



Agents of Transformation

Student Success Teams at California State University, Fullerton

Submitted to:

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A Collaboration Between Academic Programs and Student Affairs

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Agents of Transformation: Student Success Teams at California State University, Fullerton

“Cal State Fullerton’s student success efforts stem from a simple recognition: If we as higher educational institutions are to fulfill the moral imperative of strengthening educational opportunities for the increasing numbers of traditionally underserved students in all of our communities, our country needs clear images of how, even in tough economic times, state universities can expand access and equity while improving completion rates and reducing time to graduation.”

—José L. Cruz, Provost and Vice President for Academic Affairs, [Orange County Register](#), November 3, 2015

I. Introduction and Overview

The Titans of California State University, Fullerton comprise of a community of diverse lifelong learners and educators. We are committed to the advancement of our students’ professional and scholarly potential and, in turn, the world that they are positioned to lead. As we are embedded in Orange County’s busy landscape, our significant impact upon our community may not be readily noticeable to the casual observer. Yet by nature, we are—like the elephant our campus holds up as a symbol of our community—agents of transformation of our immediate and broader surroundings.

“[Elephants] pull down trees and break up thorny bushes, which help to create grasslands for other animals to survive. They create salt licks that are rich in nutrients for other animals. They dig waterholes in dry riverbeds that other animals can use as a water source, and their footprints create deep holes that water can collect in. They create trails that act as fire breakers and water run-offs.” ([SOS Elephants](#))

Cal State Fullerton's student Titans, like the elephants of the wild, comprise a population at risk: our approximately 39,000 students come from diverse ethnicities and backgrounds, including 39% from historically underrepresented groups (Hispanic, African American, and American Indian); approximately half of our students are first-generation college students. Also like the elephants of the wild, our students' ability to flourish is critical to the sustainability of the ecosystem around them.

To better support them—and in doing so, create positive impacts that will ripple out into all of our communities—Cal State Fullerton has, over the past two years, pursued a campus-wide, cross-divisional collaboration to implement an intentional, innovative, data-driven, early-alert-focused approach to proactive student advising. Through this approach, we are empowering students to take control of their short- and long-term destinies, and our students are learning to see the impact of the footprints that they leave on this campus and beyond.

II. Student Success Teams and Success Initiatives: Transforming the Student Experience

We are in the business of talent development. In order to fulfill this mission, our students must first recognize that they have the potential and talent to persist in their pursuit of the expertise that will afford them the privilege of making a difference for others. In a campus community of underrepresented learners, achievement of this goal demands of us intensive, soundly coordinated, consistent efforts.

We face the same constraints as our peers in public higher education to serve the needs of all of our students equitably in an era of decreased state support and heightened public scrutiny associated with higher education spending. Against the backdrop of the national discourse on college completion as well as the changing demographics of California and Orange County, in 2013 Cal State Fullerton launched an ambitious five-year strategic plan. The plan identified the

challenges to student achievement and provided a road map for increasing the university's six-year graduation rate to 60% and cutting the achievement gap in half by 2018.

Fueled by these bold goals, over the past three years (Attachment A) we set out to create a wholly new, innovative student success architecture that was more flexible, early-alert-focused, proactive, and outcomes-oriented than traditional university advising systems—a structure that could provide a centralized strategy to our student success efforts while protecting the flexibility of the individuals on the frontlines, who have critical niche knowledge of disciplinary and student needs. That innovation is the homegrown Student Success Team (SST) model, which we think of as a “meta-innovation”: a unique organizational structure that nurtures and amplifies other innovations across the university. The SSTs utilize appropriate technology solutions and actionable data (Attachment B) to foster responsive, strategic experimentation as well as promising and proven best practices. Consequently, we have transformed our campus into an incubator for adaptable and scalable approaches to student success initiatives that meet the needs of our diverse student populations while upholding standards of accountability.

We currently run ten SSTs across the university: one in each of our eight academic colleges, one at our satellite campus in Irvine, and one for our graduate students. Each SST follows the same basic membership construction (Attachment C), though the SSTs have been given the autonomy to augment their membership as needed to respond to their unique strategic context. Through shared reporting lines between Academic Affairs and Student Affairs, and with the infusion of technological platforms that promote further communication and actionable data, each SST brings together professional, major, and career advisors to strategize college-level initiatives and create clusters of accountability. Each SST is led by the college's associate dean and comprises the following members:

1. **A graduation specialist.** These professionals are strategically dedicated to supporting only juniors and seniors in each college, and are charged with the critical duties of preventing graduation deferrals; providing group and individualized academic counseling, with an emphasis on mapping out the pathway through the junior year to degree completion; and intervening wherever they detect a potential setback or special need when a student's intended graduation date does not align with their current progress.
2. **A retention specialist.** These individuals are strategically dedicated to supporting only freshmen and sophomores in each college. They provide mandatory academic advising to students of freshman or sophomore standing who are demonstrating any signs of academic struggle or are at risk of stopping or dropping out. They also reach out to students who have stopped or dropped out within the prior two semesters.
3. **A career specialist.** These experts in career visioning and planning reach out to all students in their respective colleges, connecting learners to the breadth of resources and career exposure opportunities provided by the Career Center in the Division of Student Affairs. As a federally designated Hispanic-Serving Institution, we place special emphasis on helping first-generation, underrepresented, high-need students with career awareness and motivation beginning in their first year on campus. For approximately half of our students, the first year on campus is as a junior-level transfer student. The language of career planning as a long-term process in the university setting poses a departure from the "job placement" practices of the community college. In this light, career visioning, just like learning success skills from the retention specialist or learning how to graduate from the graduation specialist, is treated as an educational endeavor of importance *equal to* the traditional academic curriculum.

