, events and workshops. They also run appointment campaigns for students depending on the student's year in school, major and academic/other needs.

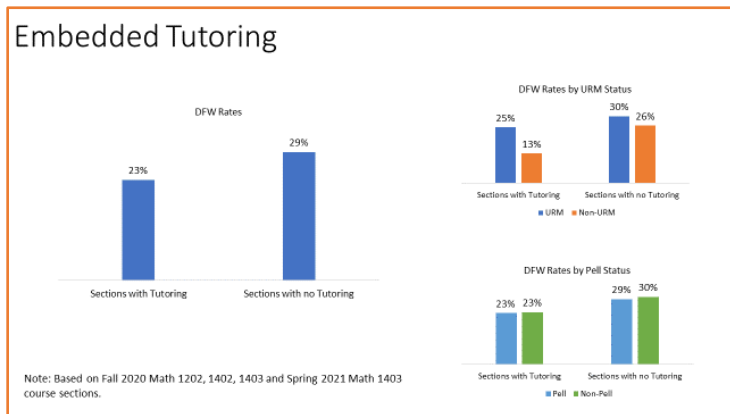
The below ASUA intrusive advising campaigns are ongoing. These campaigns feature reaching out via email, push notification, phone calls and appointments/meetings. The campaigns include multiple touch points (none are one time reach outs but rather ongoing conversations) between the advisor and the student. Additionally, advisors also work with student affairs, academic departments/colleges, the records office and financial aid in order to assure students' needs are met. This is part of the holistic developmental intrusive model that comes with centralization.

- Pack Enrollment: preregistration for all incoming FTF students
- Holds Outreach: students contacted prior to registration regarding any holds on record
- Undeclared: all students without a declared major
- URM: Coyotes Achieve works with URM cohort to advise students prior to registration
- Under-Enrolled: all full-time students with less than 15 units
- Un-enrolled/Re-enrollment: all active and in good standing but not enrolled students
- Grad Checks not on track: Students with a grad check missing one or more requirements
- First-year (FTF '21) Students: all FTF students for the given year
- Quarter Catalog Students: Students who are still here but on the quarter catalogue
- Excessive Units/Super Seniors: Students with over 120% of units

3. Expanding Data Sharing and Campus-level Data Transparency through an Equity Lens

The recent acquisition of Tableau, an enterprise level business intelligence platform, has provided the Office of Institutional Research & Analytics (IRA) with the technology needed to expand the scope of its data sharing and provide increased

data transparency to campus stakeholders. While a robust collection of data dashboards and reports were previously available, access to equity-focused and student-level data often relied on direct exchanges between IRA and the individual campus partner. To an extent, this limitation contributed to reflection-based strategy development. With the adoption of Tableau, these data are now positioned to be made accessible to campus users and provide the means to increase equity data awareness, track DFW courses and course success by target student groups, monitor students through a variety of progress and alert metrics, and examine historical and emerging course enrollment bottlenecks.



To meet the high demand of information related to course success, IRA has created and launched a suite of dashboards presenting course grade distributions and DFW rates. Comprised of more than 10-years of data, these dashboards allow end-users to apply filters ranging from term, college, and department to course modality and designation. Focusing on equity, these dashboards provided views dedicated to exploring course outcomes by underrepresented minority (URM) status, Pell status, first generation status and sex. (IRA can also disaggregate the data of URM students by both GAP and by high school.) Furthermore, responding to the post-pandemic landscape, IRA is currently developing a dashboard specifically focused on the evaluation of equity gaps in the various online course modalities. This dashboard will be leveraged to support teaching and faculty development guidelines related to course offerings, outcomes and equity.

To support the evaluation of interventions designed to improve course success and reduce equity gaps, a dashboard comparing course outcomes for Supplemental Instruction (SI) participants vs. non-SI participants was created. In addition to course-level grade distributions, users can evaluate URM student participation and DFW rates for URM SI participants compared to non-participants. Following this design, IRA is currently working with Academic Success & Undergraduate Advising (ASUA) to develop a report that monitors course outcomes for courses with embedded tutoring. This step will further campus efforts to assess existing strategies and support structures designed to increase course success and address equity gaps.

In addition to the various dashboards focused on the evaluation of course success, IRA has recently deployed several reports and dashboards that provide student-level data designed to support targeted intervention strategies. This increased capacity allows faculty and advisors to quickly identify students that are not on-track to meet graduation conditions. These data can

be filtered by academic program, underrepresented status and cohort, allowing for the focused approach needed to address potential equity gaps related to issues resulting from unmet graduation check requirements. By working with students during the enrollment period, courses can be added to student schedules well ahead of the first day of classes allowing students to stay on track for graduation.

Similar student-level reporting is available for retention efforts. Rather than relying on one-off reports and queries, faculty, staff and advisors can monitor student enrollment on a day-to-day basis through customizable dashboards. The available data consist of markers such as enrollment holds, account balance, enrollment status, GPA and academic standing. Users can further structure their report using up to 15 applicable filters, including URM and Pell status. With these data available, faculty, advisors and leadership teams are allowed the time needed to organize outreach efforts to support student success.

While the availability of data is a critical component in IRA's expanded data sharing and transparency focus, simply having the data accessible to campus users isn't enough. For such data to be used to its full potential, and for the information to support effective solutions to address and reduce equity gaps, data awareness and training strategies are required. To that end, IRA is customizing data access trainings to fit the needs of the specific audience, so that potential data users are better able to understand the context and application of data. Furthermore, IRA is in the planning stages of developing a training program with the goal of creating a distributed network of power data users. Through these customized training and the power user program, IRA is working to create a distributed network of peer expertise across campus that will strengthen data literacy among stakeholders. With more than 20 user trainings, presentations and consultations conducted since the start of the fall 2021 semester, the IRA office is focused on advancing a data-informed campus culture that is capable of asking the critical questions to address equity gaps.

4. Prioritizing Course Availability

As noted by the Advisory Committee, campuses must make data-driven decisions, be intentional about the courses offered and prioritize funding for such courses. Following are Cal State San Bernardino's strategies and interventions to ensure the strategic prioritization of courses available.

- Provide technical assistance to department chairs for utilization of the CLSS course scheduling system, development of roadmaps and multiyear schedule planning.
- Adopt use of course planning software Leapfrog CLSS system.



- Utilize technology to coordinate visualize course scheduling within programs and across programs in alignment with student roadmaps.
- Utilize Waitlists for multiyear planning.
- Utilize tracking of student attempts to register for multiyear planning.
- Pre-load courses for first time freshman fall and spring semesters.
- Increase CSU online courses.
- Align course offerings with roadmaps and developing multiyear plans to ensure that courses are available.
- Expand embedded tutor programs in GE Math and English.
- Train and assign peer mentors for every GE first-year seminar (Area E) course.
- Optimize classroom usage.
- Plan for faculty leaves and assigned time.
- Expand summer and winter intersession courses based on projected course demand for graduating seniors.

5. Supporting Student Basic Needs

CSUSB's Basic Needs program is comprehensive, focusing on food, housing, financial and technological insecurity experienced by many of our students. Through active food pantries at both our San Bernardino and Palm Desert campuses, the program feeds approximately 100 students each week. During these visits, students may receive groceries, including both non-perishables items and perishables such as dairy products, bread, and produce, as well as picking up meal kits and other snacks. In the first three months of the fall 2021 semester, together the two food pantries have had close to 700 visits by more than 300 individual students.



Food Insecurity

CSUSB participates in statewide CalFresh Outreach efforts as a subcontractor of the Chico State Center for Healthy Communities. The university provide education about the CalFresh program,

marketing and outreach to potentially eligible students and application assistance. Since October 2019, CSUSB has provided application assistance to over 1,100 students. Since the pandemic-driven expansion of college student exemptions for CalFresh, the Basic Needs program and Office of Financial Aid have partnered to identify and notify student of their potential eligibility for benefits. Targeted groups include federal work study eligible students, EOP students, Cal Grant TANF recipients, and students with \$0 EFC in academic year 2020/2021 and 2021/2022.

To date, 897 meal swipes have been distributed to 167 students participating in the Swipe Out Hunger program giving them access to a healthy meal option while on campus. The Commons, University Enterprises Corp. and Yotie Eats are in the final stages of the application process to accept EBT benefits on campus at convenience store locations. This will also expand to the EBT restaurant meal program when San Bernardino County opts into the state program. Basic Needs, in collaboration with Associated Students, Inc. and Information Technology Services' Digital Transformation unit developed the Come and Get It program, a waste reduction and food insecurity program designed to alert students of free food available after on-campus catered events. The Yoties Eats catering team will use the Come and Get It! opt-in channel through the MyCoyote app to send out notifications to students who "opt in" to the program. Anticipated pilot of the channel and marketing will start in fall 2021 with the kickoff in spring 2022.

Financial Insecurity

We recognize that some of our students will unfortunately experience an unexpected serious financial crisis at one time or another. These events may include an uninsured medical or dental emergency, being the victim of a crime or accident, displacement due to unsafe, unhealthy or unpredictable living conditions, or other unpredictable change in financial status. Our Emergency Grant program, intended to address the financial insecurity experienced by many of our students has awarded more than a quarter of a million dollars to students since spring 2020. We currently offer three Emergency Grant programs – two COVID-19 Emergency Grant programs that aim to address financial and technological challenges, as well as our long-time Basic Needs Emergency Grant program and our Bridging the Gap – Palm Desert Grant program. During the 2020-2021 school year, close to \$170,000 was awarded to students and for fall 2021, more than \$25,200 has been awarded thus far. All grants from basic needs are application based. Grant requests are made by students to address a variety of needs including, housing, tuition, groceries, utilities, and transportation assistance, as the most common requests. Many students have reported under employment and job loss by themselves or family members as the main cause of their financial instability.

Development of a Financial Literacy Program series for fall 2021 is currently underway through a partnership between the Office of Financial Aid and Scholarship, The SAIL (Student Assistance in Learning) Financial Literacy Peer Mentor Program, and Basic Needs. The workshop series is being built around the Financial Literacy 101 platform.

Housing Insecurity

The CSUSB Short-Term Emergency Housing Program provides students who are experiencing housing insecurities and housing displacement with temporary University Housing, through a partnership with the Department of Residential Education. Emergency Housing is a 14-day placement in university housing at no cost. Starting in fall 2020, the emergency housing program was moved from a residential hall room to an apartment style with access to a kitchen for food preparation. For students unable to be accommodated with on-campus housing, hotel assistance is offered as an alternative. A CARE Case Management Specialist participates in the monthly San Bernardino County Interagency Council on Homelessness (ICH) meetings and the Homeless Youth Taskforce

Growth of our efforts to address housing insecurity experienced by our students has continued despite our currently limited capacity in housing due to the pandemic. This fall we secured two 4-bedroom apartments in housing for the Emergency Housing program. Since the start of fall 2021 we have provided 17 students with on-campus temporary stays or hotel assistance. The Basic Needs and COVID-19 Grant programs have also provided additional grant funds specifically for a student to retain or establish housing. The Basic Needs standard grant is \$500. However, with requests specifically for housing assistance, a student is eligible to receive an additional \$500. The COVID-19 Grant allows an addition \$200 for housing. So far this fall, 14 students have benefited from these additional housing funds.

What's Next for Basic Needs at CSUSB?

With the \$757,000 allocation CSUSB received in GI 2025 funds to support basic needs, Student Affairs aims to expand its programming efforts through increased staffing to allow for more hours of availability at each food pantry, expand the Emergency Housing program and strengthen community partnerships. The division also aims to use these resources to ensure that our food pantries remain stocked and strengthen the capacity of our campus Basic Needs Task Force through ongoing professional development and training. The development of a microgrant program to support housing deposits, gas expenses, the cost of food and more is also currently underway to address short-term financial challenges that may impact students' ability to fully access and engage in their education.

Renovation has taken place of a new 1,600 square-foot Basic Needs Center. The new center will open this fall in the Santos Manuel Student Union to provide a more centralized, student-friendly atmosphere and increased access to services. This will allow for an increase in service hours at San Bernardino and Palm Desert campus food pantries to provide additional access to students. Increasing capacity to meet students' needs is critical as we have seen an increase in student usage of the food pantries by 130 percent since the 2018-2019 school year.

Mental Health

CSUSB Counseling and Psychological Services (CAPS) implements both traditional counseling (individual and group counseling) as well as more innovative ways to meet the mental health needs of CSUSB students. One measure of how a counseling center is meeting the mental health needs of its student body is the IACS-recommended ratio of one mental health professional for every 1,000 to 1,500 (1:1,000-1,500) students. When CSUSB CAPS is fully staffed (14.15 FTE) we typically fall within that ratio (approx. 1:1,428); however, due to various reasons (sabbaticals, position vacancies, parental leave, etc.) we at times are outside of that ratio.

Another factor considered when serving students is utilization rate. The national utilization rate average for college counseling centers is 11.8 percent and the utilization rate at CSUSB is approximately 7 percent. Many factors contribute to utilization rates and while 11.8 percent is the national average, there is a great deal of variability across campuses. At CSUSB the utilization rate is impacted by the fact that 81 percent of our students are first generation college students. Research shows that while first generation college students experience greater levels of depression and stress than other students, they also utilize services at a lower rate. Research also shows Latinx individuals underutilize mental health services. With a 66 percent Latinx student population, this too will impact utilization of services at CSUSB.

To address these issues, CSUSB CAPS has implemented strategies to connect with students who would not typically seek offered services through traditional means. CAPS have developed a robust psychoeducational workshop series to teach skills for managing common issues faced by college students, but also as an effort to increase the exposure of services and destigmatize mental health concerns and counseling utilization. CAPS has offered workshops specifically addressing stigma around mental health, imposter syndrome, mental health across different aspects of identity, including one for men of color. It also has counselors who serve as designated liaisons to targeted student populations. Current liaison relationships include the Undocumented Student Success Center, the Black Faculty, Staff, and Student Association, the Veteran's Success Center, Athletics, and the Services for Students with Disabilities Workability IV program. It has been found that by having counselors who are visible and known in these student communities, these liaison relationships have increased the utilization of individual counseling and group counseling offerings from students within these communities.

With the \$757,000 allocation CSUSB received in GI 2025 funds to support mental health, Student Affairs aims to expand its efforts by strengthening the team through additional professional development for all CAPS counselors and staff, as well as expanding capacity campus-wide through on-going training and development for staff and faculty in all areas, such as Mental Health First Aid, to ensure that more individuals across campus have a basic understanding of the warning signs of potential mental health challenges and are able to serve and/or appropriately refer students.

Extension Priorities

Following are Cal State San Bernardino's response to the additional five priorities identified to stop any further growth in gaps and ensure resources are available to create the capacity for these efforts.

Priority 1: Re-Engage and Re-Enroll Underserved Students

Overview

Currently, CSUSB's spring 2022 pool has 2,942 active (good academic standing) but not enrolled students at CSUSB. Of these students, 1,849 have an active enrollment hold and 932 have an account balance owed. Of the 932 students who have a balance owed, 523 (56.1%) have a total balance of \$1,000 or more and 409 (43.9%) have a total balance of less than \$1,000. (An analysis of why students stopped out can be found in Addendum A.)



Given these numbers and the success we have seen in the literature, nationally and on the CSUSB campus, the following strategy is being proposed to aggressively outreach to this pool of students to drive reenrollment and increase overall retention. As of Jan. 28, 2022, a total of 573 of these students, generating 422 FTES across 2,157 course enrollments, were registered via this strategy.

