

# CIMAS Student Feedback Survey Report

Prepared by Leslie Abell, PhD  
Spring 2022 Cohort Data

CSUCI Initiative for Mapping Academic Success (CIMAS) was designed to increase student retention and help maintain students' progress toward graduation. This initiative was largely based on an Excelencia in Education "Program to Watch" commended program designed by CSUCI Sociology faculty in partnership with Academic Advising, yet it was expanded in scope and support.

Recruitment strategies focused on students who experienced negative course outcomes in Fall 2021 courses (specifically, non-passing grades, incompletes, course drops, and term withdrawal). Students were offered a variety of incentives for their participation in CIMAS, the most high-value incentive being a summer scholarship. Students who participated in this program were divided into several small cohorts that met once a week for ten weeks. Each cohort was led by a faculty facilitator and supported by a peer mentor.

The contents of each meeting alternated between specific skill or technique discussions and more general debriefing and reflective discussions (see Appendix A for the schedule overview). These discussions were intended to provide students tangible skills to begin using in their courses as well as accountability mechanisms to encourage their reflection about using those skills. One of the main goals of the program was to strengthen and add to students' existing academic skillsets and support them as they learn to self-assess what is/is not working for them, and to make necessary adjustments.

At the end of the semester, students were asked to complete a self-report survey to provide feedback on the program. This report details the results of that survey.

## **Survey Details:**

The self-report feedback survey was initially distributed via Qualtrics on May 10<sup>th</sup> with reminders sent on May 16<sup>th</sup> and May 26<sup>th</sup>. Topics in the survey included whether CIMAS had positively impacted a variety of academic skills, knowledge about campus resources, and a sense of belonging. Students were also asked to rate how supported they felt by their faculty facilitator and peer mentor as well as the relative ranking of various program incentives. Open-ended questions about the most and least effective aspects of the program were also included as well as an open-ended question for why students would (or would not) recommend participating in CIMAS to others.

Surveys were sent to all 74 students who participated in the program. Of those 74 students, 39 engaged with the self-report survey to some degree (a response rate of 52.7%). Of these 39 respondents, nearly all (36) completed the CIMAS program. The results presented here include all available information (complete and partial survey data) for those 36 individuals who completed the CIMAS program (see Table 1).

Table 1: Program and Survey Completion

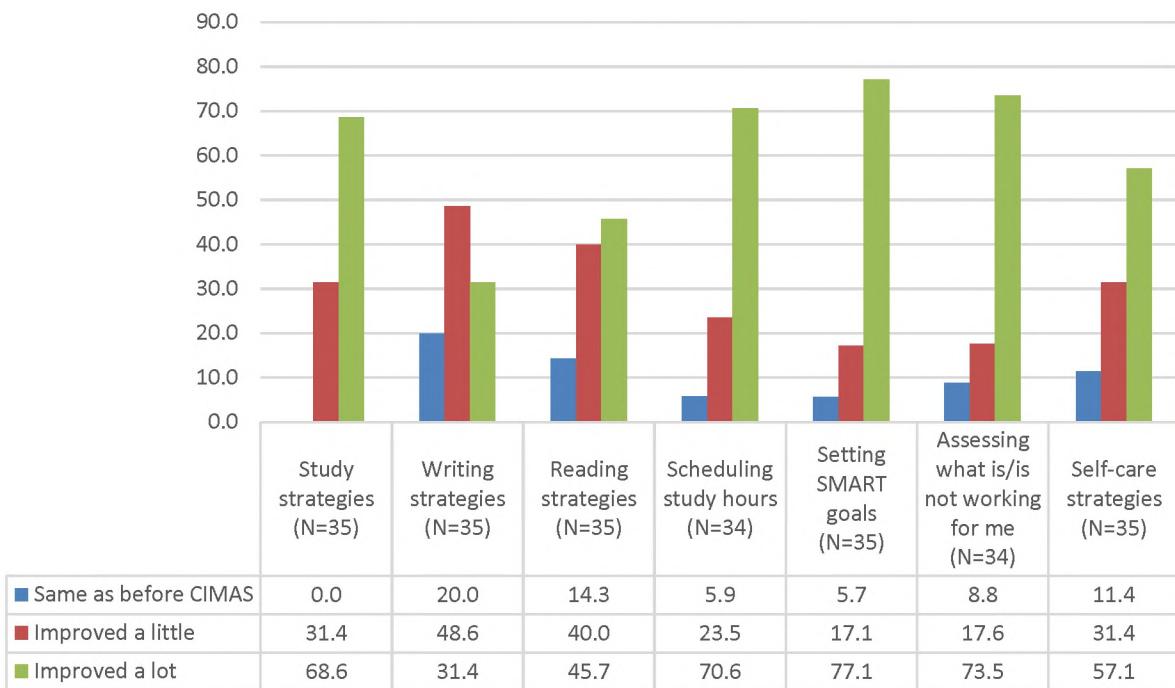
Completed survey	Completed CIMAS	
	Yes	No
Yes	31 (86.1%)	2 (66.7%)
No	5 (13.9%)	1 (33.3%)
Total	36 (100.0%)	3 (100.0%)

### Academic Skills:

Students were asked to report whether they felt a variety of academic skills had improved due to their participation in CIMAS. Figure 1 presents students' self-assessments in a bar chart along with the corresponding data table. Notably *all* students reported that their study skills improved at least a little with 68.6% reporting that their study strategies improved a lot. Other skills that saw the most improvement include scheduling study hours (70.6% reported this skill improved a lot), setting SMART goals (77.1% reported this skill improved a lot), and engaging in self-assessment of what is/is not working (73.5% reported this skill improved a lot). Students also indicated that self-care strategies also improved (57.1% reported this skill improved a lot). Despite over 85% of respondents indicating that writing and reading skills improved to some degree, when compared to other skills, a larger percentage of students reported these skills remained the same as before participating in CIMAS (20.0% for writing and 14.3% for reading).

