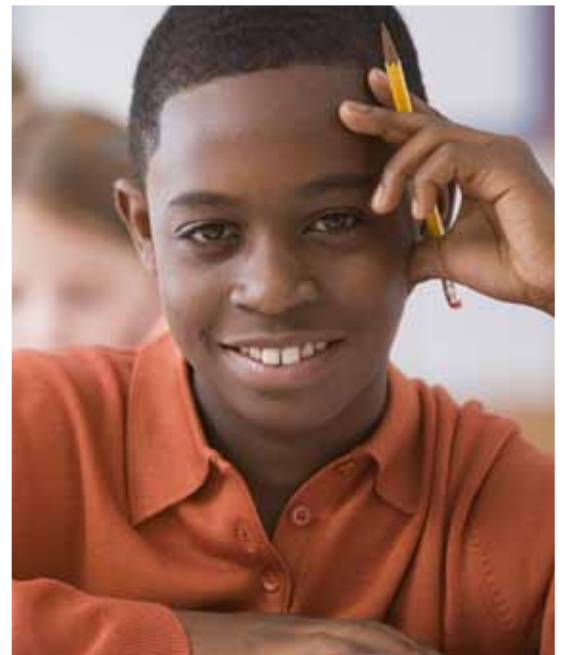


CSU

The California State University
STUDENT ACADEMIC SERVICES



Student Academic Outreach Programs

2011-2012 ANNUAL REPORT



Table of Contents

Introduction	1
Executive Summary	2
Student Academic Outreach Activity Summary Report	3
Statistical Summary by Program	4
CSU Outreach Funding Source Summary	5
America Reads/Counts	6
AT&T-CSU College Corps Program	6
California Academic Partnership Program (CAPP)	7
Center for Community Engagement	9
College Assistance Migrant Program (CAMP)	9
College Making It Happen (CMIH)	9
CSU Initiatives	
African American Initiative	10
Latino Initiative	11
Outreach to Asian American and Pacific Islander Students	12
CSUMentor	13
Early Assessment Program (EAP)	14
Educational Opportunity Center (TRIO) Program	15
Educational Talent Search (TRIO Program)	15
Gaining Early Awareness and Readiness for	
Undergraduate Programs (GEAR UP)	16
<i>How to Get to College</i> Poster	17
Math, Engineering, and Science Achievement (MESA)	18
Parent Institute for Quality Education (PIQE)	19
Troops to College	20
Upward Bound (TRIO Program)	21
Upward Bound Math and Science (TRIO Program)	21
Transitional Programs (EOP, Foster Youth, Summer Bridge)	22
Other Outreach Programs in K-12 and Community Colleges	23
K-12 Outreach Programs	23
Community College Outreach Programs	27
General Outreach Efforts	27
Comprehensive Outreach Efforts	28
Summary	30

Introduction

The California State University (CSU) is the largest four-year university system in the country, with 23 campuses, almost 437,000 students and 44,000 faculty and staff. The CSU's mission is to provide high-quality, affordable education to meet the ever-changing needs of the people of California. Since the system's creation in 1961, it has awarded about 2.7 million degrees.

The CSU plays a critical role in preparing outstanding candidates for the job market. CSU graduates help drive California's aerospace, healthcare, entertainment, information technology, biomedical, international trade, education, and multimedia industries. The CSU confers 65 percent of California's bachelor's degrees in business, 62 percent of its bachelor's degrees in agricultural business and management, and 45 percent of its bachelor's degrees in engineering and technology. The CSU also educates the professionals needed to keep the state running. It provides over 50% of bachelor's degrees to teachers, criminal justice workers, social workers, and public administrators. Altogether, about half the bachelor's degrees and a third of the master's degrees awarded each year in California are from the CSU.

One key feature of the CSU is its affordability. For 2011-12, the CSU's systemwide fee for full-time undergraduate students was \$5,472. With individual campus fees added in, the CSU's total fees averaged \$6,499 which is the lowest among any of the CSU's comparison public institutions nationwide. Seventy-three percent of the students who attend CSU receive financial aid, and more than 50 percent of CSU undergraduates receive enough financial aid to cover mandatory fees. As of 2010-11, CSU students who borrowed money owed 12.7 percent less than the state average and nearly 35 percent less than the national average.

Executive Summary

California State University (CSU) outreach and student academic preparation programs provide information and academic support to California's diverse population of elementary, middle, secondary and post-secondary students.

Student academic outreach programs target students who are disadvantaged educationally and economically, who are enrolled in public schools that have low college-going rates, and who need assistance in strengthening basic skills in math and English. These programs provide academic support services that raise the aspirations and improve the academic performance of students, advise students about courses needed to meet admission requirements, help students acquire English and mathematics skills needed to succeed in college, provide instructional programs for students requiring academic support before they matriculate at a CSU campus, and provide retention services to students after they enroll in the CSU. All of these services are offered through a variety of systemwide and campus-based initiatives and programs that are described in this report, *The CSU Student Academic Outreach Programs 2011-2012 Annual Report*.

Additionally, CSU is raising awareness of college opportunities by reaching future students where they are—in their homes, their churches, and their communities. Partnering with community leaders and the state's K–12 system, administrators are targeting low-income and minority students and putting higher education within their reach.

An informative "How to Get to College" poster available in English, Spanish, Chinese, Korean, Vietnamese, and Tagalog outlines the step-by-step process students and parents can begin to get ready for college as early as the sixth grade. These posters have been distributed to the state's middle and high schools and contain helpful information on the admission process, applying for financial aid, and appropriate courses to take in high school to best prepare students for collegiate-level learning. To complement this "How to Get to College" poster, an interactive website has been developed to assist prospective students and families with relevant college preparation information.

Finally, the system has a dedicated website (www.csumentor.edu) to help students and families navigate the college admission and financial aid application processes. Additional information regarding CSU outreach and recruitment may be obtained at www.calstate.edu or <http://www.calstate.edu/sas/outreach.shtml>.

Summary – Activity Report

Summary of Student Academic Outreach Program Activity Report 2011-2012

(Note: The number of schools and students served is duplicated because one CSU campus may host multiple programs, and students may participate in more than one program.)

K-14 Students Served: 1,095,286

- Elementary school students: 101,639
- Middle school students: 80,262
- High school students: 840,346
- Community College students: 73,039

K-14 Institutions Served: 12,302

- K – 5: 1,304
- 6 – 8: 979
- 9 – 12: 9,279
- Community Colleges: 740

Parents, Families, Community Members, and Organizations:

- **139,130**

Early Assessment Program (EAP) Tests Administered in California High Schools:

- CSU Early Assessment Program (EAP) English: **383,565**
- CSU Early Assessment Program (EAP) Mathematics: **203,972**

2011-2012 Funds Invested in Outreach Activities:

State General Funds:	\$18,843,007
Lottery Funds:	\$1,463,044
Federal Funds:	\$31,780,829
Other	\$11,108,443
Total	\$63,195,323

A statistical summary by program is provided on page 4 followed by a description of each CSU student academic outreach program. Questions about this report may be directed to Carolina C. Cardenas, Associate Director, Academic Outreach & Early Assessment, Academic Affairs, Student Academic Support, 401 Golden Shore, Long Beach, CA 90802-4210. Ms. Cardenas may also be reached at (562) 951-4724 or ccardenas@calstate.edu.

