The members discussed the updated version of the summary of the intrusive advising activities that AACE has undertaken with the 08 cohort. Some edits were suggested, Bliss will edit for final review at the next meeting. The committee plans to submit to SSAC at that committee’s May 22 meeting.

The request from SEPM to analyze which students to contact to have the highest impact needs to be researched. Smith will prepare a summary of what is already done, including phone blasts, emails and letters. The committee would like to see copies of the letters that are sent. It might be possible to find out reasons students are not returning via a survey.

Milestones: some of the “suggested” milestones might be better classified as “required” but since they are not truly required that should not be used. Suggestions included using must, or should or consider. The milestones are ways to help a student graduate on time. Freshmen milestones include: declare a major, complete all cluster courses; 2nd Year – see a major advisor, complete all graduation requirements (LD GE, Code, 2nd comp class); 3rd and successive years: meet with a major advisor at least once a year, or visit the college advising center if those centers become viable; UD GE should be completed in the 3rd or 4th year. Change suggested students be encouraged to join a club as freshmen, so there is potential to develop leadership and provide continuity over the summer months. The members were interested in exactly what the policy on declaring a major is at CSUEB.

Machamer reported that PIR plans to administer the senior survey and will include some of the same questions that were asked last year to provide comparison data. She recommends using a third party survey for faculty and staff, not an in house survey, for multiple reasons, primarily that national comparison would be impossible with an in house survey.

The “Sally Calculator” is going to be put in the data warehouse, so that the University community will have access. It will be a tool to predict the number of sections needed for a particular course based on enrollment figures.

Chang and Lankham are enrolled in a regression class and will be working with Machamer to use available data to investigate writing skills test information. PeopleSoft has limited data and John Whitman could be a source of more detailed information, based on the students involved in the recent writing skills workshops.