

## Student Success Initiative Year Three/Summative Report

As part of CSUSB's commitment to our students and our accountability regarding the use of their student success fees, it is important to periodically provide detailed, succinct information regarding how SSI funds were utilized to support specific outcomes-based programs, the intended goals and outcomes of those projects or programs, the measures used to assess said outcomes, the results of those measures.

Please use the following template when preparing your unit's Year Three/Summative Report for the SSI Executive Committee. Keep in mind this report should serve as both a summary of your Year Three activities, as well as a cumulative report of your project's/program's experience and results over the course of the entire three-year period since SSI funds were first allocated.

Reports will be due to **your respective vice president or dean by April 15**. Should you have any questions or concerns regarding the completion of this report, please contact *Joanna Oxendine* via email at [joxendin@csusb.edu](mailto:joxendin@csusb.edu).

## CONTACT INFORMATION

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**SSI PROGRAM/PROJECT OVERVIEW:** (Describe the original overarching purpose, goals and outcomes of your SSI-funded project(s), program(s), etc. Bulleted lists and/or tables are encouraged.)

The Office of Retention Projects was funded by the Student Success Initiative to serve the following purpose:

- Review highly complex problems and issues associated with university- and system-critical objectives for retention and graduation of undergraduate students
- Provide leadership for broad-based retention efforts
- Use expertise and research in the areas of advising, retention, organization, and administration to provide key technical advice to the AVP for Undergraduate Studies and the Provost on strategic campus and system-wide objectives and methods for improving retention and graduation rates.
- Interpret, create and integrate information developed through the assessment of current retention efforts, including a thorough analysis of potential contributing factors to attrition and retention for individual students and groups, in order to create strategic long-term planning for retention efforts.
- Create and support retention programs and services according to evidence of need and potential for success.
- Engage in an ongoing evaluation process to measure success toward campus and system-wide goals and facilitate continuous improvement in institutional and organizational policies, operations, programs, practices, and decision-making that impact student retention and graduation.
- Prepare grant proposals for new student success projects and deliver consultation to units as they implement new projects with a specific focus on projects which deliver programs and services to student groups which experience gaps in retention and graduation rates
- Provide academic advising, counseling, and support to students who are experiencing academic difficulties

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**SSI-FUNDED ACTIVITIES:** (Please list and describe the activities undertaken for each year of the initial SSI allocation. If no activities were undertaken or funded for a particular year, please explain why.)

### Year 1 (2011-2012)

Hired two Co-Directors of Retention Projects (2.0 FTE) in April 2012 who were responsible for identifying departmental priorities and goals based on data and research found in the literature. In addition, these individuals began to develop the first projects that were deployed by the office. Activities undertaken between April –August 2012 include the following:

- Student African American Brotherhood & Sisterhood
  - Provided capacity building and support for the development of the Student African American Brotherhood (SAAB) and Student African American Sisterhood (SAAS) chapters at CSUSB. SAAS & SAAB are evidence-based programs which are designed to improve the retention of students of color by delivering programming which specifically addresses the following core principles (SAAB-accountability, proactive leadership, self-discipline, and intellectual development; SAAS –social unity, personal development, financial affairs, service learning, academic excellence, and cultural unity)
    - Coordinated the planning of the first SAAS & SAAB Retreat
    - Coordinated the recruitment of students during Student Orientation Advising and Registration (SOAR)
    - Facilitated the development of programming plans for the Fall quarter
    - Developed a data collection plan
    - Worked with the staff from Housing & Residential Life to align the deployment of SAAS & SAAB with the launch of the new Black Scholars Hall living and learning community
- Supplemental Instruction
  - Conducted an analysis of courses with the highest DFWI rates and planned the deployment of Supplemental Instruction for Fall 2012 that would be available to all students who were enrolled in the requisite courses. Supplemental Instruction is a research-based, locally-proven method for helping students succeed in challenging courses by providing them with additional subject-matter instruction, support, and guidance for the strengthening of critical college skills such as test taking, time management, and effective study habits.
- Graduation Initiative
  - Revised the campus plan for the Chancellor’s Office Graduation Initiative and worked to ensure that the plan for CSUSB was included on the main website which listed all campus plans. Collected data (quantitative and qualitative) and prepared bi-monthly reports for the Graduation Initiative that were submitted to the Chancellor’s Office.
- Retention Report
  - Reviewed available data and prepared a report which outlined the areas of need on campus with specific recommendations to improve student retention and success.
- Academic Advising
  - Conducted preliminary needs assessment regarding academic advising. As a result of the assessment, the office determined that they would undertake the following key tasks
    - Develop and deploy a campus-wide academic advising survey
    - Develop and deploy a peer advising program that would enable the campus to deliver more intrusive services to first-year and “at risk” students.
    - Support the development of the mission and vision of the University Academic Advising Council
- Early Start Program
  - Reviewed the campus processes for students to sign up for the Early Start program and subsequently drafted communication that would clarify expectations and would provide students with clear information to help them register for the appropriate Early Start course in a timely manner.
  - Worked collaboratively with the Administrative Computing and Business Intelligence to obtain queries of students who were required to participate in Early Start and contacted students to provide information and assistance.
  - Responded to calls from students who had questions and concerns regarding the Early Start program sign-up and registration process.

