



Graduation Initiative 2025 October 2022 Update

Equity Priority 1: Re-Engage and Re-Enroll Underserved Students: Advance systemwide and campus re-enrollment campaigns and establish campus retention targets beginning with the spring 2022 semester and continuing for the next three years.

NON-ENROLLED STUDENT CAMPAIGN

In June 2022 a cross-divisional team from DAA and DSA contacted 721 continuing CSUCI students, prioritizing the following student categories: students within 16 units of graduating, students who received debt discharge, students with strong academic standing. Per the [last quarterly report](#), all students on the list received a pre-contact text alerting them to our intention to outreach 2 days in advance. On Saturday, June 10th the team made 252 (35% of the list) calls. Of these, 50% (127/252) resulted in voicemail contact and 25% (64/252) resulted in no contact (36 were not in service or wrong number). The remaining 61 resulted in answered calls. Of these 61 responses, 18% (n=11) were transferred to professional staff (2 to Financial Aid, 9 to Advising). 7 follow up appointments scheduled with Advising, and 7 additional students were interested in re-entry but didn't have time to talk at that moment (need follow up). Academic Advising followed up with these 7 students.

As a follow up to our June 2022 non-enrolled student campaign, Academic Advising met with 89 students from the original list. About 22% (20) through express, drop-in advising, and 78% (69) through scheduled advising appointments.

- Of those 89 students who met with an academic advisor, 64% (57) are currently enrolled for the fall 2022 semester, while the others decided they were not ready to return to CI.

In July, Academic Advising focused on outreach to incoming students who attended orientation but were not registered for the fall semester. However, that office received 57 referrals of non-enrolled students interested in meeting with an advisor to discuss returning to CI from the Ekhhobot outreach.

- Academic advisors met with 60% (34) of the 57 students referred via Ekhhobot, and 59% (20) of those students are currently enrolled for the fall 2022 semester.
- Three students from the original list met with EOP counselors, and all three students are currently enrolled.
- Four students met with Business faculty advisors, three of whom are currently enrolled.

A request was submitted to ITS to create pathways for regularized, automated updating of student contact information to improve data quality and outreach outcomes in the future. ITS polled other CSU campuses on solutions that they use for this and they are now looking into options for a pop-up message in MyCI that requests that continuing students verify their contact



information annually, as well as software that can standardize and clean this data. While this initiative has been moved to a lower priority in CSUCI's GI 2025 portfolio, research continues in DAA and DSA on reclamation models.

EXECUTIVE STEERING COMMITTEE ON RETENTION

In February 2022, the Provost appointed an Executive Retention Task Force. The Task Force has engaged in the following activities since June based on the charge it received:

- 1) The year-to-year retention target has been set retaining 76% of FTE from Spring to Fall and 94% FTE from Fall to Spring (which is an increase of 2.7% retention from last year). Request submitted to IR regarding progress on this goal.
- 2) The campus reclamation target for students who departed CSUCI since Fall '19 has been set at 124 students or about 17%. As of Nov 1, 2022, CSUCI has reached about 9% of this goal, 11 from our reclamation list are currently enrolled.
- 3) A request for data regarding equity gaps in credit accumulation has been submitted to IR and received. Analysis provided below:

CREDIT ACCUMULATION BY EQUITY GAPS ANALYSIS

Examining racial equity gaps for First-Time, Full-Time (FTFT) CSUCI students, on average Asian and White students **completed** 1 more unit more during the Fall semester relative to Hispanic/Latino students and 2 units more than African American/Black students. This was not due to these Asian and White students **attempting** more units than Hispanic/Latino and African American/Black students, however. Reflecting the impact of the COVID epidemic on black and brown communities, unit completion is still slightly down for Latino students and is greatly decreased for African American students.¹ Asian and White FTFTF students completed an average number of units on par or greater than they had been before the pandemic.

¹ There were 16 African American/Black students in our FTFTF cohort in 2021.



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 CHANNEL ISLANDS

		Fall 2018 Full-Time First-Time Freshmen	Fall 2019 Full-Time First-Time Freshmen	Fall 2020 Full-Time First-Time Freshmen	Fall 2021 Full-Time First-Time Freshmen	Grand Total
Asian	Total Units Attempted	14.5	15.3	15.0	14.8	14.9
	Total Units Completed	12.7	13.3	13.6	14.1	13.4
White	Total Units Attempted	14.6	15.1	14.7	14.9	14.9
	Total Units Completed	13.0	13.4	12.7	13.3	13.1
Unknown Ethnic Group	Total Units Attempted	14.3	15.0		14.4	14.6
	Total Units Completed	12.0	13.3		12.8	12.7
International	Total Units Attempted	14.1	15.2	15.0		14.8
	Total Units Completed	12.3	13.1	10.8		12.3
Hispanic/Latino	Total Units Attempted	14.2	15.0	14.7	14.7	14.6
	Total Units Completed	12.2	12.6	11.6	12.0	12.2
Two or More Ethnic Groups	Total Units Attempted	14.7	15.1	14.2	14.3	14.7
	Total Units Completed	13.1	12.0	11.3	11.5	12.2
African American/Black	Total Units Attempted	14.2	15.2	15.3	14.5	14.8
	Total Units Completed	11.2	12.1	12.2	9.0	11.3
Grand Total	Total Units Attempted	14.3	15.1	14.7	14.7	14.7
	Total Units Completed	12.4	12.8	11.9	12.4	12.4

Note: cells filtered to N>=10

There is much less of a racial equity gap in average units earned for First-Time Transfer students, as well as less of a decrease attributable to COVID.



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		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		New Transfer	New Transfer	New Transfer	New Transfer	
Asian	Total Units Attempted	12.2	12.8	12.4	13.1	12.6
	Total Units Completed	11.7	12.0	11.2	12.2	11.8
White	Total Units Attempted	12.1	13.0	13.2	12.7	12.7
	Total Units Completed	11.4	12.0	11.9	11.5	11.7
African American/Black	Total Units Attempted	13.0	13.0	12.3		12.8
	Total Units Completed	10.6	12.1	11.0		11.4
Hispanic/Latino	Total Units Attempted	11.9	12.7	12.8	12.6	12.5
	Total Units Completed	10.9	11.8	11.2	11.3	11.3
Two or More Ethnic Groups	Total Units Attempted	12.4	13.3	12.7	13.1	12.9
	Total Units Completed	11.5	11.8	10.8	11.2	11.3
International	Total Units Attempted	12.3	12.6	12.2	11.9	12.2
	Total Units Completed	11.2	11.6	10.4	10.2	10.9
Unknown Ethnic Group	Total Units Attempted	12.0	12.3	11.5	11.2	11.8
	Total Units Completed	11.2	10.5	10.3	10.6	10.7
Grand Total	Total Units Attempted	12.0	12.8	12.8	12.6	12.6
	Total Units Completed	11.1	11.8	11.3	11.3	11.4

Note: cells filtered to N>=10

Similarly, for all FTFT, Latino and African American students earned one unit less on average than Asian and White students, and this gap has widened in Fall 2021. Again, this is not due to units attempted, but units earned. This gap decreases as students progress from FTFT to upperclass students so by the time students are seniors, Hispanic and African American students are earning half a unit less than their Asian and White counterparts.



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C H A N N E L
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		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		Freshmen	Freshmen	Freshmen	Freshmen	
Asian	Total Units Attempted	14.1	14.6	14.7	13.9	14.3
	Total Units Completed	12.4	12.5	12.9	12.2	12.5
White	Total Units Attempted	14.3	14.8	14.1	14.2	14.4
	Total Units Completed	12.6	13.0	11.3	12.1	12.4
Unknown Ethnic Group	Total Units Attempted	13.7	14.9	12.6	14.3	14.0
	Total Units Completed	12.0	13.4	11.2	12.3	12.3
International	Total Units Attempted	13.8	14.5	14.9	12.3	14.1
	Total Units Completed	11.2	12.8	11.5	10.5	11.8
Hispanic/Latino	Total Units Attempted	13.9	14.5	14.1	13.9	14.1
	Total Units Completed	11.9	12.1	10.7	10.7	11.5
Two or More Ethnic Groups	Total Units Attempted	14.3	14.8	12.9	13.8	14.1
	Total Units Completed	12.4	11.7	9.4	11.5	11.5
African American/Black	Total Units Attempted	14.1	14.6	14.7	13.6	14.3
	Total Units Completed	11.3	11.2	12.1	9.1	11.0
Grand Total	Total Units Attempted	14.0	14.6	14.1	13.9	14.2
	Total Units Completed	12.1	12.3	11.0	11.1	11.7

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		Sophomore	Sophomore	Sophomore	Sophomore	
Asian	Total Units Attempted	14.6	14.5	14.6	14.2	14.5
	Total Units Completed	14.2	13.5	13.4	11.8	13.2
White	Total Units Attempted	14.6	14.6	14.4	14.1	14.5
	Total Units Completed	13.8	13.5	12.5	12.1	13.0
International	Total Units Attempted	14.2	15.8	14.4	12.9	14.2
	Total Units Completed	12.2	13.4	13.6	11.5	12.8
African American/Black	Total Units Attempted	13.9	14.9	14.8	14.8	14.6
	Total Units Completed	11.6	13.2	13.5	12.1	12.7
Unknown Ethnic Group	Total Units Attempted	13.8	14.3	13.7	13.1	13.8
	Total Units Completed	13.4	13.6	11.2	9.8	12.5
Hispanic/Latino	Total Units Attempted	14.2	14.4	14.4	13.9	14.2
	Total Units Completed	13.0	13.1	11.9	11.2	12.3
Two or More Ethnic Groups	Total Units Attempted	14.9	15.7	13.7	13.9	14.6
	Total Units Completed	13.8	14.6	10.9	9.1	12.2
Grand Total	Total Units Attempted	14.3	14.6	14.4	13.9	14.3
	Total Units Completed	13.2	13.3	12.1	11.3	12.5



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		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		Junior	Junior	Junior	Junior	
Asian	Total Units Attempted	13.2	13.3	13.4	13.3	13.3
	Total Units Completed	12.1	12.2	11.9	12.0	12.0
White	Total Units Attempted	12.9	13.1	13.1	12.8	13.0
	Total Units Completed	12.0	12.2	11.6	11.4	11.8
Two or More Ethnic Groups	Total Units Attempted	13.2	13.9	13.1	12.8	13.3
	Total Units Completed	12.4	12.9	11.0	10.7	11.7
African American/Black	Total Units Attempted	13.4	14.2	13.5	12.9	13.5
	Total Units Completed	11.4	13.1	11.1	10.9	11.6
Hispanic/Latino	Total Units Attempted	12.8	13.2	13.4	12.9	13.1
	Total Units Completed	11.9	12.1	11.5	11.1	11.6
Unknown Ethnic Group	Total Units Attempted	12.8	13.0	12.1	11.6	12.5
	Total Units Completed	12.1	11.4	10.7	10.0	11.3
International	Total Units Attempted	12.7	12.9	12.5	12.7	12.7
	Total Units Completed	11.6	11.8	9.6	10.6	10.9
Grand Total	Total Units Attempted	12.9	13.2	13.2	12.9	13.0
	Total Units Completed	11.9	12.1	11.5	11.2	11.7



		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		Senior	Senior	Senior	Senior	
Asian	Total Units Attempted	13.1	13.3	13.3	13.0	13.2
	Total Units Completed	12.5	12.4	12.0	12.1	12.3
Native American/Alaskan	Total Units Attempted	13.2				13.2
	Total Units Completed	12.3				12.3
Two or More Ethnic Groups	Total Units Attempted	13.4	13.7	13.0	12.9	13.2
	Total Units Completed	12.6	12.8	11.7	12.0	12.3
White	Total Units Attempted	13.0	12.8	13.0	12.3	12.8
	Total Units Completed	12.4	12.3	12.1	11.4	12.1
Hispanic/Latino	Total Units Attempted	12.9	13.0	12.9	12.4	12.8
	Total Units Completed	12.2	12.3	11.7	11.2	11.8
African American/Black	Total Units Attempted	13.6	12.7	13.2	12.0	12.9
	Total Units Completed	12.7	11.9	11.5	10.7	11.7
International	Total Units Attempted	12.7	12.6	13.4	12.7	12.9
	Total Units Completed	12.2	11.7	12.0	11.1	11.7
Unknown Ethnic Group	Total Units Attempted	12.7	12.7	12.4	11.3	12.3
	Total Units Completed	12.2	12.1	11.3	10.6	11.6
Grand Total	Total Units Attempted	12.9	13.0	12.9	12.4	12.8
	Total Units Completed	12.3	12.3	11.8	11.3	11.9

Note: cells filtered to N>=10

This trend, FTFT and lower division students displaying the largest units-earned gaps, indicates that efforts to address this inequality should be focused on lower division students. Classes with the largest underrepresented minority (URM) gaps in Drop, Fail, Withdraw, Incomplete (DFWI) rate for first year students and sophomores that have enrolled at least 100 of these students between Fall 2018 and Fall 2021 are recommended targets for addressing this gap.