4. **An assistant dean for Student Affairs.** For the same reasons we enforce student engagement with the three specialists listed above, we equip each SST with a skilled professional knowledgeable in student development. This team member intervenes whenever a student is in crisis, in need of any special support, ranging from food insecurity issues to mental health, family crises, and all other potential obstacles to success. The assistant dean also facilitates leadership development, community engagement, and other personal growth opportunities for students.
5. **Major advisors (faculty) and college staff.** All students are provided guidance in their colleges by faculty trained to offer academic advising within the major. This facilitates the significant relationship that they form with their professors.

III. Coordination and Impact on Student Success

Our Student Success Teams are co-managed centrally within each college by the associate dean, and cross-divisionally via Student Affairs (assistant deans and career specialists) and Academic Affairs by the assistant vice president for student success (graduation and retention specialists). The SST Steering Committee—co-chaired by the provost and vice president for Academic Affairs and the vice president for Student Affairs—provides strategic direction for the SST work (Attachment D). Through intentional opportunities for the exchange of best practices and ideas, such as the SST retreat earlier this year (Attachment E), as well as the encouragement of frontline autonomy to engage in personalized support for individual students (Attachment F), this network of partnerships and shared responsibility has shaped our own academic ecosystem into one that promotes robust synergies, manifested in student success.

Throughout fall 2014 and spring 2015, the SSTs developed and implemented the first phase of a wide variety of University-wide advising pilot campaigns (Attachment G) designed to

increase graduation rates, particularly through reductions in graduation deferrals. One early indicator of the success of the SSTs can be found in the impact of the graduation specialists, who spent the 2014–15 academic year reviewing 6,959 graduation candidates and prevented more than 2,400 graduation deferrals. The big-picture indicators are equally positive. Our six-year graduation rate increased by 6.2 percentage points (from 55.7% to 61.9%) between 2014 and 2015, surpassing the national average for six-year graduation rates at public universities and also surpassing the CSU’s goal for our campus for 2025. Additionally, we narrowed the achievement gap between underrepresented and non-underrepresented students by 3.7 percentage points in the same period: an improvement of nearly 25% (Attachment H).

Fast forward to Gulu, Uganda, November of 2015. Titan alumna Ms. Taylor Lauren Vargas is influencing young children and their single mothers as an intern at 31bits. This organization empowers impoverished families by providing education in basic entrepreneurship and helps develop ambitious, rising American professionals into agents of transformation in their own right. In this instance, women of Uganda are taught by interns to develop their jewelry making traditions into business skills. They learn to save and manage their money as they create accessories that the organization markets in the U.S., leading to stable lives for mothers and access to education for their children. Ms. Vargas is one of

the thousands of Cal State Fullerton seniors whose graduation would have been deferred had she not been contacted by her graduation specialist—in her case, in the College of Communications—earlier that year to alert her to a missing requirement. She managed to add the missing elective just in time to remain eligible to graduate last May.



Were it not for the timely implementation of our innovative graduation intervention practice, Ms.

Vargas still would have been sitting in a classroom this past fall. Instead, she was busily leaving footprints from which spring inspiration, empowerment, and change.

IV. Integrating Technologies and High-Impact Practices: Honoring Diverse Needs to Close Achievement Gaps

After the exciting results of our SSTs' phase-one focus on increasing overall graduation rates, the SSTs were charged in spring 2015 with cultivating small teams to tackle the achievement gap between traditional and underrepresented minority students. During summer 2015, these teams designed gap-closing campaign pilots for their respective colleges, targeting approximately 2,100 students campus-wide (highlights of these campaigns can be found in Attachment I).

Development of the gap-closing campaigns was a strategic process, taking into consideration our mission and commitment to diversity. For example, the College of Humanities and Social Sciences chose to focus its gap-closing campaign pilot on Criminal Justice, a department that includes high percentages of underrepresented minority students and first-generation college students. In summer 2015, using the Educational Advisory Board software platform, the SST identified 205 at-risk Criminal Justice majors with 20–89 units earned (i.e., of sophomore and junior standing) and a cumulative GPA between 2.0 and 3.0 on a 4.0-point scale. During the first week of class, these students received a letter from the Humanities and Social Sciences associate dean inviting them to participate in the Criminal Justice Success Academy, a program designed to help them explore career options and discover resources for academic success (Attachment J). The letters were written with a celebratory tone (*“Congratulations! You have been selected to participate in an exciting new opportunity in recognition of your academic and professional promise”*) to honor the hard work we know our students have already put in to

be where they are, and to encourage them to see their own agency and take ownership of their future. Seeing an opportunity to engage with and draw on the rich resources of our local community, the SST invited respected practitioners in the field of criminal justice, many of whom are also Cal State Fullerton alumni, to expose students to different careers and networking opportunities.

For Mr. Luiz Diaz, the timing was perfect. The summer of planning for the Criminal Justice Success Academy came just as he was in the process of making the transition from Fullerton College to his junior year as a transfer student at Cal State Fullerton.

Upon program completion, he submitted a letter to his college: *“As a new student to this school I can say that it was a rewarding experience to be part of the*



Criminal Justice Success Academy... In the program we were able to visit the Community Court of Santa Ana. During the visit we were able to meet with Judge Perez (Orange County Superior Court), Chief Sentman (Orange County Probation Department), and we were also allowed to sit in during a Drug Court Session... One of my main goals is to work for the FBI or provide my services and experience in the Juvenile System as a psychologist/counselor for juveniles.” It is this kind of inspiration that motivates the members of our SSTs to learn and grow alongside the students we serve.

As we continue to seek openness to a new vision and approach to ensuring commitment to graduation among our highest-need students, so must our team members open their minds to the role of technology in making student success matter. The SSTs utilize a common toolbox of technology platforms, each of which can be leveraged with precision to identify at-risk students,

engage in targeted advising, and track success. These make the special outreach campaigns possible.

