

**Cover Page**  
**Awards for Innovation in Higher Education**

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**Application Abstract**

Since initiating our strategic plan, "Building on Excellence," San Diego State University has embarked on a number of innovative projects that build on our success of significantly increasing graduation rates, closing the achievement gap at the six-year graduation date, and increasing diversity. These new initiatives, undertaken in the past year, are strategic, targeted, and innovative. They include the implementation of learning communities, engagement of undergraduate students in research and community-based service learning, and engaging faculty across departments to develop and use learning analytics to identify both effective and less effective engagement of students in lower division bottleneck courses.

These innovations are also strategic in that they are aimed to support the most vulnerable students in terms of graduation rates and time to completion including--student groups underrepresented in higher education, first generation, commuter, and low-income students. Working groups have been established in the past year to oversee and direct both the educational innovations and the populations needing the most support.

Although SDSU has increased its six-year graduation rate by more than 17 percentage points in the last decade, more than any other research university, "Building on Excellence" provides a coordinated effort aimed at ensuring significant gains for four-year graduation rates, closing the achievement gap for that target, and decreasing the time-to-degree for all students.

**Participant** - San Diego State University

**Assurance and Signature**

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January

1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in the application.”

A handwritten signature in black ink, appearing to read "Elliot H". The signature is fluid and cursive, with the first name "Elliot" being more legible than the last name "H".

Elliot Hirshman, President

1. Over the past 15 years, San Diego State University has been dedicated to increasing retention and graduation rates and has, during the same period, worked closely with local communities to increase the college-going rate of diverse, first-generation students. The results of these efforts have been impressive, with a 17 percentage points increase in six-year graduation rates for students entering in fall 1999 (53%) compared to students entering in fall 2007 (66.9%). This 17 percentage point increase over eight years has been nationally recognized as the greatest gain in six-year graduation rates by a public research university in the United States.

Over the same 15 years, SDSU also increased its diversity (e.g., no majority population currently exists on campus; designation as a Hispanic Serving Institution in 2012) and erased the achievement gap for six-year graduation rates. These successes are tied directly to a sustained, strategic, and focused set of partnerships with local communities. The first of these partnerships, the Compact for Success (CFS), was established in 2000, and set goals to increase college-going rates for students graduating from the Sweetwater Union High School District (SUHSD; the largest secondary school district in California), for whom only 33% of their graduates were CSU-Eligible in 2001. Over the next several years, faculty, administrators, and staff from both SDSU and SUHSD worked to align curricular expectations, set goals, provide advising, and to engage with families to make four-year higher education a reality. These efforts have paid off. In 2006, 203 students from the Sweetwater District entered San Diego University as Compact Scholars and in 2014 the number of incoming freshmen from the district grew to 542. Today, over 1,900 CFS students are at SDSU in the Compact Scholars Program and their continuation and graduation rates are commensurate with overall graduation rates at the university.

Building on the success of the Sweetwater Compact, SDSU has also undertaken other initiatives aimed at increasing the college-going rate of local students and improving graduation rates. The City Heights Collaborative, established in 2007, focuses on supporting students residing in City Heights, a highly diverse community with a large immigrant population that is home to many low-income families who, collectively, speak more than 40 languages. Like the Sweetwater Compact, the City Heights Collaborative has as its goal increasing access *and* increasing 4-year graduation rates. These efforts reflect SDSU's sustained focus on increasing overall graduation rates, time to completion, awarding more baccalaureate degrees to diverse groups, and establishing pathways for success in our local communities.

Although we are pleased with the success achieved so far, our plan, "Building on Excellence," which emerged from a strategic planning exercise initiated by President Hirshman, details key benchmarks and goals to improving further. "Building on Excellence," which is widely shared on campus and with the broader community, reflects key values and provides clear targets aimed at increasing diversity, improving six and four-year graduation rates, community engagement, and achieving academic excellence. Even more importantly, our strategic plan outlines activities aimed at increasing student success within the Compact and City Heights Collaborative, and it underscores our commitment to a broad range of underrepresented students, such as foster youth, veterans, and low-income students, beyond these communities.

2. The following profile illustrates the diverse undergraduate student population we serve as of Fall 2014:

<b>Enrollment by Gender and Ethnicity</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
American Indian or Alaskan Native	30 (0.2%)	41 (0.3%)	71 (0.3%)
Black or African American	429 (3.4%)	602 (4.0%)	1,031 (3.7%)
Hispanic/Latino	3,501 (27.9%)	4,633 (30.8%)	8,134 (29.4%)
Asian	1,807 (14.4%)	1,984 (13.2%)	3,791 (13.7%)
Native Hawaiian or Pacific Islander	39 (0.3%)	38 (0.3%)	77 (0.3%)
Two or more races	779 (6.2%)	1,007 (6.7%)	1,786 (6.5%)
White	4,431 (35.3%)	5,385 (35.8%)	9,816 (35.6%)
Nonresident Alien	879 (7.0%)	681 (4.5%)	1,560 (5.7%)
Race and ethnicity unknown	649 (5.2%)	680 (4.5%)	1,329 (4.8%)
<b>Total</b>	<b>12,544 (100%)</b>	<b>15,051 (100%)</b>	<b>27,595 (100%)</b>

<b>Enrollment by Disability Status</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
No disability	12,092 (96.4%)	14,418 (95.8%)	26,510 (96.1%)
Disability	452 (3.6%)	633 (4.2%)	1,085 (3.9%)
<b>Total</b>	<b>12,544 (100%)</b>	<b>15,051 (100%)</b>	<b>27,595 (100%)</b>

<b>Enrollment by Pell-Eligibility Status</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Pell-Eligible	4,681 (37.3%)	6,063 (40.3%)	10,744(38.9%)
Not Pell-eligible	7,863 (62.7%)	8,988 (59.7%)	16,851(61.1%)
<b>Total</b>	<b>12,544 (100%)</b>	<b>15,051 (100%)</b>	<b>27,595 (100%)</b>

<b>Enrollment by Military Affiliation</b>	<b>Men</b>	<b>Women</b>	<b>Total</b>
Military	733 (5.8%)	168 (1.1%)	901 (3.3%)
Military dependent	828 (6.6%)	1,082 (7.2%)	1,910 (6.9%)
Self-reported Military	13 (0.1%)	11 (0.1%)	24 (0.1%)
Not Military	10,970 (87.5%)	13,790 (91.6%)	24,760 (89.7%)
<b>Total</b>	<b>12,544 (100%)</b>	<b>15,051 (100%)</b>	<b>27,595 (100%)</b>

As the data illustrates, San Diego State University serves a diverse set of students. Additionally, our EOP program, with more than 4,000 students, is the largest in the CSU and the six-year graduation rate (63.1%) in this program has risen from 38.3% for the students who entered in 1999, and is now commensurate with our overall graduation rates.

Our analysis of the data on student success has helped us to understand the challenges certain student populations face. We have learned that commuting students experience more challenges and that their persistence rates, even taking into account levels of academic preparation, are lower than those for students who live on campus in the freshman year. Based on this information, we have undertaken several initiatives aimed at increasing the support for these students, and to increase their engagement in campus life. We provide a student lounge in Undergraduate Studies for Compact Scholars, 90% of

whom are commuters, and with the completion of the new Conrad Prebys Aztec Student Union, have added a larger commuter center staffed by a director who provides programming for students. With a focus on academics, we have established learning communities in English and math for commuting students in the Compact, and with support from the CSU Chancellor's office, have hired an additional academic adviser to work with commuting students in the Compact Scholars Program.

Many of the commuter students we serve beyond the Compact are first-generation, Hispanic, or come from other underrepresented student backgrounds. To learn more about the challenges they face, we conducted a student survey in fall 2013 to identify their greatest challenges. Chief among these were financial challenges, balancing family, employment, and academic obligations, a lack of understanding about how to navigate the system, poor time management and study skills, lack of academic self-confidence or preparation, lack of support from their family not understanding the college-going experience, and feeling disengaged with the campus community in comparison to the experiences their peers were having who lived on campus in the residence hall. Working with this data and building on national research about the factors that most impact persistence and graduation among underrepresented students, we established a work group drawn from academic and student affairs, which has led to new initiatives to engage more students in high impact educational practices (study abroad, undergraduate research, community-based student learning, and learning communities).

We have also analyzed data about student progress, and have focused on those factors—financial challenges, satisfactory academic progress, and time to the degree—where we can make an immediate difference through financial and academic advising, and, more importantly, establish policies and practices that address systemic issues impeding student progress.

We have also established programs that support veterans through the Joan and Art Barron Veterans Center on campus, and foster youth through our Guardian Scholars Program. Both programs have received generous philanthropic gifts and we are now able to provide significant, ongoing financial support to assist students.

The analysis and the data tracking we have done in relation to student success, especially in relation to underrepresented students, has enabled San Diego State to achieve the graduation rates it has, to commit to improving it further, and to describe a clear pathway to increasing student success. Our strategic plan, "Building on Excellence," provides a framework and names the goals we aim to meet. Underlying many of the specific initiatives within the strategic plan—more engagement in undergraduate research, improved financial aid counseling, effective learning communities, study abroad experiences, mentoring programs, learning analytics in courses with high failure rates, increased community engagement, etc.—is the acknowledgment that furthering student success depends on a commitment to (1) increasing expectations for engagement and achievement, and (2) providing timely support to students whether or not they seek that support.

3. Between 2002 and 2006, when SDSU was undergoing its most recent WASC re-accreditation cycle, one of the key themes on which the university chose to focus was the balance among enrollment, retention, and graduation. During those years, SDSU identified key factors limiting student graduation and made important policy changes. These included (1) automatically enrolling first-semester freshman in required foundation courses, (2) aligning class times across campus so that students would not experience scheduling conflicts, (3) changing the add/drop policy so that students could not drop or add courses after the second week of a semester, (4) limiting the number of student groups receiving priority registration—so that all students could register for courses on an equal footing, (5) developing on-line four-year graduation maps for every major offered at the university, (6) strongly encouraging all students to enroll in 15 units in their first semester, and (7) adjusting the registration priority policy to reward students who take more units. Taken together, these changes led to an important shift at San Diego State University particularly reflected in the average unit course load. In 2001, the average unit load for freshmen was 12.9. By comparison now in 2014, unit loads have risen to 14.8 units.

While these policy changes made an important difference for students overall, we also focused on particular groups and populations of students where we, as a result of carefully analyzing our data, recognized a need for additional support, programming, or intervention. In terms of the Compact Scholars, for example, the university worked with schools in the Sweetwater district to align learning outcomes and curricular expectations. Working with the district, San Diego State hosts a seventh grade visit for students and their families each year, and a second visit for high school sophomores. These events, which include approximately 4,300 students and their parents are an important component of helping a largely Latino, first generation population, identify with the campus, to see enrolling at the university as an important and realistic option. Additionally, we established a Compact Scholars office in Undergraduate Studies to provide advising, and common academic experiences (university seminar) for students from the Sweetwater district.

Also early in the last decade, San Diego State instituted dual-admit program aimed at increasing the success of students with remedial needs. Students in this program were dually admitted to the university and to a local community college but data after several years showed that very few of these students were matriculating at the university and pursuing four-year degrees. Based on the lack of success, we stopped the program and instituted instead an early-start program in 2009, which we now call Freshman Academic Success Track (FAST) that requires students needing remediation in English, math, or both, to enroll in courses in the summer before their freshman year. This program has made a significant impact on the number of students that cleared remediation by the end of their first year and has improved our freshmen probation, disqualification rates, and first-year GPAs since its implementation. During the same period, we also created a “Bounce Back” program for students on academic probation. This program, overseen and run by Counseling and Psychological Services, provides small classes where students focus on developing their resiliency and coping skills, and it has also been quite effective. Our most recent data indicates 87.1% of the students that completed Bounce Back were retained at

the university the next semester. In comparison, 55.4% of students who did not enroll in Bounce Back persisted.

Taken together, these changes reflected a cultural shift at San Diego State that combines increased expectations with support where it can make the most significant difference. Perhaps more importantly, our history of success shows our commitment to make decisions based on disaggregated analysis of our data and not just on assumptions about what will or will not improve student success on our campus. When we know that a particular program, such as the dual-admit program, is not successful, we have moved to another strategy or intervention. And, we keep looking at the data to see if we are on the right track. Ultimately, what our experience shows is that there is not one right answer, not one “magic bullet,” for increasing student success. Success rests instead on (1) ongoing data analysis, (2) creating and tracking programs and support, and (3) modifying or changing policies and procedures to remove barriers.

In terms of the Compact Scholars Program, we know from tracking students that math and English proficiency rates of SUHSD student continue to improve. For example in most recent years, the CFS students admitted in Fall 2009 had a math and English proficiency rate of 83% compared to a Fall 2013 math and English proficiency rate that is 96%. However, given that a majority of these students commute, and may have other issues impacting their abilities to succeed academically, our on-campus Compact Scholars Program supports student achievement and degree completion within this diverse body of undergraduate students by engaging them in deep learning experiences and in high impact educational practices (HIPs), including first-year seminars, study abroad experiences, learning communities, undergraduate research, and internships. We do not assume that academic preparation taken by itself is the only predictor of success.

Working with these cohorts of students over the past nine years, we have learned a great deal and we know that six-year graduation rates for Compact Scholars is at 65.3% and consistent with graduation rates for students across the university. However, in working with this population, we know that key challenges remain. For example, students who meet the Compact benchmarks, and are thus admitted to the university without remedial needs, may not seek out the very opportunities so critical to their success. As commuting students, they are less likely to be engaged in campus life and to take part in study abroad activities, learning communities, or experiences such as undergraduate research.

We have also learned that graduation rates alone do not tell the whole story—not all cohorts are the same, some students elect to take more time, to pursue double majors, study abroad more than once—and this provides us with the opportunity to engage students early in their undergraduate programs around issues of time-to-degree completion. Finally, although students who have met the Compact benchmarks are, technically, academically proficient, our analysis of the data on these students shows that some of these students need additional support in relation to math particularly beyond the first semester. We have, following January 2014, begun to address each of these challenges with specific strategies and interventions, which we describe in #4 below.

4. Based on the assessment of student progress in the Compact Scholars program, we initiated significant programmatic changes starting January 2014 to improve student retention and graduation rates. For example, given the growing population of CSP students and their level of required contact, a full-time dedicated CSP Academic Adviser was hired in November 2013 to specifically plan academic support programming for implementation in the 2014 spring semester. This staff addition has allowed a number of new interventions to be launched that address some specific academic challenges faced by our students in specific intervals in their progress to degree. Some of these interventions include:

- Freshmen: Individual advising for course scheduling for their second semester at SDSU and mid-semester Academic Progress Checks for Compact Scholars in our Academic Learning communities.
- Juniors and Seniors: Major degree evaluation for students beyond 60 units that remain in “pre-major” status and have not moved successfully into a major. After reviewing their individual academic records, the CSP adviser sets up an appointment to meet with the individual student to develop a plan to move into the major or to change major.
- Seniors: Graduation eligibility check and personal outreach to ensure CSP students are aware of and completed the remaining steps for timely graduation.