- High Impact Practices
  - Joined the campus committee on High Impact Practices (HIPs) and worked collaboratively with academic and co-curricular departments and programs in order to compile an inventory of opportunities for students to engage in HIPs at CSUSB.

## **Year 2 (2012-2013)**

- Student African American Sisterhood & Student African American Brotherhood
  - Coordinated the first SAAS & SAAB Fall Retreat, which included faculty and staff outreach efforts to increase student engagement in the retreat.
    - Over fifty students participated in the retreat that offered students opportunities to build relationships with their peers, improve their social skills, and to interact with faculty during a networking luncheon.
    - During the retreat, workshop facilitators familiarized students with the African American community at CSUSB, reviewed campus demographic data, presented retention data, and solicited the perspective of students to develop responsive programming for the academic year.
  - Retention Projects staff planned and executed monthly “Mentor Dinners” where students from SAAS, SAAB, and the Black Scholars Hall were invited to join faculty and staff for informal dinners each month. During the dinners, students and faculty were encouraged to get to know one another and build relationships to help increase the sense of community and provide students with at least one faculty and/or staff member who they were able to connect with if they needed support or assistance.
- Supplemental Instruction
  - The Retention Projects team engaged in an extensive outreach effort to increase student enrollment in supplemental instruction for the following content courses: Accounting 211, Mathematics 110, Biology 100, Political Science 203, and Psychology 100 courses (all courses with combinations of low mean GPA over time, high enrollment, and high percentage of course seats occupied by underclassmen).
  - In Fall 2012 the campus offered five sections of supplemental instruction.
  - In Winter 2013, the number of sections offered increased to nine sections. Marketing and outreach efforts to increase student enrollment in the courses included emails to students who registered for sections of the content courses with accompanying sections of supplemental instruction, in-class presentations for courses with students who were likely to enroll in the high-risk courses, and a partnership with the Office of Housing and Residential Life to market the supplemental instruction program to lower-division students.
- Graduation Initiative
  - Obtained data from the Office of Institutional Research and various offices on campus in order to prepare and submit the bi-monthly Graduation Initiative reports to the Chancellor’s Office.
- Academic Advising
  - Worked collaboratively with the Office of Institutional Research to identify variables to include in the linear regression model for their predictors of student retention. Then worked closely with the Office of Institutional Research and the Office of Advising and Academic Services to connect students in deciles 1-5 (students at the highest risk of not being retained) to deploy intrusive peer-peer interventions.
  - Worked collaboratively with the Office of Advising and Academic Services to prepare a proposal for funding to support the Student Success Peer Advising Program. The program was funded and the Office of Retention Projects provided consultation for the development of the program in the following areas:
    - Created program learning outcomes for peer advisors
    - Developed comprehensive training for peer advisors
    - Collaborated on the development of content for small group advising sessions offered during SOAR

- Facilitated training sessions on boundary setting, rapport building, self-awareness, diversity, and student development theory.
    - Collaborated with peer advising programs across campus to identify ways that the program could benefit from the experiences of existing programs
  - Analyzed and shared results of the Academic Advising Survey for first time freshmen during summer orientation in Summer 2012 with the president and other senior administrators.
- Early Start Program
  - Advocated for the inclusion of Early Start options for mathematics that would increase the likelihood of student success. Subsequent changes included the addition of Math 80 and Math 90 as options and the increased recommendation of the Intensive Math Program as a preferred option for all eligible students.
  - Designed and facilitated Early Start Program professional development sessions for staff and students in Undergraduate Studies who typically received calls from students with questions regarding the Early Start program registration processes.
  - Coordinated the process for following up with students who inquired about the program.
  - Created videos that were included on the website with students who described the purpose of the program and the options that were available.
  - Redesigned the Early Start web pages to make them more “student friendly”
- High Impact Practices
  - Continued to work with the campus committee on High Impact Practices (HIPs) and continued to compile opportunities for students to engage in HIPs at CSUSB for the campus inventory.
  - Since the list was not inclusive of opportunities for students to participate in research, Retention Projects staff worked with the Office for Student Research to create a faculty research interest inventory.
    - The faculty research inventory was presented to Academic Affairs leadership and after several revisions, was deployed to the faculty.
    - The response rate from the faculty was too low to obtain any meaningful data for analysis.
- Pre-Nursing Intervention
  - Identified those factors that were indicative of risk for students who declared the pre-nursing plan.
  - Then developed a subsequent strategy to move students out of the plan and into a different major if they did not meet the requirements for entry into the nursing program.
- First Year Experience
  - Recruited faculty and staff from divisions across campus to participate in the International First Year Experience conference and to join a First Year Experience Task Force that would re-envision the first year for students at CSUSB.
- Externally Funded Student Success Programs
  - Worked collaboratively with AVID for Higher Education to support the implementation of their Student Success Initiative at CSUSB
  - Served as Project Manager for the study of the Intensive Mathematics Program funded by the Southern Education Foundation as a part of the Minority Serving Institution Consortium for Innovation and Change.
    - Revised the work plan submitted by CSUSB
    - Coordinated the recruitment and hiring of Student Assistants to support qualitative and quantitative data collection and research
    - Coordinated the purchase, deployment, and subsequent follow up with the Higher Education Research Institute (HERI) to deploy the CIRP Freshmen Survey which provides the campus with more data regarding CSUSB first year students that can be used improve programs and services.

