1. **What did your team commit to completing during these months? (What did you promise?)**

- Continue block enrollment of freshmen in winter and spring quarters.
- Monitor student success in the learning communities through intensive work in freshman seminars.
- Form a new subcommittee of the Student Success and Assessment Committee (SSAC) to review and revise web information for prospective freshman and transfer students to streamline the number of pages a student needs to review to get all the information about admissions, financial aid, housing, advising, and requirements.
- Continue to assess the impact of peer mentors on the freshmen in their learning communities and plan for ways to expand peer mentoring to include transfer students and veterans.
- Midterm Progress Reports will be requested of all faculty who have EOP students that fall under one of the following categories: First-time freshman, enrolled in remedial classes, or on academic probation.
- In October, counselors will work with EOP students to have them make appointments for Winter Registration and will conduct workshops that include: Exploring the Library, Time Management, Exploring Graduate School Options, Support Workshop, Study Tables, Budgeting Basics, and De-Stress workshops that include Yoga, Healthy Eating, and exercising properly.
- Peer Mentors will continue meeting with their freshmen students through October and November.
- EOP Admissions will create a Step by Step flyer on “How to Apply” to the EOP Program and lay out instructions on the EOP Website.
- The Renaissance Scholars Program plans to conduct an Explore the Bay trip to San Francisco’s International Hip-Hop Dance competition.
- URM students from EOP, EXCEL, and McNair will attend The California Forum for Diversity in Graduate Education at San Francisco State University on November 3rd.
- Student Retention Services units and Peer Mentors will participate in the “Al Fresco” in October to promote their programs and recruit new students.
- EXCEL will provide a workshop on financial aid that will be promoted among EXCEL students and will be held in conjunction with workshops and services offered by other University departments and colleges.
- EXCEL will expand its services to counseling for veteran students by hiring a new counselor. The veteran students will receive holistic counseling to assist them with adjustment to the university environment, help develop academic plan, and identify resources that they might need to address personal and psychological issues.
- Hold a University Undergraduate Advising Council (UUAC) meeting for all faculty and staff to discuss changes to application deadlines, application limits for Spring 2013, enrollment processes and limits to units, SB 1440, and Early Start, among other topics.
- Student Success and Assessment Committee (SSAC) will meet every other week to discuss plans for improving student success, especially through the University-wide Activities Program (UAP) made possible by the Academic Access, Enhancement and Excellence (A2E2) program.
- AACE will begin informal “meet and greet” events for students to interact with employers in an unstructured setting. These “Foot In The Door” events will take place about twice a month.
- AACE will hold a Resume Blast event in advance of the fall Career Fair. Employers are invited to come in and offer quick advice to students about the content of their resume; reach out to Colleges, in an effort to co-sponsor winter career fairs; reinstitute workshops on a weekly basis for career preparation; and
hold a “Strictly Sophomores” event for second-year students who are generally forgotten by institutions, which tend to lavish their attention on first-year students and those ready to graduate.

2. What did you do and how will it help?

New Initiatives:

- Block registration: Based on fall registration experiences, the course blocks were redesigned to ease registration for winter. Registration for 900 freshmen was completed prior to the official opening of registration; 600 students not registered due to registration blocks. They are being registered as they clear their holds.
  - Winter registration was handled in two stages: one for learning community discipline and freshman seminar classes, then followed with registration for any required remedial composition class and other linked courses. This greatly speeded up the registration process for those students without holds.
  - Noted: some students who require math remediation (not a linked cluster course) have not registered for their required math course. The possibility of identifying appropriate math courses for each cluster and including those in the block registration process is being considering for the future.
  - Freshmen who were deferred in fall to winter term (~70 students) because of financial aid issues or lack of on-campus housing, and who will be enrolling in the winter, were identified. Those cleared to register were also enrolled in an appropriate block of courses.

- The freshman General Studies faculty collaborated on resources and ideas for incorporating the freshman book, The Immortal Life of Henrietta Lacks, into the freshman General Studies seminar. More than 20 different lesson plans or resources were posted for faculty to use.

- The Peer Mentor Director visited UCB & UCSC to see services offered transfer and veteran students and identify best practices to emulate on campus with peer mentors. Other Peer Mentoring activities:
  - Peer mentors met with each student in the assigned class to understand the students’ goals and struggles.
  - Held study sessions for mid-quarter and final exams and provided ‘stress bags’ to students.
  - Recruited in freshman seminar for next year’s peer mentors. Received over 120 applications, the largest number ever.
  - Peer mentors were paid for their hours of service using funds from the A2E2 student fee.