In 2013, we implemented two key homegrown technology platforms for promoting student success: the Student Success Dashboard and our Titan Advising Notes system. The Dashboard, tied directly into the campus's internal student information system, makes it possible for team members to identify in real time which students to target for particular campaigns and initiatives. Our Titan Advising Notes provide a space where every student interaction can be documented. In this way we avoid duplicated efforts and present a seamless process to our students as they move from resource to resource. We also create efficiencies by sharing various elements of professional input on each student's progress, activities, and goals.

These activities, in tandem with the introduction of EAB Student Success Collaborative platform in 2014, provide for automated establishment of "success markers" and predictive modeling, further heightening accuracy of our targeted success campaign efforts. Supporting all of the SSTs is a full-time professional trainer, housed in a unit within the Office of Academic Programs.

The SSTs are also developing physical spaces to house the services and campaigns they are implementing: as of spring 2015, there are six dedicated Student Success Centers in campus buildings where students visit and receive advising and support, and the remaining SSTs have established physical contact points for students (Attachment K).

V. Broadening our Mission: Outreach and National Role-Modeling

Our Student Success Teams were formed in an era influenced by active conversations nationwide revolving around student agency and the power of a deliberately developed growth mindset (Dweck. C. S. 2006. *Mindset: The New Psychology of Success*. New York: Random

House). This is the same outlook that we have embraced for ourselves as lifelong learners. Over the past year, our administrators have been invited by professional organizations and peer institutions across the United States to share our story and methods. We have developed a structure and strategy adaptable to most any higher education context where there are learners not fulfilling their potential, and we have received national recognition for our efforts (Attachment L). Our team members are actively submitting proposals and presenting informative sessions regularly at professional conferences. We perceive ourselves as innovator-educators, who leverage change to drive further discovery.

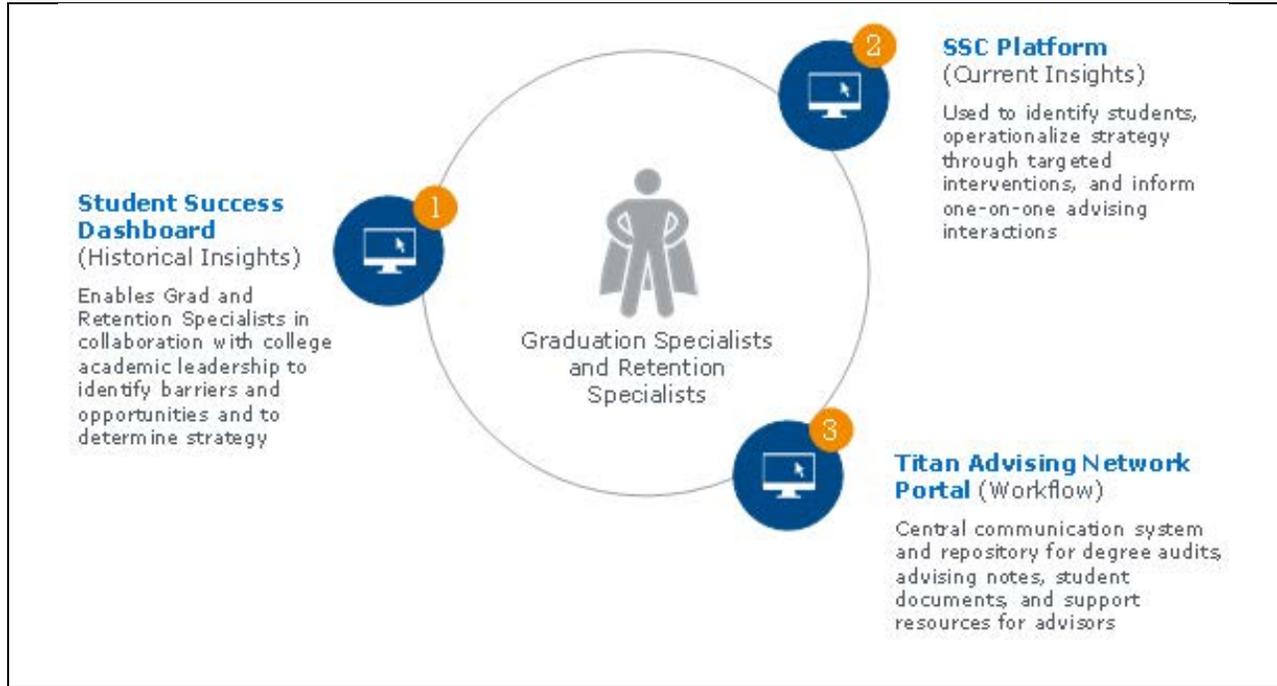
We are agents of transformation. This is perhaps where our metaphorical likeness to the elephant breaks down somewhat. We enact change driven by intentionality and ambition, and not purely by natural instinct. We are strategic and inclusive, conscious of the multiplicity of social, economic, natural, and human ecosystems around us. The impact that we make with every footprint is left by design. As our university mission states:

“Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge... Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.”