Approach

The approach will focus on three major university barriers that have been identified by students that have not enrolled at CSUSB. These include cost of attendance, getting the classes needed, and registration holds. In addition to the assigned academic advisor, a reenrollment coach will call, meet and communicate with these students to assess what is keeping them from registering and offer them treatments as indicated for each of the major barriers. This will allow the reenrollment coaches that work within this program to offer specialized and in-depth assistance to students and meet student where they have need to offer incentives to reenroll. Additionally, admissions and enrollment management must be involved for students that have officially "stopped out" but are in good academic standing so that they can be readmitted to the university as part of the reenrollment process.

Cost of attendance

- The reenrollment coach will act as a special liaison with the Office of Financial Aid to help students overcome financial aid concerns. This includes interfacing with the Office of Financial Aid on behalf of the students to guide them through the SAP appeal process,

adjusting FAFSA information as needed and/or obtaining any additional documentation for aid.

- Similar to the GIG grant that is offered in the summer, CSUSB will offer to cover the cost of 6 units of classes that are required by the current degree plan. This will be offered only once for each student for their first semester once they reenroll in classes. This is not to pay off account balances but rather to pay for classes in the present term (Academic Services & Undergraduate Advising is requesting a budget amount past the chancellors' given funds for this item**).
- In addition, enrolled students will have outstanding balances waived.

Getting into classes needed

- The reenrollment coach will act as a special liaison with academic scheduling, academic departments, colleges, and the Office of the Registrar to facilitate students getting the courses needed for their degree plan (especially for high demand courses). Additionally, these students will have a priority registration status within their class year.
- The reenrollment coach will work with academic advising to make sure students have a current and accurate MyCAP on file. Additionally, the coach will work with the Office of the Registrar to assure that students are aware and take advantage of any course substitutions, dual enrollment programs, transfer credit, withdraw petitions, grade forgiveness and/or course repeats as needed.

Registration holds

- The reenrollment coach will work as a liaison with students and the applicable departments to assist in satisfying the hold needs and facilitate student through the process. This includes but is not limited to holds regarding vaccinations, COVID-19 testing, advising, department holds, financial service holds, and Title IX training holds.
- The reenrollment coach will work with the Admissions Office in to readmit students that have been discontinued from the university but are still in good academic standing.

Once students are reenrolled, they will be placed into the Coyotes Achieve program where they will continue to receive specialized services including in-depth advising, academic mentoring, academic support (tutoring, SI, math coaching and writing center) and academic engagement tracking. This will assure that students are part of a cohort program that will support them structurally, academically and socially. Through this cohort they will be positioned for academic success and find a community of peers to enhance their sense of belonging.

Reenrollment and reengagement is an ongoing effort that must be continually assessed and done in partnership with many stakeholders including but not limited to Academic Services &

Undergraduate Advising (ASUA), Enrollment Management, Academic Scheduling and the Division of Student Affairs.

Annual Budget

Chancellor's Office

2 Enrollment coaches (SSP III) salary + benefits	\$170,000.
-1 for ASUA and 1 for EM	
Peer Assistants	\$ 50,000.
Misc. (postage, phones, promo mailers, etc.)	<u>\$ 30,000.</u>
	\$250,000.

Campus Investment

**Reenrollment grant (HEERF funds)	\$1,000,000.
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Priority 2: Expand Credit Opportunities with Summer/Intersession Funds

Summer Session and Winter Intersession are used strategically at CSUSB to promote timely progress toward degree completion and to increase graduation rates. The campus formed the Summer and Winter Task Force which includes Vice Presidents, Deans, AVP for Finance, AVP for Enrollment Management, AVP for Institutional Research and Analysis and AVP for Strategic Communication, as well as Financial Aid and Budget directors. This task force meets regularly to discuss strategies to assess student demand and course offerings, institutional financial aid, advising and marketing strategies, as well as other issues.



With a substantial number of students receiving Pell grants, financial aid is critical to student participation in summer and winter. The campus established institutional financial aid that allocates between \$2 million and \$3.8 million, or 25 percent and 33 percent, of summer revenue to provide financial assistance to students. A special Graduation Initiative Grant (GIG) that covers 100 percent of tuition was allocated specifically for graduating seniors to encourage them to graduate in summer or winter, and has contributed approximately 3 percent to the

overall graduation rates. The office of Academic Success & Undergraduate Advising identifies these students and monitors their enrollment in courses needed for graduation.

The College of Extended and Global Education (CEGE), which administers Summer Session and Winter Intersession, uses holistic and comprehensive marketing and research approach when designing a marketing plan. While general messaging encourages students to enroll to *graduate early* and *get ahead*, further targeted emphasis will be placed on underrepresented minority (URM) populations. The summer and winter marketing plans contain several components to promote and encourage student enrollment and include the following:

- CEGE Presentation to Undergrad. Acad. Advising Council (UAAC)
- UAAC Live Advising Sessions
- UAAC Podcasts
- CEGE Presentations to Academic Colleges & Chairs
- ASI Instagram Takeovers
- Targeted Email Marketing
- Domestic & International Flyers
- Blackboard/Canvas Notices
- Press Releases
- Instagram Ads
- Window and Wall Wraps
- Ground Decals on Campus
- CSUSB Homepage Banner
- Pole Banners
- University Parkway Banner
- CSUSB Marquee

For future planning, heat mapping will be used to understand where summer/winter students reside, what they study, who is behind in their program plan, and who is close to graduation. The data will be stratified with URM in its own category.

Finally, the office of Institutional Research and Analytics is launching a new dashboard that will provide enrollment data for URM students in winter and summer and will serve to track their enrollment against the number of URM students lagging in credit accumulation.

Priority 3: Ensure Equitable Access to Digital Degree Roadmaps

CSUSB overhauled the degree roadmaps and course planning tools during the Quarter to Semester conversion. This included developing and implementing an infrastructure to house and update degree planes as needed and in a digital manner.

This was a strategic effort between the Office of Academic Success & Undergraduate Advising,



the Office of the Registrar, Institutional Research, Information Technology and Academic Scheduling. These efforts boil down to the following efforts that align with the priority metrics.

- **Academic Program Digital Roadmaps:** Currently 100 percent of academic departments have digital roadmaps that are updated at the end of each term and are housed in a central database location that is then used throughout the CSUSB website in different locations for students, staff and faculty to access. This ensures that all roadmaps are consistent and up to date. Roadmaps are reviewed for accuracy and to assure course offerings match the design every semester.
- **My CAP Digital Degree Planning Tool:** All First Time Freshmen students have a My CAP created in consultation with their academic advisors. This digital tool allows students to plan their courses for the next four years. It is a fluid and flexible tool that is available for the student to access 24/7 and can be updated by the student and the academic advisor.

For second-year/sophomore course enrollment, ASUA is working on preloading roadmaps into MyCAP and then loading the student shopping cart with the courses students will take. This approach pre-populates degree requirements and course-taking options and offers students real-time, semester-by-semester planning for registration and degree completion.

- **Pack Enrollment:** New first-time freshmen students are pre-enrolled in a full course load (12 – 15 units) based upon major roadmaps prior to attending new student orientation. This assures that students start out with the appropriate classes for their major, critical GE courses and the appropriate math and English placements in their first term. This sets the expectation that they should be taking an average of 30 semester units per year to graduate on time. As the process occurs before spring semester course planning, departments have an earlier picture of attempted units by which to plan the following term.
- **Transcript audits for transfer students:** Transfer student transcripts are reviewed by the Office of the Registrar prior to matriculation for all incoming first-time freshmen and transfer students. Once reviewed courses are matched in the P.A.W.S. system.
- **P.A.W.S.:** This is a digital degree Audit System for students at CSUSB. This system has been in place for many years at the university and is used to show students where they are in meeting general education and major requirements for their undergraduate degree.

These projects and digital systems have been developed based on gathered feedback from students and responding to the challenges expressed through data as it relates to time to

degree. The campus community's willingness to tackle these projects head-on and with the support of Institutional Research and Information Technology has allowed CSUSB to move toward automating services and eliminating barriers that support students in their pursuit of their degree.

Priority 4: Eliminate Administrative Barriers to Graduation

CSUSB has worked collaboratively and strategically between the Office of the Registrar and Academic Success & Undergraduate Advising to identify and reduce or eliminate administrative barriers that preclude students from making progress toward graduation. This process was facilitated both by the conversion for quarter to semester calendars and to ease the transition to online learning during the pandemic.



These policy changes include:

- **Course Repeat:** The revised procedure sets the maximum units that may be repeated for grade forgiveness to 12 semester units with maximum attempts at two and an exception procedure for a third attempt on petition to Academic Success & Undergraduate Advising. Grade forgiveness for a repeated course is now automatic, with the grade of the last course completed being used for GPA calculations. The update also adds that grade forgiveness is not applicable for courses which the original grade was the result of a finding of academic dishonesty.
- **Dual Majors:** Under this revised procedure, students with multiple concentrations will no longer be issued separate diplomas. A notation will instead appear on their transcript. In addition, students are now generally prohibited from earning a major and minor from the same degree program and at least 9 semester units of a minor must not be double counted.
- **Undergraduate Pathways to Graduation:** All CSUSB students with fewer than 45 semester units must declare a major by the time they achieve junior class status (60 semester units). Students transferring to CSUSB with 45 or more semester units are strongly encouraged to declare a major when they matriculate.

- **Pack Enrollment:** New first year students are pre-enrolled in a full course load (12 – 15 units) based upon major roadmaps prior to attending new student orientation. This assures that students start out with the appropriate classes for their major and math / English placements in their first term and sets the expectation that they should be taking an average of 30 semester units per year to graduate on time. As the process occurs before spring semester course planning, departments have an earlier picture of attempted units by which to plan the following term.
- **Unit Overload:** A student may register for up to 20 units (rather than 18) before needing to petition their college dean.
- **Online Course Permissions Process:** CSUSB moved to an online course Permission Request Process via the student center, myCoyote. The process automatically routes the request to the appropriate offices, faculty, department chairs and deans as needed for the type of course permission needed or based on the time in the academic calendar in which the request is made. The process is available for both adding and withdrawing from courses pre- and post-census.
- **Online Change of Major Request:** Students are able to request a change of major to any program for which they are eligible via an online process. If the student meets all criteria and the program is not impacted, the process is automatic. Should the student be requesting review for an impacted program or if there is a Grad Check on file, the request is routed to the appropriate office for follow up and intervention if needed.
- **University Initiated Graduation Check:** CSUSB moved to a University Initiated Graduation Requirement Check process by which the check will be filed on behalf of undergraduate students when they have completed 90 semester units towards their degree. This allows the university to utilize the tools at its disposal to identify when students are ready to graduate and what requirements are still needed – allowing for better course planning. Should a student not complete their requirements on the expected timeline, the Grad Check will be automatically re-filled for the next appropriate term.
- **Registration Holds:** CSUSB has worked to vastly limit the number of holds that prohibit next term enrollment for students. The holds are now used for mandatory trainings (like Title IX) and for extremely high balances (over \$4000). The university does a number of outreach programs to students via phone, email and push notifications along with direct contact from academic advisors to support students in completing the requirements for the holds prior to their registration date for the upcoming term.

- **Update to Priority Registration Procedures:** CSUSB has shifted its priority registration scheme to assure that students register with their class level allowing for students toward the end of academic career to have greater access to courses needed to graduate. The university continues to enforce registration priority for mandated groups (Students with Disabilities, Veterans, Foster Youth, Note Takers and Athletes at all levels) then places students into registration by academic standing. Students in special programs (honors, housing, research programs, etc.) may have access to earlier time slots within their academic level but not ahead of students without special group membership who are at a higher academic level as had been past practice. This change has allowed for students who have fewer remaining requirements to get into needed courses.
- **Graduation Initiative Grant, Summer Assistance Grant & Winter Credit Accelerator Grant:** CSUSB's College of Global and Extended Education has set aside resources from summer and winter intersession tuition to support students in making progress toward degree attainment. The Summer Assistance Grant and Winter Credit Accelerator help students who are on financial aid during the academic year by supporting up to 100 percent of their summer tuition based on need. The Graduation Initiatives Grant goes a step further by completely covering the costs of attendance in summer courses for students who can move their graduation term from fall to summer and achieve their degree goals.

These policy changes have been developed based on gathered feedback from students and responding to the challenges expressed through data as it relates to time to degree. The campuses willingness to tackle these projects head-on and with the support of Institutional Research and Information Technology has allowed CSUSB to move toward automating services and eliminating barriers that support students in their pursuit of their degree.

GI 2025 Communications Campaign

CSUSB has a strong GI 2025 Student Communications campaign that has grown as a collaborate effort from Academic Affairs, Strategic Communication and Student Affairs. The campaign is both highly personal with direct outreach to students who have specific academic or other support needs via phone calls, emails and push notifications and scaled to the campus level with videos, social media campaigns and passive marketing that encourage timely graduation and highlight the many resources and activities that support and enhance the academic journey of our students through 30-second videos. Videos included: Think 15, Map out a Plan, Engage, Live at CSUSB and others.

Priority 5: Promote Equitable Learning Practices and Reduce DFW Rates

See "Targeting DFW Courses with Focus on Equity" section, which begins on page 1.

Addendum A
Response to GI 2025 Meeting
on Nov. 17, 2021

1. Academic Advising

Involvement of Deans/Colleges

Deans are actively involved in supporting academic advising. Monthly meetings are held between the college Dean and the AVP for ASUA and the directors of advising. Professional academic advisors are in daily contact with faculty and department chairs regarding academic plans and substitutions for students. There are also bi-weekly liaison meetings between the associate/assistant deans, directors of advising and advisors from each college.

Centralized Physical Space

Following the Georgia State model, having a centralized physical space for advisors helps to centralize knowledge. This enables a seamless advising experience and an intrusive developmental model for students. Every student should know who their advisor is as their names are listed on the portal. We are creating a model where students will always know where to go for advising and will have the same advisor for all their years at CSUSB regardless of major. This creates equitable access for students and fosters the development of the core advising relationship. On the college side, the advisors will still be specialized and will interact with the college deans, associate deans, chairs and faculty to create a liaisonship for the colleges and departments. In a common space this knowledge can be shared and both students and colleges will benefit. It is imperative to have advisors that can be curricular subject experts but also build rapport and work with students for the duration of their academic journey regardless of major or year in school. The centralized advising space will also provide a space for faculty advising fellows who can interact directly with academic advisors.

Delivery of academic advising

Currently all advising for declared majors after the first year is happening with the college advising teams. These are the advisors that once reported to the college deans but now report centrally. Advisors reach out to all students each semester in a number of ways including email, text message, phone calls, appointments, referral from faculty, events and workshops. They also run appointment campaigns for students depending on the student's year in school, major and academic/other needs.

The below ASUA intrusive advising campaigns are ongoing. These campaigns feature reaching out via email, push notification, phone calls and appointments/meetings. The campaigns include multiple touch points (none are one time reach outs but rather ongoing conversations) between the advisor and the student. Additionally, advisors also work with student affairs, academic departments/colleges, the records office and financial aid in order to assure students' needs are met. This is part of the holistic developmental intrusive model that comes with centralization.