Turning the analysis to gender equity, male-identified students attempt around 0.5 units less than female-identified students on average and complete 0.7 fewer units, so this gap is largely driven by differences in units attempted. This pattern holds across all student levels. Looking at the biggest differences between male-identified and female-identified students answering the National Survey of Student Engagement (NSSE), male-identified respondents were less likely than female-identified respondents to say that they know how to contact an advisor. This may be a good starting point for this gap.



		Fall 2018 All Students	Fall 2019 All Students	Fall 2020 All Students	Fall 2021 All Students	Grand Total
Female	Total Units Attempted	13.4	13.7	13.6	13.1	13.5
	Total Units Completed	12.4	12.6	12.0	11.5	12.1
Male	Total Units Attempted	13.1	13.2	12.9	12.6	13.0
	Total Units Completed	11.9	11.9	11.1	10.7	11.4
Grand Total	Total Units Attempted	13.3	13.5	13.4	12.9	13.3
	Total Units Completed	12.2	12.4	11.6	11.2	11.9

There is almost no difference in units attempted or earned across students who reported their parents' education/first generation student status.

		Fall 2018 All Students	Fall 2019 All Students	Fall 2020 All Students	Fall 2021 All Students	Grand Total
Graduated from a 4 Year Institution	Total Units Attempted	13.5	13.6	13.4	13.1	13.4
	Total Units Completed	12.6	12.5	11.8	11.7	12.1
Some College / Associates	Total Units Attempted	13.3	13.7	13.5	12.9	13.4
	Total Units Completed	12.2	12.5	11.8	11.3	12.0
High School or Less	Total Units Attempted	13.3	13.6	13.5	13.0	13.4
	Total Units Completed	12.2	12.4	11.6	11.1	11.8
Unknown Parents Education	Total Units Attempted	12.6	12.0	11.7	11.0	12.0
	Total Units Completed	11.6	11.1	10.1	9.2	10.7
Grand Total	Total Units Attempted	13.3	13.5	13.4	12.9	13.3
	Total Units Completed	12.2	12.4	11.6	11.2	11.9

Overall, there is almost no difference in units attempted or earned across students who are Pell eligible compared with those students who were not Pell eligible.

		Fall 2018 All Students	Fall 2019 All Students	Fall 2020 All Students	Fall 2021 All Students	Grand Total
Not Pell Eligible	Total Units Attempted	13.3	13.4	13.2	12.9	13.2
	Total Units Completed	12.4	12.4	11.7	11.5	12.0
Pell Eligible	Total Units Attempted	13.3	13.6	13.5	12.9	13.3
	Total Units Completed	12.1	12.3	11.6	11.1	11.8
Grand Total	Total Units Attempted	13.3	13.5	13.4	12.9	13.3
	Total Units Completed	12.2	12.4	11.6	11.2	11.9



The biggest differences in units completed are for FTFT students, and this gap seems to have widened since the beginning of the COVID pandemic.

		Fall 2018	Fall 2019	Fall 2020	Fall 2021	Grand Total
		Freshmen	Freshmen	Freshmen	Freshmen	
Not Pell Eligible	Total Units Attempted	14.1	14.5	14.0	13.8	14.2
	Total Units Completed	12.3	12.7	11.5	11.6	12.1
Pell Eligible	Total Units Attempted	13.9	14.6	14.2	14.0	14.2
	Total Units Completed	11.8	12.0	10.6	10.7	11.4
Grand Total	Total Units Attempted	14.0	14.6	14.1	13.9	14.2
	Total Units Completed	12.1	12.3	11.0	11.2	11.7

In sum, there are racial and gender equity gaps as well as a Pell status gap for FTFT students regarding credit accumulation at CSUCI. No significant equity gaps in credit accumulation exist for first generation or transfer student status. Research shows that while all students generally benefit from the attainment of academic milestones such as gaining credit momentum or completing pre-transfer associate degrees, doing so disproportionately benefits Black and Hispanic students.²

- 4) **Recommended goals** regarding equity gaps in credit accumulation based on the above analysis are:
 - a) Decrease the racial equity gap in credit accumulation to less than .05 units within two years. Ameliorate the racial equity gap in credit accumulation by 2025.
 - b) Decrease the gender equity gap in credit accumulation to .25 units within two years. Ameliorate the gender equity gap in credit accumulation by 2025.
 - c) Ameliorate the Pell eligible gap in credit accumulation for FTFT students by 2025.

STRATEGIES FOR FTFT AND SECOND YEAR STUDENT RETENTION, URM FOCUS

The steering committee was charged with outlining strategies for retention of first and second year students, with particular attention to URM students. The following activities have been conducted to reach this goal:

- 1) Research shows that chat bots have been effective in combating summer melt^{3,4}
 Enrollment Management engaged in a campaign with SASEI to combat summer melt of

² <https://files.eric.ed.gov/fulltext/ED610667.pdf>

³ Summer melt refers to what happens when FTFT students who accept a college admissions offer do not matriculate by the end of the summer before fall classes start.

⁴ <https://link.springer.com/article/10.1007/s11162-021-09633-z>



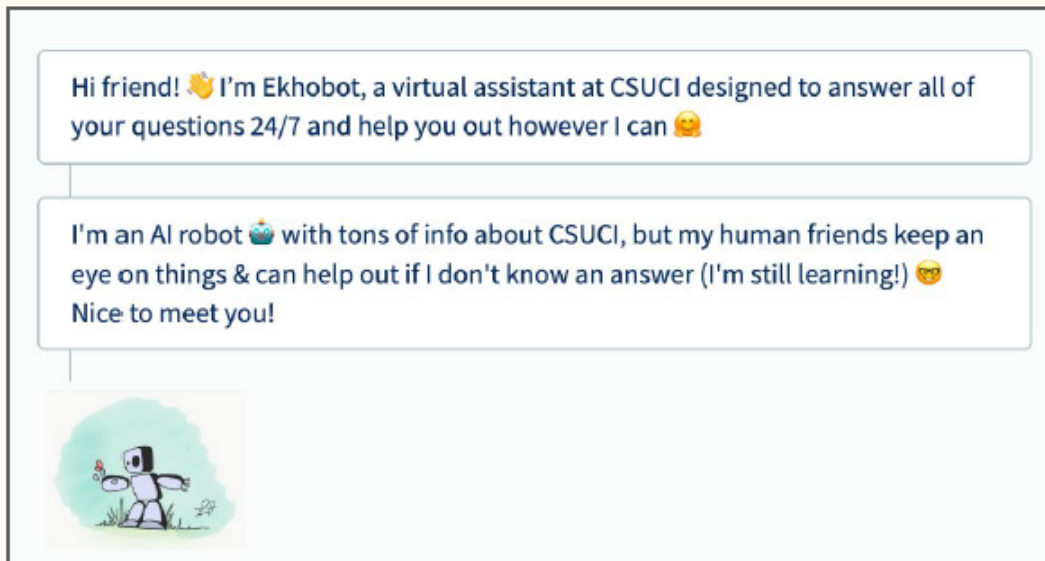
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incoming FTFT students using CSUCI's artificial intelligence chatbot, Ekhhobot. Overall The following interactive campaigns were sent to students:

- Ekhhobot Introduction
- Get Ready for Orientation
- Orientation Follow-up
- Summer Check-in Encouragement
- Convocation Invitation
- Welcome to Campus
- First Week of School Check-in

On June 15th, a group of 1,589 admitted students to CSU Channel Islands was introduced to Ekhhobot. The communication mainly focused on reminders about orientation and getting admitted students ready for it. Only 3.8% of students opted out of the bot while 45% of them were responding or asking questions to Ekhhobot.





Goal	Campaign name	Students contacted	Response Rate	Survey Results
Orientation Feedback	FIVO - Orientation Follow up	816 (week 1 + week 2)	22.5% (average) (180 students)	Highlights - Open Text Responses → 94% of the responses were positive - Learnings → A few students asked questions related to: transcripts and financial aid

Goal	Campaign name	Students contacted	Response Rate	Survey Results
Orientation Feedback	TIVO - Orientation Follow up	1,122 (week 1 + week 2)	16.5% (average) (206 students)	Highlights - Open Text Responses → 83% of the responses were positive - Learnings → A few students asked questions related to: tuition payment and ordering textbooks

Get Ready for Orientation Campaigns

Get Ready for Orientation TIVO Week Two [View in Scripts](#)

Hi friend 🌟 Orientation is finally here 🌟 We're so excited to take you around campus next week & show you what being a Dolphin is all about! 🌟

🌟 Quick reminder that Orientation starts at 8am & will take place on campus!
 🌟 You can find the schedule for the day here 🌟 <https://bit.ly/ci-tivoschedule> 🌟
 If you have any other questions, visit <https://bit.ly/ci-tivo> or contact orientation@csuci.edu 🌟

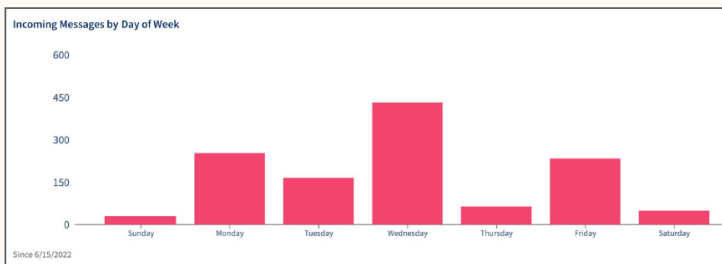
Orientation Follow up Campaigns

Howdy friend 🌟 It was so good meeting you at Orientation 🌟 I hope you enjoyed getting to know some new people & exploring the campus & its resources! I wanted to ask, how was orientation for you!? Pls respond with one word that describes your experience 🌟

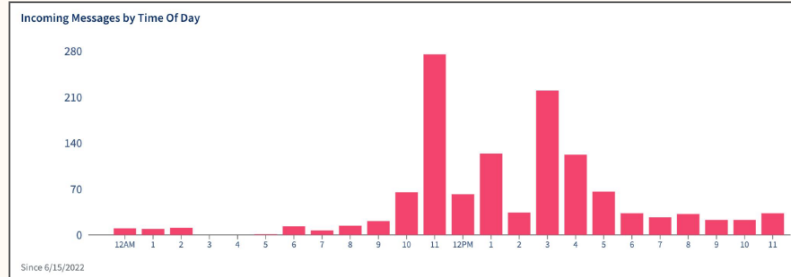
(Incoming Message from Contact)

Thanks so much for sharing! 🌟

WHEN STUDENTS COMMUNICATE WITH EKHOBOT



The advantage of 2 way communication: Students reach out to Ekhhobot during the weekend and after hours



Time savings



Recommendations for the next AY:

- Initiate summer melt campaign planning and timeline as early as November/December for the incoming fall class.
- Identify all departments involved with summer melt efforts to co-develop and design campaigns and calendar.
- Include topics and information related to financial aid and payments.
- Send campaigns about critical enrollment deadline reminders (ex. Transcript deadline, payment deadline, financial aid disbursement, etc.)
- Deploy a follow-up contact plan to route students with specific questions (ex. provide a student with contact information to their financial aid counselor for questions rather than the general department email/phone number).

DISENROLLMENT MITIGATION CAMPAIGN



As a result of previous GI 2025 efforts, a Middle Leadership Academy team spent AY 2021-22 reviewing and making recommendations to improve CSUCI’s disenrollment policy and process. One recommendation that they made was to reduce the number of payment/disenrollment dates from four to two, starting with the Fall 2022 semester. This recommendation was implemented by the Cabinet by Fall 2022.

During the beginning and middle of August 2022 three additional actions were taken to mitigate the number of students on the disenrollment for non-payment list, which included more than 1200 students. The Office of Financial Aid and Scholarships (OFAS) and Student Business Services (SBS) collaborated to reduce the list to approximately 400 students. All remaining listed students received a message from Ekhobot with the following text:

“Hey friend 🙌 We're so happy you're joining us this fall! 😊 Just wanted to let you know that our disenrollment deadline for non-payment has passed & we noticed you haven't made a payment or selected a payment plan for tuition yet 💰

We'd love to help you out! Please fill out this survey 📄 <https://bit.ly/ci-payasst> 📄 so we could provide you with the best assistance to support your needs!”

Additionally, Student Affairs sent the same message to all 273 continuing students via EAB. Both of these communications were sent out in Spanish and English.

Finally the Admissions Office called all INCOMING students on the list, as these students were not yet on the Ekhobot and EAB systems.