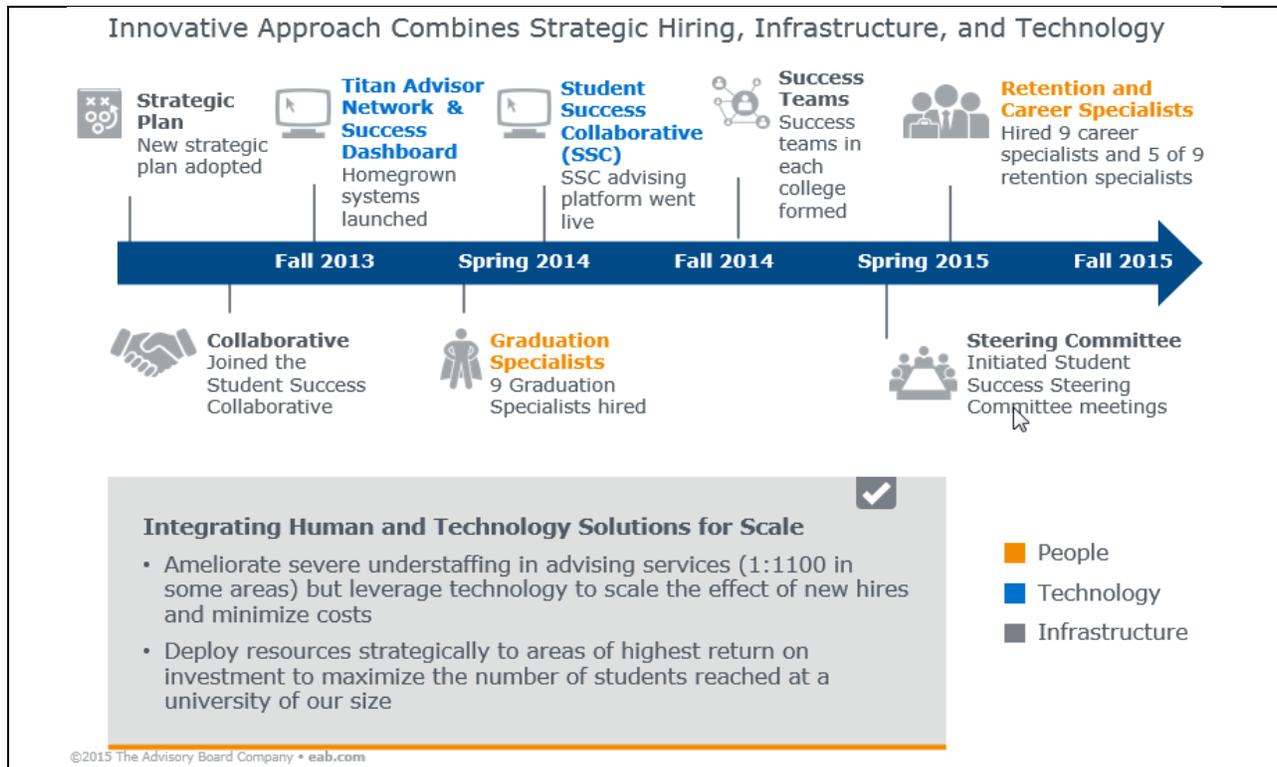
As one of the largest campuses within the largest public university system in the country, we remain committed to the vision that we share with Phi Kappa Phi, to let the love of learning rule humanity. From the open-air entrepreneurship classrooms for women of Uganda, to the local juvenile justice system, our faculty, staff, and students live true to this ideal.

SUPPLEMENTARY MATERIALS

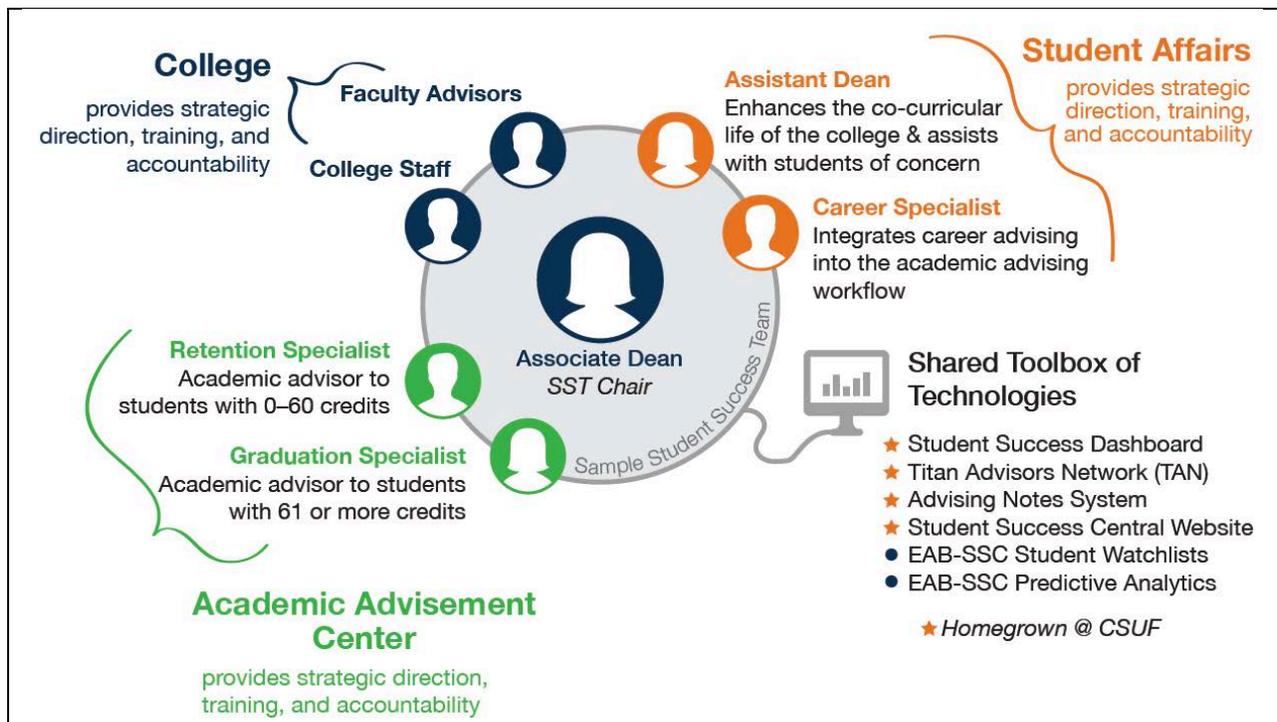
Attachment A. Scaling through Technology