The California State University 2011-2012 Student Academic Outreach Programs Summary

	America Reads- Counts	CAMP Outreach	CMIH	CCE	ETS (Talent Search)	GEAR UP	MESA	PIQE ¹	Super Sundays	Troops to College	Upward Bound ²	Transitional Programs	All Other K-12 Programs ³	All Other Comm Coll Programs	Total
Schools Served⁴	157	409	273	761	1,950	44	220	137		50	134	3,033	4,645	489	12,302
K-5	127	15	28	454	0	8	31	60		0	0	19	530	32	1,304
6-8	17	53	158	101	72	8	93	38		0	10	109	318	2	979
9-12	13	341	87	189	1,878	28	86	38		1	124	2,576	3,763	155	9,279
CCC ⁵	0	0	0	17	0	0	10	1		49	0	329	34	300	740
Students Served⁴	18,437	8,951	6,307	38,535	14,648	16,758	8,831	8,411		2,039	2,218	43,162	831,108	95,881	1,095,286
K-5	11,831	219	110	20,634	0	3,000	283	3,048		0	0	1,875	49,894	10,745	101,639
6-8	2,444	1,268	3,842	7,908	2,940	4,275	4,661	2,466		0	145	5,210	44,677	426	80,262
9-12	4,162	7,464	2,355	9,086	11,708	9,483	3,409	2,847		13	2,073	30,685	732,569	24,492	840,346
CCC ⁵	0	0	0	907	0	0	478	50		2,026	0	5,392	3,968	60,218	73,039
Public									100,000 ⁶						

1 Numbers reported under PIQE include both parents and students.

2 Federal TRIO Programs: Educational Opportunity Centers, Talent Search program, Upward Bound, and Upward Bound Math and Science

3 "Other" represents campus-based outreach programs. Descriptions of representative examples are provided in this summary.

4 The number of schools and students served is large because one school may host multiple programs, and students may participate in more than one program.

5 California Community Colleges

6 Includes students, parents, families, and community members

CSU Funding Source Summary 2011-2012

PROGRAM	GENERAL FUND	LOTTERY	FEDERAL	OTHER*
America Reads/Counts	104,687	0	1,021,259	104,780
AT&T Road to College Corps	0	0	0	320,000
California Academic Partnership Program (CAPP)	3,500,000	0	0	0
Community Engagement	424,693	0	511,282	856,843
College Assistance Migrant Program (CAMP)	0	0	1,213,932	145,000
College Making It Happen (CMIH)	13,235	9,000	19,000	25,550
CSU Mentor	1,073,609	0	0	0
Early Assessment Program (EAP)	3,900,000	0	0	0
Educational Talent Search (ETS)	102,867	0	4,950,923	0
GEAR UP	36,245	0	5,541,916	27,635
<i>How to Get to College</i> Poster	0	0	0	105,000
MESA	184,292	0	450,000	1,714,641
Parent Institute for Quality Education	575,000	0	0	238,678
Super Saturdays/Sundays	170,000	0	0	0
Troops to College	288,980	0	9,571	13,109
Upward Bound	0	0	10,226,029	103,813
Upward Bound Math/Science	0	0	1,897,244	0
Transitional Programs	3,338,162	138,933	772,579	782,341
All Other K-12 Programs	4,120,506	917,332	4,358,915	6,597,611
Other Community College Programs	1,010,731	397,779	808,179	73,442
SUB-TOTAL	18,843,007	1,463,044	31,780,829	11,108,443
TOTAL	\$63,195,323			

* Selected examples of "Other" funding sources: Foundations, Corporations, Community Based Organizations

America Reads/Counts

America Reads is a grassroots national campaign that seeks to challenge every American to help children to learn to read, including English Language Learners and students with disabilities. America Reads sparks collaborations between educators, parents, librarians, business people, senior citizens, college students, and community and religious groups.

America Counts is a multifaceted, federal initiative that focuses on six strategic areas: equip teachers to teach challenging mathematics through high-quality preparation and on-going professional growth, provide personal attention and additional learning time for students, support high-quality research to inform best practices of mathematics teaching and learning, build public understanding of the mathematics today's students must master, encourage a challenging and engaging curriculum for all students based on rigorous standards, and promote the coordinated and effective use of federal, state, and local resources.

In 2011-12, thirteen CSU campuses participated in America Reads/Counts programs receiving funding totaling approximately \$1.1 million. CSU America Reads/Counts programs worked with 157 schools and served 16,437 students.

Funding Source: General, Federal and Other Funds
Cost per student: \$67

AT&T-CSU College Corps Program

The California State University in partnership with AT&T has implemented the CSU College Corps Program. The program provides academic advising, college awareness and financial aid information to 1,000 selected high school students who will participate through their four years of secondary education. The participating CSU campuses, Bakersfield, East Bay, Fresno, Los Angeles and San Marcos, train and supervise college students to serve as Precollege Advisors. Each CSU campus serves over 200 high school students. The program works with high school guidance counselors to supplement and enhance the information and services to students. AT&T is funding this grant for a total of \$1,280,000 (2008-2013).

In 2011-12, five CSU campuses participated in AT&T CSU College Corps Program receiving funding totaling approximately \$320,000. The AT&T CSU College Corps Program worked with 16 high schools and served 1,043 students. In Spring 2012, a total of 485 students graduated from three of the CSU campus, Fresno, East Bay and Los Angeles. Approximately 79% of these students enrolled in a postsecondary institution.

Funding Source: AT&T Foundation
Cost per student: \$306

California Academic Partnership Program (CAPP)

The California Academic Partnership Program (CAPP) was established by the California State Legislature in 1984 for the purpose of developing cooperative efforts of the education segments to improve the academic quality of public secondary schools and improve access and preparation of all students for college. CAPP is administered by the Trustees of the California State University, in cooperation with the Regents of the University of California, the Board of Governors of the California Community Colleges, and the State Superintendent of Public Instruction.

CAPP grants support development of strengthened curriculum and improved classroom instruction that lead to improved academic preparation and motivation of middle and high school students to attend and succeed in college. CAPP receives annual funding totaling \$3.5 million from state general funds. With advice from a statutorily created intersegmental advisory committee, CAPP develops and funds projects in high schools and their feeder middle schools to address student achievement and generate lasting change. CAPP annually works directly with approximately 20 to 30 high schools and associated middle schools with academic performance below the state average, with low college-going rates, and with high percentages of students from groups underrepresented in California postsecondary education.

Recognizing the importance of local and regional partnerships of education segments, CAPP also supports establishment and sustainment of PreK – Postsecondary collaboratives. CAPP's statute also specifies support for cooperative diagnostic assessment programs of secondary students. The intersegmental Mathematics Diagnostic Testing Project has received funding to work with secondary math teachers to administer, score and use results of diagnostic assessments to address student needs.

Since 1984 CAPP has funded more than 100 inter-segmental projects involving hundreds of faculty and secondary school teachers and thousands of high school students. Summaries and data on CAPP's major projects and recent publications are provided below. Additional material, including a map of project sites and descriptions and ordering information on publications, is available at www.calstate.edu/capp.

Expository Literacy Grant Program

CAPP's work in thirteen high schools focuses on teacher collaboration to change instruction and improve the readiness of diverse high school graduates for the academic literacy required by bachelor's-level college/university coursework. This program is built on the coursework and assessments made available by CSU's Early Assessment Program (EAP) and Expository Reading and Writing Course (ERWC). An evaluation report by WestEd, released in 2012, included findings that through teachers' collaborative efforts, professional learning communities in each high school developed a more coherent English/language arts curriculum within and across grade levels, and aligned it with standards and postsecondary expectations; Teachers made a shift toward increasing their use of expository texts and increasing instruction of skills required for reading those texts in the English/language arts curriculum.

Using Formative Assessment Processes to Improve Preparation For and Performance in Algebra 1

In 2011 CAPP launched its newest grant cycle. Twelve middle and high schools in five school districts are participating. The grant supports secondary schools in closing achievement gaps and increasing student readiness for and success in algebra 1. Grant activities focus on helping teachers improve their use of formative assessment processes and build professional learning communities to inform their instructional practice.