- Pack Enrollment: preregistration for all incoming FTF students

- Holds Outreach: students contacted prior to registration regarding any holds on record
- Undeclared: all students without a declared major
- URM: Coyotes Achieve works with URM cohort to advise students prior to registration
- Under-Enrolled: all full-time students with less than 15 units
- Un-enrolled/Re-enrollment: all active and in good standing but not enrolled students
- Grad Checks not on track: Students with a grad check missing one or more requirements
- First-year (FTF '21) Students: all FTF students for the given year
- Quarter Catalog Students: Students who are still here but on the quarter catalogue
- Excessive Units/Super Seniors: Students with over 120% of units

Relationships with Leadership

College leadership (including, Deans, Associate/Assistant Deans, Chairs, Program Coordinators and Faculty) is consulted and informed regarding any changes or ongoing issues. Additionally, advisors also reach out to department chairs and college schedulers regularly regarding courses needed, waitlists, course substitutions to better facilitate the transition of students in the classroom.

Student Stop-out Analysis

Based on a survey sent to over 2,500 students that are active and in good standing but not enrolled, 258 respondents gave feedback regarding why they have stopped out. (Detailed student responses have been attached.) The top reasons are:

- Primary financial issues due to COVID or heightened because of COVID
- Problems with holds
- COVID of student or close family member
- Mental health

2. Identifying URM, Pell and First-Generation Students

Tableau sorts student characteristics by URM, Pell and first-generation students. All campaign messaging and targeted outreach goes to these students first. Students are offered academic coaches to monitor their progress and referred to support services, such as the writing and math centers.

Academic Support Services Use/Encouragement

A successful implementation of embedded mentoring was piloted in the Freshmen Foundation Seminar Courses in Fall 2021. Following examination of outcome and student survey data, the program has now been fully launched to 100% of the Foundation Seminar classes with all 70 sections now having an embedded mentor. A total of six faculty learning sessions were conducted. These sessions provided best practices on how to utilize and leverage mentors in the class and how they contribute to the first-year experience and HIPS. The sessions also addressed how mentors contribute to anxiety reduction for students specifically related to academic performance, transition issues and test taking.

Related efforts included in Academic Affairs' GI 2025 and Eliminating Equity Gaps Plan are provided below.

- Work with the instructor to hire TAs who will have virtual and/or in-person office hours with students, particularly those with lower grades, to provide instructional support and to review assignment prompts and drafts. The requirement to attend these regular meetings will be built into the grading rubric for the class. (Page 2)
- Contract students who are often absent from class early in the semester. (Page 2)
- Increase promotion/advertisement of tutoring and supplemental instruction to students, including realized benefits of participation. (Page 2)
- More strictly enforce attendance policies. (Page 2)
- Recommendations to be Examined (Page 2)
 - Put mechanisms in place that would limit the number of online asynchronous classes that students can take per semester for students with <3.0 GPA.
 - Evaluate and determine a technical solution (e.g., Directed Self Placement survey data) to use for placement in stretch courses.
- Launched the Academic Coaching Team (ACT) Program for faculty to report concerns about student academic progress. The ACT report triggers an advising and academic support response for the student. (Page 4)

Tutoring and Course Grade

Tutoring can be required as part the grade of a course if the professor consents and writes it into his/her syllabus. Currently this practice has been done in the following ways.

- Embedded tutoring in GE Math courses
- Writing tutoring required for GE English
- Embedded mentoring in GE Foundation Seminars
- Supplemental Instruction in DFW courses campus wide at both lower and upper division levels

Data Disaggregation

Institutional Research can disaggregate the data of URM students by both GPA and by high school.

3. Coyotes Achieve Program

The Coyotes Achieve Program, which incorporates our summer program – Coyote First STEP, was proposed to cabinet in June 2021 and implemented in July 2021. The cohort in fall is a pilot group as the program is being run and tested currently as dictated by best practice standards for launching new programs within the area of academic student success. An outcome assessment plan for the program is in place and will be completed at the end of the first year. However, preliminary data shows that 65 of the 95 students identified and invited to participate have been actively engaged with CAP. This includes weekly mentoring, academic coach support, enhanced advising and attending goal setting and student growth workshops. Survey data showed at the completion of the fall semester that 98% students participating in CAP were highly satisfied with their experience and felt it contributed to their sense of belonging. Below is the official proposal and outlined program goals that were approved by cabinet in June of 2021.

The Coyotes Achieve program is a comprehensive academic success equity gap program that will cohort students that are entering CSUSB underprepared in math and/or English, with a high school GPA of 3.0 or below and are one or a combination of CSU Chancellor's office defined equity gap categories.

This Coyotes Achieve program utilizes the existing structure established by the early start summer transition program (Coyote First STEP or CFS) to support students beyond the summer throughout their entire academic journey. The Coyotes Achieve program will encompass both summer and academic year support to serve historically marginalized students of color, first generation and Pell eligible students. Criteria will include the CSU Chancellor's Office definition of Underrepresented Minorities (URM) which include African American, Hispanic/Latinx, and American Indian students. First generation students are defined by CSUSB as neither parent has earned a bachelor's degree.

Coyote Achieve program goals include:

- Increase in success rates of General Education course their first year, specifically English, mathematics, Oral Communication and Critical Thinking.
- Structure student support through a battery of required academic support programs including tutoring, mentoring and academic advising.
- Increase students' institutional identification, self-efficacy, sense of empowerment, understanding of college life and responsibilities, and sense of belonging on campus.
- Increase levels of academic outcomes (e.g., retention and graduation) for underrepresented students.
- Increase peer to peer interactions and support for incoming students

Collaborative Engagement

Student Affairs was consulted before the program was submitted to cabinet. In addition, the AVP for Undergraduate Studies along with the AVP for Enrollment Management met with the AVPs of Student Affairs to discuss the proposal and ask about ways they could partner and/or support. As the program has developed there have been several partnerships and cross campus collaborations. For instance, students participating in Coyotes Achieve will take part in Coyote Cares Days. They will also attend events sponsored by the program board and ASI. In some cases, students are working with their EOP and Sail counselors in addition to the academic coaches in Coyotes Achieve. Coyotes Achieve has also partnered with the Career Center to host Career and Internship workshops and with the Student Health Center on topics around self-care and maintaining mental health.

**Good Standing, Not Enrolled Survey
Individual Student Responses**

WHY ARE YOU NOT CURRENTLY ENROLLED AT CSUSB?
Financial hardship, don't have fund to pay past due balance.
I have a financial hold from summer classes that I took last year and I need to pay it before I can register for classes again
Have taken care of MMR and Covid holds but they have never been cleared off.
Dismissed from nursing program
Financial aid withheld due to an incomplete
I've had a really hard year my mom got really sick the beginning of this year and i was the only person able to take care of her which caused me to focus on her and not so much school which made my grades drop and my financial aid was taken away and without financial aid i would not be able to attend school
Aside from having a past due balance and not being able to even get waitlisted into the courses I need, I have a family issue i need to attend to for the last two months of the semester, and will be out of state.
Failed 3 courses and was SAP
My mental health was not good, I couldn't focus and I felt stressed I needed a break.
Couldn't register for my classes
Dont have the money to pay in full balance.
I moved across the country to help my grandparents move to retire. Also I was discouraged due to a car accident I was involved in at the beginning of 2021 and haven't been in a good place financially to return to school.
Unable to pay off past due balances
Revoked FAFSA
Failed one class before graduation so I have to complete the class again
I'm still going to attend CSUSB just taking a break for my mental health
I feel that I am taking repetitive classes that I have done before, wasting my time and money. I've talked to a counselor at CAPS but they dont seem to understand. I just wanted to drop my classes and take a break from school
I don't have enough money to pay off my holds.

Courses I need are offered at times I am unavailable
I needed to graduate but will need approval on classes for my major
While I would love to come back to school, I am currently going through a difficult time in my life. My family recently got a restraining order against my dad and we have been struggling with making ends meet. I also don't do well with online schooling. I would like to spend some time working so I can help my family get back on its feet, and so that I can move back out to San Bernardino as well. I want to be in an environment where I can properly focus on school again before coming back. I just don't want to fail any more classes when I'm aware I can perform much better.
I added a summer course 1 week after it started and the professor ignored my emails for 3 weeks and would not let me make up the weeks of missing work when i was not even enrolled yet. I submitted various forms to remove this class from both my transcripts and the charge but my emails were also ignored. I had to personally meet with someone from the business administration dept to discuss and 2 months after being ignored, i recieved the confirmation that everything was fixed. Because this took longer than expected, i missed fall semester due to the hold i had on past dues from this class. I would love to re-enroll this spring but I am skeptical after this experience.
I'm very burnt out on online school and honestly just couldn't complete last semester due to mental health issues, my scholarship (at least I don't believe) isn't active anymore and I can't afford school on my own. Thanks.
Death of grandparent
Mental health crisis
Not sure I met SAP requirements
I was not in the right head space to continue on with school, I'm now ready to come back and ready to finish
Issue with prerequisite class that is has not been resolved.
I have summer fees but I never attended summer classes.
I had my daughter a year ago and I was battling postpartum depression. I was dealing with issues with my family and my in-laws. This year we had a custody battle over my step kids mother and lost my grandmother from Covid. Her lost was extremely hard. We lost our everything had to find child care and it hit us financially.
Due to financial burden, I have not been able to pay my hold in which is holding me back to graduate with one class left.
Wasn't able to afford my semester classes
could not afford to return to spring
I have holds form what's stopping me from enrolling.

During the spring 2021 i had to leave to Mexico because my percents were sick and when I came back it was too later into the semester to start again, a series of events took place that kept me from going back after but I've been looking Into going back

Was dropped from my classes due to lack of payment on time. My financial aid was severely deducted due to the pandemic.

I am struggling to pay for my tuition now that I have not been receiving financial aid and I have hesitated to turn in an appeal because I'm afraid and anxious about it being rejected.

I have been working on my classes from spring 2021 and I have not been able to get the work done from the amount of stress I am under. I am not in a good mental state and I am not in a good finical state due to being harassed during that semester. It got really bad to the point that my financial aid got taken away and I was not able to go to school fall 2021 because of the harassment followed me into the semester. I was and am in a lot of stress and had a miscarriage due to amount of stress. I would love to go back to school but with not having financial aid I would not be able to go. I don't have the extra means to pay for school. I had to get an extra job because I used up all my savings to fix my car, my house, and invest in cameras for my safety.

Got let go from job and didn't have enough money to pay off my balance and be able to register.

I havent been able to come back because of an overdue balance that i am not in a position to cover, I attempted to go to two colleges at once and finance a car all on my own and was not able to cover my balance

Covid -19, caring for 2 incapacitated family members

Hold on my account

I've fallen on hard times I don't qualify for financial aid I would love to continue and finish my schooling but I can't afford it

Family death due to Covid

I had a hold because of the COVID results wasn't able to upload them I can send confirmation of them.

I only have one semester left for free and one not so i just stop to work and save the money to be prepare

My family found out I was gay and it has been really hard for my parents to accept so I've been trying to get out of the living situation I am in. My current partner is threatening to come to my family and tell them about our relationship which has really been stressing me out more and leading me to a rock bottom feeling. I feel really sad and trapped at the moment.

Help registering into certain courses

I couldn't find any classes that I needed. And I can't afford to just take filler classes. Because my financial aid is limited and finances have also been very hard due to Covid

Was on military orders, financial aid didn't go through , can't afford to pay full amount

Work injury
Ive just been lacking energy to do anything in my academic, personal, and work life
need get gap year
Account is on hold due to ENGL 1b
don't want to be exposed to covid and was under the impression we would have an online option for classes
I recently lost a family member who I was really close with. It took a toll on my mental health and I felt like I wasn't in the right state of mind to come back to school at the time. I'm feeling a lot better as time is going by. I feel like I am ready to finish what I started.
Mental health issues
Holds
I have to work and idk what I want to do with my career what I applied for I didn't get the degree from my college which I was given wrong information when I applied to the university
No Financial Aid
My hold was because I have to declare and I did but I was rejected so I have choose one of my back ups. The past due balance is because there is something going on with my financial that I am trying to figure out. Lastly, I had a family passing this year.
My covid vaccination proof has not been cleared. But have upload
I called a week ago to remove the exit counseling hold. The respondent stated the hold would be removed after three days. I told them I need it removed so I could register for winter intersession. Hold was never removed, and I missed winter intersession dead line. I only have 10 courses required to graduate, but without winter intersession it will now take longer.
Was in car accident I cannot afford to pay off my tuition right now
I receive no financial aid and I owe a past due amount to the school.
I am currently in the process of moving and im saving for my courses as well as for rent
Due to unforeseen circumstances this semester, I did not complete all of my courses. I have an incomplete in a course and am not sure how to proceed. I also was awaiting my final grades to see if I had to repeat a course. I am not sure if I need to repeat courses in which I received a C- or not.
Personal reasons
Financial difficulties
Stress and finances

My gpa has dropped and i have no money to pay for my tuition. I realize i couldn't handle living on my own, working part time, and going to school. Only now am i starting to see just how much dedication you have to have to pull through. It's not worth putting my parents through hell to pay for my tuition if they can barely make ends meet. I want to come back once I've figured myself out and i have the money. Which is the whole reason why anyone goes to college right? Hahaha

I do want to come back the following school year but I do want to take a leave of absence this semester due to family problems.

Pregnant

waiting for financial aid.

It's difficult to get anything done. Everything on campus is closed i have overdue rentals that i'm unable to return and will be charged \$250+ for rental that i am unable to return. There seems to be a hold on my account limiting me from registering for classes.

So i did pay off my past due balance but ultimately im scared that will happen again

Financial Aid was revoked

Mental health issues that are better not fully resolved but better. I need to get back into school please help.

Failed to reach CSUSB's SAP expectations for my second year. I had to re-evaluate my academic goals and fix my issues.

I am not returning for the spring semester because I do not have the finances to pay for my last semester or this semester.

Im saving money to help, the problem is that I'm paying out of state tuition, and I don't have the money to finish paying it

My mother has terminal cancer and I am her caretaker. I failed several classes and broke my SAP agreement as a result.

I have two jobs and i coulnt manage school with work. My bills and rent come first. I tried to continue school but just got to complicated for me.

Financial reasons

Having financial trouble reason for not being able to take care of holds.

I currently cannot pay for my courses. I have tried fafsa and I do know qualify for any grants, however At the moment I have a past due balance from fall semester and I cannot register until that is resolved.

The fees have gone up to over \$800 (from \$600 last semester), and I have never qualified for financial aid in the past. I'm currently in the CEP program at RCC for nursing so I had to go part time at work. I only work 3 days a month and I'm not sure if my lack of hours from 2021 will allow me to qualify for financial aid this upcoming spring. The price to go to a university when you're in a full time nursing program seems near

impossible right now. I'm hoping I can make enough money to pay for my class before this next semester begins.

Can't seem to get my financial aid to pay for school

My time management skills and mental health was at it's all time low. My grandfather became very ill within the last few weeks of March and continued to get worse. Unfortunately my grandfather passed away in the month of May. During the time my grandfather had become ill, I was saving my earnings from work to pay for my tuition but I was barely keeping up with my payments that I have due work to take my grandfather to his appts and I was making enough to save towards my schooling due to the unforeseen circumstances. In regards to my mental health, I have recently had my Father try to come back into my life during the passing of his fathers(my grandfather)passing. My father has impacted my life negatively since I was young, and by this I mean he was an alcoholic with anger issues that he would take out on mother and I. With this in mind, my father I currently in prison and having my father trying to insert himself into my adult life has taken a great toll on my mental health and how I was carrying myself through that time.

Was let go from my job and could not pay my classes so I thought i had dropped them before the deadline and turns out it was after the deadline and I still have to pay with no job. I would really appreciate it, if I can get it covered so I can continue going to school. I really need to show my kids it is possible to go to school no matter all the obstacles that come in life. Thank you.

Episode of depression and anxiety

Probable military enlistment

Want to go back to do credentialing program, which I was supposed to start in August 2021 but couldn't because of last due balance.