OFAS dedicated a staff member to answer student questions and was able to remove 23 students from the list, and SBS handled 9 additional cases prior to Ekhobot and EAB communication campaigns being launched. However a total of 277 students remained on the list for potential disenrollment. About 56% (155 of 277) of the students who received the messages responded to the campaign within less than two days. The top three student survey responses were: I need an extension to be able to make payments (28.1%), I need to talk to someone in financial aid and scholarships (23.5%), and I plan to pay my tuition within the next 5 days (19.6%).

Admissions’ calling campaign successfully contacted 96 of 107 (90%) FTFT students and resulted in the following outcomes:

Fall 2022 Disenrollment Mitigation – Phone Campaign 107 FTFT Students	
Students forwarded to Financial Aid	8% (9)



Students forwarded to SBS	10% (11)
Left a voicemail	32% (34)
No contact – voicemail unavailable	10% (11)
Other	39% (42)

On Day 2 of the campaign, about half (148) students from the original list remained on the disenrollment list, and a decision was made to push the disenrollment deadline back to allow students additional time to act. This represents a 63% total decrease in the size of the disenrollment list within approximately one and a half days. By the second week of the campaign, only 97 students remained on the disenrollment list, representing a 76% total decrease in the size of the disenrollment list. Service indicators were placed on 55 additional student profiles because of pending updates, which left 42 students on the disenrollment for non-payment list. The demographic profile of the student population on the disenrollment list at the end of the first disenrollment deadline is below.

Student Type

UGRD	Continuing	26
	First Time	7
	Transfer	7
PBAC	First Time	2
Grand Total		42

Ethnicity

Asian	3.00	7.14%
Black	2.00	4.76%
Hispanic/Latino (any race)	26.00	61.90%
International	3.00	7.14%
White	8.00	19.05%
Grand Total	42.00	100.00%

Gender

Female	31
Male	11
Grand Total	42

Academic Level

Freshman	9
Sophomore	5
Junior	17
Senior	9
Postbaccalaureate	2
Grand Total	42

Amount Past Due

	Total Past Due	Total Units	Number of students
Continuing	\$73,208.00	285	26
First Time	\$33,251.00	93	9
Transfer	\$23,685.00	67	7
Grand Total	\$130,144.00	445	42

Class or Session cancellation

Classes Cancellation	16
Session Cancellation	26
Grand Total	42

The data show that continuing, Latino, female, and upperclass students were represented in higher numbers than their respective counterparts on the disenrollment list, therefore equity gaps existed at the end of the first round of disenrollment mitigation. To assist additional students, a decision was made by the Cabinet to temporarily increase the threshold for disenrollment to \$1000, from the permanent threshold of \$600. Ultimately, about 9% (34) of students from the



original list of 399 were disenrolled on August 25, 2022. Of the 399 students eligible for disenrollment, 104 (26%) paid their balance, 116 (29%) completed a payment plan of which 55, nearly half, resulted from targeted outreach activities, 47 students (12%) received a late Financial Aid award, 36 (9%) were saved based on pending Financial Aid review, 37 (9%) dropped or withdrew, 34 (9%) were disenrolled on 8/25/22, 18 (5%) reenrolled, and the remaining balance was resolved via third party sponsorship or waiver.

Recall at the beginning of the first round there were over 1,200 students on the disenrollment list. We started outreach once that list was down with 399 students pending payment with an 8/16 due date. At that time, we placed a total of 192 service indicators on student files that were pending follow up action when we reached deadline one. As we approached the second payment deadline all of those service indicators were removed and we found that about a quarter (54) students from the service indicator list had not taken action to resolve their payment situation. These 54 students were added to the list of 213 students flagged for non-payment for the second payment deadline. Therefore a total of 267 students were on the disenrollment list pending a 9/9 disenrollment date (note that this total combines students with summer and fall balances). A total of \$683,755 was due for all 267 students on the disenrollment list at that time.

Of these 267 students, 40% (106) had no aid application on file and it was too late to file. About one-third (91) had been packaged by financial aid but hadn't accepted their loans or their package didn't meet total balance due; another 11% (29) had issues with academic progress (SAP) and 1 student had their admission rescinded and was removed from the list. Finally, 15% (40) of the students were working with financial aid and had new service indicators placed on their files.

For the second round of the disenrollment mitigation campaign, we engaged in outreach to 226 students via Ekahobot/EAB messaging and FTFT calls. At this point students on the list could: 1) pay in full by 9/9 2) make an attempt to get a payment plan by 9/9 3) tell CSUCI that they do not plan to enroll this semester by 9/9. If none of the above was indicated, a decision was made to disenroll these students by morning of 9/10. We noticed that there were more seniors and juniors on the disenrollment list than FTFT incoming students. Of those 226 students, 83 (37%) entered as first-time freshmen, 137 (61%) entered as first-time transfers, and 6 (3%) were unknown.

On September 7, analysis provided by Enrollment Technology and Operational Data showed that a total of 254 students were on the disenrollment list after Extended University students who were taking stateside courses were added to the data. We noted that 9% (22) were transfer students, with 1 returning transfer. A disaggregation of the data demonstrated that a higher number of Latino, female-identified, senior, and continuing students were included in the list for the second round of the disenrollment mitigation campaign.



Student Type

UGRD	Continuing	170
	First Time	21
	Transfer	26
	Returning	2
	Returning Transfer	1
	Unknown	20
PBAC	Continuing	5
	First Time	2
	Transfer	5
	Unknown	2
Grand Total		254

Ethnicity

Asian	8.0	3.15%
Black	7.0	2.76%
Hispanic/Latino (any race)	150.0	59.06%
International	16.0	6.30%
Pacific Islander	1.0	0.39%
Two or More Races	10.0	3.94%
Undetermined	22.0	8.66%
Unknown	5.0	1.97%
White	35.0	13.78%
Grand Total	254.0	100.00%

Gender

Female	147
Male	85
Unknown	22
Grand Total	254

Academic Level

Freshman	28
Sophomore	16
Junior	82
Senior	94
Postbaccalaureate	12
Unknown	22
Grand Total	254

Amount Past Due

	Total Past Due	Total Units	Number of students
Continuing	\$435,634.40	1,647	175
First Time	\$78,000.25	297	23
Transfer	\$96,440.71	322	31
Returning	\$5,688.52	10	2
Returning Transfer	\$2,210.00	6	1
Unknown	\$42,764.00	183	22
Grand Total	\$660,737.88	2,465	254

Class or Session cancellation

Classes Cancellation	113
Session Cancellation	141
Grand Total	254

The Ekxobot messaging for this second round elicited responses from 21% of the students it reached (45 of 207). Of these, 47% (21) said they planned to pay by the deadline while 53% planned to enroll in a payment plan. No students responded by saying that they didn't plan on enrolling at CSUCI. After continued outreach, 79 students were disenrolled for non-payment on September 13th. A disaggregation of the demographic data for disenrolled students demonstrated that a higher number of Latino, female-identified, senior, and continuing students were included in the list for the second round of the disenrollment mitigation campaign. Of these 81% (64) students were identified as juniors and seniors, nearly 60% were Latino, slightly more than half were female-identified, and two-thirds were enrolled in 1-11 units.

Across both rounds of disenrollment mitigation an overall total of about 9% (113 of 1,200) of students on the initial list (or 28% of the list of 399) were disenrolled for non-payment.

Lessons learned:

- Most students on the disenrollment list were there because they needed a payment plan or another form of assistance, not because they made a decision not to return to CI.
- Calling was an effective and efficient way to reach incoming students.
- Ekxobot was an effective and efficient way to reach continuing students.
- Only 22 of the original list of 399 students on the disenrollment list dropped their classes once enrolled. Academic advising is following up with these students.



- There are improvements we can make to be proactive regarding decreasing student disenrollment.
- Completion grants may be necessary to retain juniors and seniors through graduation.

Prioritizing Disenrollment Mitigation Recommendations

1. A [comprehensive disenrollment timeline](#) is needed.
2. Improve SBS messaging to students about how to get on a payment plan so they can avoid disenrollment. Messaging needs to be more student friendly. Leverage social media.
3. SBS will research the implications of permanent increase of the threshold for student debt to \$1000. Recommendation will be made to the cabinet by January 2023.
4. The way the student bill is displayed is not understandable; this needs to be provided in a clear, easy to read format in the MyCI portal. Improve messaging about tuition bill for the student audience. This will likely conclude in Spring 2023.
 - a. Tuition posts for students on 7/1, however students do not know the total amount they will need to pay because housing and meal plans do not post at the same time. We need to align these data points so students and parents can understand their total costs. In September, Ernesto will talk to Cindy about how to improve the timing of posting and provide information by mid-Spring. Stephanie can coordinate with Cindy's team to post all fees (tuition, housing, meal plan) by 7/1/23 for Fall 2023.
5. FASO will conduct analysis with SBS's assistance to identify cash pay students and the set monthly FAFSA benchmarks and targets to determine what the acceptable number of these cases are at CI. We should have a dashboard like our enrollment dashboard that shows how many enrolled students have not completed their FAFSA. Clear guidance can then be provided to financial aid regarding outreach. Recommendations to share with Cabinet in November 2022.
6. Institutional Research collaborates with Enrollment Management and Financial Aid to automate the daily reporting about disenrolled students and efforts to retain them. Matt is already working with Ana Rosa to build out the run date field and import data into the warehouse. He will work with Ana Rosa, Sunshine, and Stephanie to continue this work. Goal is to have this functioning by Dec 2022.
7. Reconfigure the disenrollment report across Spring 2023. Stephanie needs to spend time analyzing the data for example third party payments maybe a factor in the late payment, etc.,

Other recommendations to be revisited for prioritization in January 2023 are outlined below:

- Add dedicated resources to support the Executive Retention Steering Committee; equip staff with retention and outreach activities with necessary tools i.e., enrollment dashboard data points, etc.



- For example, there are students who have been packaged by financial aid, but will not accept a loan, and have a balance due. FASO can pull data from the first disenrollment list of 399 students to further investigate.
- Better utilize the federal work study funding post-pandemic; educate staff how to offer work study positions when funding is available. Our FWS Coordinator can host FWS workshops for the campus (faculty/staff) to learn about the program and where to send students to verify FWS eligibility and program participation approval. FWS is a need-based program and students need to have need in order to qualify for this program and we employ pre-pandemic about 60-67 students and our funding is at \$334K.
- Add student employment opportunities and ability to apply for positions on campus to the MyCI portal.

ENCOURAGING SUCCESSFUL STUDENTS

The Office of the Vice Provost sent hard copy letters to 1) congratulate all students who graduated in Spring 2022 and 2) all students who earned a 3.0 to 3.749 GPA this Spring. Emails were also sent to all students who earned a 3.75 PA or better to encourage their continued success and enrollment. All communications are being sent under the title of the Provost.

STUDENT SCHEDULING PREFERENCES

Enrollment Management designed a student-facing course scheduling survey, with feedback from the Vice Provost and DSA. The survey will be administered to 4,162 students in October 2022. Within one week 38.4% or 51 responses (308 completed the survey to the end) were received. Preliminary results show that respondents prefer to have classes offered Monday through Thursday from 7am to 10pm. Further, participants indicated that all, mostly or half in person course modalities are preferred. More analysis is forthcoming.

GRADUATION IN ABSENTIA FOR DISCONTINUED STUDENTS

The Task Force has engaged Cabinet and the Registrar's Office in a conversation about the use of graduation in absentia for stopped out students. The Task Force learned that any non-matriculated student can take courses with Open University and graduate, and is now considering next steps given this interpretation. This conversation revealed that touch points around graduation includes some discontinued students:

- If a student has earned close to 90 units, or is above 90 units, the Registrar's Office sends them communication via Message Center about applying to graduate a few weeks prior to the priority deadlines (which are Oct. 1 for spring/summer, and March 1 for fall terms). Discontinued students are not included in this communication. However, if a student has applied to graduate and is missing requirements after their graduation term, the



Registrar's Office sends multiple email communications as well as a hard copy letter to the student. This *would* include discontinued students who had applied to graduate.

- We will also “roll” a student’s graduation term one time if they are missing requirements. For example, if a student was missing degree requirements from spring 2022, we would update their graduation term to fall 2022 to encourage additional enrollment (if needed). If no action is taken by the student, they would receive another round of communications as indicated above.

Academic Advising will examine discontinued students’ records for those students who haven’t yet responded to previous outreach efforts the week of December 5th. Our aim to have academic advisors contact students by the week of January 3rd, will allow for time for them to register for the spring 2023 semester and also aligns with the time frame the Open University registration link typically opens.