### Year 3 (2013-2014)

- Student African American Sisterhood & Student African American Brotherhood
  - Coordinated the SAAS & SAAB Fall Retreat
  - Served as advisor to the SAAS chapter
    - Facilitated program planning
    - Worked with faculty and staff to coordinate involvement in weekly workshops
    - Prepared program marketing and support to increase student involvement
  - Coordinated data collection efforts to begin assessment projects in collaboration with the Office of Institutional Research
- Supplemental Instruction
  - During the second year of implementation, Retention Projects has offered twenty-eight sections, across six subject areas. The office has been able to serve a total of 578 students. Through the expansion of our course offerings, Retention Projects has been able to increase the number of students served through the Supplemental Instruction program (305: 12/13 AY to 578: 13/14 AY).
  - Given the office's experience with Supplemental Instruction, Retention Projects staff designed the training for the new Supplemental Instruction programs delivered by the Office for Student Research in collaboration with the Director of the Teaching Research Center, the Office for Student Conduct and Ethical Development, and the Office of Advising and Academic Services.
- Graduation Initiative
  - The Office of Retention Projects has continued to obtain relevant data from Institutional Research and other offices across campus to prepare and submit the bi-monthly Graduation Initiative reports to the Chancellor's Office.
  - Most recent reports to the Chancellor's Office include analysis of progress that reflects four-year graduation rates for students who were in the 2009 cohort.
- Academic Advising
  - The peer advising training was adopted as a campus wide requirement. Retention Projects staff continues to work collaboratively with the Coordinator of the Student Success Peer Advising Program to facilitate sessions during the campus-wide peer advising training.
  - Collaborated with the University Academic Advising Council to provide professional development for Academic Advisors on academic advising models and assessment strategies
  - Planned a professional development session for academic advisors that will provide an overview of student development theories and the application of those theories to students served at CSUSB.
- Early Start Program
  - Developed a proposal for the Early Start Program call center.
  - Designed and facilitated trainings for staff and students who work in the call center to serve first-time freshmen who may call the campus with questions.
  - Coordinated the process for following up with students who inquired about the program.
  - Created an online tool that students can use to identify their required Early Start program course.
  - Redesigned the Early Start web pages to make them more "student friendly"
  - Provided consultation to improve the effectiveness of Early Start Program meetings
  - Serve as chair for the committee that will design co-curricular programming for the Coyote 1<sup>st</sup> STEP program
- First Year Experience
  - Coordinated and facilitated task force meetings
  - Provided support for chairs of task force sub-committees

- Developed relationships with faculty who eventually agreed to join the task force and serve on subcommittees
- First Year Seminar
  - Serve as chair for the First Year Seminar (FYS) committee for Undergraduate Studies 200 (USTD 200).
  - Facilitated discussions on the development and implementation of course learning outcomes to drive improvements in instructional quality
  - Provide capacity building and support for instructors who will teach USTD 100 in Fall 2014.
- Externally Funded Student Success Programs
  - Created the AVID for Higher Education campus plan in collaboration with faculty, staff, and administrators.
    - Attended professional learning focused on increasing the institution's capacity to undergo changes that would improve student success
    - Facilitate a committee that will collaboratively (faculty and staff) design a first year seminar pilot
    - Coordinate the data collection process for the project
    - Submit required documentation to ensure compliance with Michael and Susan Dell Foundation funding.
  - Continue to serve as Project Manager for the study of the Intensive Mathematics Program funded by the Southern Education Foundation as a part of the Minority Serving Institution Consortium for Innovation and Change.
    - Monitor progress to ensure compliance with the work plan
    - Presented at National Association of Developmental Education conference on behalf of the campus and the Intensive Mathematics Program
    - Provide support and intermittent supervision for Student Assistants who are included on the SEF grant.

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**ACCOMPLISHMENTS/PROGRESS TOWARDS OUTCOMES:** (Describe the progress you have made each year toward your original SSI goals and outcomes. Indicate clearly how student success was enhanced by your program or service/s. Be sure to include the measures you employed and evidence/data you collected for each outcome where appropriate. )

- Student African American Brotherhood & Sisterhood

Year 1 - Staff and students were able to recruit one hundred thirty five students to sign up for SAAS & SAAB during SOAR. Note: The office did not have staff until April 2012.