I submitted a Change of Major to registrar a few weeks ago. My current major puts a hold on the students to meet with the advisor of the department before they can register so i was waiting for the change of major to be approved. I am also not confident that i will be receiving financial aid due to not meeting SAP. I submitted a SAP appeal in the summer so the condition was that i do well Fall 21. But that didn't happen with adjusting and going back.

I have a few holds that I need to remove in order to register to my final two courses.

I am planning to take a Leave of Absence due to personal issues regarding mental and physical health.

I had a baby and now I am expecting another baby

I completed my contract for the course i received an incomplete in, but I am not sure how much financial aid I'll be receiving. It's my last semester at CSUSB, and I am hoping it's enough financial aid to not only cover the school year but also the money I've had to borrow to pay tuition this semester.

I would like to go back this coming semester but I'm not sure where to start the process of getting my financial aid back

i lost eligibility for financial aid

They're charging me too much and are having me pay back my grant. I have contacted financial services to explain the charges but they ignored my messages.
Would like to continue my education in cyber security
Covid
I wanted to fix these issues ASAP with the computer science department. Thank you!
I only have about a year left of school so I will definitely be coming back to finish my education. I was wondering if there was a way to keep my status as a student until I am ready to come back or if there are any other options for me.
Unable to power through school in this dreadful event
I would like to appeal my SAP but I don't know if I can
Never received my loans
My hold is not allowing me to register for my Spring 2022 classes.
I would like to know more about how to appeal for financial aid and why I was never even given the chance to be put on probation. I would like to still register for classes for next semester and am hoping I can enroll in therapy sessions again to help me get through next semester. I would like the opportunity to prove myself again. I know that without the overwhelming stress of tuition and some support I can get back to how I was before I went through some traumatic experiences.
I uploaded my immunization records from the 60's this morning. And I received my J&J booster shot on October 26th. Please feel free to call me to guide me in the right direction.
I am struggling with mental illness for 7 years and since the pandemic started I've been having a really difficult time. In the past year I lost 3 grandparents. Had to move homes 2 times. I'm not trying to use these as excuses. I've just been having a really tough time. I'm not a bad student. School has unfortunately been pushed aside. However, I have 2 classes left and I would like to finish them by any means necessary.
I have been having difficulty staying motivated
I've been put into collections. I have paid more than half of the balance but my final payment I won't have enough money to pay the last payment toward my balance
First of all, I do believe CSUSB is my destination to achieve a bachelors' degree. However, my financial situation has changed over the past year because of the economic recession.
need get gap year
Took the course and passed the class but my transcripts won't be there till January. Already applied for classes
I now am in the military I'm stationed In Hawaii but I will be wanting to return to school soon

I'm currently trying to work full time while taking courses and taking care of my brother who is currently in the hospital.

I am willing and got the help I needed I want to and need to get back into my courses. Please I am trying to get back on track. Thank you so much.

I don't understand why I have holds.

Unable to afford spring 2022 campus fees

I would like to remove my holds and take most of my courses online if possible

I am one course away from completing my BA in sociology. I was unable to return due to lack of knowledge that a leave of absence was required to be submitted prior to taking time off after the death of my grandmother. I submitted a retro leave of absence form but never got a response from the Dean that controls that department.

I would like to come back to school but I have no money to pay my past due balance.

Returning to nursing program, but have found expenses to be beyond my current means

There has been an issue with my financial aid and since I started I have not received. It says that I can receive some amount but it does not let me. I can't pay for my classes that is why I have not returned and register for my classes.

Returning back to school full time and work full time without financial aid anymore was very difficult for me so I had to take a break.

I'm working on my issues. I want to come back and finish. I just don't have the discipline or resources to do that yet. I want to take a leave of absence

I can't afford to come to school unless my financial aid covers my school fees. I don't know if they cover it just yet, I submitted my application today.

Please remove hold on my account and add a place where I can drop off my rentals. I'm working through the holidays and I don't have time to meet with the counselor. I just want to register for my classes without jump through hoops trying to return overdue books.

Back in summer 2020, I took one class and I did not know but I didn't meet a requirement of units so I had to pay around 2200 past due

I also wasn't able to do the DUO authenticator, therefore I am left out of my Coyote account and I can't log in.

I am very excited to come back and continue my academic journey. I hope to transfer to one of my dream schools following my return.

I thought that I would be receiving aid for this school year but something with my Cal Grant wasn't done properly and I cannot resolve the issue because I missed the deadline. It was my first semester as a transfer and I didn't know how to properly do so.

Originally I did not think that I'd need to fill out this form, but my efforts to clear my holds have been unfortunately slow-going. I have recently had advising with the Professor David Yaghoubian, and thus believe that the academic hold for that should be removed. In regards to my other hold, I've been trying to get a hold of my old vaccination records, but the Doctor I received them from as a child has since gone out of practice. I am still trying to get those records, but I need the academic hold for them removed so that I may enroll in classes. This is deeply unfortunate because by this time I assume there will be precious little room for me to find classes that I both need and will be able to take. Even if these holds are removed I will surely be waitlisted for all courses I attempt to enroll in, and I'm unsure how that will work out in an online environment. This has all been a great shame as I felt I did well academically this past term. I completed five upper division courses with my lowest grade being a B+, and was very much hoping to continue.

I thought I was enrolled and received this message but I always planned to be to be in the spring semester

Need online classes

cannot afford to pay due balance to register for courses

I would like to register for this spring but need my hold removed.

I have been able to get a caretaker for my mother and will be able to focus on school this semester.

Plan on returning to campus when finances are in a good standing.

My dad was very sick and currently is and I have proof of appointment and stuff. I had to help with the medical bills and had to work full time to pay off debt and also become the head of the household and didn't do well in school

I really would like some help to finish my last semester and graduate This Summer.

I filled out an SAP application and now I am waiting for it to process but I need assistance paying the balance since I can not apply for school loans

Would like assistance in updating my degree plan, as well as finishing enrolling for this Spring semester.

Appendix A
Closing the Equity Gaps Competition
Winning Proposals

Closing the Equity Gaps

Proposal due date September 14th

College/Unit: College of Natural Sciences

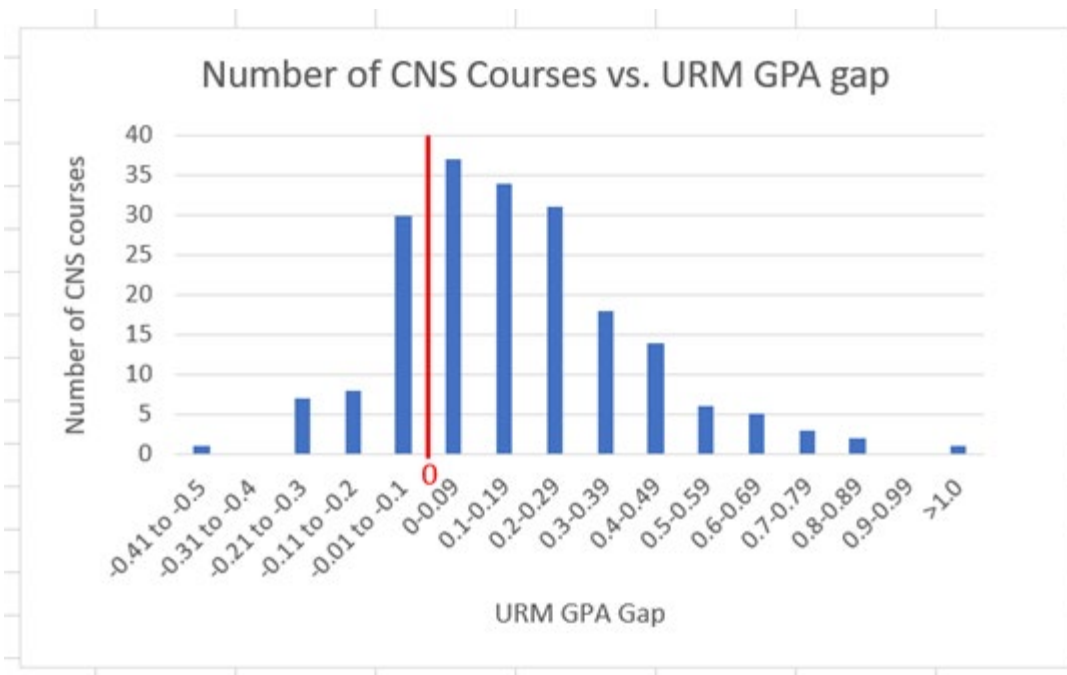
Proposer/s: Sally McGill

1) **What student learning or programmatic outcomes are you seeking to improve?**

Reduce equity gaps in CNS courses taught by participants in a third cohort of our Culturally Responsive Faculty Learning Community (FLC).

2) **What evidence alerted your team to the existence of an equity gap?**

The Chancellor's Office dashboard on course-level equity gaps shows that within 73% of CNS courses offered in Fall 2020, students from under-represented minorities (URM) earned lower grades than other students.



3) **What is the intervention?**

We would like to offer a one-semester-long Faculty Learning Community on Culturally Responsive Teaching in Spring 2022. Six members of our ISSUES-X grant team are currently facilitating two year-long cohorts of this FLC. This proposal draws on their experience to facilitate the first semester of the Culturally Responsive Teaching FLC for a new cohort in Spring 2022.

A brief description of the content of the first semester of the Culturally Responsive Teaching FLC appears below:

During the first semester (and its opening institute), participants will:

- Review principles of *How People Learn* (National Academies Press, 2000): Connecting new information to prior knowledge; developing a framework in which knowledge can be stored and easily accessed; developing metacognitive skills to monitor one's own learning process.
- Examine GPA gaps within courses they teach for students from various groups (underrepresented minorities, first-time students, Pell-eligible students).
- Read and discuss Zaretta Hammond's book *Culturally Responsive Teaching and the Brain* at six 1.5 hour meetings.
 - Building awareness of the role of culture in learning (individualist versus collectivist cultures; oral versus written cultures)
 - Impacts of implicit bias and systemic racism on learning
 - The role of social belonging and community in enabling the brain to perform at its best for learning
 - Building learning partnerships between faculty and students that enable a teacher to challenge students while providing the support needed to meet the challenge
 - Building intellectual capacity in students to help them shift from being dependent learners to independent learners, able to monitor and direct their own learning process.
- Conduct mini-implementations in their courses of new practices they are learning.

Normally the Culturally Responsive Teaching FLC meets for a second semester during which participants teach a course that they have redesigned to use Culturally Responsive methods and meet monthly or biweekly to reflect on their implementation and to share ideas. However, support for a second semester of Culturally Responsive Teaching FLC is beyond the scope of the available funding.

4) What process will your team use to monitor the quality of the intervention?

As with all of our FLCs, we will collect feedback from participants after each meeting session, soliciting feedback on what the participants got out of the session and what they still need. Facilitators review these "gots" and "needs" after each session and use them in planning the next session.

5) What process will your team use to assess the outcomes following implementation of intervention?

Participants will compare the GPA equity gaps for first-generation, Pell-eligible and URM students in a course they teach in Fall 2022 (after completing the FLC) with the GPA equity gaps from the same course taught in a prior term (e.g., Fall 2020, Spring 2021, Fall 2021 or Spring 2022), and will write a reflection

on how their participation in the FLC has helped them to reduce the GPA equity gaps in their course(s) [if the equity gap has decreased], or why they think the equity gap has not yet decreased and what they are considering doing in the future to continue their effort to help all students be successful in the courses that they teach.

We will also work with participants to consider measuring student attitudes and perceptions that are known to correlate with measures of success like course grades, GPA, and likelihood of graduation. Attitudes and perceptions that have been shown to be important include independence in learning, self-efficacy, attitudes towards STEM, grit, and sense of belonging. We will encourage faculty to assess one or more of these attitudes and perceptions at the beginning and end of their courses.

6) What will you be using the \$10,000 for?

The \$10,000 will support participant stipends of \$2000 (or 1 WTU course release) each for 5 participants in a new, semester-long cohort of the Culturally Responsive Teaching FLC. An additional 5-10 participants (depending on demand) will be supported by CNS for a cost of \$10,000 - \$20,333 (depending on number of participants and whether they choose stipend or 1 WTU). We will seek grant funding or other CNS funding to support one or two facilitators with \$2033.33 (or 1 WTU course release) each.

7) Other supportive information that could make you an instant winner....

Faculty play a central role in promoting student success through teaching, advising, mentoring, supervising research, and exposing students to career paths. Faculty care deeply about our students and their success but may not all be equipped to meet our students where they are at. Our Culturally Responsive Teaching FLC provides faculty with insight into challenges our students may face, including systemic racism, implicit bias, and prior educational experiences that may not have given them opportunities to develop into independent learners who are equipped for success in college. It also helps faculty to understand that any learner's brain will enter fight-flight-or-freeze mode (making further learning impossible) when they perceive a threat to their identity or to their sense of social belonging. Our ISSUES-X facilitators have experience helping faculty to discover ways of building trust with and among their students and developing learning partnerships that enable them to challenge their students within the context of a trusting and supportive relationship. Finally, participants in our Culturally Responsive Teaching FLC learn how to make explicit to students, the techniques that skilled learners use to process new information and incorporate it into the framework of their existing knowledge and to monitor their own learning progress.

Although the ISSUES-X grant is already supporting 23 faculty participants (both tenure-line and lecturers) in our existing two cohorts of the Culturally Responsive Teaching FLC, this \$10,000 award, along with support from CNS will enable us to offer this opportunity to additional faculty, including applicants who were turned away from cohorts 1 and 2 due to lack of funds. Continued investment in equipping our faculty to develop students from dependent learners into independent learners will reap long-term benefits as these faculty impact students in all of their courses for years to come.

CLOSING THE EQUITY GAP

College: The Jack H. Brown College of Business and Public Administration (The JHBC)

Unit: The JHBC Office of Academic Equity (OAE) and Academic Services & Undergraduate Advising

Proposers: Beer, Boyd-Davidson, Kordrostami, Mohabbati, Samuel and Sirotnik (alphabetic order) Advocates for the JHBC OAE.

1-----What student learning or programmatic outcomes are you seeking to improve?

An abundant number of studies have documented that an equity gap characterized higher education (Layton & Lyndsey. 2013; Pérez et al 2014; Jurado de los Santos et al. 2020). The Jack H. Brown College of Business and Public Administration (JHBC) has advocated student achievement, irrespective of background or life circumstance. Unfortunately, the college is graduating URM at a lower rate than their peers.

In the college, URM have lower GPAs than their peers and the reasons for a low college grade point average are almost as varied as students themselves. Our goal is to address the problem by focusing on decreasing the DWIF rates earned by these students in the college bottleneck courses.

2-----What evidence alerted your team to the existence of an equity gap?

A study conducted by Drs. Beer and McDonald establishes that the JHBC college is characterized by an equity gap. Equity gap; measured by grades, interviews, focus groups or surveys; signals that the current practices are not effective enough. Beer and McDonald's study uses GPA earned by undergraduate students enrolled in our college between 2018 and 2020 (i.e. approximately 8,000 observations). Findings support the equity gap and show that adding age, socio economic status, transfer status, and units taken reduces the gaps but do not eliminate the gaps

Sadly, Beer and McDonald's findings are in line with others. Previous studies have established that high school experiences (Lareau, 2011; Klugman, 2012), course selection in high school (Wolniak & Engberg, 2010; Fletcher & Tienda, 2010), growing in depressed neighborhoods (Massey et al., 2003), professors' pedagogical practices and the lack of role models (Banks, 2004; Gay, 2004; Grant, 2003; Popkewitz, 1998) contribute to the gap between white and URM. Studies also point to students experience on campus and to the stereotype bias to explain why differences remain even when students arrived in college with similar skills and preparation

(Jencks & Phillips, 1998; Massey et al., 2003). These studies show that URM need more validating experiences to positively influence their sense of belonging (Cuellar 2014).