High School Leadership Initiative (HSLI)

The High School Leadership Initiative is a five-year project designed to build administrator and teacher leadership capacity and to improve teaching and learning at school sites. Under this initiative each high school principal receives mentoring and support from a successful former school administrator/educator (called a CAPP Partner), an annual grant to the school of \$50,000 to support leadership development, and becomes part of a support team made up of the 11 high school principals, their CAPP Partner and CAPP project staff. Baseline data including CST scores, a-g completion rates, Early Assessment Program passage rates, as well as teacher surveys of site leadership are collected each year. A summative evaluation report with recommendations to educators and policy-makers is planned for release in 2012-13.

Mathematics Diagnostic Testing Project (MDTP)

Funding from CAPP provides MDTP materials and services without cost to California's middle schools and high schools. Statewide, in 2010-11, 7,518 middle and high school teachers in 22,101 classes requested scoring for over 513,890 tests. MDTP has 20 different tests available at 10 separate test levels, many of them available in Spanish. The most popular test is the Algebra Readiness test. A report by the Public Policy Institute of California, released in October 2011, found that school-wide use of MDTP had a significant positive impact on student achievement gains. CAPP funded follow-up survey and interview research to learn more about the use of MDTP and its impact on student achievement.

Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)

An evaluation study funded by CAPP in 2005 entitled *Raising Student Achievement Through Effective Education Partnerships* created the basis for the development of a broad cohort of educators and business people who supported the creation of ARCHES. This statewide voluntary confederation connects the many successful regional collaboratives committed to increasing student access to and success in college. Since then, ARCHES has provided small grants to encourage the creation of regional collaboratives comprised of public school and postsecondary professionals, business executives, leaders of community organizations, and staff from parent-centered alliances to work together to positively impact student academic performance and preparation for college.

Funding Source: State General Funds

Cost per student: Variable depending on the guidelines (RFP) which define the school project but ranges from \$1.50 per student using MDTP assessments to \$100 per student at a high school with 500 or fewer students participating in the CAPP High School Leadership Initiative.

Center for Community Engagement

The California State University (CSU) was built upon a mission to serve the people of California by providing accessible and high-quality educational opportunities. For more than 50 years, the CSU has prepared students to be informed, active and committed leaders. It has served as a model of academic excellence and a catalyst for strengthening our communities intellectually, economically and socially. CSU campus community engagement programs have played a key role in our partnerships with California's communities. Many CSU students have shown a strong commitment to mentor K-12 and community college students.

During the 2011-12 academic year, the CSU provided opportunities for more than 85,000 students to participate in service learning with nearly 2,300 community sites. Additionally, of the 2,600 service-learning courses offered systemwide, nearly 19% were in the STEM (science, technology, engineering, math) disciplines. In these economically challenged times, CSU students – often the neediest students – continue to make a difference across the state of California, and especially in those communities surrounding the 23 CSU campuses. The CSU was the first higher education system in the country to establish a system office supporting service learning and community engagement.

During 2011-12, CSU campus community engagement and service-learning programs worked with 761 schools and served 38,535 students enrolled in K-14 receiving funding totaling approximately \$1.8 million.

Funding Source: Federal, Lottery, General and Other
Cost per student: \$47

College Assistance Migrant Program (CAMP)

The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farm workers (or children of such workers) enrolled in their first year of undergraduate studies at Institutions of Higher Education (IHE). The funding supports completion of the first year of studies. Competitive five-year grants for CAMP projects are made to universities or to nonprofit private agencies that partner with colleges. The CAMP program is promoted through rigorous outreach efforts in the 9-12 grade levels.

In 2011-12, six CSU campuses participated in CAMP, receiving funding totaling approximately \$1.4 million. CSU CAMP programs worked with 409 schools serving more than 7,464 students.

Funding Source: Federal and Other Funds
Cost per student: \$187

College Making It Happen (CMIH)

In 2011-12, thirteen CSU campuses participated in the College Making It Happen program receiving funding totaling to approximately \$66,785. Campuses sponsoring the CMIH program worked with 273 schools and 6,307 students.

Funding Source: General Funds, Lottery Funds and Other Funds
Cost per student: \$11

CSU Initiatives

I. African American Initiative

CSU Counselor Conferences and Quarterly Meetings

Super Sunday church education advisors attend the CSU Fall Counselor Conferences. Designated church educational advisors attend bimonthly meetings with CSU outreach directors, and other CSU representatives. The Counselor Conferences provide much needed information about how to qualify high school graduates for CSU admission.

CSU Super Saturday College Fair

The purpose of this event is to provide students and parents with information and workshops on admissions, financial aid, EAP, FAFSA, scholarship programs, and housing. All 23 campuses are represented at the college fair hosted by CSU Dominguez Hills.

CSU Super Sundays

During February (Black History Month), California State University leaders take to the pulpit in African American churches throughout the state to deliver the message that college is possible and is the key to future success. This event is known as *Super Sunday*; it has been enthusiastically received and is being replicated on other states. These efforts are funded through a variety of campus and systemwide sources.

In 2011, the CSU's sixth annual *Super Sunday* reached over 100,000 people at 100 churches in Northern, central and Southern California. Following church services, CSU outreach directors and volunteers disseminate information on the application and admissions process, scholarships, financial aid, and more. The goal is to reach families in their communities with information about how to prepare for and succeed in college.

CSU's partnership with the African American community has helped contribute to an increase in African American freshmen enrollment.

Pastor's Breakfast

Each year the Chancellor hosts a breakfast or lunch in Northern and Southern California to meet directly with Pastors and have a dialogue to check how our efforts are progressing and how we might improve. CSU Presidents, Vice Chancellors and staff attend.

Train-the-Trainer Workshop

A "Train-the-Trainer" workshop was developed by a group of CSU outreach directors based on recommendations from church partners. The goal is to inform education advisors from churches about the CSU admissions, application process, financial aid, and help for parents, disabled student services, student resources, and much more.

II. Latino Initiative

“Es El Momento” with Univision

Organized by Univision in partnership with the California State University and many other education and nonprofit organizations, the fourth annual “**Es el Momento**” Education Fair was held on October 13, 2012 to inform Spanish-speaking parents about California's education system. The event's name states in Spanish, “The Time is Now.” Held at California State University, Dominguez Hills, the fair attracted 38,000 participants interested in learning about a typical education journey from pre-kinder to university level.

CSU is teaming up with the media giant Univision and over one hundred other higher education institutions, K-12 educators and community organizations to produce “**Es el Momento**” the largest education fair in the western United States. At the fair, parents see hundreds of people wearing college T-shirts. Workers and volunteers proudly display logos of Cal State campuses, UCLA, USC, Stanford and others.

At “**Es el Momento**”, parents with limited English do not have to rely on their kids to interpret or translate. Parents receive information transmitted in their own language. There are thousands of one-to-one conversations in Spanish about schools, academic preparation, testing requirements, college life, careers, sports, athletic scholarships, financial aid, and resources to enter and succeed in higher education. Direct communication to parents conducted in their most comfortable language empowers them to take action and make decisions to further their children's educational opportunities; it also relieves the child from the responsibility to being the interpreter between his parents and representatives from the educational system.

Two Cultures: Different Expectations

American schools have the expectation of parental involvement. Yet, immigrant parents whose formal education often does not go past the 6th grade do not feel qualified to participate in school activities or teach their children. They see teachers as education authorities and believe they will do their best for their children. At the fair, parents hear that they can be active participants and decision makers in the educational system. They meet people who can point them to resources and opportunities that would help them to effectively guide their children to educational success and they receive the How to Get to College poster (with the “a-g” requirements) in Spanish.

Funding Source for the “**Es El Momento**” project: CSU system, CSU Dominguez Hills and in-kind by other CSU campuses in terms of staff time, travel expenses, materials, campus facilities and other resources.