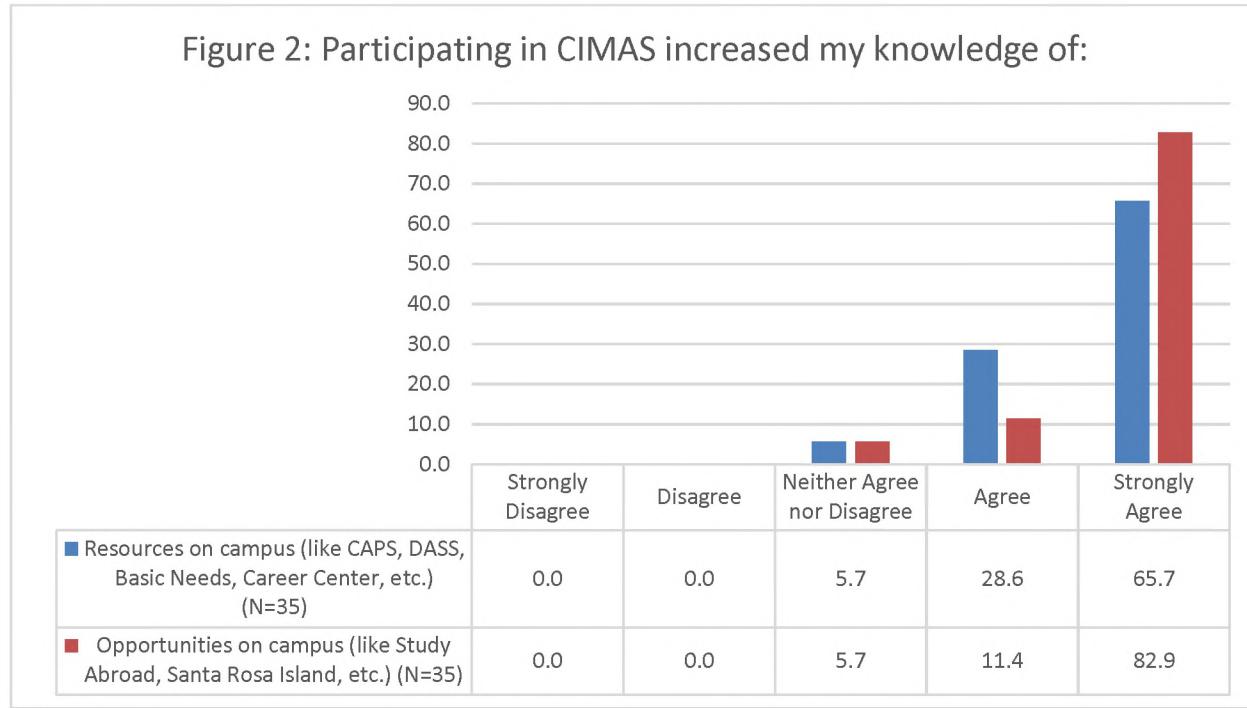
These results are very promising since many students indicated time management and procrastination was a major obstacle for them during initial cohort meetings. Program coordinators intentionally designed the topic schedule to introduce scheduling and creating SMART goals first in the program with subsequent meetings reinforcing and assessing these schedules and goals. Only one skill session was devoted to writing and reading strategies and was necessarily broad due to the variety of majors and class levels (freshmen to senior) within each cohort. These strategies were also introduced later in the program and students may not have felt there was enough time to improve those skills during the current semester.

Figure 1: Indicate whether you feel the following skills have improved due to your participation in CIMAS.



### Knowledge of Campus Resources:

Another goal of CIMAS was to introduce students to the various resources and opportunities CSUCI provides. A campus tour of resources was scheduled as well as cohort presentations from a variety of campus offices (including but not limited to: CAPS, DASS, the Basic Needs Program, the Career Center, the Learning Resource Center, Study Abroad, and the Santa Rosa Island Research Station). Cohort presentations were about 15 minutes each and lead by each office's representatives. The large majority of students strongly agreed that their knowledge about both increased due to CIMAS (82.9% for campus opportunities and 65.7% for campus resources, see Figure 2). While many students agreed that their knowledge about campus resources increased, it is likely that this knowledge did not increase as much as knowledge about extracurricular campus opportunities since faculty include information about campus resources in syllabi and likely discuss these resources in their courses.



### Belonging:

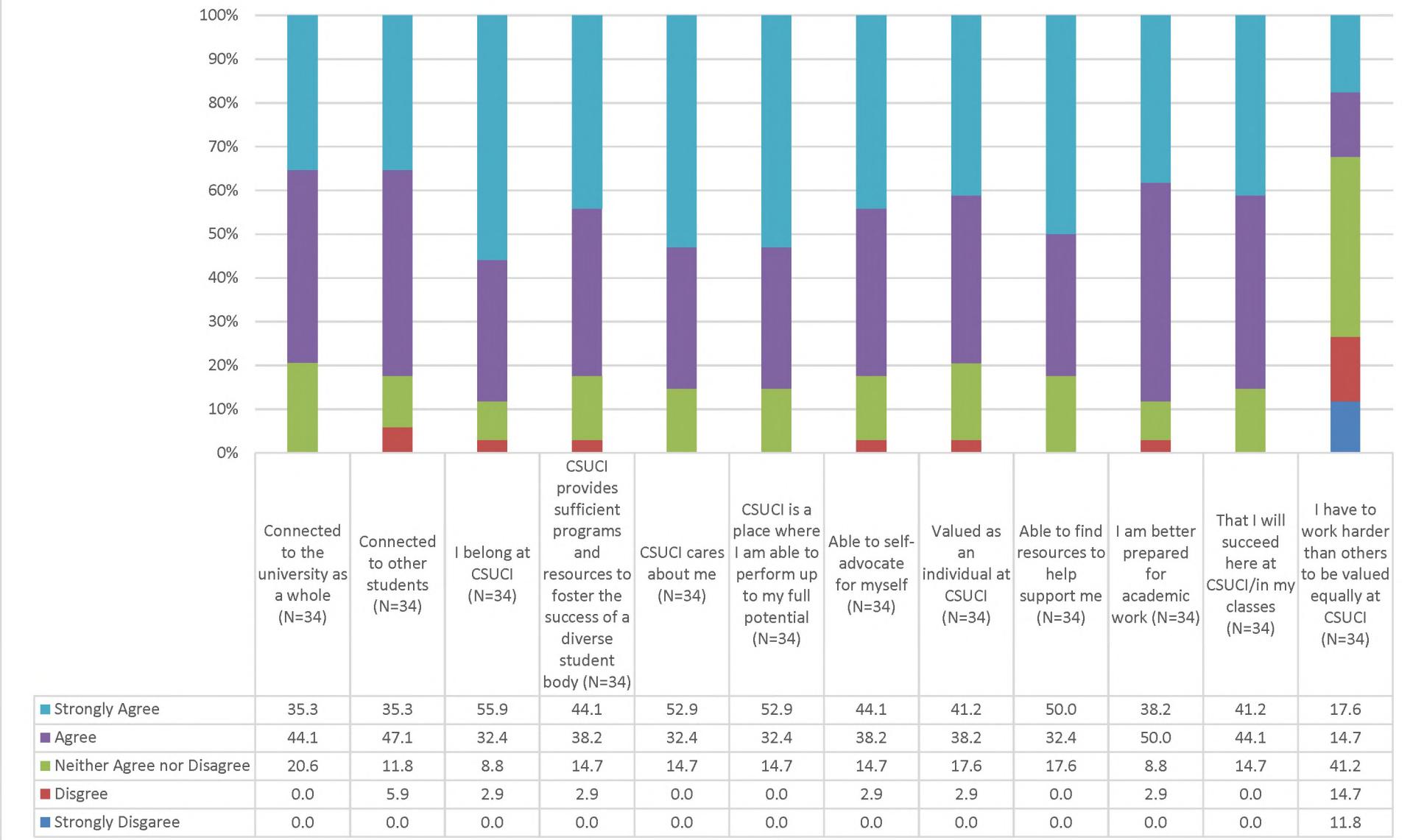
Belonging is a key factor in students' persistence and academic success, especially for historically underserved student groups. The cohort model of CIMAS helped to foster belonging since students were meeting and sharing experiences with the same group of people on a regular basis. Reflection discussions regularly reflected on shared challenges and solutions as well as on developing a growth mindset. Further, having a relationship with a faculty member that is not built around grades or class content, also helps to foster this sense of belonging as the faculty facilitators were able to share their own educational experiences and challenges. In short, the safe space of each cohort was intended to help students see that they are not alone and that their peers, faculty, and campus are all invested in their success.

