



SAN DIEGO STATE
UNIVERSITY

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Academic Scholarship

February 26, 2010

*Center for Teaching
and Learning*

To: Jeri Echeveria, Executive Vice Chancellor, California State University

From: Geoff Chase, Dean, Undergraduate Studies, San Diego State University

*College Readiness
Program*

Re: Delivery Plan

Cc: Nancy Marlin, Provost, San Diego State University

*Compact Scholars
Program*

San Diego State University has focused on increasing retention and graduation rates, and closing the achievement gap for underrepresented minority students, for many years. Our efforts have paid off. The 6-year graduation rate for full time freshmen beginning in 1999 and 2002 rose from 53% to 61%, and for students of color the gains were from 45% to 57% during the same time period.

*Faculty-Student
Mentoring Program*

At the same time, we wish to increase retention and graduation rates further so that by 2015, the 6-year graduation rate for non-underrepresented minorities will be 65% and for underrepresented minorities 63%. Meeting these goals will improve student success and narrow the achievement gap.

*Interdisciplinary Studies
in Three Departments*

Liberal Studies

As noted in the narrative articulated in our Delivery Plan, our approach to student success and achievement is comprehensive. When the site team representing the CSU visiting campus in 2007 reported on our progress toward facilitating graduation, they noted, “SDSU is making a four year graduation part of the campus culture. Electronically, personally, institutionally, the campus takes great pains to stress the possibility and expectation of a four year completion cycle.” The same site team report went on to note “There is excellent collaboration across many divisions on many programs, including the Compact for Success Program, freshman orientation, enrollment management, and programs of student support such as EOP, Bounce Back, and [learning communities].”

*People,
Information, and
Communication
Technologies*

*Thomas B. Day
Freshman Success
Program*

*University Honors
Program*

While we will be tracking data on student achievement in many areas, we will be examining particularly closely the number of students involved in what the Association of American Colleges and Universities (AAC&U) has identified as “high impact educational practices.” We know from data collected nationally that these practices—for example, study abroad, undergraduate research, community based service learning, leadership development, internships, etc.—have a positive impact on all students and disproportionately greater impact on at risk students. Thus, we will build on what we have already achieved by focusing on these kinds of activities especially for identified cohorts of students, while also continuing our commitment to all students.

Facilitating Graduation—Delivery Plan San Diego State University

Context

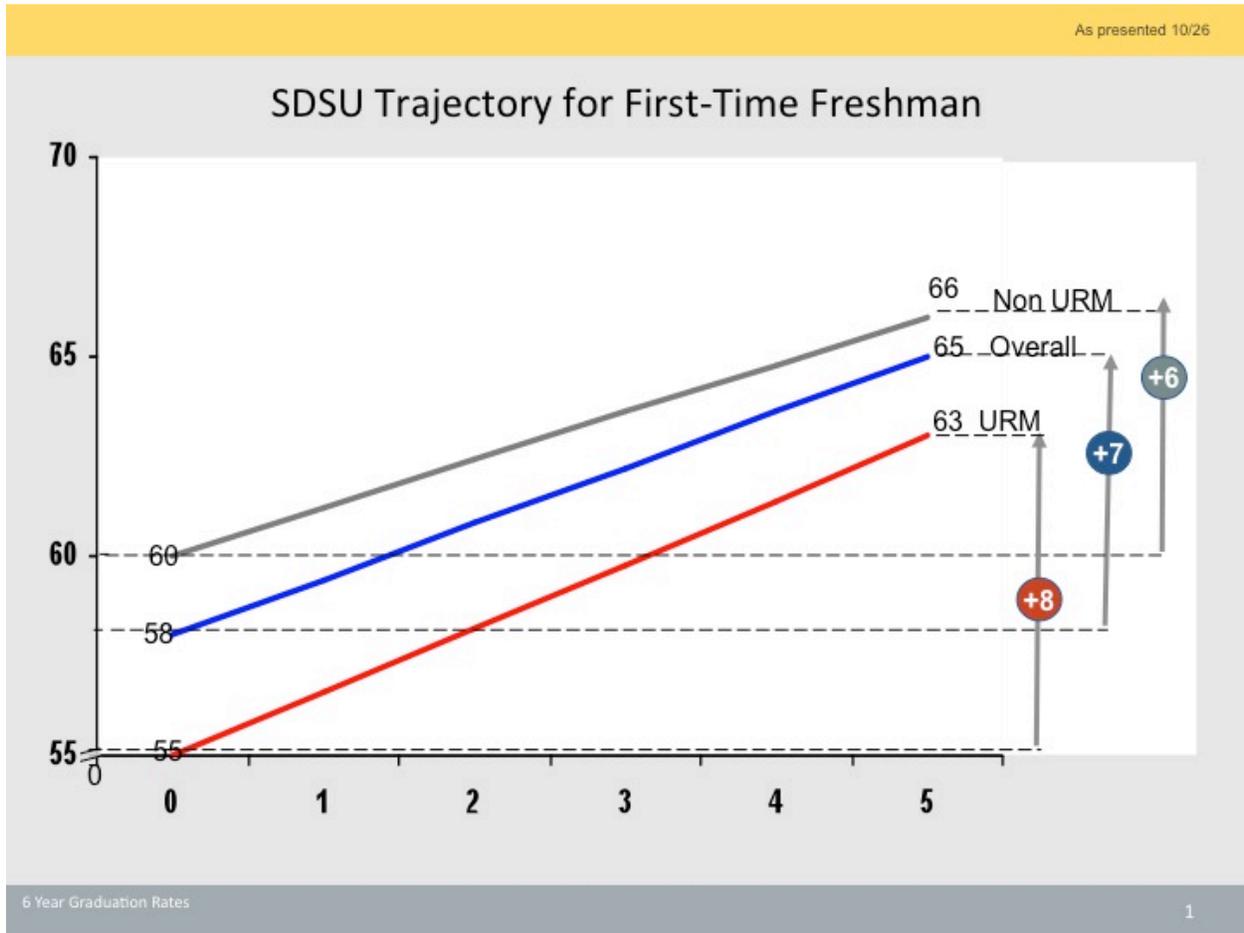
In a CSU Peer Review Team visit on “Campus Activities to Facilitate Graduation,” Spring 2007, the external reviewers cited the following in their summary report:

- “Within the CSU system, SDSU has among the highest graduation rates and an enviable retention rate for first time freshmen.”
- “There is excellent collaboration across many divisions on many programs, including the Compact for Success program, freshmen orientation, enrollment management, and programs of student support such as EOP, Bounce Back, and [learning communities].”
- “SDSU uses DARS (the ‘gold standard’ of degree audit programs) extensively and students, advisors, and others acknowledge its usefulness. Students can easily track their own progress with the system. Related to this use of technology, the team found the on-line advising for transfer students (once data are entered) to be well ahead of other CSUs in assisting transfer students.”
- “SDSU uses technology to communicate effectively with its continuing students, informing them of impending deadlines, university requirements, and schedule updates.”
- “By a continuous repetition of the ‘graduation in four years’ message, SDSU is making a four year graduation part of the campus culture. Electronically, personally, institutionally, the campus takes great pains to stress the possibility and expectation of a four year completion cycle.”
- *Of all the campuses that the various members of the team have visited, SDSU was the clear ‘winner’ in using data to assess the success of its programs. The ‘culture of evidence’ . . . is clearly apparent.*
- “In summary, the team found a culture that promotes student success at SDSU, that capitalizes on its impacted status to raise standards while building collaborative relationships with local school districts that should work to assist the community, and found a campus that shares a commitment to excellence with its staff, administration and faculty.”

