

Re-imagining the First Year of College at CSUN:

Matador Momentum Strategies by Status as of 6/5/17

Website: <http://www.csun.edu/matador-momentum>

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A. Institutional Intentionality

Needs attention:

1. Widely publicize a list of key dates and important messages of interest to most students (such as “don’t forget to register for the _____ semester”). Post them on a website (possibly the new Matadors Rising page), the MindScreens, and lawn signs. Update them regularly. Additional possibility: present the dates in a form students can download to their digital calendars (on their phones etc.)?
2. Campus communications: Encourage broad review of office voicemail greetings: “Matador Makeover for Voicemail” campaign. Review campus communications and support efforts to perform local (department, office, individual) communications makeovers. Consider a public event focusing on faculty and staff professional development with respect to communications.
3. Matador Momentum partnered with the Office of Student Success Initiatives which developed and launched the CSUN Connects Project in mid-February 2017. Volunteers still needed to help broaden participation (especially with staff and in Student Affairs).
4. Follow up on Dr. David Yeager’s February 2017 Terry Piper Lecture at CSUN on “The Psychology of Academic Achievement: How Belonging & Mindset Influence Student Success.” Status: faculty and staff are talking informally about how to apply his research on campus. Possible Matador Momentum professional development workshop topic.
5. Encourage and promote student help-seeking.
 - a. Use the Learning Habits work as a springboard.
 - b. Consider putting up permanent “Help” or “Ask Us” or “Ask Me” booths in the Oviatt Library Quad. Seek funding from the next round of the Campus Quality Fee (next round is likely to open right before Thanksgiving 2017). Publicize widely, perhaps using Freudian Sip cup sleeve advertising.

Under way:

1. 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. Data Champions program rolled out in all academic colleges.
2. Student success campaign: permeate the culture with information about resources to provide support, welcoming, and belonging for all students. Website launched in March 2017 as part of “Matadors Rising.” First round of posters distributed to college advising offices and Graduation and Retention Specialists in June 2017.

3. Broaden and refresh the membership of Matador Momentum starting with Associated Students. (Spoke to A.S. at their first meeting of the year on 6/5/17.)

Completed:

1. Satisfactory Academic Progress (SAP): reduced the threshold for continued financial aid to remove unnecessary impediments while maintaining alignment with regulations for SAP. Implementation requested for end of spring 2017 semester. Includes plans to study the impact on persistence and graduation.
2. Campus communications: Letters to students on probation were revised and sent out in summer 2016.
3. Student Success campaign offering possible summer degree completion grants for students within 6 units of graduating in 4 years (FTF) or 2 years (FTT): launched in early March 2017; robust student response; Undergrad Studies plans to repeat the program with modifications in summer 2018.
4. Developed a clear and concise statement defining Matador Momentum: "The goal of Matador Momentum is to build campus capacity to enable, support, and accelerate first-year student success at CSUN."
5. Incorporated a new pagelet in the student portal to enable single-stop on-campus job-seeking in Feb. 2017. Launched in Feb. 2017; extended to graduate students in March 2017.
6. Created a new webpage as part of the new Matadors Rising website (soft launch late May 2017) to provide students with easy access to campus resources of all kinds.

B. Curriculum

Needs attention:

1. 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. Progress will depend in part on how Meta-Majors are constructed.
2. Develop version(s) of U100 for first-time transfer students.
3. Develop a training course based on the campus's existing modules 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. Consider additional modules dealing with academic integrity and the Career Center's Pathways. Experiment launched in summer 2016 Early Start math. Could be part of Math 097. Or part of Early Start Writing in a reflection question such as, "Reflect on how you plan to pay for college." GI 2025/Matadors Rising has tasked the Learning Resource Center to take the lead on developing additional student success modules. Associated Students has referred a similar initiative to committee for further exploration.
4. Develop "meta-majors" ("Mata-Majors"?) with a well-defined yearlong pattern of courses for new freshmen to prevent "choice paralysis" and encourage timely graduation. January 2017: joined a larger effort shared among several Cal State campuses. Four MM team members participated in a January 2017 CSU Meta-Majors

conference (San Francisco). MM team leader will co-chair the CSUN meta-majors group (with the AVP of Student Success) when this initiative is launched.

Under way:

1. Expand [CSUN's ExCEL program](#) (now used widely in Developmental Math) to other high D/U/F classes such as Math 140). ExCEL Advisory Board inaugurated in fall 2016.
2. Build capacity to offer additional sections of EDUC 201, "R.A.I.S.E. (Resiliency, Action, Invest, Succeed, & Enjoy) Your G.P.A." Five sections offered in spring 2017. Seven planned for fall 2017.

Completed:

1. The "undeclared" major was renamed as "exploratory" in fall 2016. Language in the catalog and in the portal was updated in May 2017.

