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
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

80% FIRST GEN

63% RECEIVE PELL GRANT

22 AVERAGE AGE OF AN UNDERGRAD

(Bar chart with the following percentages for racial demographics: 70% Hispanic, 16% White, 7% African-American, 7% Asian-American.)
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.
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**
- 93% Increased Level in Math
- 66% Math ready

**2016**
- 90% Increased Level in Math
- 59% Math ready
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.
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?