1. A list of students who were discontinued and are no longer eligible to enroll without going through the re-entry process. This includes students who at one point applied to graduate. After adding additional criteria, the list was narrowed down to 759 students.
 1. The criteria
 - i. Undergraduate stateside
 - ii. Has had enrollment sometime since Fall 2019
 - iii. Has not been dismissed from CI
 - iv. Is not deceased
 2. The fields include ID, Name, Preferred Phone, Mailing Address, Total Units, Cumulative GPA, CI Only Cumulative GPA, Major, Holds, and if they applied to graduate.
 3. Definitions for Applied to Graduate:
 - i. Applied to Graduate
 - ii. Eligible for Graduation = They meet the minimum unit threshold to be able to apply
 - iii. Denied = They applied to graduate, but did not meet the requirements
 4. **PHASE II:** For this same discontinued list, Academic Advising will later provide the response from NSC on subsequent enrollment at another institution.
 5. **PHASE III:** Adding additional demographic information, such as race, first gen, etc.

Equity Priority 2: Expand Credit Opportunities with Summer/Intersession Funds: Supplement enrollment of URM and Pell students in intersession and summer session with the goal of closing equity gaps in credit accumulation at targeted campuses.

SUMMER 2022 ENROLLMENT FOCUS

Summer session provides matriculated CSUCI students and non-matriculated students



opportunities to take courses at CSUCI. During Summer 2022 multiple efforts were undertaken to support current and incoming CSUCI students. These efforts can be broken into 3 categories:

- Graduation and Retention
- Recruitment
- Student Engagement

Overall enrollment for summer session enrollment was on par with previous summers with 1,296 students taking at least one summer course. A breakdown of student type:

Table 1.

Summer Status	Count	Percentage
PBEXT Postbac non-matriculated *	1	0.08%
PBEXD- EU Grad Degree	6	0.46%
CRED- Credential	9	0.69%
GRAD- Stateside graduate	12	0.93%
UGEXD- EU Undergraduate Degree	23	1.77%
PBEXS- Postbac non-matriculated	54	4.17%
UGEXS- Undergrad non-matriculated	140	10.80%
UGRD- Stateside Undergrad	1051	81.10%
Grand Total	1296	100.00%

We are unable to compare specific programs to past summers because data is not available at the program level. A short summary of each of the programs offered by CSUCI through Extended University during the summer session are listed below.



Pell Eligibility

In support of reducing the financial impact of summer session on current CI students, EU and Financial Aid worked together to notify students ahead of summer enrollment about possible Pell eligibility for summer. Financial Aid provided a list of students that were likely to have summer Pell eligibility and EU messaged to these students (N= 2,997) that they may have Pell funds available and provided summer enrollment information to students. Of the students messaged, 486 (16%) enrolled in summer. These students had their enrollment protected so they would not be dropped from classes due to non-payment. Of the 486 that enrolled in summer 224 (46%) took the necessary 6 or more units to qualify for Pell eligibility. Nine of these students did not end up being eligible due to not meeting Satisfactory Academic Progress (SAP), facing Academic Disqualification, or meeting the 600% Pell limit. Two hundred sixty two (54%) students took less than 6 units so they were not awarded a pell grant.

Of the students with remaining balances, EU will be covering balances from the following student groups using IEAT funding for summer completion grants: 1) Students who received a Pell and still have an outstanding balance and 2) students who did not end up receiving a Pell due to being enrolled in less than 6 units.

Recommendations:

- Continue to message students about possible Pell eligibility, including more details about the number of units and timelines.
- Clarify that even if students are Pell eligible, it likely won't cover the full tuition.
- Develop promissory notes for students that are waiting on Pell eligibility information and/or cannot pay in full before classes start. Financial Aid processing for summer is a time-consuming process. The promissory note would support students in allowing them to take summer courses without the risk of being dropped while the processing is complete.
- Conduct financial education early and often for students about summer session.
- Develop a comprehensive communication plan about summer & winter sessions for students.

IEAT SUMMER COMPLETION GRANTS

EU offered Summer Completion grants to students within 9 units of graduating, that were also URM or Pell eligible. These grants covered the equivalent of a 3-unit course including campus fees, for a total of \$1219 per student. Four hundred eighteen (418) students were notified about eligibility. One hundred forty-five (145) completed the brief application, and 26% of the students contacted (110) enrolled in a summer course and were awarded the grant. Only 7% (8) students received a DFWI or NC. Of the 42 students who received a complete grant and did not graduate, 79% (33) were enrolled in classes for Fall 2022 at the time of census.

Of the 110 students 62.1% (68) graduated after summer. Of the 68 students who graduated 69%



(47) identified as URM, 66% (45) identified as female, and 53% (68) identified as first generation.

Twenty two students that qualified for the grant, but did not apply for funding also graduated after summer. Of these 22 students, 64% (14) were URM, 50% (11) were female identified, and 32% (7) were first generation status students.

This project was funded through an Inclusive Excellence Action Team (IEAT) award and GI2025. A total of \$134,090 was awarded to students.

Recommendations:

- Continue summer grant program
- Align course offerings with student graduation needs
- Improve communication to students about summer grants
- Evaluate the possibility of smaller grants to support a larger number of students.

CIMAS FUNDED ENROLLMENT

CSUCI Initiative for Mapping Academic Success (CIMAS) is a program designed and managed by the SIGUE/SASEI to retain students. As an incentive for completing this program, students were awarded funding to cover the cost of a 3-unit course, \$1219. This was funded by additional GI2025 funds provided by the Chancellor’s Office to support summer enrollment. Seventy five students completed CIMAS, of those that completed 38 enrolled in a summer course. Many students reported not having a course available during summer that met their academic plan needs. Preliminary analyses show that students that participated in CIMAS increased their GPA from 2.01 to 2.58 from Fall 2021 to Spring 2022. The persistence rate for CIMAS students, defined as the percentage of students who return to college in the next fall semester or have earned a degree, was 89.7% while the rate was 82.9% for non-CIMAS students. It seems there was a nearly 7-percentage point gain for CIMAS students. Disaggregated data analysis is currently underway.

Recommendations:

- Align summer course offerings with student needs.
- Determining student course needs when they begin CIMAS.

SUMMER SUCCESS ACADEMY (EOP)

Summer Success Academy enrolls incoming first-time full time students in a program to support them in adjusting to college. As part of this program, they take 2 courses, COMM 101 & Univ 105 or Eng 110 & Univ 105. EU supports this program by arranging courses, paying faculty, and enrolling non-matriculated students in courses. In total 68 students enrolled in the Summer Success Academy. Four of the 68 did not pass one or more courses.



Recommendations:

- Improve the process for enrolling non-matriculated students. This is currently a manual process. A project, Quick Admit, has been submitted to ITS to support this effort.
- Finalize the list of students and course enrollments sooner to reduce last-minute changes for staff and faculty.

NIH GRANT SUPPORTED

This was a summer class supported by a grant received by Sonsoles DeLacalle aimed at providing students experience in biomedical or biobehavioral science. The project offered students \$600 towards summer enrollment. Anticipated enrollment 66 actual enrollment 23 Students.

FIELD STUDIES COURSE

While EU simply provided the course and faculty pay for teaching the course, this effort is worth mentioning as an example of an experiential learning experience during summer session. This experience provided 32 students with an in-depth field experience that would be difficult to have during the regular semester with a full load of courses. Since this program did not require any additional processing by EU, we did not have additional data points.

Recommendation:

- Establish campus as a place to be in the summer.
- Incentivize faculty to offer more experiential learning during the summer session.

SCHOOL OF EDUCATION ADDED AUTHORIZATIONS

The SOE ran two programs for non-matriculated and matriculated students to support current and future teachers completing course work for added authorizations linked to their credentials.

- Math and Science: N=37
- Bilingual: N=7

Recommendations:

- Consider creating stand alone authorization programs for SOE through session E3 to allow for more flexibility around scheduling and cost.
- Improved communication regarding cost and timelines with school districts if they will be funding teachers participation.

RECRUITMENT: SUMMER COLLEGE WITH OUHSD

Summer College@CI with Oxnard Union High School District (OUHSD) is a program where students from OUHSD apply to take a course at CSUCI. The students spend 5 days a week on campus and learn about being a college student in addition to taking a course. We had 31 students enroll in Comm 101 this year. Sixty were originally anticipated. The management of this program was moved to SASEI in the middle of the planning process.



Recommendations

- Expand relationship with OUHSD to offer more programs.
- Develop timelines for enrollment.
- Improve communication with OUHSD around expectations for schedule and engagement from campus.
- Improve process for enrolling non-matriculated students (Quick Admit).
- Look at offering special courses for high school students from OUHSD and other districts

BLOCK SCHEDULING/GUIDED REGISTRATION AND LEARNING COMMUNITIES

FTFT students added learning community sections as their first step during Guided Registration at FIVO, new student orientation. Those with "LC/LLC" blocks have the Living-Learning option for students living on campus, and are open to non-residential students as well. Those with "LC" are open to all students -- commuter and residential. This data was important for this enrollment period because we launched block scheduling, guided registration and learning community blocks to register students for 15 units rather than the 12 they have historically chosen. Learning Communities have been scaled up for Fall 2022 incoming students, and guided registration has been implemented for new student orientation registration as CI's form of block scheduling.

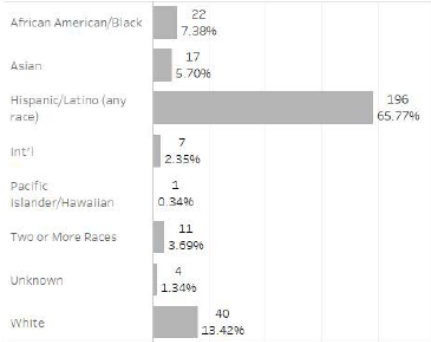


SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE
C H A N N E L I S L A N D S

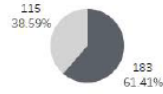
Fall 2022 Learning Communities
 All
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Headcount: 298 **Average Unit Load: 14.40** **Full Time Unit Load: 97%** **15 or more units: 50%** **HS GPA: 3.328**

Ethnicity



Pell Eligible

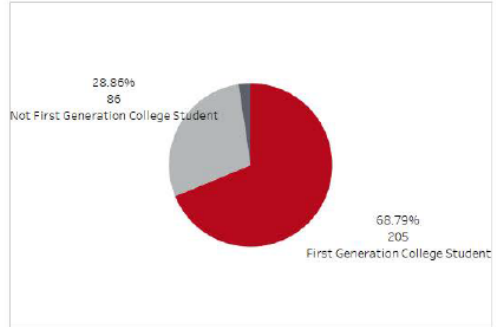


Gender

Gender	Headcount	% of Total
Female	218	73.2%
Male	78	26.2%
Nonbinary	2	0.7%

First Generation

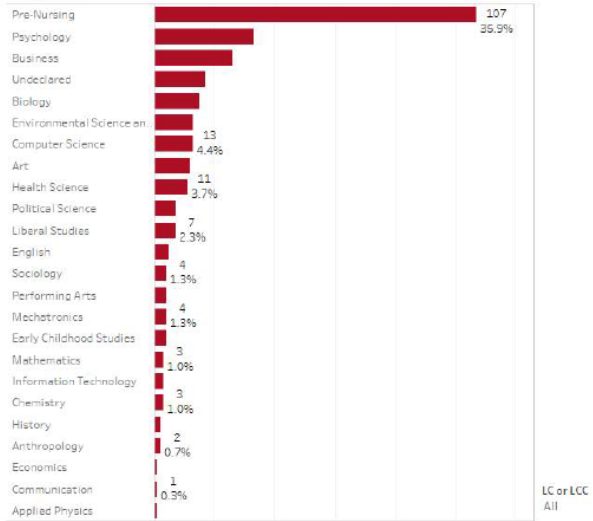
*Parent did not earn a 4 year degree or greater



Community Name

Community Name	LC	LCC	Grand Total
Bedford & Dr. Irene Pinkard Multicultural LLC		18	18
CI On-the-Go Integrative LC	16		16
Discovery Integrative LC A1	15		15
Discovery Integrative LC A2	19		19
Discovery Integrative LC B	18		18
Discovery Multicultural LC A	12		12
Discovery Multicultural LC B	13		13
Golden Dolphins Integrative LC A	16		16
Golden Dolphins Integrative LC B	7		7
Health Care Integrative LC/LCC A		14	14
Health Care Integrative LC/LCC B		20	20
Infinity Dolphins Multicultural LC/LCC		13	13
Island SURF (Student Undergraduate Research Fellows) LLC	17		17
Michele Serros Multicultural LLC A	18		18
Michele Serros Multicultural LLC B	19		19
MVS Social Impact International LC	17		17
Serve It Up Discovery Community Engagement LC	15		15
Windows of the World (WOW) International LLC A	16		16
Windows of the World (WOW) International LLC B	15		15
Grand Total	148	150	298

Primary Major



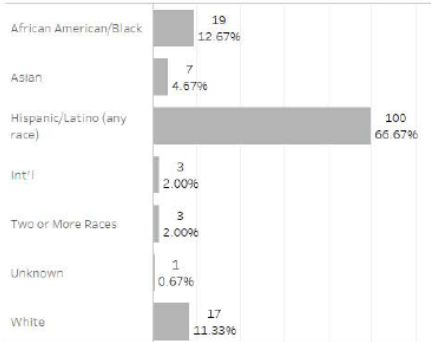
Demographics of the student population enrolled across all learning and living-learning communities encompass 298 students with an average unit load of 14.4, with 50% of these students enrolled in 15 or more units and a high school GPA of 3.3. The LC population in Fall 2022 is slightly more Latino, first generation student, and female-identified than the overall student population, with a large representation from the pre-nursing major.



