Graduation Initiative
Reporting Form
August-September, 2013

Campus: East Bay

Team Leader: Susan Opp

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

- Students transferring from Community College Puente Programs and other transfer students who have applied to the Gaining Access ’N Academic Success (GANAS) Program will be enrolled in an upper-division GE course, and a student success seminar course for Fall quarter 2013. The students will also have the assistance of special advisors and peer mentors.
- First-time freshmen will be block registered in freshman learning communities (“clusters”) that will include developmental math and English courses, college-level English courses (as appropriate), oral communication, information literacy, a freshman success seminar (“General Studies”), as well as a discipline course. Students will not be allowed to drop these courses without permission for the entire freshman year.
- Data from the graduating seniors survey and the survey of students who left the university will be analyzed and compared to determine the difference between those who graduate and those who do not.
- Retention dashboards will be developed using interactive Tableau dashboards that can be used by programs to understand student flow and departure from specific majors so interventions can be designed that meet the specific needs of students in various programs.
- The Student Success Committee will explore the implications of a policy that would put a hold on a student's graduation application if they have not started to meet the Undergraduate Writing Requirement. The goal is to get students to make more timely progress on the UWR.
- AACE staff will learn about effective use of social networking applications to reach out to students in need of advising or career education assistance.
- AACE will complete the “Career University 2013” series of workshops created for recent graduates, assisting them in transitioning to the workplace.
- AACE will develop a marketing plan to introduce students to the new jobs database called “PioneerJobs.” This database will include internships, work-study positions, and experiential education opportunities, in addition to full and part-time jobs on and off campus.
- AACE will develop a marketing plan to celebrate Open Houses for each of the college-based Advising Centers. These centers will be the best place for students to get “roadmaps” for their major requirements leading to graduation.
- AACE will complete the hiring process for a new Intrusive Advising staff member, charged with working with fifth-year native students from successive annual cohorts, funded through the Chancellor’s Office Student Success RFP.
- EXCEL staff will discuss development of:
  - Counseling for Veteran Students to meet the needs of veteran students who tend to be first generation or have disabilities.
  - STEM Education collaboration between EXCEL staff and the CSUEB STEM Education Institute. Infusing STEM education in EXCEL’s services will better align the program with the University’s Mission and Commitments as well as increase its competitiveness in the next TRIO/SSS grant competition. Complementary services that can serve as basis for collaboration include student research, internships and targeted counseling.
  - Ways to Promote First Generation Students. With ASI representatives, EXCEL staff will discuss developing a community of students who share similar experiences and challenges to create a supportive environment that can help students adjust to university culture and eventually lead to higher retention and graduation rates.
• EXCEL will prepare a series of workshops for the entire year. Topics will include: planning and applying to graduate school; financial aid; personal statement for scholarships; applying for scholarships; and study skills.

• EXCEL will create the “CSUEB EXCEL Family” group on Facebook to build a community of EXCEL students. The Facebook group will facilitate direct communication between EXCEL students and will develop in the students a sense of belonging which is very important for academic success.

• A four week Summer Bridge 2013 program will run from August 6th through September 6th to assist selected students in their transition to CSUEB.

• A third EOP Welcome for transfer students will be held on September 4th for 30 incoming transfer students.

• The Renaissance Scholars Program students will go on two field trips in August to provide participants with exposure to the diversity that surrounds the bay area and give them skills they will need to be successful when they graduate.

• On September 18 and 19th, EOP will hold its annual EOP Welcome for our 300 incoming FTF, with workshops on both days that will assist them with transition to a university environment, provide them with resources, and allow them to get to know each other.

• The STAR (Student Transition and Retention) program (funded by the CSU Student Success RFP) will launch in September. This program is designed to support our exception admit students (those who went through Summer Bridge) throughout the year to increase their retention rates. Students will attend a weekly workshop, attend events and be provided with additional resources to succeed.