Overall, the vast majority of students (80% or more) reported that they at least agree with most of the presented statements about belonging (see Figure 3). Just over 88% of the respondents at least agree that they belong at CSUCI (with 55.9% strongly agreeing with that statement). Over half of respondents

strongly agree that CSUCI cares about them (52.9%), is a place where they are able to perform up to their full potential (52.9%), and that they are able to find the resources they need for support (50.0%).

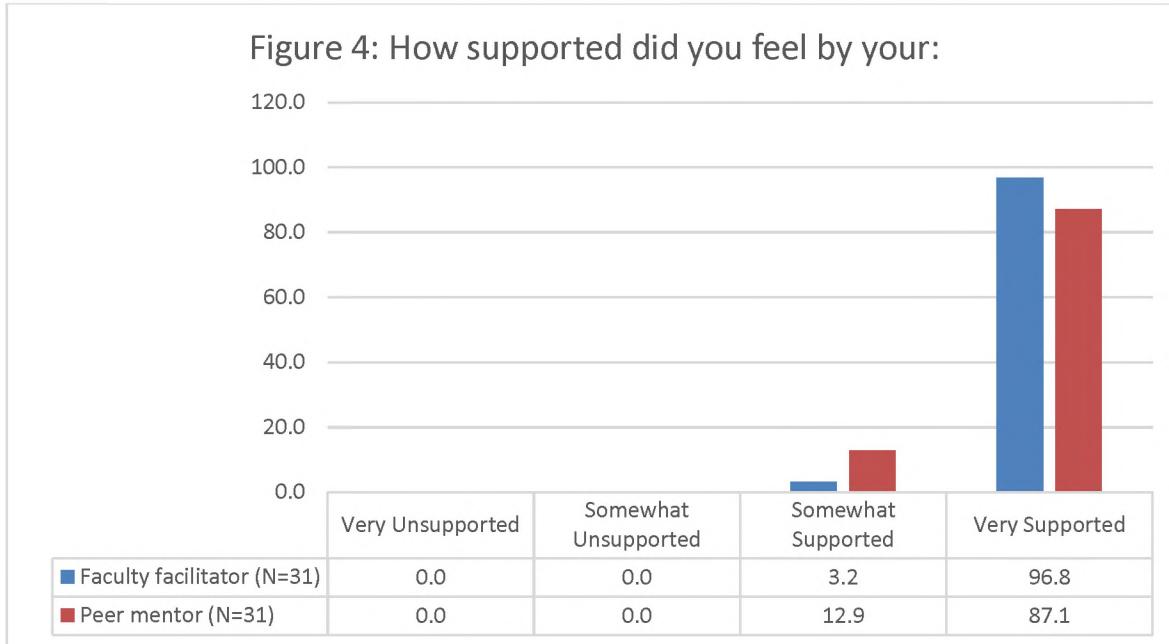
There is more variability with the final statement (“I have to work harder than others to be equally valued at CSUCI”). This statement is reverse coded such that agreement indicates feelings of not belonging while disagreement indicates feelings of belonging. Most students (41.2%) neither agree nor disagree with this statement, but 32.3% agree to some extent. It is currently unclear what is informing this feeling, especially in light of the general agreement with other belonging statements, or who students may be using as a comparative reference group (i.e., the “others” they are working harder than).

Figure 3: After participating in CIMAS, I feel:



## Support:

Maintaining a consistent faculty facilitator and peer mentor were key to providing ongoing support of students. Similar to a regular class experience, faculty were able to get to know the students over the course of 10 weeks and were able to provide personalized support. Overall, the vast majority of students felt very supported by both the faculty facilitator and the peer mentor; however more students felt supported by the faculty facilitator (see Figure 4). This is likely due to the fact that faculty were the ones to consistently lead the skills discussion sessions and providing feedback on reflection assignments. Students may have also felt more supported by faculty since the feedback they provided was outside of a traditional grading role (i.e., any feedback was meant to provide individual personal support rather than feedback or justification for grades).

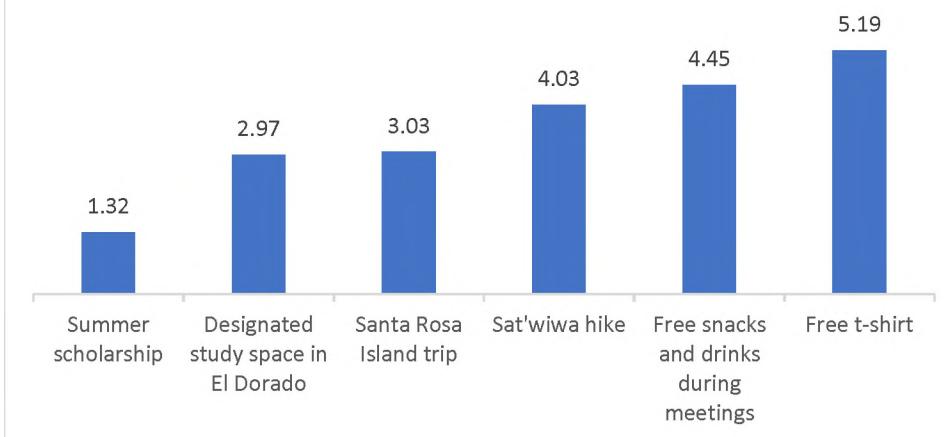


## Value of Incentives:

Several incentives were provided for participating in CIMAS. These incentives included a summer scholarship, designated study space in El Dorado Hall, snacks during cohort sessions, a free t-shirt, and two culminating events (a hike up Sat'wiwa with lunch and a day trip to the Santa Rosa Island Research Station). Students were asked to rank the value of these incentives from most important to least important. The average rank value for each is presented in Figure 5.

Unsurprisingly, the summer scholarship was ranked as the most important incentive.

