CALIFORNIA STATE UNIVERSITY
Stanislaus

OFFICE OF THE PROVOST

MEMORANDUM

DATE: May 13, 2016

TO: Joseph F. Sheley, President

FROM: Dr. James T. Strong
Co- Chair PACE Work Group and
Provost and Vice President for Academic Affairs

Dr. Suzanne Espinoza
Co- Chair PACE Work Group and
Vice President for Enrollment and Student Affairs

SUBJECT: Recommendation for a Transition Plan for the Program for Academic and Career Excellence (PACE)

Attached is the recommendation from the Program for Academic and Career Excellence (PACE) Work Group. This recommendation consists of a short term transition plan and a long term sustainable role for PACE in a Student Success Center. The charge to the PACE Work Group was to recommend "a transition plan to the President regarding the PACE program" (memo from J. Strong, 12-18-2016, attached). The attached plan is the Work Group's response to the charge. The Work Group met weekly starting February 19, 2016 (with some intermediate meetings) and last met April 22nd. The Work Group was unable to meet the March 23, 2016 deadline for the recommended plan due to the complexity of the issues and comprehensiveness of the plan. The Work Group unanimously supports this recommendation and realizes that it is a bold plan that requires some adjustment to the Student Success and Completion Plan (attached). However, we think that these adjustments described below, in many cases, overlap action items in the Student Success Plan and certainly embrace the overall goal of the Student Success Plan. There are now some action items in the Student Success and Completion Plan that will be funded with a reallocation of funds from other sources. Other action items will be postponed. Explanations for these recommendations are provided below. This plan is also highly congruent and supportive of the University Task Force on Advising Recommendations.

Charge to the PACE Work Group

Recommend a transition plan to the President regarding the PACE program.

In addition to the charge above, the following instructions were included in the charge memo.

1. *Identify and measure best practices used in PACE that engendered student success. Measures of student success include graduation, retention, grade point average, progress toward degree, improvement of academic performance (from the level of academic preparedness at admission), engagement in University activities, and other commonly accepted measures in the student success literature.*

   Best practices were identified and are cited in the attached plan. An analysis of measures of student success comparing PACE students to other similar students was conducted by Institutional Research (IR), and is discussed in Stanislaus State PACE Non-PACE Student and Success Comparison Analysis I (attached). The analysis suggests greater retention rates for PACE students versus Non-PACE students. VP Espinoza and I have requested a second comparative analysis with an improved match in demographic and other relevant variables between PACE students and the Non-PACE students. We will share it with the PACE Work Group and President Sheley when it is complete.

2. *Review all student success and high impact practices currently employed on the campus and their funding so that recommendations regarding PACE are made in the larger context of resource allocation for all student success initiatives and grants.*

   The Work Group discussed student success and high impact practices of other groups on campus. This discussion significantly contributed to the subsequent plan to put many student success units and programs on campus in one large office (or connected suite of offices) as part of a Student Success Center. Proximity and integrative mechanisms in the proposed Student Success Center will be used to spread best practices across these units and programs and the campus more generally. The University does not currently have a Student Success Center and the Work Group believes such a center would be highly advantageous for all students.

3. *Maintain access to PACE best practices for the current group of PACE students enrolled in 2015-16 and earlier academic years.*

   Current PACE students will have access to identified best practices through the integration of PACE into the Student Success Center. Importantly, all Stanislaus State students will have access to these best practices as well. PACE best practices are being scaled up to benefit the entire campus while still providing these services to PACE students. The current group of PACE students will need to consider how the PACE identity will evolve as program becomes much more integrated into the larger campus community.

4. *The transition plan will include a budget. The budget will specify the University funding sources for the transition plan, assuming the Work Group recommends, and President Sheley accepts, a recommendation designating University funding. University funding is*

differentiated from specifying granting agencies as the source of funding and is seen as more stable. University funding could serve a bridge role while additional grant funding is secured.

There is a budget for both the transition plan and the permanent Student Success Center. The immediate implementation plan cost of $19,716 per month (approximately $236,590 annually) will be funded from the base budget line item "Student Success and Completion Initiative." The long term plan to create a Student Success Center is budgeted for $495,484. The ongoing cost of the implementation plan is subsumed in the annual cost of the Student Success Center (i.e., the $236,590 is subsumed in the $495,484 if the Center is created). The $495,484 will also be funded from the base budget line item "Student Success and Completion Initiative." The $150,000 needed for facilities renovation of the Center and other offices relocated as part of the reorganization will be funded from excess reserves accumulated from the Early Start program. Using these Early Start excess reserves for this purpose is entirely consistent with Early Start program objectives.

Adaptation of the Student Success Completion Plan

The following are the action items of the Student Success Completion Plan with notations as to how the Plan will or will not be affected by the recommended Student Success Center. Notations are indicated in red bold type.

Proposed Expenditures

Trustee Initiative 1: Tenure-Track Faculty Hiring	$320,000 **no change.**
Trustee Initiative 2: Enhanced Advising	267,000 **minimal change.**
Trustee Initiative 3: Augment Bottleneck Solutions Initiative	122,000 **significant change.**
Trustee Initiative 4: Student Preparation	no new investment
Trustee Initiative 5: High Impact Practices for Student Retention	10,000 **no change.**
Trustee Initiative 6: Data-Driven Decision Making	90,000 **significant change.**
Total	$809,000

Trustee Initiative 1: Tenure-Track Faculty Hiring
Budget – $320,000 – No change.

- Leverage the Student Success and Completion Initiative funding relative to the goal of an improved ratio of permanent to temporary faculty. Combine funding for new permanent faculty hires with the conversion of temporary faculty to hire several probationary (permanent) faculty.

Short-Term Metric: Number of new tenure/tenure-track searches to be conducted as a result of this funding.

Long-Term Metric: Increase in tenure/tenure-track faculty in high demand areas.

Trustee Initiative 2: Enhanced Advising
Budget – $267,000

- Hire additional academic advisors. **The Student Success Center will make these hires - no change.**
- Continue the "Commons" advising support concept in the College of Science. Create a similar "Commons" advising support area in the College of the Arts, Humanities, and Social Sciences. **Early Start funds will provide funding for this transition. No change in practice, change in funding.**
- Increase cohort peer support programs. **The Student Success Center will make these hires.**
- Expand FYE programming. **General Fund base budget resources have already been allocated for this purpose.**
- Expand tutoring services. **The Student Success Center will fund this expansion.**
- Provide Advising Excellence Awards for staff and faculty. **This action item will be postponed until funding is identified.**
- Develop advising training programs. **This action item will be postponed until funding is identified.**
- Complete an annual advising assessment, including a satisfaction survey and summit campus meeting. **Funding requirement is minimal – no change in practice.**

Short-Term Metric: An increase in the number of new professional advisors and/or faculty who engage in advising. Improvements in the outcomes of the annual advising satisfaction surveys of student/faculty/staff (in an advising role). Conduct an annual advising "summit" every year early in the fall semester or spring semester to review the results of the survey, and other short-term measures of advising efficacy with the goal of continuous improvement.

Long-Term Metric: Reduction in the average time to degree.

Trustee Initiative 3: Augment Bottleneck Solutions Initiative
Budget – $122,000

- Hire an analyst for schedule monitoring and improvement. **This action item will be significantly altered. Funds have been identified (Provost's Office) to hire the firm Ad Astra to further analyze the schedule. Hiring an analyst will be postponed. However, an existing staff member will be given a modest increase in hours (Provost's Office budget reallocation) devoted to this task. This is a very important action item but the response is serviceable in the near term.**
- Hire a Supplemental Instruction Coordinator. **The Student Success Center will provide funding – no change in practice.**
- Provide faculty support for course redesign. **Excess reserves from the Early Start**

program funds will be used – no change in practice.

Short-Term Metric: Additional number of course sections (online, in person, or hybrid) addressed as a result of this funding. Fewer bottleneck courses, more redesigned courses, and improved DWF rates on bottleneck courses.

Long-Term Metric: Reduction in number of lower-division units earned by upper-division students.

Trustee Initiative 4: Student Preparation
Total Base Budget and One-time funding $0 – current programming is productive and funding for programs is sufficient. No change – not applicable.

Short-Term Metric: The number of students successfully completing Early Start and Summer Bridge. The number of students successfully completing math remediation in the summer as an extension of Early Start and/or Summer Bridge.

Long-Term Metric: Reduction in the number and percentage of students who begin fall term of the freshman year needing pre-college coursework in English and math. For those students that need pre-college coursework at the start of their freshman fall semester, there will be a reduction in the amount of pre-college coursework needed.

Trustee Initiative 5: High Impact Practices for Student Retention

- **Total Base Budget – $10,000 Funds from the Provost's Office Student Success base budget line item will be reallocated to this action item – no change in practice.**

Stanislaus State is currently employing high-impact practices throughout many programs on campus. The initiatives proposed in each of the other areas, in addition to those proposed here, will supplement the activities that are currently in practice. The University will enhance current programs where possible.

- Explore opportunities to enhance existing programs such as an expansion of the online writing tutorial program, and a technology check-out program through the University Library.

Short-Term Metric: Additional investment in programs using high-impact practices.

Long-Term Metric: Number of students participating in at least one high-quality, high-impact practice during their first two years of study.

Trustee Initiative 6: Data-Driven Decision Making
Budget – $90,000

Stanislaus State is currently evaluating various software programs to enhance our capacity to make data driven decisions.

- Adopt advising software. **Significant change – this item will need to be postponed until funding is secure. The software is necessary. However, waiting has a number of important advantages including the possibility the CO will negotiate lower prices for software and the need for more time for faculty consultation.**
- Improve the course scheduler. **Funds from the Provost's Office Student Success base budget line item will be reallocated to this action item – no change in practice.**
- Conduct training activities. **This is covered by the Student Success Center.**

Short-Term Metric: Identification of individual students, student groups, programs, and courses that will benefit from focused student success efforts.

Long-Term Metric: Improved graduation rates, reduced time to degree, and narrower achievement gaps.

Conclusion

This recommendation to create a Student Success Center provides an effective transition and institutionalization of the PACE program which was grant funded. It more importantly provides additional services and support to all Stanislaus State students. The plan is broad and bold and has taken a significant challenge and found a solution that serves all students and offers an organizational structure to improve advising for students across the campus.

C. PACE Work Group

CALIFORNIA STATE UNIVERSITY, STANISLAUS

OFFICE OF THE PROVOST

MEMORANDUM

DATE: December 18, 2015

TO: Dr. Mark Thompson, Speaker of the Faculty and Chair of the Academic Senate
Dr. Suzanne Espinoza, Vice President of Enrollment and Student Affairs
Ms. Nicole Larsen, President, Associated Students Incorporated

FROM: Dr. James T. Strong
Provost and Vice President for Academic Affairs

SUBJECT: Program for Academic and Career Excellence (PACE) Work Group

The PACE Work Group will be created with the following structure and charge.