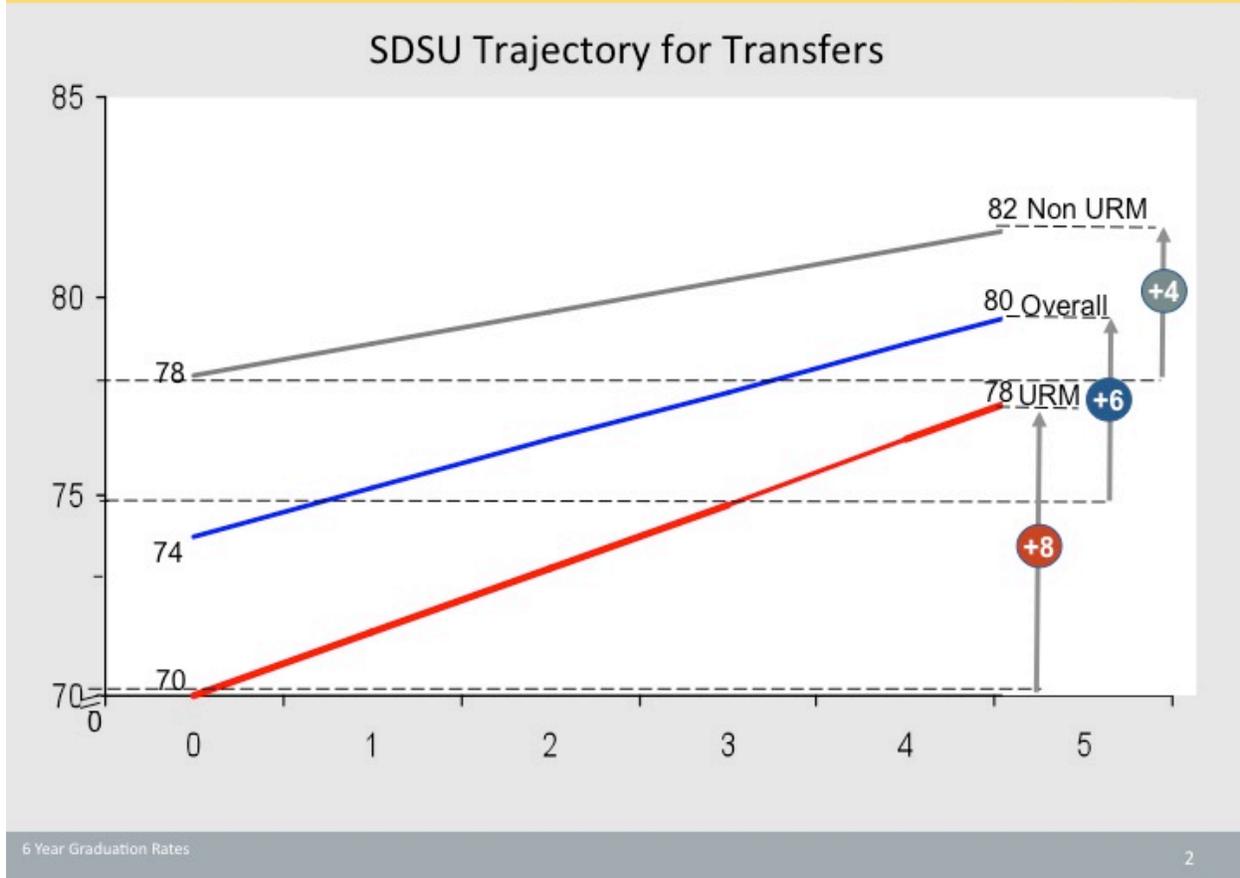
Benchmarking Six-Year Graduation Rates

As the peer reviewers attest, commitment to success of *all* students is embedded in the very fabric of San Diego State. It is neither surprising, nor accidental, that we currently rank at the very top (first or second, depending on particular year assessed) in overall six-year graduation rates among CSU campuses.

The SDSU first time student graduation rate quoted in the baseline is 58.3%, essentially equivalent to the data benchmark rate of 59.0%. Thus, our improvement goal is founded on criteria established for campuses “already in the top quartile,” which is designated as “increasing graduation rates by a minimum of 6% (and closing the achievement gap).” By using the same format as presented in the 10/26 Barber slides, we derive the chart immediately below.



Likewise, the SDSU undergraduate transfer graduation rate quoted in the baseline is 73.4%, an accomplishment that again exceeds the benchmark. Thus, our improvement goal is designated as “increasing transfer student graduation rates by a minimum of 6% (and closing the achievement gap).” By using the same format as presented in the 10/26 Barber slides, we derive the chart below (top of next page).



Delivering on Student Success: Beyond the Numbers

The goals for San Diego State University’s Delivery Plan, at least in specific indicators of the CSU “Delivery Team” initiative, are clear cut:

- Target for Full Time Frosh grad rates by 2015: **65%**
- Target for URM Full Time Frosh grad rates by 2015: **63%**
- Target for Full Time Transfer Student grad rates by 2015: **80%**
- Target for URM Full Time Transfer grad rates by 2015: **78%**

Beyond the simplicity of those numbers, however, the overall targets for this campus are more complex, given three major factors.

First, SDSU's retention and graduation rates for freshmen are affected by the students' residence and admission criteria. Out-of-area students who meet higher gpa and SAT/ACT score requirements have higher rates of retention and graduation; local area students admitted with lower gpas and test scores sometimes struggle to remain and to graduate. When SDSU matriculated only out-of-area students and local students who needed little or no remediation, retention and graduation rates climbed. The current six year graduation rate (64%) exceeds the baseline data included with this initiative, and it is due primarily to factors no longer in play—a temporary limit from 2002 through 2005 on the admission of local students who needed remediation (“dual enrollment”). This “artificial boost” to retention and graduation rates will eventually dissipate.

Second, the funding cuts currently underway in the CSU will affect teaching loads, and student learning, in ways as yet undefined and not measurable. In the CSU Peer Review Summary cited at the beginning of this report, the peer reviewers included this caveat: “The team is concerned that increasing growth will significantly affect academic quality with respect to class size and student/faculty ratio. We do encourage the campus to be as vigilant as it has been in assessing the impact of these inevitable changes when growth occurs. More data will need to be collected to insure that students—particularly the students that the campus knows are vulnerable—do not get swamped in 500 seat lecture courses.” Although San Diego State (like other CSU's) is reducing enrollment, it is not clear that those reductions are proportionate to the size (and shape) of cuts in programming.

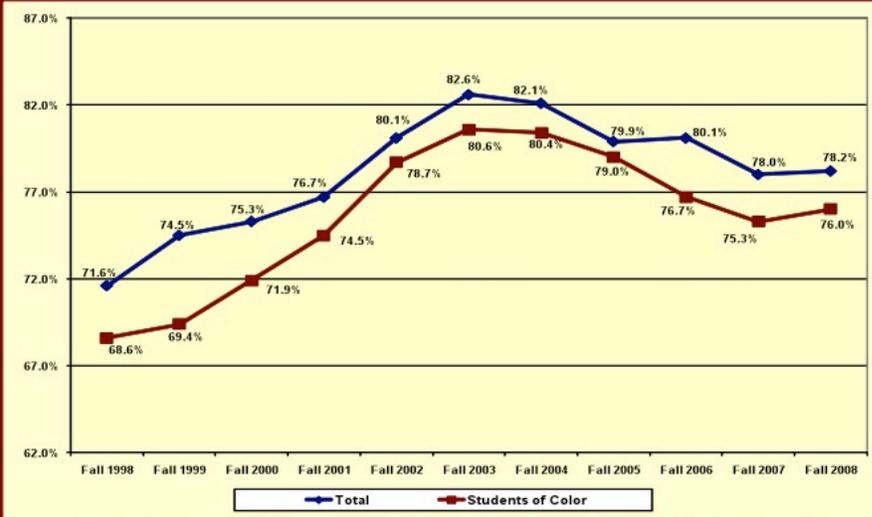
Third, the coalition of faculty and staff engaged in collaborative student success initiatives across the campus do not measure success in terms of quantitative indicators alone (graduation rates, or otherwise). The umbrella initiative, “Access to Excellence,” is taken seriously, and much of what we do at San Diego State is framed in terms of *excellence*. As a campus, we are tracking student success by way of specific qualitative indicators, using the frame of “engagement literature” (in general) and “high impact educational practices” (in particular). The literature confirms the efficacy of high impact practices (like Study Abroad), and now tracks those practices to effectiveness by student demographics. In particular, emerging evidence suggests that certain high impact educational practices are especially transformative for underrepresented students (see, e.g., KUH, “High Impact Educational Practices,” 2008).

We undertook the NSSE survey in spring of 2009, and we are now analyzing the data by benchmarking the results against our own campus five years ago (2004), and against two different Carnegie classifications. This assessment data informs our student success initiatives, and is keeping with our campus commitment to a “culture of evidence.”

Current Snapshot: Retention & Graduation Issues

Within the context above, it is important to further frame the Delivery Plan by way of more current data on San Diego State University's retention and graduation rates and issues identified by the campus as important to understanding where we are. The two slides (next page) provide a current snapshot progress in terms of continuation and graduation rates.