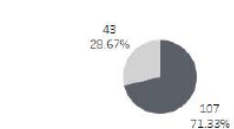
Fall 2022 Learning Communities
 Living Learning Community
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Headcount	Average Unit Load	Full Time Unit Load	15 or more units	HS GPA
150	14.59	99%	53%	3.303

Ethnicity



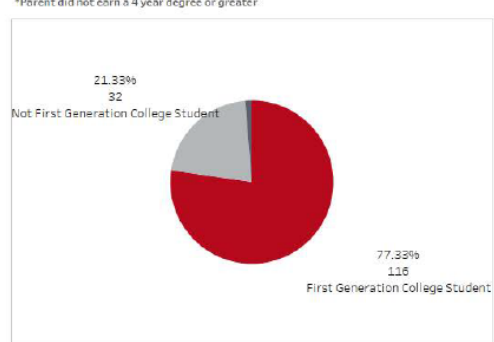
Pell Eligible



Gender

Gender	Headcount	% of Total
Female	114	76.0%
Male	36	24.0%

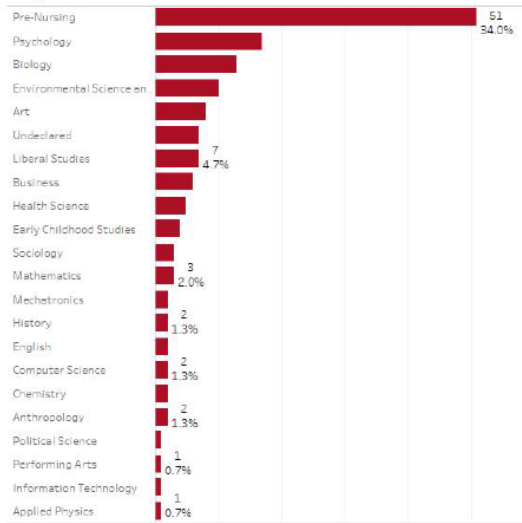
First Generation



Community Name

Community Name	LLC	Grand Total
Bedford & Dr. Irene Pinkard Multicultural LLC	18	18
Health Care Integrative LC/LLC A	14	14
Health Care Integrative LC/LLC B	20	20
Infinity Dolphins Multicultural LC/LLC	13	13
Island SURF (Student Undergraduate Research Fellows) LLC	17	17
Michele Serros Multicultural LLC A	18	18
Michele Serros Multicultural LLC B	19	19
Windows of the World (WOW) International LLC A	16	16
Windows of the World (WOW) International LLC B	15	15
Grand Total	150	150

Primary Major



LC or LCC
 Living Learning Community

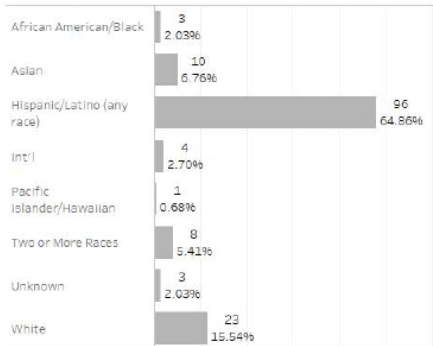
Demographics of the student population enrolled across living-learning communities encompass just over 50% of students in LC/LLCs (n=150) with an average unit load of 14.6, with 53% of these students enrolled in 15 or more units and a high school GPA of 3.3. The LLC population in Fall 2022 is slightly more Latino, pell-eligible, first generation student, and female-identified than the overall student population and LC/LLC population, with a large representation from the pre-nursing major.



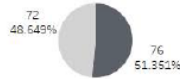
Fall 2022 Learning Communities
 Learning Community
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Headcount	Average Unit Load	Full Time Unit Load	15 or more units	HS GPA
148	14.20	96%	47%	3.354

Ethnicity



Pell Eligible

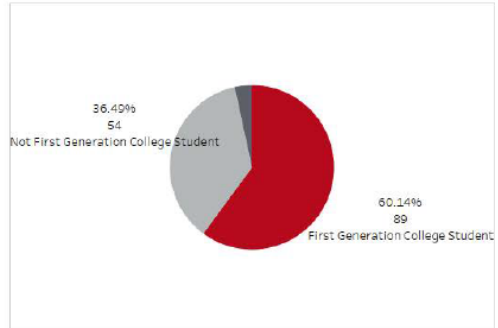


Gender

Gender	Headcount	% of Total
Female	104	70.3%
Male	42	28.4%
Nonbinary	2	1.4%

First Generation

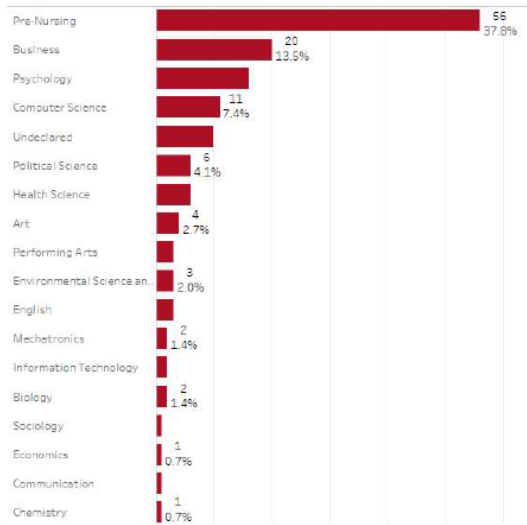
*Parent did not earn a 4 year degree or greater



Community Name

Community Name	LC	Grand Total
CI On-the-Go Integrative LC	16	16
Discovery Integrative LC A1	15	15
Discovery Integrative LC A2	19	19
Discovery Integrative LC B	18	18
Discovery Multicultural LC A	12	12
Discovery Multicultural LC B	13	13
Golden Dolphins Integrative LC A	16	16
Golden Dolphins Integrative LC B	7	7
MVS Social Impact International LC	17	17
Serve It Up! Discovery Community Engagement LC	15	15
Grand Total	148	148

Primary Major



LC or LCC Learning Community

Demographics of the student population enrolled across learning communities encompass just under 50% of students in LC/LLCs (n=148) with an average unit load of 14.2, with 47% of these students enrolled in 15 or more units and a high school GPA of 3.4. The LLC population in Fall 2022 is slightly more Latino, pell-eligible, first generation student, and female-identified than the overall student population, with a large representation from the pre-nursing major.

BLOCK SCHEDULING AND GUIDED REGISTRATION

In January 2022, the Vice Provost was charged with implementing block scheduling for four (4) courses at CSUCI for the Fall 2022 semester for all incoming first-time, full-time students. Simultaneously, a decision was made to scale up the number of learning communities for this



student population. CSUCI had already successfully implemented blocks for required Math and English courses, and this next step was to be an expansion on these existing blocks. In conversation with the University Registrar, it was determined that blocks would need to be rolled out within eight weeks from the start of the initiative's launch ([see timeline](#)).

A team including the Vice Provost, Enrollment Management, University Registrar, Student Systems, IT Strategy, Academic Advising, the School of Arts & Sciences Interim Associate Dean, and Enterprise Applications came together to begin discussions about the technical requirements for block scheduling. The Provost informed the campus of CI's plan for Fall 2022, [“to pre-populate students for a minimum of four courses each semester for the first two years.”](#) Analysis of the Fall 2022 pilot and planning for Spring 2023 registration using block scheduling and guided registration is currently underway.

Equity Priority 3: Ensure Equitable Access to Digital Degree Roadmaps: No later than June 15, 2022, every CSU student will have access to and adoption of a real-time digital degree planner.

DEGREE PLANNER

CSUCI had equitable access to Digital Degree Roadmaps prior to June 15, 2022 with the original software, Smart Planner. CSUCI transitioned to a new vendor and implemented a digital degree planner for all undergraduate stateside students in September 2022 using Highpoint's Degree Planner. We have completed work on the development of branding with Marketing and Communications. To increase use, we have offered numerous training opportunities for both Advisors and Students. We are developing a proposal to fund an incentivization plan with giveaways. Across campus, we have started to post electronic flyers on the campus computers or televisions. For Fall 2023 enrollment, we will develop a tier of registration appointments to accommodate students who use the Degree Planner. We are researching the tool's data analytics to provide course demand data to the programs. Lastly, we have worked with Information Technology Services to develop a new myCI portal link that will take students directly to the Degree Planner and it should be live this month.

ACADEMIC ROAD MAPS

An infrastructure plan to maintain accurate degree maps and course availability has been established. However, the responsibility for map maintenance and process for keeping them current is not properly housed at this time. Student Affairs and Academic Affairs divisions are working together to transition the administration of academic road maps from Academic Advising to the Academic Programs Office. This transfer will begin January 2023 and be



completed by the end of May 2023. We will need to develop and advertise a multi-year plan to maintain road maps, websites and degree planner to sustain its utility.

AUTOMATE DEGREE AUDIT AND CLEARANCE FOR STUDENTS

The Registrar's Office and Enrollment Management are investigating a pathway to automate degree audit and clearance for students without requiring students to submit an application for graduation. One major concern is that this application process operates such that fees are collected to support graduation and associated labor. AVP of Enrollment Management, Hung Dang, will work with his team to innovate this process.

We do not have any updates on removing the graduation application as a step toward conferring the degree. Our graduation application is online, through CI Records. We query and notify students who are eligible to graduate based on units completed to encourage them to meet priority application deadlines. Students may still apply after this deadline, which is Oct. 1 for spring graduation. The priority deadline is primarily to facilitate giving graduating seniors a registration priority for their final semester. The \$50 fee currently goes to the Commencement budget, and is used towards the ordering of the physical diplomas, diploma covers and towards the Commencement ceremony itself. We still need to work with various areas if we are to remove this fee, or reimagine this fee (for example, a smaller student services fee each semester). I believe we would have the technical capabilities to capture students as they near graduation, and having high usage of Degree Planner could help facilitate this area as well.

Some recent spring 2022 data on clearing degrees using the degree audit:

Out of 1,354 graduation applicants (as of June 10, 2022), 83% (1,121) of students had their degrees batch posted – meaning that these spring applicants were simply posted using their degree audit. Remaining students were manually evaluated by staff to see if they could graduate. If not, the Registrar notifies them of their missing degree requirements. Overall, CSUCI ended up with 1,215 degrees awarded for spring 2022 (including both stateside and EU degrees). On this front, we are doing quite well.

Equity Priority 4: Eliminate Administrative Barriers to Graduation: No later than June 30, 2022, each CSU campus shall, with an equity-centered framework, revise drop for nonpayment policies, re-evaluate registration hold policies and reform the graduation filing process.

STREAMLINING SUPPORT AND ONE-STOP SHOP STUDENT SUPPORT WEBSITE

Since the last quarterly report, the following has been done regarding the recommendations that were sent to the President and Provost :



1. We need clarity regarding what we include as academic support programs, and that definition needs to be shared broadly.
 - a. A peer educator committee has been formed across the Library and SASEI to coordinate and cross-communicate about activities in each area.
 - b. The Provost directed the Vice Provost and Dean of the Library and Learning Resources to develop a multi-year strategic plan regarding peer educators and learning resources. This work is underway.
2. We recommend hosting an academic support summit where 1) program leaders and 2) administrators can gather, share best practices, talk about gaps and overlapping programs.
 - a. The GI 2025 Task Force and program chairs with high DFWI courses are participating in a summit in November 2022, which includes presentations from experts and Rutgers and UMBC.
3. We recommend building a student-facing one-stop academic support webpage that links to existing program pages, along with an FAQ.
 - a. A request has been submitted to support this via the peer educator committee.

STUDENT-FACING COMMUNICATION T

A request for funding to support a communication consultant was sent to the Provost and VPSA DeBoni, and was under consideration prior to that last quarterly report. Since that time, VPSA Ford Turnbow has joined CSUCI and the request was forwarded to her for consideration.

REGISTRATION HOLDS POLICY

See disenrollment summary provided above.

FINANCIAL THRESHOLD FOR DROP

See disenrollment summary provided above.