Charge

The PACE Work Group is charged with recommending a transition plan to the President regarding the PACE program. The PACE program was funded for the past six years by a Department of Education Title V grant. The grant funding has ended. There is a need for a transition plan to determine how best to cope with the loss of federal funding and to retain the positive impact of the PACE program. The Work Group will conduct a consultative process that is open and engages key stakeholders. The Work Group will begin work immediately and will recommend a transition plan to the President no later than mid-point spring semester 2016.

As part of the process to create a transition plan the Work Group will do the following.

1. Identify and measure best practices used in PACE that engendered student success. Measures of student success include graduation, retention, grade point average, progress toward degree, improvement of academic performance (from the level of academic preparedness at admission), engagement in University activities, and other commonly accepted measures in the student success literature.

2. Review all student success and high impact practices currently employed on the campus and their funding so that recommendations regarding PACE are made in the larger context of resource allocation for all student success initiatives and grants.

3. Maintain access to PACE best practices for the current group of PACE students enrolled in 2015-16 and earlier academic years.

4. The transition plan will include a budget. The budget will specify the University funding sources for the transition plan, assuming the Work Group recommends and President Sheley accepts a recommendation designating University funding. University funding is differentiated from specifying granting agencies as the source of funding and is seen as more stable. University funding could serve a bridge role while additional grant funding is secured.

Structure and Members

The members of the Work Group and/or their selection will be as follows. All members have voting rights.

1. Provost and Vice President of Academic Affairs – ex officio.
2. VP of Enrollment and Student Affairs – ex officio.
3. One Staff or MPP from (or closely related to) PACE – selected by the VP of Enrollment and Student Affairs.
4. One Faculty Member – selected by CoC.
5. Second Faculty Member – selected by CoC.
6. One Student who has participated in PACE – selected by PACE students under the supervision of the administrator directing PACE.
7. Second Student who has not participated in PACE – selected by ASI according to their normal committee selection process.
8. One representative from the Office of Research and Sponsored Programs (ORSP) – selected by the Provost.

The recommended transition plan will be sent from the Work Group to President Sheley no later than the mid-point of spring semester 2016. All consultation will occur before this deadline. President Sheley will accept, reject, or modify the plan, and implementation should occur immediately after his decision. This transition plan and the process used to develop the plan should be useful regarding the need for an integrated and comprehensive student success plan for the University. Such a plan should be a key component of an updated/new University strategic plan.

Cc: Joseph F. Sheley, President

California State University, Stanislaus
Student Success and Completion Initiatives Plan
October 5, 2015

Executive Summary

California State University, Stanislaus has a long-standing institutional commitment to student achievement and learning. Student success is widely recognized as essential to the realization of the University's mission and has been the focal point of various activities over the past several years. The Trustees' funding for Student Success and Completion Initiatives will contribute important new resources to our ongoing efforts.

Through numerous student success programs, Stanislaus State employs high-impact practices to support student achievement. Participation in STEM majors, for example, has been encouraged through programs that provide mentoring and undergraduate research opportunities to enrich the student experience. The First Year Experience (FYE) programming has been recently revitalized through a stretch English class. In this program, students progress as a cohort through a series of two English courses and receive intensive advising and supplemental workshops on various student success topics. Intensive advising has also been a central focus of other campus programs and has led to a better understanding of the benefits of coordinating interventions among faculty, staff, and peer mentors.

Stanislaus State has initiated student success programs targeting at-risk sophomores, student veterans, and AB 540 students. Important contributions have also been made through smaller projects within many academic departments, including mentoring programs, an online writing center, and an online homework support program, to name a few. In addition, the campus has also recently reintroduced supplemental instruction to support student achievement in high-risk, bottleneck courses. This initiative has grown over the past three years with more faculty introducing this high-impact practice into their courses.

Another recent, critical campus initiative entails the comprehensive review of academic advising. In the fall of 2014, Stanislaus State convened a task force to review best practices and make recommendations for improvements to the existing structure of academic advising and the services offered in various departments. This initiative has prompted widespread discussions and a renewed interest in building more effective advising practices throughout the campus. This review is timely and will inform many of the new investments proposed below.

The outcomes of these and other efforts have been promising. Key indicators of success include improving graduation rates and a reduction in the achievement gap between underrepresented minority (URM) and non-underrepresented minority (Non-URM) groups. Significantly, the overall six-year graduation rates for Stanislaus State have improved steadily in recent years, increasing from 49.5% for

the 2003 cohort to 53.5% for the 2008 cohort. Similarly, the six-year URM and non-URM graduation rate gap has declined to 2%, making the gap at Stanislaus State substantially lower than the CSU system average.

These promising outcomes have been achieved even while the student demographic profile of the campus has changed in recent years and presented new challenges. A growing proportion of first-time freshmen are first-generation students from low-income, URM families. Between 2003 and 2008, the number of first-time freshmen (FTF) URM students, as a percentage of all FTF, grew from 32.3% to 42.6% respectively. The proportion of first-time freshmen that are first-generation college students also grew in this period, increasing from 39.8% to 50.8%. In addition, the percentage of low-income students (Pell recipients) increased from 40% to 62.9%. These data suggest that Stanislaus State's efforts to increase the college-going rate in the local region have been successful.

Guiding this success has been the strong working relationship we have helped to establish with local partners to improve college readiness in the Stanislaus region. The Stanislaus Education Partnership, comprised of representatives from Stanislaus State, the Stanislaus County Office of Education, and Modesto Junior College, has committed to improving the academic preparation, college-going, retention and graduation rates of regional students. While Stanislaus State has always attracted large numbers of first-generation, low-income, URM students and we are currently well positioned to meet their needs, the new resources provided by the Trustees' Initiatives will allow us to strengthen the intensive support necessary to successfully transition these students into the University and position them to thrive academically.

It is within this context of institutional opportunities and activities that we propose to invest new resources in the following areas.

- Hire key faculty to improve our ability to provide high-demand courses and sections in a strategic fashion.

- Continue to address high-risk, high failure rate bottleneck courses in various majors. Analyze course-taking trends, failure rates, and other assessments to inform intervention strategies in these courses. These strategies will include supplemental instruction support, intensive advising, peer mentoring, and other high-impact practices.

- Further develop academic support programs such as academic advising, tutor training, supplemental instruction, and other strategic interventions to better support student achievement.

- Expand the capacity of the campus writing center to provide writing and editorial support for students individually and in groups.

- Develop a Math Center to increase competency in math and provide tutorial support and developmental resources.

- Develop affinity groups for incoming freshmen to form learning communities upon entry into the University.

- Further develop and refine the University's information support system to provide the tools and information necessary to identify and provide meaningful interventions for all students and especially struggling students.

Proposed Expenditures

Trustee Initiative 1: Tenure-Track Faculty Hiring	$320,000
Trustee Initiative 2: Enhanced Advising	267,000
Trustee Initiative 3: Augment Bottleneck Solutions Initiative	122,000
Trustee Initiative 4: Student Preparation	no new investment
Trustee Initiative 5: High Impact Practices for Student Retention	10,000
Trustee Initiative 6: Data-Driven Decision Making	90,000
Total	$809,000

Trustee Initiative 1: Tenure-Track Faculty Hiring
Budget – $320,000

- Leverage the Student Success and Completion Initiative funding relative to the goal of an improved ratio of permanent to temporary faculty. Combine funding for new permanent faculty hires with the conversion of temporary faculty to hire several probationary (permanent) faculty.

Short-Term Metric: Number of new Tenure/Tenure-Track searches to be conducted as a result of this funding.

Long-Term Metric: Increase in tenure/tenure-track faculty in high demand areas.

Trustee Initiative 2: Enhanced Advising
Budget – $267,000

- Hire additional academic advisors.
- Continue the "Commons" advising support concept in the College of Science. Create a similar "Commons" advising support area in the College of the Arts, Humanities, and Social Sciences.
- Increase cohort peer support programs.

- Expand FYE programming.
- Expand tutoring services.
- Provide Advising Excellence Awards for staff and faculty.
- Develop advising training programs.
- Complete an annual advising assessment, including a satisfaction survey and summit campus meeting.

Short-Term Metric: An increase in the number of new professional advisors and/or faculty who engage in advising. Improvements in the outcomes of the annual advising satisfaction surveys of student/faculty/staff (in an advising role). Conduct an annual advising "summit" every year early in the fall semester or spring semester to review the results of the survey and other short-term measures of advising efficacy with the goal of continuous improvement.

Long-Term Metric: Reduction in the average time to degree.

Trustee Initiative 3: Augment Bottleneck Solutions Initiative
Budget – $122,000

- Hire an analyst for schedule monitoring and improvement.
- Hire a Supplemental Instruction Coordinator.
- Provide faculty support for course redesign.

Short-Term Metric: Additional number of course sections (online, in person, or hybrid) addressed as a result of this funding. Fewer bottleneck courses, more redesigned courses, and improved DWF rates on bottleneck courses.

Long-Term Metric: Reduction in number of lower-division units earned by upper-division students.

Trustee Initiative 4: Student Preparation
Total Base Budget and One-time funding $0 – current programming is productive and funding for programs is sufficient.

Short-Term Metric: The number of students successfully completing Early Start and Summer Bridge. The number of student successfully completing Math remediation in the summer as an extension of Early Start and/or Summer Bridge.

Long-Term Metric: Reduction in the number and percentage of students who begin fall term of the freshman year needing pre-college coursework in English and math. For those students that need pre-college coursework at the start of

their freshman fall semester, a reduction in the amount of pre-college coursework needed.

Stanislaus State has a number of effective student preparation initiatives, and current funding levels are sufficient to maintain good progress. For example, Stanislaus State has very successfully implemented the Early Start program. Most students have gone beyond taking the one-unit Early Start class (30% enroll in a one-unit class and 70% enroll in a four-unit class). Students completing four-unit Early Start Math (ESM) classes (ESM 103 and ESM 106) advance to the next course level at an 81-85% success rate. Similarly, Summer Bridge currently serves 40 students who take the first course of the English stretch sequence, ENGL 1006 (fulfills GE Area E1), in the summer and receive math tutoring. These students advance to ENGL 1007 (which fulfills GE Area A2) in the fall as a cohort with the same instructor.

Stanislaus State has very effectively implemented SB 1440 and has smoothed the path for transfer students. Building upon the work of a Compass grant, a faculty learning community was formed in 2014 to discuss and develop general education pathways. This learning community (made of up Stanislaus State and Modesto Junior College faculty) developed a proposed model that will create clear and meaningful pathways through existing general education courses and serve as a bridge for transfer between Modesto Junior College and Stanislaus State.

Stanislaus State has also helped establish the Stanislaus Education Partnership. The Partnership (Stanislaus State, Modesto Junior College, and the Stanislaus County Office of Education) is charged with increasing college enrollment in the region, increasing college graduation rates, reducing time to degree, and closing the achievement gap.

Trustee Initiative 5: High Impact Practices for Student Retention
Total Base Budget – $10,000

Stanislaus State is currently employing high-impact practices throughout many programs on campus. The initiatives proposed in each of the other areas, in addition to those proposed here, will supplement the activities that are currently in practice. The University will enhance current programs where possible.