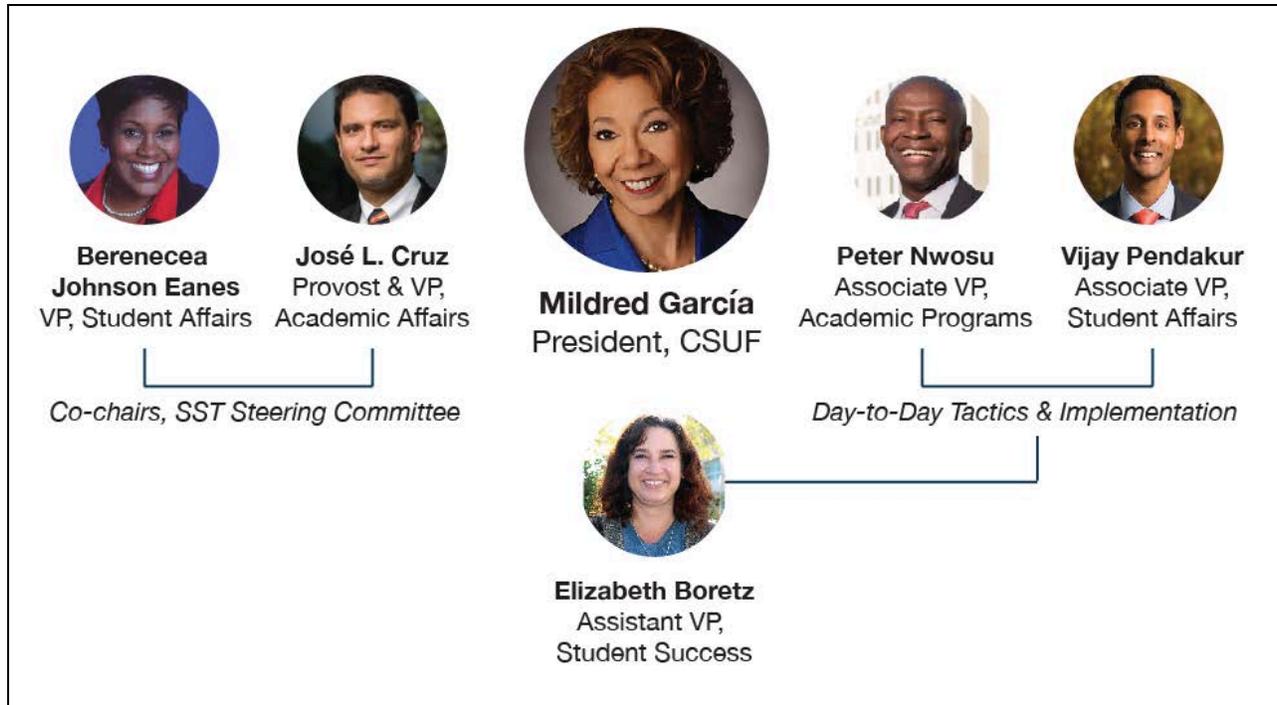
Attachment B. An Ambitious Multi-Year Timeline



Attachment C. Anatomy of a Student Success Team



Attachment D. Key Leadership



The 2016 Student Success Team Retreat brought together members from all SSTs across the campus. Teams shared results from gap-closing campaigns and also participated in cross-campus brainstorming and visioning activities as they looked to the coming year.



Dr. Susamma Barua, associate dean of the College of Engineering and Computer Science, shares outcomes of her SST’s multi-faceted initiatives.



Ms. Elizabeth Gomez, graduation specialist for the College of Natural Sciences & Mathematics, summarizes her group’s discussion of needs for the coming year.

Attachment F. Personalized Interventions: Student Stories

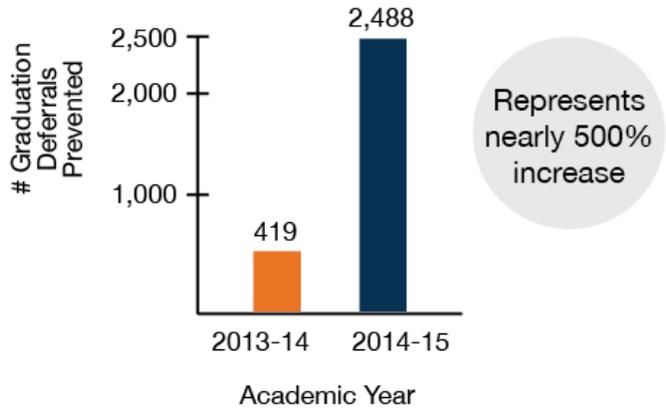
CASE STUDY 1	
Academic College: Communications	Summary: Ms. Megan Lay had several family deaths during finals in fall 2015 and as a result was academically disqualified. She took steps to reverse the disqualification, but University protocol required that she reapply in order to continue. Members of the college’s SST, including the assistant dean and associate dean, heard her story and worked with Admissions to find a solution.
Risk Factors: Academic Disqualification	
Outcome: Reinstatement	
CASE STUDY 2	
Academic College: Business & Economics	Summary: Ms. Natasha Notice started attending Cal State Fullerton in spring 2008 after transferring from a community college. Ms. Notice was struggling to raise her major and Accounting grade point averages to the 2.0 minimum required to graduate. She was at risk of extending her time at Cal State Fullerton and delaying her degree. Her graduation specialist analyzed her academic transcript and submitted a petition to have an unsatisfactory grade from her moment of family crisis removed from her Accounting Concentration GPA. Ms. Notice graduated on time and is now working at an accounting firm. She is interested in pursuing graduate work at Cal State Fullerton in the future.
Risk Factors: Graduation Deferral	
Outcome: Degree Conferred on Schedule	

Attachment F. Personalized Interventions: Student Stories (cont'd)