We expect these “intrusive” interventions to reduce the academic probation and disqualification rates of our CSP students by requiring students to take action with our Office to address their academic problems (versus, for example, opt-in or self-selection-based approaches). We expect these changes to improve graduation rates because we are taking proactive steps to identify any obstacles that are impeding seniors from graduating in their selected majors.

Although our Compact Scholars are proficient in both English and math our institutional data revealed that our Compact Scholars were experiencing a high-level of challenge in successfully passing two General Education courses in their first semester delaying progress to degree completion. To address this challenge, we piloted Academic Learning Communities for Compact freshmen in Pre-Calculus (Math 141) and in Rhetoric and Writing Studies (RWS 100). These learning communities require students to take the academic subject matter GE course with a breakout section of a one-unit course of supplemental instruction. We expected the impact to show positive gains in the pass rate of our students in these courses and we were right in this expectation. The Compact Scholars in the Math 141 learning community had an 89% pass rate compared to 57% of the students in a comparable population meaning other students that are proficient in math, commuter, local area first-time freshman enrolled in Math 141.

The pass rate of our Compact Scholars enrolled in our RWS learning community also proved strong at 84% overall. However, when disaggregated further, we learned that when we omitted the students who elected to not participate in the one-unit of supplemental instruction, the pass rate was actually 88% and on par with the comparable student population pass rate of 89%. We were disappointed to learn that these same 13 students that opted out of earning the one unit of credit for participation in the supplemental

instruction breakouts, went on to earn an average overall first semester GPA of 1.52. By comparison, their peers that successfully earned the credit and participated in the RWS supplemental instruction had an average overall first semester GPA of 2.79. This heightened our understanding of the individual challenges and choices students face and how opting out of what might be a seemingly minor academic intervention in the first semester, can have major negative implications in the student's academic performance outside of the intervention itself and delay progress to degree completion.

In addition to improving our menu of academic services and programs, we also remain vigilant in our efforts to improve student participation in high impact practices with the end in mind that this kind of academically-purposeful engagement leads to both greater student satisfaction with their undergraduate experiences and greater degree completion rates.

The Compact Scholars Program initiated a unique, collaborative sponsorship with the Office of Career Services in the Fall 2014 semester to create a pathway for more underrepresented students to secure internships. This is a new initiative we call the Summer Internship Program (SIP). SIP is designed to prepare students to have a successful summer internship search and placement experience. In the fall semester students take a three-part internship workshop series, work on their resume, develop their interview skills, and participate in professional development activities. During the spring semester, students will be supported during their internship search. The goal is to place 100% of the SIP participants into internships. SIP is open to all SDSU students, but recruitment efforts primarily target our underrepresented student communities with specific outreach focused on students in the Compact Scholars and EOP programs. We expect that this innovative initiative will increase the career readiness of our students and help them be competitive in finding successful internship placements. Furthermore, like other high impact practices that have been shown to increase graduation rates, this initiative will thus contribute to the overall success of our students.

In alignment with our goal to increase student participation in high impact practices, a series of new initiatives have been launched across campus since January 2014 to increase the participation of underrepresented students in international activities. We hope that with strategic efforts and collaborations across campus, we can begin to internationalize student experience beginning with a focus on our commuter students that we know to include a significant number of underrepresented students. According to our campus data, less than 20 percent of those who studied abroad were commuter students from our service area even though they represent 50 percent of the incoming freshmen class. Only 10 percent of the students who study abroad at SDSU are first-generation.

According to George Kuh's book, *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, intercultural studies augmented by study abroad are a critical high-impact practice that can improve student retention and graduation rates. Kuh presents data that the gains of having had a study abroad experience have proven to be even greater for underrepresented student populations because they are the least likely to have opportunities to be engaged in deep learning. (Kuh 2008)

One innovative project titled “Passports for Scholars” aims to make study abroad more accessible to SDSU students with high financial need, as a step toward SDSU’s institutional goal to increase study abroad participation to 30% of the student population. The “Passports for Scholars” project targets outreach to commuter students with high financial need, since many are first generation college students and members of ethnic and racial groups who are underrepresented in study abroad. This outreach aims to dispel some of the common misconceptions about study abroad accessibility by providing: 1) education about scholarship opportunities, 2) scholarship application advice, and 2) general tips to increase study abroad affordability.

It is our hope that the outcome of this project will be to increase participation in study abroad among commuter students, and upon their return home, facilitate the creation of a culture of study abroad participation among this subset of the SDSU population. Commuter students often have off-campus commitments that can conflict with successful degree completion, not to mention timely planning for a study abroad experience. Additionally, in many cases, living on campus is not financially accessible, and while the cost of study abroad for a semester can be comparable to the cost of tuition, room and board at SDSU, the price is still much more expensive than SDSU tuition alone. We believe that this project will help begin to close the gap between resident and commuter participation in study abroad at SDSU, and thereby contribute to the academic success of SDSU commuter students. Financial and logistical assistance for passport processing will act as incentives for students to plan early for study abroad, and also eliminate the expense of passport processing, which is often a “hidden cost” of a study abroad program.

We promote the opportunity through the Compact Scholars Program, EOP, and other groups on campus that include a high percentage of commuters. Students are required to complete four hours of training about targeted scholarship opportunities, scholarship essay writing, and constructing a budget and timeline for study abroad preparation. They also are required to demonstrate that they have applied to at least one study abroad scholarship. Upon completion of these requirements, each successful Passport Scholar receives a \$150 stipend to cover standard US passport processing or renewal. Upon return from their study abroad, these Passport Scholars are expected to share their experiences and assist with promoting the project the following fall semester. Our pilot project aims to cover up to 50 students each year for the first 2 years, and enlist alumni support to continue and expand the project in future years.

In addition, a full-time dedicated study abroad advisor was assigned placement in the EOP office to work directly with the EOP students in an effort to increase their participation in international study. We had learned that EOP students were hesitant to visit the International Student Center (ISC) for advising, not necessarily because of any misconceptions or anxiety they may have felt about studying abroad, but because it was physically located too far from the EOP office. EOP students frequent the office for tutoring and advising and are comfortable meeting there and taking advantage of the offered resources. In an effort to make the international advising more accessible, we moved ISC information closer to them by opening this satellite office uniquely to serve

EOP students in the EOP office suite. The results have been very positive and the adviser has been meeting regularly with students assisting them in meeting their study abroad goals and has started tracking their increased participation.

Another effort aimed to increase the participation of underrepresented students in study abroad experiences is to offer students more affordable, short-term experiences. Programming has been developed to specifically recruit the participation of students who might otherwise be disengaged or unable to participate in a study abroad experience. One example of this can be found in Liberal Studies, the SDSU major for future school teachers. In 2011 it became a major requirement for Liberal Studies students to study abroad. In emphasizing this requirement, we learned that a significant number of our Liberal Studies students are first-generation and/or low-income and faced several challenges in taking a semester-long study abroad program because of financial constraints and or family obligations. This study abroad requirement though intended to promote academic engagement as a high impact educational practice and to improve graduation rates, sometimes became an obstacle to timely degree completion. To address this issue, the Liberal Studies Department developed shorter, affordable, international experiences, including one in Mexicali, Mexico, which does not require students to pay for an international flight. The Mexicali program has proven to be highly successful in its implementation drawing the participation of Liberal Studies students seeking a short, affordable, international experience. With similar goals, the Liberal Studies Department has initiated study abroad scholarship workshops, aimed at providing specific information to students who struggle with planning and financing a longer experience abroad.

We have also enlisted new innovative technology to assist us in meeting our study abroad goals. In the fall of 2014 the Aztecs Abroad database was launched. This system acts as a centralized portal to allow all SDSU students to create a profile and apply to all study abroad programs. Students are asked to activate their student profile before attending an information session in the International Student Center and once signed in they may easily search for programs and study abroad scholarships at any time by using the database's search features. This database serves the students in empowering them in the planning process, but it also serves the University in tracking students, logging their progress in the application process, providing real time data to staff conducting study abroad advising and outreach, and ultimately allowing staff to better assist students in applying to study abroad.

5. Given what we learned from our pilot math academic learning communities for Compact Scholars, the math department has agreed to initiate changes in the delivery of instruction in the Pre-Calculus to Calculus math sequence that will benefit all students enrolled in these courses. Effective this spring 2015 semester, a dedicated faculty member has been appointed by the Department Chair to address the challenges that have been identified with the expectation that systematic obstacles can be eliminated to promote greater passing rates for all students taking Math 141 and Math 150. The student feedback provided by the Compact Scholar participants indicated that the online delivery of instruction although intended to promote greater access and flexibility for more students, created an unintentional barrier between the instructor and students preferred direct face-to-face instruction in a classroom setting. The plan is to sunset the existing online lecture for Math 141 this spring and to ensure from here forward that the class be offered in a lecture format with a reduced enrollment target that will replace the existing 500-seat classroom model.

Our pilot learning communities also indicated a high level of student success when students were supported by additional time outside of lecture with both Graduate Teaching Assistants and undergraduate, peer, instructional student aides (ISA). Our pilot data indicated that this was a strong instructional support, and the students requested that we continue that support into the next math sequence (Math 150). Effective this spring 2015 semester, a Compact Scholars Math 150 Academic Learning Community is being offered to the same students that participated in the fall 2014 Math 141 pilot with the expectation that with ongoing support students will succeed in an academic-year long math sequence. Current campus data indicates students struggle to pass Math 150 and there is a high failure rate. We will be tracking the Compact students closely to learn from this innovative approach to see if the combination of a peer cohort with a peer instructional student assistant can yield positive gains in the pass rate.

Given the success of our math pilot, we hope to tackle another high area of challenge for students not taking Pre-Calculus or Calculus, but instead Statistics 119. Our institutional data shows that these courses also have high failure rates for Compact Scholars and other comparable students on campus.

We plan to launch a new learning community in fall 2015 for our Compact Scholar Business majors required to take Statistics 119. It will be similar to what we have done in math and we will enroll a cohort of Compact business majors into a pairing of Stat 119/Stat119A courses to offer them a one-unit course of supplemental instruction with the expectation that this will increase their success in the Stat 119 course.

Because we see student success as a campus wide commitment that extends beyond the Compact Scholars Program, or other targeted support programs, we have also developed plans to initiate important new changes in 2015. These include:

- Developing an integrated outreach and advising program for students who depart after one semester or one year in good academic standing, with the program triggered on evidence of non-enrollment, ideally prior to start of classes,

- Modifying our leave of absence procedure so that students must file for a leave if they stop out for one or more semesters. This process would establish the student's reasoning and, while ultimately respecting their request, provide the opportunity to present alternatives or initiate a plan to return,
- Increasing the availability and efficacy of financial aid counseling for students with financial holds. Pilot efforts in this area have already brought 17 students back to campus. Scholarship funds could be targeted to support students close to graduation,
- Continuing to address bottlenecks and backlogs in course availability across disciplines through a course scheduling approach that develops steady-state course offerings that can meet student demand based on a four-year graduation plan. Strategic application of student success fee funds for critical faculty hiring will play a natural role in this endeavor,
- Engaging in "intensive advising" for students who have earned more than 150 units and for students who have earned over 100 units but who are taking leaves of absence. As noted above, advising these students can help them complete a degree in a timely manner and
- Analyzing historical retention and graduation rates of students who maintained pre-major designation with 70+ units to assess the degree to which such student swirls negatively impacts time to degree; engage faculty in developing solutions for completing degrees in more timely manner.

6. The “average cost to award a bachelor’s degree” may be interpreted in two complementary ways: The *student cost* of completing their specific degree requirements and the *institutional cost* of providing the necessary curricular opportunities. Our realized and proposed efforts to increase retention, improve our four-year graduation rate, and close our four-year achievement gap, as outlined in other sections, will reduce costs for both our students and our institution, which will be reinvested to increase access for more students and greater inclusiveness.

At the course level, increasing student achievement (and thereby decreasing drop/fail/repeat rates) produces greater efficiency, shortened time-to-degree, and increased access for bottleneck and high-demand courses. As we decrease the need for course repeats, a student who repeats two courses would graduate one semester earlier with a degree cost reduction of \$3,433 (11% savings). Also, these savings do not include the opportunity cost of forgone employment income during that additional semester; including such an opportunity cost of \$7,500 of forgone income, this one-semester-earlier graduation would reduce the student’s total degree cost by \$10,933 – a 35% savings.

At the degree level, our continued commitment to effective program advising will help students persist within our institution, more quickly identify an appropriate program, and more efficiently earn their desired degree – all of which will collectively increase our retention and four-year graduation rates. Reducing the time to graduate from five years to four years will reduce the total degree cost by \$6,866 (20% savings). If the opportunity cost of \$15,000 of forgone income is included, then this two-semester earlier graduation will reduce total degree costs by \$21,866 – an 80% savings and nearly the entire cost of the earned degree.

From an institutional cost perspective, a student who graduates in four years instead of five “saves” the institution the cost of educating that student for an additional year. For 2014-15, the average institutional cost to educate one student was \$13,600; this suggests that the cost per five-year degree is approximately \$68,000 whereas the cost per four-year degree is only \$54,400 (20% less). Increasing our four-year graduation rate will decrease our institutional costs by ~\$2.2 million. These estimates are based on a fall 2014 cost per student per semester for an enrollment of 27,595 undergraduates, some of who currently are in their fifth year (or beyond). Also, when students depart the university without a degree, their educational costs must be added into the average cost per degree of the remaining students; thus, any improvement in continuation and retention rates will also reduce the cost per degree. Finally reductions in the average cost to award each degree will allow us to admit more students, and thereby expand educational access and inclusiveness as consistent with our University mission.

7. One of the challenges we face in eliminating the option for a student to select their math class and instead systematically enrolling them in a time-certain course intervention such as the Compact Learning Communities is that for some of the students the time of the class will present personal time conflicts which results in an unfavorable attrition in the number of students we had intended to enroll and support.

Problems students have cited include needing to work during the time of the course, and family obligations such as, "I have to pick up my little sister from school." Competing needs such as these may on the surface seem negotiable to some who would argue that the student needs to prioritize academics over employment, or find alternate means for their sibling's transportation; however, to the first-generation, underrepresented, commuter student with high financial need that is still living under their parents' roof and rules, these obligations are not negotiable. It is times like these that we are inadvertently reminded that by implementing this intrusive academic intervention we may be excluding those very same students we desire to serve.