DROP OUT/STOP OUT RECLAMATION PROCESS

The Chancellor's Office recognized CSUCI for its advanced efforts to remove barriers students who have dropped or stopped out face in the re-entry process. CI was held up as an example of using a simplified re-entry form, and was commended for allowing students to retain a matriculated status for two semesters of lack of enrollment rather than one.

REGIONAL TRANSFER STUDENT SUCCESS SUMMIT/DUAL ADMISSION WITH COMMUNITY COLLEGES

The Vice Provost has pulled together a cross-divisional team representing areas that have significant interactions with transfer students. This group is charged with 1) participating in a half-day retreat with internal stakeholders to talk about previous work centered on the transfer



student pipeline and existing connections with regional colleges such as SBCC, Hancock, Oxnard, Moorpark, Ventura, Pierce, and College of the Canyons – on June 29th; 2) Research existing literature and develop a white paper that outlines the best options available to CSUCI to increase transfer enrollment and success (a transfer center, transfer learning communities, a transfer dashboard, dual admissions, substantive articulation for GE courses, and classes and advising physically on other campuses, improved transportation options, and so on); 3) Plan, recruit for, and conduct a Regional Transfer Success Summit and/or create a Regional Transfer Success Road Show in August (second week)/September (after Labor Day). DAA held a Regional Transfer Student Success Summit this October.

This work is a continuation of previous efforts under ALAS. Here is the Transfer Report that summarizes the work of Projects ALAS (CI + VCCCD) and iPath (SBCC + CI): https://issuu.com/sasei/docs/delivering_on_csucis_promise_to_transfer_students_. This work is also in alignment with the recent Transfer Success Team work at CSUCI and President Yao’s interest in dual admissions policy.

June 30, 2022 CSUCI leadership is holding a dual admissions retreat with AACRAO Consulting on dual admissions for community college students to CSUCI. This retreat will include the recently established Dual Admissions Workgroup: Ernesto Guerrero, Special Assistant to the VP Student Affairs; Monica Rivas, Director of Academic Advising; Catherine Villa-Real, Interim Director of Admissions; Blake Buller, Articulation; Mathew Zivot, Institutional Research; and Jessica Lavariega Monforti, Vice Provost. This marks the start of CSUCI dual admissions project.

Pre-professional Major: Pre-Nursing

What are the demographics of all pre-nursing majors?

Pre-Nursing First Year Students by Admit Term

	Fall 2019	Fall 2020	Fall 2021
Pre-Nursing First Year	193	161	167
Enrolled Fall 2022- Nursing Major	21	9	0
Enrolled Fall 2022- Not in Nursing	91	98	128
% in Nursing	11%	6%	0%
% Enrolled- Not in Nursing	47%	61%	77%

Alt majors: Health science, psychology, business

What are the demographics of students who do and don’t get into the nursing program by 1st gen, Latino, and pell-eligibility?

Fall 2019 cohort	Pre-nursing admit	Nursing major	Not nursing major
Pell-eligible	62.2%	33.3%	52.8%
First gen	75%	81%	76.9%
Latinx	61.1%	57.1%	64.8%



Initiative: Guided Registration to Learning Communities

- We know that pre-nursing students with a 1st semester GPA under 3.75 have historically not been accepted to the nursing program.
- There are equity gaps such that Latinx and Pell-eligible students who are admitted with pre-nursing are more likely not to major in nursing ultimately.
- Enroll as many FTFT pre-nursing students in a health sciences learning or living learning (LC/LLC) community as possible, where they are exposed to alternative health-associated majors.
- Fall 2022, CSUCI enrolled over 300 FTFT students in LC/LLCs (LLCs with renewable housing scholarships). We await results.

Repeating Courses

Repeated Courses

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Number of students	792	768	675	617	574	792
Number of courses	984	934	843	831	735	1,025

- Number of students repeating courses same from F19 to Sp22
- Number of courses students repeat increased 4% over three years

	Fall 2019	Fall 2020	Fall 2021
Pell eligible	53%	56%	51%
First gen	62%	65%	63%
Latinx	60%	65%	68%

What are the demographics of students who repeat courses?

Pattern of equity gaps across all three variables for the composition of students repeating courses; matches high DFWI rate courses



Top Repeated Courses, F19–S22

Repeated Courses

Descr	Subject	Catalog	
Intermediate Microeconomics	ECON	310	102
Human Anatomy And Phys I	BIOL	210	102
Biostatistics	MATH	202	69
	PSY	202	31
American Political Institution	POLS	150	96
Behavioral Neuroscience	PSY	314	92
Composition and Rhetoric	ENGL	105	88
Calculus I	MATH	150	86
Clinical & Abnormal Psych	PSY	313	83
Psych Res & Stats Methds I	PSY	300	82

Drops and Withdrawals

	Drop or W	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Number of students	Dropped Wk 1-3	2,502	2,211	1,979	1,667	1,667	1,507
	Academic Penalty	146	513	369	393	239	161
Number of courses	Dropped Wk 1-3	4,281	3,743	3,118	2,597	2,659	2,336
	Academic Penalty	340	800	765	749	506	365

Dropped Courses

Both the number of students and number of courses dropped or withdrawn have decreased from F19 to Sp22.

What are the demographics of students who drop courses now v. before?

Drop	Fall 2019	Fall 2020	Spring 2022
Pell eligible	51%	49%	50%
First gen	61%	61%	62%
Latinx	53%	53%	58%

Academic Penalty	Fall 2019	Fall 2020	Spring 2022
Pell eligible	45%	51%	49%
First gen	52%	52%	55%
Latinx	47%	50%	55%



Upper Division Writing

Upper Division General Education

Grades: F, WU, NC

	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Number of students	178	176	304	304	360	300
Number of Courses	208	215	402	408	467	386

Number of students and upper division writing courses with F/WU/NC grew, respectively, between Fall 2019 and Spring 2022

Top Courses failed Fall & Spring

Fall 2019-Spring 2022

Number of Students

Ind With Disabilities	97
Applied Stats For Bus And Econ	89
Media Literacy And Youth	86
Medical Anthropology	85
History Of Mathematics	83
Emerge Public Hlth Issues	72

What are the demographics of the students who fail upper division writing requirements?

	Fall 2019	Fall 2020	Fall 2021	Spring 2022
Pell eligible	51%	56%	56%	60%
First gen	57%	64%	69%	68%
Latinx	56%	63%	64%	59%

Equity gaps in terms of success in upper division writing requirement courses have grown over the past three years.



Next steps

Address petition to repeat courses a third time.
Address excess unit forms.

Equity Priority 5: Promote Equitable Learning Practices and Reduce DFW Rates: Beginning fall 2021, the Chancellor's Office will engage ASCSU, campus presidents, provosts and deans to identify the top 10 high enrollment critical major pathway courses (by campus) with higher than average equity gaps as defined by DFW rates.

High DFWI Course List

In cooperation with Institutional Research, Academic Program and Continuous Improvement and the Vice Provost's office, a list of 10 high DFWI courses at CSUCI has been established. The list includes the following courses:

1. **Math 105 (Pre-Calc)** – 40.9% DFWI, no big gaps for race, sex, Pell eligibility, or student level. Math 103 is next on the list with a DFWI rate of 38% and it's the stretch version of Math 105. Only 153 students have taken it over the past 3.5 years though. I would say to include it to pair with 105, but also recommend including **Math 150 (Calculus I)**. It has a DFWI rate of 35% over the past 3.5 years, the DFWI rate is trending up, and over 1,000 students took it during that time period.
2. **Econ 111 & 311** ~40% DFWI (Principles & Intermediate Macroeconomics) – Large Pell eligibility gap (11-14 p.p.).
3. **Comp 150** (Object Oriented Programing) – 19 p.p. gap. 45.3% of Hispanic students got a DFWI, and only 9.5% of white students. Also, large gradient by student level (Soph = 47%, Fresh = 42%, Junior = 34%, Senior = 26%) and Pell eligibility (15 p.p.)
4. **Psy 329** (Animal Behavior) – 18 p.p. gap. Also, big gaps for 1st gen (17 p.p.) and Pell eligibility (17 p.p.).
5. **Biol 110** (Life in the Universe) – 16 p.p. gap. No other large gaps.
6. **Chem 105** (Intro to Chem) – 15 p.p. gap. Also, big Pell eligibility gap (13 p.p.), 1st gen (15 p.p.).
7. **Math 250** (Calc III) – 21 p.p. gap. Also, 1st gen (13 p.p.).
8. **Mixt 101** (Elementary Mixtec) – 20 p.p. Also, huge student level DFWI gradient (Fresh = 45%, Soph = 39%, Junior = 30%, Senior = 5%).
9. **UNIV 150** (1st year seminar) – 58 p.p. 1-year retention gap.
10. **UNIV 100** (Univ life & college success) – 52 p.p. 1-year retention gap; **UNIV 250** (2nd year seminar) – 44 p.p. 1-year retention gap

School of Education faculty are participating in ACUE microcredential *Inclusive Teaching for Equitable Learning*. While education does not have courses on the high DFWI list, we wanted to include faculty beyond STEM in this work to get broader faculty ownership of this work.



Institutional Research is working to create a presentable document with the high DFWI data. APCI drafted a multi-pronged plan called *Èxito al Centro* to address these, mostly quantitative reasoning, courses.

GI 2025 TASK FORCE

On April 27, 2022 the most current iteration of CSUCI's Graduation Initiative 2025 (GI25) Task Force was convened to address student success and continuous improvement for AY 2022-2023. The task force was charged by Provost Avila with coordinating student success efforts across units to ensure that all efforts and energy were exerted towards institutionalization of best practices into continuous improvement processes.

The GI25 Task Force met monthly from Spring 2022 through Summer, and is continuing its work this Fall. To engage in this work, task force members reviewed key documents such as GI 2025 CO's Goals & Initiatives, CSUCI's 2015-2021 Strategic Plan, the Current Strategic Initiative and the most recent GI 2025 quarterly report. The task force also engaged two proposals upon which its work was centered: Reinvigorating Program Planning, Review, & Assessment: Continuous Improvement as a Comprehensive Model for Student Success (PPR&A) and *Èxito al Centro*/Student Success Steering Committee proposals.

Presentations regarding the Early Alert Pilot precursor to the Early Alert Comprehensive Plan, which is in development, and the Equity Grading Initiative that took place summer 2022 with the English Department.

To fulfill its charge the task force worked in four sub-committees or working groups with specific deliverables:

- I. Group 1: Identify Student Success practices as the focus of program planning, review, and assessment
 - A. Deliverable 1: Develop a concept of student success
 - B. Deliverable 2: Identify/map specific student success components
 - C. Deliverable 3: Focus PPR&A activities on the promotion and assessment of those student success practices
- II. Group 2: Cultivating capacity and elevating support at the program level (Chair Support and Training Program)
 - A. Deliverable 1: Integrate student success-oriented program PPR&A into chair training and program review.
 - B. Deliverable 2: Create Curriculum & Assessment Coordinator/Champion roles
 - C. Deliverable 3: Stakeholders and Feedback Plan for Chair Support and Training
- III. Group 3: Coordinate Student Success Initiatives across Academic Affairs and Integrate PPR&A
 - A. Deliverable 1: Student success initiatives need to coordinate key areas across



Academic Affairs, including the AVP APCI, AVP HIPEE, AVP SASEI, Faculty Development Director, DAADA (alongwith Director of Institutional Research), Articulation and Curriculum office, Summer Coordinator (to be hired), etc.

- B. Deliverable 2: Develop and implement a Student Success Strategic Plan (guided by VP) that includes all members of that team.
 - C. Deliverable 3: Expand and make permanent support for PPR&A beyond faculty reassigned time.
- IV. Group 4: Revising policy and processes to facilitate clarity and predictability
1. Deliverable 1: Create an inventory of policy relevant to Student Success and continuous improvement
 2. Deliverable 2: Outline a plan for moving needed policy changes through the decision making bodies on campus.
 3. Deliverable 3: Provide a plan to develop faculty and academic program cultures that continually examine student success data and use it to improve curriculum and pedagogy.

Each working group was directed to meet on their own between monthly task force meetings and develop a comprehensive plan for their individual part of the task force's overall project. This required that the subcommittee read the PPR&A proposal, conduct an inventory of existing concepts/programs/resources/policies, develop a timeline for rolling out implementation, draft a budget if the work requires it, and talk to stakeholders external to the task force about appropriate involvement, etc.

