

Matador Momentum: Re-imagining the First Year of College at CSUN

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Website: <http://www.csun.edu/undergraduate-studies/academic-first-year-experiences/matador-momentum-re-imagining-first-year>

A. Institutional Intentionality (Helen Heinrich)

1. *Helen Heinrich, Janet Oh*: Already under way: Data Analytics: leverage currently implemented platforms, integrate analytics into decision making; expand the scope of analysis to target all populations of students and all segments of student life. New Data Fellows program.
2. *Lili Vidal*: Already under way: Study the impact on retention and timely graduation if Satisfactory Academic Progress standards lower the threshold for continued financial aid within regulations. Will be implemented no earlier than 2017-2018.
3. *Debbi Mercado, Cheryl Spector*: Already under way in part: Review campus communications: we can all help with this by collecting examples that might benefit from a communications makeover.
 - Make probation letters and letters to transfers more encouraging and welcoming; broaden to other campus letters (e.g. Financial Aid). New probation letters going out in summer 2016.
 - Encourage broad review of office voicemail greetings: “Matador Makeover for Voicemail”
 - Further publicize the Undergraduate Studies advising checklists: laminate them; hang them in the LRC, various labs, other places where students congregate. Update them regularly.
4. *Karen Abramowitz, Patrick Bailey, Nyla Dalferes, Susanna Eng-Ziskin, Helen Heinrich, Debbi Mercado, Cheryl Spector*: Start now: Mount a student success campaign: permeate the culture with resources to provide support, welcoming, and belonging. Encourage help-seeking and on-campus employment for new students.

B. Curriculum (Cheryl Spector)

1. *Karen Abramowitz and Mark Stevens*: Start now: Expand [CSUN’s ExCEL program](#) (now used widely in Developmental Math) to other high D/U/F classes such as Math 140.
2. *Mark Stevens*: Start now: Build capacity to offer additional sections of [EDUC 201 R.A.I.S.E. \(Resiliency, Action, Invest, Succeed & Enjoy\) Your G.P.A.](#)
3. *Nyla Dalferes, Teiana Jones, Laura Salas, Cheryl Spector, and Lili Vidal*: Start now: Develop a training course or module on financial literacy; make it mandatory for all students, not just those receiving Financial Aid. Consider embedding it in summer Early Start math and/or writing classes. (Experiment already under way for summer 2016)

Early Start math.) Consider additional modules dealing with academic integrity and the Career Center's Pathways.

4. *Teiana Jones and Cheryl Spector*: Start now: Work to rename the "undeclared" major as "exploratory" (or an equivalent name).
5. *Janet Oh and Cheryl Spector*: Start now: Enhance student participation rates in CSUN's confidence and belonging intervention (the Yeager/Stanford/Mindset-style intervention). Will be part of Early Start Math for 2016. May be part of Early Start Writing in 2017—possibly with financial literacy information.
6. *Nyla Dalferes, Susanna Eng-Ziskin, Ani Harutyunyan, and Cheryl Spector*: Midrange (3+ years): Develop "meta-majors" (Mata-Majors) with a well-defined yearlong pattern of courses for new freshmen to prevent "choice paralysis" and encourage timely graduation. Prototype meta-majors in one college?
7. *Teiana Jones, Cheryl Spector, and Susanna Eng-Ziskin*: Midrange (3+ years): Require University 100 (or the equivalent student success class, such as a suite of courses introducing first-year students to discipline-specific research) for all first-time freshmen.
8. *Karen Abramowitz, Anne Eipe, Teiana Jones, Debbi Mercado, and Cheryl Spector*: Midrange (3+ years): Consider developing versions of U100 for first-time transfer students.

C. Faculty and Staff (Susanna Eng-Ziskin)

1. *Cheryl Spector and Teiana Jones*: Start now: Teach faculty how to help students learn how to utilize faculty office hours for success.
2. *Helen Heinrich and Janet Oh*: Start now: A data literacy campaign to expand the use of data analytics for student success (EAB and Student Success Dashboards).
3. *Anne Eipe, Helen Heinrich, and Janet Oh*: Start now: Campus resource overviews including how-to sessions for using the campus early warning system.
4. *Ani Harutyunyan, Teiana Jones, and Mark Stevens*: Start now: Collaborate widely to develop "culturally competent teaching strategies and approaches." Promote them when ready.
5. *Nyla Dalferes, Susanna Eng-Ziskin, and Cheryl Spector*: Develop best practices for providing feedback to students that facilitates positive change.
6. *Karen Abramowitz, Cheryl Spector, and Mark Stevens*: Start now: Develop and implement best practices for faculty who work with Supplemental Instruction (SI) leaders.
7. *Cheryl Spector*: Start now: create overview of U100 for Stretch Composition faculty.
8. *Tami Abourezk, Patrick Bailey and Ani Harutyunyan*: Start now: Develop synergy between professional advising activities for first-time freshmen (April-May) and New Student Orientation (August).

D. Students (Patrick Bailey)

1. *Ani Harutyunyan and Janet Oh*: Already under way in part: Reexamine current recommendations for freshman unit loads: 12 units vs. 15 units x 8 semesters = 4-year graduation. Make 15 units the new default; advisors will retain their current authority to

recommend or make exceptions. By spring 2017, 15 units will be available to all students in good standing at registration. We need data on this: more than just the average freshman student load. Disaggregate by student groups (EOP, non-EOP, ELM and EPT status, and others: what happens to whom? Why?

2. *Tami Abourezk, Patrick Bailey, Nicole Kucera, and Kenia Lopez*: Already under way in part (for fall 2016 semester): Offer a “reorientation” at week 6: bring freshman students back in/back together to meet with a student success coach (their Orientation Leader). Related: “My CSUN Bucket List” app: one version unveiled at AppJam 2016; additional work under way in collaboration with Student Involvement & Development.
3. *Patrick Bailey, Debbi Mercado, and Lili Vidal*: Start now: Offer a timely graduation incentive (such as tuition backfill for the final semester OR being named a “Matador Momentum Scholar” at commencement); offer to transfers as well as so-called “native” CSUN students.
4. *Tami Abourezk, Patrick Bailey, and Chelsea Turner*: Start now: Develop a residence hall themed community just for transfer students. Residence Life has said yes to this in theory.
5. Start now: Enhance the culture of success and “belonging”
 - *Patrick Bailey*: Expand and/or replicate the Camp Matador experience;
 - *Mark Stevens*: Develop a video on belonging for students.
 - *Patrick Bailey, Nyla Dalferes, Ani Harutyunyan, and Janet Oh*: Offer badging (micro-credentials) to mark significant student achievements. Use [Pathways](#) and/or [Portfolioium](#) to display micro-credentials?
6. *Anne Eipe*: Develop a burnout prevention workshop for students.
7. *Patrick Bailey and Anne Eipe*: Midrange (3+ years): Provide a peer mentor or other mentor for every freshman.
8. *Patrick Bailey, Anne Eipe, Susanna Eng-Ziskin, and Cheryl Spector*: Midrange (3+ years): For first-time transfers: develop an online orientation and enhance in-person orientation.