III. Journey to Success – Outreach to Asian American and Pacific Islander Students

In 2011 the CSU began hosting several college fairs for Asian American and Pacific Islander (AAPI) families named "Journey to Success." The events held at CSU campuses, provide families, students, community and religious leaders with information about college preparation, planning and financial aid.

The goal of the AAPI Initiative is to improve college access and graduation achievement for Asian American and Pacific Islander students from underserved communities. The initiative targets the following communities, which, based on CSU data from the Early Assessment Test, need additional assistance to improve their levels of high school graduation and college access: Samoan, Tongan, Marshallese, Hawaiian, Cambodian, Hmong, Laotian, Fijian, underserved Chinese, Vietnamese, Filipino, Korean and Thai. In 2011, the CSU hosted three college fairs under the AAPI Initiative:

- **Journey to Success – Pacific Islander College Fair**
Held on June 4, 2011 at CSU Dominguez Hills, the "Journey to Success: Pacific Islander," college fair attracted approximately 800 hundred Tongan, Samoan, Marshallese and Hawaiian residents from Carson, Compton, Long Beach, Los Angeles and Orange County. Participants received "How to Get to College" information brochures printed in English, Tongan and Samoan. Workshops focused on college admission, how to afford college, what parents need to know about college-going children, and peer-to-peer discussions about college life, led by students of Pacific Islander background.
- **Journey to Success – Cambodian College Fair**
The Journey-To-Success, college fair for Cambodian and Southeast Asian communities took place on Saturday, October 8, 2011 at CSU Long Beach. Approximately 250 middle, high school and community college students and parents learned about how to prepare early for college and became familiar with [CSU Mentor](#), a website that allows students to apply for admission to any of the CSU 23 campuses. Participants received "How to Get to College" information brochures printed in English and Khmer. Parents shared their experiences and heard about the relevance of college to life in the United States, job satisfaction and giving back to the community. They also received tips on how to help their children meet their educational goals.
- **Journey to Success – Vietnamese College Fair**
Held on November 5, 2011 at CSU Fullerton, the Journey to Success fair for Vietnamese and Asian students educated families about college careers and steps that students need to complete while in middle school and high school to qualify for college. Approximately 80 students and parents participated in the event. Workshops provided information on how to apply to CSU campuses using the CSU Mentor site, how to prepare to transfer from community college to a CSU campus and how to pay for college. Participants received "How to Get to College" information brochures printed in English and Vietnamese, Korean, Filipino, Khmer and other languages. The event also featured professionals from the Vietnamese community sharing their personal journeys to college and professional careers.

In 2012, the CSU hosted three college AAPI initiative fairs:

- **Journey to Success – Chinese, Cantonese, Vietnamese and Korean College Fair**
Held on February 4, 2012 at CSU Los Angeles
- **Journey to Success – First Generation Asian American and Pacific Islanders**
Held on May 19, 2012 at CSU East Bay
- **Journey to Success – First Generation Asian American and Pacific Islanders**
Held on November 3, 2012 at San Jose State University for first generation Asian American and Pacific Islanders

Funding Source: CSU system and CSU campuses

CSUMentor

In November 1996, CSU began to provide outreach, pre-admission, financial aid, and admission information to students, their families, and counselors through www.csumentor.edu, a robust admission and financial aid portal for prospective students and their families. The home page of CSUMentor provides access to several components or “modules” for students and their families, counselors, or anyone interested in learning more about CSU admission and financial aid opportunities.

One integral aspect of CSUMentor is the High School Student Planner. This Student Planner allows California high school students to establish their data profile containing personal, demographic and academic information. The planner can be used to identify courses for the student to take to make certain that all CSU curriculum entrance requirements are satisfied prior to high school graduation. With 24-hour access, seven days per week on CSUMentor, students and families can plan a course of study at a time convenient to their household schedules. High school counselors can advise students more effectively when students have accessed CSU information through CSUMentor.

The data that students enter in their CSUMentor High School Planners is transferred automatically to their CSU admission applications when they are ready to apply. Students can easily apply to several CSU campuses through CSUMentor. Once completed, the online application is forwarded via the internet to the CSU campuses selected by the student.

The CSU contracts with XAP Corporation to maintain CSUMentor. The cost for 2011-2012 was \$1,073,609. This year, more than 379,268 students established new accounts. A total of 1,144,260 applications were submitted via the CSUMentor system from October 20, 2011 to October 19, 2012.

CSUMentor Activity Summary

	2011*	2012**	Change
Total Visits ^a	6,430,708	8,102,577	1,671,869 more
Total Page Views ^b	120,764,854	141,246,722	20,481,868 more
Average Visits Per Day	17,618	22,198	4,580 more
Average Page Views Per Day	330,863	386,977	56,114 more
Average Page Views Per Visit	18.78	17.43	1.35 fewer

*2011 usage data from 10/20/2011 - 10/19/2011

**2012 usage data from 10/20/2011 - 10/19/2012

^a Number of times the home page was viewed

^b Number of pages viewed within the site

Early Assessment Program (EAP)

In collaboration with the California Department of Education (CDE) and the State Board of Education (SBE), the California State University developed the EAP to provide students, their families, and high schools the opportunity to assess 11th grade student readiness for college-level English and mathematics.

The EAP consists of questions from the 11th grade California Standards Test (CSTs) in English-Language Arts, Algebra II, and Summative High School Mathematics plus 15 additional multiple-choice questions and a written essay. The spring 2012 administration was the ninth year that the EAP was available to all students enrolled in 11th grade who were eligible to take the 11th grade CSTs in English and Algebra II or Summative High School Mathematics.

All 11th grade students are encouraged to participate in the EAP because the EAP provides valuable information about student readiness for college-level English and mathematics, and the EAP report enables the student, family, and high school to identify the student's need for additional preparation in English and mathematics while still enrolled in high school. While the EAP questions are voluntary for 11th grade students, the response to the EAP has been overwhelming.

English EAP Results: Spring 2012

Nearly 383,565 high school juniors have received an "early signal" (87% participation rate) of their readiness for college English. This represents an increase from 2011 when 383,060 juniors opted to take the voluntary assessment. Of the 383,565 students, 23% were assessed as college-ready. This year, the EAP instituted an English Conditional status. Of the 383,565 an additional 15% earned an English Conditional status.

Math EAP Results: Spring 2012

Approximately 203,972 (83% of all high school juniors eligible to take the California Standards Test in math) opted to complete the CSU's voluntary EAP. This represents an increase of student participation from the 2011 spring test of 190,946 who opted to take the math portion of the EAP. Of these students 15% were judged to be ready for college-level work in mathematics and an additional 46% earned a Math Conditional status.

In 2011-12, each CSU campus promoted the Early Assessment Program within its assigned service areas. CSU allocated funds from existing CSU resources to cover the costs of the 11th-grade assessment and scoring, outreach to all California high schools, development and implementation of the 12th-grade Expository Reading and Writing Course and teacher professional development. In addition, each CSU campus receives an allocated amount to provide outreach and marketing services on the EAP program to the local service areas totaling \$3.9M. A total of 386,329 juniors voluntarily participated in EAP.

Funding Source: State General Funds

Cost per student: \$10

Educational Opportunity Center (TRIO Program)

Congress established a series of programs to help low-income Americans enter college, graduate, and enter America's economic and social life. These Programs are funded under Title IV of the Higher Education Act of 1965 and are referred to as the TRIO Programs (initially there were just three programs). As mandated by Congress, two-thirds of the students served in the TRIO programs must come from low-income families in which neither parent graduated from college. The following describes the Educational Opportunity Centers (EOC):

Educational Opportunity Center (EOC) programs provide counseling and information about college admission to qualified adults who want to enter or continue a program of postsecondary education. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process. The goal of EOC is to increase the number of adult participants who enroll in postsecondary education institutions.