The unfortunate reality is that by setting up these course packages, we do risk losing some students in the process because they will not be able to take the course at a given time; that being the case, we must be careful not to let them fall between the proverbial cracks to their academic peril. To address this challenge, we have taken some positive measures to support the success of all the Compact Scholars intended to benefit from the intervention.

From the onset, we enlist the support of technology and have set up the system so that the student cannot self-select to drop the course. With the aid of our University Registrar, we pre-enroll the students in the course package so that at time of registration, they are already enrolled and must choose all their other courses around this intervention. If a student tries to drop it, the system blocks the action and the student is then obligated to contact the Compact Scholars Academic Adviser for assistance. This ensures that there is a valid reason for the student to opt out of the academic learning community because the student has to communicate a valid reason to the Adviser to have be removed from the course package.

This design is beneficial in two ways 1) It does not allow students to "opt out" without careful consideration and professional discretion and 2) It "flags" the student to the Adviser as a high risk student that will need academic follow up and support. This also allows for the Adviser to offer alternative resources to the student such as tutoring hours in the Math Lab, as well as emphasizing to the student that their success matters to us and they are not anonymous. We know from the research literature that often times underrepresented, commuter students especially feel marginalized on a large campus without the same level of support extended to students in the residence halls. We make strategic efforts to combat feelings of marginalization by ensuring relationships with student services professionals such as a dedicated Academic Adviser for Compact Scholars are forged and sustained.

Our Academic Adviser will continue to monitor the success of all first-year STEM Compact Scholars taking math, including those not enrolled in the math learning communities by taking the following measures:

- Students will be required to attend at least 3 advising meetings in the spring semester. The first meeting is to determine why students are unable to enroll in the math learning community, and identify ways to help students overcome those challenges and enroll in the math learning community. For example, students that need to work during certain hours are connected to the Office of Financial Aid's resources and also the Career Services Office on-campus job opportunities. Students will then meet with the Academic Adviser mid-semester to review the required academic progress checks. Lastly, students will meet at the end of the semester to review the semester.
- Students will be required to meet with their professors and have professors complete mid-semester academic progress forms to submit to the Academic Adviser.
- Utilize the Blackboard homeroom site and send emails to disseminate information about math support services, such as math tutoring and connect students to appropriate resources and services.

8. As noted earlier, San Diego State University has a sustained record of achievement in relation to student success over the last fifteen years. This success has been built on strong leadership, which began with Stephen Weber's presidency and is being carried even further under President Hirshman's leadership. The culture that has developed at San Diego State, one that is reflected in the task forces, working groups, and University Senate committees, as well as among the positive working relationships among campus units, is one that is clearly committed to innovation and collaboration. A strong university culture focused on student success across campus is a critical component in sustaining our innovations. Our existing collaborations are strengthened by our campus task forces and working groups committed to supporting student success.

"Building on Excellence," our strategic plan clearly articulates that San Diego State University will continue to focus on Student Success by emphasizing high impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement. Consistent with the student success goal outlined in the strategic plan, the university has invested \$30,586,668 in one-time funding and \$11,238,384 in base budget funds that support student success strategic plan initiatives and address critical support needs.

The enrollment of Compact Scholar freshmen in the Fall 2015 semester will mark SDSU's 10-year anniversary of our commitment to honor guaranteed admission to our Sweetwater students that meet the Compact for Success benchmarks. The Compact has proven to be successful partnership because of the enduring relationship SDSU has with the community and its District partners. Despite major changes over the years in administrative leadership to both parties, the commitment to honor the Compact has remained steadfast both in the District and on our campus. The Compact has systematically changed the college-going culture in a District that has now set one of the Compact for Success benchmarks to satisfy the California 'a-g' requirements as a District-wide expectation for all its students. Starting in 2016 students must follow the a-g curriculum in high school to meet the University of California and California State University requirements for admission. The Compact has also changed our admissions policy to promote greater access to our local-service area students and via the Compact Scholars Program has also established a permanent office for the ongoing development of innovative student support services for underrepresented students in the corridor to graduation. In October 2015, President Hirshman will renew our university commitment to support SDSU's graduating class of 2024 Compact Scholars.

As noted throughout this application, we have highlighted the transformational impact of our relationship with the Sweetwater Unified School District and the Compact for Success but we have remained committed to increasing diversity and achievement for all of our students. We are particularly proud of the fact that we have achieved so much during times of such financial challenges. Like all the state-supported institutions in California, we experienced a significant decline in State support following 2008. In the five years from 2008-2009 and 2013-2014, state appropriations for the university declined by \$78 million dollars and the state portion of the university's budget dropped to less than 20%. This impact was felt across campus by faculty and staff as vacant positions were not filled,

but during this difficult period, our graduation rates continued to rise as did the percentage of diverse students.

Under President Hirshman's leadership the university recognized that it can no longer rely solely on state support--state appropriation for San Diego State is less than 20% of the total budget of the University--and that it must adopt a public-private partnership funding model. These private sources include philanthropic support from alumni community supporters and corporate partners. They also include tuition fees paid by students and their families, and revenues from auxiliary organizations.

SDSU has also sought to increase revenues and support for students in other key ways. The university initiated a campaign to raise \$500 million dollars by 2014, a goal that, as noted in the introduction to this report was met and the campaign was extended by three years. Our fundraising campaign raised a record \$90 million in the 2013-2014 fiscal year alone, and in October 2014, SDSU extended its fundraising goal by \$250 million dollars to raise a \$750 million dollars by 2017.

Over the past several years, private revenues have grown, and continue to grow from fund transfers from auxiliary organizations, as well as reimbursements from Continuing Education Programs. At the same time, the university has managed enrollments to ensure that moving to a public-private funding model would not reduce our commitment to socio-economic diversity. Indeed, financial aid allocations increased by 67% between 2010 and 2014 and the proportion of students eligible for Pell Grants also rose. And, as noted earlier, our six-year graduation rate in 2013 was 10% higher than in 2007.

The funding revenues that have been developed have provided resources to support the initiatives and goals articulated in the Strategic Plan. Additional revenues have been used to help fund the University Honors College, undergraduate research initiatives, a working group using learning analytics to increase student success, the Pride Center, a center for commuting students, and a writing center. Thus, there has been close alignment between resources that have come to the university and its educational effectiveness.

9. At San Diego State University, we see student achievement, increasing access, and improving graduation rates as a broad, shared commitment and the success we have realized is based on significant engagement from all our stakeholders. The Compact for Success Program has since its inception engaged parents and students beginning in the seventh grade. Additionally, the Compact has been a sustained partnership between the Sweetwater Union High School District, including faculty, counselors, and administrators and their counterparts at SDSU. On campus, Compact students have also been supported by faculty across the university and staff in Student Affairs.

Many of our programs aimed at increasing student graduation rates are supported through ongoing partnerships between Student Affairs and Undergraduate Studies. All the assistant deans in each of the Academic Colleges report to Student Affairs and serve as effective liaisons for their units. Undergraduate Studies supports all the undeclared students and collaborates with Student Affairs to ensure their success. The 6-year graduation rate for students who matriculated as first time, undeclared freshmen in fall 2007 is 69.4%.

We also produce annual retention and graduation reports that are shared campus wide through the Undergraduate Council, Academic Policy and Planning, and the University Senate, which is comprised of students, staff, faculty, and administrators. We have found these reports are an excellent way to keep the campus informed of our progress, to note specific recommendations for improving further, and to identify particular challenges we need to address. More recently, the strategic planning process initiated by President Hirshman in 2012 engaged students, faculty, staff, administrators in identifying targets and goals for student success and achievement.

Our efforts at SDSU have also included community members and business leaders. One way this has occurred is through direct financial contributions donors have provided for scholarships. Contributions to support Guardian Scholars, students from foster care families, have now exceeded \$2 million dollars. Overall, our scholarship support for students across the university has grown both in campus-based scholarships and those funded from external partners. In 2003-2004, our university awarded \$1.6 million in campus-based scholarships and \$2.93 million in scholarships to SDSU students from external organizations. Ten years later in 2013-2014, we awarded \$3.68 million in campus-based scholarships and an additional \$3 million in scholarships to students from external organizations. This support is critical in helping us reduce the cost to our students, and to providing support that does not extend the amount of loan debt students must take on.

Our alumni and community members are also engaged through the Aztec Mentor Program, which pairs juniors, seniors and graduate students in one-on-one mentorships with established alumni/professionals in San Diego and beyond. This program, another high impact practice that increases student engagement, provides an opportunity for students to gain valuable guidance on a variety of career-related topics including one-on-one advice, networking, interviewing and job shadowing.

10. Under President Hirshman's leadership, SDSU is shifting from being a university that depends solely on substantially reduced state support to being a university that is a public-private partnership. Our state appropriation is now less than 20 percent of the total budget of the university and its auxiliaries and yet we remain committed to student success and achievement. This public-private partnership provides SDSU with the ability to serve students effectively and to continue to engage in innovations aimed at increasing our success.

The core financial model of the university is based on funds from both public and private sources. A university that is a public-private partnership affirms its relationship with the state and its public mission. It works collaboratively with elected officials to increase funding support for the university, as well as funding for need-based scholarships like Cal Grants. The university also recognizes and embraces the critical role of the federal government, both in funding research and in supporting student access through the Pell Grant program.

This type of university, however, differs from most traditional state-supported universities in California. Funds from private sources are combined with public funds to create a financial model that can support our academic and communal aspirations. These private sources include philanthropic support from alumni, community supporters and corporate partners. They also include tuition and fees paid by individual students and their families. Revenues from auxiliary organizations, such as Aztec Shops, that provide services to students and community members also support the university's academic mission, as do revenues from continuing education programs that operate without state support.

Our public-private partnership model has made dramatic progress, succeeding in two important ways. First, our private revenue initiatives have grown significantly. For example, our fundraising Campaign for SDSU raised a record \$90 million in the 2013-14 fiscal year. Other revenue initiatives have also been successful, and combining these funds with public support has allowed us to make major investments in the academic and co-curricular programs identified in our strategic plan "Building on Excellence."

Second, and equally important, the public-private partnership model has allowed us to increase financial aid allocations by 67 percent in the five years from 2009-10 to 2013-14, and the proportion of enrolled students who face significant financial challenges (as measured by Pell Grant eligibility) was higher in 2013-14 than in 2009-10. Similarly, one might fear that the impact of reduced state support would reduce access to a degree. In fact, our six-year graduation rate in 2013 was more than 10 percent higher than our six-year graduation rate in 2007.

As noted earlier, consistent with the student success goal outlined in the strategic plan, the university has already invested \$30,586,668 in one-time funding and \$11,238,384 in base budget funds to support student success strategic plan initiatives and address critical support needs.

11. As noted in Item 1, San Diego State has made significant progress in (1) increasing diversity, (2) improving six-year graduation rates, and (3) closing the achievement gap at the six-year graduation rate mark. We now, however, working with the benchmarks we have established with “Building on Excellence,” our strategic plan, will continue our efforts by focusing specifically on increasing four-year graduation rates and closing the achievement gap at four years.

Having analyzed our data, and having disaggregated our data by student groups, we will focus specifically, although not exclusively, on several key quantitative measures including:

1. First-time, full-time Latino freshman to sophomore year continuation rates (annually)
2. First-time, full-time commuter student freshman to sophomore year continuation rates (annually)
3. First-time, full-time Latino sophomore to junior year continuation rates (annually)
4. First-time, full-time commuter student sophomore to junior year continuation rates (annually)
5. At the same time, we will also continue to focus on our four-year graduation rates overall to track our long-term progress.

Given our reliance on data, and the data we collect routinely, we will also continue to use the same measures to track different cohorts of students including other ethnic (American Indian, African-American, Hispanic, Asian, Pacific Islander, and Filipino) and socio-economic groups (Pell eligible).

We also know from data we have collected previously, as well as from national research on student success and achievement, that student engagement is a critical factor. With this in mind, we will continue to administer the National Survey of Student Engagement (NSSE) and to use the qualitative data drawn from that survey to determine the extent to which disaggregated groups of students, particularly those early in their academic careers, report engagement in high impact educational activities such as common intellectual experiences, learning communities, service learning, writing intensive courses, internships, study abroad, undergraduate research, and collaborative projects.

12. At San Diego State, the Office of Institutional Research and Analytic Studies tracks and produces disaggregated data regarding student success. This information is publically available (<http://university-stats.sdsu.edu/>) and allows us to track our progress over time. Surveying our most recent data (in the table below), produced in fall 2014, we recognize that we have a pressing need to increase four-year graduation rates and even more importantly to increase the four-graduation rate for underrepresented student groups.

<i>Fall 2014 Continuation &amp; Graduation Rates for Selected Populations</i>			
<i>Full-time First-time Freshmen</i>			
	<b>% Continued Fresh-Soph</b>	<b>% Continued Soph-Junior</b>	<b>Four-Year Graduation Rates</b>
Commuter	86.7 %	78.9 %	22.6 %
Compact Scholar	85.6 %	82.7 %	18.6 %
Latino	87.9 %	81.0 %	24.3 %
American-Indian	81.8 %	100.0 %	28.6 %
African-American	84.1 %	77.5 %	24.0 %
Asian	90.2 %	81.5 %	32.1 %
Pacific-Islander	78.9 %	64.3 %	25.0 %
Filipino	93.2 %	81.8 %	22.0 %
Low Income	86.2 %	78.0 %	25.4 %
<b>All Full-time FTF</b>	<b>88.2 %</b>	<b>80.2 %</b>	<b>33.7 %</b>

Notes:

1. Fall 2013 cohort data is shown for freshmen-sophomore continuation rates
2. Fall 2012 cohort data is shown for sophomore-junior continuation rates
3. Fall 2010 cohort data is shown for four-year graduation rates
4. Commuter students are non-residential freshmen students

Using the baseline data, we have established goals for all students, including those in underrepresented groups, through 2019 (see the table below). With these goals in mind, we will track data regarding student success to identify if we are track to meet our targets and, most importantly, to make necessary adjustments to ensure greater success. Although we have not reproduced tables here for each of the years from 2014 to 2019, our assumption is that we will meet respective targets each of these years and thus will review data annually to track progress to ensure we meet our long-term targets. Our goal across this time period is a 5% gain in four-year graduation rates across the university a whole and within in group of students.

We have chosen these targets based on the improvements we have made with four-year graduation rates over the last five years, from 2009 to 2014, and have set goals that are more ambitious than what we achieved during that time period. We have also set these goals as a way of ensuring that we can track specific cohorts of students to better determine what kinds of innovations, support, and interventions will be most helpful.