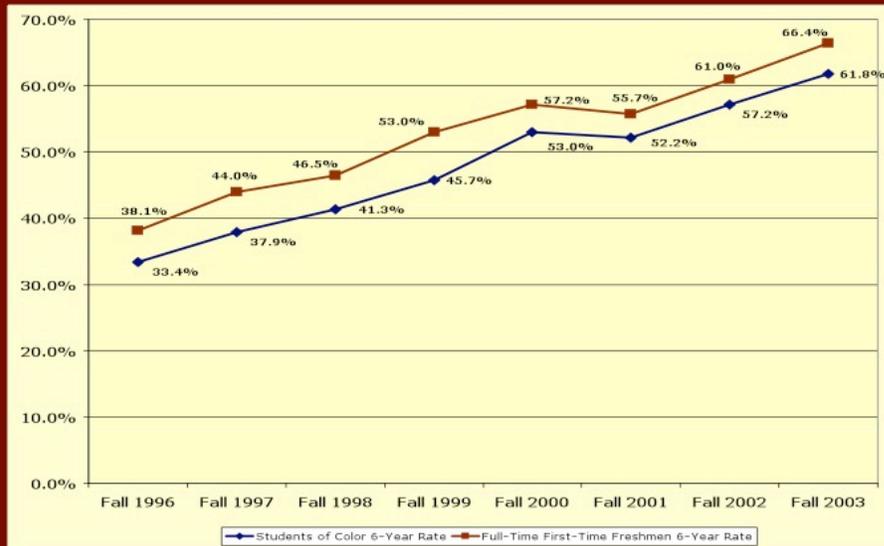
SAN DIEGO STATE UNIVERSITY ENTERING FIRST-TIME FRESHMEN ONE-YEAR CONTINUATION RATES



Excluding in-service area, first-time freshmen with eligibility indices between 2900 and 3639, the overall Fall 2006 continuation rate would be 83.6% and 82.6% for students of color.

2

SAN DIEGO CAMPUS: ENTERING FULL-TIME FIRST-TIME FRESHMEN 6-YEAR GRADUATION RATES: TOTAL AND STUDENTS OF COLOR



3

First-Time Freshmen

San Diego State University's retention and graduation rates for freshmen are affected by the students' residence and admission criteria. Out-of-area students who meet higher gpa and SAT/ACT score requirements have high rates of retention and graduation; local area students admitted with lower gpas and test scores sometimes struggle to remain and to graduate. When SDSU matriculated only out-of-area students and local students who needed little or no remediation, retention and graduation rates climbed. As noted above, the current six-year graduation rate of 64% is due primarily to a temporary artifice, namely, a 2002 – 2005 limit on the admission of local students who needed remediation. This artificial boost to retention and graduation rates will eventually disappear, a fact that the parameters of the CSU initiative did not factor in for this particular campus. (Hence, we reiterate the need for plans, documents, and action steps contextualized to the identity and needs of individual campuses.)

Freshman Retention Challenges

The overall retention rate for first-time freshmen who entered in Fall of 2008 is holding steady at 78.2%. Below is a chart showing the rates for probation, disqualification, and retention along with grade point average for those freshmen. The information has been added to last year's chart so that the performance of the two populations, local and out-of-area, can be compared for the two years.

Out-of-area students continue to excel in classes. The SDSU gpa for out-of-area students who did not need remediation rose to 3.0, from 2.8 for the previous cohort. All majors are open to these students.

Local students who came in ready to take college level work also increased their average SDSU gpa from 2.4 to 2.62. For these students, entrance into upper division majors such as business, kinesiology, art, communication, hospitality and tourism management and journalism will take even greater academic effort because the required gpas range from 2.7 to 3.0.

Local area students made other gains. Probation and disqualification rates dropped slightly. Retention rates rose significantly. It is difficult to pinpoint precisely why these gains came about, but approximately 300 of the local area students who needed remediation in composition were enrolled in a supplemental critical reading course. Additional efforts in support of success for all of our students, as enumerated herein, likely contributed as well. Further, there was also greater parity between the SAT scores and high school gpas of all students, local and out-of-area.

The Bounce Back program continued to serve students who self-selected into the course when placed on academic probation after the first semester. Bounce Back does not keep statistics on a local/out of area basis. Given the success the program has with students who volunteer for the class, however, part of our "Early Start" summer initiative includes developing resiliency skills in new students *before* they find themselves on probation.

Fall 2007 and 2008 First Time Freshmen

Cohort/date	Number	% Prob. After Year 1	% DQ After Year 1	SDSU GPA After Year 1	% Contin. After Year 1
Local Need Remed 2007	1,089	16.5	21.9	2.1	62.5
Local Need Remed 2008	1,468	14.7	20.7	2.2	68.2
Out of Area Need Remed 2007	695	4.3	4.0	2.7	81
Out of Area Need Remed 2008	461	5.2	4.1	2.82	79.2
Local Ready 2007	1,058	11.9	15	2.4	77
Local Ready 2008	861	7.4	11.5	2.62	82.6
Out of Area Ready 2007	2,716	4.0	4.5	2.8	82.5
Out of Area Ready 2008	1,549	3.3	3.0	3.04	85

Freshman Graduation Challenges

The six year graduation rate for the matriculating class of 2003 is a strong 64%. This compares favorably with institutions within our Carnegie category and with the rest of the CSU. Only Cal Poly San Luis Obispo has a higher rate, connected in part to very stringent admission requirements. Again, the rate is for a class that did not include very many local students who needed remediation. The challenge will be to equal and exceed that rate with the students who entered in 2006 and later.

This is doable. It means that SDSU must use its scarce resources to create a learning community for all local students who are not otherwise part of a community such as Athletics, EOP, Honors and/or Compact Scholars (connect to flowchart of pathways, below). One program can lead the way—Compact for Success, which is about to graduate its first class (with a few of its students having graduated after 3 and 1/2 years).

Transfer Student Retention and Graduation Challenges

It makes good sense to talk about the two issues (retention and graduation) together. Transfer students are with the university for as few as two semesters, depending upon the number of units transferred *in*, and the main challenges are identical: integrate the transfers with the native juniors and seniors in the major, involve them in high impact education practices such as study abroad, undergraduate research, and internships, and move the students through the upper division requirements without wasting units.

Fortunately, the continuation and graduation rates for transfer students remain high. Students who entered in Fall of 2008 had a continuation rate of 87%, an all time high. Improvement is possible because of a significant change in the admission policy for Fall 2010 transfer students. Applicants are required to complete all lower division requirements, including preparation for the major, prior to entering SDSU. This eliminates the semester or more of “catch-up” units required for many transfer students who enter with missing preparation for the major and the occasional lower division GE requirement.

Enrollment Services has delivered evaluations to new transfers who attend summer academic orientation. These evaluations are unofficial and often list many courses as unknown because the transfer class has not been evaluated. With the preponderance of students now from local community colleges, there should be many fewer unknown classes and better opportunity for transfer to avoid duplication of courses.

Action Plan

Each element of our action plan as outlined below is designed to address the general goal of increasing the graduation rates at San Diego State University, specifically to meet and exceed the targets established herein. Additionally, we will note instances where those actions also overlap our qualitative goals (increased student learning and transformation by way of high impact practices).

Actions Already Implemented

- ✓ Utilize electronic advising, Student Academic Maps, and Degree Audit System Interface
- ✓ Embed targeted messages within Web Portal to alert students to specific academic requirements
- ✓ Accept all GE certifications from sister CSU Campuses

Actions to be Taken (“Delivery Plan”)

An overwhelming and inescapable conclusion of the student success literature is that students succeed (or fail to do so) on different timetables, and at different levels, graphed along a number of dimensions: gender and ethnicity, socioeconomic background, academic readiness; personality and motivational variables; residential versus commuter status; academic major; and so on. It is important not simply to engineer “retention initiatives,” but to work toward “targeted interventions,” and to then see that the “right students” (defined by target) get the “right intervention” (defined by assessment data) at the “right time” (defined by developmental readiness variables).