Figure 5: Importance of incentives from most important (1) to least important (6). (N=31)



#### Qualitative Feedback about Events:

Two of the incentives of participating in CIMAS included a hike up Sat'wiwa as well a day trip to Santa Rosa Island Research Station. These events occurred toward the end of the semester, and more students expressed an interest than actually participated (likely due to the heavy course workloads students were balancing at the time of these events).

Of the respondents who completed the feedback survey, 11 participated in the Sat'wiwa hike and 9 participated in the Santa Rosa Island Research Station day trip. For those who participated in these events, they were asked whether the event “was a valuable or impactful experience? Why or why not?”

All those who attended the Santa Rosa Island trip stated that it was a valuable experience. Most respondents highlighted that it was a new experience that helped them connect to others and the university and that they also learned something valuable. A couple of example responses<sup>1</sup> are below:

“It was a valuable experience because I was able to go to a place I haven't been to before and learn more about the opportunities present there and I was able to meet new people.”

“Yes, it was a new experience and a way to explore and feel like a part of the CSUCI community and create new connections.”

All the students who participated in the Sat'wiwa hike also stated it was a valuable experience although a couple found the hiking aspect to be difficult and somewhat unenjoyable. Most reported that they enjoyed the hike because it connected them to the indigenous history of campus as well as other participants and gave them an opportunity to take a break from technology and enjoy nature. A few also pointed out the health benefits as well as feeling proud of themselves for persevering to the top. Several example responses are provided below:

“I believe the Sat'wiwa hike was a valuable experience because I was able to connect with myself in a sacred ground that belongs to the school I go to. I feel as if I connected more to my school in another level. I also enjoyed being with everyone on top communicating about what we enjoyed and observed while hiking up the trail. I was able to meet a couple girls and relate and speak about our experiences in school and life. It was great and I am so happy I attended!”

<sup>1</sup> All qualitative responses in this report are presented verbatim.

“The hike was also impactful. The part that really made it great was how we were given our space and limited with technology use. Being able to take in our surroundings and appreciate nature was a breath of fresh air.”

“Yes, it was valuable for the health benefits among the connection to my surroundings and others. It also allowed me to clear my mind and escape some of the stress.”

“Yes, it was a valuable experience. I thought I was going to give up on the way up, but I kept pushing until I made it to the top. I was happy with myself completing the hike.”

### **Qualitative Feedback on CIMAS:**

Students were also asked to describe the most and least effective aspects of CIMAS as well as whether and why they would (or would not) recommend the program to others. For transparency, all open-ended responses are provided in Appendix B while key example statements are presented in the following sections.

#### **Most Effective Aspects:**

Students typically found the discussion-based cohort model and structured activities around SMART goals and reflection to be the most effective aspects of CIMAS. Of the 29 students who answered the open-ended question, nearly all responses identified more than one aspect of the program to be valuable. Eight specifically identified SMART goals as impactful, 10 identified reflection as impactful, and 12 identified talking with peers as impactful. Students also indicated that getting to know more about specific academic skills, campus resources, and having the ability to meet with advisors were also particularly beneficial. Several example responses are provided below:

“100% by far I appreciated the SMART goals we set weekly and reflected upon. What I didn't realize before setting my goals was that they didn't necessarily have to be so far-reaching. I quickly learned that setting 1 precise goal a week was going to change my habits and productivity forever.”

“I believe that the weekly sessions were effective in getting familiar with CIMAS, as well as getting to know my peers, faculty facilitator, and peer mentor. The weekly SMART goal discussions were also effective in me staying on top of my priorities with the program, as well as helping me to stay on track with my assignments in all of my classes.”

“Getting to know other people, learning that they also go through the same things about me and learning as a whole how to manage with situations that we face as students.”

“Participating in the workshops and reflecting on my study habits was the more effective aspect of CIMAS. Seeing how I am not the only person struggling with class made me feel more connected to others going through the same situations.”

“The most effective aspect of CIMAS for me was being able to learn more about other programs and what they have to offer as well as new strategies for studying and staying on track.”

One student even identified how CIMAS helped them reconnect to campus after the required COVID-19 online learning period:

“CIMAS was my first “class” back on campus since COVID, ot helped me reconnect and feel like a student again. Also, it was so helpful when we had a counselor come in to speak with us so we can get a realistic picture of where we are at.”

#### **Least Effective Aspects:**

The responses to what was least effective was much more varied. Of the 28 students who responded to this question, 7 mentioned something about timing of the program (such as the day and time of the cohort meetings), and 5 mentioned the reflection assignment as being the least impactful. Notably, most students (9) said “nothing” or “N/A”.

Some students wished that the sessions were more frequent or were longer, and one seemed to be unaware of all the available cohort options:

“I wished the program was longer and twice a week. I enjoyed attending the workshops and would have enjoyed attending the workshop twice a week.”

“Not having enough time to share our problems and relate with the other students. Some days it felt like we weren't given much time to share amongst ourselves or out loud won't the group. A bit more consistency with the timing would be great.”

“The times and then later finding out they had sessions in person.”

For those who identified the reflection assignments as least impactful, this was mostly due to the fact that the reflection seemed redundant to what was also happening during cohort meetings:

“The least effective aspect in my opinion was the study reflection assignment. It was just a repetition of what we talked about in the meeting which I felt was much more helpful.”

“The least effective aspect of CIMAS for me was the Canvas assignments because they were really repetitive and didn't really help too much.”

“Weekly reflections seemed to take more time.”

A few students (4) indicated that specific skill sessions were not impactful. As the last example quote provided below indicates, this is likely due to some of the skills being introduced later in the program, not having enough time to practice and reflect on specific skills, or being unsure about how to implement them. Again, reading and writing strategies were discussed in only one session, and this seems like a skill that would be useful to spend more time on in future iterations of CIMAS.

“The workshop about writing.”

“Doing a schedule”

“For me, the least effective part was talking about writing and reaching out to faculty.”

“The fact is the strategies discussed were hard to execute since the ideas still felt broad or were up to us to find out strategies to implement these ideas into our routines.”

#### **Recommendation Explanation:**

Of the 31 students who responded to whether they would recommend this program to others, all 31 students said that they would recommend it. Open-ended responses indicated that these recommendations were largely due to the “support group” aspect of the cohort and discussions (11 students), the value of learning new skills and reflection (12 students), the value of the program in helping to navigate campus and higher education (7 students), as well as the incentives (7 students) and meeting new people (4 students). Several students wished they could have participated in this program earlier in their academic career and often recommended it for freshman (but not exclusively). Many of these themes are summarized in the example responses below:

“Even though it is a program that requires you to do certain (but very easy) tasks to do in order to get the benefits, while actually exploring and being within the program I realized it was further more from just earning the benefits. I got to meet new people and really have a great time away from my other responsibilities. [My faculty facilitator] as well as the peer mentor were definitely the best! They were always so kind and ready to be

there with us making us feel comfortable. We got to be a great group where we felt confident enough to share our things without being embarrassed or worried about what others would think. I learned some great things, especially how to manage my time! Really aside from the great rewards that you get after completing the program, it is a great opportunity to learn things that will help you to be successful and meet some great people!"