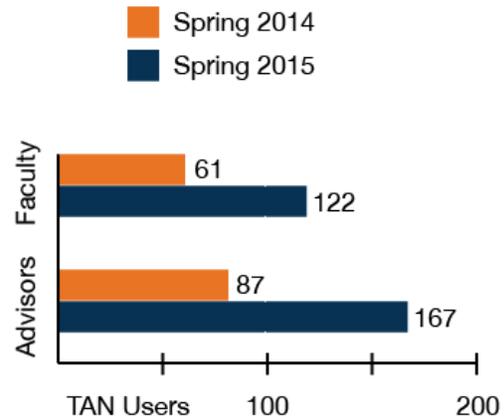
CASE STUDY 3	
<p>Academic College: Arts</p>	<p>Summary: Ms. Vivian Lee transferred as an adult reentry student originally from Vietnam. As a first-generation college student and with English as a second language, Ms. Lee was unsure how to pay for college and how to navigate University systems. After meeting with the assistant dean for Student Affairs, Ms. Lee became involved in multiple student organizations and has received multiple scholarships both on and off campus. Her professors call her a “fantastic student;” she has become an inspiring role model to her peers.</p>
<p>Risk Factors: Disengagement and Isolation</p>	
<p>Outcome: Financial Aid Provided; Achieved 3.5 GPA; On Track to Graduate; Involved in Student Leadership</p>	
CASE STUDY 4	
<p>Academic College: Natural Sciences & Mathematics</p>	<p>Summary: Mr. Nikko Jaramillo lives in a residence hall and attended a late-night program during which SST members share their personal career paths and stories of success. Afterward, Mr. Jaramillo reached out to learn more about how to take his passion—as he calls it, being a “water treatment operator kid”—into a major. In an email to his assistant dean, Mr. Jaramillo wrote, “Hearing your story made me feel a lot more comfortable about school. I am definitely the worrier type and it doesn’t help that I am the first one to go to college, so everyone has their chips riding on me. I stress out sometimes and I let it get the best of me when I should be enjoying the happiest times of my life. When you spoke to us, I could feel the mood lighten and that everything could be A-OK.”</p>
<p>Risk Factors: Major-to-Career Anxieties; Family Pressures</p>	
<p>Outcome: Adopted Hopeful Outlook; Engaged with Support System</p>	

Attachment G. University-Wide Advising Laboratory:

In AY 2014-15, graduation specialists from across the University reviewed 6,959 candidates for graduation and, through proactive advising, **prevented 2,488 graduation deferrals.**



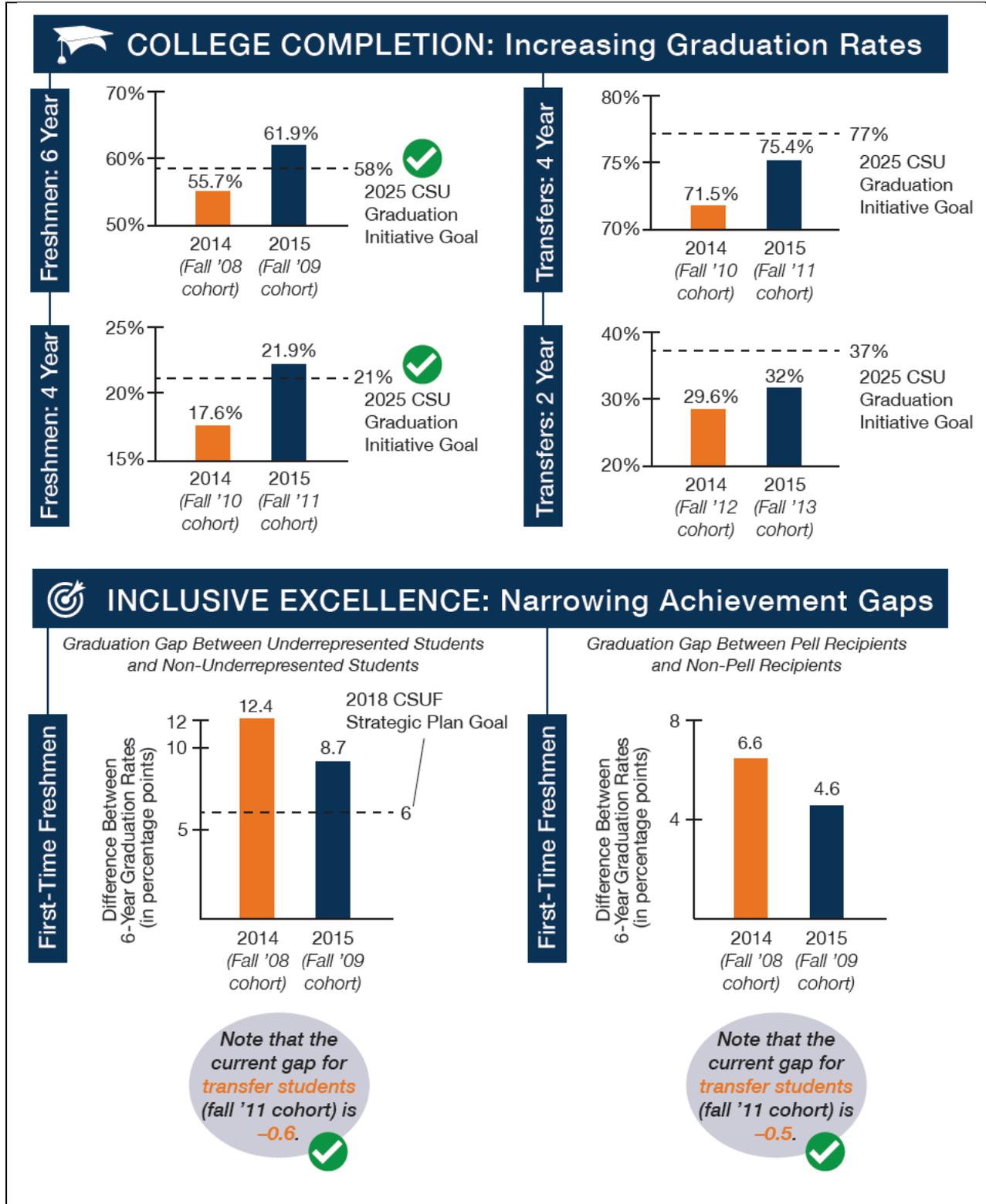
Through coordinated efforts by members of the SSTs, usage of the **Titan Advisors Network (TAN) shared notes system** **approximately doubled** from spring 2014 to spring 2015.