<i>Fall 2019 Target Continuation &amp; Graduation Rates for Selected Populations</i>			
<i>Full-time First-time Freshmen</i>			
	<b>% Continued Fresh-Soph</b>	<b>% Continued Soph-Junior</b>	<b>Four-Year Graduation Rates</b>
Commuter	91.7%	83.9%	27.6%
Compact Scholar	90.6%	87.7%	23.6%
Latino	92.9%	86.0%	29.3%
American-Indian	86.8%	105.0%	33.6%
African-American	89.1%	82.5%	29.0%
Asian	95.2%	86.5%	37.1%
Pacific-Islander	83.9%	69.3%	30.0%
Filipino	98.2%	86.8%	27.0%
Low Income	91.2%	83.0%	30.4%
<b>All Full-time FTF</b>	<b>93.2%</b>	<b>85.2%</b>	<b>38.7%</b>

Our assumptions are that an increase in the four-year graduation rate will result in significant savings to the institution and to students as we noted in the response to #6. These goals are also consistent with more ambitious goals we have set for beyond 2019, and significantly exceed the goals for increasing graduation rates in the California State System by 2025. Finally, we also expect that the relative percentage of students within some of these groups, specifically within underrepresented student populations will increase over time and we thus we also track not only the percentage of students in each of these groups, but the absolute numbers of the students within those groups.



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THE PRESIDENT

January 9, 2015

California Department of Finance  
Education Systems Unit – Innovation Awards  
7<sup>th</sup> Floor  
915 L St.  
Sacramento, CA 95814

Dear committee members,

The Awards for Innovation in Higher Education will help make California a place where students from all backgrounds can earn a degree and contribute to the state's economic well-being and democratic process. I am proud to support San Diego State University's awards application, which details our significant and ongoing efforts to support success and achievement for students from our diverse San Diego community and for all students.

SDSU shares the Awards for Innovation's priorities to increase the number of Californians with bachelor's degrees, increase the number of students who graduate in four years and ease transfer within the state's education system. The university – one of the nation's most diverse public research universities – has been designated as a Hispanic-Serving Institution and is recognized for the largest increase in graduation rates in the country. We are committed to helping students from our local community prepare for university admittance and to helping those who attend SDSU to succeed once on campus.

Our strategic plan, "Building on Excellence," contains specific initiatives to improve student success, including efforts aimed at underrepresented groups. The strategic plan reflects our campus culture of collaboration among Academic Affairs and Student Affairs and our commitment to data-driven analysis and decisions. The plan also bolsters our efforts to support students from our local community and our efforts to increase the number of students from underrepresented groups who participate in high-impact and transformational educational opportunities – which can also improve time-to-degree rates.

In addition to sharing our creative approaches, we are excited to learn about the other activities illuminated by this nomination process.

I am pleased to provide this letter of support for SDSU's application to the Awards for Innovation in Higher Education.

With best regards,

Elliot Hirshman  
President

**MEMORANDUM OF UNDERSTANDING BETWEEN  
SWEETWATER UNION HIGH SCHOOL DISTRICT AND SAN YSIDRO SCHOOL DISTRICT  
AND  
SAN DIEGO STATE UNIVERSITY**

Preface - AN AGREEMENT FOR A COMPACT FOR SUCCESS BASED ON WORKING TO MAKE STUDENTS COLLEGE READY RESULTING IN GUARANTEED ADMISSION TO SAN DIEGO STATE UNIVERSITY.

The Sweetwater Union High School District operates the largest secondary school district in California and is responsible for preparing thousands of students annually for college entrance and/or work placement, with the majority of students going on to college in San Diego County.

San Ysidro School District is a K-8 public school district within close proximity to the U.S. - Mexico border. Its mission is to provide a challenging and rich education experience for students to be successful high school students.

San Diego State University is the oldest and largest higher education institution in the San Diego region. Since being founded in 1897, the university has grown to become a nationally ranked research university.

The Compact for Success partners agree that the following section represents the foundation for the guaranteed admission program and is in concert with SDSU's selective admission standards and deadlines. Graduating students from SUHSD shall:

- Enroll in the SUHSD from the 7<sup>th</sup> grade through high school graduation
- Have a cumulative 3.00 GPA or higher in the a-g courses at the time of application and through their senior year
- Complete a-g courses with a C or higher
- Clear math and writing remediation requirements via SAT/ACT scores, ELM/ EPT scores or EAP
- Take the SAT or ACT exam (no minimum score required)

All institutions have a commitment to the people of San Diego and to enhancing student success. Together the three institutions are entering into a partnership to expand and enhance the educational opportunities for residents living in the South Bay area.

Sweetwater, San Ysidro, and San Diego State have agreed that a strong college preparation program, guaranteed admission and support program will provide a valuable mechanism for dramatically increasing the number and percentage of Sweetwater graduates qualifying for admission to San Diego State University. Toward that end, the partners have developed the Compact for Success to better prepare students, for academic success at San Diego State University.

Sweetwater Union High School District and San Ysidro School District' Commitment

As part of the Compact for Success, the Districts agree to provide all students a rigorous program of study and support which will provide them with an opportunity to meet the requirements for entrance to San Diego State University without the need for remedial college courses upon graduation from high school. Working with SDSU, the Districts will develop benchmarks for:

- a-g sequencing of courses
- Grade point average
- PSAT, SAT, ELM and EPT preparation
- CST Scores
- Rigorous college preparatory program and skill requirements

Furthermore, the Districts will support the attainment of these benchmarks with an enhanced secondary education program. Toward that end, the Districts will:

- Implement a clear statement of expectations for seventh grade and subsequent years to be provided to staff, parents, community, and elementary districts
- Offer Algebra curriculum for eighth graders
- Support classes in and outside of the school day
- Initiate seventh through ninth grade literacy interventions for students in need of intense acceleration
- Provide additional Advanced Placement course offerings
- Expand the number of middle school science courses per new promotion requirements
- Implement new, rigorous graduation and promotion requirements
- Provide an expanded number of science laboratories in middle and high schools
- Implement training for middle school teachers in AVID program strategies
- Through the BTSA program require participation in staff development programs to improve literacy and mathematics skills for teachers
- Continue to identify and refine criteria for identifying and supporting incoming at-risk students
- Implement a systematic program of parent communication and education
- Provide students and parents transportation to San Diego State for visits and orientations
- Prepare and provide annual reports on the progress of each participating class
- Implement a Language Arts pedagogy to address rhetorical approach
- Work with San Diego State University to develop a comprehensive student orientation and visitation program for pre-collegiate advisement including: selection of college major, financial aid, and other college entrance matters
- Work with San Diego State University to communicate the guaranteed admission and its program requirements to all students, parents, teachers, staff and community members

San Diego State University's Commitment

As part of the Compact for Success, San Diego State University will provide all entering students who complete the established requirements, a guarantee of admission at San Diego State University. The benchmarks are as follows:

- Enroll in the SUHSD from the 7<sup>th</sup> grade through high school graduation
- Have a cumulative 3.00 GPA or higher in the A-G courses at the time of application and through their senior year
- Complete A-G courses with a C or higher
- Clear math and writing remediation requirements via SAT/ACT scores, ELM/ EPT scores or EAP  
Take the SAT or ACT exam (no minimum score required)

San Diego State University, San Ysidro School District, and Sweetwater Union High School District are committed to an inclusionary/supportive model that allows the students who fall behind in meeting the benchmarks to get back on track to qualify for guaranteed admission to SDSU. Toward that end, SDSU will:

- Identify available faculty to undertake the following:
  - collaborate with District teachers in curriculum development, course alignment and SDSU freshman course expectations
  - develop methodologies to enhance the effectiveness of teaching Finite Mathematics and Rhetoric and Writing courses
  - work together to assist students in choosing courses that will prepare them for their intended major, e.g. Senior Math
  - explore techniques that will enhance academic rigor across the curriculum and enrich and improve teacher training methodology
- Encourage participation of SDSU students in teacher credential programs to serve in a practicum to better understand best practices, teaching techniques and educational research methodologies required of successful teachers in the District
- Work with the District to communicate the guaranteed admission and its program requirements to all students, parents, teachers, staff and community members
- Provide District juniors and seniors with the opportunity to take the ELM and EPT to determine readiness of college level work, and count passing scores toward meeting the SDSU entrance requirements
- Hire and train SDSU students as Compact Advisors for assignment in middle schools to serve as mentors and to work with students to keep them on track to complete the Compact for Success benchmarks. Compact Advisors shall be placed at middle schools pending available resources
- Work with District staff to plan how to utilize Compact Advisors in their assignment at the middle schools
- Plan and implement Compact for Success core activities to include but not limited to campus visits for 10<sup>th</sup> grade students and a 7<sup>th</sup> grade campus visit for students and their parents. Other activities shall be implemented to provide information to parents and students regarding all aspects of preparation for college
- Work with District staff to plan and implement campus visits for on-track 10<sup>th</sup> graders to gain an understanding of how to create a CSU Mentor account and track their high school grades

The Compact Scholars Program is the postsecondary component of the Compact for Success. Once the SUHSD students have satisfied the Compact for Success benchmarks and have enrolled at SDSU, they become "Compact Scholars." At this point, their progress to degree completion is supported as an integral component of the Division of Undergraduate Studies' Thomas B. Day Student Success Programs. Toward that end, the Division of Undergraduate Studies will:

- Coordinate the distribution of scholarship awards for eligible scholars with the Office of Financial Aid and Scholarships and the Sweetwater Education Foundation (SEF)
- Advise students and support them in meeting their academic goals to include: general academic advising and intensive advising interventions such as academic progress reviews and referrals to specialized services
- Monitor student achievement and provide feedback in data reports to District staff on level of academic achievement at the University
- Provide reports and status updates for partnership stakeholders and cultivate support for student success with outside agencies, donors and funding organizations
- Encourage Compact Scholars to volunteer as speakers and serve as mentors in District schools and in Compact for Success sponsored events and programs
- Connect Compact Scholars to high impact educational experiences at SDSU including: common intellectual experiences, learning communities, study abroad, service-learning, undergraduate research, internships and leadership development
- Promote Compact Scholar participation in campus initiatives that support academic excellence such as the University Honors Program, Honors Council, and national merit awards and honor societies

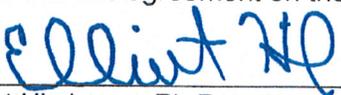
Joint Commitment of Partners

- The District and University will collaboratively work to obtain additional public and private funds to support and enhance the activities outlined in the agreement.

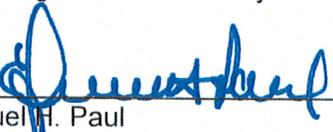
II. TERMS OF MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding can be amended or extended by mutual agreement of the partners. Under the terms of this Memorandum of Understanding, the SDSU admission guarantee will be extended to the ninth grade classes of 2011/12, 2012/13, and 2013/14.

San Diego State University, the Sweetwater Union High School District, and San Ysidro School District enter into this agreement on the 12th day of October, 2011.

/s/   
\_\_\_\_\_  
Elliot Hirshman, Ph.D.  
President  
San Diego State University

/s/   
\_\_\_\_\_  
Edward M. Brand, Ed.D.  
Superintendent  
Sweetwater Union High School District

/s/   
\_\_\_\_\_  
Manuel H. Paul  
Superintendent  
San Ysidro School District

MOU originally signed on March 10, 2000. Amended October 12, 2011

# Compact for Success

## Core Activities 2012-2013

- Compact Mentors at middle schools: 8,169 Participants
- 7th Grade Campus Visit to SDSU: 4,213 Participants
- College: Making It Happen Nights: 2,328 Participants
- 10th Grade Visits: 1,582 Participants
- Financial Aid Nights: 2,622 Participants
- District College Fair: 1,360 Participants

**TOTAL FOR THE ACADEMIC YEAR: 20,274**



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# NationalJournal

WINNER: EDUCATION

## How to Transcend, Not Reinforce, Class Distinctions at College

Compact for Success, an innovative program near San Diego, found a way to get more minority and low-income students into college.

BY NAUREEN KHAN



Expanding opportunity: San Diego State University. (Jaclyn Hugg)

June 13, 2013 The first time Thomas Tilghman set foot on a college campus, he was a sophomore in high school. He can still remember how vast the grounds of San Diego State University seemed to him, how he imagined that his entire high school could fit into one of SDSU's cavernous libraries. "I was awestruck," Tilghman says. "It was like nothing I'd ever seen at the time."

College was an audacious ambition to the 16-year-old Tilghman, a student in the Sweetwater Union School District near San Diego, where his peers were by and large from minority and low-income families. Many, like Tilghman, would be the first in their families to go to college. "I was always that kid who wanted to be successful," Tilghman says. "I knew I wanted to be smart and pursue an education, but I didn't know what I had to do."

[\[http://www.nationaljournal.com/back-in-business\]](http://www.nationaljournal.com/back-in-business)



Last month, Tilghman collected his diploma at San Diego State's Viejas Arena in front of 12,000 people, with his mother beaming in the audience. He partially attributes his achievement to Compact for Success, a program created more than a decade ago to ensure Sweetwater students weren't hemmed in by their circumstances and missing out on the fruits of a college education.

In 1999, Ed Brand, superintendent of the Sweetwater Union High School District, met with then-San Diego State President Stephen Weber to address the question of why so few Sweetwater students were enrolling in and graduating from their neighborhood college. Together, they crafted a regimen to increase those college-bound and graduation rates.

It is universally acknowledged that a college degree remains the cornerstone of upward mobility today, and that to compete in the global economy, the United States must produce more college grads, particularly among low-income and minority students. If current trends persist, the country will be short 3 million graduates by 2018, according to a study by the Georgetown Public Policy Institute. And while 28 percent of the national population over the age of 25 holds a bachelor's degree or higher, the figure is 17 percent for black Americans and 13 percent for Hispanics.

#### ADVERTISEMENT

*National Journal* selected the Compact for Success program as our leading innovator in higher education because it has proven a creative, highly collaborative way of expanding opportunity in a postsecondary system that now often functions to reinforce class distinctions rather than transcend them. All of the programs honored in this category are confronting the intertwined problems of expanding access, improving graduation rates, and constraining costs. But Compact for Success stood out for its comprehensive and sustained approach to one of education's toughest problems: shepherding more minority young people to advanced degrees at a time when they represent most of the workforce's future growth.

First, teachers from Sweetwater and faculty from SDSU worked to increase the rigor of the high school curriculum and align it to meet the requirements for college admissions. Administrators then agreed upon five benchmarks that, if met by Sweetwater students, would guarantee them admission into San Diego State, including hitting a 3.0 GPA, fulfilling certain course requirements, passing English and math proficiency tests, and taking the ACT or SAT exams.

"We had the perfect storm of a large group of kids that were needing to have the opportunity to go to college, a university with a new president who was open to new ideas, and a school district that was willing and able to create a structure to produce college-ready kids in a short period of time," Brand says. "So now, the kid in seventh grade can say, 'I can control my destiny. All I have to do is to follow this road map.'"