"I would recommend the CIMAS program to other students because it helped me learn about programs I did not even know existed in CI. I also love how I had the ability to speak about our experiences and thoughts of our school, classes, and professors. So connecting with peers, learning about programs, getting help with new study strategies, getting motivation and a lastly receiving a scholarship after is what I would tell other students about. This is a great program I believe it should stay because it has helped me and other students to better in their academics."

"This space almost doubled as a support group, because you are in a room with peers who are facing similar challenges as yourself. It feels empowering to know when I was struggling, my school extended a helping hand in the form of CIMAS. In the past, I know a lot of these incentives/rewards have been reserved for individuals performing well academically. So to have a scholarship for people who are struggling in school was amazing! CI has a lot of great resources for students but sometimes, students need a bridge to close the gap between them and the resource. CIMAS does a great job of acting as that bridge."

## **Summary:**

Humanizing the academic experience is a key equity practice and was a central design tenet for CIMAS. From the self-report feedback survey, it seems clear that students who completed CIMAS found it to be a valuable experience, both academically and personally. Students generally felt that their academic skills and knowledge about campus resources and opportunities improved due to participating in the program. The support of the faculty facilitator and peer mentor as well as the design of the program seems to be positively related to their feelings of belonging on campus. Incentives – most importantly the summer scholarship – was likely the largest influence for retention in the program, although students found a great deal of value in talking with each other about their shared challenges in a supportive space while also learning new skills.

While these results are very promising, it should be clear that students who complete such a support program *and* who complete a voluntarily feedback survey at the end of the semester, may result in an overly positive selection bias. Students who did not fully engage or complete CIMAS would be less likely to provide feedback on this survey. Furthermore, while it is clear that CIMAS positively impacted many students' feelings about themselves, it is unclear whether and how CIMAS might have impacted students' academic performance. Further analysis using institutional grade data would be required for such an assessment.

## **Spring 2022 CIMAS Participant Descriptives**

Prepared by Leslie Abell, PhD

This brief report describes students who did not participate or complete CIMAS with students who participated *and* completed CIMAS. This comparison was chosen since it is not possible to identify when students who partially participated in the program decided to stop coming.

All data is based on valid information and does not account or show missing data. Students may be missing data on these measures due to graduating, withdrawing, or because they did not fully enroll in a semester.

While the data here is purely descriptive, more complex analyses using propensity score matching is forthcoming.

Table 1. Demographic Comparison of CIMAS vs non-CIMAS Students

	All other students (did not participate or complete CIMAS)	Students who completed CIMAS
	N= 6,393	N = 60
<b>Gender</b>		
Female	66.03	78.33
Male	33.88	21.67
Non-Binary	0.09	0.00
<b>Ethnic Group</b>		
African American/Black	1.88	1.67
Asian	6.08	3.33
Hispanic/Latino	56.48	76.67
International	3.43	5.00
Native American/Alaskan	0.17	0.00
Pacific Islander/Hawaiian	0.25	0.00
Two or More Ethnic Groups	3.82	3.33
Unknown Ethnic Group	3.46	0.00
White	24.43	10.00
Men of Color	21.55	16.67
Historically Underrepresented Groups	58.53	78.33
Pell Eligible	50.82	70.00
<b>Parents education</b>		
Unknown Parents Education	5.46	6.67
High School or Less	37.40	60.00
Some College / Associates	23.65	16.67
Graduated from a 4 Year Institution	33.49	16.67
<b>First Generation to...</b>		
Attend College	37.40	60.00
Graduate College	61.05	76.67
<b>Veteran Status</b>		
Not a Veteran or Dependent of Veteran	93.27	95.00
Dependent of Veteran	5.77	3.33
Veteran	0.95	1.67

Table 1 compares students who did participate and complete CIMAS to all other students. Relative to all other students (those who did not participate or complete CIMAS), a larger percentage of CIMAS students were female (78.33%), Hispanic/Latino (76.67%), from a historically underrepresented group (78.33%), Pell eligible (70.00%), had parents with a high school education or less (60.00%), and first generation to attend (60.00%) as well as graduate college (76.67%).

Table 2. Descriptive differences of CIMAS and non-CIMAS students

	Did not participate/complete CIMAS					Participated and completed CIMAS				
	Std.					Std.				
	N	Mean	Dev.	Min	Max	N	Mean	Dev.	Min	Max
<b>Fall 2021</b>										
Units Attempted	6393	12.98	3.46	1	26	60	14.35	2.64	3	19
Number of DFWI	6393	0.64	1.22	0	7	60	2.02	1.51	0	5
CSUCI GPA End of	6393	3.06	0.80	0	4	60	2.51	0.73	0.5	3.67
In Good Standing at End of	6268	0.90	0.29	0	1	59	0.80	0.41	0	1
<b>Spring 2022</b>										
Retained to	5957	0.90	0.30	0	1	60	0.97	0.18	0	1
Units Attempted	5916	11.61	4.86	0	30	60	13.38	4.20	0	18
Number of DFWI	5957	0.49	1.06	0	10	60	0.82	1.07	0	4
CSUCI GPA End of	5913	3.02	0.82	0	4	60	2.60	0.61	0.69	3.62
In Good Standing at End of	5309	0.92	0.26	0	1	55	0.93	0.26	0	1
<b>Summer 2022</b>										
Took at least one summer course	4849	0.00	0.00	0	0	57	0.68	0.47	0	1
Number of summer courses taken	4849	0.00	0.00	0	0	57	0.98	0.90	0	4
<b>Fall 2022</b>										
Retained to	4674	0.75	0.43	0	1	56	0.88	0.33	0	1
Units Attempted	4561	9.80	6.00	0	25	54	12.65	5.10	0	26
Number of DFWI	4674	0.38	0.91	0	6	56	0.88	1.15	0	4
CSUCI GPA End of	4438	2.90	0.86	0	4	54	2.60	0.64	0.73	3.70
In Good Standing at End of	3482	0.94	0.24	0	1	48	0.94	0.24	0	1

Table 2 describes academic differences between these two student groups. Across Fall 2021 to Fall 2022, CIMAS students attempted more units, earned more DFWIs, and had lower CSUCI GPAs at the end of each semester than non-CIMAS students (those who did not participate or complete CIMAS). Given that CIMAS is a targeted intervention for those earning non-passing grades in the previous semester, these differences are somewhat expected. Although a smaller percentage of CIMAS students were in good standing at the end of Fall 2021 (80% of CIMAS participants vs 90% of remaining student body), this difference evens out in the Spring 2022 semester (93% vs 92%, respectively) and in Fall 2022 (94% for both groups). Interestingly, *only* students who participated in CIMAS took summer courses; 68% of those who completed CIMAS took at least one summer course (vs 0.00% of non-participants).