- Explore opportunities to enhance existing programs such as an expansion of the online writing tutorial program and a technology check-out program through the University Library.

Short-Term Metric: Additional investment in programs using high-impact practices.

Long-Term Metric: Number of students participating in at least one high-quality, high-impact practice during their first two years of study.

Trustee Initiative 6: Data-Driven Decision Making
Budget – $90,000

Stanislaus State is currently evaluating various software programs to enhance our capacity to make data driven decisions.

- Adopt advising software.
- Improve the course scheduler.
- Conduct training activities.

Short-Term Metric: Identification of individual students, student groups, programs, and courses that will benefit from focused student success efforts.

Long-Term Metric: Improved graduation rates, reduced time to degree, and narrower achievement gaps.

CSU Stanislaus PACE Non-PACE Student and Student Success Comparison
Office of Institutional Research, CSU Stanislaus
(Draft 1.1)

The Office of Institutional Research has been asked to collect and analyze data for the PACE (Program for Academic and Career Excellence) students. Specifically, the request was made to compare students who have participated in PACE with students who have participated in SSS (Student Support Services), EOP (Educational Opportunity Program) or CVMSA (Central Valley Math and Science Alliance). This brief report is made up of three parts: one, a description of the selection criteria used to select the students for this comparison; two, a comparative description of the characteristics of the students who have participated or have not participated in each of these programs; and three, a comparative description of success indicators across the identified student groups.

Section One, Selection Criteria:

All students analyzed below were in one of five cohorts of new freshmen students. The five cohorts are falls: 2011, 2012, 2013, 2014 and 2015. The students analyzed all started out as first-time full-time freshmen. The students identified as PACE students were not involved in any of the other programs. Likewise, the students identified in each of the other programs were only involved in the program they are identified with. Students who are not identified with any one of the four programs (PACE, SSS, EOP and CVMSA) are in the groups labeled PACE Eligible (these students were eligible to be in PACE but were not in the program) and Non-PACE (these students were not eligible to be in PACE and did not use any of the other services). All of the students who used two or more of the services are also excluded from this analysis. The goal of the selection process was to create subgroups where the effect on the success variable would be less confounded by multiple programs affecting the measures of success. For more detailed information on the selection criteria please review "Attachment 1."

Section Two, Comparison of Student Characteristics: (All the statements in this section are based on information that can be found in "Attachment 2." As you review the statements below please keep in mind that the cohorts for the CVMSA groups are small.)

Stan State students come from other countries, other states and many other counties within the state of California; the vast majority of the students come from three California counties. The three California counties are Stanislaus, Merced and San Joaquin. Likewise, these three counties are the primary source of the majority of students who participate in PACE, SSS, EOP and CVMSA and of the students who are PACE Eligible but not in PACE and the students who are not PACE Eligible.

If we look at the students in these groups using their high school GPA, the average high school GPA is consistently lowest for the students in EOP. The average high school GPA of those students who are in PACE in general is not inconsistent with the average high school GPA of students in the other groups excluding those for EOP.

If we look at the average SAT score for the students by group we would see that in general the average SAT score is higher for those students who are not PACE Eligible, the students who are PACE Eligible and not in PACE, and the students who are in CVMSA. The students who are in PACE, EOP and SSS are more likely to have lower average SAT scores. The same pattern holds for the SAT verbal and math sub-scores.

If we look at the average ACT score for students by groups we see the average for EOP is the lowest or tied for the lowest for each cohort. Again it appears the average ACT scores for those students in PACE, EOP and SSS are more likely to be equal to or lower than the average scores for those students who are not PACE Eligible, the students who are PACE Eligible and not in PACE, and the students who are in CVMSA. There is one significant exception, in the 2013 cohort the average ACT score for the students in CVMSA is by far the lowest at 15. Then in the very next year for cohort 2014 the average ACT score for the students in CVMSA is considerably higher than the rest at 25.

If we look at the students in these groups by the percentage of students that need to complete remediation courses in English and math as of the beginning of their first semester at CSU Stanislaus we will see that the students who are non-PACE Eligible and those in the CVMSA group are less likely to need remedial courses. In fact, the students in the CVMSA group consistently have the lowest percentage of students that need remedial courses in both English and math. The students in the PACE program consistently have the highest or tied for the highest (in just one cohort fall 2014) percentage of students that need remedial coursework in English. Although not always the highest, the students in PACE and EOP show that a significant proportion of the students need to complete remedial courses in math. For the first three cohorts (fall 2011 to fall 2013) the PACE students have the greatest need for remediation in math. For the last two cohorts (fall 2014 and fall 2015) the largest proportion of the student who need remedial courses in math are EOP. PACE Eligible students who are not in PACE consistently show a smaller percentage of students then seen in the PACE group that need remedial courses in English. This is also true for math remediation for the cohorts fall 2011 to fall 2013 however the reverse is true for the last two cohorts fall 2014 and fall 2015.

If we look at the percent of students who were Pell eligible we see that in all cohorts will the students who are Non-PACE eligible have the smallest percentage of students that are Pell eligible. We can also see that the students who are PACE eligible but not involved in PACE have the next lowest percentage of individuals who are Pell eligible excluding fall 2011 where the second lowest Pell eligible group is CVMSA.

With respect to gender in a few exceptions across the cohorts all of these groups have significantly more females than males. This is consistent with the general population of CSU Stanislaus.

For the most part across the cohorts the highest percentage of students is Hispanic except for the non-PACE group. The non-PACE group is more likely to have the highest percentage of Caucasian (white) students. There is one exception in cohort fall 2015 the percentage of Caucasian students is 38% for PACE eligible and 60% for CVMSA (keep in mind this is based on only five students).

Lastly, with respect with respect to parents' education the modal value for the PACE students is one (1) which means the parents have no high school education. This is also true for EOP and SSS for the 2013 and 2015 cohorts; and is true for EOP, SSS and CVMSA four cohorts 2011, 2012 and 2014. Simultaneously the parents' modal education value for PACE eligible students who are not in PACE in all cohorts is three (3), which means the parents are high school graduates and the parents modal educational value for Non-PACE students is six (6), which means the parents are 4-year college graduates.

Section Three, Comparative Description of Success Indicators: (All the statements in this section are based on information that can be found in "Attachment 2," "Attachment 3" and Attachment 4." As you review the statements below please keep in mind that some of the CVMSA cohort groups are very small.)

In an attempt to summarize the information in these tables in a quantitative way I did basic comparisons by saying one value was either greater than (a success) or less than (failure) the corresponding value for the PACE group. For example if the term GPA for PACE students was higher than the corresponding term GPA for PACE eligible students that comparison was counted as a success. If on the other hand the term GPA for PACE students was a lower than the corresponding term GPA for PACE eligible students that comparison was counted as a failure. I then counted the number of successes and tested the following hypotheses: a null hypothesis that the probability of success was less than or equal to .5 and an alternative hypothesis that the probability of success was greater than .5;

that is: H_0: $P \leq .5$ and H_1: $P > .5$ where 'P' is the probability of success. In order for the PACE program to be assessed as successful we would like to see the null hypotheses rejected. I used a significance level for rejection of .05. The significance levels in most cases were approximated using the normal distribution for the retention analysis the normal distribution and the binomial distributions were used.

Analysis of Term GPA:

	n = sample size	# of successes	Significance Level	
Overall Term GPA	95	49	.3783	
Term GPA PACE eligible	19	14	.0197	Reject H_0
Term GPA non-PACE	19	6	.9452	
Term GPA EOP	19	16	.0015	Reject H_0
Term GPA SSS	19	8	.7549	
Term GPA CVMSA	19	3	.9985	

These data on term GPA suggest overall the effect of the PACE program is positive for those individuals in the program (PACE eligible students were not in the PACE program). The PACE program seems to be a more effective way to raise term GPA then the EOP program. The overall comparison suggests the term GPAs of the students in the PACE program are still more likely to be lower than the term GPA for many other students.

Analysis of Credits Earned:

	n = sample size	# of successes	Significance Level
Overall Credits Earned	100	33	.9997
Credits earned PACE eligible	20	9	.6736
Credits earned non-PACE	20	1	1.0000
Credits earned EOP	20	14	.0367 Reject H_0
Credits earned SSS	20	8	.8133
Credits earned CVMSA	20	0	1.0000

These data strongly suggest the students involved in the PACE program are more likely to have earned fewer credits than other students excluding the students in the EOP program.

Analysis of Retention:

	n = sample size	# of successes	Significance Level
Retention Overall	50	34	.0054 Reject H_0

For the remaining lines in this table the Binomial distribution with n = 10 and p = .5 was used to generate the significance levels.

Retention PACE eligible	10	9	.0107 Reject H_0
Retention non-PACE	10	10	.0010 Reject H_0
Retention EOP	10	9	.0107 Reject H_0
Retention SSS	10	6	.3770
Retention CVMSA	10	0	1.0000

These data strongly suggest that the students involved in the PACE program are more likely to be retained then students in general excluding those students in the SSS program and the CSMSA program.

Analysis of the WPST Level of Success:

WPST Summary Table for Cohorts 2011-2015										
Group	**Total N**	**Number of Students Who Took the WPST**	**Passed 1st Time**	**% Passed 1st Time**	**Total Passed**	**% Total Passed**	**Have Not Passed**	**% That Have Not Passed**	**Number That Have Not Taken**	**% That Have Not Taken the Test**
PACE	644	326	255	51%	296	91%	30	9%	318	49%
PACE Eligible	2754	1098	931	40%	1041	95%	57	5%	1656	60%
Non-PACE	1482	583	526	39%	560	96%	23	4%	899	61%
EOP	611	219	155	36%	186	85%	33	15%	392	64%
SSS	180	71	51	39%	67	94%	4	6%	109	61%
CVMSA	60	49	41	82%	47	96%	2	4%	11	18%

Given the information in the table just above it can be said that the PACE students pass the WPST at a higher rate on the first attempt except for the students in CVMSA. This table shows us that the overall pass rate for the PACE students who have taken the test is not much different than the pass rate for students in general. The pass rate for PACE eligible students who were not in PACE is actually higher than the pass rate for the students in PACE. The pass rate for the EOP students is a bit lower. While the pass rates for the non-PACE students and the CVMSA students are the highest. Additionally, this table shows us that a lower percentage of PACE students have not taken the test then is seen for other groups excluding the CVMSA students. It appears that the PACE program is getting the students to take the WPST earlier in the students' academic careers.

Attachment 1

This data only represents
Full-Time / First-Time Freshman
(all other groups are excluded)

***PACE:** Full-time, first-generation, first-time freshman, and not receiving other support services apart from PACE in any year while attending.

***PACE Eligible**: Full-time, first-generation, first-time freshman, and not receiving any support services in any year while attending.

***Non-PACE**: Full-time, not first-generation, first-time freshman, and not receiving any support services in any year while attending.

