

# Division of Academic Engagement and Student Achievement

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## Administration

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## General Information

The mission of the Division of Academic Engagement and Student Achievement is to develop and enhance learning communities that foster inquiry, interdisciplinarity, and academic achievement. By continuously improving and adapting academic programs and services, we nurture students' abilities to learn, to respect diversity of peoples and ideas, and to work toward social justice and a sustainable future. Through this work, the division creates opportunities for creativity, collaboration, innovation, and academic excellence throughout the university and community.

The division works toward its mission through a variety of university-wide programs and services. The division is structured into five areas, although its activities transcend and personnel work across these divisions:

- Undergraduate Studies
- Honors College and Honors Societies
- Educational Effectiveness
- High Impact Practices

## Undergraduate Studies

### Academic Student Success and Compact Scholars Programs

Janet M. Abbott, Director

The Compact Scholars Program is the postsecondary component of the Compact for Success, a collaborative partnership initiated in 2000 between the Sweetwater Union High School District and San Diego State University. Compact Scholars benefit from services such as academic advising, peer mentoring, and faculty-led programs and from participation in high impact practices including study abroad, service learning, undergraduate research, creative activities, and internships. The goal of the Compact Scholars Program is to deepen student engagement and to promote higher graduation rates for Sweetwater District students. For more information, visit <http://csp.sdsu.edu>, e-mail [sdsu-compactscholars@sdsu.edu](mailto:sdsu-compactscholars@sdsu.edu), or call 619-594-0563.

BE HIP! includes a series of activities, events, and programming across campus to promote undergraduate student participation in High Impact Practices (HIPs). The BE HIP! student-centered campaign aims to inform all students on the benefits of experiential learning activities such as studying abroad, undergraduate research and creative activities, service learning, and internships. Strategic collaborations across departments focus on efforts to engage diverse students, including first-generation, low-income, commuter, foster, and underrepresented students in high impact educational practices. The BE HIP! Expo annually showcases the many levels of student involvement in these kinds of academic experiences. Students, faculty, and staff join together to exhibit examples of their HIP-related collaborative work.

### Transition Advising Center, Undeclared Students, and Interdisciplinary Studies in Three Departments

Paul W. Justice, Director

The SDSU Transition Advising Center supports all students who are considering transitioning to a new major. Specific groups of students served include: students who enter SDSU as first year undeclared students, who entered SDSU with a declared pre-major but want to change their major, who have declared an upper division major but need to change their major, and students who wish to transition to the Interdisciplinary Studies major. Services provided include: academic advising (face to face and e-mail) by trained faculty and staff advisers, transition mentoring (face to face) by trained graduate interns, and undeclared peer mentoring (face to face) by trained undergraduate mentors

First-year students who are undecided about a major have the option of the undeclared premajor. Undeclared premajors have the flexibility and challenge to complete a variety of course options while still earning their degree within four years. The Division of Academic Engagement and Student Achievement collaborates closely with Career Services and the academic colleges to support students in choosing a major. Additional resources and support also include participation in the Undeclared College Council, utilization of the Undeclared Blackboard Homeroom, year-round walk-in advising, and student success workshops. Students are encouraged to follow the Undeclared MyMap, meet with a career counselor at Career Services their freshman year, and visit with faculty and staff advisers in their premajor(s) of interest as soon as possible. Undeclared students are also encouraged to conduct informational interviews with professionals employed on campus and in the community to connect possible majors with future employment options. For more information, visit <https://undeclared.sdsu.edu/> or call 619-594-5842.

The interdisciplinary studies in three departments (IS3D) major at San Diego State University is a special major designed for students whose career goal or academic interest is not addressed by an existing SDSU major or major/minor pattern. Students are responsible for identifying the fields they wish to pursue, developing their program of study with the assistance and written approval of multiple advisers, and defending their choices orally and in writing.

For more information about the interdisciplinary major in three departments, see the *General Catalog* or visit <https://is3d.sdsu.edu/>.

### Cultural Proficiency

Tanis K. Starck, Director

**Minor in Cultural Proficiency.** The minor in cultural proficiency is an interdisciplinary program of study allowing students to develop a broad understanding of the components of diversity in society, to include race and ethnicity, culture, gender, sexuality, religion, language, social class, aging, and disability. This minor is relevant to a career that involves diverse populations of people in business, industry, education, social welfare, health, and medicine. The minor in cultural proficiency is an option for students who want to explore key concepts related to power, identity, and difference, and to understand how historical and structural relations of power and difference shape social relations. Administered by the Division of Academic Engagement and Student Achievement (DAESA), the minor integrates theoretical and practical approaches to the study of diversity. It is designed to enable students to transform the worlds they live in now and will move into after graduation.