Table 3. Descriptives for CIMAS students Fall 2021-Fall 2022

	Fall 21			Spring 22			Fall 22		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
Retained to...	-	-	-	60	0.97	0.18	56	0.88	0.33
Units Attempted...	60	14.35	2.64	60	13.38	4.20	54	12.65	5.10
Number of DFWI...	60	2.02	1.51	60	0.82	1.07	56	0.88	1.15
CSUCI GPA End of...	60	2.51	0.73	60	2.60	0.61	54	2.60	0.64
In Good Standing at End of...	59	0.80	0.41	55	0.93	0.26	48	0.94	0.24

Table 3 explores descriptive measures across these three semesters only for students who completed CIMAS. For these students, the average number of attempted units decreases each semester (from 14.35 to 13.38 to 12.65 across Fall 2021 to Fall 2022). The average number of DFWIs decreased from Fall 2021 to Spring 2022 but rose slightly Fall 2022 (from 2.02 to .82 to .88). CSUCI GPA rose from Fall 2021 to Spring 2022 and stayed consistent in Fall 2022 (from 2.51 to 2.60). The percent of CIMAS students who were in good standing at the end of each semester increased across each semester (from 80% to 93% to 94%).

Overall, students performed better in Spring 2022 when they were participating in CIMAS relative to the semester prior. Although differences in performance from Spring 2022 to Fall 2022 are somewhat inconsistent, students maintain better performance than the semester prior to their participation in CIMAS.

Table 4. Retention and Academic Standing Comparison for CIMAS and non-CIMAS Students

	All other students (non-CIMAS completers & non-participants)	Students who completed CIMAS
Academic Standing End of Fall 2021	N=6,268*	N=59*
Academic Probation/Disqualification	9.62%	20.34%
Good Standing	90.38%	79.66%
Retained to Spring 2022	N=5,957	N=60
No	9.79%	3.33%
Yes	90.21%	96.67%
Academic Standing End of Spring 2022	N=5,309	N=55
Academic Probation/Disqualification	7.57%	7.27%
Good Standing	92.43%	92.73%
Retained to Fall 2022	N=4,674	N=56
No	25.18%	12.5%
Yes	74.82%	87.5%
Academic Standing End of Fall 2022	N=3,482	N=48
Academic Probation/Disqualification	5.97%	6.25%
Good Standing	94.03%	93.75%

\*Ns based on valid percents and does not account for missing data. Students may be missing data because they graduated, withdrew, or did not fully enroll in a semester.

Table 4 presents retention and academic standing as percentages rather than means as in previous tables. Relative to all other students (those who did not participate or complete CIMAS), more CIMAS students (20.00% vs. 9.43%) were on academic probation or disqualification in Fall 2021 (the semester prior to CIMAS). In Spring 2022, these rates are relative even for both groups (7.57% for non-participants and 7.27% for participants); however, in Fall 2022, the percent of students on academic probation/disqualification is slightly higher for CIMAS participants (5.97% for non-participants and 6.25% for participants). While this is somewhat disheartening, the rate is still much lower for CIMAS participants relative to the semester prior to their participation in CIMAS. Regarding retention, more students who participated in CIMAS were retained from the Fall 2021 to Spring 2022 semesters; it's important to note that this may be due to the promise of participation in CIMAS but not due to the program since the first cohort began during the Spring 2022 semester. However, this trend continues from the Spring 2022 to Fall 2022 semester; more CIMAS students were retained relative to other students (87.5% vs. 74.82%, respectively).

## Appendix A: CIMAS Topic Schedule

Week:	
1-2. Jan 24-Feb 4	Register & sign up for cohort
3. Feb 7 – 12	Student Orientation (online) (and Faculty Orientation)
4. Feb 14 – 19	<p><i>Student Success workshop 1: Planning for success</i></p> <ul style="list-style-type: none"> <li>- Reflection on academic and life goals</li> <li>- Creating weekly schedules</li> <li>- Creating and applying SMART goals</li> </ul>
5. Feb 21 – 26	<p>Motivational discussion 1:</p> <ul style="list-style-type: none"> <li>- Reflecting on SMART goals and using a schedule</li> </ul> <p>Campus opportunity guest:</p> <ul style="list-style-type: none"> <li>- Center for Community Engagement</li> </ul>
6. Feb 28 - Mar 5	<p><i>Student Success workshop 2: Strategies for success (1): Building Quantitative Efficacy</i></p> <ul style="list-style-type: none"> <li>- Learning Resource Center (LRC) guest speaker on studying strategies and growth mindset</li> </ul>
7. Mar 7 – 12	<p>Motivational discussion 2:</p> <ul style="list-style-type: none"> <li>- Tour of campus resources (Basic Needs, DASS, CAPS, etc.)</li> </ul> <p>Campus opportunity guest:</p> <ul style="list-style-type: none"> <li>- Undergraduate Student Research (last stop on tour)</li> </ul>
(Mar 14 - 19)	Spring break – no sessions
8. Mar 21 – 26	<p><i>Student Success workshop 3: Strategies for success (2): Basics for classroom success</i></p> <ul style="list-style-type: none"> <li>- Engaging in classroom discussions</li> <li>- How to talk with faculty</li> <li>- How to break down assignments</li> <li>- Strategically approaching classrooms based on modality</li> </ul>
9. Mar 28 - Apr 2	<p>Motivational discussion 3 (w/ midterm check-in):</p> <ul style="list-style-type: none"> <li>- Midterm assessment and reflection</li> </ul> <p>Campus opportunity guest:</p> <ul style="list-style-type: none"> <li>- Santa Rosa Island Research Station</li> </ul>
10. Apr 4 – 9	<p><i>Student Success workshop 4: Strategies for success (3): Organizing, reading, writing</i></p> <ul style="list-style-type: none"> <li>- The basics of organizing class materials</li> <li>- The basics of reading strategies</li> <li>- The basics of writing strategies</li> </ul>
11. Apr 11 – 16	<p>Motivational discussion 4:</p> <ul style="list-style-type: none"> <li>- Discussion/reflection on current challenges and solutions</li> </ul> <p>Campus opportunity guest:</p> <ul style="list-style-type: none"> <li>- Study Abroad</li> </ul>

12. Apr 18 – 23	<p><i>Student Success workshop 5: Roadmap to success:</i></p> <ul style="list-style-type: none"> <li>- Academic Advising guest speakers on creating academic roadmaps, reviewing CARR, etc.</li> </ul>
13. Apr 25 – 30	Motivational discussion 5: <ul style="list-style-type: none"> <li>- Reflecting on the end of the CIMAS program and end of the semester</li> </ul>
14. May 2 – 7	Sat'wiwa hike
15. May 9 - 14	Open study time w/ finals prep (no faculty facilitation)
16. May 16 - 21	Open study time, as needed (no faculty facilitation)

## Appendix B: Open-ended Responses

All responses are presented verbatim.