***Excluded Students**: Full-time, first-time freshman who received more than one student support services.

***Student Support Services**: SSS, EOP, or CVMSA as reported in Student Groups (PeopleSoft).

***EOP, SSS, CVMSA** (Central Valley Math & Science Alliance): Full-time, first-generation, first-time freshman, only receiving one support service

***CVMSA:** Focuses on all students regardless of their enrollment status (not First-Time Freshman exclusive)

***First-Generation**: A student is considered first-generation if neither of the parents/guardians earned a baccalaureate degree or higher (TRIO definition).

***Full-Time**: A student enrolled in 12 or more units.

***First-Time Freshman:** A student who did not attend a community college or university since graduating from high school.

***Parents' Education**: **1**: No High School, **2**: Some High School, **3**: High School Graduate, **4**: Some College, **5**: 2-year College Graduate, **6**: 4-year College Graduate, **7**: Postgraduate, **8**: No Response

Parents' Education: When a student does not respond to the question (for either parent) "What is the highest level of education completed by your mother (or father)" the student is not considered first-generation.

# of Students Requiring Remediation Courses:

This section only includes the number of students who are requiring remediation, not the number of remediation courses required by each student. For example, a student requiring "three math remediation courses" will only be counted as "one student requiring remediation."
The final fall ERSS file only indicates students who are still in need of remediation. If the student passed all remediation during Early Start Program (ESP), then s/he would be coded as "E" (exempt based on Early Start program). Students who are still in need of remediation will be coded with a "1" or "2". These numbers represent how many remediation courses are still required in the fall. Possible reasons for the "1", "2", or "3" are as follows:

- First, student NEVER enrolled in ESP.
- Second, student enrolled in ESP and did NOT PASS remediation required.
- Third, student enrolled in ESP PASSED one remediation, but did not complete or pass the second remediation required. For example, if a student needed two remediation math courses, but only enrolled in one (ESM 103) during the summer (and passed), s/he would still be required to complete the second remediation math course (ESM 106). In the fall ERSS file this student would be coded as needed "1" math remediation.

PACE (Program for Academic and Career Excellence) **EOP** (Educational Opportunity Program), **SSS** (Student Support Services), **CVMSA** (Central Valley Math & Science Alliance)

Attachment 2

Retention* & Graduation Rates*
Cohort Years (CY) 2011, 2012, 2013, 2014, & 2015
PACE*, PACE Eligible*, Non-PACE*, EOP*, SSS*, and CVMSA*
(please see excluded students definition)

Full-Time / First-Time Freshman / Fall to Fall Terms

	CY	2012 - Year 2				2013 - Year 3				2014 - Year 4				2015 - Year 5			
	2011	Retention		Graduation		Retention		Graduation		Retention		Graduation		Retention		Graduation	
	N	Fall	%	N	%	Fall	%	N	%	Fall	%	N	%	Fall	%	N	%
PACE	107	98	92%			90	84%			85	79%	14	13%	66	62%		
PACE Eligible	626	506	81%			452	72%	3	0.5%	404	65%	78	13%	315	50%		
Non-PACE	296	239	81%	1	0.3%	196	66%	2	1%	167	56%	33	11%	127	43%		
EOP	103	73	71%			60	58%			58	56%	3	3%	53	51%		
SSS	31	28	90%			28	90%			24	77%	3	10%	21	68%		
CVMSA	17	17	100%			17	100%			17	100%	3	18%	14	82%		

	CY	2013 - Year 2				2014 - Year 3				2015 - Year 4			
	2012	Retention		Graduation		Retention		Graduation		Retention		Graduation	
PACE	127	120	94%			113	89%			105	83%		
PACE Eligible	498	427	86%			371	74%			322	65%		
Non-PACE	282	241	85%			213	76%	1	0.4%	183	65%		
EOP	92	79	86%			70	76%			63	68%		
SSS	28	25	89%			26	93%			23	82%		
CVMSA	22	22	100%			22	100%			21	95%		

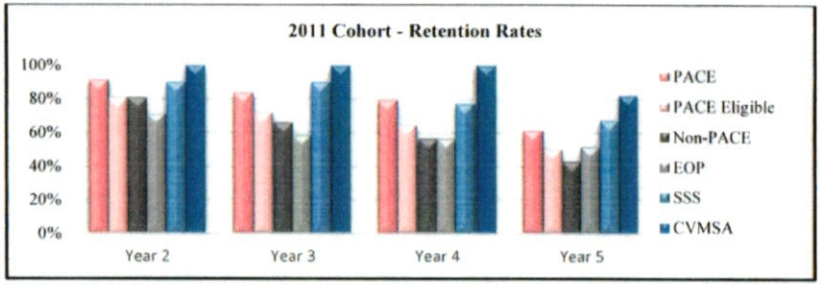
	CY	2014 - Year 2				2015 - Year 3			
	2013	Retention		Graduation		Retention		Graduation	
PACE	127	119	94%			104	82%		
PACE Eligible	575	475	83%			421	73%		
Non-PACE	272	242	89%			214	79%		
EOP	139	108	78%			103	74%		
SSS	26	23	88%			21	81%		
CVMSA	10	10	100%			10	100%		

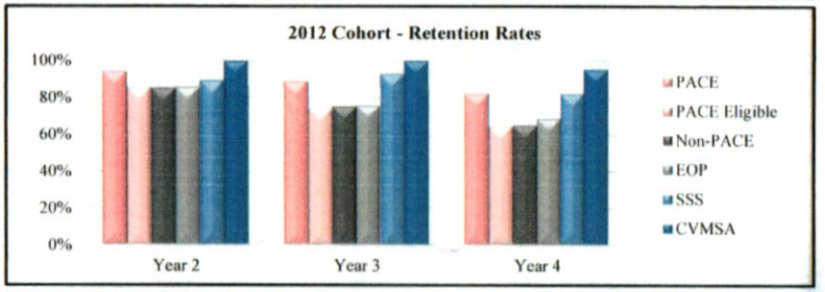
	CY	2015 - Year 2			
	2014	Retention		Graduation	
PACE	168	144	86%		
PACE Eligible	493	452	92%		
Non-PACE	300	248	83%		
EOP	135	135	100%		
SSS	60	53	88%		
CVMSA	6	6	100%		

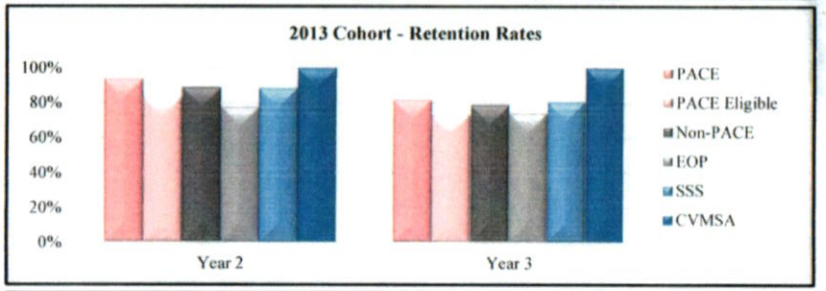
	CY
	2015
PACE	115
PACE Eligible	563
Non-PACE	332
EOP	142
SSS	35
CVMSA	5

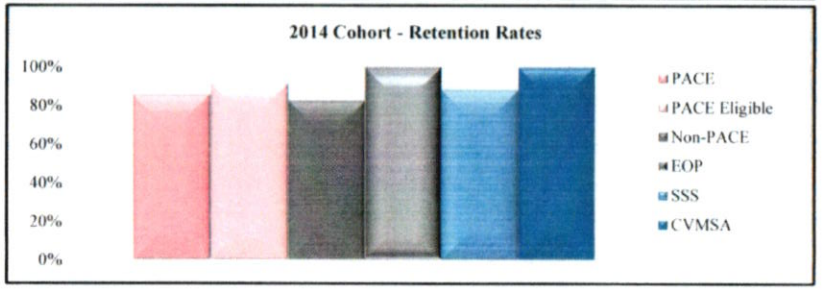
***Retention:** Includes students who are enrolled Fall to Fall

***Graduation Rates:** Includes students who graduated in Fall, Spring, Summer









Attachment 3

Comparison of Students Cohort Years (CY) 2011, 2012, 2013, 2014, & 2015
PACE*, PACE Eligible*, Non-PACE*, EOP*, SSS*, and CVMSA*
(please see excluded students definition)