In October 2015, graduation specialists from eight SSTs, in partnership with the Academic Advising Center, Admissions and Records, and Information Technology, executed a **series of intentional, interactive workshops** for 2,374 students who had earned 75-84 units to help them plan their path to graduation.

- ✔ 96% attendance rate
- ✔ Aimed to ensure that students: are making timely progress toward degree completion; are efficiently selecting appropriate courses using their Titan Degree Audit (TDA); and understand how, when, and why to apply for graduation
- ✔ Tailored to include college-specific information to prevent previously identified barriers to graduation

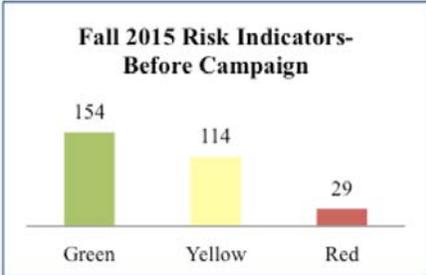
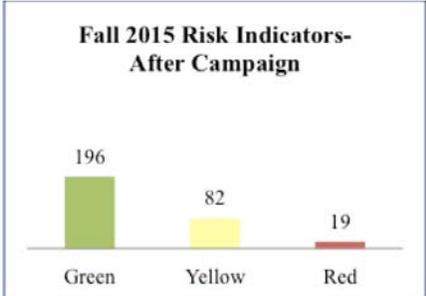
Attachment H. Evidence of Impact



Attachment I. Gap-Closing Campaigns: Innovation and Impact.

CREATING A CULTURE OF INNOVATION: <i>Custom Interventions for Discipline-Specific Challenges</i>		
Academic College	Challenge	Response
Communications	The B.A. in Communications includes five concentrations, each of which has specific required courses with prerequisites that should be taken during the junior year for students to stay on track for graduation. But an analysis by the SST found that many juniors and seniors had not yet declared a concentration, leading to a delay in taking prerequisites and consequently a delay in graduation.	Targeted Communications students with 60 or more units who had not declared a concentration (including 77 underrepresented minority students and 60 non-URM students). Reached out to this group to encourage them to submit proper paperwork to declare a concentration if decided, or attend an advising session to help decide which concentration would best fit their academic and professional goals.
Education	The college wanted to increase recruitment of African American and Latino males into post-baccalaureate teacher education programs, but there is no undergraduate program in education on the CSUF campus.	Implemented a “Future Teacher” button in the University-wide advising database, allowing advisors to mark when an undergraduate student of any major expresses interest in becoming a teacher.

Attachment I. Gap-Closing Campaigns: Innovation and Impact (cont'd).

FEELING THE IMPACT: <i>Moving the Needle to Generate Real Results</i>																		
Academic College	Action	Outcome																
Engineering & Computer Science	Implemented targeted outreach and intensive academic advising to reduce graduation deferrals especially among underrepresented minority students.	<p>Total students at risk for deferred graduation (Spring & Summer 2014): 55</p> <p>Total targeted students whose graduation date was not deferred: 42</p> <p>Net improvement in ECS graduation rates: 6.8%</p>																
Business & Economics	Provided intensive advising services and support to 297 underrepresented minority students in the “murky middle” (GPA between 2.0 and 3.0). Activities included phone, email, and in-person advising; personalized advising notes; “Making the Most of Your Degree” workshop; and reminder emails regarding resources and important enrollment and registration deadlines.	<div style="text-align: center;">  <p>Fall 2015 Risk Indicators- Before Campaign</p> <table border="1"> <tr><th>Risk Indicator</th><th>Count</th></tr> <tr><td>Green</td><td>154</td></tr> <tr><td>Yellow</td><td>114</td></tr> <tr><td>Red</td><td>29</td></tr> </table> </div> <div style="text-align: center; margin-top: 10px;">  <p>Fall 2015 Risk Indicators- After Campaign</p> <table border="1"> <tr><th>Risk Indicator</th><th>Count</th></tr> <tr><td>Green</td><td>196</td></tr> <tr><td>Yellow</td><td>82</td></tr> <tr><td>Red</td><td>19</td></tr> </table> </div> <p>Green = On track with degree requirements Yellow = One or more minor concerns noted with degree progress Red = Multiple high-risk factors including: non-enrollment for following term, low GPA, multiple repeated courses, non-declaration</p>	Risk Indicator	Count	Green	154	Yellow	114	Red	29	Risk Indicator	Count	Green	196	Yellow	82	Red	19
Risk Indicator	Count																	
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Yellow	82																	
Red	19																	

Attachment J. Welcome Letter: Criminal Justice Success Academy



CALIFORNIA STATE UNIVERSITY, FULLERTON

College of Humanities and Social Sciences

Office of the Dean

P.O. Box 6850, Fullerton, CA 92834 / T 657-278-3528 / F 657-278-5898

Congratulations! You have been selected to participate in an exciting new opportunity sponsored by the College of Humanities and Social Sciences and Division of Politics, Administration, and Justice. Your invitation to participate in the Criminal Justice Success Academy is in recognition of your academic and professional promise. We hope that you will take advantage of this unique opportunity to advance your academic and professional career.

The Criminal Justice Success Academy is designed to help you explore career options, meet leaders in the fields of probation, policing, and the legal professions, and tap campus resources that will help you reach your personal and professional goals. The Academy will consist of a series of four workshops, each of which will feature a prominent speaker, or panel of speakers, from the local Criminal Justice community. Since many of the speakers are also Cal State Fullerton and Criminal Justice alumni, these events will also allow you to network with professionals in your field. In addition, the workshops will connect you to campus resources, including the Career Center, to ensure that you have every opportunity to polish your professional skills and prepare to launch a successful career.