While the work of the GI25 Task Force continues, over the last 6 months the task force was able to outline some ways to move forward. At the beginning of Fall 2022, working groups submitted the following reports and recommendations for your review:

[Identify Student Success practices as the focus of program planning, review, and assessment](#)

[Cultivating capacity and elevating support at the program level \(Chair Support and Training Program\)](#)

[Coordinate Student Success Initiatives across Academic Affairs and Integrate PPR&A](#)

[Revising policy and processes to facilitate clarity and predictability](#)

Current GI 2025 Task Force members:

- Jessica Lavariega Monforti, Vice Provost (Chair)
- Assadullah Sadiq, Assistant Professor, Early Childhood Studies*
- Jules Balén, Director of Faculty Development & Professor, English
- Hung Dang, AVP, Enrollment Management



- Bill DeGraffenreid, Interim Vice President for Faculty Affairs, Success & Equity
 - Cindy Derrico, Dean of Students*
 - Megan Eberhardt-Alstot, Learning Designer, Teaching & Learning Innovation
 - Kyra Folk-Farber, Associate Dean of Library and Learning Resources*
 - Eboni Ford Turnbow, Vice President for Student Affairs*
 - Lorna Gonzalez, Director of Digital Learning, Teaching & Learning Innovation
 - Michael Gravagne, AVP Student Wellness*
 - Ernesto Guerrero, Assistant Vice President for Student Success & Retention
 - Michelle Hasendonckx, Assistant Vice President, Student Success & Equity Initiatives
 - Doreen M. Hatcher, Special Assistant to the Vice President of Student Affairs*
 - Sohui Lee, Associate Professor & Faculty Director, Writing & Multiliteracy Center
 - Brook Masters, Senior Coordinator of Student Academic Success Services
 - Francelina "Lina" Neto, Associate Vice President, Academic Programs & Continuous Improvement
 - Mónica Ocampo, Channel Your Success Activity Manager, Student Success & Equity Initiatives
 - Charles Osiris, AVP, Retention, Outreach & Inclusive Student Services*
 - Scott Pérez, Director, Sponsored Programs
 - Argero Zerr, Assistant Professor, Psychology
- * added to the task force after reports were written. Thanks to Drs. Brendan Cline and Christina Smith for their contributions.

CSUCI *Èxito al Centro* Initiatives, *Draft Concept: May 13, 2022*

Èxito al Centro recommends a series of coordinated initiatives to put Student Success Practices at the center of the academic mission on our campus. The coordinated initiatives will focus on academic support for students, development for faculty, program support, and a reconceptualization of academic program planning and review. Below, each of those component initiatives are described, along with aligned initiatives that provide an essential foundation for the broader plan.

Before addressing the component initiatives, it is important to begin by defining student success in a way that recognizes the critical need to help our students pass their classes and move toward graduation (addressing courses with high DFWI rates, providing support to retain students, etc.), but that goes beyond that to define success in terms of providing students an education that will serve them well beyond graduation (career outcomes, a foundation for lifelong learning, etc.) and a positive experience of campus where students feel a sense of belonging and ownership. *Success needs to be defined both in terms of setting high expectations for our students and providing them all of the support necessary to meet expectations, as well as creating and maintaining an environment in which that is possible.*



Èxito al Centro / GI 2025 Steering Committee:

Èxito al Centro will require coordination of programs throughout the university. The Division of Academic Affairs, Division of Student Affairs, University Advancement, and BFA will be impacted by and contribute to this project; the Steering Committee will serve that coordinating role. The initial task will be to lead our official response to high DFWI courses (addressing CO compliance issues). However, that response will be deeply enmeshed in broader student success initiatives – so the focus will be on cultivating student success *practices* across campus. The initial focus should be on those courses with high DFWI rates and significant equity gaps, but always as part of a broader intervention.

That intervention will require significant initial work to identify Student Success Practices – both an inventory of what we are already doing on campus, and other practices that need to be cultivated and institutionalized on campus. This work will require broad research across the higher education (and CSU, and HSI) landscape to identify what are proven practices to support and develop our students. These are generally grouped around the concepts of pedagogical and curricular best (or high impact) practices. That research should be supported over the summer of 2022. The committee should develop a report based on that research to identify the range of initiatives and practices currently operating on campus (with whatever assessment of impacts that we have of them) as well as the practices that are absent but necessary for student success support. The report should include recommendations about how to cultivate and coordinate those practices across campus – including identifying extra-institutional opportunities to cultivate skills that can be brought back to campus and diffused.

The ongoing work of the committee will be to lead and coordinate student success initiatives on campus, and to coordinate systematic assessment of their impacts moving forward. That type of coordination will be critical to the ultimate success of the *Èxito al Centro* initiatives. The goal is to coordinate and assess those practices and find the best way to deliver them to students (and faculty, etc.).

Comprehensive Academic Program Development initiative: The ultimate goal of the *Èxito al Centro* initiatives is to integrate student success practices into core academic programs. *Integrating those practices into core curricula of academic programs is the most direct and immediate way to impact students.* To do so will require a long-term plan and commitment, with multiple sub-initiatives designed to provide the foundation for the broader initiative, along with coordination and sequencing to ensure that we have the appropriate and necessary training and planning to meet the goals in the future. That coordination work will largely fall on the Steering Committee.

In the current draft of the Multi-year Academic Plan, the Provost has suggested a model for support and development to integrate those practices (Quality Program Indicators, in his presentation) into core academic programs. That initiative can be formalized into a program



cohort development model – that is, groups of programs can work together to build understanding of and capacity for integrating student success practices. Topics that would be essential focus would include the practices themselves, curricular integration, curriculum redesign, curriculum implementation, faculty development and review, broader student support practices, etc.

Faculty Development initiative: *Prácticas a Reforzar, Optimizar, y Fomentar Excelencia (PROFE)*: In order to integrate Student Success Practices more centrally into academic processes at CSUCI, we will need to develop some focused and comprehensive faculty development programs. Some aspects of our current faculty development programs can support the *Éxito al Centro* initiatives. We will need to also create programs that are systematic and coordinated to cultivate the faculty skills and expertise necessary to provide a more comprehensive focus across campus. The specific programs should be developed in consultation with the steering committee as they identify priority areas essential for the broader initiative. Some of the faculty development programs will target specific academic program faculty for participation, while others will be open to any interested faculty. The emphasis of faculty development delivery, however, will shift from a model organized around “menu of options available to interested faculty” to a model organized around “identified priorities for specific programs with recruiting emphases designed to intentionally scaffold practices.” The faculty development initiative is likely to include multiple programs running concurrently for different targeted groups, and perhaps sequenced across years to the extent that faculty need to develop multiple skill sets.

Student Support initiative: *CSUCI Initiative for Mapping Academic Success (CIMAS)*: CIMAS will play a key role in the *Éxito al Centro* initiatives – partly as an incubator for Student Success practices in a comprehensive format with students who are most vulnerable. In its current/recent format, CIMAS is an intervention targeting students with unsuccessful marks in courses during the prior semester. It is as yet unclear what specific role CIMAS will play in the next iteration – that is, specifically which students will be targeted. We still need to determine which students CIMAS will serve moving forward: 1) Students who receive a non-successful grade in a course in the previous semester (as in Spring 2022); 2) as an intervention linked to an “early warning” system each semester to specific course/Canvas metrics; or 3) a foundational support program targeting new students at CSUCI (either first-year college students or transfer students). CIMAS might also serve more than one category of those students. Regardless, the decision about which students to target in the CIMAS program should be made in conjunction with broader plans for these student success initiatives.

The broader plan outlined here seeks ultimately to integrate our Student Success initiatives into core academic programs – that is, to integrate the academic skill development and affective asset-building practices central to CIMAS into the academic programs. That will require a transition of some years, since bandwidth and best practices requires focusing on a limited number of cohorts initially which can eventually be expanded to include all programs – in



addition to timelines for curriculum redesign and implementation. In that interim, CIMAS will continue to play a critical role as an intervention for students – but the target and structure of CIMAS must be coordinated year-to-year with the broader plan to shift student success practices into core academic programs. (For example, as more academic programs adopt student success practices in their core curricula, CIMAS might gradually shift to focus on students from unserved programs – and/or on first-semester students at CSUCI.)

Allied initiatives: In addition to the core initiatives described above, CSUCI will need to revise or develop other programs to support and maintain the *Éxito al Centro* initiatives. Those programs are briefly described below.

- *Revising Program Planning, Review, & Assessment:* Program Review & Development needs to be reoriented around Student Success Practices (as well as integrating program planning and curricular redesign into its portfolio). A proposal to that effect has already been developed and contains the necessary recommendations to put Student Success Practices at the center of program development and review processes.
- *Chair Support and Training Program:* To initiate and sustain programmatic transformation, significant additional investments must be made in program Chairs. That investment must take the form of comprehensive development opportunities (to provide the skills that are necessary to promote student success – to lead curriculum redesign processes, promote effective peer review of faculty, to direct student advising, to create appropriate schedules, etc.). In addition to increasing investment in chair development, effective program leadership will also require additional investment in the form of chair support (WTU reassigned time). An existing proposal for dramatically expanding our Chair Development programs has been under consideration.
- *Assessment and Curriculum Coordinator:* Given that so much of the effort to sustain Student Success Practices relies on areas where we are currently under investing or have problematic institutional practices (assessment and curriculum design/processes), we will also need to support creation of a faculty position within programs to focus attention on those issues specifically. Creating an Assessment and Curriculum Coordinator will solve existing problems and facilitate both curricular redesign to focus on student success practices and promote assessment focusing on student assessment practices. (A recommendation to that effect was included in the Program Planning, Review, and Assessment proposal that is currently under consideration.)

[1] The following is the language from the latest draft of the Multi-year Academic Plan (MAP) document: “To fully operationalize the Vision and Mission of Academic Affairs, **the Provost recommends the creation of Quality Program Indicators (QPIs) and that academic programs, including general education, engage in a continuous improvement process to incorporate and integrate the QPIs into our curricular offerings [Recommendation 5].** Examples of QPIs include opportunities for international experiences for students, incorporating high impact practices such as student research, career readiness, and similar. As envisioned, the Provost’s Office will provide over the next four to five years



reassigned time to lead faculty from departments who commit to making progress on one or more of the QPIs. The QPIs will incorporate measurable indicators of quality student experiences and proven pedagogical strategies.” In other discussions, the Provost has referred to this as a “cohort” model.

EQUITY IN GRADING

AYUDAS and PROMESAS grants offered STEM faculty \$750 to implement alternative grading in a high DFWI course with the stipend going to pay for faculty time over the summer. The Office of the Vice Provost offered support to two non-STEM faculty to participate in this program as well.

A Spring 2022 talk by Spencer Bagley and workshop on alternative grading had 20 faculty attend. This build on work conducted last Fall (2021) – there was a Faculty Inquiry Project (FIP) professional development opportunity, but only a few faculty participated.

Finally a call for applications was sent out to broaden faculty development around grading equity. **Equity Grading Course Redesign Grants *Call for Proposals*** said:

The Vice Provost is offering grants during the Summer of 2022 to support the revision or redesign of courses to integrate equity grading practices in order to increase student success, with special attention paid to courses with high DFWI rates or equity gaps. Equity grading has three pillars, representing the goals of grading: accuracy, bias-resistance, and student motivation. Rather than a single practice, equity grading is a wide category of assessment practices. Collectively, they can be effective at increasing student learning while reducing failure rates and increasing student success in critical courses where students often struggle.

Equity Grading Course Redesign (EGCR) grants provide support for teams of program faculty (3-4 faculty members per team) to work together to revise/redesign a course that offers the potential for increased student success. Grants will provide \$500 to each team member to redesign the course, produce a course syllabus, provide student assessment materials, and develop a plan for sustainable teaching using equity grading in the future.

Three cohort meetings, and a series of working sessions will be held over the summer to provide structure and support for teams.

How to apply: To apply for the grant, please submit the following items to the Vice Provost’s Office via viceprovost@csuci.edu no later than May 25.

1. **EGCR team members:** Provide the names, positions, and a brief paragraph for each team member noting relevant interests and experience.
2. **EGCR course:** Identify the proposed course that will be the focus of the redesign, along with information about the student success metrics that will be targeted (DFWI rates, or equity gaps).



3. **EGCR plan:** Provide a brief description of how the team plans to work together to revise the course (e.g., frequency of meetings, division of labor, etc.).
4. **Sustainability plan:** *Equity grading practices can require significant additional time and effort of faculty.* Provide a thorough plan for how equity grading will be supported and sustained in the future for those teaching the class (regardless of particular staffing decisions). All teams will be encouraged to discuss sustainability issues and ideas with program leaders throughout the summer.

Deliverables: The following deliverables are expected by September 1, 2022, at which time the stipends will be paid:

- Redesigned course syllabus
- Materials to be used for equity grading
- Plan for sustainability

The Communication and English programs submitted proposals that were accepted and they have begun this work.

Finally, all program chairs with courses on the High DFWI list were asked by the Vice Provost and their Dean to participate in the CO's Change Leadership for Equity Priority 5 Summer program with the AVP APCI and Associate Dean of Arts & Sciences.