• Starting in September, ten EOP Student Mentors will meet with EOP FTF and second year students throughout the year and six EOP Student Ambassadors (volunteers) will work with the EOP Admissions to do outreach events at local high schools and community programs.

• All first-time freshmen who are fully matriculated will be registered in their blocks of freshman “cluster” courses, including remedial courses and other linked courses, by the first week of September. Students will not be able to drop or change their freshman courses without first seeing an advisor.

• The final freshman orientation and an international student orientation will take place in September, shortly before the start of fall classes.

• Freshman convocation for first-time freshman students and their families will take place just before the start of fall classes in September.

• Ten Peer Mentor students will participate in the third annual cultural exchange program with students from Fukuoka Institute of Technology (FIT), first by hosting 10 FIT students at CSUEB, and then by traveling to FIT for a week. All students will take an exam to determine the effects of the program on their intercultural effectiveness.

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

New Initiatives:

• This fall, for the first time, we have a peer mentor assisting in a transfer class in GANAS (see descriptions below).

• The Gaining Access ‘N Academic Success (GANAS) Program officially launched at the start of Fall quarter 2013 with 31 students in the first cohort. GANAS is an innovative access and retention program that aims to smooth the process of transition for community college transfer students to Cal State East Bay and to increase the baccalaureate degree attainment of program participants. Faculty who are culturally responsive and committed to student success teach the GANAS courses. Students in GANAS participate in a one-year cohort experience paired with a transfer success seminar, intensive counseling, and mentoring. Students complete their upper division GE by taking three successive courses during their first year at CSUEB. They are currently enrolled in ES 3010 (Decolonize Your Diet) and GS 3011 (Transfer Success Seminar). Students met with the GANAS counselor for course selection, major exploration, and other non-academic matters. Students are also required to meet with their assigned transfer peer mentor to check-in, share resources, and arrange study group participation.
On September 24, the GANAS program held an orientation for program participants. Students were provided an overview of the program, the courses, and expectations, and got to meet and network with program staff. Ice breakers and team building activities were held to bring students in the cohort together and facilitate sharing of their background and educational journeys.

The GANAS Program Coordinator has begun recruitment for Fall 2014 (Cohort 2). She and the Program Lead attended and presented at the Puente Community College Program Northern California Component Training on September 12th.

**Improved Advising:**

- AACE completed the hiring process for a new Intrusive Advising staff member, charged with working with fifth-year native students from successive annual cohorts, funded through the Chancellor’s Office Reducing Bottlenecks awards. This will help by ensuring that students who might otherwise falter and drop out are instead supported and connected with the necessary steps to enable degree completion by year 6.
- International students attended orientation on September 23rd. Those without insurance holds were registered before the first day of classes. All students were registered by September 26th.

**Enhanced Access and Success:**

- Ten Peer Mentors participated in our 4th exchange with students from Fukuoka Institute of Technology (FIT) in Japan. All students were selected from the pool of peer mentors who worked with freshmen in 2012-13. Students completed a group project and presented it during their exchange. We continue to refine it to adapt to the language barriers that make it difficult to work together. However, the presentations were stronger than ever before and most of the CSUEB students attempted to give a part of their presentation in Japanese. They said they thought it unfair that the Japanese students gave part of their section in English, and they wanted to balance the challenge and the tension.
- CSUEB and FIT students (see above) took the Intercultural Effectiveness Survey, a tool designed to measure students’ flexibility and openness to new experiences and change. From the pre-test data, it is clear that CSUEB students are far more interculturally competent than the FIT students. While this is likely a reflection of the cultural diversity in the Bay Area, which is enhanced by experiencing a campus as diverse as ours, the important information about our students will be in the change, if any, that occurred by virtue of the exchange experience.