**Cultural Proficiency Institute for Educators (CPIE).** The Cultural Proficiency Institute for Educators provides national leadership and contributes to the body of knowledge on cultural competency within educational systems and organizations. CPIE is a component of San Diego State University and is housed within the Division of Academic Engagement and Student Achievement. CPIE provides cultural competency training, online professional certificates, professional development, consultation, contributes to knowledge through publications and research, supports leaders to promote and sustain cultural competency, and collaborates with an extensive network of private and public entities to advance the implementation of these concepts. CPIE provides services to local, state, federal, and international governmental agencies, family advocacy and support organizations, local hospitals and health centers, universities, quality improvement organizations, national professional associations, and foundations. In addition, the CPIE's online training, publications, and products are accessed by hundreds of individuals each year.

### Early Assessment Program

Rosie Villafana-Hatcher, Director

The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE), and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year. The goal of the EAP program is to have California high school graduates enter the CSU fully prepared to begin college-level study. The program has three major components: early testing, the opportunity for additional preparation in the 12th grade, and professional development activities for high school English and mathematics teachers. For more information about the Early Assessment Program, visit: <http://eap.sdsu.edu> or call 619-594-0657.

### First-Generation Student Success and Transfer Student Outreach Alliance

Michele Lopez, Assistant Dean

Educating first-generation students is a priority for SDSU. Twenty percent of SDSU undergraduates are first-generation college students who grew up in households without a parent or guardian who completed a four-year college degree. To ease what can be a challenging transition for students from communities where college is not the norm, the Division of Academic Engagement and Student Achievement (DAESA) works to support first-generation students and their specific needs. Under this initiative, first-generation college students are connected to academic enrichment programs, student support programs and resources, and are given additional tools necessary to succeed, regardless of their major, level, or program. First-generation college students participate in community meetings to connect with other first-generation students, attend first-generation faculty seminars, and engage in small group mentoring sessions to advance their academic and professional development goals. Students are also introduced to the broader honors community, scholarships and fellowships, and are matched with faculty/staff mentors during their first year at SDSU. For more information visit <https://first-gen-at.sdsu.edu/> or call 619-594-5842.

Transfer Student Outreach Alliance (TSOA) connects new transfer students to campus resources and assists transfer students in their academic and social transition into the university. Support for first-year transfer students begins with the summer "Transfer Connect" program. This symposium is held post-transfer orientation, but before students start their fall semester. Transfer Connect equips new transfers with the tools and knowledge to achieve, persist, and succeed at the university. Transfer students are introduced to the campus culture and gain the tools to connect with major advisers and mentors, facilitate the transfer process, and learn how to navigate the university. Students are taught how to produce signature work via engagement in high impact practice

(e.g., internships, leadership, service learning, study abroad, and undergraduate research). Academic year programming for new and continuing transfer students is also available in addition to one-on-one or small group mentoring. For more information, contact [tsoa.dus@sdsu.edu](mailto:tsoa.dus@sdsu.edu).

### CSU Initiatives

The Division of Academic Engagement and Student Achievement (DAESA) is the contact for many of the initiatives from the CSU Chancellor's office. Currently, the division is helping to implement curricular changes related to CSU Executive Orders 1100 and 1110. Given our role as the lead unit for student success, we are supporting the efforts related to Graduation 2025 (<https://www2.calstate.edu/csuo-system/why-the-csu-matters/graduation-initiative-2025>).

The California Promise is a guarantee from the California State University (CSU) that a new student can earn a degree in no more than two years (Associate in Arts degree for transfer students) or no more than four years (new first-time, first-year students). For specific requirements, visit: <https://californiapromise.sdsu.edu/>.

### General Studies

General studies courses serve as pathways for academic recovery, student transitions, and transformational learning experiences in community engagement, creative practices, internships, research, shared intellectual programs, and study abroad. A select number of general studies courses satisfy general education graduation requirements. Refer to the Course Information and Programs section of this catalog.

## Honors College and Honor Societies

### Weber Honors College

Stacey L. Sinclair, Director

The Weber Honors College is a community of scholars—students, faculty, and staff-committed to high academic achievement, the development of leadership skills, social responsibility, and international experience. The Weber Honors College features unique courses and small seminars through which students, working closely with faculty mentors, learn to think flexibly, solve complex problems, and pursue the creative expression of ideas. These classes are characterized by discussion, debate, and the pursuit of intellectual challenges that prepare students for high-impact educational experiences regardless of their chosen field of study.