Year 2 –The Office of Retention Projects planned and executed the first retreat for students in Fall 2012 in collaboration with staff from other offices and departments. Fifty students attended the retreat and forty responded to the survey with the following responses:

<b>As a result of participating in the retreat, I</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Understand the purpose of SAAS/SAAB at CSUSB	0	0	3	37
Can identify at least one faculty or staff member who supports the SAAS/SAAB network at CSUSB	0	0	3	37
Feel like I can effectively communicate with faculty or staff who are in support of the SAAS/SAAB network at CSUSB	0	0	3	37
Will participate in SAAS/SAAB network organization activities	0	0	14	26
Had an opportunity to share my ideas about the types of programs SAAS & SAAB should offer this year	0	2	12	26
Will encourage other students to participate in SAAS & SAAB network organizations	0	0	6	34

Year 3 –The office staff collaboratively planned and executed the second annual SAAS & SAAB retreat. Fifty students attended the second annual retreat with a larger percentage of first year students participating than the previous academic year. Upon completion of the retreat, students provided the responses below.

<b>As a result of participating in the retreat, I</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Understand the purpose of SAAS/SAAB at CSUSB	0	0	1	37
Can identify at least one faculty or staff member who supports the SAAS/SAAB network at CSUSB	0	0	3	35
Feel like I can effectively communicate with faculty or staff who are in support of the SAAS/SAAB network at CSUSB	0	0	2	36
Will participate in SAAS/SAAB network organization activities	0		8	29
Had an opportunity to share my ideas about the types of programs SAAS/SAAB should offer this year	0	6	9	23
Will encourage other students to participate in SAAS & SAAB network organizations	0	0	3	35

The office has also compiled all of the participation data for SAAS and SAAB by for the last two academic years. That data will be analyzed in a study that is currently being conducted by the Office of Institutional Research.



- Supplemental Instruction- The first sections of supplemental instruction offered by the Office of Retention Projects were offered in Fall 2012 (Year 2)
  - During the pilot year, twenty sections of Supplemental Instruction, across five subject areas were offered to serve a total of 305 students.
  - The results have been promising in demonstrating the effectiveness of the program. For example, in Fall 2012, the average grade for SI students (and received CR in the SI course) in their Math 110 course was a 2.5. The average grade for those students who took Math 110 without the SI course was 2.02. The average grade for students who took SI (and received CR in the SI course) with their Psychology 100 course was a 2.59. The average grade for those students who took Psychology 100 without the SI course was 1.9.
  - The results also show reductions in DFWI rates. For example, during Winter 2013, the DFWI rates for students who took Political Science 203 without SI was 30.3%. The DFWI rates for those students who took Political Science 203 with SI was 15.8%. In Spring 2013, the DFWI rate for Psychology 100 students without SI was 21.4%. The DFWI rate for the students in Psychology 100 with SI was 11.4%. These results suggest a potential correlation between supplemental instruction and course DFWI rates. Additional statistical analysis will need to be conducted in order to confirm this relationship.
  - In addition to the quantitative data collected, qualitative data was obtained from the students to gain their perspectives and opinions on the courses. Surveys are distributed every quarter, during the fifth week. The surveys used are different from SOTEs in that they are not measuring the effectiveness of the instructor, but rather the effectiveness of the SI course. The survey items ask about whether or not the student believed that there was a value added by taking the SI course as well as any ways that they feel the SI courses can be improved. Their feedback has been used to identify strengths and opportunities for improvement with the SI program.