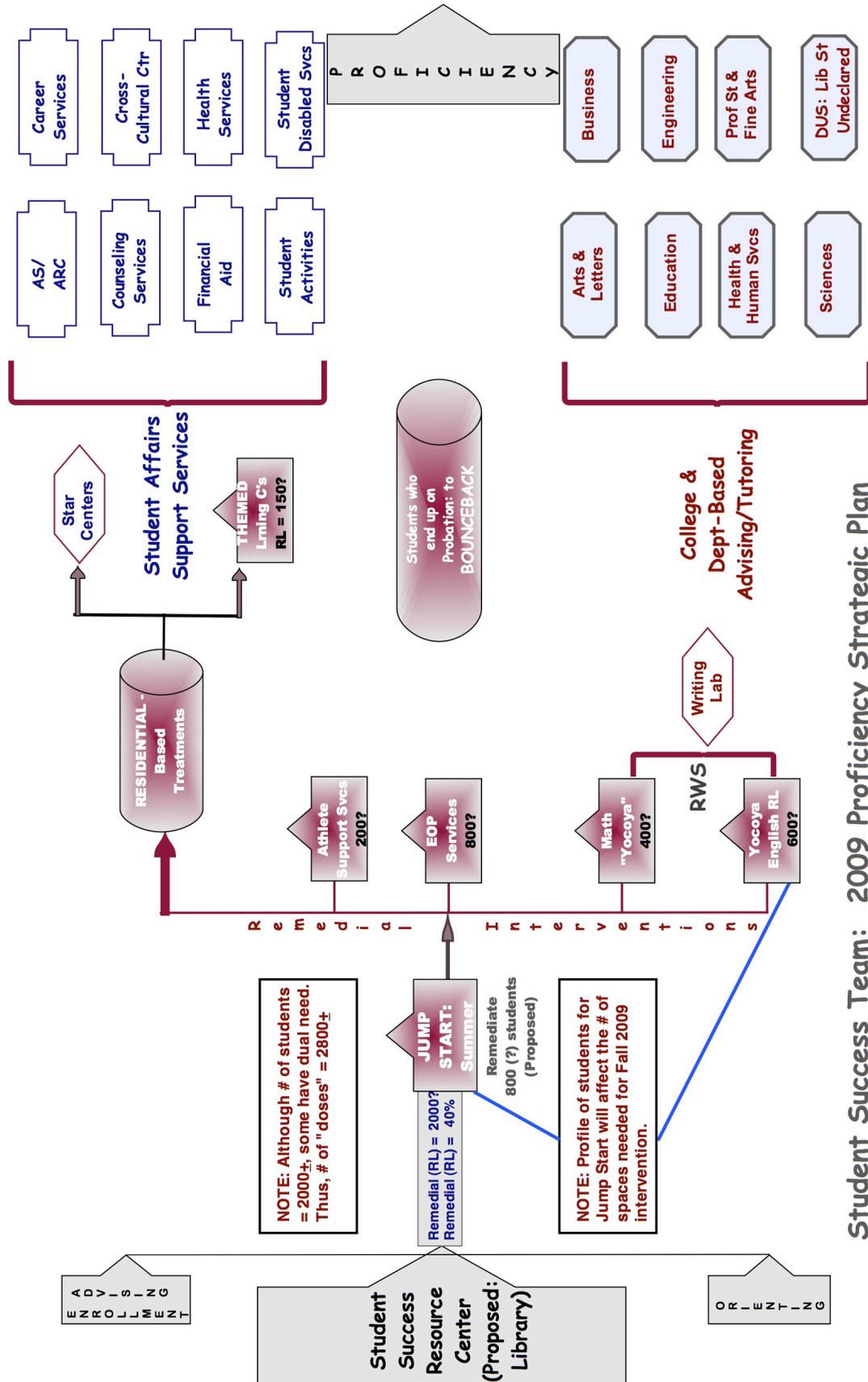
For this reason, we have produced flowcharts of students by way of multiple variables, and then refined “pathways to success” for specific sub-groups of students. Two variables that our data consistently identify as important predictors of student success, for example, are college readiness (no remedial need, or remediation needed) and residency (living on campus, or commuting). As our early “Pathways to Proficiency” flowcharts indicate (see figures, next 3 pages), we engineered the earliest pathway (summer early start, or jump start program) to begin prior to a student initial fall semester start.

➤ **Extend summer “Early Start” program so that all remediation begins before matriculation**

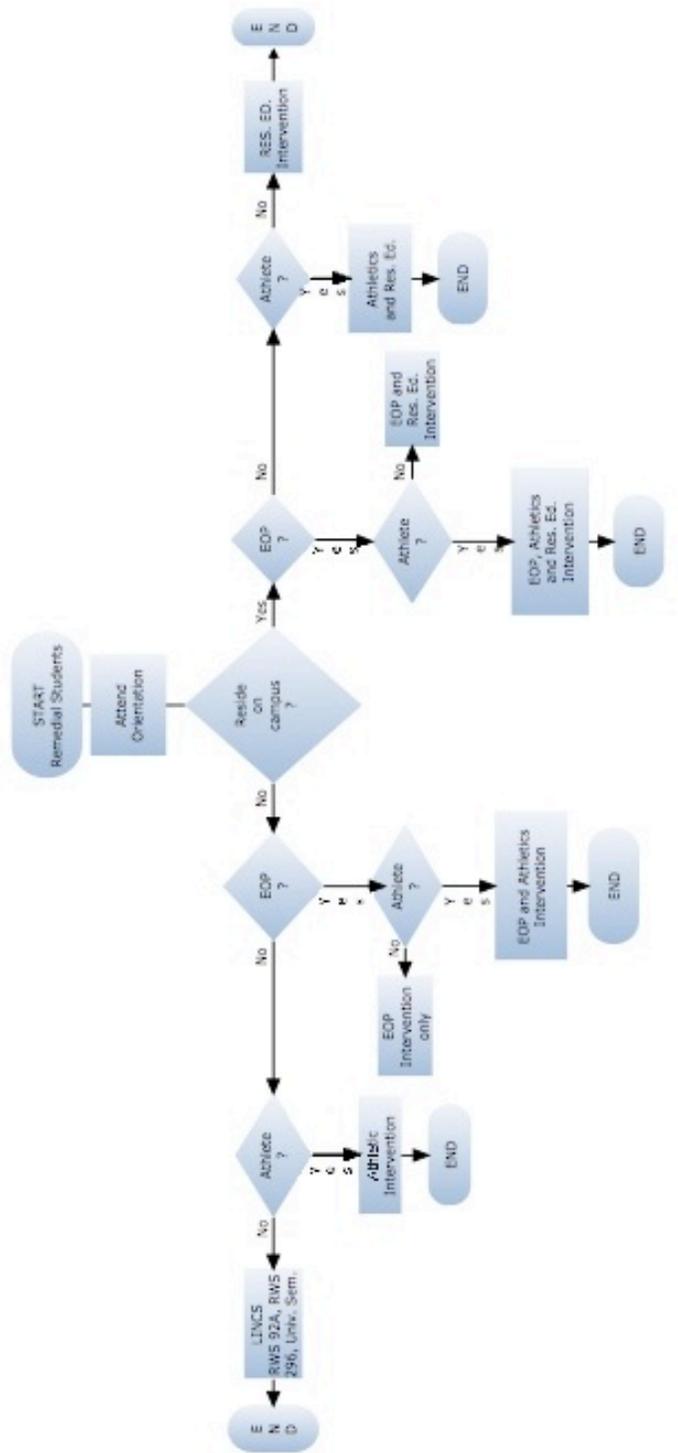
Rationale: Data suggests that the earlier students are remediated, the higher are the chances for success. Requiring a summer “Early Start” intervention for every student needing remediation (English and/or Mathematics) capitalizes on this evidence-based principle. In addition, the research literature suggests that students who connect to the university, including by way of strong peer relationships, are more likely to succeed. The “Early Start” intervention is intentionally designed to connect students to SDSU quickly, and intensely, and to bridge the divide between high school and college.

The program builds on the successful SDSU Summer Bridge program, but extends accessibility to all admitted students with remedial needs and tailors the program accordingly. In particular, the program features three modules:

- a) Remedial Coursework, coupled with supplemental instruction (RWS);
- b) “College Shape” curriculum: builds skills within a supportive community, features a Vision Plan for each student, and introduces the concept of “self-leadership”; and
- c) “Breakthrough” curriculum (taught by Counseling and Psychological Services program staff): introduces college expectations, both academic & behavioral; emotional self-management as connected to academic persistence; setting academic & career goals; learning techniques & learning styles; and matching personality traits to academic & career choices.