First-Time Freshman / Full-Time / Fall and Spring Terms

		2011 Cohort						2012 Cohort						2013 Cohort						2014 Cohort						2015 Cohort					
		PACE	PACE Eligible	Non-PACE	EOP	SSS	CVMSA	PACE	PACE Eligible	Non-PACE	EOP	SSS	CVMSA	PACE	PACE Eligible	Non-PACE	EOP	SSS	CVMSA	PACE	PACE Eligible	Non-PACE	EOP	SSS	CVMSA	PACE	PACE Eligible	Non-PACE	EOP	SSS	CVMSA
Average GPA	At Entry	3.25	3.26	3.30	2.83	3.17	3.56	3.30	3.26	3.26	3.07	3.35	3.37	3.30	3.36	3.36	3.11	3.17	3.26	3.30	3.30	3.28	3.08	3.33	4.05	3.38	3.32	3.36	3.13	3.39	3.34
Average SAT Score	Verbal	406	464	484	398	422	486	445	454	488	410	408	464	421	455	499	422	430	478	431	471	488	400	426	537	433	457	484	406	421	466
	Math	422	477	495	399	452	506	461	469	491	422	432	486	431	468	497	433	444	484	446	477	494	395	428	552	444	456	483	412	429	456
	Average	828	941	979	797	874	991	906	923	979	832	840	951	852	923	996	855	875	962	877	948	982	794	854	1088	878	913	967	818	850	922
Average ACT Score	English	17	19	21	15	17	17	18	18	20	15	17	19	17	19	21	17	16	13	17	18	20	14	17	24	16	18	21	16	17	20
	Math	19	20	22	17	20	21	20	20	20	18	20	21	18	20	21	19	18	17	19	20	21	17	19	26	18	19	21	17	18	19
	Reading	17	19	22	17	17	17	18	19	21	18	17	19	18	20	22	18	17	14	18	20	21	16	18	24	16	20	22	17	18	20
	Science	18	19	21	17	18	19	18	19	20	17	19	18	17	19	21	18	17	15	18	20	21	17	18	24	18	19	21	17	19	18
	Average (Total)	18	19	21	17	18	18	19	19	20	17	18	19	18	20	21	18	18	15	18	20	21	16	18	25	17	19	21	17	18	19
# of Students Requiring Remediation Courses	EPT (English)	75%	41%	29%	68%	55%	29%	83%	49%	36%	72%	75%	45%	58%	44%	25%	45%	46%	40%	64%	42%	30%	64%	60%	0%	51%	29%	22%	49%	43%	20%
	ELM (Math)	63%	45%	34%	74%	45%	24%	53%	32%	26%	39%	36%	9%	69%	31%	25%	40%	38%	10%	28%	40%	22%	64%	40%	0%	28%	35%	27%	52%	37%	20%
Average Term GPA	Fall 2011	3.06	2.74	2.90	2.27	2.65	3.23																								
	Spring 2012	2.84	2.73	2.77	2.38	2.91	3.30																								
	Fall 2012	2.86	2.80	2.86	2.63	2.98	3.37																								
	Spring 2013	3.00	2.87	3.04	2.65	3.20	3.33	2.77	2.70	2.86	2.52	3.03	3.23																		
	Fall 2013	2.95	2.89	3.01	2.80	2.88	3.16	2.75	2.73	2.94	2.68	3.07	2.92	3.14	2.75	3.01	2.66	2.94	3.34												
	Spring 2014	3.06	2.94	2.98	2.76	2.99	2.95	2.82	2.82	2.93	2.62	3.10	3.00	3.04	2.76	2.96	2.72	2.77	3.27												
	Fall 2014	2.93	2.95	3.07	2.75	3.25	2.91	2.70	2.74	2.94	2.76	2.83	2.90	2.59	2.68	2.98	2.71	2.70	3.19	2.75	2.66	2.83	2.64	2.96	3.69						
	Spring 2015	3.03	3.01	3.07	2.80	3.02	2.93	2.95	2.80	3.08	2.77	2.90	2.84	2.64	2.72	3.02	2.74	2.58	3.10	2.88	2.82	2.84	2.66	2.90	3.62						
Average Cumulative Units Completed	Fall 2011	13	13	14	8	9	13																								
	Spring 2012	25	25	26	20	26	31																								
	Fall 2012	38	39	40	34	38	45	14	13	14	15	14	17																		
	Spring 2013	51	50	53	45	51	58	27	24	26	24	26	29																		
	Fall 2013	63	63	67	59	63	73	40	37	41	38	42	42	14	14	16	16	13	13												
	Spring 2014	76	76	80	70	76	87	53	50	54	50	53	56	27	26	29	27	26	26												
	Fall 2014	89	91	95	82	91	102	66	63	67	63	66	68	39	39	43	39	38	44	14	15	16	14	13	24						
	Spring 2015	103	103	108	96	105	115	80	77	81	75	80	81	50	51	56	50	49	58	28	27	28	24	24	39						
Gender	Female	71%	66%	61%	60%	71%	53%	63%	65%	62%	73%	71%	59%	74%	65%	66%	72%	73%	50%	65%	66%	58%	78%	82%	50%	69%	65%	67%	70%	66%	100%
	Male	29%	34%	39%	40%	29%	47%	37%	35%	38%	27%	29%	41%	26%	35%	34%	28%	27%	50%	35%	34%	42%	22%	18%	50%	31%	35%	33%	30%	34%	0%
Ethnicity	Hispanic	77%	50%	19%	78%	58%	53%	81%	54%	29%	85%	82%	59%	78%	55%	33%	83%	92%	30%	74%	62%	29%	92%	95%	50%	83%	62%	34%	86%	80%	20%
	White	3%	27%	42%	8%	6%	24%	1%	25%	41%	3%	4%	14%	2%	25%	43%	4%		30%	2%	22%	39%	3%			5%	20%	38%	4%	6%	60%
	Asian	19%	10%	16%	6%	13%	12%	14%	10%	13%	8%	14%	23%	13%	11%	9%	9%		30%	18%	6%	16%	2%	2%	50%	7%	10%	13%	7%	11%	
	African American		4%	6%	5%	23%		2%	2%	2%	2%			1%	1%	3%	1%			1%	1%	1%	3%			1%	2%	6%	2%	3%	
	American Indian															1%											1%				
	Pacific Islander		1%	1%					2%					2%	1%					1%	1%	1%					1%	1%	1%			
	Two or More	1%	4%	9%				1%	4%	5%	1%		5%	3%	3%	6%		4%	10%	1%	4%	6%		3%		3%	4%	5%			
	Unknown	1%	4%	7%	4%		12%	2%	3%	9%	1%			2%	4%	3%	1%	4%		3%	4%	7%				1%	1%	3%			20%
% of Students who are Pell Eligible	Yes	75%	67%	29%	98%	87%	59%	83%	66%	28%	99%	93%	82%	72%	65%	26%	94%	88%	70%	75%	61%	31%	95%	77%	67%	72%	65%	35%	87%	89%	100%
	No	25%	33%	71%	2%	13%	41%	17%	34%	72%	1%	7%	18%	28%	35%	74%	6%	12%	30%	25%	39%	69%	5%	23%	33%	28%	35%	65%	13%	11%	
Mode* Parents' Education*	Mother	1	3	6	1	1	1	1	3	6	1	1	1	1	3	6	1	1	3	1	3	6	1	1	1	1	3	6	1	1	2
	Father	1	3	6	1	1	1	1	3	6	1	1	1	1	3	6	1	1	3	1	3	6	1	1	1	1	3	6	1	1	3

Attachment 4

Writing Proficiency Screening Test (WPST) Data
Cohort Years (CY) 2011, 2012, 2013, 2014, & 2015
PACE*, PACE Eligible*, Non-PACE*, EOP*, SSS*, and CVMSA*

CY	Group	N	Number of Students Who Took the WPST	Average Attempts	Passed 1st Time	%	Passed	%	Average Passing Score	Have Not Passed	%	Have Not Taken	%
2011	PACE	107	85	1	64	75%	81	95%	8	4	5%	22	21%
	PACE Eligible	625	409	1	339	83%	395	97%	8	14	3%	216	35%
	Non-PACE	296	180	1	160	89%	176	98%	8	4	2%	116	39%
	EOP	103	52	1	37	71%	39	75%	8	13	25%	51	50%
	SSS	31	26	1	18	69%	25	96%	8	1	4%	5	16%
	CVMSA	17	17	1	15	88%	17	100%	8	0	0%	0	0%
2012	PACE	127	101	1	78	77%	95	94%	8	6	6%	26	20%
	PACE Eligible	498	330	1	282	85%	315	95%	8	15	5%	168	34%
	Non-PACE	282	191	1	172	90%	184	96%	8	7	4%	91	32%
	EOP	92	68	1	45	66%	63	93%	8	5	7%	24	26%
	SSS	28	23	1	16	70%	23	100%	8	0	0%	5	18%
	CVMSA	22	20	1	17	85%	20	100%	8	0	0%	2	9%
2013	PACE	127	83	1	70	84%	74	89%	8	9	11%	44	35%
	PACE Eligible	575	284	1	241	85%	261	92%	8	23	8%	291	51%
	Non-PACE	272	157	1	147	94%	152	97%	8	5	3%	115	42%
	EOP	139	78	1	54	69%	65	83%	8	13	17%	61	44%
	SSS	26	14	1	9	64%	11	79%	8	3	21%	12	46%
	CVMSA	10	9	1	6	67%	7	78%	8	2	22%	1	10%
2014	PACE	168	56	1	43	77%	46	82%	8	10	18%	112	67%
	PACE Eligible	493	70	1	64	91%	65	93%	8	5	7%	423	86%
	Non-PACE	300	51	1	44	86%	45	88%	8	6	12%	249	83%
	EOP	135	21	1	19	90%	19	90%	8	2	10%	114	84%
	SSS	60	8	1	8	100%	8	100%	8	0	0%	52	87%
	CVMSA	6	2	1	2	100%	2	100%	8	0	0%	4	67%
2015	PACE	115	1	1	0	0%	0	0%		1	100%	114	99%
	PACE Eligible	563	5	1	5	100%	5	100%	8	0	0%	558	99%
	Non-PACE	332	4	1	3	75%	3	75%	8	1	25%	328	99%
	EOP	142	0									142	100%
	SSS	35	0									35	100%
	CVMSA	5	1	1	1	100%	1	100%	8	0	0%	4	80%

What is the WPST?

WPST stands for "Writing Proficiency Screening Test." It is used to determine your readiness for Writing Proficiency (WP) courses, which satisfy the University's Graduation Writing Assessment Requirement. You must pass the WPST before you can enroll in any Writing Proficiency (WP) course, in or out of your major. For example, any student wishing to enroll in ART 4570, a WP course, must pass the WPST before the semester begins. Art majors, also, must first have passed the WPST before enrolling in ART 4570.

Scoring Process

Each WPST essay is read by two readers who keep their evaluation confidential so one reader's score does not influence the other's. The readers use a numerical evaluation rubric. Your score reflects the numerical sum on both readers. For example, the first reader scores an essay with a 4 and the second also with a 4. The essay's total score would be an 8. The minimum passing score is 7, which is the sum of one score of 4 and another of 3. The maximum score is 10.

5 Highly competent, although it may have minor faults

- Sustains an argument that acknowledges and develops the complexity of the issue.
- Displays fluent control over language.
- Uses relatively sophisticated language.
- Has a structure which is strong, all parts integrated into the discussion of the issue.
- Develops an argument that acknowledges / develops the complexity of the issue.

PACE Transition Plan Executive Summary
Presented by the PACE Work Group, April 27, 2016

To meet its charge to develop a transition plan for the PACE project funded through a U.S. Department of Education Title V grant, the PACE Work Group considered many factors, including: quantitative data demonstrating the effectiveness of the PACE program; qualitative data reflecting PACE student and other stakeholder perspectives regarding the impact of various dimensions of the program; University priorities for all of its students; and possible sources of funding. Identified in the plan are: steps already underway to help provide a successful transition; steps recommended for immediate implementation to help ensure a reasonable level of continuity of services for current PACE students; and a more ambitious, longer-term plan for a new Student Success Center, modeled on PACE best practices and available to all students at the University.

Actions Underway

1. First-Year Experience courses redesigned for general education through the grant-funded program have been integrated into and institutionalized by the English Department curriculum, with approximately 30 sections offered per academic year.
2. A Peer Mentor Program, based on the peer mentoring model developed in PACE, has been adopted by Educational Opportunity Program (EOP) to serve an additional 160 freshmen.
3. Two U.S. Department of Education TRIO grant proposals totaling $2,380,000 for 5 years (with the possibility of renewal for the same programs) have been submitted and are under review.

Recommendations for Further Actions

For Immediate Implementation

The PACE Work Group proposes that the University implement the following two actions at the conclusion of the Title V grant (scheduled to be completely expended by the end of June 2016), ensuring seamless delivery of a critical level of service for current PACE students, and extending program services to a broader student population moving forward:

1. Maintain a space dedicated to student success programs, including PACE, with a study area, a socializing/networking area, a computer lab with moderate free printing services, and a laptop checkout service.
2. Maintain a base level of staffing within the dedicated space that enables ongoing practices identified as critical by program stakeholders and the PACE Work Group, including: two advisors, three peer mentors, one administrative analyst specialist, and workshops and other events developed, facilitated, and delivered by advisors and peer mentors.

The monthly budget to maintain this level of service is $19,716.