## Year 2 Supplemental Instruction Data

	Enrollment		Average Grade			
	Total	SI	All Enrolled	Non-SI Students	All SI Students <sup>1</sup>	SI Students CR <sup>2</sup>
<b>Fall 2012 SI Content Courses</b>	526	50	2.09 (n=528)	2.07 (n=478)	2.28 (n=50)	2.48 (n=45)
Biology 100	239	14	2.24	2.25	2.15	2.32
Math 110	129	20	2.07	2.02	2.25	2.5
<i>Math 110 Section 5</i>	40	8	2.36	2.23	2.91	3.33
<i>Math 110 Section 9</i>	46	6	2.45	2.44	2.57	3.08 (n=5)
<i>Math 110 Section 22</i>	43	6	1.35	1.39	1.05	1.05
Psychology 100	158	16	1.95	1.9	2.42	2.59
<b>Winter 2013 SI Content Courses</b>	1156	103	2.14 (n=1145)	2.11 (n=1043)	2.31 (n=102)	2.33 (n=97)
Accounting 211	65	6	2.52	2.55	2.28	2.93
Biology 100	311	24	2.26	2.23	2.55	2.57
<i>Biology 100 Section 1</i>	173	12	2.20	2.19	2.33	2.36
<i>Biology 100 Section 2</i>	138	12	2.34	2.30	2.78	2.78
Math 110	73	14	2.09	2.13	1.92	1.92
<i>Math 110 Section 9</i>	35	7	1.79	1.80	1.76	1.76
<i>Math 110 Section 11</i>	38	7	2.34	2.40	2.09	2.09
Political Science 203	287	19	2.11	2.11	2.28	2.28
Psychology 100	420	40	2.01	1.98	2.34	2.31
<i>Psychology 100 Section 1</i>	223	22	2.19	2.19	2.20	2.2
<i>Psychology 100 Section 2</i>	197	18	1.81	1.74	2.51	2.42
<b>Spring 2013 SI Content Courses</b>	1213	152	2.12 (n=1215)	2.09 (n=1063)	2.35 (n=152)	2.43 (n=141)
Biology 100	236	16	2.27	2.26	2.49	2.49
Math 110	85	32	1.93	1.71	2.29	2.50
<i>Math 110 Section 7</i>	41	13	1.57	1.46	1.79	2.13
<i>Math 110 Section 10</i>	44	19	2.26	1.98	2.63	2.73
Political Science 203	510	68	1.88	1.82	2.23	2.27
<i>Political Science 203 Section 1</i>	276	51	1.89	1.77	2.42	2.52
<i>Political Science 203 Section 3</i>	234	17	1.86	1.88	1.67	1.53
Psychology 100	382	36	2.45	2.44	2.58	2.66
<i>Psychology 100 Section 1</i>	216	20	2.78	2.74	3.15	3.15
<i>Psychology 100 Section 2</i>	166	16	2.04	2.06	1.87	2.00

Year 2 Supplemental Instruction Data (continued)

	Enrollment		DFWI Rates (NC = F) <sup>4</sup>			
	Total	SI	All Enrolled	Non-SI Students	All SI Students <sup>1</sup>	SI Students CR <sup>2</sup>
<b>Fall 2012 SI Content Courses</b>	526	50	26.2%	26.4%	24.0%	17.8%
Biology 100	239	14	19.7%	19.6%	21.4%	15.4%
Math 110	129	20	33.3%	33.0%	35.0%	27.8%
<i>Math 110 Section 5</i>	40	8	32.5%	34.4%	25.0%	14.3%
<i>Math 110 Section 9</i>	46	6	19.6%	20.0%	16.7%	0.0%
<i>Math 110 Section 22</i>	43	6	48.8%	45.9%	66.7%	66.7%
Psychology 100	158	16	35.4%	38.0%	12.5%	7.1%
<b>Winter 2013 SI Content Courses</b>	1156	103	26.0%	26.6%	19.4%	19.4%
Accounting 211	65	6	18.5%	18.6%	16.7%	0.0%
Biology 100	311	24	21.5%	22.0%	16.7%	17.4%
<i>Biology 100 Section 1</i>	173	12	24.3%	24.8%	16.7%	18.2%
<i>Biology 100 Section 2</i>	138	12	18.1%	18.3%	16.7%	16.7%
Math 110	73	14	32.9%	32.2%	35.7%	35.7%
<i>Math 110 Section 9</i>	35	7	48.6%	50.0%	42.9%	42.9%
<i>Math 110 Section 11</i>	38	7	18.4%	16.1%	28.6%	28.6%
Political Science 203	287	19	29.4%	30.3%	15.8%	15.8%
Psychology 100	420	40	32.1%	33.6%	17.5%	18.4%
<i>Psychology 100 Section 1</i>	223	22	24.2%	24.4%	22.7%	23.8%
<i>Psychology 100 Section 2</i>	197	18	41.1%	44.1%	11.1%	11.8%
<b>Spring 2013 SI Content Courses</b>	1213	152	25.1%	25.9%	19.1%	17.0%
Biology 100	236	16	17.9%	18.7%	6.2%	6.2%
Math 110	85	32	28.2%	35.8%	15.6%	11.5%
<i>Math 110 Section 7</i>	41	13	39.0%	42.9%	30.8%	20.0%
<i>Math 110 Section 10</i>	44	19	18.2%	28.0%	5.3%	6.2%
Political Science 203	510	68	36.7%	38.2%	26.5%	25.0%
<i>Political Science 203 Section 1</i>	276	51	37.7%	41.8%	19.6%	16.7%
<i>Political Science 203 Section 3</i>	234	17	35.5%	34.6%	47.1%	50.0%
Psychology 100	382	36	20.7%	21.4%	13.9%	11.4%
<i>Psychology 100 Section 1</i>	216	20	15.7%	16.8%	5.0%	5.0%
<i>Psychology 100 Section 2</i>	166	16	27.1%	27.3%	25.0%	20.0%

**Year 3 Supplemental Instruction-** The additional support offered in sections of Supplemental Instruction appears to be a contributing factor in student success. During the second year of implementation, the office offered twenty-eight sections, across six subject areas to serve a total of 578 students. Through the expansion of our course offerings, the office has been able to increase the number of students served through the Supplemental Instruction program (305: 12/13 AY to 578: 13/14 AY).