In May 2020, The Institute of Applied Research (IAR) led by Dr. Barbara Sirotnik, one of the JHBC Office of Academic Equity (OAE) Advocate, conducted a study of the reasons for DFWI grades in bottleneck courses. The study relies on an online survey of students who have received a grade of D, F, W, or I in one of the bottleneck courses between Fall quarter 2018 and Fall semester 2020. Among the 113 students, who have received a DFWI grades and have responded to the survey, 70% received a D, F, W, or I for only 1 course, 18% for two courses and the rest for three, four or more courses. Interestingly, although respondents have indicated that they expected to receive a relatively high grade in the course(s) (more than 66% expect to get an A or a B), 34% reported attending less than 75% of the class sessions. Nearly half of the DFWI students (46.8%) also reported that they didn't seek out help. These students indicated that they were unaware of the resources available to them, COVID had just hit, online classes were new to them, or they were confused navigating through the website. Respondents also indicated that they wished they knew about the difficulty level of the class. Students wanted to know how the course was set up and what the workload expectations were. We believe that these students could have benefited from having designated peer mentors who could pass on this type of information and other tips to them.

Studies establish that interaction with same racial-ethnic peers; and support from peers can reduce the negative impact of stereotypes that suppress performance, motivation, and learning of URM who have to contend with them (Garcia and Cuellar 2018). Therefore, having designated student mentors would help supporting these students. In particular, having a mentor with similar identity is beneficial in role-modeling.

3 _____ What is the intervention?

The JHBC OAE annually sends a call for application to a program called The JHBC OAE Trendsetter Program. Successful applicants expressed a strong commitment to equity. During the spring semester of the AY 2020-2021, a mentoring program was discussed. Building on our previous experience, our goal is to create a Trendsetter Mentoring Program. The basic idea would be: "I went through it, and you can too."

We think that having designated mentors would help motivate our students. We also think that having mentors who have expressed a strong commitment to equity will be beneficial to the program. Student mentors can be an important addition to the advice provided by faculty and staff. Students often find it easier to relate to other students in their same age group who can answer questions and provide advice based on their own experience. Mentors can provide first-hand knowledge of professors' styles/expectations and can empathize with the challenges faced by students. They can ensure that students are aware of the campus resources available to them (e.g., Coyote Den, financial aid, free tutoring, loaner laptops, free software, etc.). CSUSB already has a student mentor program (including several student mentors from JHBC), but that program could (and should) be expanded to JHBC's specific needs.

4. ___ What process will your team use to monitor the quality of the intervention?

The JHBC OAE director and the Advocates mentioned above will implement the **JHBC OAE Trendsetter Mentor Program**. We will use best practices to: (1) select mentors, (2) develop mentoring activities, (3) establish eligibility for mentors and mentees to participate, (5) match mentees and mentors, (6) create training program for mentors, (7) monitor mentors and mentees activities, (8) evaluate activities and (9) improve the program based on the feedback received.

5. ___ What process will your team use to assess the outcomes following the implementation of the intervention?

The number of DFWI grades in bottleneck courses before and after the intervention will be compared. Additionally, the survey mentioned above and the various interviews conducted with staff will be repeated after a couple years (implementing a program takes some time). Finally, the equity gap will be re-evaluated using participants' GPA

6.----- What will you be using the \$10,000 for?

Create the program and support the mentees and the mentors.

7. __ Others

Both the JHBC and CSUSB strategic plans include goals of reducing DFWI rates in bottleneck courses to help achieve the goals of GI 2025. We hope that by focusing on students' and staff members' suggestions, we will reduce the number of DFWI grades.

It is worth emphasizing that lower GPAs students belonging to ethnic groups are incompatible with the idea that, "education is the great equalizer in a democratic society, and if people are not given access to a quality education, then ... we are ... creating an underclass of people who will challenge our very way of life" (Gonzalez, 2001, p. 2).

**Appendix B
College Plans to
Target DFW Courses with Focus of Equity**

College of Arts and Letters

According to Tableau, the university’s newly implemented data platform, the top five courses in the College of Arts and Letters with the highest equity gaps in DFW rates are the courses listed in Table 1. Note that data are based on AY 2020-21, the first year of CSUSB’s conversion to the semester system, including the concomitant implementation of new curricula and new courses in many programs.



Table 1. CAL courses with the largest equity gaps in DFW rates

	Enrollment	DFW%	URM Gap
Music 2114	20	25%	35.7%
Music 3050	24	41.7%	33%
Music 3040	28	48%	27.4%
Art History 3250	58	15.5%	23.7%
Art 1140	51	15.7%	23.5%

As illustrated above, the largest and most salient URM gaps become evident in the “arts” disciplines of Music and Art. One area to investigate is how broad or narrow the cultural perspectives in these courses are: Are students familiar with the cultural frameworks within which they are being assessed? Are we as instructors inclusive with our choices of course materials, both culturally and historically?

If, however, we look at the top five courses with the highest enrollments (80 or more) and highest equity gaps in DFW rates (8% or more), we are presented with a different set of courses, as seen in Table 2 below.

Table 2. CAL courses with the largest enrollments and largest equity gaps in DFW rates

	Enrollment	DFW%	URM Gap
Comm 4101	135	15%	15.2%
ENG 4750	109	12.7%	10.3%
AH 3210	93	14.0%	10.3%
ENG 1050	894	21.1%	10.1%
Art 2290	82	11.0%	9.2%

What we learn from looking at the classes in Table 2 is that the majority of them require familiarity with foundational academic skills, including preparedness for intense reading, writing, analyzing, and conducting research (e.g., Comm 4101 Communication Research Methodology; ENG 4750 Shakespeare and Renaissance Drama; ENG 1050 First-Year Composition, etc.).

To address equity gaps in these two sets of CAL courses, the following combination of strategies is proposed.

Appoint a CAL Dean’s Equity in Achievement Fellow: This faculty member will be responsible for promoting and facilitating CAL’s efforts to reduce equity in achievement gaps, compile materials from the forums and post them in the centralized repository, train faculty, hold regular office hours to respond to faculty’s inquiries, and provide reports.

One of the major responsibilities of the Fellow will be to organize CAL forums/workshops that focus specifically on diversity and pedagogy. These forums will be designed to raise awareness among faculty regarding the multiple and intersecting cultural and socioeconomic factors that contribute to and perpetuate equity and achievement gaps. The forums/workshops will provide an opportunity for faculty to critically examine possible interrelationships between their pedagogical approaches and assessment practices as they pertain to URM students and URM student performance. Some thoughts about the themes discussed in the forums include:

- Challenge normalization of failure by considering the potential of subconscious frames that may implicitly cast particular students as less likely to succeed (Noguera, 2018). Noguera suggests one way to push against this assumption is: “to look for positive deviants. If you have [...] minority students who are not performing, look at the ones who *are* performing and find out what’s different about them and their experience,

because those outliers will tell you what we need to do more for the other kids.” This investigation is of course a major endeavor which requires institutional-level support.

- Encourage faculty to be clear and explicit about common (and what they may consider to be basic) academic practices and tools that lead to college-level success, such as notetaking, critical reading, and writing extended, multiple-page essays and research papers, etc. Kanno and Harklau (2012) explain that beyond content knowledge, “linguistic minority students” (students whose home language or dialect is different from the language of instruction at school), tend to have limited enculturation in literacy practices necessary for success in academia, since in high school they tend “to be placed in low-level, non-college-bound streams (Callahan & Shifrer, 2012).”
- Encourage faculty to be as inclusive as possible in the selection of their course materials and assignments; include diverse readings and perspectives, ones that engage our students’ rich and multicultural repertoires and empower them (Martin 2010).
- Make discourse about equity and closing the equity gaps part of our common discourse in the College and help create a culture of equity consciousness.

Establish a robust peer mentorship program: This will involve the following: 1) Hiring peer tutors that would be available to provide instructional support and assistance to all students in the first five courses listed in Table 2. The college will also encourage faculty in the upper-division courses to apply for Peer Lab (PL) facilitators through the Office of Student Research. PL facilitators attend class sessions, interact with students during group work, and will be available to work with students outside of class; 2) Hiring additional peer advisors to ensure, to the extent possible, that students take courses in the correct sequence and that they enroll in courses for which they are prepared; and 3) Hiring instructional student assistants (ISA) to provide additional support to the faculty and students. For the aforementioned five courses in Table 2, the college may hire ISA who will assist the instructor to make the course more accessible to students and to serve in a peer tutor’s role in providing additional instructional support, specifically in dealing with subject matters and course materials which are difficult for students to understand.

Incorporate the voices, experiences, and suggestions of URM students themselves: Conduct surveys and questionnaires in the courses with the largest equity gaps in DFW rates to learn about the URM students’ needs, challenges, and what they perceive to be lacking in our courses, approaches, and curricula; what approaches they find to be particularly helpful; and what strategies can be implemented at the college- or course-level to help improve their educational experiences. Clearly, to create a more equitable and inclusive college/campus for our students, the college’s actions (pedagogies, assessments, policies) should be informed by

the lived experiences of our URM students. The data from these questionnaires will be compiled and analyzed by the CAL Dean's Office in collaboration with the Dean's Equity in Achievement Fellow. The results of the analysis will be reported to all CAL faculty.

Maintain a productive advising system between professional and faculty advisors: CAL will continue to collaborate with Academic Success & Undergraduate Advising's professional advisors in assisting its EOP students, full-time freshmen and transfer students to ensure that students are taking proper courses at the right sequence. The college will ensure that it maintains the productive collaboration between ASUA professional advisors and its faculty advisors, including department chairs and program coordinators, to ensure that students are properly and correctly advised to take appropriate courses. ASUA's professional advisors assigned to CAL will meet with CAL chairs periodically and CAL Associate Dean regularly to ensure that issues and challenges pertinent to aforementioned classes are addressed.

Jack H. Brown College of Business and Public Administration

As the pandemic upended the world, the Jack H. Brown College of Business and Public Administration (JHBC) has unceasingly committed to its mission to make a positive societal impact through nurturing a high-quality educational environment that promotes student, faculty, and staff success in its pursuit of academic and professional excellence. The college collectively works to uphold record-high graduation and retention rates for its students from all backgrounds.



In alignment with Goal I of the CSU wide GI2025 plan for closing equity gaps—Targeting DFW courses and focus on equity (hereinafter referred as Goal I), JHBC has conducted a series of analysis to understand the issue in the context of the college.

First, the college has been monitoring high DFW ratio courses every term since AY2016/17. At the beginning of each academic term, a list of high DFW ratio courses is reported to department chairs/director, who investigate the cases and explore ways to address the issue with the respective faculty members. Consistently high DFW ratio courses, mostly in the departments of Information Decision Sciences and Accounting and Finance, are summarized in Table 1.

Table 1. Consistently High DFW Ratio Courses AY2020/21

ENROLLED	COURSE	FALL 2020 LOWER DIV		SPRING 2021 LOWER DIV		
		DFW PERCENTAGE	DFW COUNT	ENROLLED	DFW PERCENTAGE	DFW COUNT
275	ADMN2100	27	73	219	22	49
320	ACCT2110	22	70	240	23	61
98	IST2110	19	19	42	17	7
233	IST1110	15	36	300	14	43
26	IST2510	12	3	39	10	4
65	IST2410	11	7	67	10	7
191	ACCT2120	10	19	240	11	27

ENROLLED	COURSE	FALL 2020 UPPER DIV		SPRING 2021 LOWER DIV		
		DFW PERCENTAGE	DFW COUNT	ENROLLED	DFW PERCENTAGE	DFW COUNT
64	IST4410	19	12			
141	ACCT3720	17	24	91	21	19
122	ACCT3470	17	21			
58	FIN4330	16	9	54	52	28
76	IST4210	14	11	39	10	5
518	MGMT3500	14	75	563	13	75
97	IST4610	13	13	59	12	7
244	ENTR3000	12	30			
345	SCM3040	11	39			
603	PA3150	10	59	604	11	16
672	MGMT3020	10	67	397	11	46
29	ACCT5440	10	3	31	10	4
109	ACCT4260				16	17

Second, in spring 2021 the college designated the Institute of Applied Research and Policy Analysis to conduct a DFW study to investigate the reasons for DFW grades in bottleneck courses. The study found that from the faculty and staff’s perspectives, longstanding reasons for this phenomenon include:

- Lack of preparation for the course.
- Lack of studying and completing assignments.
- Students enrolling in too many classes.
- Students have to work.
- Taking online classes.
- Not understanding that they can withdraw.
- Lack of motivation and interest in the course.

- Lack of childcare or transportation to get to campus.
- Lack of opportunity to get help from tutors.
- Dislike of the class and/or professor.
- Attending college to please parents.

In addition, there are some COVID-related reasons, such as students' lives being thrown into chaos, the need to take care of sick family members, dealing with deaths of loved ones, a higher-than-usual stress level, etc.

From a student's perspective, the top nine reasons that over 15% of the surveyed students mentioned for course performance are:

- Had to work too many hours
- Issues with health and wellness (e.g. lack of sleep, sick, stressed, hungry, homesick, etc.)
- Family obligations (caring for children, siblings, parents, partner)
- Prefer a different "delivery format" (e.g. face-to-face, hybrid, online)
- Disliked the professor
- Lack of interest in school (in general)
- Lack of interest in the particular course
- Didn't have enough money to buy the book or other course materials
- Had computer or Internet issues

Third, further analysis of students who have received DFW grades in terms of equity found that significant gaps exist between male vs. female students (2.17% in Fall 2020, 1.08% in Spring 2021), URM vs. non-URM student (4.23% in Fall 2020, 2.92% in Spring 2021) at JHBC. The intersectionality enlarges the equity gap severely: the gap between male, URM, first-generation students vs. the rest is 4.47% in Fall 2020 and 2.67% in Spring 2021. And the largest gap exists between first-generation vs. non-first-generation students (4.53% in Fall 2020, 3.16% in Spring 2021). Therefore, the college identifies first-generation, male, URM students—as our target population group to address the equity issue in terms of DFW grades.

In addition, while we strive to effectively address Goal I, the College bears in mind the recommendations from our last AACSB peer review team (PRT):

“As the College and the University strive to improve academic progression, retention, and graduation rates, it is worth considering the possible impact these efforts may have on grade inflation and on academic rigor.” –Continuous Improvement Review-Business PRT Report

Based on the above findings, the college SLT has developed seven tactics:

Tactic 1: Treat Goal I as a college strategic priority

In spring 2021, the college has reviewed and revised the strategic plan. The updated strategic plan sets a clear objective to address reducing DFWI rates as stated in JHBC's Strategic Plan Objective 1c: *Identify and reduce DFWI (D, F, withdrawal, incomplete) rates in the top five bottleneck courses by 15% by AY23 over AY20 baseline.*

The college Senior Leadership Team (SLT) identifies the following five courses as target courses: ADMN2100, ACCT2110, IST2110, ACCT3720, and FIN4330.

The college SLT continuously reviews the high DFWI courses each term and explores best practices to close the equity gaps. For AY 2021-22, the team will treat Goal I as a strategic priority through directing various efforts and allocating college-wide resources to address the issue.