- 1500 freshmen were block registered in freshman clusters for fall 2014. The new blocks included developmental math courses. For the students at the lowest level of math, the block scheduling will keep the students together as a cohort as they work on their math skills. We are hopeful that that will improve the success rate for this challenged group. The process was significantly smoother than the first year 2012-13; this year, 95% of all students were registered by the second week of September.
- AACE created a marketing plan to introduce students to the new “PioneerJobs” database. The “rollout” will take place during the last half of October and the first week of November. Current students and alumni will be able to find jobs and internships, register for workshops, and upload materials for employers to see, all of which will increase job placement rates.
- AACE sent staff members to a professional development workshop to learn specifically about the interrelationship between academic advising and career education for college students, and sent staff members to a professional development conference to learn about effective use of social networking applications to reach out to students in need of advising or career education assistance.
- AACE completed the “Career University 2013” series of eight workshops ranging from “resume writing” to “using social networking sites for job searching,” designed for recent graduates. This provides recent graduates with preparation for entering the workforce.
- EXCEL staff participated in a 2-day staff retreat to reflect on the last year’s accomplishments and design improvement plans using team work approach. Topics discussed during the retreat were organized around student academic achievement and graduation and retention goals.
- **Counseling for Veteran Students.** There is agreement that holistic counseling is appropriate to meet the needs of veteran students who tend to be first generation or have disabilities. Results of the survey conducted in spring 2013 confirm this opinion. In the survey, veteran students marked the following services as the most important: (1) graduate school planning and application assistance; (2) development of educational plan; (3) scholarship guidance; (4) academic counseling; (5) resume development; and (6) connecting with other veterans and service members.

- **STEM Education.** A representative from the CSUEB STEM Institute and EXCEL staff discussed collaboration between the two programs. Infusing STEM education in EXCEL’s services will better align the program with the University’s Mission and Commitments as well as increase its competitiveness in the next TRIO/SSS grant competition. Complementary services that can serve as the basis for collaboration include student research, internships and targeted counseling.

- **Promoting First Generation Students.** A CSUEB Associated Students, Inc. representative and EXCEL staff agreed that a community of students who share similar experiences and challenges will create a supportive environment that can help students adjust to university culture and eventually lead to higher retention and graduation rates. ASI offered space for activities and help with programming.

  - EXCEL created “CSUEB EXCEL Family” group on Facebook to build a community of EXCEL students. A response from a student was positive, and 40 students joined the group in August 2013. The FB group facilitates direct communication between EXCEL students and will help to develop a sense of belonging which is very important for academic success.
  - With the beginning of fall quarter in September, most EXCEL activities focused on student counseling and scheduling tutoring sessions to ensure that all students are enrolled in classes and have immediate access to their counselor if they need help.
  - During August and September, EXCEL prepared a series of workshops for the entire topic. Topics included: planning and applying to graduate school; financial aid; personal statement for scholarships; applying for scholarships; and study skills.
  - Summer Bridge 2013 was held from August 6 through September 6th. Sixty-three students participated in this four week program to assist them in their transition to CSUEB. Of the 63 students, 48 were exception admits, and their successful completion of Summer Bridge was necessary for entrance into the university this fall. Participants attended classes that were set up in a similar format to the first year cluster courses with a discipline course, math, English, library and general studies to allow students to become accustomed to the format. Students also participated in a community service event. This program assists students in their transition to college and in learning our campus culture.
  - The STAR (Student Transition and Retention) Program (funded by the CSU Student Success RFP) launched in September. This program is designed to support our exception admit students (the 48 students who went through Summer Bridge) throughout the year to increase their retention rates. Students will attend a weekly workshop, tutoring, have a student mentor, attend events, and be provided with additional resources to help them succeed.
  - An EOP Welcome for transfer students was held to provide an overview of resources that EOP provides. In addition, students were allowed to set up appointments with their EOP Counselor.
  - The Renaissance Scholars Program students went on two field trips in August. These trips provided participants with exposure to the diversity that surrounds the bay area and gave them skills they will need to be successful as they graduate.
  - On September 18 and 19th the department held its annual EOP Welcome for our 300 incoming FTF. The students attended workshops on both days that assisted them with transition to a university environment, provided them with resources, and allowed them to get to know each other.
  - Ten EOP Mentors and 6 EOP Ambassadors (volunteers) began their work in September. 240 FTF signed up to have an EOP Mentor this year. The EOP Mentors meet with FTF and second year students throughout the year to work with them and their EOP Counselors to support the students in their academic and personal journeys. The EOP Ambassadors work with EOP Admissions to do
outreach events at local high schools and community programs.