In the tables below, the average grade for those students who took SI (and received CR in the SI course) with their Biology 100 course was 2.63. The average grade for those students who took Biology 100 course without the SI course was 2.13. The average grade for students who took SI (and received CR in the SI course) with Math 110 was 3.27. The average grade for those students who took Math 110 without the SI course was 3.04. The average grade for students who took SI (and received CR in the SI course) with Political Science 203 was 2.01. The average grade for those students who took Political Science 203 without SI was 1.84. As well, the average grade for those students who took SI (and received CR in the SI course) with Psychology 100 was 2.85. The average grade for those students who took Psychology 100 without the SI course was 2.59.

The 2013/14 data shows a reduction in DFWI rates. For example, the DFWI rate for students in Political Science 203 without the SI was 39%. The DFWI rates for those students who took the same Political Science 203 course with SI was 23%. In Biology 100, students without the SI course had a DFWI rate of 24% Biology 100 while the rate for students enrolled in SI was 0%. The data suggests that DFWI rates are dramatically reduced for those students who take SI with their content course.

### Year 3 Supplemental Instruction Data

	Enrollment		Average Grade			
	Total	SI	All Enrolled	Non-SI Students	All SI Students <sup>1</sup>	SI Students CR <sup>2</sup>
<b>Fall 2013 SI Content Courses</b>	1272	168	2.26	2.21	2.54	2.59
Biology 100 (Section 1)	236	21	2.17	2.13	2.61	2.63
Math 110	85	37	3.04	2.96	3.15	3.27
Math 110 Section 9	44	19	2.88	2.89	2.86	3.09
Math 110 Section 11	41	18	3.21	3.03	3.45	3.44
Political Science 203	499	68	1.84	1.82	2.02	2.06
Political Science 203-1	282	50	1.87	1.82	2.11	2.08
Political Science 203-2	217	18	1.81	1.81	1.79	2.01
Psychology 100	452	42	2.61	2.59	2.81	2.85
Psychology 100-1	222	21	2.21	2.22	2.13	2.13
Psychology 100-2	230	21	2.99	2.94	3.50	3.66

Year 3 Supplemental Instruction Data (continued)

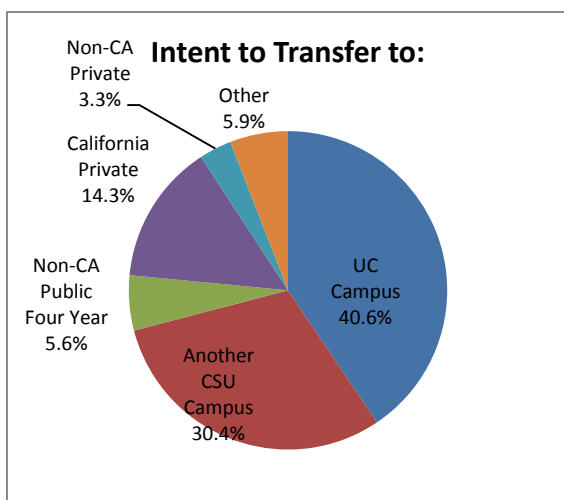
	Enrollment		DFWI Rates (NC = F) <sup>4</sup>			
	Total	SI	All Enrolled	Non-SI Students	All SI Students <sup>1</sup>	SI Students CR <sup>2</sup>
<b>Fall 2013 SI Content Courses</b>	1272	168	25%	27%	15%	13%
Biology 100 (Section 1)	236	21	22%	24%	0%	0%
Math 110	85	37	8%	10%	5%	3%
Math 110 Section 9	44	19	5%	4%	5%	0%
Math 110 Section 11	41	18	12%	17%	6%	6%
Political Science 203	499	68	37%	39%	25%	23%
Political Science 203-1	282	50	35%	38%	22%	22%
Political Science 203-2	217	18	40%	40%	33%	27%
Psychology 100	452	42	17%	17%	14%	13%
Psychology 100-1	222	21	21%	21%	24%	24%
Psychology 100-2	230	21	13%	13%	5%	0%

- Graduation Initiative Monitoring & Report (Year 1, 2, 3)
  - Each quarter, the report reflects that the campus has made significant improvements in the areas of support and tools for academic advising, development and implementation of programs to improve retention and graduation of groups with achievement gaps, and improvement of support for students enrolled in high-risk courses
  
- Academic Advising
  - Year 1 – An initial needs assessment was conducted and qualitative data was obtained to identify the areas where the campus would require additional capacity building and support to improve academic advising.
  - Year 2- The Office of Retention Projects deployed a survey during SOAR and the findings presented below were compiled in a detailed report and shared with former CSUSB President Albert Karnig.
    - The 1,676 survey respondents were relatively evenly distributed across the six SOAR dates, with the number of responders on a single SOAR date ranging from 266 on July 23-24 to 300 on July 16-17. Female responders outnumber males approximately 5:3, as can be expected given our campus demographics with regard to gender. Students with declared majors in the College of Natural Sciences dominate the responses, comprising 49.1% of responders. The College of Social and Behavioral Sciences is a distant second with 17.7% of responders. Within individual majors, Pre-Nursing students comprise 20.4% of all responders and a full 41.6% of College of Natural Science responders. The next most highly represented majors (stated as a percentage of all responders) are Undeclared (15.5%), Biology (12.5%), Criminal Justice (7.8%), Kinesiology (5.7%), and Psychology (5.3%).