- The Student Success and Assessment Committee (SSAC) met every other week to discuss plans for improving student success, especially through the University-wide Activities Program (UAP) made possible by the Academic Access, Enhancement and Excellence (A2E2) program. A website for SSAC was developed (http://www20.csueastbay.edu/about/institutional-effectiveness/ssac/index.html) to provide transparency and information for the entire University community regarding SSAC meetings and activities. Four subcommittees were formed and charges for each developed as follows:
  - Strategic Enrollment Management Subcommittee charged with developing the university’s strategic enrollment management plan and a schedule for implementation.
  - Student Communication Subcommittee charged with examination and improvement of the university’s communications with students including emails, websites, etc. The subcommittee has students from the Peer Mentor Program and staff from Accessibility Services providing feedback on the ease of use of the University website.
  - A2E2-UAP Subcommittee charged with soliciting, reviewing, and making recommendations regarding University-Wide Activities and Programs proposals for A2E2 funding.
  - Student Success (WASC) Subcommittee charged with proposing and reviewing research regarding student retention and graduation, and analysis of factors and development of recommendations for policies or interventions to improve student success.

- The Renaissance Scholars Program received a $20,000 grant from the Stulsaft Foundation to support former foster youth.

- The CSUEB Veterans Office received an award of $25,000 from the Sategna Foundation to support Veteran student services.
• The Smooth Transitions program was initiated to provide events to enhance transfer-student transitions to CSUEB such as introduction to the SCAA (tutoring services) during their open house.

• ‘Make a Difference Day’ attracted 240 student volunteers for a day of community service. This was a collaboration between Keeping Hayward Clean and Green, Associated Students Inc. Diversity Center, Student Housing and Residence Life, and Student Life and Leadership Programs.

• Following discussions that began in the Student Success WASC Subcommittee meetings, data warehouse staff are working on developing “Retention Dashboards”. This would allow faculty and staff to track cohorts of students at different points in time and provide retention/graduation rates by major.

• Institutional Research recently completed the analysis of the Graduate Student Survey done in coordination with APGS in Spring 2012. Among the results were: 1) most program-specific and faculty variables were rated high in importance and in satisfaction with the exception of “frequency of course offerings” where only 42% of respondents reported satisfaction, indicating an area that needs work; 2) advisement was considered very important to a large majority of grad respondents but only 50% of respondents were satisfied with the amount of time spent with graduate faculty advisors; 3) the university’s commitment to diversity was recognized with most students feeling that CSUEB provided a supportive climate; 4) barriers to achieving academic progress included work/financial commitments, course scheduling/availability, family obligations, and availability of faculty.

• Partly in response to the indication by grad students that career counseling was needed, Academic Advising and Career Education (AACE) using A2E2 funds hired a career counselor specifically for graduate students. Her first month of employment indicated very high demand for these career services.

• Dr. Sally Murphy, Senior Director of Undergraduate Studies and General Education, received a 2012-13 Outstanding First-Year Student Advocate award from the National Resource Center for the First-Year Experience and Students in Transition and Cengage Learning in recognition of her exceptional work in learning, development and success of freshman. In the 22 year existence of this award, Dr. Murphy is the first recipient from any CSU! (http://www.sc.edu/fye/awards/advocates/index.html)

**Improved Advising:**

• All freshman seminar faculty were asked to use Early Alert (a way to let students know what their grades and/or other important aspects of being a successful student are at early stages in the term) early and often in Fall. Faculty compliance and effects on students will be reviewed in January faculty meetings.

• A University Undergraduate Advising Council (UUAC) meeting for University-wide faculty and staff to discuss changes to application deadlines, application limits for Spring 2013, enrollment processes and limits to units, SB 1440, and Early Start was held.

• A new Transfer Credit Advisory Group (http://www20.csueastbay.edu/about/institutional-effectiveness/ssac/ssac-tcag.html) was formed to ensure consistent and uniform application in interpretation of policy and awarding of transfer credits at CSUEB. At their first meetings, the group identified miscellaneous policies and procedures that need to be more transparent to both students and staff on campus. In addition, a decision was reached to initially evaluate all transfer students according to the current University Catalog in place to streamline the evaluation process, while communicating to students that they could request a different catalog date if it is applicable. We expect this will result in students receiving their transcript evaluations more quickly after transfer.

• Individual counseling and tutoring for first generation college, low income and disabled students was a focus of the EXCEL program in October and November of 2012. Currently, EXCEL has 250 active students—59% of them are continuing students. In addition, EOP Peer Mentors met with 150 first-time freshman this quarter to provide advising and support.

• Midterm Progress Reports were sent to 590 faculty who have EOP students that fall under one of the following categories: first-time freshman, enrolled in remedial classes, or on academic probation. We received 1,016 reports back from faculty. EOP Counselors met with all students who had progress reports that indicated they were receiving a grade of “C” or below.