FIRST YEAR MATH INITIATIVE

January 2022 a team (Geoff Buhl, Michelle Hasendonkx, Dennis Downey, Brooke Masters, Brooke Ernest, and Ernesto Guerrero) was put together around the PROMESAS grant to provide training for faculty. The AYUDAS grant provides support for a curricular-based early alert-style intervention and ties peer mentors to do some complementary outreach throughout the semester as well. Math faculty (Jason Miller and Chrissy Soderlund) created a beta version of an Early Success Module to be imported into Canvas course shell.

- Included mini assignments over first 3 weeks of the semester as well as non-curricular assignments (asking student to selfie with tutor, take a selfie in front of faculty office)
- Included Calculus specific questions, featured in every Calc 1 section
- Also made available to other faculty to include (as they could customize/change Calc 1 content to be relevant to their course content)
- Faculty received a stipend to utilize in their courses, on Friday of 3rd week faculty submitted students names they were concerned about based on assignments in module



- Peer mentors, in partnership with Embedded Peer Tutors outreached to students (see report summary attached of outreach effort)
- Plans to revise and expand Early Success Module in more Math courses in Fall 2022
- See the peer mentor outreach impact report [here](#).

Here are some very early preliminary data from Spring 2022 outcomes; these screenshots are taken from the annual report for Jeff Green on the embedded peer education program:

Data on Students Enrolled in LRC Embedded Peer Educator-Supported (B4 and Non-B4) Courses and Impact on Student Success

Key take-aways:

- The most vulnerable CI students who are enrolled in B4 and Non-B4 Courses are visiting the LRC.
- Completion rate of B4 students in Spring 2022 increased by 1.5% over Spring 2021.
- Students who are not in embedded B4 courses and do not visit the Center are 1.79 times more likely to fail than students who are in embedded courses and visit the Center.
- Students in embedded programs are more likely to seek help in the Center than students in non-embedded programs (10.5% more likely for B4 courses; 4.8% more likely for Non-B4 courses).
- Students who visited the LRC persisted at higher rates than students who did not visit the LRC (89% compared to 77.5% for B4 courses; 90.2% compared to 85.1% for Non-B4 courses).

Key take-aways:

- Female students are utilizing the LRC at higher rates than male students compared to enrollment percentages. This indicates that outreach and recruitment may be necessary to encourage male students to utilize the LRC's services.
- HUGS students (61.9%) are more represented in B4 courses than in the university overall, which is 59% HUGS according to the Fall 2021 Census.
- The percentages of students who are enrolled in B4 Courses (61.9% HUGS, 46.3% Pell, 49.7% First Gen) are nearly mirrored in the percentages of students who visit the LRC from B4 courses (62.3% HUGS, 45.6% Pell, 51.2% First Gen).
- The percentage of LRC's visits by B4 First Gen students is 1.5% higher than the percentage enrolled; this suggests that First Gen students may be more positively impacted through the embedded program in B4 courses.

EQUAL OPPORTUNITY PROGRAM



Disaggregated data analysis from EOP is provided below.

EOP Program Review
Overall

Headcount		
	EOP	Non-EOP
Fall 2013	50	1,697
Fall 2014	55	2,029
Fall 2015	57	1,845
Fall 2016	55	2,000
Fall 2017	57	2,161
Fall 2018	58	2,057
Fall 2019	64	2,047
Fall 2020	50	1,777
Fall 2021	47	1,554
Fall 2022	63	1,425
Total	556	18,584

1-Year Retention		
	EOP	Non-EOP
Fall 2013	94.0%	80.9%
Fall 2014	85.5%	79.9%
Fall 2015	87.7%	81.8%
Fall 2016	83.6%	82.9%
Fall 2017	75.4%	82.3%
Fall 2018	82.8%	81.3%
Fall 2019	89.1%	86.5%
Fall 2020	90.0%	84.6%
Fall 2021	76.6%	79.5%
Overall	85.0%	82.3%

1Y Gap 2.7%

4-Year Graduation Rate		
	EOP	Non-EOP
Fall 2013	24.0%	52.4%
Fall 2014	10.9%	50.9%
Fall 2015	24.6%	52.9%
Fall 2016	29.1%	56.2%
Fall 2017	31.6%	58.4%
Fall 2018	39.7%	55.9%
Overall	26.8%	54.6%

6-Year Graduation Rate		
	EOP	Non-EOP
Fall 2013	56.0%	69.4%
Fall 2014	61.8%	67.3%
Fall 2015	77.2%	70.4%
Fall 2016	56.4%	70.3%
Overall	63.1%	69.3%

6Y Gap -6.2%

4Y Gap -27.8%



SIGUE: SUCCESS AND INCLUSION FOR GRADUATE & UNDERGRADUATE ACADEMIC EXCELLENCE
C H A N N E L
I S L A N D S

Average Completed Semester Units

	EOP	Non-EOP
Fall 2013	10.0	10.9
Fall 2014	10.8	10.7
Fall 2015	10.0	10.7
Fall 2016	9.6	10.7
Fall 2017	10.4	10.9
Fall 2018	12.4	11.6
Fall 2019	12.9	12.2
Fall 2020	13.2	11.4
Fall 2021	12.4	11.5
Overall	11.3	11.2

Unit Gap 0.1

Average Cummulative GPA

	EOP	Non-EOP
Fall 2013	3.47	3.06
Fall 2014	4.00	3.02
Fall 2015	2.84	3.04
Fall 2016	3.33	3.07
Fall 2017	3.37	3.05
Fall 2018	3.40	3.10
Fall 2019	3.41	3.10
Fall 2020	3.39	3.13
Fall 2021	3.45	3.20
Overall	3.41	3.09

GPA Gap 0.32

Note:

1. "Overall" refers to the overall average or rate across all entry terms in each table. For example, for all students who entered from Fall 2013 to Fall 2016, 63.1% EOP students graduated by their sixth year...



EOP Program Review
Under Represented Minority Status

Headcount

	EOP		Non-EOP	
	URM	Not URM	URM	Not URM
Fall 2013	48	2	801	896
Fall 2014	48	7	1,075	954
Fall 2015	52	5	958	887
Fall 2016	47	8	1,034	966
Fall 2017	52	5	1,196	965
Fall 2018	53	5	1,151	906
Fall 2019	54	10	1,147	900
Fall 2020	42	8	1,033	744
Fall 2021	44	3	889	665
Fall 2022	58	5	879	546
Total	498	58	10,159	8,425

1-Year Retention

	EOP		Non-EOP	
	URM	Not URM	URM	Not URM
N	440	53	9,280	7,879
Retained (%)	85.5%	81.1%	81.2%	83.6%
IY gap	4.3%		-2.4%	



4-Year Graduation Rate					6-Year Graduation Rate				
	EOP		Non-EOP			EOP		Non-EOP	
	URM	Not URM	URM	Not URM		URM	Not URM	URM	Not URM
N	300	32	6,215	5,572	N	195	22	3,868	3,702
% 4Y	27.7%	18.8%	50.0%	59.7%	% 6Y	63.6%	59.1%	65.2%	73.6%
4Y gap	8.9%		-9.8%		6Y gap	4.5%		-8.4%	

Average Completed Units					Average Cumulative GPA				
	EOP		Non-EOP			EOP		Non-EOP	
	URM	Not URM	URM	Not URM		URM	Not URM	URM	Not URM
N	440	53	9,280	7,879	N	440	53	9,280	7,879
Units	11.3	11.7	10.8	11.6	GPA	3.37	3.66	3.05	3.12
gap	-0.4		-0.8		gap	-0.29		-0.07	

Notes

1. Under Represented Minority refers to Hispanic/Latinx, Black/African American, and Native American/Alaskan students.
2. 1-Year Retention was calculated using all students who entered from Fall 2013 to Fall 2021.
3. 4-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2018.
4. 6-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2016.
5. Average Completed Semester units include all students who entered from Fall 2013 to Fall 2021.
6. Average Cumulative GPA includes all students who entered from Fall 2013 to Fall 2021.



EOP Program Review
First Generation Status

Headcount						
	EOP			Non-EOP		
	First Generation	Non-First Generation	Unknown	First Generation	Non-First Generation	Unknown
Fall 2013	39	10	1	505	1,149	43
Fall 2014	44	11		669	1,297	63
Fall 2015	46	11		614	1,118	113
Fall 2016	42	13		674	1,230	96
Fall 2017	46	10	1	748	1,330	83
Fall 2018	48	8	2	772	1,246	39
Fall 2019	49	14	1	746	1,251	50
Fall 2020	42	6	2	687	1,048	42
Fall 2021	36	10	1	560	947	47
Fall 2022	53	8	2	545	839	41
Total	445	101	10	6,518	11,450	617

1-Year Retention				
	EOP		Non-EOP	
	First Generation	Continuing Generation	First Generation	Continuing Generation
N	392	101	5,973	11,186
Retained (%)	85.7%	82.2%	81.3%	82.8%
1Y gap	3.5%		-1.4%	



4-Year Graduation Rate					6-Year Graduation Rate				
	EOP		Non-EOP			EOP		Non-EOP	
	First Generation	Continuing Generation	First Generation	Continuing Generation		First Generation	Continuing Generation	First Generation	Continuing Generation
N	265	67	3,982	7,805	N	171	46	2,462	5,108
% 4Y	29.4%	16.4%	52.6%	55.6%	% 6Y	64.9%	56.5%	67.0%	70.4%
4Y gap	13.0%		-3.0%		6Y gap	8.4%		-3.4%	

Average Completed Semester Units					Average Cumulative GPA				
	EOP		Non-EOP			EOP		Non-EOP	
	First Generation	Continuing Generation	First Generation	Continuing Generation		First Generation	Continuing Generation	First Generation	Continuing Generation
N	392	101	5,973	11,186	N	392	101	5,973	11,186
Units	11.3	11.3	10.7	11.4	GPA	3.43	3.31	3.07	3.10
gap	0.0		-0.7		gap	0.12		-0.03	

Notes

1. First Generation students are students for whom neither parent completed any college.
2. 1-Year Retention was calculated using all students who entered from Fall 2013 to Fall 2021.
3. 4-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2018.
4. 6-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2016.
5. Average Completed Semester units include all students who entered from Fall 2013 to Fall 2021.
6. Average Cumulative GPA includes all students who entered from Fall 2013 to Fall 2021.



EOP Program Review
Pell Eligibility

Headcount by Entry Term

	EOP			Non-EOP		
	Not Pell Eligible	Pell Eligible	Unknown Pell Elig.	Not Pell Eligible	Pell Eligible	Unknown Pell Elig.
Fall 2013		45	5	584	835	278
Fall 2014		51	4	661	1,049	319
Fall 2015	1	55	1	636	926	283
Fall 2016		51	4	665	1,025	310
Fall 2017	3	53	1	701	1,085	375
Fall 2018	3	53	2	640	1,079	338
Fall 2019	1	58	5	660	1,060	327
Fall 2020	1	47	2	550	929	298
Fall 2021	2	42	3	531	744	279
Fall 2022	1	60	2	486	660	279
Total	12	515	29	6,113	9,388	3,086

1-Year Retention

	EOP		Non-EOP	
	Pell	Not Pell	Pell	Not Pell
N	455	38	8,728	8,434
Retained (%)	84.2%	94.7%	81.0%	83.6%
1Y gap	-10.6%		-2.7%	



4-Year Graduation Rate

	EOP		Non-EOP	
	Pell	Not Pell	Pell	Not Pell
N	308	24	5,998	5,790
% 4Y	26.0%	37.5%	51.8%	57.4%
4Y gap	-11.5%		-5.6%	

6-Year Graduation Rate

	EOP		Non-EOP	
	Pell	Not Pell	Pell	Not Pell
N	202	15	3,834	3,736
% 6Y	62.9%	66.7%	66.5%	72.1%
6Y gap	-3.8%		-5.6%	

Average Completed Semester Units

	EOP		Non-EOP	
	Pell	Not Pell	Pell	Not Pell
N	455	38	8,728	8,434
Units	11.2	12.3	10.9	11.5
gap	-1.1		-0.6	

Average Cumulative GPA

	EOP		Non-EOP	
	Pell	Not Pell	Pell	Not Pell
N	455	38	8,728	8,434
GPA	3.39	3.63	3.06	3.12
gap	-0.24		-0.06	

Notes

- 1-Year Retention was calculated using all students who entered from Fall 2013 to Fall 2021.
- 4-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2018.
- 6-Year Graduation was calculated using all students who entered from Fall 2013 to Fall 2016.
- Average Completed Semester units include all students who entered from Fall 2013 to Fall 2021.
- Average Cumulative GPA includes all students who entered from Fall 2013 to Fall 2021.