But what really distinguishes Compact for Success is the extensive support system it has put into place and the culture of educational attainment it has engendered.

Sweetwater students are mentored from the time they are in middle school by San Diego State students. Every spring, seventh-graders from Sweetwater schools arrive at SDSU by the busload and are given a grand tour and a pep talk from the SDSU president, before signing a pledge to go to college. In 10th grade, they tour campus once again, and the following year they attend a class assembly to make sure they are on track to meet the benchmarks. "We bombard them with what it takes to go to college from the very beginning," says Lou Murillo, the director of Compact for Success. "These students are coming from households where English is not spoken and there's not a history of higher education. Quite a few will be the first ones in their family to go to college."

Once they arrive at SDSU, the Compact Scholars program takes over. Services include a freshman seminar that acquaints Sweetwater students with university life; an exclusive "learning lounge" that serves as a study space for scholars, most of whom commute to SDSU; and personal counseling from program Director Janet Abbott.

The results have been encouraging, while still underscoring the extent of the challenge. From 2000 to 2010, the number of Sweetwater Union students enrolling at San Diego State more than doubled, from 308 to 650. Although only about a quarter of

Compact Scholars graduate in four years, the six-year graduation rate is 63.2 percent, slightly higher than the university's overall 62.8 percent six-year graduation rate and a striking achievement, given the obstacles many of these young people face. Nationally, the six-year graduation rate for Hispanic students is 51 percent.

**See the finalists in each category:** [Digital Innovation \[http://www.nationaljournal.com/back-in-business/digital-innovation-20130613\]](http://www.nationaljournal.com/back-in-business/digital-innovation-20130613) | [Expanding Exports \[http://www.nationaljournal.com/back-in-business/expanding-exports-20130613\]](http://www.nationaljournal.com/back-in-business/expanding-exports-20130613) | [Workforce Training \[http://www.nationaljournal.com/back-in-business/workforce-training-20130613\]](http://www.nationaljournal.com/back-in-business/workforce-training-20130613) | [Health Care \[http://www.nationaljournal.com/back-in-business/health-care-20130613\]](http://www.nationaljournal.com/back-in-business/health-care-20130613) | [Financing Infrastructure \[http://www.nationaljournal.com/back-in-business/financing-infrastructure-20130613\]](http://www.nationaljournal.com/back-in-business/financing-infrastructure-20130613) | [Disrupting Government \[http://www.nationaljournal.com/back-in-business/disrupting-government-20130613\]](http://www.nationaljournal.com/back-in-business/disrupting-government-20130613) | [Regional Economic Strategies \[http://www.nationaljournal.com/back-in-business/regional-economic-strategies-20130613\]](http://www.nationaljournal.com/back-in-business/regional-economic-strategies-20130613) | [Education \[http://www.nationaljournal.com/back-in-business/education-20130613\]](http://www.nationaljournal.com/back-in-business/education-20130613) | [Energy \[http://www.nationaljournal.com/back-in-business/energy-20130613\]](http://www.nationaljournal.com/back-in-business/energy-20130613)

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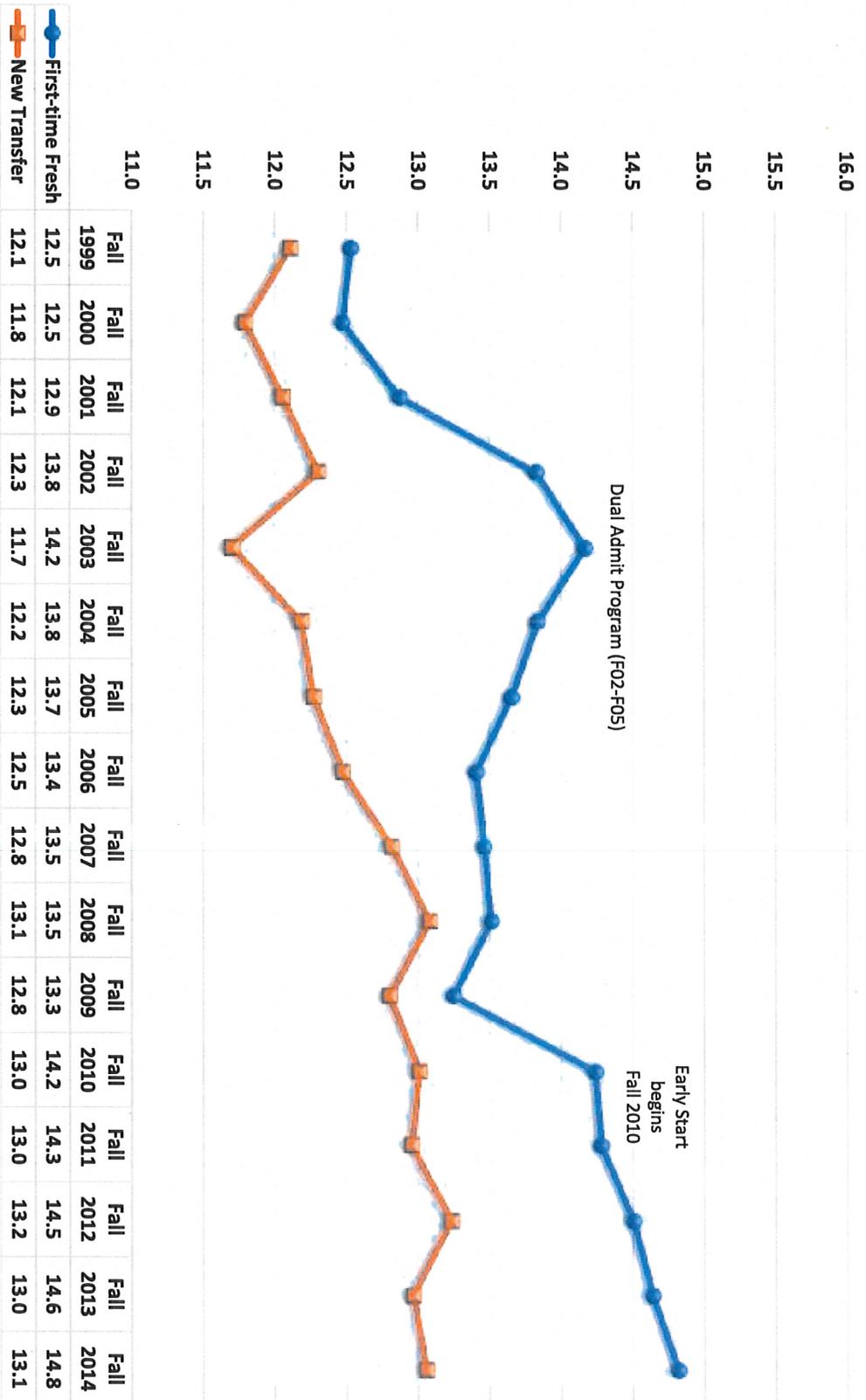
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**Table 4**  
**SDSU MATH AND ENGLISH PROFICIENCY**  
**AT HIGH SCHOOL GRADUATION**  
**Compact Scholars**

District Schools	FALL 2009				FALL 2010				FALL 2011				FALL 2012				FALL 2013			
	Enroll	Math Proficiency	English Proficiency	Math & Engl Proficiency	Enroll	Math Proficiency	English Proficiency	Math & Engl Proficiency	Enroll	Math Proficiency	English Proficiency	Math & Engl Proficiency	Enroll	Math Proficiency	English Proficiency	Math & Engl Proficiency	Enroll	Math Proficiency	English Proficiency	Math & Engl Proficiency
Bonita Vista Senior High	32	30 93.8%	28 87.5%	26 81.3%	39	35 89.7%	26 66.7%	23 59.0%	51	49 96.1%	45 88.2%	44 86.3%	47	47 100.0%	46 97.9%	46 97.5%	65	64 98.5%	64 98.5%	63 96.9%
Castle Park Senior High	11	11 100.0%	9 81.8%	9 81.8%	15	15 100.0%	11 73.3%	11 73.3%	20	20 100.0%	14 70.0%	14 70.0%	17	17 100.0%	12 70.6%	12 70.6%	20	20 100.0%	20 100.0%	20 100.0%
Chula Vista Senior High	27	25 92.6%	18 66.7%	17 63.0%	27	27 100.0%	20 74.1%	20 74.1%	29	28 96.6%	23 79.3%	22 75.9%	33	30 90.9%	26 78.8%	25 75.8%	34	32 94.1%	34 100.0%	32 94.1%
Eastlake High	47	46 97.9%	46 97.9%	45 95.7%	71	70 98.6%	61 85.9%	61 85.9%	66	64 97.0%	63 95.5%	61 92.4%	77	77 100.0%	74 96.1%	74 96.1%	83	83 100.0%	83 100.0%	83 100.0%
Hilltop Senior High	27	26 96.3%	25 92.6%	25 92.6%	40	37 92.5%	27 67.5%	28 69.0%	52	51 98.1%	49 94.2%	48 92.3%	55	54 98.2%	50 90.9%	50 90.9%	47	47 100.0%	44 93.6%	44 93.6%
Mar Vista Senior High	19	18 94.7%	13 68.4%	13 68.4%	30	24 80.0%	17 56.7%	15 50.0%	18	17 100.0%	15 83.3%	14 77.8%	20	18 90.0%	18 90.0%	17 85.0%	19	19 100.0%	16 84.2%	16 84.2%
Montgomery Senior High	21	20 95.2%	20 95.2%	19 90.5%	28	24 85.7%	13 46.4%	11 39.3%	17	17 100.0%	13 76.5%	13 76.5%	20	20 100.0%	17 85.0%	17 85.0%	19	19 100.0%	16 84.2%	16 84.2%
Olympian	15	13 86.7%	12 80.0%	12 80.0%	29	29 100.0%	25 86.2%	25 86.2%	30	29 96.7%	27 90.0%	27 90.0%	53	51 96.2%	51 96.2%	49 92.5%	55	55 100.0%	54 98.2%	54 98.2%
Clay Ranch	27	26 96.3%	25 92.6%	24 88.9%	47	42 89.4%	35 74.5%	35 74.5%	57	54 94.7%	52 91.2%	50 87.7%	76	74 97.4%	73 96.1%	71 93.4%	61	60 98.4%	59 96.7%	59 96.7%
San Ysidro	9	9 100.0%	8 88.9%	8 88.9%	15	11 73.3%	5 33.3%	5 33.3%	14	13 92.9%	7 50.0%	7 50.0%	23	23 100.0%	17 73.9%	17 73.9%	24	24 100.0%	24 100.0%	24 100.0%
Southwest Senior High	17	14 82.4%	12 70.6%	11 64.7%	15	11 73.3%	6 40.0%	6 40.0%	5	5 100.0%	5 100.0%	5 100.0%	19	18 94.7%	16 84.2%	15 78.9%	18	17 94.4%	16 88.9%	15 83.3%
Sweetwater High	13	13 100.0%	11 84.6%	11 84.6%	18	17 94.4%	10 55.6%	9 50.0%	19	19 100.0%	15 78.9%	15 78.9%	25	24 96.0%	21 84.0%	21 84.0%	35	34 97.1%	33 94.3%	32 91.4%
<b>COMPACT SCHOLARS</b>	<b>265</b>	<b>251 94.7%</b>	<b>227 85.7%</b>	<b>220 83.0%</b>	<b>372</b>	<b>343 92.2%</b>	<b>256 68.8%</b>	<b>247 66.4%</b>	<b>378</b>	<b>366 96.8%</b>	<b>328 86.8%</b>	<b>320 84.7%</b>	<b>465</b>	<b>453 97.4%</b>	<b>421 90.5%</b>	<b>414 89.0%</b>	<b>483</b>	<b>477 98.8%</b>	<b>469 97.1%</b>	<b>464 96.1%</b>
<b>ALL OTHER SWEETWATER</b>	<b>486</b>	<b>216 44.4%</b>	<b>87 17.9%</b>	<b>42 8.6%</b>	<b>93</b>	<b>49 52.7%</b>	<b>28 30.1%</b>	<b>16 17.2%</b>	<b>102</b>	<b>63 61.8%</b>	<b>45 44.1%</b>	<b>34 33.3%</b>	<b>110</b>	<b>81 73.6%</b>	<b>62 56.4%</b>	<b>53 48.2%</b>	<b>69</b>	<b>54 78.3%</b>	<b>51 73.9%</b>	<b>42 60.9%</b>
Sweetwater District	751	467 62.2%	314 41.8%	262 34.9%	465	392 84.3%	284 61.1%	263 56.6%	480	429 89.4%	373 77.7%	354 73.8%	575	534 92.9%	483 84.0%	467 81.2%	552	531 96.2%	520 94.2%	506 91.7%
San Diego County	2,480	1,564 63.1%	1,229 49.6%	1,011 40.9%	1,542	1,284 83.3%	997 64.7%	916 59.4%	1,761	1,507 85.6%	1,409 80.0%	1,309 74.3%	1,993	1,765 88.6%	1,689 84.7%	1,572 78.9%	1,784	1,669 93.6%	1,622 90.9%	1,560 87.4%
SDSU	4,233	3,034 71.8%	2,571 60.9%	2,233 52.9%	3,302	2,819 85.4%	2,383 71.5%	2,179 66.0%	3,970	3,427 86.3%	3,328 83.8%	3,062 77.1%	4,139	3,580 86.5%	3,509 84.8%	3,228 78.0%	4,671	4,204 90.0%	4,152 88.9%	3,922 84.0%

# New Undergraduate Average Unit Load: Fall 1999 - Fall 2014

## San Diego Campus



## **A. Study Abroad**

### **Summary of Findings**

#### **Table 1-A: Study Abroad by Live on Campus – Commuter (Page 1):**

- About 80 percent of the students who studied abroad lived on campus during their first year, yet only 60 percent of first-time freshmen live on campus.
- Less than 20 percent of those who studied abroad were Commuter – Service Area students even though they represented nearly 50 percent of the incoming freshmen class.

#### **Table 2-A: Study Abroad by Ethnicity (Page 2):**

- Relative to their proportion in the cohort population, Asian, Latino and particularly Filipino students are generally underrepresented among those who study abroad.
- Caucasians tend to be overrepresented by 10 percentage points over their proportion in the total cohort.

#### **Table 3-A: Study Abroad by Gender (Page 3):**

- Although women make up a majority of the general cohort population, an even higher proportion of students who study abroad are women.
- The proportion of men who study abroad is lower than their relative proportion in the cohort

#### **Table 4-A: Study Abroad by College Generation (Page 4):**

- About 20 percent of the total cohort populations are first generation college students, yet only 10 percent of the students who study abroad are first generation.
- Nearly 90 percent of the students who study abroad are non-first generation college students.