**Honors Residential College.** Entering local and out-of-area freshmen accepted into the Weber Honors College are required to live in the Honors Residential College in Zura Hall during their first year. This opportunity is designed to ensure an exceptional undergraduate experience for honors students by integrating the unique components of the honors experience with the enriched advantages that Residential Learning Communities provide. The Honors Residential College features a supportive educational environment where students from diverse backgrounds pursue academic, co-curricular, and experiential activities related to academic engagement, campus activities, and leadership opportunities.

Weber Honors College students have the use of the Darlene Gould Davies Honors Study room, located in Love Library, Room 428A, as well as a Student Learning Lounge adjacent to the Weber Honors College offices (Administration, Room 201).

For a description of the Weber Honors College, admission requirements, and curriculum, refer to the Weber Honors College in the Courses and Curricula by Department section of this catalog. Information about the Weber Honors College can be accessed online at <http://www.sdsu.edu/honors>.

**Departmental Honors Courses.** Some departments regularly offer honors classes independently of the Weber Honors College, with eligibility defined by the sponsoring department. Students should consult the *Class Schedule* for such honors classes and contact the department or instructor for additional information.

## National Scholarships and Fellowships

Michelle Lopez, Assistant Dean

The National Scholarships and Fellowships office supports SDSU students interested in applying for prestigious national and international scholarships, such as the Goldwater, Marshall, Rhodes, Truman, and Udall scholarships. Candidates for these awards include diverse majors, both honors and non-honors undergraduate students, from across the university. In addition to assisting candidates applying to these major scholarships, the National Scholarships and Fellowships office works closely with SDSU faculty to identify potential candidates and to encourage prospective candidates to apply for these major awards.

To be competitive for these awards of excellence, students are encouraged to maintain the highest possible academic performance, enroll in courses that encourage critical thinking from a broad range of perspectives, participate in campus and community activities beyond membership, and take on leadership roles when appropriate. Current and prospective students interested in learning more about national scholarships and fellowships should visit: <http://onsf.sdsu.edu/dus/scholarships/> and schedule an appointment with Michelle Lopez, Assistant Dean, Division of Academic Engagement and Student Achievement, [mlopez@sdsu.edu](mailto:mlopez@sdsu.edu) or call 619-594-5842.

## Honors Societies

Refer to the Special Programs and Services section of this catalog.

## High Impact Practices

### Center for Regional Sustainability

Jessica A. Barlow, Executive Director

The San Diego State University Center for Regional Sustainability (SDSU/CRS) fosters research; establishes collaborations across campus and with partners from business, government, and education; and generates solutions that enhance the natural environment, economic vitality, and social equity in our region (San Diego and Imperial Counties and northern Baja California). The primary mission of SDSU/CRS is to advance sustainability through regional collaborations in higher education, research, stewardship, and outreach to ensure that generations of students will gain the skills and abilities to allow our region to grow, prosper, and sustain itself in the long term. The SDSU/CRS is home to Brightside Produce San Diego, the Sage Project, and the Social and Economic Vulnerabilities Initiative. More information is available at <http://crs.sdsu.edu>.

### The Sage Project

Jessica A. Barlow, Executive Director

The Sage Project is a partnership between San Diego State University and a local government in the San Diego region for an academic year. Sage focuses courses across the university on assisting with projects that address the community partner's livability goals. Students have the opportunity to engage in meaningful real-world projects and contribute to the quality of life of a community in the greater San Diego-Tijuana region through their course-based effort. Sage embodies the university's commitment to serving local students, engaging alumni, and contributing to the public good by focusing thousands of hours of course-based student effort in a community in our service area. The program ensures that the many ideas developed by students through their coursework—ideas that might otherwise only be appreciated by a faculty member—are distributed to a wider audience, thereby ensuring a positive impact on the community and strengthening civic ties among local students. The true benefit of the program is the positive attention, collaborative learning, and new momentum the partnership provides for students, faculty, city staff, and residents. For more information about the program, visit <http://sage.sdsu.edu>.

## Brightside Produce San Diego

Iana Castro, Director

Brightside Produce designed and implemented a sustainable produce distribution model to tackle food insecurity in underserved communities. It provides a service that increases the accessibility, availability, and affordability of fresh fruits and vegetables by serving as a produce distributor that reaches customers in underserved communities and university communities. Brightside Produce is operated by students. For more information about Brightside Produce, visit <http://brightside.sdsu.edu>.