- Freshman Convocation was held for approximately 400 students. The speaker was Dianne Rush Woods, the CSUEB Diversity Officer who talked about the common reading: *The Immortal Life of Henrietta Lacks*. She used the book to connect many different areas of study together and to urge students to think deeply and work hard during their first year.

3. **What will you accomplish in the next two months? (October-November, 2013)**

- The Student Success Collaborative from the Education Advisory Board will be evaluated as a potential tool to assist with student success planning and student advising.
- A Student Academic Support Systems Streamlining Program (SASSSP) will be launched with the goal of gathering input from across campus about how best to integrate and streamline student academic support processes and systems at CSUEB.
- Planning for Early Start 2014, to include students needing all levels of English remediation, will begin.
- Peer mentors to work with transfer students and freshmen in 2014-15 will begin to be identified. Those we successfully recruit will take leadership training next spring to prepare for new students in the fall.
- AACE will invite employers to participate in two days of “Resume Blast” in advance of the fall Career Fair. This will provide students with an opportunity to have their resume reviewed by “real” human resource professionals, offering quick advice about the content of their resumes.
- AACE will reach out to CSUEB colleges to assess the possibility of offering a winter career fair in the evening, rather than our customary morning/afternoon events.
- AACE will create an event specifically for advising sophomore students. These students are generally forgotten by institutions, which tend to lavish their attention on first-year students and those preparing to graduate.
- A new Veterans Counselor will be hired and services for veteran students will be resumed.
- A series of workshops on how to select and apply for graduate school will be offered to EXCEL students.
- EXCEL and Project Impact will collaboratively work on a new basic skills workshop.
- Midterm Progress Reports will be sent to faculty who have EOP students that fall under one of the following categories: First-time freshman, enrolled in remedial classes, or on academic probation. When reports come back from faculty, EOP Counselors will meet with all students who had progress reports that indicated they were receiving a grade of “C” or below.
- Students in the STAR program (CO funded summer bridge extention) will attend tutoring, weekly workshops and have a retreat.
- Renaissance Scholars will attend their first Explore the Bay trip to a play on campus in November.
- Winter Registration Advising will take place in November; counselors will meet with students and assist with choosing classes for Winter quarter.
- EOP Application Day will take place November 19th for prospective Freshman and Transfer students.
- A post study of Peer Mentors will be conducted in November to measure the effects of the exchange program with Japan on their intercultural effectiveness. A control group of CSUEB peer mentors who did not go to Japan will participate in the survey effort to help establish a baseline.
- The GANAS Program staff will attend and present at the following events: CSU Bay Area Community College Counselor Conference; Northern California Puente Motivational Conference at SFSU; CSUEB Preview Day; 3rd Biennial Policy Summit on Latino Higher Education; and the 6th Annual Mentoring Conference.
- Fifteen GANAS students will attend and participate in the California Forum for Diversity in Graduate Education on October 26, 2013 at Saint Mary's College.
- GANAS Counselor will be reviewing the CSU Academic Advisement Report (CAAR) - Transfer Credit Evaluation - with GANAS students individually and assisting with course selection for Winter 2014 term. The GANAS learning community courses for Winter term will include: ES 3230 (Oral
Traditions) and GS 3012 (Transfer Success Seminar).
- The Chicano/Latino Staff and Faculty Association will be hosting a mixer to welcome the GANAS students to CSU East Bay on November 4th in the University's Diversity Center.