#### **Table 5-A: Study Abroad by College Readiness (Page 5):**

- Nearly 75 percent of the student who study abroad entered SDSU as college ready, yet only 50 to 60 percent of the freshmen class entered as college ready.

**TABLE 1-A: STUDY ABROAD BY LIVE ON CAMPUS - COMMUTER**

Group	First-Time Freshmen - Fall 2005					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Live on Campus	238	83.2%	2,229	59.0%	2,467	60.7%
Commuter - Service Area	36	12.6%	1,189	31.5%	1,225	30.2%
Commuter - Non-Service Area	12	4.2%	359	9.5%	371	9.1%
<b>TOTAL</b>	<b>286</b>	<b>100.0%</b>	<b>3,777</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2006					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Live on Campus	320	74.1%	2,376	50.9%	2,696	52.8%
Commuter - Service Area	74	17.1%	1,592	34.1%	1,666	32.6%
Commuter - Non-Service Area	38	8.8%	703	15.1%	741	14.5%
<b>TOTAL</b>	<b>432</b>	<b>100.0%</b>	<b>4,671</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2007					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Live on Campus	409	78.1%	2,795	55.4%	3,204	57.5%
Commuter - Service Area	84	16.0%	1,800	35.7%	1,884	33.8%
Commuter - Non-Service Area	31	5.9%	451	8.9%	482	8.7%
<b>TOTAL</b>	<b>524</b>	<b>100.0%</b>	<b>5,046</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2008					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Live on Campus	273	79.1%	1,959	48.9%	2,232	51.3%
Commuter - Service Area	59	17.1%	1,856	46.4%	1,915	44.0%
Commuter - Non-Service Area	13	3.8%	188	4.7%	201	4.6%
<b>TOTAL</b>	<b>345</b>	<b>100.0%</b>	<b>4,003</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2009					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Live on Campus	189	82.2%	1,824	45.7%	2,013	47.7%
Commuter - Service Area	32	13.9%	1,905	47.7%	1,937	45.9%
Commuter - Non-Service Area	9	3.9%	265	6.6%	274	6.5%
<b>TOTAL</b>	<b>230</b>	<b>100.0%</b>	<b>3,994</b>	<b>100.0%</b>	<b>4,224</b>	<b>100.0%</b>

**TABLE 2-A: STUDY ABROAD BY ETHNICITY**

Group	First-Time Freshmen - Fall 2005					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
African American	3	1.0%	153	4.1%	156	3.8%
Asian	22	7.7%	316	8.4%	338	8.3%
Latino	63	22.0%	764	20.2%	827	20.4%
Filipino	11	3.8%	376	10.0%	387	9.5%
Caucasian	159	55.6%	1,831	48.5%	1,990	49.0%
Other/No Response	28	9.8%	337	8.9%	365	9.0%
<b>TOTAL</b>	<b>286</b>	<b>100.0%</b>	<b>3,777</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2006					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
African American	6	1.4%	226	4.8%	232	4.5%
Asian	32	7.4%	409	8.8%	441	8.6%
Latino	74	17.1%	1,076	23.0%	1,150	22.5%
Filipino	16	3.7%	418	8.9%	434	8.5%
Caucasian	264	61.1%	2,146	45.9%	2,410	47.2%
Other/No Response	40	9.3%	396	8.5%	436	8.5%
<b>TOTAL</b>	<b>432</b>	<b>100.0%</b>	<b>4,671</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2007					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
African American	12	2.3%	254	5.0%	266	4.8%
Asian	49	9.4%	480	9.5%	529	9.5%
Latino	94	17.9%	1,204	23.9%	1,298	23.3%
Filipino	22	4.2%	410	8.1%	432	7.8%
Caucasian	294	56.1%	2,289	45.4%	2,583	46.4%
Other/No Response	53	10.1%	409	8.1%	462	8.3%
<b>TOTAL</b>	<b>524</b>	<b>100.0%</b>	<b>5,046</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2008					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
African American	0	0.0%	192	4.8%	192	4.4%
Asian	29	8.4%	371	9.3%	400	9.2%
Latino	77	22.3%	1,096	27.4%	1,173	27.0%
Filipino	11	3.2%	387	9.7%	398	9.2%
Caucasian	199	57.7%	1,601	40.0%	1,800	41.4%
Other/No Response	29	8.4%	356	8.9%	385	8.9%
<b>TOTAL</b>	<b>345</b>	<b>100.0%</b>	<b>4,003</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2009					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
African American	4	1.7%	218	5.5%	222	5.3%
Asian	12	5.2%	364	9.1%	376	8.9%
Latino	40	17.4%	1,140	28.5%	1,180	27.9%
Filipino	5	2.2%	341	8.5%	346	8.2%
Caucasian	142	61.7%	1,573	39.4%	1,715	40.6%
Other/No Response	27	11.7%	357	8.9%	384	9.1%
<b>TOTAL</b>	<b>230</b>	<b>100.0%</b>	<b>3,993</b>	<b>100.0%</b>	<b>4,223</b>	<b>100.0%</b>

**TABLE 3-A: STUDY ABROAD BY GENDER**

First-Time Freshmen - Fall 2005						
Group	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Female	201	70.3%	2,262	59.9%	2,463	60.6%
Male	85	29.7%	1,515	40.1%	1,600	39.4%
<b>TOTAL</b>	<b>286</b>	<b>100.0%</b>	<b>3,777</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2006						
Group	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Female	298	69.0%	2,791	59.8%	3,089	60.5%
Male	134	31.0%	1,880	40.2%	2,014	39.5%
<b>TOTAL</b>	<b>432</b>	<b>100.0%</b>	<b>4,671</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2007						
Group	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Female	381	72.7%	2,963	58.7%	3,344	60.0%
Male	143	27.3%	2,083	41.3%	2,226	40.0%
<b>TOTAL</b>	<b>524</b>	<b>100.0%</b>	<b>5,046</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2008						
Group	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Female	232	67.2%	2,318	57.9%	2,550	58.6%
Male	113	32.8%	1,685	42.1%	1,798	41.4%
<b>TOTAL</b>	<b>345</b>	<b>100.0%</b>	<b>4,003</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2009						
Group	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
Female	168	73.0%	2,266	56.7%	2,434	57.6%
Male	62	27.0%	1,728	43.3%	1,790	42.4%
<b>TOTAL</b>	<b>230</b>	<b>100.0%</b>	<b>3,994</b>	<b>100.0%</b>	<b>4,224</b>	<b>100.0%</b>

**TABLE 4-A: STUDY ABROAD BY COLLEGE GENERATION**

Group	First-Time Freshmen - Fall 2005					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
First Generation College	31	11.3%	624	17.4%	655	16.9%
Non-First Generation College	244	88.7%	2,969	82.6%	3,213	83.1%
<b>TOTAL</b>	<b>275</b>	<b>100.0%</b>	<b>3,593</b>	<b>100.0%</b>	<b>3,868</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2006					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
First Generation College	38	9.3%	765	17.1%	803	16.5%
Non-First Generation College	369	90.7%	3,704	82.9%	4,073	83.5%
<b>TOTAL</b>	<b>407</b>	<b>100.0%</b>	<b>4,469</b>	<b>100.0%</b>	<b>4,876</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2007					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
First Generation College	49	9.8%	908	18.9%	957	18.0%
Non-First Generation College	452	90.2%	3,896	81.1%	4,348	82.0%
<b>TOTAL</b>	<b>501</b>	<b>100.0%</b>	<b>4,804</b>	<b>100.0%</b>	<b>5,305</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2008					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
First Generation College	39	12.0%	825	21.6%	864	20.8%
Non-First Generation College	287	88.0%	2,995	78.4%	3,282	79.2%
<b>TOTAL</b>	<b>326</b>	<b>100.0%</b>	<b>3,820</b>	<b>100.0%</b>	<b>4,146</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2009					
	Study Abroad		No Study Abroad		Total Cohort	
	#	%	#	%	#	%
First Generation College	21	9.5%	909	23.7%	930	22.9%
Non-First Generation College	199	90.5%	2,929	76.3%	3,128	77.1%
<b>TOTAL</b>	<b>220</b>	<b>100.0%</b>	<b>3,838</b>	<b>100.0%</b>	<b>4,058</b>	<b>100.0%</b>

**TABLE 5-A: STUDY ABROAD BY COLLEGE READINESS**

<b>First-Time Freshmen - Fall 2005</b>						
<b>Group</b>	<b>Study Abroad</b>		<b>No Study Abroad</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
College Ready	205	71.7%	2,390	63.3%	2,595	63.9%
Non-College Ready	81	28.3%	1,387	36.7%	1,468	36.1%
<b>TOTAL</b>	<b>286</b>	<b>100.0%</b>	<b>3,777</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2006</b>						
<b>Group</b>	<b>Study Abroad</b>		<b>No Study Abroad</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
College Ready	310	71.8%	2,728	58.4%	3,038	59.5%
Non-College Ready	122	28.2%	1,943	41.6%	2,065	40.5%
<b>TOTAL</b>	<b>432</b>	<b>100.0%</b>	<b>4,671</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2007</b>						
<b>Group</b>	<b>Study Abroad</b>		<b>No Study Abroad</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
College Ready	361	68.9%	2,888	57.2%	3,249	58.3%
Non-College Ready	163	31.1%	2,158	42.8%	2,321	41.7%
<b>TOTAL</b>	<b>524</b>	<b>100.0%</b>	<b>5,046</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2008</b>						
<b>Group</b>	<b>Study Abroad</b>		<b>No Study Abroad</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
College Ready	259	75.1%	2,174	54.3%	2,433	56.0%
Non-College Ready	86	24.9%	1,829	45.7%	1,915	44.0%
<b>TOTAL</b>	<b>345</b>	<b>100.0%</b>	<b>4,003</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2009</b>						
<b>Group</b>	<b>Study Abroad</b>		<b>No Study Abroad</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
College Ready	171	74.3%	2,133	53.4%	2,304	54.5%
Non-College Ready	59	25.7%	1,861	46.6%	1,920	45.5%
<b>TOTAL</b>	<b>230</b>	<b>100.0%</b>	<b>3,994</b>	<b>100.0%</b>	<b>4,224</b>	<b>100.0%</b>



## Search Programs

### Search Filters

Provider	<input type="text"/>	Minimum Class Standing	<input type="text"/>
Program Type	<input type="text"/>	Minimum Cumulative GPA	<input type="text"/>
Field of Study	<input type="text"/>	Housing Options	<input type="text"/> Hotel/Hostel Residence Hall Apartment or Flat Homestay Field Station
Term	<input type="text"/>	Features	<input type="text"/>
Language of Instruction	<input type="text"/>	Host Institution	<input type="text"/>
Country	<input type="text"/>	Keywords	<input type="text"/>
Region	<input type="text"/> Africa Asia Europe Latin America & the Caribbean Middle East		

RESULTS Items 1-20 of 516

Showing 20 Jump 1 | [Next >](#)

Actions	Provider	Program Info	Host Institution	Language of Instruction	Term
	CES Faculty-Led Programs	<a href="#">Cuban History, Culture, and Society</a> <i>Havana, Cuba</i>	San Diego State University	English	Summer
	CES Faculty-Led Programs	<a href="#">Global Climate Change, The Environment, and Disease in Ensenada and San Diego</a> <i>Fallbrook, United States; Ensenada, Mexico</i>	San Diego State University	English	Spring
	International Student Exchange Programs (ISEP)	<a href="#">Aalborg University (ISEP Exchange)</a> <i>Aalborg, Denmark</i>	Aalborg University	English, Danish	Fall, Spring, Academic Year
	SDSU Exchange	<a href="#">Aalto University (SDSU Exchange)</a> <i>Helsinki, Finland</i>	Aalto University	English	Fall, Spring, Academic Year
	International Student Exchange Programs (ISEP)	<a href="#">Abo Akademi University - Abo Campus (ISEP Exchange)</a> <i>Turku, Finland</i>	Abo Akademi University	Swedish, Persian, English	Fall, Spring, Academic Year
	International Student Exchange Programs (ISEP)	<a href="#">Abo Akademi University - Vasa Campus (ISEP Exchange)</a> <i>Vasa, Finland</i>	Abo Akademi University	Swedish, English	Fall, Spring, Academic Year
	Fulbright Commission	<a href="#">AIFS Summer Institute at Shakespeare's Globe</a> <i>London, United Kingdom</i>	Richmond, The American University in London	English	Summer
	International Student Exchange Programs (ISEP)	<a href="#">Aix-Marseille Université - Aix-en-Provence campus (ISEP Exchange)</a> <i>Aix-en-Provence, France</i>	Aix-Marseille Université	French	Fall, Spring, Academic Year
	International Student Exchange Programs (ISEP)	<a href="#">Aix-Marseille Université - Marseille campus (ISEP Exchange)</a> <i>Marseille, France</i>	Aix-Marseille Université	French	Fall, Spring, Academic Year

## **B. Internship**

### **Summary of Findings**

#### **Table 1-B: Internship by Live on Campus – Commuter (Page 1):**

- Although 30 to 40 percent of first time freshmen are commuters for the local service area, they only make up 20 percent of those who participated in internships.
- Nearly 70 percent of the students who participated in internships lived on campus their first, which is higher than their relative proportion (50 to 60 percent) among incoming freshmen.

#### **Table 2-B: Internship by Ethnicity (Page 2):**

- Compared to their relative proportion among first time freshmen, Caucasians are the only student group that is over-represented in participating in internships.

#### **Table 3-B: Internship by Gender (Page 3):**

- There is no significant difference in internship participation rates by gender.

#### **Table 4-B: Internship by College Generation (Page 4):**

- First generation college students participate in internships at a significantly lower rate (10 to 12 percent) as compared to non-first generation college students
- Non-first generation college students are over-represented relative to their proportion among all incoming freshmen.

#### **Table 5-B: Internship by College Readiness (Page 5):**

- About 70 percent of the students who participate in internships were college ready when they entered SDSU, yet 60 percent of the incoming freshmen are college ready.