Tactic 2: Communicate Goal I and share best practices with an equity lens across the College

- Communicating Goal I and JHBC strategic objective to all faculty and staff
- Disseminating information about the JHBC equity gap in terms of DFW grades to all faculty
- Disseminating JHBC DFWI survey report to all faculty
- Reporting progress of Goal I at all JHBC meetings as well as in SLT and department meetings
- Offering best practices workshops (one for part-time, and one for full-time faculty)

Tactic 3: Proactively schedule courses to ensure availability as well as flexibility to meet students' needs

- Ensuring multiple delivery modes (flexibility) and availability of courses with high DFW rates to meet students' demand for delivery mode and time modules of those courses
- College monitoring availability of courses with high DFW ratios and advising chairs when demand exceeds seats available

Tactic 4: Ensure robust and directed academic advising especially for targeted student groups

- Early contact for FTFs in ADMN1500 and GE foundation courses, especially with targeted student groups
- Utilization of upper division ADMN core classes to engage transfer students with a focus on targeted student groups
- Campaign to ensure prerequisites are met for ADMN4900 with special attention to targeted student groups
- Encouraging faculty to provide discipline-relevant advising to targeted student groups

Tactic 5: Ensure progress and plan intervention strategies for targeted student groups

- Tracking and monitoring DFW grades, especially with targeted population groups
- Implementation of administrative drops at the beginning of each semester if the student is not responsive after first two sessions of a class
- Strategic use of course substitution to ensure performance and timely graduation

Tactic 6: Support JHBC Office of Academic Equity's Trendsetter Mentoring Program

In Fall 2021, the Office of Academic Equity (OAE)'s proposal to close the equity gap received a \$10,000 grant from the provost's office along with Academic Success & Undergraduate Advising. The OAE, through its Trendsetter Mentoring Program, will provide peer mentoring to targeted student groups, including first-hand knowledge of professors' styles/expectations as well as campus resources (e.g., Coyote DEN, financial aid, free tutoring, loaner laptops, free software, etc.).

Tactic 7: Enhance student peer advising/support activities with targeted student groups

- Improving representativeness of the targeted student population in the college student ambassadors, who can approach their peers more easily to offer advising and support
- Encouraging student club leaders and advisors to reach out to targeted student groups, especially when they are less represented in such organizations

College of Natural Sciences

Approaches to reduce DFW rates and equity gaps:

The College of Natural Sciences (CNS) and its departments are taking a multi-pronged approach to achieving its goals to increase student success and graduation rates, and decrease DFW rates and equity gaps. These include (a) proactive advising that supplements primary advising provided by the Office of Academic Success & Undergraduate Advising (ASUA) centrally; (b) faculty professional development for making use of evidence-based active learning methods; (c) use of Learning Assistants (LAs), embedded tutors, and supplemental instructors (SI); (d) faculty learning communities for developing culturally responsive pedagogy; (e) access to high impact practices; (f) aligning and collaborating with community colleges; and (g) enhancing faculty diversity.



Proactive Advising: Currently, primary advising for over 6,000 science students has shifted from the college to ASUA. CNS decided to provide additional proactive advising within the college that is supplemental (not a replacement) to the primary advising provided centrally. Our Science Success Center provides proactive advising to a small set of selected STEM students, with a one to 150 advisor to advisee ratio. They meet with their advisees at least twice a semester, provide regular nudges, make sure that the advisees are following their individual development plans, and offer various workshops and career panels. The college will make use of science buddies and STEM Club activities to increase a sense of belonging. The Science Success Center is supported by the Department of Education through our A4US and PATHS grants. In addition, a number of our departments decided to reinstate mandatory faculty advising to our students as they believe that this is much needed for our student success at CSUSB and beyond. Departments are providing support to faculty to attend professional development related to advising and making a part of faculty workload expectations.

Evidence-based methods: Through ISSUES-X, A4US, PATHS and other grants, and FCE, our faculty are learning to make use of evidence based active learning methodologies to use in their classrooms. Flipped classrooms, use of NGSC classrooms to increase accessibility, iClickers, team teaching, and having course coordinators to help each other are some of the pedagogical approaches college faculty are using to enhance student learning and reducing the failure rates. Chairs are also discussing to provide needed support to both tenure track and non-tenure track faculty who incorporate and experiment with active learning methods.

Support systems: CNS is making use of grant funding and other sources to support a Learning Assistant program to help its faculty make use of active learning techniques in their classrooms. In addition, the college is making use of the embedded tutors, supplemental instruction, and tutors in various departments to provide additional resources for our students and faculty. Graduate Teaching Associates are receiving mentored training to be more effective in classrooms and labs.

Culturally responsive pedagogy: The college is continuing with faculty learning communities that are focusing on culturally responsive pedagogy through various grant funds and a Provost award for student success. In addition, some of the departments are discussing proactively about diversity, equity and belonging in their professions, especially as it relates to pedagogy.

Access to high impact practices: Through grant support internally and externally, CNS is investing in increasing undergraduate research experiences, leadership opportunities, and community service learning. In addition, the departments are working on ways to increase the internship and study abroad opportunities for students, and provide mentoring to students who pursue graduate and professional programs.

Aligning and collaborating with community colleges: We are working on new articulation agreements with community colleges and reach out to their students early to enhance our transfer student success. Departments are also evaluating their curricula to make transferring

courses from community colleges smoother. developing an early start program for transfer students.

Enhancing faculty diversity: Departments are being proactive and intentional in enhancing faculty diversity through their recruitment and retention. Departments are also focusing on hiring faculty with an interest in educational research, especially that help with reducing the failure rates in lower division courses.

There are several other approaches departments are using to enhance student success. The college is particularly paying attention to the impact of Q2S, systemic racism and the pandemic had on its students, faculty and staff, and the immediate impact seen from the transition back to campus. Students are relearning how to learn and focus in classrooms. Some of the impacts from the past year are long term, and the impact is cumulative. Any GI 2025 metrics we continue to monitor need to take into account the incredible year everyone had and the lingering impact of the pandemic. We will continue to monitor the GI 2025 metrics and the impact of the various investments being made in CNS.

College of Social and Behavioral Sciences

Since the launch of GI 2025 in AY 2015-2016, SBS has registered an aggregated 11.8 percent DFW rate. When the data are disaggregated, key observations include:

- DFW rates are slightly greater for face-to-face modes of instruction than for courses offered as hybrid or fully online.
- DFW rates are significantly greater for lower division courses (16.3%) than for upper division courses (9.8%)
- DFW rates are significantly greater for GE courses (15%) than for non-GE courses (9.9%).
- Students with declared major areas of study in SBS have somewhat greater rates of success than students enrolled in SBS courses whose major areas of study reside in other colleges. Approximately 90% of SBS students successfully complete SBS courses while the rate of success for non-SBS students is approximately 85.5%.
- Over the past three years, the overall DFW rate in SBS courses declined by approximately 1% (from 11.8% to 10.9%).
- Compared to the 4 years prior to the launch of GI 2025, the DFW rate across all SBS courses declined from 12.5% to 11.8%
- COVID-19 and the shift to fully remote instruction did not negatively impact DFW rates for the college. However, the percentage of students who received failing grades was noticeably greater (7.8% during COVID compared to 6% pre-COVID) than the overall percentage since the launch of GI 2025.



- There is no noticeable difference in DFW rates between the San Bernardino and Palm Desert campuses.

Since the launch of GI 2025, overall DFW equity gaps in SBS courses are:

Category	Overall Equity Gap	2019-2020 Equity Gap (Illustrating Pre-COVID Trends)
URM/Non-URM	4.1%	3.6%
Pell/Non-Pell	2.9%	2.7%
1st Gen/Non-1st Gen	3.5%	2.9%
Male/Female	1.1%	1.1%

Central Components of the SBS DFW Reduction and Equity Gap Strategy

Empanel a DEI Task Force (comprised of Associate Dean, Assistant Deans, Faculty, and the SBS ASIRep. The Task Force has been charged with:

- More precisely recognizing the scope of the problem.
- Partner with Institutional Research to further disaggregating DFW and overall equity gap data.
- Identify specific courses and types of courses where equity gaps are greatest and are most persistent.
- Review national best practices for closing equity gaps at comparable and peer institutions.
- Confering with campus colleagues in ASUA and other academic colleges on their proposed interventions.
- No later than February 28, 2022 produce a report of findings and action plan with proposed solutions.

Focus on Faculty

- At the college and department level, raise awareness of equity gaps in the college.
- Create learning communities for faculty to address differences in learning and engagement in co-curricular activities.
- Design 12-month workshop schedule (2 workshops per semester) for faculty to attend and earn a certificate in DEI.
- Work with Department & College RPT committees to ensure that faculty participation is recognized in faculty's overall RPT as a significant contribution to teaching and service to the university.
- Work with Department & College RPT committees to facilitate formal recognition of DFW & equity gap research in the RPT process.

Focus on Students

- Identify and encourage participation in specialized programming and learning opportunities.

- Enhance peer and faculty mentoring services.
 - Work with SBS Departments and Schools to reimagine faculty advising and mentoring through an equity-minded lens.
 - Request revised Department/School level plans for faculty advising service centering support for URM and Pell students, and other student groups who may disproportionately benefit from enhanced access to faculty mentors.
- Promote greater engagement and sense of belonging with the College among URM students.
 - Strategic expansion of HIPs in courses with high DFW rates, particularly those presenting persistent DFW equity gaps. Research suggests HIPs can have a significant impact on closing equity gaps.
 - Establish small group learning communities to connect URM students with URM faculty in smaller learning environments. And support URM faculty to ensure they are unduly burdened by the “diversity tax.”
- Explore possibility of appointing a Dean’s Fellow focused on equity and student engagement.

Focus on Data and Predictive Analytics

- Collaborate with Institutional Research and Academic Success & Undergraduate Advising to assure availability of course offerings in both number of seats available.
- Ensure accuracy of existing two-year course schedules so that students and advisors may more accurately develop student academic plans.
- Work with Departments and Schools to ensure catalog accuracy including the removal of courses that are not taught within a two-year cycle.
- Explore alternative scheduling options (e.g., “weekend college”) and diversity of instructional mode to assure course availability maps to/is responsive to student needs.
- Built in assessment of outcomes, including participation numbers of URM student in specialized programs, GPA, Graduation Rates, surveys of belongingness (before and after participation) and focus group discussions with URM students to gain qualitative data to assist in better understanding of outcomes of the approach.

Focus on Innovation

- Work with ITS and faculty to consider using technology to create easier access to student support services including supplemental instruction, the SBS Writing Lab, and the SBS Student Statistics Tutoring and Support Center.
- Explore opportunities to use innovation and technology to make supplemental instruction and student academic support more engaging and interesting.

Appendix C



External Program Review
University Undergraduate Advisement
California State University, San Bernardino



Submitted by:

Dr. Bridget Driscoll

Associate Vice President, Retention, University Academic Advisement & Learning

Loren Edwards-Senior Academic Advising Coordinator

California State University, Dominguez Hills

310-243-3181

External Program Review

University Undergraduate Advisement

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INTRODUCTION

California State University, San Bernardino is commended for their advances in academic advising that are closely aligned with the university's mission and Graduation Initiative 2025. Documents from each college regarding allocation of Student Success Initiative (SSI) funds have been shared and reviewed. Each college has included an overarching purpose, goals and outcomes to be measured related to advising, and the allocated SSI funded projects (Appendix E-M). California State University, San Bernardino demonstrates a commitment to academic advising and resource support to the service area. It is noted that significant building of advising training materials took place in 2015. Academic advising handbooks, online tutorials, advising tracking, and notes materialized at this time.

The President, Provost, Deputy Provost & Vice President for Student Affairs have an in-depth knowledge and appreciation for the effectiveness of intrusive, collaborative, developmental, and data-informed academic advising. Their appreciation for faculty, staff and peer advisors that lead and support advising efforts is palpable. Leadership has directly resourced and is devoted to the ongoing advancement of academic advising. With a commitment to further enhance, measure and assess academic advising, CSUSB will create an optimal learning environment for continued growth, development and student success.

In my 20 years of teaching and academic advising in the California State University system, I have developed, implemented and assessed programs that have demonstrated increased connection, belonging, retention and timely degree completion. In 2012, Klepfer & Hull, stated "Academic Advising is an essential element in the success and persistence of postsecondary students." Academic advisors play a fundamental role in supporting a student's transition to university life. In advising sessions students are challenged to think critically, remain solution-centered, and are supported through difficult challenges to empower students to be the creator of their own academic journey. In addition, advisors are responsible for supporting students as they learn how to articulate the value of a liberal education in a way this is relevant, meaningful and applicable to their lives and their communities. When advising evolves from a checklist mentality to that of educator an environment for students to thrive emerges. Students welcome, value and appreciate the shared responsibility between advisor and themselves as they strive to embrace high impact experiences that are prevalent throughout the undergraduate experience. It is with this understanding that I undertook the, brief one-day, external review of academic advising at CSUSB.

The external review included on-site campus interviews and examination of self-studies, college advising narratives and reports, athletics advising process review, and evaluation of IPEDS, EAB, and the Office of Institutional Research data. The subsequent sections of this report include a review of the advising framework presented by CSUSB, best practices, core values and directions for future growth. General advising goals and outcomes, and EAP department presentations and training were also considered in the evaluation process.

VOICES HEARD

- President Tomás Morales
- Office of Undergraduate Studies
- Advising & Academic Services
- College-based Graduation & Retention Specialists
- College-based Student Success Teams (faculty, staff & college administrators)
- Division of Information Technology Services
- Division of Student Affairs
- Peer Advisors and Mentors

Of all significant dialogue, the open forum provided the greatest opportunity for campus members to share successes, challenges, and opportunities for future growth. What emerged from this session were innovative advances as a result of academic advisors and IT, in particular, working together to advance advising practices. Initial suggestions from IT were met with doubt and skepticism. However, in reframing potential contributions from IT, individuals worked together to clarify needs and build the groundwork for sustainable advances that have the power and potential to create efficiencies for all students in the area of degree completion.

As a highlight, IT's suggestion to utilize artificial intelligence in the form of a bot will advance technology in advising and will prove effective if used in conjunction with broader advising strategies such as the campuses utilization of ample EAB campaigns. This creates an opportunity for students to be emailed, receive text come into ice to identify students in need of interventions. It is important to remember and address the intentional design for each program that will support the students in need.

The suggestion for the formation of a cross-divisional team composed of professional and faculty academic advisors, IT, graduation evaluators, financial aid specialist, and administrators to examine barriers to degree completion with the end result of removing hurdles students face as a result of streamlining process, procedures and policy. A policy change will advance the field of academic advising while achieving the goal of timely degree completion, curricular redesign, reduction of repeated coursework, illumination of high D, F, W courses.

The President and Provost are committed to academic advising. Their actions have directed resources, funding, and high visibility of the institutions commitment. To sustain the momentum, the campus has developed student advising learning outcomes as highlighted in the documents provided. While surveys have been created to capture the students experience, the student voice and proficiency of such learning outcomes remains limited in the documents reviewed.

One of the best practices at California State University, San Bernardino is that of advising in the athletic center. While each area submitted a plan that was approved and funded with student success initiative funds, athletics produced and measured outcomes. These outcomes demonstrated proficiency of student learning and development. In addition, it provided advisors early insight, and understanding of the program successes and challenge.

