



INSPIRATION TO INNOVATE

COYOTE FIRST STEP
California State University, San Bernardino



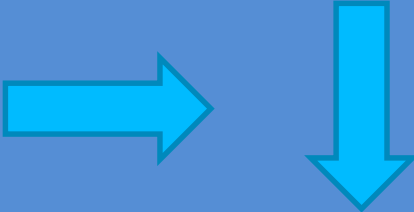
WHAT'S IN THE WAY OF OUR SUCCESS?

Barriers:

- The deficit model
- Institutions behave as if they give us an opportunity and our job is to take advantage of it. If we didn't, "Oh, well."
- We were either college ready or not.
- Colleges and universities will not (should not) get off the hook so easily.
- No data-driven decisions being made

Guiding Paradigms...

Rather than studying (students') success from a "deficit model," Harper conducted his research based on an "anti-deficit achievement framework." Instead of looking at what went wrong, Harper looked at what factors and institutional practices enabled the achievers to succeed - Anti-Deficit Framework



Student interactions across difference via campus-facilitated practices can help cultivate interpersonal and academic validation, social identity awareness (salience), a host of civic outcomes, multicultural competencies, and habits of mind for lifelong learning. – Dr. Sylvia Hurtado

CSUSB



20,767
STUDENTS

22

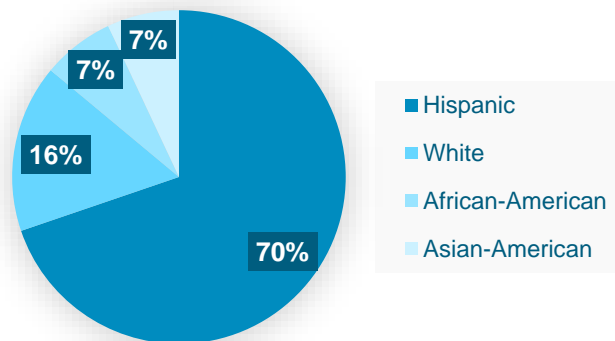
AVERAGE
AGE OF AN
UNDERGRAD

80%

FIRST GEN

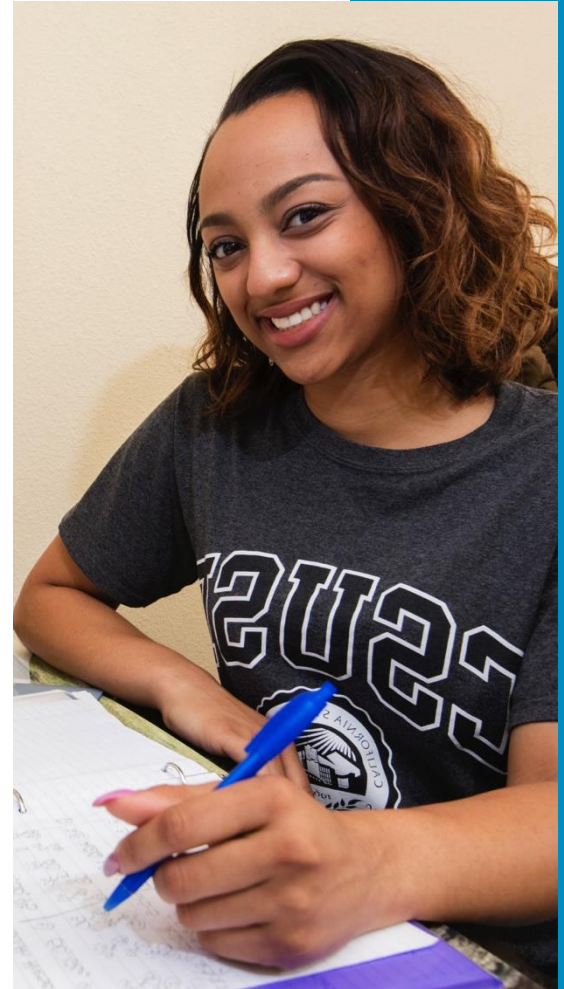
63%

RECEIVE PELL GRANT



BIG AUDACIOUS GOALS

- Math
- Writing
- Engagement
- High Quality
- Broad Scope
- No Cost
- Inclusive
- Effective
- Respect for Family



WHAT IS CSUSB DOING TO IMPROVE STUDENT SUCCESS?

- Our Coyote First STEP (CFS) intends to change institutional beliefs, attitudes and behaviors about blaming students for a “lack of college preparedness”
- CFS abandons the “college-ready” problem in favor of becoming a “student-ready” institution.
- Anti-deficit Model Informs CSUSB Student Success Commitments

CFS: ONE SOLUTION FOR STUDENT SUCCESS

CFS is a campus strategy designed to do what it takes to help students succeed by allocating resources necessary for student success.

FOR EXAMPLE:

CFS students spend 3 weeks (or more) living and learning on campus (at no cost) for developmental coursework in Math and Writing with engagement across the co-curriculum.



OUTCOMES

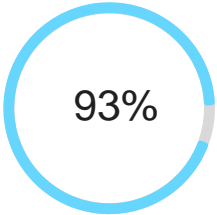
CFS:

- Students and their families learn to navigate the university experience.
- Includes intrusive advising on topics such as enrollment in college-level courses and establishing structured course schedules.
- Incentivizes students to take 15 credit hours
- Creates Social Support Networks
- Cultivates Confidence
- Practice Success Strategies

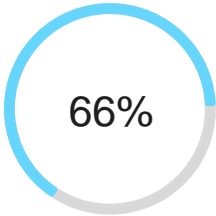
COYOTE FIRST STEP

Early Start Requirement

2015

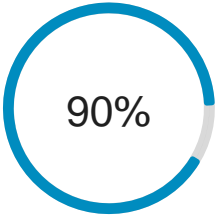


Increased Level
in Math

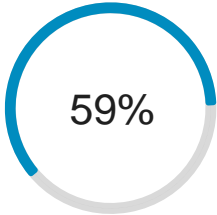


Math ready

2016



Increased Level
in Math



Math ready

SOLUTIONS

CFS:

- Uses advising software with predictive analytics to allow us to anticipate academic challenges before they occur so that we can address issues through collaborative and collegial support
- Teaches students about the need for advising, building academic roadmaps and accessing support to help improve retention and ultimately graduation rates.
- Develops Institutional Ties

CHALLENGES

Barriers We Overcame:

- Lack of adequate facilities and space.
- Financial support to keep CFS 'free' and maintain its sustainability.
- Collegiality between academic relatives
- Changing institutional beliefs, attitudes and behaviors towards the meaning of student success.



It's a matter of perspective, eh?