**TABLE 1-B: INTERNSHIP BY LIVE ON CAMPUS - COMMUTER**

First-Time Freshmen - Fall 2005						
Group	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
Live on Campus	286	71.9%	2,181	59.5%	2,467	60.7%
Commuter - Service Area	83	20.9%	1,142	31.2%	1,225	30.2%
Commuter - Non-Service Area	29	7.3%	342	9.3%	371	9.1%
<b>TOTAL</b>	<b>398</b>	<b>100.0%</b>	<b>3,665</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2006						
Group	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
Live on Campus	353	67.2%	2,343	51.2%	2,696	52.8%
Commuter - Service Area	107	20.4%	1,559	34.1%	1,666	32.6%
Commuter - Non-Service Area	65	12.4%	676	14.8%	741	14.5%
<b>TOTAL</b>	<b>525</b>	<b>100.0%</b>	<b>4,578</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2007						
Group	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
Live on Campus	437	73.6%	2,767	55.6%	3,204	57.5%
Commuter - Service Area	114	19.2%	1,770	35.6%	1,884	33.8%
Commuter - Non-Service Area	43	7.2%	439	8.8%	482	8.7%
<b>TOTAL</b>	<b>594</b>	<b>100.0%</b>	<b>4,976</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
First-Time Freshmen - Fall 2008						
Group	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
Live on Campus	268	75.9%	1,964	49.2%	2,232	51.3%
Commuter - Service Area	73	20.7%	1,842	46.1%	1,915	44.0%
Commuter - Non-Service Area	12	3.4%	189	4.7%	201	4.6%
<b>TOTAL</b>	<b>353</b>	<b>100.0%</b>	<b>3,995</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>

**TABLE 2-B: INTERNSHIP BY ETHNICITY**

Group	First-Time Freshmen - Fall 2005					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
African American	13	3.3%	143	3.9%	156	3.8%
Asian	35	8.8%	303	8.3%	338	8.3%
Latino	73	18.3%	754	20.6%	827	20.4%
Filipino	19	4.8%	368	10.0%	387	9.5%
Caucasian	228	57.3%	1,762	48.1%	1,990	49.0%
Other/No Response	30	7.5%	335	9.1%	365	9.0%
<b>TOTAL</b>	<b>398</b>	<b>100.0%</b>	<b>3,665</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2006					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
African American	17	3.2%	215	4.7%	232	4.5%
Asian	50	9.5%	391	8.5%	441	8.6%
Latino	87	16.6%	1,063	23.2%	1,150	22.5%
Filipino	20	3.8%	414	9.0%	434	8.5%
Caucasian	289	55.0%	2,121	46.3%	2,410	47.2%
Other/No Response	62	11.8%	374	8.2%	436	8.5%
<b>TOTAL</b>	<b>525</b>	<b>100.0%</b>	<b>4,578</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2007					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
African American	21	3.5%	245	4.9%	266	4.8%
Asian	51	8.6%	478	9.6%	529	9.5%
Latino	109	18.4%	1,189	23.9%	1,298	23.3%
Filipino	35	5.9%	397	8.0%	432	7.8%
Caucasian	315	53.0%	2,268	45.6%	2,583	46.4%
Other/No Response	63	10.6%	399	8.0%	462	8.3%
<b>TOTAL</b>	<b>594</b>	<b>100.0%</b>	<b>4,976</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2008					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
African American	14	4.0%	178	4.5%	192	4.4%
Asian	25	7.1%	375	9.4%	400	9.2%
Latino	63	17.8%	1,110	27.8%	1,173	27.0%
Filipino	14	4.0%	384	9.6%	398	9.2%
Caucasian	204	57.8%	1,596	39.9%	1,800	41.4%
Other/No Response	33	9.3%	352	8.8%	385	8.9%
<b>TOTAL</b>	<b>353</b>	<b>100.0%</b>	<b>3,995</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>

**TABLE 3-B: INTERNSHIP BY GENDER**

<b>First-Time Freshmen - Fall 2005</b>						
<b>Group</b>	<b>Internship</b>		<b>No Internship</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	223	56.0%	2,240	61.1%	2,463	60.6%
Male	175	44.0%	1,425	38.9%	1,600	39.4%
<b>TOTAL</b>	<b>398</b>	<b>100.0%</b>	<b>3,665</b>	<b>100.0%</b>	<b>4,063</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2006</b>						
<b>Group</b>	<b>Internship</b>		<b>No Internship</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	328	62.5%	2,761	60.3%	3,089	60.5%
Male	197	37.5%	1,817	39.7%	2,014	39.5%
<b>TOTAL</b>	<b>525</b>	<b>100.0%</b>	<b>4,578</b>	<b>100.0%</b>	<b>5,103</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2007</b>						
<b>Group</b>	<b>Internship</b>		<b>No Internship</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	361	60.8%	2,983	59.9%	3,344	60.0%
Male	233	39.2%	1,993	40.1%	2,226	40.0%
<b>TOTAL</b>	<b>594</b>	<b>100.0%</b>	<b>4,976</b>	<b>100.0%</b>	<b>5,570</b>	<b>100.0%</b>
<b>First-Time Freshmen - Fall 2008</b>						
<b>Group</b>	<b>Internship</b>		<b>No Internship</b>		<b>Total Cohort</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Female	245	69.4%	2,305	57.7%	2,550	58.6%
Male	108	30.6%	1,690	42.3%	1,798	41.4%
<b>TOTAL</b>	<b>353</b>	<b>100.0%</b>	<b>3,995</b>	<b>100.0%</b>	<b>4,348</b>	<b>100.0%</b>

**TABLE 4-B: INTERNSHIP BY COLLEGE GENERATION**

Group	First-Time Freshmen - Fall 2005					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
First Generation College	46	12.1%	609	17.5%	655	16.9%
Non-First Generation College	334	87.9%	2,879	82.5%	3,213	83.1%
<b>TOTAL</b>	<b>380</b>	<b>100.0%</b>	<b>3,488</b>	<b>100.0%</b>	<b>3,868</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2006					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
First Generation College	66	13.1%	737	16.9%	803	16.5%
Non-First Generation College	437	86.9%	3,636	83.1%	4,073	83.5%
<b>TOTAL</b>	<b>503</b>	<b>100.0%</b>	<b>4,373</b>	<b>100.0%</b>	<b>4,876</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2007					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
First Generation College	71	12.7%	886	18.7%	957	18.0%
Non-First Generation College	489	87.3%	3,859	81.3%	4,348	82.0%
<b>TOTAL</b>	<b>560</b>	<b>100.0%</b>	<b>4,745</b>	<b>100.0%</b>	<b>5,305</b>	<b>100.0%</b>
Group	First-Time Freshmen - Fall 2008					
	Internship		No Internship		Total Cohort	
	#	%	#	%	#	%
First Generation College	34	10.5%	830	21.7%	864	20.8%
Non-First Generation College	290	89.5%	2,992	78.3%	3,282	79.2%
<b>TOTAL</b>	<b>324</b>	<b>100.0%</b>	<b>3,822</b>	<b>100.0%</b>	<b>4,146</b>	<b>100.0%</b>

## MEMO

Date: Nov. 24, 2014  
To: Janet Abbott, Director, Compact Scholars Program  
From: Michael O'Sullivan, Janet Bowers  
RE: Initiatives to improve Pre-calculus and Calculus Experiences

---

The Department of Mathematics and Statistics at SDSU has undertaken a number of initiatives to address the high failure rates in pre-calculus and calculus. These include:

For the Spring, 2015 semester:

- Moving Math 141 from an online format to one of two formats:
  - 2 hours of lecture and 1 hour of workshop, the latter led by a teaching assistant and limited to 20 students;
  - 2 75 minute lectures, using undergraduate Instructional Student Assistants (ISAs) to improve the student-instructor ratio;
- Emphasizing conceptual understanding while not foregoing the importance of procedural fluency;
- Improving TA and ISA training (and coordinating the TA training with training of Compact Scholars workshop leaders – both in concert with instructors);
- Appointing a faculty member to coordinate all sections of pre-calculus and a separate coordinator for all of Calc I and Calc II;
- Using “critical needs” funding the department will work with Analytical Studies and Institutional Research to obtain and analyze student demographic and course performance data. The data will be mined for features related to student success and persistence and lead to a long-term effort to evaluate pedagogical innovations.

The department is also using “critical needs” funding to bring experts in pedagogical innovation and student placement to campus to help our department choose the best course for San Diego State.

For the Fall, 2015 semester: All of the above plus:

- Creating an extra recitation section for Precalculus (Math 141, still 3 units), so that it will have two hours of lectures and two hours of recitation;
- Class size for recitations will be kept small enough to use active learning techniques
- Choosing one textbook series and online homework system throughout the pre-calculus to calculus III series;

Long range plans:

- Create a model for training TAs that could result in a 3-unit course focusing on effective pedagogy that would be open to undergraduate and graduate TAs.

- Creating projects that enable students to see applications of the mathematics they are studying.
- Use the small active learning workshop model and extra hour of TA recitation for Calculus I (Math 150, still 4 units), Calculus II (Math 151, still 4 units) and Calculus III (Math 252, 4 units) so they have 3 hours of lectures with 2 hours of workshop.
- Improve placement testing

# BUILDING ON EXCELLENCE

A STRATEGIC PLAN FOR SAN DIEGO STATE UNIVERSITY 2013-2018

- **STUDENT SUCCESS**
- **RESEARCH AND CREATIVE ENDEAVORS**
- **COMMUNITY AND COMMUNICATION**



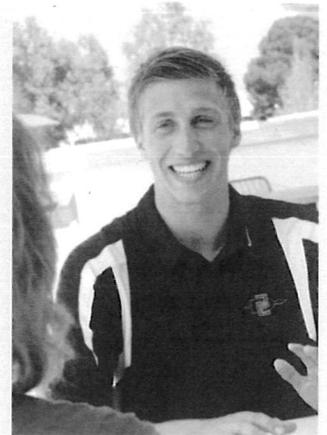


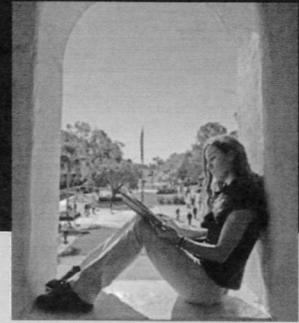
## INTRODUCTION

Founded in 1897, San Diego State University has a distinguished history and tradition. From a teachers' school, the university has grown and developed into a large research university offering bachelor's, master's and doctoral degrees. Under the leadership of Presidents Thomas B. Day and Stephen L. Weber, the university developed a broad range of programs and facilities to support educational experiences and the scholarly aspiration of our students, faculty and staff. During this same period, there was significant growth in our scholarly achievements and external research funding.

On July 31, 2012, President Elliot Hirshman, Senate Chair Bill Eadie, and Associated

Students President Rob O'Keefe announced a strategic planning process that would begin in the fall of 2012. The purpose of the strategic planning process was to consider how the university could build upon the above strengths, meet upcoming challenges and seize emerging opportunities to continue its development as a leading public research university addressing issues of deep significance to California, the nation and the world. Dramatic reductions in financial support from the state had resulted in a compelling set of challenges and created the imperative for a strategic utilization of resources. As described below, the planning process was designed to be broadly consultative, as well as adaptable to a range of future fiscal developments.





## THE PLANNING PROCESS

As first outlined in the July 31 campus announcement, the strategic planning process focuses on five areas of importance to the university: Student Success and Academic Excellence, Research and Creative Endeavors, Diversity, Internationalization, and Community Engagement. A Task Force was established for each of these areas, with subsidiary Working Groups for Research and Creative Endeavors and Working Groups for Community Engagement. A Steering Committee was appointed with representatives from the university's divisions, the University Senate, Associated Students, and the community, and co-chaired by the Provost and the Vice President for Business and Financial Affairs (see Appendix A on the Strategic Plan website - [go.sdsu.edu/strategicplan](http://go.sdsu.edu/strategicplan)).

### CONSULTATIVE PROCESS

Consistent with the intent to be broadly consultative, participation was solicited in a variety of ways. The July 31 announcement requested nominations, including self-nominations, and constituent groups were asked to select representatives. Task Forces and subsidiary Working Groups included representatives from Academic Affairs, Student Affairs, Business and Financial Affairs, University

Relations and Development, the University Senate, Associated Students, and the Alumni Association. A website ([go.sdsu.edu/strategicplan](http://go.sdsu.edu/strategicplan)) was established to communicate about and receive input during the entire planning process. Task Forces and Working Groups with an external focus also included representation from the broader community and applicable industries. The Task Forces and Working Groups each held numerous open forums to inform their efforts. Working Groups provided their draft reports to the campus and broader community for feedback on December 6, 2012. The Working Groups considered this input, finalized their reports, and provided them to their Task Forces on December 21, 2012. On January 17, 2013, the Task Forces provided their draft reports to the campus and broader community for feedback. Task Forces considered this input, finalized their reports, and provided them to the Steering Committee on February 1, 2013 (see Appendix B-F on the Strategic Plan website). All reports were posted on the website and comments were solicited and shared with the appropriate group. The University Senate also hosted an open forum for additional feedback on the final Task Force reports on February 5, 2013.

### ESTABLISH GUIDANCE

The Strategic Planning process is intended to establish guidance for strategic investment of resources in existing and developing areas of excellence. This guidance will complement, not replace, the normal university budget advisory process that relies on the work of the President's Budget Advisory Committee (PBAC) and subsequently on the budget processes in each of the university's divisions. Recommendations from the Strategic Plan, including recommendations to increase the number of tenure-track faculty and staff in critical areas, will be considered by PBAC in its discussion of annual budgets. In this context, it is important to note that PBAC will follow its normal process to develop a recommended 2013/14 budget for the President's approval prior to the beginning of the fiscal 2013/14 year. In addition, to ensure that efforts on the Imperial Valley Campus are integrated within the broader planning framework, the Provost has instructed the Dean of the Imperial Valley Campus to review the plan and develop recommendations specific to SDSU IV within the Goals and Initiatives identified in the Strategic Plan.



## THE STRATEGIC PLAN

The planning process relied primarily on the work of the Steering Committee to bring the recommendations of the five Task Forces and their subsidiary Working Groups together into a final plan. Each Task Force and Working Group member and the many members of the broader university community who participated in person or virtually, brought energy and commitment to the process (see Appendix G on the Strategic Plan website). The Steering Committee reviewed, studied, and greatly valued the totality of the work accomplished by the Task Forces. Of necessity, the

Steering Committee synthesized and prioritized the Task Force reports and recommendations into a set of Goals and Initiatives.

This final strategic plan presents three broad institutional Goals with specific Initiatives for the next 36-48 months. Areas of investment of financial resources as well as mechanisms to assess success are presented as appropriate. A final section describes a suite of approaches for securing the necessary financial resources to support the initiatives, as well as a communication and assessment plan for the strategic plan.





# | STUDENT SUCCESS

**Goal: San Diego State University will continue to focus on Student Success by emphasizing high-impact practices that produce transformational educational experiences and by fostering an institutional culture that recognizes and rewards student achievement.**

Student Success is at the heart of San Diego State University's mission. Everything in which the university is engaged—research, teaching, internationalization, faculty and staff activities, diversity initiatives, campus life, facilities and outreach services—is intended to enable our diverse student population to achieve at the highest levels. Maintaining a university-wide commitment for our diverse community to ensure student academic achievement and personal well-being is highly valued and essential to student success.