<b>Was the Santa Rosa Island trip a valuable or impactful experience? Why or why not?</b>
I suppose. It was fun but I don't think it did anything for me.
It was a valuable experience because I was able to go to a place I haven't been to before and learn more about the opportunities present there and I was able to meet new people.
It was an impactful experience because it really got me out of my comfort zone and go to a whole area that was different than my usual day to day activities.
Yes it was great. I was able to finally visit an island i really wanted to visit and learn some valuable insight in regards to my major.
Yes it was I got to see what CI students research on the islands.
Yes, I got to learn things about the island that I did not know and it was a time to reflect on things I've done and be thankful for what I have.
Yes, it taught me everything in life comes with obstacles, nothings ever easy. The boat ride there was rough such as school but once we reached the island it was all worth it.
Yes, it was a new experience and a way to explore and feel like a part of the CSUCI community and create new connections.
Yes. I learned a lot about the history of Santa Rosa Island which was very interesting and I finally got to visit this island.

<b>Was the Sat'wiwa hike a valuable or impactful experience? Why or why not?</b>
I believe the Sat'wiwa hike was a valuable experience because I was able to connect with myself in a sacred ground that belongs to the school I go to. I feel as if I connected more to my school in another level. I also enjoyed being with everyone on top communicating about what we enjoyed and observed while hiking up the trail. I was able to meet a couple girls and relate and speak about our experiences in school and life. It was great and I am so happy I attended!
I think the hike was a valuable experience. I really enjoyed learning about the history of the Sat'wiwa mountain and its indigenous roots. It felt very amazing to be able to participate in the hike.
It was good exercise!!
The hike was also impactful. The part that really made it great was how we were given our space and limited with technology use. Being able to take in our surroundings and appreciate nature was a breath of fresh air.
Unfortunately I could only walk to the start because I had to work. I was able to be there for the blessing and then just walking around that side of campus and getting to the start of the trail was so beautiful.
Yes it was but I'm not a hiker so it was not that much fun
Yes it was. It was hard but I enjoyed it and I even made new friends with then other cohort students.
Yes, it was a valuable experience. I thought I was going to give up on the way up, but I kept pushing until I made it to the top. I was happy with myself completing the hike.
Yes, it was nice to learn a bit of the history that surrounds our campus.

Yes, it was valuable for the health benefits among the connection to my surroundings and others. It also allowed me to clear my mind and escape some of the stress.

Yes, my favorite part was this, I really enjoyed being out in nature and having that sense of freedom and just being relaxed.

**What was the most effective or impactful aspect of CIMAS for you?**

Reflecting on our smart goals and talking with the other students.

100% by far I appreciated the SMART goals we set weekly and reflected upon. What I didn't realize before setting my goals was that they didn't necessarily have to be so far-reaching. I quickly learned that setting 1 precise goal a week was going to change my habits and productivity forever.

Being able to connect with peers. Setting SMART goals and managing school and personal life.

Being connected to all of the resources and opportunities available on campus.

CIMAS was my first "class" back on campus since COVID, it helped me reconnect and feel like a student again. Also, it was so helpful when we had a counselor come in to speak with us so we can get a realistic picture of where we are at.

Every week in the meetings we talked about something we were proud of and something we still need to work on. This aspect of CIMAS really helped track my progress and make me want to do better for myself.

For me the was impactful aspect of cimas was getting to work with our peer mentors and how we would always talk in the cohorts on how our week went.

Getting to know other people, learning that they also go through the same things about me and learning as a whole how to manage with situations that we face as students.

Having a really supportive cohort. It felt like a family like experience.

Honestly My CIMAS professor (cohort b) was absolutely phenomenal and she really made all the difference in what and how much I got out of each sessions

How to learned how to study

I believe that the weekly sessions were effective in getting familiar with CIMAS, as well as getting to know my peers, faculty facilitator, and peer mentor. The weekly SMART goal discussions were also effective in me staying on top of my priorities with the program, as well as helping me to stay on track with my assignments in all of my classes.

I enjoyed talking to the other students and sharing our thoughts over the duration of the semester.

I like how the meeting were informational and helpful while being goal oriented

I really liked the successful workshops as well as the check in sessions.

I was able to get so much information of resources I never new. The SMART goals really helped me as well.

Meeting with academic advisors to discuss the classes I need to take next semester.

Participating in the workshops and reflecting on my study habits was the more effective aspect of CIMAS. Seeing how I am not the only person struggling with class made me feel more connected to others going through the same situations.

Professor Tadashi Dozono took time to present all the material he had prepared while giving us time to reflect on the learning strategies we discussed in the cohort sessions.

The comments sharing with other peers.
The journaling. I feel like having my thoughts and goals for the week really put into perspective on how realistic I am with myself and how far to push myself.
The most effective aspect of CIMAS for me was being able to learn more about other programs and what they have to offer as well as new strategies for studying and staying on track.
The most effective aspect of CIMAS for me was having that constant support system every week in which I felt in an environment that I could ask any questions or for any help from my faculty facilitator or peer mentor.
The most effective aspect of CIMAS for me was the workshops created for us. Helping us with ways to have effective study sessions and even bringing in the academic advisors to help with choosing classes was great help. I was able to have a one on one with no rush with them and everyone in my cohort.
The most effective aspect of CIMAS for us was to create weekly smart goals. This helped me stay on task within my classes and be able to participate more during my class lectures. I also greatly enjoyed the ability to participate in this group without the pressure of a grade and being able to hold group discussions. The walk that we took around campus also showed me resources that I didn't even know about.
The reflection was really effective since it created an expectation to stick through my SMART goals.
The study skill strategies
The study strategies and time management aspect.
There were several things that I felt were effective for me: SMART goals, counselor presentation and assistance, to the support from both peer mentor Angel and Dr. Abell. If I had to choose one, then the group discussion between school mates was the most effective aspect of CIMAS for me.

<b>What was the least effective or impactful aspect of CIMAS for you?</b>
The workshop about writing.
At this time, there isn't anything that was the least effective about CIMAS.
Campus resources
Doing a schedule
For me the least effective aspect of CIMAS it was early in the morning. It was struggle to get match my mentor energy.
For me the least effective was the meeting time with some of the resources such as study at broad or career center. I would have found it more effective if there would be a CI resource fair with representatives from each resource on campus in one place. I understand that scheduling can be hard, but it would be great as a student to learn and explore more from the resources I'm interested in or have need for in one place. The tour of these resources was a great way to start.
For me, the least effective part was talking about writing and reaching out to faculty.
I don't think it was not affective I just wished there were another way to do it which were reading reflections sometimes it was really hard for me to get to those.
I genuinely do not have a least effective aspect of CIMAS. Everything helped a lot and do not have anything that was bad.