Student Success Team: 2009 Proficiency Strategic Plan



➤ **Create an early identification and early intervention program for students who are ineligible for an impacted major and in need of re-direction**

Rationale: Students in impacted majors with little chance of meeting the impaction criteria often languish in the pre-major and thus get off the track of timely graduation.

Eighty-percent (80%) of undergraduate students declare one of the 25 impacted majors. Because of their popularity, these majors are allowed to enforce eligibility criteria for the transition between the pre-major and upper division major. Criteria include, but are not limited to, cumulative grade point average, specific grades or grade point average in the preparation for the major, and letters of recommendation.

For those students who meet the impaction criteria, impaction creates a clear path through the upper division courses for faster graduation. Seats in classes are readily available. For those who do *not* meet the criteria, however, time to degree is longer—with more time spent repeating classes and taking new classes, often for the sole purpose of increasing the gpa (in hopes of meeting impaction criteria). Both strategies are expensive “fixes” for the problem.

The College of Business Administration, the School of Journalism and Media, and International Business and Liberal Studies personnel have been working on strategies to deal with students who reach junior and senior status without meeting eligibility requirements. The more important strategy has been to identify students who are below the required cumulative gpa as sophomores. Then, identified students are notified that they are about to be removed from the pre-major and placed in Undeclared Status. These students are offered advising services to assist with this transition. Very few students take action themselves, but instead wait to be removed from the major. Students who reach junior status with an “Undeclared” status are placed on a registration hold, which is removed once the student declares a new major.

Because so many students declare majors on the basis of personal experience—say high school subjects they took, or majors such as Business that are often mentioned in the press—SDSU must do a better job of making a case for the 49 unimpacted majors, such as Asian Studies, Geography, Gerontology, Latin American Studies, and Urban Studies. These alternative fields of study are all majors with good employment potential and strong academic reputations.

These strategies will be refined and extended to all students by the end of the sophomore year. It is important to note that, unless a student declares a new major with over 24 units of preparation and more than 36 units of upper division work, these students will be unable to graduate within four or five years.

The issue of impaction criteria is not a problem at the transfer level. Transfer students are not admitted in Undeclared status, and they must meet the cumulative grade point average for the impacted major in effect when the student applies. Strong transfer orientation programs link the incoming student with the faculty and adviser in the major program, so that the student can immediately register for upper division courses in the major.

- **Develop a centralized Student Success Center, which features (eventually, in the long-term) a visible physical presence on campus and a Virtual Student Learning Resource Center on the Web (immediately, within the constraints of shrinking resources)**

Rationale: Within a context of declining budgets in support of student success, we will develop a dynamic, virtual Student Resource Center (vSRC), one that will provide increased alignment of all support programs and will feature a clearing house of resources and a virtual hub for students. The goal here is to promote academic excellence and student success by bridging non-classroom intellectual activity to the formal curriculum. In the current era, students' lives take place online as much as they do in face-to-face settings. They are used to interacting with social networking sites, virtual worlds and productivity tools, and therefore, come to academia expecting to interact with high-quality, equally compelling and academically-relevant media.

Recent student success data suggests that as students move through their academic careers and into adulthood they rely more on the flexibility of online resources to achieve their academic goals. Indeed, these data also show that, in some contexts, they are more satisfied with their online experiences as they mature.¹ These findings point to a potential avenue for enhancing student success, namely, an aggressive yet strategic plan to provide online high-quality academic support services:

- Skills-based tutorials (e.g. math, writing, note-taking, study habits)
- Links and contact information to on-campus support service
- Learning Modules (e.g. Wellness, Information Literacy, Path to Graduation, Career Development)
- Technology skills tutorials (e.g. PowerPoint, Creating Web pages, Excel)
- Social-networking tools that facilitate study groups, discussion boards, blogging and polling.
- Dynamic calendar of events (e.g. theatre, concerts, lectures, exhibitions)
- Pathways for participating in student organizations
- Pathways for participating in high impact educational activities

As one example, Advising and Evaluations and Enrollment Services Communications just completed the online SDSU Academic Probation Tutorial:

<http://arweb.sdsu.edu/es/tutorials/advising/ap/>

This tutorial teaches students how to keep their academic standing intact. The tutorial was designed explicitly to be used in conjunction with the SDSU Bounce Back program. However, it will also be linked from the Advising and Evaluations Web site: [www.sdsu.edu/advising], and from the vSRC site.

¹ Chen, P. R., Gonyea, R., & Kuh, G. (2008). Learning at a distance: Engaged or not?. *Innovate* 4(3).

As an additional example, we piloted a “hybrid Freshmen University Seminar” in Fall 2009, the assessment results from which provide further evidence of the timeliness and relevance of a virtual Student Resource Center. Of the 405 students who evaluated the course, over two-thirds reported that the online modules (Developing Information Literacy, Wellness and Taking Care of Your Graduation Path) helped them to a great extent or more in achieving the modules’ learning outcomes (see Table 1, below).

Table: Effectiveness of Online Modules on Student Learning

Effectiveness of the Information Literacy, Wellness and Taking Care of Your Graduation Path Modules on Student Learning N=405				
To a very great extent	To a great extent	To some extent	To a little extent	Not at all
26%	44%	22%	6%	2%

Critical Incidents:

- February 2010
 - Collate data from USEM pilot evaluations with a survey of online support services at SDSU and other institutions²
 - Devise a plan of action for developing the vSRC
 - Submit a proposal to the SDSU President’s Leadership Fund for additional support
- March 2010-August 2010
 - Design and develop the vSRC
 - Develop marketing strategy
- September 2010-December 2010
 - Roll out the VSRC
 - Track usage
 - Collect data from students on its effectiveness
- January 2011
 - Analyze usage data and student feedback to inform improvements to the vSRC.

² <http://leap.ubc.ca/>

<http://www.ryerson.ca/studentservices/learningsuccess/onlineresources/interactive/index.html#memory>

<http://www.cla.purdue.edu/students/asc/studentssupport/videoclips.html>

<http://www.sci.sdsu.edu/mathtutor/index.htm>

- **Continue to define and refine student pathways from student proficiency to high impact educational practices (e.g. Study Abroad, UG Research, leadership development, and common intellectual experiences)**

Rationale: Given the voluminous research on student engagement, and the relationship between engagement and student success (defined qualitatively, not simply by the simple metrics of Retention and Graduation rates), San Diego State University will continue to develop, expand, refine, and direct its undergraduate students to high impact educational practices. In doing so, we will build our incredibly successful model of engaging students via international experiences.

Defining Student Success

- Continue their education
- Progress to degree in a steady, cumulative manner
- Master student learning outcomes in courses
- Engage in "deep learning" experiences in courses
- Engage in meaningful out-of-class activity
- Participate in two (or more) "high impact" activities
- Graduate in greater numbers and in a timely manner



Connection: SDSU should use the NSSE data in such a manner as to further student success, across the campus.

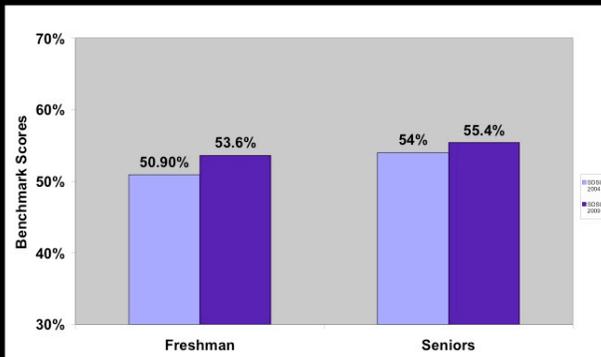
High -Impact Practices

- Attention to Mastery of Student Learning Outcomes
- Learning Communities/Residential Experiences
- International Experience/Study Abroad
- Student-Faculty Research Experiences
- Internships (local, national, international)
- Leadership Studies/Leadership Development Experiences
- Service Learning (community-based; international)
- Common Intellectual Experiences
- Senior Culminating Experience (thesis; portfolio; project)