It is equally important to recognize that the shift from prescriptive advising, when students would see multiple advisers for short periods of time and receive help simply with courses registration, to developmental academic advising includes program planning throughout the students' academic career integrating exploration of the student strengths and skills interests occupational and career and professional goals. This multi-phase process spans the entirety of the students' academic career as opposed to just time of registration. Consistency of meeting with an advisor over multiple sessions creates an opportunity for shared responsibility between the student and advisor. With the academic advisor taking the role of educator and coaching the student to proficiency in their degree audit and additional planning tools, the student now takes the lead in determining information and courses that are relevant to their career and academic journey. A four-year plan of action is built as the academic advisor guides the student. This developmental plan of action has significant benefits for students, faculty, and staff and leads to increases in retention, connection and graduation.

Finally, intrusive advising was discussed over the lunch between administrators. The EAB campaigns and predictive analytics are supporting students that may be at academic risk. The limitation with all technology is that it only works when it's part of an intentionally well-designed advising system that supports all students. Integrating support services between student affairs and academic affairs and finance would allow California State University, San Bernardino to first and foremost understand the students at risk of being financially dismissed. This may illuminate a few variables in the equity gap. Students struggling with finance, food and housing issues are best supported when cross-divisional teams work together behind the scene to build and network of support that allows advisors to pick up the phone and resolve critical issues within minutes. Strong leadership and bi-weekly meetings are essential. Leadership at the AVP or VP is required to lead this action-oriented team. Together they will document and track the unintended institutional roadblocks students face. IR will play a critical role in disaggregating data. Once roadblocks are identified process, procedures, practices and POLICY will be reformed. The President and Provost will play a vital role in allocations of resources and need access to the committee findings and proposed plan of action to resolve roadblocks. This process must be transparent for the entire campus community. A dedicated web page can provide high visibility for all. It does take a university village to drive this powerful level of change.

Advisers in the role of educator help students focus on problem-solving team building solution seeking behaviors. These behaviors will support the student over time as they become self-directed lifelong learners. This usually cannot be sustained with one or two quick appointments. As with all education. High-impact practices such as learning communities, usually helps instructors and advisers partner together. This creates an opportunity for advisor and faculty to work together in the syllabus in creating the syllabus. Includes the including advising appointments at the beginning the midpoint and during the last two weeks of course. Faculty and advisers work together the end result is student persistence and performance.

The campus concern to sustain improve the quality of academic advising was evident during our visit. It was refreshing to see a campus involved in ensuring that academic advising continues to shift from a prescriptive to a developmental approach. The emphasis to support and to promote student success and retention and close the achievement gap while creating inclusive professional development and training opportunities for faculty and staff will result in opportunities for the campus to further their student-centered commitment to improving four and six-year graduation rates. This emphasis will help students earn their degrees as they strive to complete their degree in a timely manner.

The goal of advising at California State University, San Bernardino is to assist students in the development and implementation of meaningful educational plans that are compatible with their life goals. The program provides opportunities for students to assess their interest in academic abilities, encouraging their fullest intellectual development. Students at CSUSB will receive ongoing support empowering them to accomplish their personal, educational and professional goals the staff of advising and academic services post several years of experience in assisting CSUSP students to meet their full potential. We understand the challenges that student space; as a result, it is our duty to provide the support, direction and assistance our students need to overcome any hurdles. The academic in advising services provided in the center or typically those that you see across the CSU; bullet academic probation and readmission bullet basic skills bullet undeclared advising bullet sword Visine in registration bullet excessive unit support bullet academic renewal board course overload run declared bullet leave of absence bullet drop the class after since this bullet with drawl petition for extenuating circumstances bullet petition to waive University regulations substitutions bullet extension to time of time to removal of incomplete boy peer. It was evident that the team of advisors in the advising academic services center or focused on supporting students to achieve their goals. It was noted and shared that advisors have a high number of campaigns take place each semester each quarter. Evidence of the effectiveness of the campaigns and student experience should be documented and evaluated.

CSUSB advising practices are mission centered and align with universities mission. Focus on ensuring developmental academic advising and encompasses support beyond course development and registration was measured in several areas across the campus. Athletics has emerged as promising practices developmental advising and measurement of student advising learning outcomes allows athletics to identify areas of potential growth and areas that student's advisors and faculty might find challenging. Identification allows for high-quality advising for

students. That is both intentionally designed, outcome-based, and provide metrics that can be shared with the unit with the university's leadership for continual growth and development.

ADVISING FRAMEWORK

As summarized by Undergraduate Studies Associate Dean Chris Lindfeld and Dean Craig Seal, CSUSB has a decentralized advising structure throughout the university. This is realized through Student Success Teams (SST) housed in each of the undergraduate colleges. Advising and Academic Services (AAS). The college-based advising teams are now part of an integrated core Student Success Team where the college advisors and the Graduation and Retention Specialist (GRS's), Career Center counselors, faculty, and AAS work collaboratively to address the advising needs of the students. Each of the four undergraduate colleges are now fully engaged in this model. Each SST is led by the colleges' Associate Dean or designee as well as the Associate Dean of Undergraduate Studies. Through shared reporting lines between the academic colleges and the Office of Undergraduate Studies, and with the use of technology platforms that promote further communication and predictive analytic data, each SST brings together professional, major, and career advisors to strategize college-level initiatives and create clusters of accountability to serve the entire university.

With the SST model, shared advising tasks and assignments are determined and agreed upon by all of the advisors involved. There is collaboration and coordination between faculty members and professional advisors depending on the needs of the individual departments, the specific needs of the faculty advisors, and the needs of the students. The SST model allows for shared advising where it is deemed appropriate and necessary.

Coordinated through the Office of Undergraduate Studies (UGS), there are ten university-wide campaigns. These intrusive advising campaigns guide the work of the core student success teams and are intended to increase retention and timely graduation. They are: Quarter to quarter retention, FTF cohort tracking, Graduation check tracking, Transfer cohort tracking, Excessive unit students, Golden 4 completion, Financial Aid issues, Course repeaters (DFWI), URM and Pell grant tracking, and GE deficiency. The core SST's work collaboratively with UGS to ensure that the overarching campaigns are met in conjunction with the everyday advising required in each of the four undergraduate colleges.

Special populations including SAIL, EOP, and Athletes are culled from the campaigns as each special population program handles their own students in light of the overarching campaigns as well as their established protocols for regular academic support and advising. However, as each of the special population programs' students are distributed throughout the university each program is a member of the larger SST and works in conjunction with the Core SST to ensure delivery of services for their students.

In addition to the SST model, CSUSB, for the most part, operates under a tiered advising system to reach students at various points in their academic progress. Targeted advising is achieved through initially guiding first-year advising to one of the SST's within each college while

individual departments may provide faculty member advising as they see fit. In the second year advising is primarily prescribed by the individual departments. The model below outlines the general guidelines for the tiered system.

Tier 1 Pre-enrolled Tier-Coyote Pride - Incoming students are required to attend Student Orientation, Advising and Registration (SOAR) prior to their first quarter where they receive comprehensive advising from a professional advisor. Faculty representatives may support SOAR should their department choose to do so.

Tier 2 First year Tier - As students start their first year at CSUSB, they primarily receive comprehensive advising from a professional advisor focused on introducing students to required general education classes and the core curriculum. Programs with a model that support faculty member advising are encouraged to begin establishing the advising relationship with their students during the first year.

Tier 3 Exploratory Tier - Students receive advising from both professional advisors and faculty members as prescribed and/or needed. The core SST works with the faculty advisors on course selection and departmental orientation issues as each individual program sees fit. Students work with their advisor(s) to identify requirements for general education. Additionally, as a coordinated effort between faculty advisors and the SST, major course selection and comprehensive degree planning are undertaken within a reasonable time frame to increase the likelihood of academic success.

Tier 4 Academic Major Tier - A faculty advisor typically undertakes advising; the focus is on successful completion of the major and career/graduate school preparation. Once a student is within their major tier, a faculty advisor assumes greater (or even sole) responsibility for advising. The services of professional advisors and the advising centers can continue to be accessed as needed.

While each college has its own unique structure and priorities and leads college-level advising campaigns, the advising structure falls principally within the tiered SST model. SSTs located throughout the university and within each college help students navigate orientation and placement requirements, complete 4-year academic plans, provide individualized services as needed, and encourage students to engage with faculty advisors as well as the CSUSB community. As part of each SST, several academic departments provide faculty advisors, who serve as points of contact to secure program-specific advising. In the SST model, academic advising is used in the framework of hybrid-advising, where advising activities are shared among faculty academic advisors, professional advisors, peer advisors, and career services professionals.

OBSERVATIONS AND LESSONS LEARNED FROM SITE VISIT

Graduation & Retention Specialists/Academic Advisor

Student success teams include Graduation Retention Specialists from the colleges, AAS (Advising & Academic Services) advisors, professional college advisors, and the Associate Deans. With the exception of English and Communication there is no faculty involvement, but there is a very strong collaboration between advisors on the success teams. Inclusion of faculty advisors will provide curricular advances that cannot be attained without faculty leadership. Faculty support and guide our students as they prepare for graduate school, career, undergraduate research, service learning, internships, etc. An action oriented faculty member will significantly contribute and advance the Student Success Teams. I had the opportunity to meet with additional advising professionals who round out CSUSB's Student Success Teams. SSTs typically comprise of professional major advisors, a college-specific Graduation and Retention Specialists, an advisor from the Advising and Academic Services center, and the college's Associate Dean. Additional members are also often invited in an effort to address any content specific needs as necessary.

Recommendations for consideration

- Potential place for the development of a faculty fellows program
- With move to semester system, may want to consider moving interventions prior to start of term so schedules can be changed.
- Repeat and Cancel is not run automatically, advisor reports students needing to do paperwork.
- May want to consider automating this process.
- What other processes can move online to improve efficiencies?
- Some offices have assessment surveys, some do not. Create a universal assessment plan

Student Affairs

Recommendations for consideration

- Student Affairs is not using EAB and does not use progress reports in their area, they may want to consider this.
- Faculty need to buy into Early Alert system
- Don't feel included in the GI 2025 conversation. Not sure where they fit into retention and graduation programming. Not a part of the budget conversations.

Open Forum

The open forum provided an opportunity for all campus members to share successes, challenges, opportunities and areas for future growth. What emerged from the session were innovative advances as a result of academic advisers and IT working together to advance advising practices. While suggestions from IT were originally met with doubt and skepticism working together to clarify needs an advising IT and academic advisers began conversations to start the groundwork for sustainable advances that have the power and potential to create efficiencies for all students in the area of degree completion.

The suggestion for cross-divisional team composed of advisors both professional and faculty, IT, graduation evaluators, financial aid evaluators will band together to address barriers to degree completion. This analysis has the potential to guarantee a successful process for procedural and policy change. Policy change will advance the field of academic advising while achieving the goal of timely degree completion, curricular redesign, reduction of repeated coursework, illumination of high D, F, W, W, courses.

Recommendations for consideration

- Campus challenges include assessment of student success and student experience
 - o Want to hear from the student voice more
 - o Create a standard estimate that can be used campus-wide (see section on IR and assessment)
- Improvement of technology in collaboration with advisors
 - o Enhancement on PAWS
 - o Use of BOTS, videos, interactive PAWS that lets them register directly from PAWS or MyCAP
- Advisor training
 - o No universal training, partial TX exists in pockets
 - o Best practices training. (I often refer our sister CSU's to CSUSB's YouTube videos)
 - o Most training documents found were developed in 2015
 - o Process, procedures & policies need to be examined and updated
- Encouraging faculty engagement with advising
 - o How do we align faculty with advising?
- How do you recruit faculty to engage? Make sure you have lead faculty if you want scalable & sustainable change
- Have a few dedicated/interested faculty design engagement opportunities

Peer Mentor Interviews

An hour spent with these students was exhilarating and full of potential plans to add programming for student success to enhance connection and belonging for all students. Peer advisors shared they are participating in the mentorship program because they had a faculty or staff mentor that had a meaningful impact on their academic journey. These peer advisors are committed to giving back, and they have innovative plans for engaging their students beyond the current practice. Peer advisors were encouraged to dream big and take action. The action comes to life with a sound proposal. A productive discussion of future proposal content was reviewed and included how to create and measure learning outcomes and include a brief budget. This exchange provided constructive direction for addressing their concern for budget needs to host monthly events and further connecting with their students. The theme of limited resources was once again discussed as a limitation of implementation and peer advisors should be encouraged to seek out low and no-cost alternatives as they put forth a proposal to the university administration for support. The importance of measuring outcomes at each of these events was also addressed and will lead to greater support as the engagements demonstrate an increase in connection and belonging for both mentors and mentees.

There is much power in the peer mentor/mentee relationship. From this point forward, the peer advisor title will be placed on hold as we discuss the power of the peer mentor role. Peer mentors build important relationships that guide and lead students in the area of connection and belonging. Peer mentors often are the first point of contact and support for students as they prepare to meet with their faculty and staff advisors. Literature repeatedly demonstrates the positive impact peer mentoring has on retention, learning, and enhanced relationships with faculty and other students (e.g., Astin, Bowen, Tinto, Pascarella, Terenzini, and Upcraft). Students will more often accept the advice shared by their peers than that of professional staff. Advisors that have difficulty contacting their students can assign outreach efforts to peer mentors and refocus their valuable time and energy on in-depth developmental advising. Peer mentoring allows students the opportunity to identify the challenges, resistance, or uncertainty they are experiencing regarding meeting with their academic advisor. Peer mentors shatter the negative perspectives or myths that many college students have regarding advising or attending faculty office hours and normalize the experience while directly connecting the student to the advisor or faculty. Peer mentors are to be commended for their desires to improve student engagement with the planning of socials, newsletters, and student meet and greet events.

Recommendations for consideration

Consider peer support in the form of mentoring verses advising. Peer advisors/coaches are a vital resource for helping, guiding, leading students in the area of connection and belonging. Peer advisors/coaches supporting in the role of first point of contact and helping students prepare to meet with their advisers is an investment that has the literature has repeatedly demonstrated a positive impact on retention, increasing learning, and enhancing relationships with faculty, other students, and peers as evidence in decade of research (e.g. Astin, Bowen, Tinto, Pascarella, Terenzini, and Upcraft). Efficient use of resources. Peers will more often respond to their peers.

Advisors that have difficulty with outreach can assign students to peer advisors/coaches and refocus their energy on developmental advising and getting students to respond can focus their energy. Allowing an opportunity for peer advisors to identify the challenges students are experiencing, the resistance or the uncertainty they are facing regarding meeting with their academic advisor. Peer advisors/coaches shatter the negative perspective or myths that many college students perceive regarding advising or attending office hours and normalize the experience while directly connecting the student to the advisor or faculty. Paying individual accolades to the Peer advisors/coaches in their desires to improve student engagement with the planning of socials, newsletters, student-meet and greet events. The theme of limited resources once again addressed as a limitation of implementation and student advisors/coaches should be encouraged to seek out low and no-cost alternatives and put forth a proposal to the university administration for support. The importance of measuring outcomes at each of these events was also addressed, this will lead to greater support as the engagements demonstrate an increase in connection and belonging for both mentors and mentees.

The student success initiative funded the peer support component of academic advising in each college and the University advising center. While each college and the A&AS has adopted peer advisers for the training, assessment of knowledge and oversight were not evident for each area. Peer advising requires in-depth supervision, by trained well-seasoned professionals, developing and leading consistent training, observation, evaluation, and providing clear and consistent feedback for the continued growth of the peer advisor. This high investment of resources is beneficial when a pipeline is designed and sustained thereby creating opportunities for peer advisors to enter into the ranks of a student service professional (SSPI) post-graduation and during their Master's program. In the absence of a sustainable pipeline, high turnover, significant investment and then reinvestment of training begs a study or at least a reflection of a return on the universe investment. Potential CBA implications within the SSPI A or B classification incumbents advise students of existing policy and eligibility requirements. It is critical to operationalize the role of Peer Advisor and careful to not create this as a position that would be a better fit for an SSP role.