## **Initiative 1: Promote Student Success Across the University**

- Increase tenured/tenure-track faculty and staff levels to meet critical and strategic needs by investing significant resources over three years.
- Create Writing and Math Centers by investing in faculty, graduate assistants and support staff resources, with each Center directed by a tenured/tenure-track faculty member.
- Invest funds to increase the four-year graduation rates of all students and eliminate the achievement gaps of under-represented students.
- Invest funds to increase the recruitment and retention of under-represented students through targeted recruitment and outreach to inform students of exceptional programmatic and co-curricular opportunities.
- Invest in the recruitment and retention of under-represented faculty and staff through targeted activities.
- Promote commuter student success based on results of an in-progress needs assessment by the Divisions of Student Affairs and Academic Affairs, with relevant support and resources and in association with the established Commuter Student Lounge of the Aztec Student Union.
- Provide focused interventions for at-risk local first-time freshmen in order to increase continuation rates and four- and six-year graduation rates.
- Provide diverse educational experiences for all students by leveraging our campus's rich diversity. Integrate diversity initiatives in support of these goals.
- Provide funding to continue the Aztec Nights program in support of student well-being.
- Convene a cross-divisional task force to review, assess, and implement additional support for programs addressing the negative academic and personal consequences of abuse of alcohol and other drugs.
- Convene a broad-based task force of faculty and staff to evaluate approaches to integrating learning analytics and the student information system to allow timely interventions that promote student success at course and curricular scales.
- Invest funds to staff an LGBT Center, develop programs and fund related academic initiatives.



## Initiative 2: Enhance Transformational Educational Experiences

- Establish a University Honors College with a goal of 1,200-1,400 students from diverse backgrounds through funding of an Associate Director and additional honors courses.
- Support the Honors College fundraising goal of a \$10-million dollar endowment for student scholarships and faculty stipends.
- Strengthen internship and mentoring programs to foster students' professional development by working collaboratively with our alumni to create an alumni network that supports lifelong success for all alumni (see further information regarding an Alumni Coordinator in the *Engage our Alumni and Community Supporters* section).
- Increase the rate of undergraduate student participation in approved international experiences to 30% within five years by providing funds for support services.
- Expand opportunities for undergraduate scholarship through innovative courses, experiences, and engagement (see further information regarding the Student Research Symposium in the *Reinforce the Value of Research for Student Success* section).
- Support the university's entrepreneurial centers to enhance students' entrepreneurial initiatives (see further information in the *Contribute to the Advancement of the San Diego Region* section).





### **Initiative 3: Pursue Pedagogical Innovation through Faculty Support**

- Increase institutional commitment to the design, development, assessment, and promotion of high-quality courses, programs and degrees through funding for Instructional Technology Services course designers and faculty-assigned time for participation in the Curriculum Design Institute.

#### **Performance Analysis Measures for Student Success Goal:**

Improved Four- and Six-Year Graduation Rates

Improved Retention Rates

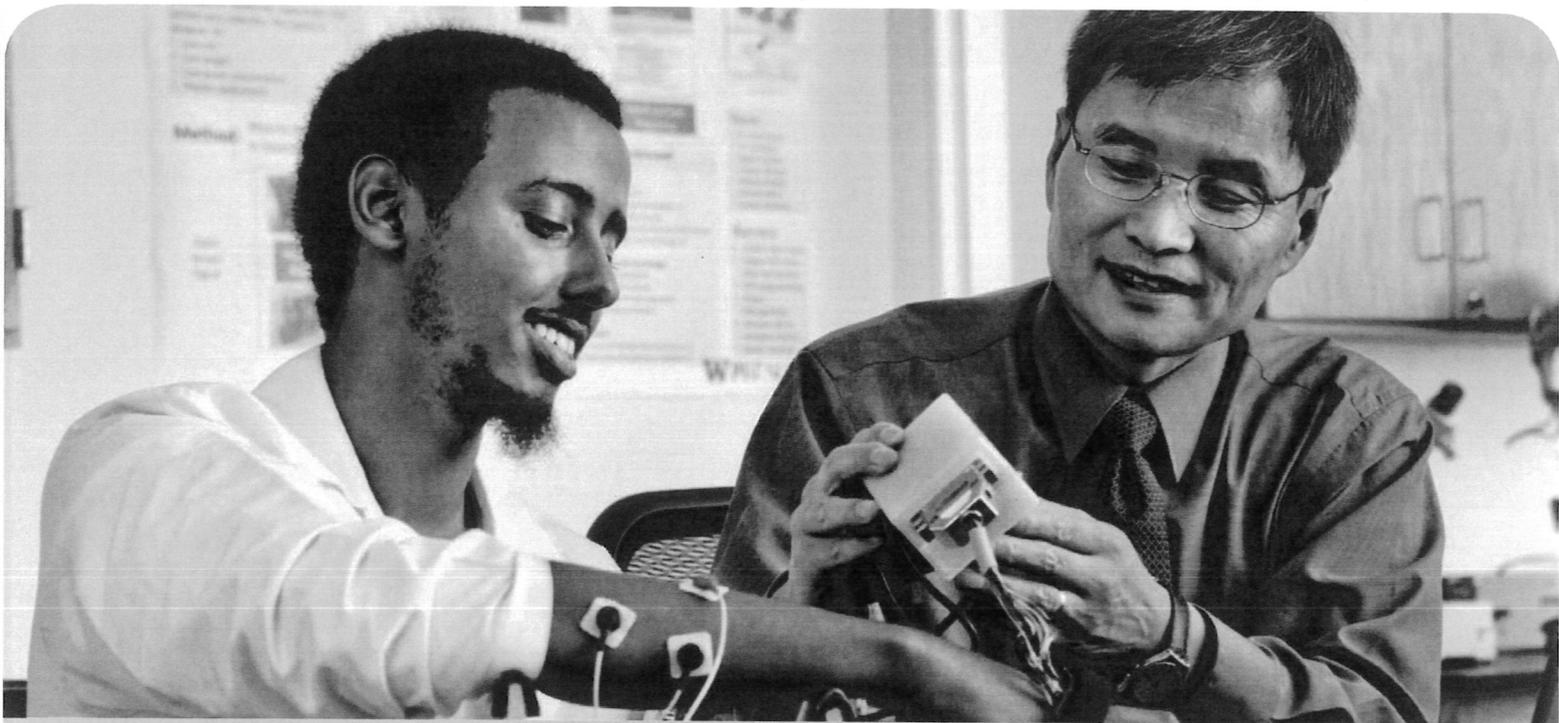
Decreased Time to Degree

Elimination of Achievement Gaps in Graduation Rates

Growth in Student Honors and Achievements

Increased Diversification of Faculty and Staff





### **Initiative 1: Foster the Development and Growth of Excellence in Research and Creative Endeavors**

- Invest funds for tenured and tenure-track faculty to advance existing and future areas of scholarly excellence.
- Build a research endowment through private sources (see *Resource and Revenue Plan* section).
- Invest funds for improvements in facilities and equipment essential to sustaining scholarly activity and productivity.
- Foster interdisciplinary collaborative research and projects.
- Invest funds to strengthen and build infrastructure essential to sustaining scholarly activity and productivity, including planned enhancements of research infrastructure envisioned in the National Council of University Research Administrators (NCURA) report.
- Invest funds for faculty career-long scholarly productivity, including peer-to-peer mentoring for junior and mid-career faculty, grant editing, external review of grants, and summer support programs.
- Invest funds in support of the University Grants Program.
- Invest funds for competitive graduate stipends.
- Build web-based resources to assist grant writers in incorporating SDSU diversity metrics into impact statements.





### **Initiative 1: Engage our Alumni and Community Supporters**

- Invest funds for an Alumni Coordinator to continue to build, maintain, and leverage connections between and among the alumni and university. (Alumni Association will assume funding in year four.)
- Strengthen the partnership between the Alumni Association and SDSU Career Services to expand mentorship and internship programs that benefit our diverse student population.
- Establish a working group to review and renew messages that foster Aztec Pride; a report should be presented no later than the end of the 2013/14 academic year.

### **Initiative 2: Enhance the Campus Environment to Support Faculty & Staff**

- Invest funds and work to ensure that faculty and staff compensation is competitive within the context of collective bargaining agreements and university policy.
- Invest funds in staff professional development.
- Invest funds to conduct a periodic employee satisfaction survey.
- Create a faculty/staff advisory group to identify and recommend celebratory experiences to recognize institutional and individual excellence.





# Community and Communication

**Goal: San Diego State University will become a center of community life and engagement for students, faculty, staff, alumni, and the public through events, activities, and communication designed to bring diverse participants together.**

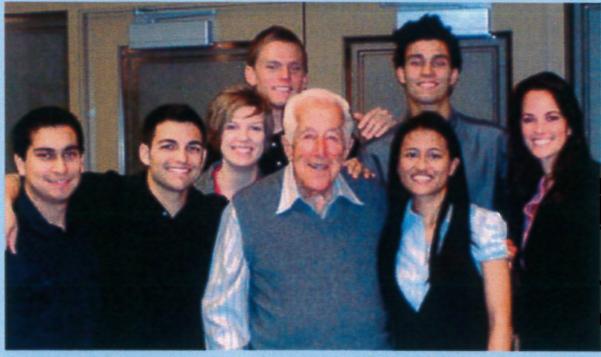
San Diego State University has a long tradition of community engagement. The university is a place of knowledge, experience and impact. The university will build on this foundation by enhancing our engagement with our alumni and our community supporters, continuing to support initiatives that advance the welfare of the broader San Diego region and creating a campus environment that supports our faculty and staff. Campus activities should be designed to increase Aztec Pride.



Photo courtesy SanDiego.org

### **Initiative 3: Contribute to the Advancement of the San Diego Region**

- Create an Industry Affiliates Partnership to advance support for the commercialization of products and services.
- Invest funds to strengthen SDSU's culture of entrepreneurship and innovation.
- Utilize the College of Extended Studies to facilitate rapid deployment of self-support, novel and/or ongoing programs necessary to match workforce development needs.
- Establish a cross-divisional working group to reassess and recommend ways to renew and revitalize good neighbor relationships with the surrounding community. A set of recommendations should be completed by December 1, 2013.
- Build and support partnerships that will establish SDSU as a national leader in specific areas of expertise in K-12 issues.





## Initiative 4: Enhance Communication to Raise Awareness of our Excellence

- Invest funds to sharpen SDSU's distinctive profile as a research-intensive public university through coordinated branding, marketing, and targeted communication.
- Work collaboratively with KPBS to highlight excellence at SDSU.
- Convene a working group chaired by the Director of Government and Community Relations to strengthen effective connections to and from the University and our neighbors, the city, and the region.

### Performance Analysis Measures for Community and Communication Goal:

Significant Increases in Favorable Media  
Coverage of SDSU

Surveys Showing SDSU is a Great Place to Work

Increased Membership and Giving of Alumni

Greater Number of Licenses

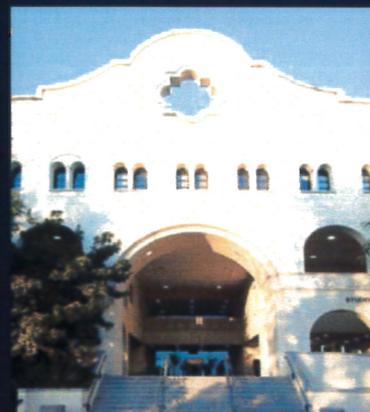
Positive Trends in Royalties



## RESOURCE AND REVENUE PLANS

Achieving the aspirational visions and initiatives described herein will require significant financial investments. While the funding environment has stabilized since the beginning of the planning process, it is crucial for the university to leverage its strengths to generate new and increased sources of revenue to support these Goals and Initiatives. The development of a continuing

culture of philanthropy and a commitment to generating a significant percentage of our revenue is crucial to the university's future success. Even with increased resources, it is essential to be ever-vigilant to control costs and increase effective use of resources whenever possible through elimination of duplicative and legacy programs and activities.



### Generate Revenue through Private Funds

- Complete The Campaign for SDSU.
  - Establish a \$15-million Research Endowment in five years
  - Reinforce the \$10-million fundraising goal to establish an Honors College
  - Establish a goal of \$10 million for support of student research, graduate fellowships, and internships

### Generate Revenue through Services and Fees in Self-Support Programs

- Establish a goal of \$2.5 million in additional revenue by investing in needed facilities for College of Extended Studies programs and activities.

### Generate Revenue through Auxiliary Organizations

- Establish a goal of \$2 million over five years in unrestricted net revenue to the university through approved commercial and real estate activities administered through Aztec Shops.

### Generate Revenue through Investment of University Funds

- Increase the number of non-resident students, including international students, by investing in necessary infrastructure.
- Work collaboratively with Associated Students to establish a university excellence fee in support of transformative educational experiences (see section on *Student Success*).
- Invest \$125,000 in grant writers to increase the success rate of significant funding opportunities and associated facilities and administrative cost recovery.

The goal and cumulative impact of the above revenue efforts is to provide significant resources to support the aspirational initiatives described in this report. Cost estimate ranges and revenue targets associated with the Strategic Plan can be found in Appendix H on the Strategic Plan website.



## IMPLEMENTATION FRAMEWORK

In order for this Strategic Plan to be successful, the university's budget and planning process must be integrated. In doing so, the Strategic Plan will be reviewed each year in conjunction with the budget recommendation process. Recommended allocations should take into account the priorities of the Strategic Plan and should support the advancement of initiatives as well as critical needs. Plan details and updates will be communicated to the campus quarterly in the University Update. The Strategic Plan website ([go.sdsu.edu/strategicplan](http://go.sdsu.edu/strategicplan)) will be maintained and updated regularly.

## ASSESSMENT AND FOLLOW-UP

The Provost and Vice Presidents will establish mechanisms to evaluate the outcome of investments in Strategic Plan initiatives in conjunction with the university's budget recommendation process as referenced above. The evaluation may include consideration of the effectiveness of the investment, the need for reorganization of functions and activities, the appropriateness of redirecting investments, and/or a determination of future investments, including whether a one-time investment should become a base budget investment.

## CONCLUSION

This Strategic Plan presents a committed vision for the future of San Diego State University that builds upon our 116-year record of progressive growth in excellence. The Steering Committee expresses its deep gratitude to the members of each Task Force, each Working Group, and all members of the community who provided input in the public forums and other forms of public comment. This report is based on your collective input and has benefitted immeasurably from our community's diverse perspectives. Through this broadly consultative process, we recognized anew the profound commitment to excellence and entrepreneurial spirit that are the hallmarks of San Diego State University. As one individual stated in a public forum, we are at a moment in time where we can make a profound difference. In pursuit of this goal, our diverse community unites in its aspirations to Building on Excellence.