During 2011-12, two CSU campuses received EOC TRIO funds serving approximately 2,262 students and had a combined annual budget of \$558,584.

Funding Source: Federal Funds
Cost per student: \$247

Educational Talent Search (TRIO Program)

The Educational Talent Search program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. The program provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to the postsecondary school of their choice. Talent Search also serves high school dropouts by encouraging them to reenter the educational system and complete their education.

The goal of Talent Search is to increase the number of youth from disadvantaged backgrounds who complete high school and enroll in the postsecondary education institution of their choice.

During 2011-12, eleven campuses host 15 Educational Talent Search programs serving approximately 10,446 students with combined annual budgets of \$4,595,733.

Funding Source: Federal and State General
Cost per student: \$439

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)

The California State University joins the education community in full support of the GEAR UP program, which is vital to preparing underrepresented students for college, encouraging persistence and ultimately graduation. Skills gained through the GEAR UP program will reduce the need for remediation, saving students and institutions time and money. This is a program we can all be proud of for what it does for students.

California State University Chancellor Charles B. Reed

Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) was authorized in the Higher Education Amendments of 1998 to provide low-income middle school students the skills, encouragement, and academic preparation needed to enter and succeed in high school and postsecondary education through partnerships among schools, universities, the private sector, and community organizations. GEAR UP provides six-year grants to states and partnerships to strengthen academic programs and student services at participating high-poverty middle and high schools.

Three CSU campuses have been designated as the fiscal agent for GEAR UP Partnership Grants totaling more than \$3,683,201 million since 2007. CSU campuses are also participants in other partnership grants for which a local school district is the fiscal agent. CSU GEAR UP programs work with 14 schools that serve 7,271 students.

Funding Source: Federal, State and Other Funds
Cost per student: \$506

“How to Get to College” Poster

The California State University’s award-winning “How to Get to College” program continues to be an important component of the CSU’s comprehensive outreach/retention strategies that aim to help students, parents, teachers and administrators better understand what is required to prepare for and succeed in college. In 2011-2012 the program included a redesign of the poster, handout, website and a new promotional marketing piece that together, continue to serve as a road map outlining the steps students need to take from 6th through 12th grade to be eligible for entrance to the California State University.

The interactive website and its collateral material include information on the admissions process, applying for financial aid, the CSU’s Early Assessment Program, and course and grade requirements. The poster remains available in English, Spanish, Chinese, Korean, Tagalog, and Vietnamese and in two sizes: a wall-sized 19 x 25-inch version for students and teachers to hang in classrooms; and a smaller 8 ½ x 11-inch fold-out that students and parents can carry with them. This year distribution of the new poster and companion promotional piece—a silicone bracelet with a calling card featuring a QR code—was sent to each outreach director in the CSU system for targeted distribution.

The HTGTC website is available in English and Spanish and is designed to continually engage the audience through social media, videos (featuring AT&T College Corps students), blogging opportunities, campus exploration and resources and tips. An easy-to-use online ordering system for the poster and downloadable handout versions are also available free to the public. The relevance of the content on the website and its companion pieces is demonstrated by its inclusion in the materials for highly visible and successful outreach events such as the CSU’s Super Saturday College Fair, Super Sunday and high school counselor conferences. The CSU, with the generous support of the Boeing Corporation and Scholarshare, is able to keep content current, replenish inventory and refresh the design to ensure students and families continue to receive college preparation information that is relevant and useful.

March 2012 (launch date) through October 2012 –

Website traffic from URL www.gotocsu.com: 678 Visits; 1,642 Page views; 1380 unique page views from poster

Distribution: 1560 orders of varying quantities from online ordering

Bracelet website traffic from www.gotocalstate.com: 540 Visits; 837 Page views; 708 unique page views

Funding Source: State General Funds, Other Funds

MESA Program

Math, Engineering, and Science Achievement (MESA)

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

The MESA Schools Program serves middle, senior high school and community college students throughout California to introduce them to math and science. MESA supports mastery of these content areas in an effort to encourage students to enroll in STEM based majors. This program partners with teachers, administrators, school district officials, and industry representatives to provide an academic enrichment model. The MESA Engineering Program centers provide support to educationally disadvantaged students at four-year colleges to attain engineering or computer science baccalaureate degrees.

Eighty-nine percent of MESA students successfully complete Algebra I before the 10th grade. More encouraging, sixty-six percent complete the CSU and UC college preparatory high school course pattern consisting of 15 courses, an increase from the previous year of 54 percent. Of MESA high school graduates, 53 percent enrolled in college as math, science, or engineering majors. Ten of 21 MESA pre-college sites and nine of 12 MESA engineering program centers are located on CSU campuses. Forty-eight percent of MESA's pre-college students were served by centers located on CSU campuses, and for academic year 2011-12 twenty-two percent of MESA high school graduates enrolled at a CSU campus. Forty-five percent of MESA community college students transferred to CSU campuses.

In 2011-12, ten CSU campuses participated in MESA, receiving funding totaling approximately \$1.8 million. CSU MESA programs worked with 204 schools serving 12,000 students. In 2012 the CSU MESA university-level programs produced 262 engineering or computer science graduates.

Funding Source: State General and Other Funds

Cost per student: \$150

Parent Institute for Quality Education (PIQE)

In spring 2006, the CSU entered into a partnership agreement with the Parent Institute for Quality Education (PIQE) with the goal of increasing the number of students eligible to enter the CSU from underserved communities. Under this partnership program, parents are receiving training and resources to support the education of their children. The project's mission is designed to bring schools, parents, and community members together in the education of underserved students. The partnership helps parents to create a home learning environment, navigate the school system, collaborate with teachers, counselors, and principals, encourage college attendance, and support a child's emotional and social development.

The course content is customized for each parent and includes curriculum such as home/school collaboration, motivation and self-esteem, communication and discipline, drugs and gang awareness, and college and career eligibility requirements. Upon successful completion of this nine-week, 14-hour course, parents are awarded a certificate of completion from PIQE. In addition, PIQE, the Chancellor and corresponding CSU campus presidents sign a Certificate of College Admission listing the name of the parent and the name of their children. This certificate specifies what the child must do to be accepted into a CSU. Campuses have developed a series of programs to continue to work with PIQE parents and their children after they have gone through the program. Examples of campus programming include: attending additional PIQE programs, giving the children ID cards, follow-up presentations, serve on PIQE advisory boards, identify schools, have informational tables at these schools, and specific visits by campus presidents/communities dedicated to PIQE participants.

In recognition of STEM, PIQE has developed a four hour STEM intensive course broken up into successive Saturdays for two hours each Saturday. This pilot project was offered to 80 parents. The pretest and post test demonstrated the need for parents to be counseled on the importance of STEM as a pathway for high school graduation and college readiness.

In 2011-12, 23 CSU campuses participated in PIQE. Each campus received \$25,000 from the Chancellor's Office for a total funding of \$575,000. In addition, many campuses sought other resources making the total allocated resources for the CSU PIQE programs \$615,707. CSU PIQE programs worked with 137 schools serving 8,441 parents.

Troops to College

The CSU has pledged to work with Governor Brown and California's military commanders to reach out to military men and women who are on active duty and who are exiting the service to facilitate their transition to college. In spring 2006, then Governor Schwarzenegger announced the formation of the Veterans Education Opportunities Partnership, now named "Troops to College," which creates a model for veterans' education by developing an academic outreach, admission, and enrollment plan that targets and assists the approximately 60,000 California veterans exiting military service each year. The partnership consists of senior administration officials, military leaders, and leaders of the CSU, UC, and the CCC system. The partnership will seek to work cooperatively to provide education opportunities to veterans who are California residents or who are stationed in California at the time of their exit from the military.