SSPIA or B

Advises students of existing policy and eligibility requirements. Work is well-defined.

Primarily concerned with individual student needs to determine services and proper course of action. Follows well established guidelines.

Makes recommendations. Little or no decision-making outside the limited scope of students.

Peer Advisor

Does not advise on policy or eligibility requirements.

Assists students by making appropriate referrals to advisors

Promotes autonomous decision-making among first-year students

Relevance and Meaning for Faculty Advisors

Faculty are academic advisors' best allies when invited to the table to co-create advising roles and responsibilities for the campus. Advising is complex and clear articulation across departments and colleges bring clarity and understanding of expectations.

The role of advising in the tenure and promotion process needs to be addressed and language included in the RPT to explain its significance. Assessment instruments used –how effectiveness is measured. Many faculty now integrate advising into their classes by partnering with advisors

Connecting students to resources, grad programs, careers, interns, SL, and mentoring

Guidelines to underscore the role department and program chairs play in helping faculty members become successful advisers. Tenure-track professors are encouraged to detail their advising records separately or placing it under service for merely signing change of major forms, but it's also acceptable for them to weave some of their advising experiences into the teaching section of their self-evaluation. Advising is a form of teaching and when appropriately done advising should carry weight in tenure & promotion process. When done properly advising should carry weight in the tenure & promotion process. Advising is one of the most important things we do in education. Make it clear that it is valued.

Athletics

One of the best practices at Cal State University San Bernardino is that of advising in the athletic center. Well each area submitted a plan that was approved and funded with student success initiative funds in the area of advising the athletics department produced and measured outcomes. These outcomes demonstrated the proficiency of students. In addition, it allowed advisers early insight, and understanding of the program successes and challenges.

RECCURRING THEMES AND OBSERVATIONS

- Students were not sure where general advising was located (A&AS)
- Knew that advising was done in the major department but wasn't always sure where it is located
- Decentralized model, with some overlap and centralized services for special populations (undeclared, academic probation, excessive units; services by A&AS office)
- Was informed that EOP partners with major advisors for support
- EOP is not fully on EAB yet
- Success in pockets, but each college/program is still working on its own
- Lack of resources

- Some departments have a very high student to advisor ratios
- Campus/staff need to reimagine the way in which they use their resources, especially their human capital and technology
- Advising does not and should not be transactional and behind a desk.
- Transparency & accuracy of advising
 - o Need to improve the use of notes
 - o Need to advocate for advisors to all be on the same note-taking platform
 - o No system in place for students to automatically see notes. Some advisors email notes, but not certain that it is done across advising the community
- Need to improve assessment of learning
 - o What knowledge are your students walking away with
 - o What evidence do you have that your advising work is successful
 - o Development of SALO Student Advising Learning Outcomes
 - o Develop Advisor Learning Outcomes
 - o Assessment exists in pockets, is not being used campus-wide
- Limited conversations between advising community and IT
 - o Improve cost/savings as we enhance the way information is presented to students.
- Encouraging faculty engagement with advising
 - o Invest in the professional development of the faculty/student relationship
 - o Faculty and leadership professional development to expand capacity to bring effective advising practices to scale
 - o Invite faculty to be a part of the process
 - o Bridge divides and build collaborations to ensure that campus programs work toward shared equity goals
 - o Engage & partner with the FDC
 - o Survey faculty and ask them:
 - o What training would you like

- Professional opportunities for growth and development
- o Invest in the professional development of the faculty/student relationship
- o Assessment of student advising outcomes almost nonexistent in self-review
- o Consider Peer Mentoring/Coaching vs Advising

Athletics as a best practice – evidence of learning outcomes

- Faculty involvement is limited
- o Develop a cross-divisional action task force to examine hurdles students face
- o CSUSB should consider applying to the John Gardner’s Institute of Excellence in Academic Advising NACADA + John Gardner

It is important to note that strategic reallocation of resources for integrative academic and career approach will not result in a one size fits all. Advisers in the role of educator help students focus on problem-solving team building solutions seeking behaviors these behaviors will support the student over time as they become self-directed lifelong learners. This usually cannot be sustained with one or two quick appointments. As with all education. High-impact practices such as learning communities, usually helps instructors and advisers partner together. This creates an opportunity for advisor and faculty to work together in creating the syllabus. Includes the including advising appointments at the beginning of the midpoint and during the last two weeks of course. Faculty and advisers work together the end result is student persistence and performance. How many are in financial distress? Inviting Finance, Financial Aid, Graduation evaluators, Advisors, Associate Deans and faculty advisors to a solution centered discussion to identify these variables and create a plan of action for degree completion will help ensure student success.

DEFINING ADVISING LEARNING OBJECTIVES

Numerous academic advising units are adopting the learning-centered advising paradigm. When advising units adopt a learning-centered advising philosophy it is beneficial to construct specific learning objectives (goals) for advising. The advisors need to know what they are teaching through their interaction with their advisees, and the students need to know what they are supposed to learn through their interaction with an academic advisor.

As the field of advising becomes highly commercialized, technology vendors all too often fail to recognize advising as learning, nor the benefit shared authorship. However, learning objectives answer the question: what should students learn through academic advising? Specifically, what should advisees learn to do as a result of academic advising; what information should they be able to articulate and what skills should they be able to demonstrate? Learning objectives are not the same as a list of advisor/advisee responsibilities. Outlines of advisor/advisee responsibilities are often an essential part of clarifying expectations and sometimes have learning objectives embedded in them. However, they are focused on behavior that makes learning possible, e.g. attendance at group meetings and prompt communication. Learning objectives are focused on

clarifying the intended learning outcomes rather than the behavior that will make those outcomes more likely.

It has long been known that developing learning objectives helps classroom instructors achieve better clarity about what they want to accomplish in their classes, and greater transparency about what techniques they need to use to achieve those goals. Specific learning objectives also help students meet those learning objectives more efficiently because they know, from the beginning, the goals of the course. Learning objectives give students a way to think about and talk about what they are learning. In addition, specific learning objectives make it possible to more reasonably assess how well the process of teaching and learning is progressing.

In this case, what is right for the classroom instructor is also true for the academic advisor. The process of constructing learning objectives helps advisors focus on the question of what students should learn through academic advising and how they are going to teach it. The use of well-designed learning objectives can help to focus advising sessions and shape advising strategies, as well as help students become more active and self-directed learners in the advising process. In addition, constructing learning objectives can assist in creating a method of assessing the effectiveness of advising practices through clear and attainable goals for advising outcomes.

The content of advising learning objectives are generally constructed around three major areas: information, skills, and cognitive development.

- What information should the student learn through academic advising?
- What specific terms, rules, procedures, and systems will be taught that the student should be able to clearly state?

This information might include the necessary requirements of the college and department, how to register for courses, and where to find details and information about options and exceptions.

- What skills should the student learn through academic advising?
- What tasks, skills or competencies should he or she be able to demonstrate?

These skills might include various kinds of academic planning, communication, technical, and study skills. For example, the student should learn to build an academic schedule that fulfills necessary requirements while it also keeps open options and/or develops special interests.

- What cognitive or developmental changes should the student be able to demonstrate due to academic advising?
- How should the student's thinking have changed?

This might include the student's ability to articulate the purpose of the requirements and curriculum as well as the advisee's ability to create his or her own academic path within the structure supplied by the college or university. It might also include evidence that the student can intentionally discover and plan for lifelong intellectual interests.

Learning objectives need to be tailored to fit the needs of the university, college, or departmental environment in which students function. They also must be shaped to fit the academic advising model in use and, of course, they must be tailored to the needs of the students being advised.

Mission statements are instrumental in constructing learning objectives. Reviewing the university, college, and/or departmental mission statement, as well as the advising unit's own mission statement, helps direct focus on what is being taught and helps identify which skills are being taught in the context of advising. For example, teaching students to research majors and to recognize their academic skills and interests is a step toward teaching them to be self-directed learners, a common goal at many colleges and universities.

Because the creation of learning objectives for academic advising is similar to creating learning objectives for traditional classroom courses, teaching centers designed to assist classroom instructors can be extremely helpful. Personnel in these campus teaching centers can suggest reading material, may have learning objective workshops in place, and can often meet with the advising unit to consult on their particular needs.

The academic advisors themselves are the experts on what learning objectives are most important to their own students, many of whom have particular tasks they must master. For example, first-generation students may need more instruction about the curriculum and the opportunities found at an institution. Student-athletes may need special assistance in learning how to manage their time. Learning objectives chosen by academic advisors will vary depending on the needs of the student population.

Often writing an academic advising syllabus is done in tandem with constructing learning objectives, but, even if a formal syllabus is not created, most units have an implied syllabus that can be used to help generate specific learning objectives. At certain times of the academic year, advisors are engaged in different kinds of teaching tasks. First-year advisors, for example, begin by teaching students how to build reasonable first semester schedules that support their academic and career goals; next they assist students in making the transition to college-level academics; then advisors help students discover their preferred area of study after they have had a chance to adjust to college more generally. At different times of the year, advisors teach different skills. Identifying the information and skills being taught at each point in the process is a vital step in constructing learning objectives that fit the students' needs.

Once the basics of constructing learning objectives are understood, it is useful to develop objectives as an advising unit and to build consensus within the unit. Because advising outcomes are generally judged against learning objectives, it's important that advisors feel that the objectives are attainable and that they know proper techniques for teaching them. Having advisors work as a group to draft learning objectives is helpful. Allowing advisors to revise the learning objectives until everyone is reasonably comfortable with them is also recommended.

Some practical considerations in constructing and using learning objectives include creating the learning objectives themselves, several other practical considerations are important. Advisors should decide on the order of the learning objectives, how they will be taught, how they will be

used in various kinds of advising situations, and how progress towards them will be evaluated. Below are a few suggestions:

1. Keep the learning objectives reasonable in number. Too many learning objectives will feel overwhelming both to the advisors and to the students.
2. List the learning objectives sequentially, in students' normal developmental pattern. For example, list those learning objectives that pertain to achieving basic academic competence before focusing on long-range planning.
3. Academic advisors can use learning objectives to help plan teaching strategies, focused individual and group communications, and meetings. Discussion of learning objectives in advisor staff meetings can also help advising units become more forward-looking in their work with the students.
4. Include only those learning goals that the advisors can reasonably teach. If you have no strategies for teaching advisees to be better world citizens, don't list it as a learning objective.
5. Try to have several concrete teaching strategies for each objective. For example, students might learn about the department requirements through your email communication.

INSTITUTIONAL DATA AND ASSESSMENT

There is a resounding commitment from all leadership and IR to support advising endeavors. The ability to disaggregate data by race/ethnicity, socioeconomic status, parents level of educational attainment is already available and ready for use. Assessment findings can help to identify potential curricular and non-curricular roadblocks that delay or inhibit student progress to timely degree completion. The identification of these roadblocks will create opportunities for intentional intervention and appropriate strategies.

The crown jewel of CSUSB is their office of institutional research. Throughout the visit it was evident that IR has built a culture of evidence. It is flexible, dynamic and responsive to the needs of leadership and users. Faculty, staff and administration all value and feel supported by IR. These strengths will be needed to address the equity gap for the campus to take action. It is unclear if the student campaigns underway are disaggregated by Pell, first generation. URM is disaggregated and readily available. Drilling down to the level of student contact data is critical.

IR has the ability to disaggregate data by race/ethnicity, socioeconomic status, parents level of educational attainment is already available and ready for use. IR has the ability to assist with data on Students Advising Learning Outcomes.

1. Graduation – On-time completion: rate at which a cohort persists and progresses with academic and co-curricular outcomes congruent with on-time completion
2. Persistence – term to term return

3. Progression – rate at which a cohort participates in any activity correlated with persistence such as credit-hour completion rates & course success
4. Retention – fall to fall return rate of any cohort or subpopulation within the cohort
5. Disaggregated student data by first generation, URM, and, socio-economic status

Assessment findings also help to identify potential curricular and non-curricular roadblocks that delay or inhibit student progress to timely degree completion. The identification of these roadblocks will create opportunities for intentional intervention and appropriate strategies

Why do seniors that are graduation candidates leave CSUSB without completing their degree? Who are they? Major, Pell, URM, first gen, gender, etc... What outstanding holds are on their accounts? What is their plan to return? What support/resources are needed?

How many are in financial distress? Inviting Finance, Financial Aid, Graduation evaluators, Advisors, Associate Deans and faculty advisors to a solution centered discussion to identify these variables and create a plan of action for degree completion will ensure

Utilizing National Clearing House Data and CSU CO Student Success Dashboards further captures the successes of all students that begin their academic journey with their university of origin. When focusing on student success outcomes, one must understand attrition as a variable that can have positive or negative impacts when measuring the effectiveness of university advising. Advancing holistic, proactive, developmental advising requires the courage to support students as they consider leaving for institutions or opportunities that more closely align with their goals, aspirations, and needs.

CONCLUSION

As President Morales stated, "A university campus is never static, so stay open to new opportunities, such as new classes, study abroad programs, music or theatre performances, athletic events, club or service organizations, and visiting speakers." In reviewing this advising framework, it is clear that it seeks to reflect the autonomy given to each college in order to structure advising based on the needs of students, faculty and staff. However, limited evidence was provided to demonstrate that such collaborative efforts have been successfully implemented. While individual program and department advising missions at CSUSB align with the university mission, an overarching institutional advising mission, driven by the development and implementation of Student Advising Learning Outcomes, will bring transparency in its interactions, communication, and operations. A willingness and desire to measure Students Advising Learning Outcomes that align with the University's mission, and thus aligns with a future university advising mission, is highly recommended. The most recent WASC review stated that "student advisement is an important component of student success, but again is not a quality indicator or particularly a "distinguishing" feature that separates CSUSB from its peers, as many higher education institutions have robust student advising. However, CSUSB should be justly proud of its work in enhancing student advisement through the implementation of peer advising, professional advisors in the Colleges, and greater focus on career and postgraduate

advising (not sure where the quote ends). CSUSB has developed a Four Year Degree Pledge Program that allows entering freshmen who have a declared major to graduate in four years. This is an innovative approach to a guaranteed four-year graduation.

Though not directly defined in the strategic plan, evidence for the support of academic advising has been embedded in the Academic Affairs mission statement as outlined in Goal 1 – Student Success Strategy 2: Provide evidence-based academic and social support programs to help students succeed. Ensure that student support programs are systematically delivered effectively and efficiently. Does advising meet the needs of a diverse student population through various forms and processes of advising and through numerous administrative actions? While growth in outreach and connection continues, the development of advising partnerships within Housing, the Obershaw DEN, and Coyote Advising Week are to be celebrated. Such design shows CSUSB's intention to reach students proactively where they are.

I hope this brief external review supports CSUSB as they closely align advising efforts with the institutional strategic plans, GI 2025, provide the evidence needed for additional resource allocation as advising emerges as a viable method for examining, reporting & tracking retention and graduation rates and challenges/hurdles faced by students on their academic journey. Finally, the develop of a campus-wide advising mission statement and advising student learning outcomes will provide an opportunity for continued growth, development and improvement of CSUSB advising.

Resources and References

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Determining-the-Worth-of-an-Advising-Unit.aspx>

<https://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/The-Who-What-When-How-and-Why-of-a-Program-Review.aspx>

Abiding by NACADA MUST

<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Interpreting-the-CAS-Advising-Standards.aspx>

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