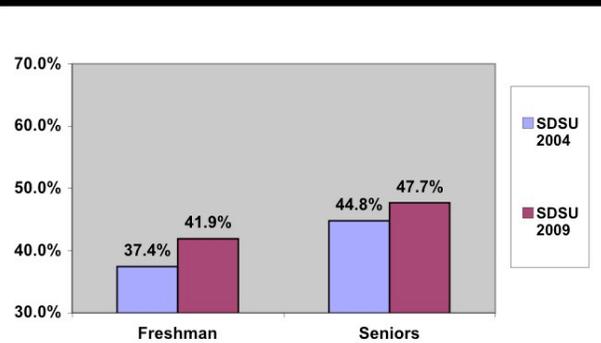
NSSE Benchmarks

- Five Benchmarks of Effective Educational Practice:
 - 1) Level of Academic Challenge (LAC)
 - 2) Active & Collaborative Learning (ACL)
 - 3) Student-Faculty Interaction (SFI)
 - 4) Enriching Educational Experiences (EEE)
 - 5) Supportive Campus Environment (SCI)
- Weighted mean of students' scores re-scaled: 0 to 100
- Higher scores indicate greater educational effectiveness

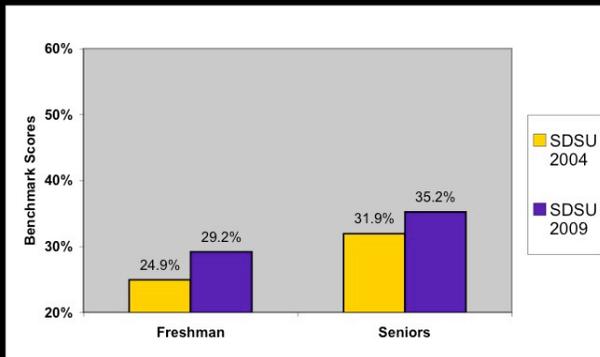
Level of Academic Challenge: Compare 2004 to 2009



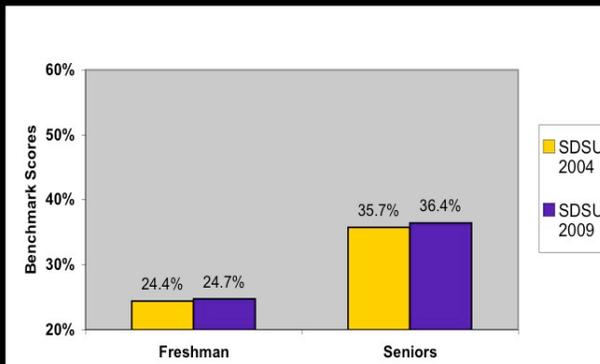
Active & Collaborative Learning: Compare 2004 to 2009



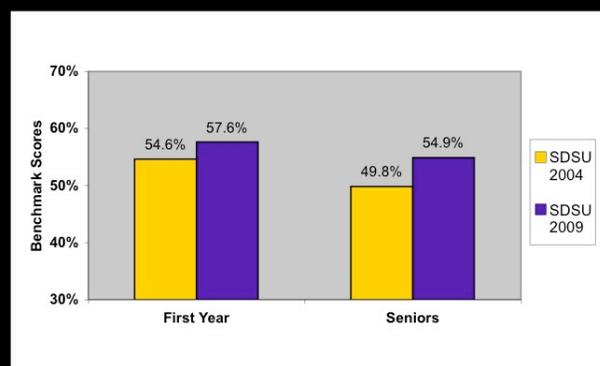
Student-Faculty Interaction: Compare 2004 to 2009



Enriching Educational Experiences: Compare 2004 to 2009



Supportive Campus Environment: Compare 2004 to 2009



- **Capitalize on the network of strategic alliances that seek to move from the theoretical literature on engagement and student success to professional development of faculty members within that context.**

Rationale: The literature on engagement and student success continually points to faculty-student interaction as a key component to student success. Taking research findings, and embedding them in the daily life of faculty members, requires a sustained, coordinated effort.

Since 2005, [pICT](#) (People, Information and Communication Technologies) has successfully developed our students' 21st century skills, knowledge and dispositions through faculty and organizational development. The grant-funded initiative is an intentional “catalyst for change” program that has made significant impact on the culture of teaching and learning at San Diego State University. Over 100 instructors (tenured, tenure track faculty and lecturers), from more than 30 disciplines, are either Faculty Fellows or have participated in faculty development that is a direct offshoot of pICT. We estimate that over 60,000 student exposures to innovative teaching and learning practices have already occurred as a result of the program.

The capacities pICT has developed at SDSU include:

- catalyzing strategic alliances with [Instructional Technology Services](#), [The Center for Teaching and Learning](#), [The Library](#) and the [Department of Educational Technology](#)
- creating a flexible infrastructure of personnel and resources
- bringing together administrative and faculty leaders to advocate for change
- raising student expectations of technology for teaching and learning
- [disseminating our work locally, regionally and nationally](#)

In 2007, the SDSU Course Design Institute (CDI) was created as the permanent entity through which to carry forward pICT's strategic and operational activities that are directly related to improving the quality of teaching and learning. The objectives with timeline (“critical incidents”) for 2010 and 2011 are succinctly summarized below. CDI will focus on course design and faculty development, while pICT will shift its focus to include direct support of student success initiatives dedicated to retention and graduation.

Critical Incidents—Course Design Institute (CDI)

- May 2010 - Sponsor and coordinate the SDSU One Day in May Symposium on Course Design
- May 2011 - Sponsor and coordinate a regional SDSU One Day in May Symposium on Course Design
- February 2010 to June 2011—Collaborate with Center for Teaching and Learning and Associate Deans on change initiatives in curriculum design and policies.
- Lead a faculty learning community to inform the design of a special-study learning integration module
- February 2010-June 2011 – Collaborate with Instructional Technology Services to support Fast Track CDI-an offshoot program of CDI

- February 2010 to June 2011 – Collaborate with Center for Teaching and Learning, Instructional Technology Services and the Library on providing high quality professional development workshops on curriculum design and course design

Critical Incidents—People, Information and Communication Technologies (pICT)

- March 2010 to June 2011 Launch and maintain Aztlan Island, SDSU’s presence in the virtual world Second Life. The initiative encourages and supports high-impact educational activities.
- January 2010 to January 2011 – Assist with design and development of the virtual Student Resource Center in the Division of Undergraduate Studies
- January 2010 to May 2010 – Develop an online assessment protocol for Service Learning courses.

- **Refine and extend early intervention and readiness programs designed to ensure that students follow well defined pathways to SDSU and are more prepared for success upon entry to SDSU**

Rationale: San Diego State University, in partnership with local high school districts and community agencies, offers a variety of pre-college outreach programs that provide students with a clear pathway to college. These academic programs not only provide students a direct path to SDSU admission, but also provide students the tools necessary to achieve academic success. These outreach initiatives include, but are not limited to, the following:

-  AVID
-  Compact For Success
-  College Avenue Compact
-  Early Assessment Program
-  GEAR UP
-  MESA
-  Upward Bound
-  Talent Search

AVID

AVID is offered as an elective course that, like any other class, meets regularly. Each week, students receive two hours of instruction, two hours in tutor led study groups, and one hour in motivational activities and academic survival skills, including critical reading and writing skills. AVID students are encouraged to take prep courses (in middle school) and move into honors/advanced placement courses and/or International Baccalaureate. AVID seniors may receive University of California a-g elective credit upon completion of the AVID Seminar class.

The mission of AVID is to ensure that *all* students, and most especially, the least served students who are in the middle:

- will succeed in a rigorous curriculum,
- will complete a rigorous college preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four year colleges, and
- will become educated and responsible participants and leaders in a democratic society.

AVID's systemic approach is designed to support students and educators as they increase school wide/district wide learning and performance.

The Compact for Success Program

The goal of the program is to provide education reform that would involve the teachers of SUHSD to work with the faculty at SDSU to examine the rigor and alignment of math and English course offerings and to design a school curriculum that would be directly related to the A through G requirements for college admissions. In effect, the Compact for Success Program focuses on Five Benchmarks:

- Maintain a 3.00 GPA through the senior year of high school
- Complete all of the A-G course requirements
- Must have been enrolled in the SUHSD since the 9th grade
- Satisfy both the ELM and EPT placement tests
- Take SAT or ACT exam

The initial contact with the SUHSD student is made at the seventh grade. Students are informed about the requirements that must be met in order to be admitted to a CSU or University of California campus.

Over the past seven years, the University has worked extensively with the Sweetwater District to plan and host signature events and outreach activities, facilitate faculty-to-faculty collaboration for teachers and counselors, and design a program that would utilize the best resources that each institution has to offer to support students on the road to higher education.

The Compact for Success has successfully been implemented in all of the eleven high schools in the district. In addition, all the junior and middle school have also been fully involved.