The total active U.S. Military force includes 1.42 million men and women of whom 160,000 (11.2 percent) come from California. Approximately 175,000 active duty men and women are stationed in California. An additional 25,000 serve in various reserve components of the U.S. Armed Forces (including the National Guard). The Montgomery and post 9/11 GI Bills education benefits are the number one reason American men and women enter the U.S. military. Therefore, each member of the military pool of more than 200,000 men and women serving in California is a prospective student for one of California's 112 California Community Colleges, 23 CSU campuses, and 10 UC campuses. Approximately 35,000 of a pool of more than 200,000 men and women exit military service annually.

The CSU implemented the Troops to College Admission program, which provides priority admission access for transitioning military veteran students at all CSU campuses. In addition, the CSU also works closely with generals and admirals of the United States Marine Corps, United States Navy, United States Air Force, United States Army, United States Coast Guard, and the California National Guard, in which each campus admits up to five veterans upon the recommendation of the general or admiral of each military branch, using military and leadership experience as admission criteria. A total of 115 admission positions are available under this program across the 23 CSU campuses. Candidates were screened, interviewed, and accepted by their respective branch leadership, reviewed by the CSU Office of the Chancellor, and admitted to the campus chosen by the student or the military installation.

Funding Source: General Funds, Federal, Other
Total Students: 2,039
Total Funding: \$312,556
Cost per student: \$153

Upward Bound (TRIO Program)

Upward Bound provides fundamental support to participants in their preparation for college entrance. The program provides opportunities for participants to succeed in pre-college performance and ultimately in higher education pursuits. Upward Bound serves high school students from low-income families, high school students from families in which neither parent holds a bachelor's degree, and low-income, first-generation military veterans who are preparing to enter postsecondary education.

The goal of Upward Bound is to increase the rates at which participants enroll in and graduate from institutions of postsecondary education. All Upward Bound projects must provide instruction in math, laboratory science, composition, literature, and foreign language. The following CSU campuses host one, two, or three programs: Chico, Dominguez, East Bay, Fresno, Fullerton, Humboldt, Long Beach, Los Angeles, Monterey Bay, Northridge, Pomona, San Bernardino, San Diego, San Jose, San Luis Obispo, San Marcos, and Sonoma.

During 2011-12, fifteen campuses received UB TRIO funds serving approximately 2,387 students and had a combined annual budget of \$8,799,927.

Funding Source: Federal Funds

Cost per student: \$3,686

Upward Bound Math and Science (TRIO Program)

Upward Bound Math and Science (UBMS) program allows the U.S. Department of Education to fund specialized Upward Bound math and science centers. The program is designed to strengthen the math and science skills of participating students. The goal of the program is to help students recognize and develop their potential to excel in math and science and encourages them to pursue postsecondary degrees in these fields.

The following campuses host UBMS programs: Chico, Los Angeles, and Pomona. Programs in mathematics and science often have higher costs as well as greater benefit.

During 2011-12, three campuses received UBMS TRIO funds serving approximately 216 students and had a combined annual budget of \$1,897,244.

Funding Source: Federal

Cost per student: \$8,783

Transitional Programs: EOP, Foster Youth, Summer Bridge

The California State University implements and coordinates many programs designed specifically for students who are transitioning from the 12th grade or community college to the university. Three of the most successful and visible programs include the EOP, Foster Youth, and Summer Bridge Programs.

Educational Opportunity Program (EOP) is an education access and retention program that provides support services to low-income, educationally disadvantaged students, the majority of whom are first-generation college students. A transitional EOP program for incoming students is the Summer Bridge Program.

Foster Youth Programs provide a wide range of comprehensive support services including targeted outreach activities. All CSU campuses utilize existing resources to strengthen support for foster youth interested in attending a CSU campus. Many campus support programs provide presentations to the foster care community, attend Independent Living Program workshops, and participate in college and resource fairs specifically for foster youth.

The Summer Bridge Program is a comprehensive support program that increases the retention and graduation of “high-risk” students who are disadvantaged educationally and economically by providing an intensive residential program during the summer prior to matriculation. High-risk disadvantaged students are defined as those who score in the lower quartile of the EPT and ELM exams or whose high school transcripts indicate that their academic preparation needs strengthening. This program assists incoming freshmen to prepare for the rigors of university work. It typically consists of a five-week residential program that assists EOP incoming freshman in making the transition from high school to the university. Summer Bridge offers courses in math, writing, science, and ethnic studies. In addition, academic advising, tutorials, workshops, and other activities are also included in the five-week experience. Participants live in the residence halls at no cost to students. Participants benefit from personalized attention, individualized instruction, and accessibility to campus resources.

Summer Bridge students complete remedial course work before enrollment; improve mathematics and language skills; attend study skills seminars; attend an exciting variety of on-campus lectures, cultural entertainment and special events; receive introductions and invitations to join various student clubs and organizations; work with professionals interested in helping students grow as individuals and students; establish a personal support system by meeting new friends; learn from current students who have overcome personal and academic challenges; network with faculty, staff, and other members of the campus community; and gain confidence to meet the challenges of attending a university and participate in a full and rewarding college experience.

All 23 CSU campuses participate in many if not all of the above mentioned programs. In addition, many of the campuses have developed unique programs in their region that serve the needs of transitioning students. In 2011-12, CSU campuses offered transitional programs and received funds totaling approximately \$5 million. CSU campuses worked with more than 3,753 schools and served approximately 41,162 students.

Funding Source: State General, Federal, Lottery and Other Funds
Cost per student: \$121

Other Outreach Programs in K-12 and Community Colleges

In 2011-12, twenty-three CSU campuses developed, implemented, and administered over 100 outreach programs at more than 4,645 K-12 schools, serving 831,118 students*. In addition, twenty-three CSU campuses reported the coordination of over 100 outreach programs at 334 community colleges* serving approximately 95,871 students. These programs were tailored to meet specific regional needs. These various campus-based programs included such activities as tutoring, mentoring, field trips, information, and motivation activities. Funds that support these campus-based programs are provided from diverse sources, e.g., community organizations, federal government, state General Funds, and lottery funds.

Descriptions of a few representative examples of campus-based programs are provided below. Total expenditures amounted to approximately \$18.1 million serving approximately 900,927 students.

Funding Source: State General, Federal, Private, and Lottery
Cost per prospective student: \$20

** Note: The number of schools and students served is large because one CSU campus may host multiple programs, and students may participate in more than one program.*

K-12 Outreach Programs

Biology's "Students in Action" program

Provide science and environmental education to K-14 students at Biology's BioTrek Learning Centers, The Rain Bird Rainforest, Ethnobotany and Aquatic Biology Learning Centers. Community Service-Learning activities are performed by Bio 488S, Interpretation of Science students.

Cali Calmecac after-school science program

This program at Sonoma seeks to generate interest in science and engineering fields by exposing students to robotics using Lego's Mindstorm kits. These kits allow students to build robots with a wide variety of controllability and functionality and to program them using a scaled down MOD of National Instruments Lab View environment. Students also participated in a field trip where they toured the campus and experienced a short Physics lab on acoustics.

Cal Poly Partner Program

The "Cal Poly Partner's Program" is a recruitment and access feeder program designed to increase the number of first generation students admitted to Cal Poly San Luis Obispo. The schools participating in the program are part of the College Preparation Partnership Program introduced by Senator Hayden (SB 1697) in 1990.

Compact for Success

Compact for Success is a strategic partnership with San Diego State University and Sweetwater Union High School District in San Diego County. The program improves student academic preparation for college and systemic district reform. Comprehensive academic and support services are provided beginning with 7th grade through graduation from high school. At the university, students are provided comprehensive support and retention services and a scholarship for those who qualify for financial aid. A final goal is to improve retention and graduation rates, especially 4-year rates. Several campuses are considering similar models.