In addition to the workshops themselves, participants in the Success Academy will also have the opportunity to receive the following:

- A personalized letter of recommendation from the Associate Dean for Student Relations and the Assistant Dean for Student Affairs, College of Humanities and Social Sciences
- A Certificate of Completion and a notation in your co-curricular transcript
- Additional opportunities for advising and consultation with members of the College's Student Success Team, including the Graduation Specialist, Retention Specialist, and Career Specialist
- An opportunity to complete the Strong Interest Inventory through the CSUF Career Center at no charge to the student. The Strong Interest Inventory allows you to better align your personal characteristics and values with career fields. When combined with a consultation with the H&SS Career Specialist, the Interest Inventory can help you refine your goals and begin to develop a strategy to pursue a professional career
- Additional invitations to on-campus and off-campus networking events in Criminal Justice and related fields
- Information about on and off-campus internships, Study Abroad opportunities, and field placements of specific interest to Criminal Justice majors

On behalf of the College of Humanities and Social Sciences and the Division of Politics, Administration, and Justice, I sincerely hope that you will take advantage of this unique opportunity. Should you or your family have any questions about the Success Academy, please do not hesitate to contact me.

I wish you all the best at the start of an exciting new semester!

Sincerely,

Lynn M. Sargeant, Ph.D.
Associate Dean for Student Relations
lsargeant@fullerton.edu

THE CALIFORNIA STATE UNIVERSITY

Bakersfield / Channel Islands / Chico / Dominguez Hills / East Bay / Fresno / Fullerton / Humboldt / Long Beach / Los Angeles / Maritime Academy
Monterey Bay / Northridge / Pomona / Sacramento / San Bernardino / San Diego / San Francisco / San Jose / San Luis Obispo / San Marcos / Sonoma / Stanislaus

California State University, Fullerton

The Honor Society of Phi Kappa Phi Excellence in Innovation Award 2016

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Attachment J. Campus Map: Student Success Centers and SST Headquarters



1. **College of the Arts:**
SST Headquarters
2. **College of Health and Human Development:**
Student Success Center for Kinesiology Majors
3. **Graduate Studies:**
Student Success Center
4. **College of Health and Human Development:**
Student Success Center
5. **College of Education:**
Center for Careers in Teaching
6. **College of Engineering and Computer Science:** Student Success Center
7. **College of Humanities and Social Sciences:** SST Headquarters
8. **College of Natural Sciences and Mathematics:** SST Headquarters
9. **Mihaylo College of Business & Economics:** SST Headquarters
10. **College of Communications:** Student Success Center
11. **Irvine Campus:** SST Headquarters

Attachment L. Press and Further Reading

Link	Description
http://www.dailytitan.com/2015/02/university-taking-steps-to-address-advising-deficiencies-pointed-out-in-wasc-report/	<p><i>February 2015:</i> Internal coverage reporting on the campus’s innovative response to the most recent accreditation review. This piece focuses on the emphasis on expanding and enhancing academic advising and related resources to serve students.</p>
http://news.fullerton.edu/2015wi/student-success-teams.asp	<p><i>March 2015:</i> Article and video showing our efforts to close achievement gaps affecting underrepresented students, and the active outreach to studnets. Includes a video of President Mildred García explaining the the purpose of the SSTs.</p>
http://collegecampaign.org/wp-content/uploads/2014/03/2015-State-of-Higher-Education-Latinos-CSUF-WWN.pdf	<p><i>April 2015:</i> Collegcampaign.org: Unsolicited feature in the “What Works Now” section of this publication, highlighting the campus-wide culture of student success at Cal State Fullerton, including the role of the SSTs.</p>
http://news.fullerton.edu/2015su/convocation-address.aspx	<p><i>August 2015:</i> Annual convocation. Internal news coverage of the improving graduation rates and effectiveness of the SSTs surpassing goals, and the overall Strategic Plan.</p>
http://www.ocregister.com/articles/student-690446-students-advising.html	<p><i>November 2015: Orange County Register:</i> Report by Provost José L. Cruz publicizing the SSTs and gap-closing innovations with the greater campus community.</p>
http://us9.campaign-archive2.com/?u=545d531729e3ae5c33c60294&id=fdbf681dc2&e=24b979013f	<p><i>November 2015:</i> Internal coverage of the “Delivering Student Success” workshop, a cross-divisional retreat where key leaders on campus were brought together to reinforce the student success mission and innovations in progress.</p>

Attachment L. Press and Further Reading (cont'd)

Link	Description
https://www.insidehighered.com/news/2015/12/09/using-data-driven-advising-colleges-find-more-students-eligible-graduate	<p><i>December 2015:</i> Insidehighered.com: Unsolicited report publicizing the success of the innovations at Cal State Fullerton, highlighted as a national model of effective practices.</p>
http://www.dailytitan.com/2016/02/humanities-and-social-sciences-building-to-host-new-student-success-center/	<p><i>February 2016:</i> Internal news reporting the remodel to accommodate the Student Success Center of the College of Humanities and Social Sciences. Every college or unit hosting an SST made space available for the Student Success Team effort, highlighting the prioritization of these collaborative, student-centered efforts.</p>
http://www.dailytitan.com/2016/02/new-graduate-student-success-center-opens-in-pollak-library/	<p><i>February 2016:</i> Internal news coverage of the Grand Opening of the Graduate Student Success Center, highlighting the diversity of our graduate student population and the effectiveness of addressing achievement gaps.</p>
http://www.fullerton.edu/academic/programs/news/new_avp_strives_for_student_success.asp	<p><i>March 2016:</i> Internal news coverage of the appointment of the newly created position of assistant vice president for student success and director of academic advisement. This is our most recent action to affirm the long-term commitment and investment in innovation for student success.</p>



We are intensely proud of all of our students, who prove every day that Titans Reach Higher!