## Social and Economic Vulnerabilities Initiative

Mounah Abdel-Samad, Director

The Social and Economic Vulnerabilities Initiative (SEVI) is a collaboration between experts from diverse disciplines examining the issues of homelessness and housing in the San Diego region. Together, we research obstacles and solutions to provide answers for policy makers. SEVI brings together community leaders, policy makers, researchers, and students to investigate, propose, and create new innovative solutions to support affordable housing and reduce homelessness. For more information about SEVI, visit <http://crs.sdsu.edu/sevi>.

## Faculty-Student Mentoring Program

José R. Preciado, Director

**Faculty-Student Mentoring Program (F-SMP).** Faculty-Student Mentoring Program serves to support student engagement and development through undergraduate research, scholarship, and creative activities. Central to these efforts is the development of long term relationships between students and their faculty mentors as they engage in academically purposeful tasks. To achieve this mission, the program supports eligible students by providing academic planning guides to help students participate in rigorous academic endeavors and activities; facilitating participation in undergraduate research, scholarship, and creative activities across colleges and disciplines; offering active student academic support for these efforts through workshops and undergraduate university seminars; fostering mentoring, coaching, and other nurturing interactions among students and faculty mentors; and by presenting students with opportunities for regional and national professional forums. For more information about the mentoring program, visit <http://fsmp.sdsu.edu/> or call 619-594-2209.

**Academic Internships Program (AIP).** The Academic Internships Program serves students who do not have internship requirements in their major and are seeking options to earn college academic credit to meet graduation requirements. Students may earn one to three units of General Studies 200 or 400 credit with an approved plan prior to starting an internship in the fall or spring semester. Three-unit General Studies 200 or 400 summer sections are offered in the T1 session (13 weeks). Summer fees apply. For more information about the program, visit <https://daesa.sdsu.edu/academic-internships> or call 619-594-2209.

## Service Learning and Community Engagement Program (SLCEP)

Vinod Sasidharan, Director

The Service Learning and Community Engagement Program (SLCEP) is a faculty outreach and development program that serves to increase student learning through course-based study that connects to responsive civic action in local, regional, or international locales. SLCEP initiatives are designed and implemented to foster civic engagement, civic participation, and civic responsibility. The goals of the SLCEP are to integrate service learning with other high-impact practices, such as study abroad and participatory action research (PAR); to document student learning in community contexts; and to continue developing a system to track SDSU community service contributions and partnerships. The program also sponsors General Studies 280 and 480 each semester. See the *Class Schedule* for times and faculty participation listings. For more information about the program, visit <http://servicelearning.sdsu.edu> or call 619-594-2209.

**Undergraduate Studies Internship Program (USIP).** The Undergraduate Studies Internship Program (USIP) serves students who do not have internship requirements in their major and are seeking options to earn college academic credit to meet graduation requirements. Students may earn one to three units of General Studies 200 or 400 credit with an approved plan prior to starting an internship in the fall or spring semester. Three-unit General Studies 200 or 400 summer sections are offered for the T1 session (13 weeks). Summer fees apply. For more information about the program, visit <http://dus.sdsu.edu/dus/dusinternships/> or call 619-594-2209.

### **International Engagement**

Chris Kjonaas, Director

The International Engagement program works across colleges and disciplines at SDSU to promote high-quality global education for SDSU students. The program coordinates the following three major initiatives: (1) campus-wide efforts to assess learning outcomes from SDSU study abroad programs in order to demonstrate evidence of student achievement and improve program effectiveness; (2) advising and outreach to SDSU faculty, staff, and students about major international graduate fellowship opportunities and the SDSU campus endorsement process; (3) connection of students in the Weber Honors College and Compact Scholars Program to high quality international opportunities through study abroad guidance and programming, development of tailored faculty-led programs and assistance with study abroad scholarships. For more information about the program, visit <http://intl-engagement.sdsu.edu> or call 619-594-2200.

### **International Programs**

Refer to the Special Programs and Services section of this catalog.

## **Educational Effectiveness**

### **Center for Supplemental Instruction**

Emily A. Bates, Coordinator

Supplemental Instruction (SI) provides students in high-challenge courses with additional voluntary and non-remedial study sessions focused on active learning strategies. Since SI's implementation at SDSU in 2015, SI-participating students have typically averaged a half to full letter grade higher examination performance compared to non-SI-participating students. SI sessions are facilitated by undergraduate students who successfully completed the course and are trained as SI leaders. Since SI focuses on high-challenge courses rather than at-risk students, SI participants range from those excelling in the course to students who may be struggling. SI sessions are offered throughout the week to maximize student access.

Information about Supplemental Instruction, courses, and session schedules may be found at <https://its.sdsu.edu/supplemental-instruction/> or by contacting the SI coordinator at [SILeader1@sdsu.edu](mailto:SILeader1@sdsu.edu) or 619-594-2205.