Compact for Success is the systemic education initiative created to support the mission of the Sweetwater Union High School District. The primary elements of the program are to:

- Institute academic rigor in the secondary schools that will better prepare students to be college-ready
- Provide guaranteed admission to SDSU upon successful completion of the required benchmarks
- Provide support to Compact Scholars and other SUHSD students so they can be successful at SDSU
- Provide financial aid to Compact Scholars to those students who are eligible to receive financial aid

The underlying premise of the Compact for Success is to show students the path to attend a college or university and to provide the support necessary to assure success at SDSU.

College Avenue Compact

The College Avenue Compact is a strategic partnership with San Diego State University and Hoover high school in the San Diego Unified High School district. The program improves student academic preparation for college. Comprehensive academic and support services are provided beginning as early as 3rd grade. A goal of the College Avenue Compact is to establish a college-going culture in all collaborative schools – elementary, middle, and high school.

SDSU City College Connect Program

SDSU-City College Connect is part of the [College Avenue Compact](#). Students who prefer to attend a community college before transferring to a four-year institution can enroll in the City College Connect program and be guaranteed admission to SDSU if they fulfill the requirements below. As part of City College Connect, orientation activities for parents and students, incorporated in the College Avenue Program, are provided from 7th through 12 grade that include campus visitations, class/course offerings fairs, enrollment and financial aid assistance.

Eligibility: The SDSU-City College Connect program is for high school seniors from Hoover High who want to enroll at SDSU after preparation at [San Diego City College](#). Agreements must be signed and submitted to SDSU during the spring semester of the senior year of high school or during the first fall semester at San Diego City College. International students are not eligible.

Early Assessment Program

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.

The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study.

All 11th grade students are encouraged to participate in the EAP because the EAP provides valuable information to high schools about student readiness for college level English and mathematics, and the EAP report enables the student, family, and high school to identify the student's need for additional work with high school counselors and teachers, students have the opportunity to enroll in mathematics classes in 12th grade or participate in web-based mathematics interactive tutorials. They may also enroll in English classes that include additional instruction in expository reading and writing, essential skills that high school teachers have identified as necessary for success not only in English, but across the curriculum.

Expository Rhetoric and Writing Course

Responding to requests from the California Department of Education and high schools, the California State University, working with college and high school English faculty and reading experts, developed a curriculum for a 12th grade Expository Reading and Writing Course that may be used by high school as a full, one-year course or from which modules may be integrated into existing 12th grade English classes. The Expository Reading and writing Course is aligned with the English-Language Arts content standards and consists of lessons based on non-fiction and fiction texts. It may fulfill the "B" requirement of the UC/CSU (a-g) college preparatory course pattern. The California State University, in collaboration with the County Offices of Education, provides professional development programs for high school English teachers for the 12th grade Expository Reading and Writing Course as well as for high school mathematics teachers.

GEAR UP

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grants are designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. The program provides six-year grants to partnerships to provide services at high-poverty middle and high schools.

The Sweetwater Union High School District has earned a federal grant to improve the college preparation of 4,000 seventh grade students in seven high-need middle schools.

As part of an innovative partnership with San Diego State University and other local universities, colleges and community organizations, Sweetwater's multi-faceted program will guide students in their academic journey from the 7th grade all the way to high school graduation.

MESA (Math, Engineering, and Science Achievement)

MESA's academic development programs have supported educationally disadvantaged students to encourage them to excel in math and science studies and to graduate with degrees in engineering, science, and technology. MESA tries to reach economically and educationally disadvantaged students. This program involves the CSU, University of California (UC), California Community Colleges, independent colleges and industry partners.

The MESA School Program serves middle and senior high school students throughout California to introduce them to math and science. MESA supports their mastery of these content areas in an effort to encourage them to enroll in college in math-based majors. This program partners with teachers, administrators, school district officials, and industry representatives to provide an academic enrichment model.

Seventy-seven percent of MESA students successfully complete Algebra I before the 10th grade. More encouraging, fifty-four percent complete the CSU and UC college preparatory high school course pattern consisting of fifteen courses. Of Mesa high school graduates, fifty-seven percent enrolled in college as math, science, or engineering majors.

Upward Bound

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in their precollege performance and ultimately in their higher education pursuits. Upward Bound serves: high school students from low-income families; and high school students from families in which neither parent holds a bachelor's degree. The goal of Upward Bound is to increase the rate at which participants complete secondary education and enroll in and graduate from institutions of postsecondary education.

The SDSU Upward Bound programs currently serve the following high schools in the San Diego County:

- Castle Park High School
- Mar Vista High School
- Morse High School
- Mt. Miguel High School
- Southwest High School
- Crawford High School
- El Cajon Valley High School
- Hoover High School
- San Diego High School

During the school year, program counselor works weekly with all students at their school sites to provide academic support and information. In addition, the programs have monthly activities for participants and their families. Among the services provided are:

- Assistance with college and financial aid (FAFSA) applications, scholarship searches and applications.
- Preparation for college entrance exams (SAT and ACT).
- Exploration of career options and completion of a career interest inventory.
- Participation in visits to local and other four-year universities throughout the State of California.
- Participation in exciting motivational workshops, and educational activities.
- Study skills development.

The six-week summer residential program is an integral part of the Upward Bound Programs. Fifty participating students are selected to take part and live with a roommate in a college residence hall on the beautiful, sunny campus of San Diego State University. Important elements of the program are:

- Full-time supervision: a professional staff member serves as Head Resident Advisor and oversees all residence hall activities and college-age Resident Advisors live in the residence hall to guide, counsel and tutor students.
- Superior summer coursework: students take three classes taught by credentialed high school teachers in an integrated, hands-on curriculum.
- Friday afternoon field trips: students participate in educational, cultural and/or recreational field trips and activities.
- Summer stipend: student participants receive \$20 every two weeks.
- Weekends with family: students go home Friday afternoons and return to SDSU residence hall on Sunday evenings.

Talent Search

The SDSU Talent Search Program is an educational opportunity program funded by the U.S. Department of Education to assist middle and high school students pursue postsecondary programs.

Talent Search's main purpose is to identify qualified youths and guide them in the process of

enrolling in an institution of post-secondary education and providing information on the availability of financial aid. The program provides academic, career, and financial counseling to students in selected schools in the San Diego City Schools and Sweetwater Union High School District.

Service Learning: The SDSU Talent Search Program includes a service learning model in which 50 full-time undergraduate and graduate students are recruited, selected and trained to serve as volunteer tutors to keep at-risk-youth in school and increase their academic skills.

Tutors are trained by educators from the Pre-College Institute (PCI) through their enrollment in Teacher Education 362, a 3-unit service-learning course that focuses upon literacy and positive behavioral and attitudinal characteristics of adolescents. The course consists of lecture, group discussion sessions, role-playing activities, and supplemental training on instructional and tutorial methodology to prepare tutors to work with middle and high school students. These enthusiastic and highly motivated college students work as tutors in classrooms with cooperating teachers to provide literacy tutoring to students during regular school hours at one of the participating schools for a minimum of 4 hours per week for 10 weeks.

Connecting Programs to Retention and Graduation

San Diego State University, in partnership with local high school districts and community agencies, offers a variety of academic programs that assist students with a ‘roadmap’ to college. These outreach programs provide academic support services that raise the aspiration and improve the academic performance of students, advise students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus.

Although many of these outreach initiatives have many overlapping ‘themes’ and support services, all seem to include the following fundamental elements: Early preparation for college, academic and career advising, community partnerships, parent workshops, mentoring, enriched curriculum, community and school support. In order to increase our retention and graduation rates, we will continue to make refinements in (and integrate across) these “Pathway Programs.”

The following table summarizes the “critical incidents” students should take, by grade level, to best prepare them for application and admission to San Diego State University.