Creating Momentum through Communicating Mathematics

(CM)² is a program hosted by the Mathematics Department at San Francisco State University and is supported by the National Science Foundation's GK-12 Program (grant DGE-0841164). (CM)² funds nine Mathematics graduate student Fellows per year. Their aim is to enrich the mathematical experiences of the Fellows, as well as teachers and students from four San Francisco public schools, and prepare the Fellows for Ph.D. programs.

Early Titan Outreach Program

This program is coordinated through the Fullerton campus. The purpose of the program is to provide a peer mentor program to middle and high school students to assist them in their transition from middle school to high school and from high school to college. Many CSU campuses have a variation of this program as part of their early outreach program activities.

East Bay Initiative

Designed to promote higher education in areas where low income, first generation, college-bound students from the East Bay and surrounding areas primarily reside. The main focus is to provide students with information, resources and mentorship to make college attainable, so they can one day use their education to "give back" to younger generations.

EXCEL Youth

The EXCEL Youth Enrichment Program, now in its 27th year, offers students entering 4-9th grade accelerated classes that are designed to foster curiosity and involvement. Held on the Sonoma State University campus, utilizes college labs, guest speakers and field trips. Professional, mentor teachers who are experts in their field teach all EXCEL classes. EXCEL has approximately 950 enrollments per year in its spring and summer programs. EXCEL also has a volunteer high school teaching assistant program which provides community service credit to talented students and works closely with regional high schools.

Expanding Your Horizons

Sonoma State offers an annual conference to expose young women to careers in math, engineering and science. Hands-on workshops, lectures, guest speakers and activities are provided.

HCOP

At San Diego State the Health Careers Opportunity Program (HCOP) is a program that encourages students from disadvantaged backgrounds to pursue health careers. HCOP works to build diversity in the health fields by providing students from these backgrounds an opportunity to develop the skills needed to successfully compete, enter and graduate from health professions schools. The program provides educational and leadership activities, college admission and financial aid information and career exploration. The program sponsors a pre-mentorship, mentorship and post-mentorship experience for students.

Hobson's in association with National Scholarship Service for African American students

Today's National Scholarship Service provides a range of offerings, including Student-College Interview Sessions [SCIS], scholarship search programs, early awareness programs, community educational forums, career and educational counseling services, and scholarship management services. Through these services and many others, the National Scholarship Service works toward its mission of helping and inspiring disadvantaged people as they look for their place in society.

Migrant Education Academy

Migrant students in grades 9-12 attend a three-day conference that informs them on the “a-g” college preparatory course pattern, applying for financial aid, admission processes, and introduces them to other migrant education programs and resources available to them such as the CAMP program. Several CSU campuses have a variation of this program.

Military College Fairs and Events

CSU campuses have actively participated in military college fairs and other events. These activities range from representing CSU campuses at local military college fairs providing pre-admission advising, coordinating efforts between the military/veteran and the campus Veteran's Affairs Liaison, helping the troops understand the application process and determining which documents are needed, and referring active duty military persons and veterans to appropriate personnel for a seamless transition process to higher education.

In addition, all CSU campuses have established Veteran Affairs Teams to provide improved services to students who are still active in the military or are joining the CSU as veterans including membership in the Service Opportunity Colleges (SOC) program.

The formation of the Veteran Affairs Teams has led to the beginnings of positive relationships with several military installations, hospitals, and regional Veteran Affairs offices. These include Naval Air Station San Diego, Point Loma Submarine Base, Balboa VA Hospital, Marine Corps Air Station Miramar, Camp Pendleton, Pt. Mugu, Pt. Hueneme Navy bases, Coast Guard Island, East Bay Army Recruiting Command, Swords to Plowshares, and ConAP-Concurrent Admission Program for Army Enlistees.

Mathematics Intensive Summer Session (MISS)

The Mathematics Intensive Summer Session (MISS) at Fullerton was designed to assist young female students from middle and high schools to enhance their mathematic skills thereby supporting their achievement in high school college preparatory coursework.

NIH Spectrum Program

The Spectrum Program 1) Brings together teams of SFSU biology students and local middle and high school teachers to offer afterschool science clubs targeted at middle and high school girls of color in the Bay Area to educate them on women's health issues and biomedical research being conducted by SFSU researchers who are women of color, and 2) Aims to establish a mentoring community of girls and women of color with interests in biomedical research who are undergraduates, graduate students, local doctoral students and faculty.

Pathway to College

This outreach program involves campus representatives who visit elementary and middle schools to introduce students to the opportunities available at a CSU provide positive reinforcement for students to develop a commitment to education, provide resources and awareness about college, and encourage students to plan and prepare academically and financially for college. The majority of the CSU campuses have a variation of this program as part of their early outreach program activities.

PRIME California Math Science Partnership

SFSU, SFUSD and Lawrence Hall of Science partner to offer partner-led and pedagogical professional development for 4th and 5th grade teachers. Professional development focuses on math content and the achievement gap.

Project LASSO (Linking Academic Success with Student Outreach)

CSUN students trained by the CSUN Tutoring Program provides in-class tutoring to the 10th and 11th grade students in Math, English and ESL classes at James Monroe High School. The program currently has 25 tutors

Project UPBEAT (University Preparation By Early Academic Training)

Outreach program for middle school students at San Bernardino. The program is set to plant the seed in students' minds about the possibilities of higher education through professor lectures, involvement in campus events and recognition at the end of the program.

RISE University and Science Exposure Academy

Seven-day Tour of Universities, Support Programs, Science Activities, Research Facilities, and Leadership Workshops

SF-ROCKS (Reaching Out to Communities and Kids with Science in San Francisco)

The SF-ROCKS program engages underrepresented minority high school students in geoscience field and research experiences with the goal of generating enthusiasm about the Earth and environmental sciences while encouraging students to pursue majors or minors in the geosciences at the college level.

- The newest SF-ROCKS program is called project METALS (Minority Education through Traveling and Learning in the Sciences) a collaboration with the University of New Orleans, the University of Texas at El Paso, and Purdue University. The program is field intensive and includes a two-week trip for high school students recruited from all four regions. Program students travel each summer to National Parks and adjacent areas of geological significance. The trips are expensive and the NSF generously provides funds for all forms of travel and related field expenses (airfare, vehicle rental + mileage and fuel costs, subsistence, field supplies, staff and student assistant time).
- In addition, because SF State is the lead institution on project METALS, SFSU oversees the full program evaluation and spends approximately \$30,000/year on an evaluation consultant who administers pre-and post-trip surveys to the group. The evaluation also performs onsite interviews with the students in the various participating regions. This assessment services has allowed the program to generate continued support from NSF.

SHPE Middle School science Bowl – Los Angeles

100 middle school students competed in academic jeopardy like competition in math and science. First place team won a trip to Washington D.C. to compete at National Science Bowl.

Community College Outreach Programs

The CSU campuses participate in an array of outreach programs designed to motivate, prepare, and increase the number of community college students who apply, enroll, and succeed. These programs include general and comprehensive outreach efforts. The CSU provides services to all 112 community colleges in the state of California.