When asked, students rated the impact that each of the following factors had on your decision to attend CSUSB:

	Not important at all	Not very important	Somewhat important	Important	Very important	Responses
<b>I was admitted</b>	<b>0.9%</b>	<b>1.0%</b>	<b>6.9%</b>	<b>26.5%</b>	<b>64.7%</b>	<b>1675</b>
	15	17	116	444	1083	
<b>Availability of major</b>	<b>1.6%</b>	<b>2.8%</b>	<b>11.1%</b>	<b>30.3%</b>	<b>54.1%</b>	<b>1672</b>
	27	47	186	507	905	
<b>Recommendation from family, friends, or peers</b>	<b>5.9%</b>	<b>9.8%</b>	<b>30.4%</b>	<b>33.2%</b>	<b>20.7%</b>	<b>1675</b>
	99	164	509	556	347	
<b>Recommendation from school or college counselors</b>	<b>7.5%</b>	<b>9.2%</b>	<b>26.3%</b>	<b>33.3%</b>	<b>23.8%</b>	<b>1674</b>
	125	154	440	557	398	
<b>Academic reputation of the campus</b>	<b>2.7%</b>	<b>4.3%</b>	<b>22.0%</b>	<b>41.2%</b>	<b>29.9%</b>	<b>1671</b>
	45	72	367	688	499	
<b>Academic reputation of the campus in my major</b>	<b>3.2%</b>	<b>3.7%</b>	<b>19.8%</b>	<b>37.7%</b>	<b>35.5%</b>	<b>1674</b>
	54	62	332	631	595	
<b>Opportunity for contact with faculty</b>	<b>4.0%</b>	<b>7.1%</b>	<b>20.6%</b>	<b>37.1%</b>	<b>31.2%</b>	<b>1671</b>
	67	118	345	620	521	
<b>Reputation of faculty</b>	<b>4.4%</b>	<b>8.2%</b>	<b>24.9%</b>	<b>38.5%</b>	<b>23.9%</b>	<b>1673</b>
	74	138	417	644	400	

Student Response	Count	Percent
I intend to graduate from CSUSB	1305	77.9%
I intend to complete general education requirements and transfer them to another 4-year school.	147	8.8%
I intend to transfer to another 4-year school as soon as possible regardless of whether I have completed general education requirements.	41	2.4%
I intend to transfer to a two year vocational, technical, or community college.	4	0.2%
I am unsure whether I intend to transfer or graduate from CSUSB.	171	10.2%
Other:	8	0.5%



Other interesting findings from this study included the fact that an overwhelming number of incoming first-time freshmen are interested in being connected with faculty from their major department in the first year, with 75.1% stating a definite yes and another 23.9% stating that they are unsure but would like to know more about it. Only 1% of responders answered no to this question. (Q16) The retention literature emphasizes the importance of meaningful student-faculty interaction to retention, and the results of the survey show that student preferences are in line with what the research states is valuable. It may be valuable to disseminate this information and find ways to encourage low-risk opportunities for meaningful interactions between faculty and first-year students.

A large percentage of responders intend to seek employment within California immediately after earning degrees (65.7%) while a substantial portion indicate an immediate post-degree goal of attending graduate school (26%). (Q9)

A very high portion of incoming first-time freshmen report degree attainment goals beyond a Bachelor's degree. In fact, only 29.2% of responders report that a Bachelor's degree is the highest degree they plan to attain. (Q10) Further study is warranted to compare actual attainment rates with these aspirations and also to seek appropriate ways to fill any gaps that may exist in undergraduate preparation for graduate and professional programs.

- Year 3 – The office did not re-deploy the academic advising survey during the third year because it deployed the HERI CIRP Freshmen survey. The CIRP data was received March 1, 2014 and is currently being analyzed

by Student Assistants funded by the Southern Education Foundation grant that is supporting the study of the Intensive Mathematics Program.