C. Faculty and Staff

Needs attention:

1. Produce campus resource overviews for faculty and staff including how-to sessions for using the campus early warning system.
2. Collect and disseminate ways that staff can contribute actively and individually to student success. (Examples: in an elevator, ask students, "what class are you off to?" On the phone, smile, even when answering with your standard office greeting. Participate in OSSI's [CSUN Connects Project](#).) Possible focus: the importance of respect? Check in with the College of Health & Human Development to see how they're already doing this. Enlist the help of senior administration to make sure that staff are afforded time to participate in these initiatives where relevant. May 2017: briefly presented as part of the Academic Innovation Showcase.
3. Possible Matador Momentum workshops for faculty and staff:
 - a. [RIO](#) workshop sponsored by University Counseling Services: currently offered for students but staff and faculty are asking for sessions they could attend.
 - b. Identifying sources of psychological friction for CSUN students: bringing David Yeager's work home to our campus. Could do this college by college in workshop-discussions. Mark and Cheryl, with Faculty Development and some of the college-based student success teams.
 - c. Publicize Suicide Prevention Training workshops for faculty and staff.
 - d. Matador Staff Rising: See C.2. above: "Collect and disseminate ways that staff can contribute actively and individually to student success. (Examples: in an elevator, ask students, 'What class are you off to?' On the phone, smile, even when answering with your standard office greeting. Participate in OSSI's [CSUN Connects Project](#)."
 - e. Communications Makeover: See A.2. above: "Encourage broad review of office voicemail greetings: 'Matador Makeover for Voicemail' campaign. Review campus communications and support efforts to perform local (department,

office, individual) communications makeovers. Consider a public event focusing on faculty and staff professional development with respect to communications.”

Under way:

1. Teach faculty how to help students learn how to utilize faculty office hours for success. Presentations and workshops given at several 2016-2017 campus events, and materials posted on the [Matador Momentum website](#).
2. Data literacy campaign to expand the use of data analytics for student success (EAB, Map Works, and Student Success Dashboards). Included as a key part of the 2016-2017 Provost’s Professional Development Series (for chairs, associate deans, deans, and others).
3. Disseminate best practices for providing feedback to students that facilitates positive change. This topic was part of the Matador Momentum presentation at the January 2017 Faculty Retreat. Materials are posted on the [MM website](#).
4. Dissemination of culturally competent teaching strategies and approaches. Status: in May 2016, the Office of Student Success Innovations sponsored a showcase that included this topic. The office of Faculty Development initiated a year-long (AY 2016-2017) faculty learning community on this topic.

Completed:

1. Disseminate best practices for faculty who work with Supplemental Instruction (SI) leaders. Status: in August 2016, Matador Momentum hosted a workshop for freshman composition faculty who work with SI leaders, to share best practices. Next step: broaden to other courses.
2. Create overview of U100 for Stretch Composition faculty.

D. Students

New:

1. Explore ways for spring semester freshmen to enroll in even one class for the following fall as a sort of anchor. Some (many?) students do want to stay together in the subsequent fall semester. Challenges so far include the Demand Pay feature of registration and advisor capacity. This idea fits with year-long planning (Mata-Majors/meta-majors) and the forward-looking Degree Planning Tools.
2. Develop a template of questions to put to “successful students” and use the results to create additional web-based success stories. Compare the USC Listening Project and CSUN’s own “Meet a Matador” webpage.

Needs attention:

1. Offer a “Pell Plus” micro-grant to help Pell Grant recipients stay on track for graduation.
2. Include parents in outreach so more FAFSA documents get filed accurately and on time. Target Parent Day (and the College of Education’s “Focus on the Family”?).

3. Consider offering the WPE portfolio course—a last-chance equivalent to the Writing Proficiency free to selected seniors who have satisfied all other remaining graduation requirements.

Requires additional funding:

1. Expand and/or replicate the Camp Matador experience. Status: requires additional funding.

Under way:

1. 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, 16 units were available to all students in good standing at registration. More for freshmen and graduating seniors. We're addressing unit load in the Matadors Rising Student Success campaign.
2. Reach students with the launch of the "We Can Do this!" / "Finish with Fifteen" / "Think 30" units per semester/annually campaign. New name: "Matadors Rising." Launching May 2017 with selected advisors, August 2017 with the rest of the campus.
3. Adapt "My CSUN Bucket List" app, originally unveiled at AppJam 2016. Status: Student Involvement and Development will implement this as a digital list at Grad Fest and for graduating seniors in spring 2017.
4. Enhance the culture of success and "belonging": Develop a video on belonging for students to include physical, emotional, and academic well-being. Currently seeking a new student partner for the project.
5. Develop and publicize burnout prevention workshops for students. Status: [RIO \(Recognition / Insight / Openness\) workshops](#) are available through University Counseling Services. MM team members completed the template for a video version of this workshop in May 2017. Next step: funding and production, possibly including opportunities for student internship participation.
6. Provide a peer mentor or other mentor for every freshman. Status: [CSUN Mentorship Program](#) launched in spring 2017, with funding from GI 2025. Mentors have been trained and are reaching out to 145 students identified through MAP Works who are enrolled in 5 gateway courses. Mentors used the app OrgSync (renamed MataSync) to support their work by exchanging key dates and campus events to be shared with their student mentees. Might expand the app for use by SI leaders in August 2017.
7. For first-time transfers: develop an online orientation and enhance in-person orientation. Status: offering new in-person orientation dates and times (including Saturday and evenings) in summer 2017. Online orientation requires more funding than is currently available.
8. Develop a residence hall themed community just for transfer students. Residence Life has approved this in principle. Lack of demand may be a problem, but we're inquiring further.
9. Collect and publicize student stories to promote success. Some stories now appear on the Matadors Rising website. Use [Portfolio](#) as well as the Matador Momentum

website to collect and display the stories. Use the [StoryCorps app](#) to help collect the stories. Include responses to “Who at CSUN helped you succeed?” in the stories. Could include Developmental Math “survivors.” Might include prompts or a guiding template as we collect stories.

Completed:

1. Offer a graduation incentive (free tuition/fees) to students who could finish their degrees in summer 2017 by taking 6 or fewer units. Funding from GI 2025. Launched for summer 2017.
2. [MataCare emergency grants](#) available to provide temporary financial support to students upon application. Funded by contributions from alumni, faculty, staff, students and friends of the university. Launched in spring 2017.