For Long-Term Implementation

To effectively maintain critical services for current PACE students as well as institutionalize best practices identified through the PACE pilot program, enhancing and extending them to the broader student population at Stan State, the Work Group felt it important to try to capture a most vital dimension of PACE – its culture. PACE students across cohorts repeatedly attest to the sense of place, belonging, and identity that PACE has fostered for them, and consider the home that PACE provides as foundational to their success as students. To capture the essence of the culture of PACE, the Work Group had to balance two fundamental concerns: 1) the importance of retaining the small size and intimate place that PACE provides, and 2) the importance of making PACE-like experiences and services accessible to all students at Stan State. To achieve both ends, the Work Group proposes the establishment of a new Student Success Center with an essential and distinguishing characteristic: integrative mechanisms for

advising, learning, and personal and professional development for all students, with collaborative work among staff, faculty and administration personnel to deliver these services.

The Student Success Center will offer all students at Stanislaus State the most effective resources modeled by the PACE program, including Peer Mentors, enhanced Advising, cohort-based study, open work and social spaces, and more. It will also create and develop fundamentally integrated advising between staff and faculty advisors with robust collaboration, including the creation of a Faculty Director for Advising and Learning Cohorts, and Meta-Major Advisors.

Several key components related to the establishment of the Center are addressed in this proposal, including: best practices/services to be delivered; personnel; space; a corresponding budget; and a timeline. To operate the Center as envisioned in this proposal would require reorganizing offices within the MSR building to dedicate either the 2nd floor east wing or the 1st floor west wing to the Center, and would also require approximately $495,000 in base net new funds. The Work Group recommends that implementation begin Summer 2016 and take no more than a year for full implementation.

Proposal:
Program for Academic and Career Excellence (PACE) Transition Plan
April 27, 2016

Developed by the PACE Work Group:
Dr. James T. Strong, Provost and Vice President for Academic Affairs (Co-Chair)
Dr. Suzanne Espinoza, Vice President for Enrollment and Student Affairs (Co-Chair)
Dr. Stuart Sims, Professor of Music, Speaker-Elect of the Faculty
Dr. Susan Marshall, Professor of English, PACE First-Year Experience Director
Ms. Nicole Larson, President of Associated Students, Inc., Student
Mr. Saul Avila, PACE Peer Mentor, Student
Ms. Jill Tiemann-Gonzalez, PACE Director (Years 1, 2 and 6), Judicial Affairs Officer
Dr. Shawna Young, Interim Director of ORSP, Director of CEGE

Background

California State University, Stanislaus was awarded a U.S. Department of Education Title V grant totaling $3,063,567 for 5 years, from 2010-2015. The grant enabled the establishment of the Program for Academic and Career Excellence (PACE). A no-cost extension was approved to continue offering the program for a 6th year, with a budget of approximately $219,037 in unexpended funds accrued through salary savings in the first 5 years of the project. Therefore, we are currently nearing the end of a 6th year of the project at a reduced service level.

The University has been undergoing efforts since January 2015 to plan for the transition out of the Title V funding period into a feasible and sustainable model of continued services – in particular, services identified as most critical. The PACE Work Group was established in January 2016, charged by President Sheley to provide recommendations for a transition plan to respond to the conclusion of the Title V grant while maintaining the best practices of the PACE program in a way that is feasible, practical and sustainable.

The original grant project included two components: 1) development of a first-year experience English course to be integrated into the general education (GE) curriculum, and 2) development and implementation of a student success and retention program with intrusive advising, peer mentoring, and other support services. To meet its charge of developing a transition plan for the PACE project, the Work Group considered many factors, including: quantitative data demonstrating the effectiveness of the PACE program; qualitative data reflecting PACE student and other stakeholder perspectives regarding the impact of various dimensions of the program; University priorities for all of its students; and possible sources of funding. Identified in the plan are steps currently underway to help provide a successful transition, and steps recommended for implementation, some immediate and some longer-term.

Actions Underway

1. First-Year Experience courses were redesigned for general education through the grant-funded program and have been integrated into the English Department curriculum, with approximately 30 sections offered per academic year.
2. A Peer Mentor Program, based on the peer mentoring model developed in PACE, has been adopted by Educational Opportunity Program (EOP) to serve an additional 160 freshmen.
3. Two U.S. Department of Education grant proposals, TRIO Talent Search (TS) and TRIO Educational Opportunity Centers (EOC), totaling $2,380,000 for 5 years (with the possibility of renewal for the same programs) have been submitted and are currently under review, pending determination late August 2016. These proposals would enable funding for a director overseeing all three TRIO programs (Student Support Services – SSS, TS, and EOC), three advisors, 20-25 peer mentors, and approximately $8,000 in operational supplies. The University has committed to

providing a space for delivery of these programs if funded. The responsibilities of these grant-funded personnel would include outreach to prospective students from disadvantaged backgrounds as well as delivery of support services to students at the University from disadvantaged backgrounds.

Recommendations for Further Actions

Immediate Plan

The PACE Work Group proposes the University carry out the following two actions at the conclusion of the current Title V funding (scheduled to be completely expended by the end of June 2016), ensuring seamless delivery of a critical level of service for current PACE students, while also extending program services to a broader student population moving forward – essentially institutionalizing PACE by incorporating it into a larger student success program.

1. Maintain a space dedicated to student success programs, including PACE, with a study area, a socializing/networking area, a computer lab with moderate free printing services, and a laptop checkout service.
2. Maintain a base level of staffing within the dedicated space that enables ongoing practices identified as critical by program stakeholders and the PACE Work Group, including the following: two advisors, three peer mentors, one administrative analyst specialist, and workshops and other events developed, facilitated, and delivered by the advisors and peer mentors.

Table 1 below outlines costs associated with these immediate actions. The PACE Work Group proposes this funding level be carried forward until a long-term plan is implemented. The budget in *Table 1* represents an entire year ($236,590); however, its prorated monthly budget is $19,716, which represents the bridging costs to maintain the program each month until a long-term plan is implemented.

Table 1. PACE Bridging Budget*

Item	Description	Cost
Academic Advisors X 2 FTE, 12-month @ $45,000 each	Identify and conduct outreach to prospective students/program participants; intrusive advising; train and supervise peer mentors; develop and deliver workshops and other program events; support development and facilitation of workshops and other program events delivered by peer mentors; monitor and maintain office suite and equipment checkout system	$90,000
Peer Mentors X 3, AY, 20 hours/week @ $11/hour	Participate in student outreach activities; connect program participants with resources and services available to them as appropriate; coordinate and deliver workshops relevant to student success; assist with the coordination and delivery of other program events	$20,000
Administrative Analyst Specialist X 1 FTE, 12-month @ $55,000	Provide administrative support for the office, including responsibilities such as: budget maintenance; travel custodian; manage equipment and supplies; support coordination of activities; support marketing and communication efforts	$55,000
Fringe Benefits	Academic Advisors: $90,000 X 46% = $41,400 Peer Mentors: $20,000 X 4.45% = $890 Administrative Analyst Specialist: $55,000 X 46% = $25,300 Total Fringe Benefits: $41,400 + $890 + $25,300 = $67,590	$67,590
Supplies	Computer lab printing services, workshop supplies, and regular office operations	$4,000
	TOTAL	$236,590

*Prorated monthly budget = 19,716.

Long-Term Plan

Assumptions.

The PACE Work Group acknowledges that long-term institutionalization of effective practices identified through the Title V-funded PACE program requires thoughtful, deliberate planning and coordination with units across divisions, by bodies such as the Student Success Committee, Advising Task Force, Pathways Taskforce, GE Subcommittee, Faculty and others. The PACE Work Group does not necessarily see itself as the vehicle to facilitate that long-term discussion, but rather as providing initial framing as the University continues to plan strategically and implement as appropriate. Below, in the *Initial Ideas* section, is a list of ideas resulting from brainstorming in the early Work Group sessions that led to the group's proposed long-term plan. These concepts should continue to be considered, modified, and/or implemented as University priorities and this plan continue to be shaped by stakeholders. Additionally, the long-term plan is envisioned with the understanding that any baseline level of funding may be supplemented through various streams of funding at different times, both intramural and extramural. Therefore, the level and variety of services may fluctuate as a reflection of the source and amount of funding at any given point.

Initial Ideas.

1. Increase practice of learning cohorts through, for example, connected courses within the GE curriculum, affinity groups of incoming students based upon shared backgrounds or other commonalities (such as being first generation students) that will encourage peer support through common enrollment over multiple courses.
2. Combine student services professional (SSP) advisors from the various advising programs such as Advising Resource Center (ARC), EOP, Student Support Services (SSS), and PACE, with exemplar faculty advisors identified in consultation with the Deans, the GE Director, and the Director of the Faculty Development Center, to create a large, central Student Success Center. This Center would be dedicated to providing the best practices from among all the programs brought together, so that every student has access to all our high impact practices.
    a. From among this group of combined stakeholders, especially dedicate time and attention to enhancing career education and advising, easily accessible and relevant to all students.
    b. From among this group of combined stakeholders, develop advising materials and integrate use of advising software, with training and professional development available to both SSP advisors and faculty across the University.
    c. From among this group of combined stakeholders, develop shared advising practices strongly linking professional and faculty advising through each student's experience.
    d. Through this new Center, develop funding and training for Supplemental Instruction Leaders and Peer Mentors to further assist students in timely completion of degrees.
    e. Through this new Center, in partnership with the Faculty Development Center, develop ongoing workshops presented by faculty, staff and peer leaders, focusing on practical, skill-building topics with demonstrated value, including career, internships, and other success subjects.
    f. In partnership with the Faculty Development Center, create an annual advising training workshop, mandatory for all new tenure track hires.
3. The physical space of the Student Success Center should provide students space to meet with advisors regularly, but also to meet and work together. It should include amenities

such as free easy-to-access printing, laptop checkout, and other small-scale, low-cost learning resources.

4. Once established, the central Student Success Center can serve as a hub to facilitate creation of satellite affinity spaces across campus that implement the services and best practices as manifest in the Student Success Center. Satellite spaces would be developed in collaboration with Colleges, and may share personnel and other resources with the central Center. Most important is that these hubs, like the Center, provide students a regular space to meet, work, consult with advisors, socialize, and more.

To establish this new Student Success Center, several key components must be identified and addressed. These include: best practices/services to be delivered; personnel; space; a corresponding budget; and a timeline.

Best Practices/Services.

A vision for the Center is proposed: to be the center for all programs that contribute to student success. To reach this vision, the Center would help all students maximize their potential academically, personally, and professionally. As an ongoing, collaborative effort between Academic Affairs and Student Affairs, the Center's holistic approach will help students identify and overcome roadblocks to success at the University and ensure that all students have access to comprehensive resources that help ensure timely completion of their studies here. To accomplish this, several high impact practices have been identified as critical services to be delivered through the Center. *Table 2* below provides an inventory of these services with a brief description for each.