- Early Start Program
  - Year 1 The program was enhanced by the support students received through email messages and phone calls from staff who inquired about their information needs and provided assistance with registering for the program.
  - Year 2 The office worked diligently to create additional tools to improve the communication regarding the program which included the improved website, videos, and staff who completed the trainings and were available to answer students' questions and provide support. Consequently, the number of students who enrolled in an appropriate option, which required a greater time commitment, increased. (IMP reached record enrollment with over four hundred participants.) Students also enrolled in Early Start Math 80 & 90 (six week courses) rather than participate in the eight day Early Start math 15B or 15C option.
  - Year 3 The office has provided professional development for over 60 staff members to ensure that there is a cadre of individuals who understand the strengths of CSUSB students and the challenges they face with developmental education. Approximately twenty-five additional staff registered to participate in future professional development sessions in April. The online tool that was created to help students identify their required Early Start program has been used 214 times as of April 14, 2014. However, the tool does not track Coyote ID numbers so the office is unable to obtain student level data at this time.

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**CUMULATIVE FINDINGS:** (Please discuss the overall results of your SSI-funded program(s), project(s), etc. as they pertain to your original outcomes *over the course of the past three years*. What improvements should be made?)

The overall results of this study of our activities and progress suggests that there is a need for an office that creates programs, delivers supplemental instruction, provides consultation in the area of capacity building during the implementation of evidence-based programs (ex. the Student Success Peer Advisor Program, SAAS, and SAAB) supports the implementation of newly funded student success programs), obtains actionable data that can be used to address specific areas of need on campus, provides technical advice to the administration regarding our progress on system-wide objectives and other retention efforts, and provides leadership for broad based retention efforts.

The Office of Retention Projects delivers macro level support to the campus and also serves individual students to address complex problems.

While most of our programs have continued to grow steadily over these past two years, one area of improvement to enhance our Supplemental Instruction program is to improve professional development for our SI instructors. Teaching Associates facilitate our Supplemental Instruction courses. For many, this is their first time teaching a course on a college campus. Although they are knowledgeable in the subject, they need additional support in the pedagogy and what effective teaching strategies look like to help increase their confidence in the classroom and equip them with additional tools and resources to be more effective in the classroom.

Another area where the office can improve would be to more clearly define its role and priorities. Retention projects are cross-divisional and present unique opportunities for the institution. However, with limited staff, the office frequently took on more projects than there was staff to support. Consequently, staff became overworked and turnover



became inevitable. Going forward, some direction from the administration with regard to its priorities that the office would then support may be an approach that should be explored. Especially given that the staff in the office have a high level of responsibility with limited authority to make decisions or even communicate findings with administrators.

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**CHALLENGES:** (Please list any significant challenges encountered over the course of the past three years that have affected your ability to fully implement your intended activities or to reach your articulated outcomes. How did you address these challenges?)

Some of the greatest challenges for the office have been a lack of clarity around the role of the office and the absence of any authority to make recommendations directly to the individuals who have the power to effectively influence change. To circumvent the challenge, the office frequently utilized the Associate Vice President for Undergraduate Studies to convey their findings, recommendations, and requests. However, with various agendas and perspectives regarding the most appropriate steps to take in order to improve student success and retention, obtaining buy in and support became challenging at times. Subsequent conflicts ensued and many projects were stopped prematurely. However, over the duration of the three-year period, the staff in the office has been able to develop relationships with staff and administrators who have been willing to collaborate and support the successful implementation of projects. Consequently, the office is currently working collaboratively with faculty and staff on projects focused on improving the first year including but not limited to the first year seminar. These projects would not have even been possible a year ago, but the on-going interaction and involvement in collaborative projects has led to improvement.

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**LESSONS LEARNED:** (Please share any additional information you'd like regarding this area not covered above.)

**SUSTAINABILITY:** (Please explain how your department is planning for the continuation of your SSI-funded programs, projects, activities, etc.)

Given the nature of the types of projects delivered through the Office of Retention Projects, external sources of funding can be used to support some projects focused on student success. However, funding to support the entire office is currently unavailable. Recently, when the office lost one of the Co-Directors, the determination was made that the position would not be filled. This decision was not based on the absence of a need for staff to work on retention projects, specifically in the area of academic advising (which was the area of expertise for the previous staff member), but on the lack of funding available to continue to support the office.

**2013-2014 Budget Summary:** (Please account for all expenditures and/or encumbrances of SSI funds to date this fiscal year. Be sure to include detailed information regarding the outcome and activity or line item to which each expenditure is connected.)

<b>Expenditure Description</b>	<b>Outcome(s) Supported</b>	<b>Supported Activities</b>	<b>FTE</b>	<b>Spent as of 3/31/14</b>	<b>Encumbered (April –June)</b>	<b>Amount (Total AY 2013/14)</b>
Co-Directors of Retention Projects Salaries		Retention projects office will review highly complex problems and will provide leadership, expertise, and support to improve and/or develop programs and projects, which increase retention and graduation rates of students at CSUSB.	2.0	93,951.41	18,621.00	112,572.41
Co-Directors of Retention Projects Benefits		Retention projects office will review highly complex problems and will provide leadership, expertise, and support to improve and/or develop programs and projects, which increase retention and graduation rates of students at CSUSB.	2.0	42178.33	10440.78	52619.11

**TOTAL: 165,191.52**