General Outreach Efforts

These programs are designed to have the students become familiar with the campuses offerings including support services, campus support, and academic preparation. Many of these programs may offer an on-site admission component in which a student may bring transcripts to the campus and an evaluator will review and advise them on their admissibility. These programs are provided by all CSU campuses at all CCCs (112) in the state. These programs often include:

- Transfer Evaluation Day
- College Day
- College Fair
- College Tours
- Transfer Admission & Application Workshops
- Monthly visits to local CCC

Comprehensive Outreach Efforts

These programs include comprehensive efforts designed to facilitate the transfer process for community college students including specific populations. Services range from mentoring and academic advising in a one-on-one capacity, advising students with families and assisting them with the transition process, working with community college transfer counselors to help them navigate the CSU transfer process, encouraging Science, Technology, Engineering, and Mathematics (STEM) and business students to take appropriate courses prior to transferring, and advising specifically targeted at EOP&S and TRIO transfer students. Some campus highlights of these efforts include:

- **CCSF/Skyline/SFSU Bridges to the Baccalaureate Program**

NIH funded program to promote the academic advancement of underrepresented minorities in the biomedical and behavioral sciences. We partner with CCSF and Skyline College. Our program works at two levels to promote the academic advancement of underrepresented minorities in the biomedical and behavioral sciences. First, we work intensively with a cohort of students (35 last year) selected from our two community college partners. Last year, we ran 10 activities for these students, providing academic support, advising, research skill training, an independent research experience in the lab of a SFSU faculty member and a presentation experience at a national research conference. These students were paid for their participation.

In addition, we advised, mentored and tracked students recruited into the program in previous years (this was our 18th year), regardless of whether they remain at their CC, have transferred to a 4-yr school, have graduated with a BA/BS degree, are pursuing an advanced science degree or have entered the workforce. We are charged with tracking our students for no less than 10 years after they leave our program.

The second component of our program works at the institutional level, with the goal being to improve the science-training environment for all students pursuing biomedical majors at our CC partner schools. Last year, we: (1) funded several community college science faculty members to develop new hands-on research experiences in existing science classes with high URM enrollments; (2) organized and led minority scientist seminar series during the Fall and Spring semesters at each partner school [these seminars are open to the entire campus community and they provide an opportunity for CC students to meet working scientists and science professionals in a wide variety of fields]; and (3) provided funding for additional tutors for all students enrolled in math and science courses.

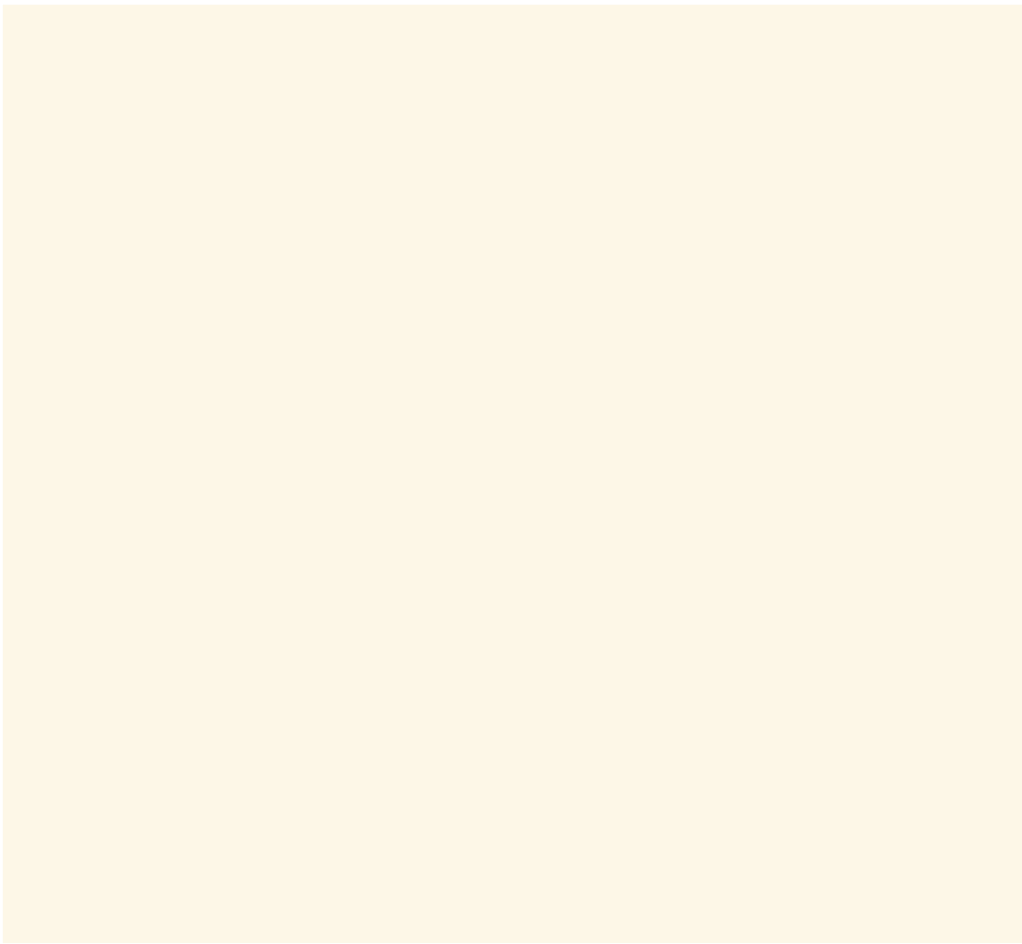
- **Transfer Articulation Bridge (San Francisco)**

This is a joint effort between City College of San Francisco (CCSF) Office of Extended Opportunity Program and Services and San Francisco State University (SFSU) College of Education. The program is designed to provide first-generation, low-income, and underrepresented students the opportunity to enroll in SFSU courses while still attending CCSF. The goals are to: prepare EOPS and CCSF students to confidently transfer to SFSU and, give EOPS and CCSF students who are interested in pursuing teaching as a profession an opportunity to take upper division courses in education. SFSU worked with one community college and served approximately 50 students.

- **Dual Admissions Program (DAP)**
This program is an agreement between CSUSB and participating community colleges (i.e., Riverside Community College, Victor Valley Community College, San Bernardino Valley, Chaffey Community College, etc.) and serves to assist students in completing their general education requirements at their junior college prior to transferring to CSUSB. Incentives are provided to students who participate in the DAP.
 - **Every-day is Veterans Day at the CSU**
This is a joint conference between Northern California CSU campuses. Those who provide services to former and current members of the military specifically Community College and community based representatives are invited to a host CSU campus to learn about military transfer credit, community support service providers, and network with CSU campuses. Students are also invited to bring their transcripts for an official review.
 - **Intern Advisors (Fresno)**
CSU Fresno students are hired and trained using Lottery Program funds to regularly visit local community colleges and provide appropriate transfer and academic advising to prospective transfer students. These students meet one-on-one or in a small group capacity. This program worked with six community colleges and served approximately 2,000 students.
 - **Community College In-Service Training (San Luis Obispo)**
Coordinate in-service trainings with local community college counseling staffs on the admission transfer processes to Cal Poly San Luis Obispo. Eight community colleges and approximately 80 counselors participate.
 - **CSU Community College Counselor Conferences**
This systemwide conference is designed to inform community college counselors, transfer directors, and other community college staff working in an advisory capacity with students to help navigate the transfer process. Workshops are given in the areas of: Lower Division Transfer Programs and Resources, Financial Aid, Advising Special Student Populations, Using CSUMentor as a Transfer Planner, CSU Campus Highlights, and Admission Updates. The conferences had participants representing all 112 CCCs in the state and approximately 1,500 participants.
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Summary

All systemwide and campus outreach programs and partnerships serve as launching pads from which CSU is able to create new initiatives. These programs and partnerships allow CSU to identify and meet the ever-changing needs of California's population and vital industries. The end result is better preparation of students who are ready to enter college as well as the workforce. Well-prepared students "hit the ground running" with current and relevant knowledge in their chosen fields. It is these graduates who will form the foundation for California's and the nation's future workforce and economic success as CSU alumni.



The California State University
STUDENT ACADEMIC SERVICES

401 Golden Shore, 6th Floor, Long Beach, CA 90802-4210
Carolina Cardenas • (562) 951-4724 • ccardenas@calstate.edu
www.calstate.edu