Table 2. Student Success Center Services

Service	Description
New Student Orientation (NSO)	A separate experience from new student registration, the NSO will be focused on establishing connections to faculty, peer mentors, and support programs through discussion panels, workshops, and social events.
Intrusive Advising	Intrusive advising will be delivered to all EOP, PACE and SSS students throughout their academic career at CSU Stanislaus either by appointment with their own advisor or by walk-in advising with their own or another advisor. Intrusive advising will be delivered to all Undeclared students, including PREN students either by appointment, walk-in advising or through group advising. Advising by either appointment or on a walk-in basis will be available to all students regardless of declared major. Services will include Early Start, Summer Bridge Program, Early Alert, Academic Recovery Program, a referral service to other resources on campus such as the Student Health Center, Psychological Counseling Services, Disability Resource Services, Veterans Affairs, and others. Future services may also include the integration of advising software, allowing advising tactics such as integrated degree audits and alert systems.
Meta-Major Advising	Broad disciplinary advising by faculty members will be provided to undeclared students who wish to explore majors within discipline areas and to declared students who wish to change majors or explore other options. This connection to faculty who can provide broad perspective of multiple majors will provide particular insight into specializations within disciplines and career options among them.
Peer Mentoring	Upper division students will serve as peer mentors, helping lower division students adjust to university life and navigate the educational path. Peer mentors will meet with students individually or in small groups, refer students to campus resources, lead affinity groups, as well as help develop and facilitate workshops and special events.
Tutoring Center	Provide free tutoring on a drop-in or appointment basis for highly requested courses.

Supplemental Instruction	Provide free supplemental instruction sessions for high enrollment failure rate lower division GE courses.
Academic Recovery Program	Probationary students will be required to develop a success plan in consultation with the Academic Recovery Advisor. This might include taking a course (Application of learning theories to college studies); successfully completing a series of workshops (see below); or working with a meta-major advisor to create and complete a series of effective study strategies and take advantage of tutoring and supplemental instruction.
Workshops for Students	Student workshops will include topics such as: financial literacy and economic education; career education and preparation; study skills; time management; prioritizing study tasks for midterms and finals; test-taking strategies; and dealing with academic stress and test anxiety.
Workshops for Faculty	Faculty workshops, in consultation and collaboration with the Faculty Development Center, will include topics such as: advising best practices; know the Stan State Warrior; lower division GE; degree audit in PeopleSoft; petitions, graduation approvals and other forms.
Learning Cohorts	Learning cohorts will be established that promote common intellectual experiences: they may consist of linked classes with a cohort taking both courses, or they may be thematically linked classes with common curricular and co-curricular elements (learning communities).
Affinity Groups	Led by peer mentors, affinity groups, distinguished by already-existing identities (such as PACE, SSS, and EOP) and by new ones as they emerge, will engage in a variety of activities unique to each group as well as activities coordinated across and shared by all of them.
Career Services	Career advisors and internship coordinators will: guide the exploration of career options and possible major and career pathways; facilitate the development and delivery of career education and preparation workshops (including résumé and interview skills); facilitate mock interview sessions; facilitate job fairs on campus; facilitate individual job interviews on campus; establish more contacts with Central Valley employers; coordinate and facilitate internship placements, and will liaise with meta-major advisors and the Graduate School.
Service Learning	The Office of Service Learning will continue to facilitate innovative pedagogy that empowers students to learn through active participation in meaningful and planned community service experiences that are directly related to course content, positioned in the Center to liaise with Career Services as well as academic programs.
Space and Amenities	The Center will serve as a home base, with access to the advisors, peer mentors, coordinators, and specialists, a computer lab, study space, a meeting and networking space, and a kitchenette area. Also available will be laptop check-out and moderate free printing services.

Personnel.

To effectively deliver the critical services identified above, several key personnel will be located within the Center. Some of these positions will be new positions (which are reflected in the budget below), and some will be currently existing positions strategically repositioned to be incorporated into the integrated network of the Center. *Figure 1* below displays the organizational structure of the Center, and is followed by a description of the roles, responsibilities, and time base for the key personnel in *Table 3*.

Figure 1.

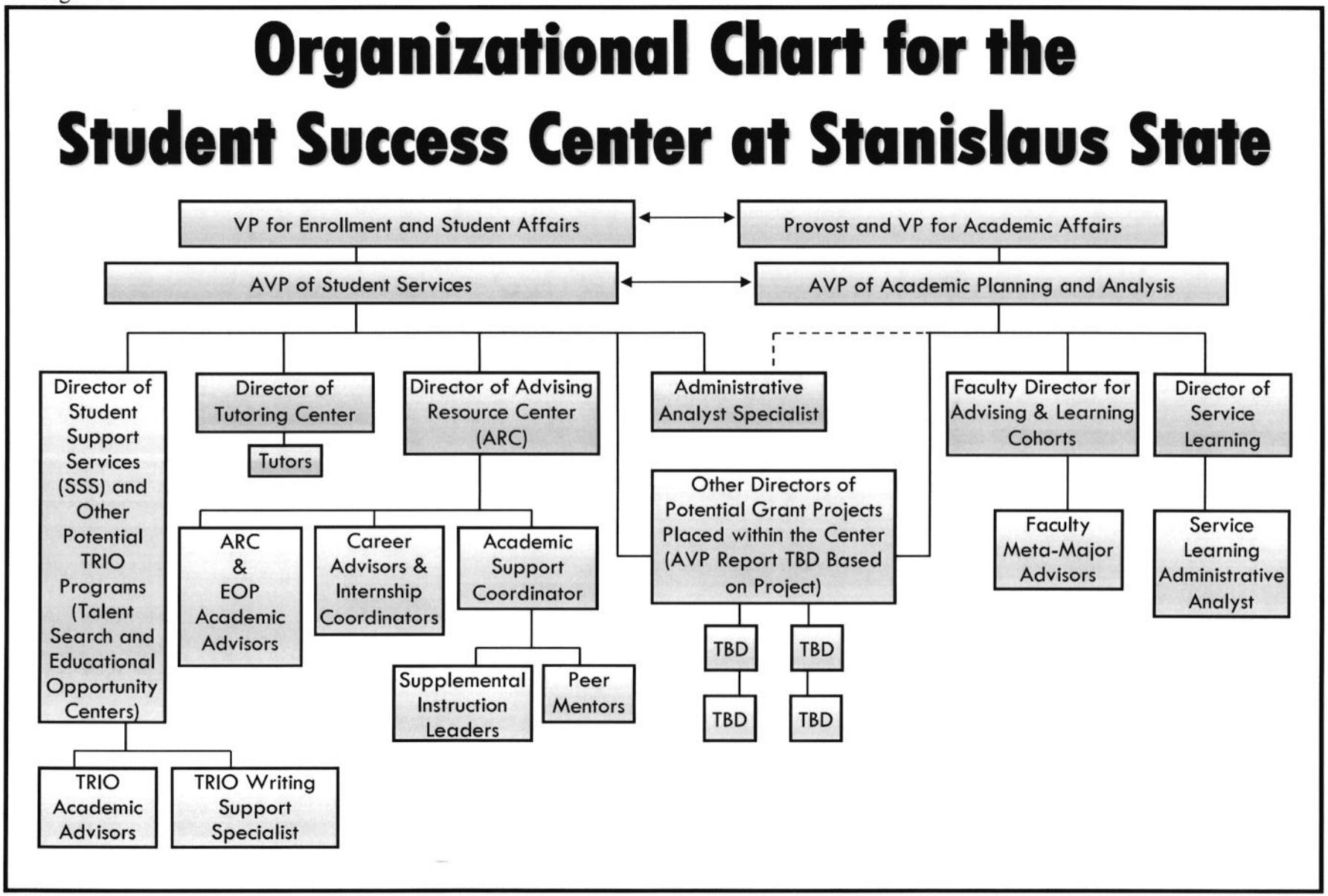

Organizational Chart for the Student Success Center at Stanislaus State
VP for Enrollment and Student Affairs
Provost and VP for Academic Affairs
AVP of Student Services
AVP of Academic Planning and Analysis
Director of Student Support Services (SSS) and Other Potential TRIO Programs (Talent Search and Educational Opportunity Centers)
Director of Tutoring Center
Tutors
Director of Advising Resource Center (ARC)
Administrative Analyst Specialist
Faculty Director for Advising & Learning Cohorts
Director of Service Learning
ARC & EOP Academic Advisors
Career Advisors & Internship Coordinators
Academic Support Coordinator
Other Directors of Potential Grant Projects Placed within the Center (AVP Report TBD Based on Project)
Faculty Meta-Major Advisors
Service Learning Administrative Analyst
Supplemental Instruction Leaders
Peer Mentors
TBD
TBD
TBD
TBD
TRIO Academic Advisors
TRIO Writing Support Specialist

Table 3. Key Personnel, Time Base, and Primary Responsibilities

Position	Time Base Dedicated to Student Success Center	Primary Responsibilities
AVP of Student Services	1 X 12-month @ 50% time	Provide leadership and assessment for the Student Success Center, including the Directors of the Advising Resource Center, Career Center, SSS, Tutoring Center, and other applicable Student Affairs' programs; advocate for intramural resources for the Center; participate in, and lead when appropriate, efforts to secure extramural funding for the Center
AVP of Academic Planning and Analysis	1 X 12-month @ 10% time	Provide leadership and assessment for the Student Success Center, including the Faculty Director for Advising and Learning Cohorts and the Director of Service Learning; advocate for intramural resources for the Center; participate in, and lead when appropriate, efforts to secure extramural funding for the Center
Director of ARC	1 X 12-month @ 100% time	Provide leadership and administration for the Advising Resource Center, EOP, Career Services, and the Academic Support Coordinator
Director of SSS/TRIO	1 X 12-month @ 100% time	Oversee grant project implementation, including program delivery to meet project objectives, fiscal management, personnel management, and program evaluation and reporting requirements; integrate the grant-funded program into the larger Center system
Director of Tutoring Center	1 X 12-month @ 100% time	Provide leadership and administration for the Tutoring Center; liaise with the Writing Center and the Math Center
Director of Service Learning	1 X 12-month @ 100% time	Working in collaboration with faculty, facilitate the development, implementation, and assessment of service learning experiences, ensuring compliance with all applicable policies and regulations.
Faculty Director for Advising and Learning Cohorts*	1 X AY @ 12 WTUs/year	Serve as a liaison between Student Affairs and faculty advisors and coordinate faculty training activities as needed; provide leadership for faculty meta-major advisors; foster development and implementation of learning cohorts in consultation with campus stakeholders
Faculty Meta-Major Advisors*	24 WTUs/year, distributed by Colleges	Broad disciplinary advising; liaise with Career Services
ARC & EOP Advisors*	10 X 12-month @ 100% time (3 net new; 7 current)	Intrusive advising services will include Early Start, Early Alert, Academic Recovery Program, walk-in advising, a referral service to other resources on campus