• AACE has reinstituted workshops on a weekly basis to assist students with career preparation skills. These workshops are moderately well attended.
• AACE staff have contacted deans’ offices, and will be cooperating on the College of Business career event and the College of Education career event, both scheduled for February.
• AACE held a “Strictly Sophomores” event in mid-October, to provide information and resources for second-year students. About a dozen other departments presented information at the resource fair during the event.
• AACE staff members continued intensive advising with students from the 2008 freshman cohort who are in good academic standing but have not yet graduated, in an effort to ensure that they are on the path to graduation.
• The first of four graduation workshops was held with 145 students in attendance. These workshops gave students valuable information about the process of applying for graduation.

Enhanced Access and Success:

• All EXCEL students received holistic counseling in one-on-one sessions. Students, who made a request or were identified by a counselor, received one-on-one tutoring in writing, mathematics, chemistry, biology, statistics, physics or accounting.
• EXCEL promoted graduate education during month of October. Its students attended workshops such as “How to Write a Graduate School Personal Statement” and “Explore Graduate School Seminar” and “California Forum for Diversity in Graduate Education” at the San Francisco State University. In addition, EXCEL offered a workshop on new financial aid requirements and policies, such as SAP and financial aid limitations. The workshop was conducted by Steve Falletti, CSUEB Financial Aid Counselor.
• EXCEL and Peer Mentors participated in Al Fresco in October to promote their programs and recruit new students.
• The Renaissance Scholars Program had 8 students attend the Explore the Bay trip to San Francisco’s International Hip-Hop Dance competition.
• AACE began arranging “Foot In The Door” informal meet-and-greet events for students to interact with employers. These events are being scheduled about three times each quarter in the AACE offices.
• URM students from EOP, EXCEL, and McNair attended The California Forum for Diversity in Graduate Education at San Francisco State University on November 3rd.
• EOP Application Day took place November 28 for prospective freshman and transfer students; 30 students attended, 27 prospective freshman and 3 prospective transfers.

3. What will you accomplish in the next two months?

• To facilitate better freshman block scheduling, meetings will be held with the director of math remedial courses to plan to include remedial mathematics classes in block scheduling for freshmen in 2012-13.
• The Statway project will be expanded after feedback from the students and the instructor has been extraordinarily positive this first term indicating that students who had struggled with remedial math were succeeding in Statway.
• To enhance Freshman academic success, faculty feedback and data will be collected on the progress of Early Alert, freshman seminar faculty will be notified of students in their classes who are on academic probation at end of first term and/or those students who failed remedial courses in fall and possible interventions will be discussed at the first General Studies faculty meeting in January.
• Invitations will be sent to all active transfer students to join new transfer peer mentoring leadership classes to prepare for acting as peer mentors for all new transfer students in fall 2013.
• Invitations will be sent to all active US military veteran students to join new veteran peer mentoring leadership classes to prepare for acting as peer mentors for all new veteran students in fall 2013.
• Prospective 2013-14 freshman peer mentors will be interviewed and those identified will be invited to take the spring term leadership class.
• All freshman peer mentors will be observed in their freshman seminar classes.
• EXCEL will continue to provide counseling and tutoring to existing and new students.
• EXCEL will hire a Veterans Counselor in January 2013 to meet the needs of student veterans.
• EOP will begin a search for 2 new counselor positions that are funded through A2E2 fees.
• Renaissance Scholars students will attend the annual John Burton Holiday Event on December 13th.
• Winter Quarter Workshops will begin in January, focusing primarily on the needs and transition issues of our First Time Freshman.
• Meetings and workshops will take place to provide guidance to students who are on academic probation or who have been disqualified.
• AACE will continue to refine the materials provided to second year students at the “Strictly Sophomores” event, and put the information on our web site.
• AACE will continue to offer Smooth Transitions workshops for incoming students.
• AACE will reach out to recent graduates and invite them to the winter career fair, anticipating that a significant number of them may not have found adequate employment.
• AACE will continue intensive advising with students from the 2008 freshman cohort who are in good academic standing but have not yet graduated, in an effort to ensure that they are on the path to graduation.
• AACE will invite academic departments to offer paid internships to students, funded through A2E2 money, for work on-campus that includes a learning component.
• Institutional Research will complete the reports on the Graduating Senior Survey. In particular we are examining relations between student self-reported progress and Institutional Learning Outcomes.
• Institutional Research will work with Admissions to analyze student admissions profiles and retention to develop a predictive model that includes likelihood of retention.
• A Veteran Student Reception will be held in January 2013.
• Online Transfer Orientation will be piloted to selected winter transfer students in preparation for opening to all transfer students in Spring 2013.
• Planning and Institutional Research, in coordination with the Senior Director of Undergraduate Studies and GE, will analyze data from the Entering Student Survey including variables addressing block scheduling and other major changes to the freshman enrollment process.
• A winter transfer student orientation will be held December 5th to provide information for new, incoming transfer students.