College Road Map Grades 6-12

6th Grade	7th Grade	8th Grade	9th Grade
<ul style="list-style-type: none"> -Career Exploration (in-class lessons) - What is College? - I’m Going to College day - Parent involvement, 	<ul style="list-style-type: none"> - Career inventory - Career planning Guide - Guest speakers - Field trips to colleges - Career Education consider EXPLORE 	<ul style="list-style-type: none"> - STAR, Character Education for success; Decision making building job skills (Attendance, responsibility etc), 	<ul style="list-style-type: none"> - Tutoring - Mentor program - Advisory presentations - A-G, GPA, college choices

PIQUE - Parent Center workshops - Parent field trips to college community colleges - College Bulletin boards -	(college readiness, career planning guide) - Continue parent/family involvement - Visit to SDSU - Tutors: College Knowledge in the Classroom for Parents -continue college bulletin boards -AVID if offered	- 4 year college planning - A-G requirements - GPA requirement - In-class presentations - Parent Center workshops, Transition to high school topics - College Making it Happen - AVID (if offered in school)	- Financial planning - Scholarship possibilities - College night - Parent Center workshops - PIQUE workshops - AVID (if available) - Upward Bound - Talent Search program - Rhetoric and Writing curriculum
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10 th Grade	11 th Grade	12 th Grade	Summer Bridge
- College Focus: Academic Support - Classroom presentation - SAT/ACT prep - Career opportunities - Job Shadows, internships - Establish CSU Mentor account - College night - GPA requirements - A-G requirements - Connect with CollegeBoard - Student support programs AVID Gear Up Upward Bound Talent Search MESA - Field trips to local colleges -Rhetoric and writing curriculum	- Awareness of EAP - 11 th grade student presentations - CSU readiness & Remediation - On-line tools/resources - Career and post H.S. options - Class presentations, entry tests, applications, volunteer work, - Cash for college workshop - Scholarship -PSAT - Preparing for College Admission CST prep, SAT, ACT, - Student support programs AVID GEAR UP Upward Bound Talent Search MESA - Field trips to local colleges -11 th Grade Rhetoric & Writing	- CSU readiness & remediation - CSU Mentor application - On line resources and practice exams for ELM/EPT - Experience ‘College Day’ - Take SAT, ACT - Financial Aid application - Cash for college event - Parent workshop: Financial literacy -Student Support programs AVID GEAR UP Upward Bound Talent Search MESA - Request summer transcript be sent to SDSU. -12 th Grade Expository course	- Community college courses - English 1A and/or Math course that satisfies the CSU GE quantitative reasoning requirement - ELM/EPT - SDSU’s Early Start program - Explore Majors - Attend SDSU orientation

- **Implement specific changes in major/program requirements—to include change of major requirements, double major requirements, limit to number of minors requirements—to ensure that students graduate in a timely manner.**

Rationale: Data suggests that too many students are completing hours far in excess of the 120 hours typically required for graduation. The primary costs associated with are two-fold: 1) students do not graduate in as timely a matter as is possible, while still achieving their primary academic goals; and 2) resources (e.g., class seats) that could be allocated to students needing them are instead still serving students for whom those resources are optional.

1. Students wanting to change to a new pre-major.

- a. First-time-freshmen are admitted to a pre-major.
 - **Action to Consider:** A student is allowed to change to another pre-major if he/she has completed less than 70 units and the change still allows the student to graduate by completing a reasonable number of units. [Note: The intent is to be flexible, but, prevent a student from moving to another pre-major that adds a substantial number of additional units that need to be completed at the pre-major level].
- b. Transfer students are admitted to a major or pre-major.
 - **Action to Consider:** The transfer student may not change to another pre-major. However, the transfer student may be allowed to change to another major (see below).
- c. Pre-majors that do not satisfy impactation criteria.
 - **Action to Consider:** A student in a pre-major that is unable to meet the impactation criteria of that pre-major will be allowed to move to another pre-major as long as the move does not mean that a substantial number of additional units will need to be completed at the pre-major level.

2. Students wanting to change to a new major.

- a. **Action to Consider:** A student may change to a new major if the impactation criteria of the new major have been satisfied and all the pre-major requirements have been met. Notwithstanding, however, if the student has senior status (90 units), the change to a new major will only be allowed if the change requires no more than the completion of an additional 30 units for the award of a degree.

3. Students wanting to add a second major.

- a. **Action to Consider:** A student may add a second major, if the addition does not entail completion of an excessive number of additional units (i.e., 15 units). For example, if the student requires 120 units for the degree in which they are currently majoring, they would only be allowed to add a second major if they are able to show how they would fulfill degree requirements of the two majors within 135 units.

- **Implement specific changes in curriculum processes and procedures, to promote more opportunities for offering specific courses and seminars to students, within a context of shrinking resources. Develop “fast track” avenues for innovative curricular offerings.**

Rationale: SDSU is *not* pursuing proposals or tactics that “dilute” the quality of the undergraduate educational experience (e.g., cutting back on General Education requirements). Instead, we seek to find innovative and cost-effective avenues for delivering curriculum, and long-term, to develop new ways of connecting academically purposive, but out of classroom, learning events to the granting of academic credit.

- **Cross Listing Courses:** The purpose here is to have one class, one instructor, one day/time, and yet have the course listed in multiple departments. The result is to bring visibility to the courses, assist in meeting student needs, increase FTES and allow colleges flexibility in sharing courses across the curriculum. We intend to develop an easy and expedited way to accomplish cross listing.

Example 1 - PSFA 320 – GE courses: visibility with prefix PSFA is low, ART, THEA and MUSIC want to list the course in their schedules with their prefixes. The course has already been approved as a GE so a one page sign off should allow for the cross listing of the course by Fall 2010.

Example 2 - Most of the examples in COS are what we currently do under collaboration, but could be cross listing and would be easier process: See for example listing in Computer Science:

CS 581. Computational Linguistics (3) - (Same course as Linguistics 581)
Prerequisites: Computer Science 320 or Linguistics 571; Linguistics 570 or Mathematics 245.
Basic concepts in computational linguistics including regular expressions, finite-state automata, finite-state transducers, weighted finite-state automata, and n-gram language models. Applications to phonology, orthography, morphology, syntax. Probabilistic models. Statistical techniques for speech recognition.

Example 3: Psychology 345 could be cross listed with Chicana and Chicano Studies (currently Psych does not have a faculty member to teach this course):

PSY 345. Chicana and Chicano Psychology (3)
Prerequisite: Psychology 101. Evolution of psychology of Chicanos with emphasis on understanding underlying roots and foundations. Empirical research conducted with Chicanos in areas of psychology, psychiatry, and mental health.

General Comments: We feel that by providing faculty and departments with mechanisms, encouragement and incentives to discuss the similarities of various courses across many disciplines, we can elicit serious conversations about consolidation and cross listing of such topics as statistics and research design and research methods.

- **Course Stacking:** The purpose here is to have several low enrollment classes in the same room with the same instructor. This strategy could enhance our ability to offer low enrollment courses on the same topic, across undergrad, masters and doctoral levels, with a single instructor.

Example 1 – Chemistry courses: Chemistry needs to offer at least one 700 level graduate course in each of these four areas at least once a year—something they cannot do now, and needed for our JDP program.

Physical-chem: 510/ 711, 712, and /or 713

Organic: 530/731 531/730

Inorganic: 520B/720

Analytical: 551/750

We can make these courses pedagogically sound by creating both different assignments and differential testing, while using more advanced students to facilitate the teaching of lower level students. (There is much evidence to support that using new knowledge to teach others helps solidify learning.)

Example 2 – Psychology - PSY 775. Multivariate Statistics in Psychology (3) and PSY 875. Advanced Multivariate Statistics (3) (same strategy as above)

Example 3 – upper level language courses, with small numbers of students in year 3 or 4

- **De-centralized Access to Enrollment Management Process:** In both of the examples above, there would be a certain amount of workload involved to manage the enrollment. We believe that the additional workload could be managed by the Associate Deans. Currently, the process involves sending a message to enrollment services, followed by a series of steps that takes time and that is cumbersome. The redundancy could be eliminated by way of this “one step” process.

Action Plan / Delivery Trajectory

Action & Expected Impact	Responsibility for Delivery	Timing	Impact
Early Start Program	RWS/Student Affairs	March – August 2010	High
Intervention: Impacted Majors	Academic Colleges/DUS	Fall 2010–Spring 2011	High
Develop vSRC	pICT/DUS	(see narrative above)	High
Pathways to High Impact Practices	DUS/Student Affairs	July 2010 – July 2011	High
Intentional Faculty Development	CTL/pICT/ITS	(see narrative above)	High
Refine/Extend Student Pathways	Compact/EAP/partners	Ongoing	High
Change Major/Program Requirements	AP&P/AcademicAffairs/EM	February – May 2010	Medium
Refine/Quicken Curriculum Processes	College Associate Deans	January – August 2010	Medium

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