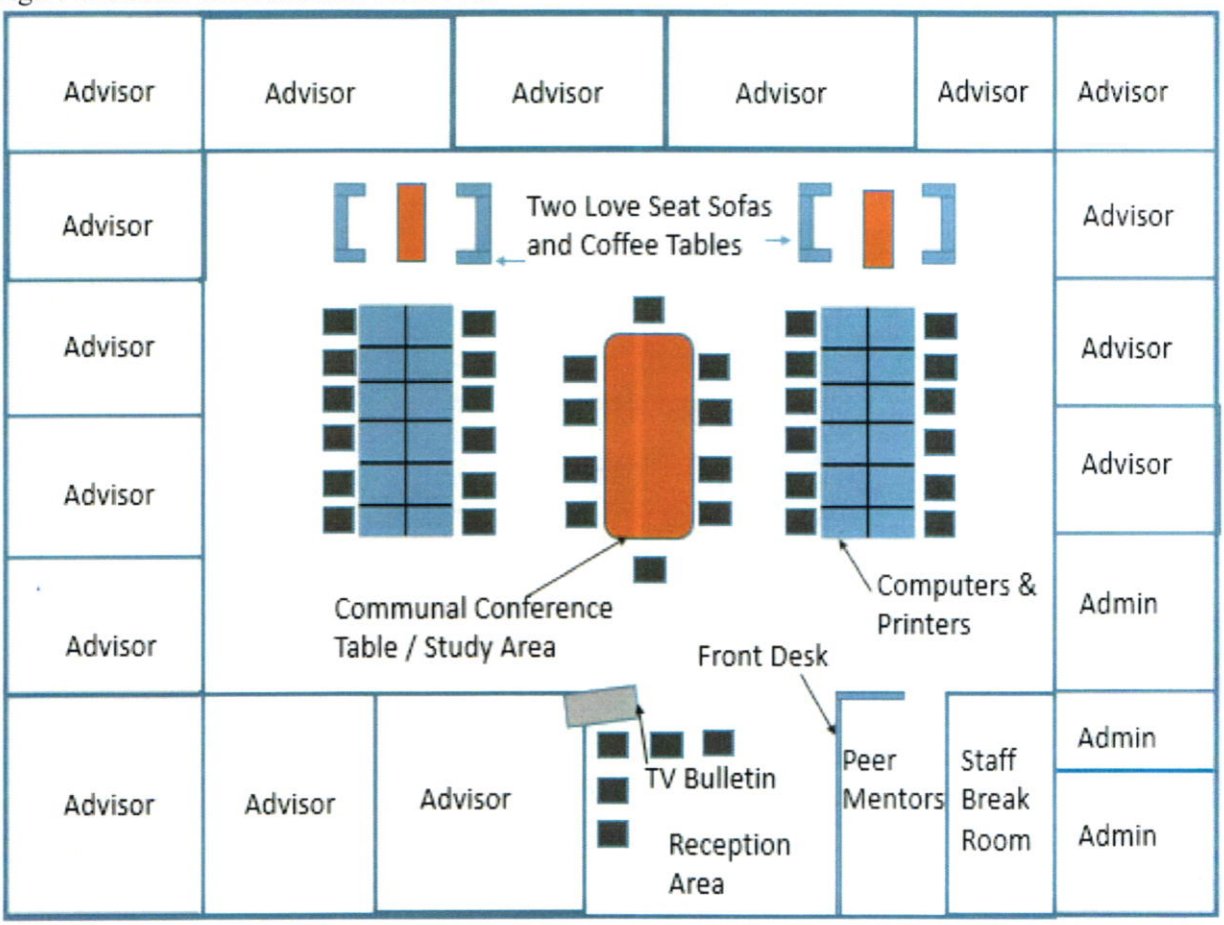
SSS/TRIO Advisors	2 X 12-month @ 100% time	Intrusive advising services will include Early Start, Early Alert, Academic Recovery Program, walk-in advising, a referral service to other resources on campus
SSS/TRIO Writing Support Specialist	1 X 10-month @ 50% time	Provide individual and small group assistance with writing issues such as mechanics, structure, and organization
Career Advisors & Internship Coordinators*	3 X 12-month @ 100% time (1 net new)	Guide the exploration of career options and possible major and career pathways; facilitate the development and delivery of career education and preparation (including résumé and interview skills) workshops; conduct outreach to employers; conduct outreach to and coordination with academic programs; facilitate job fairs on campus; coordinate and facilitate internship placements, providing support necessary to ensure compliance with applicable policies; liaise with the meta-major advisors and the Graduate School
Academic Support Coordinator*	1 X 12-month @ 100% time	Coordinate with faculty supplemental instruction for identified courses; train, supervise, and place supplemental instructors; train and supervise ARC peer mentors
Supplemental Instruction Leaders	30 X 14 weeks @ 10 hours/week	Under the guidance of course faculty, deliver instruction to students in small-group settings
Tutors	15 X 14 weeks @ 5 hours/week	Under the supervision of the Tutoring Center Director, provide academic tutoring in predominantly lower division courses to individuals and small groups by appointment and on a drop-in basis
Peer Mentors	ARC: 30 X 14 weeks @ 10 hours/week; SSS/TRIO: 2 X 10-month @ 20 hours/week	Under the supervision of the Academic Support Coordinator, meet with students individually or in small groups, refer students to campus resources, lead affinity groups, and help develop and facilitate workshops and special events
Service Learning Administrative Analyst	1 X 12-month @ 100% time	Supporting the collaboration between the office of Service Learning and faculty to facilitate the development, implementation, and assessment of service learning experiences, ensuring compliance with all applicable policies and regulations
Administrative Analyst Specialist*	1 X 12-month @ 100% time	Provide administrative support for the Center, including responsibilities such as: budget maintenance; travel custodian; manage equipment and supplies; support coordination of activities; support marketing and communication efforts
Other Personnel in Grant Projects Placed in the Center (TBD)	TBD by grant project	TBD by grant project

*Net new positions reflected in the budget.

Space.

The Center will serve as a home base, with access to advisors, peer mentors, coordinators, and specialists, a computer lab, study space, a meeting and networking space, and a kitchenette area. Also available will be laptop check-out and moderate free printing services. *Figure 2* below displays a preliminary vision for the layout of the Center.

Figure 2. Student Success Center Floor Plan



Given the space requirements to provide the Center's services and amenities, two suggestions are being put forth for consideration. One proposes that the entire east wing of the 2nd floor be dedicated to the Center, which would require renovation of the current suites 210-250. To accomplish this, three offices would need to relocate within MSR. University Extended Education and Institutional Research would vacate 240 and 250 and move into 180. ARC would relocate from 180 to the 2nd floor Center. In addition to this relocation within MSR, Psychological Counseling Services and Disability Resource Services would need to vacate MSR 210 (as is scheduled), and would relocate into the Library building.

A second suggestion proposes that the west wing of the first floor in MSR become the Center, spanning from what is currently suite 140-180. With this configuration, Admissions and Outreach Services (currently in 140) and the Center for Excellence in Graduate Education/Graduate School and Office of Research and Sponsored Programs (currently in 160) would relocate to the 2nd floor east wing (details of arrangement of offices on the 2nd floor east wing to be further delineated). PACE would vacate 245.

Budget.

The budget required to fund the new Center includes base net new costs as well as one-time costs. Base net new costs for the proposed plan is $495,484. One-time renovation costs to create the Center and effectively relocate other offices is estimated at $150,000 (though this is a rough estimation, variable depending on which relocation scenario is executed). Therefore, it is estimated that $645,484 will be required to establish and implement the Center in Year 1, and $495,484 in new base budget funding will be required to operate the Center thereafter. *Table 4* below outlines the budget for the Student Success Center.

Table 4. Student Success Center Budget

Base Net New Costs		
Personnel		
Salaries		
Faculty Director for Advising and Learning Cohorts*	$	20,270
Faculty Meta-Major Advisors (4)*	$	40,541
Academic Advisors (3)	$	135,000
Career Advisor & Internship Coordinator	$	45,000
Academic Support Coordinator	$	55,872
Administrative Analyst Specialist	$	55,000
Total Salaries	**$**	**351,683**
Fringe Benefits		
Academic Advisors, SSPII @ 46%	$	62,100
Career Advisor & Internship Coordinator, SSPII @ 46%	$	20,700
Academic Support Coordinator, SSPIV @ 46%	$	25,701
Administrative Analysts Specialist, AASI-Exempt @ 46%	$	25,300
Total Fringe Benefits	**$**	**133,801**
Supplies & Services		
General Office Operations, Workshop Materials, Student Printing Services	$	10,000
Total Supplies & Services	**$**	**10,000**
TOTAL BASE NET NEW COSTS		
Total = Salaries+Fringe+Supplies&Services	**$**	**495,484**
One-Time Costs		
Facilities Renovation of Center and Other Offices Relocated as Part of the Reorganization	**$**	**150,000**

*Faculty WTU replacement rate = $1,689.20/unit and no fringe benefits.

Timeline.

As noted above, the current Title V grant that funds PACE is scheduled to be completely expended by the end of June 2016. Therefore, the bridging budget ($19,716 per month) funded by the University would need to go into effect July 1, 2016. Psychological Counseling Services and Disability Resource Services are tentatively scheduled to move into the Library building July 2016. The MSR reorganization could take place early August, with the new Student Success Center in place by August 22, 2016. This represents an ideal timeline; the Work Group acknowledges that the move is sequential, with several factors impacting circumstances at any one point in the sequence. In the event that the move is delayed, the bridging plan would be in effect, maintaining a critical level of services in the current PACE office. The Work Group recommends that if the plan is delayed for as long as a year, examination of circumstances and reconsideration of this plan should be called to action by the President or his/her designee.

The Culture of the Student Success Center

As all the factors influencing the development of this proposed transition plan were considered by the Work Group, the group felt it important to try to capture a most vital dimension of PACE – its culture. PACE students across cohorts have repeatedly attested to the sense of place, belonging, and identity that PACE has fostered for them, and they consider the home that PACE has provided as foundational to their success at Stan State. In order to capture the essence of the culture of PACE, the Work Group had to overcome a tension between two core values of the group: 1) the importance of retaining the small size and intimate place that PACE provided, and 2) the importance of making a PACE-like experience accessible to all our students at Stan State by expanding the program.

To achieve accord between these two values, the Work Group has envisioned this Center with an essential and distinguishing characteristic – its integrative mechanisms. These integrative mechanisms would allow for retaining already-existing affinity groups such as PACE, as well as creating new ones (all housed in the Center), while connecting the students in those groups to a vast network of support that would now be centralized and enhanced through this hub. The small affinity groups, led by peer mentors, would continue to foster small group identities and close relationships. But the larger Center in which the affinity groups would be housed would ensure that new students would be directed to a small affinity group of their choosing, and the small affinity groups would have direct access to the myriad services available to them in the Center. Another important dimension of the integrative mechanisms would be the close relationship and shared responsibility across the entire University's advising team, including academic advisors in the Center, faculty meta-advisors in the Center, and faculty advisors in academic programs. Advising, along with all the other services delivered through the Center, would be integrated, with liaisons mapped between divisions, between programs, and with the community – helping ensure students receive seamless support from freshman entry to their careers. The Center will create a dynamic integrated network to help ensure the success of all our students.