I think probably the campus tour because I already knew about most of these resources and although they are great I did not find time / the need to use them.
I wished the program was longer and twice a week. I enjoyed attending the workshops and would have enjoyed attending the workshop twice a week.
Meeting times were hard sometimes due to personal time
n/a
N/a
N/A
None
Not having enough time to share our problems and relate with the other students. Some days it felt like we weren't given much time to share amongst ourselves or out loud won't the group. A bit more consistency with the timing would be great.
Not sure
Nothing everything is was perfect.
Some hours of the sessions
Talking about what difficulties or successes we had in the past week.
The fact is the strategies discussed were hard to execute since the ideas still felt broad or were up to us to find out strategies to implement these ideas into our routines.
The least effective aspect in my opinion was the study reflection assignment. It was just a repetition of what we talked about in the meeting which I felt was much more helpful.
The least effective aspect of CIMAS for me was the Canvas assignments because they were really repetitive and didn't really help too much.
The online aspect of setting goals, it would be more helpful if we went over them in small groups for five minutes or so before class. (seeing as online class settings can be challenging)
The times and then later finding out they had sessions in person.
There was nothing that I disliked about CIMAS. It would be more beneficial during the Fall semester, especially for first-year students.
Weekly reflections seemed to take more time.

<b>Please explain why you would or would not recommend the CIMAS program to other students.</b>
I think the incentives are the main reason, other than that it's the reflection part.
A space to share your concerns and get help and support
Any student would benefit from the support in navigating higher education such as CIMAS does.
Even though it is a program that requires you to do certain (but very easy) tasks to do in order to get the benefits, while actually exploring and being within the program I realized it was further more from just earning the benefits. I got to meet new people and really have a great time away from my other responsibilities. The Faculty facilitator from my cohort (F) as well as the peer mentor were definitely the best! They were always so kind and ready to be there with us making us feel comfortable. We got to be a great group where we felt confident enough to share our things without being embarrassed or worried about what others would think. I learned some great things, especially how to manage my

<p>time! Really aside from the great rewards that you get after completing the program, it is a great opportunity to learn things that will help you to be successful and meet some great people!</p>
<p>For first time college students or non traditional students, CIMAS provides structure in which students can discuss things that they do not know who to talk about like daycare services, scheduling and studying conflicts, dealing with unflexible or demanding work and providing emotional and financial support to family. I recommend CIMAS to Dolphins on campus if they had little to no guidance on how to stay in college beyond knowing "just study and work" and "things will be fine." Having a foundation and strategies to cope with falling behind in order to bounce back when pressure is unavoidable is the goal I saw when going through CIMAS' workshops.</p>
<p>I think for everyone (especially freshmans) the cimas course is vital! Almost everything I learned in cimas in a matter of weeks took me years to find out in my own (I am a senior). And I also wish I learned a lot of stuff sooner as it would have been so beneficial for me throughout my college experience. I still did get a lot of of it however and am so glad I enrolled in this course.</p>
<p>I think this program helped me grow in many aspect such as having better working habit as well as learning to communicate when I have an issue</p>
<p>I would recommend everyone take this class as a freshman, they would benefit so much.</p>
<p>I would recommend it because the tips and resources we are shown are really useful especially for a transfer student like myself that didn't know much about the campus or where the services were located. Also it's a great way to meet new friends since we see each other for the semester.</p>
<p>I would recommend it, it was an experience at first I thought I didn't want to attend. After attending the first couple meetings I actually really really liked it.</p>
<p>I would recommend participating in CIMAS to Freshman or Sophomore's because it seems as though CIMAS is more geared towards their needs versus Juniors, Senior, or Transfer students. The only reason I would recommend CIMAS to Juniors or Transfer students would be to take advantage of the scholarship offered although I do think that with some adjustments CIMAS would be a program that Juniors and Transfer students could benefit from.</p>
<p>I would recommend the CIMAS program to any student who feels overwhelmed with classes or just doesn't know how to handle everything and do well. I felt lost and alone in that feeling for a long time. I wish I could've had CIMAS my freshman and sophomore year but i'm glad I was able to experience it even in my fourth year. I learned a lot about myself and how to improve. Im grateful to have had this program so that I could grow and do better in my future courses.</p>
<p>I would recommend the CIMAS program to other students because it helped me learn about programs I did not even know existed in CI. I also love how I had the ability to speak about our experiences and thoughts of our school, classes, and professors. So connecting with peers, learning about programs, getting help with new study strategies, getting motivation and a lastly receiving a scholarship after is what I would tell other students about. This is a great program I believe it should stay because it has helped me and other students to better in their academics.</p>
<p>I would recommend the CIMAS program to other students because it was really helpful and I was able to meet new people and connect with them.</p>
<p>I would recommend this program to many of my friends since they're also first generation. CIMAS would help them navigate the university life.</p>
<p>I would recommned the program, especially to my high school student that is going to become Freshmen at CSUCI. This program is extremely helpful and teaches a lot of valuable resources that are needed when you start off in CSUCI. This is also a helpful tool to keep upper classmen on track.</p>

I would strongly recommend CIMAS to other students because it really helped me reflect on my study habits.
I'd recommend it for most students but mainly those that are freshmen or just starting out to know what study strategies work for them. I could have used this program earlier on in my college career.
It gives you a free summer class, and is a great place to discuss our feelings
It is an experience that allows you to learn new resources and strategies to help you during your time and Channel Islands. It also allows you to interact with your peers and discuss issues that aren't commonly spoken of in other courses.
It was able to inform me about the resources available to me.
It was truly a safe place where I never felt forced or burdened to show up, I appreciated the help and community I felt when I attended. It would be silly not to participate in a success program where I was exposed to many programs and opportunities, study skills and tips, friends, and a scholarship as the cherry on top.
It's a wonderful program that should be all year round
Not only was it a unique experience but it made me feel like I actually belonged at CSUCI.
This program is a way to create new friendship and exposure to something new
This program was amazing. I had other obligations so I was not able to do some of the fun extra events, but the support I received from CIMAS was an absolute game changer in terms of success here at CI.
This space almost doubled as a support group, because you are in a room with peers who are facing similar challenges as yourself. It feels empowering to know when I was struggling, my school extended a helping hand in the form of CIMAS. In the past, I know a lot of these incentives/rewards have been reserved for individuals performing well academically. So to have a scholarship for people who are struggling in school was amazing! CI has a lot of great resources for students but sometimes, students need a bridge to close the gap between them and the resource. CIMAS does a great job of acting as that bridge.
To any student that needs the extra help or push academically, CIMAS is a great program with motivated faculty facilitators and peer mentors who are more than happy to assist student further advance their university careers at CI. Personally, I gained a lot of skills from CIMAS that I make sure to apply daily as a student.