Graduation Initiative  
Reporting Form  
December 2012 – January 2013

Campus: East Bay 

Team Leader: Susan Opp

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

- 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.
- Academic Advising and Career Education (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.

• Just under 20% of freshmen were on academic probation at end of fall term. Faculty teaching the freshman seminar each received a list of their students with GPAs below 2.0. Faculty met with most of their students in academic trouble in one-on-one sessions. One faculty developed a “Back on Track” form that required students to list each assignment in each class with due date, blocked study or research and writing time. Shared the form with all freshman seminar instructors. Will ask for feedback on

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

New Initiatives:

• After discussion of the inclusion of math remedial courses in the freshman learning community block scheduling, it was agreed that this inclusion would help foster stronger student success because student cohorts provide the opportunity for greater student-to-student support in study groups and collaborative learning. The effort will therefore begin in fall 2013.

• Statway continues to receive strong student support. Two students did not continue in the winter term, but neither was an active student in fall. Those who continued report very positive learning. Continuation of the program in AY 2013-14 was discussed with the Dean and approval to offer at least two sections was received. There are plans to design a common test for students taking the regular remedial math sequence and students completing Statway to assess similarities in levels of learning.

• Responses to emails requesting student interest in participating in a transfer peer mentor program totaled 186. All students were invited to focus groups to discuss ways in which having peer mentors would help transfer student transitions. The 15 transfer students who attended provided many good ideas, but only about 5 of the students indicated interest in taking a leadership course to develop skills needed for mentors. The course will be taught in spring term.

• Only 2 veterans responded to emails requesting student interest in veteran peer mentors. A stronger connection with the veteran advisor and records person needs to be developed to find ways to reach more veterans, and to discover what they want and what we can design to support their academic progress.

• Ninety freshmen and 9 transfer students were interviewed as prospective peer mentors for AY 2013-14. Sixty students were invited to enroll in Leadership courses in spring. This is the largest group of freshmen ever to apply for the Peer Mentor program by at least half.

• All current peer mentors were observed in their freshman seminar class. Written feedback was provided to the peer mentor and to the Peer Mentor Director. In cases where the observers (all were senior peer mentors who work with the Director to support the current peer mentors) felt the peer mentor needed additional training, the Peer Mentor Director met with each such student and paired her or him with a “big brother” or “big sister” to support the mentor’s development.

• The Entering Student Survey results have not yet been received. Contact with the office indicates no problem with the surveys, just a backlog in processing.

• Block scheduling issues improved significantly for winter term. However, we did not override holds so some 600 students with financial and other holds were not registered during the initial block effort. That required individual enrollment for each of the 600 students. We will consider overriding enrollment blocks for spring registration and then dropping students who do not clear their holds.

• Institutional research conducted analyses of two student service centers, the Student Center for Academic Achievement which provides tutoring, and the Academic Advising and Career Education center which provides both academic (GE) advising and career guidance. Recommendations for improving student success and retention were made for the services and the University.

• A new group, called the Transfer Credit Advisory Subcommittee, was formed of staff from Academic Affairs and PEMSA (Planning, Enrollment Management and Student Affairs) to centralize and coordinate policies, align and systematize procedures for awarding of credit, and resolve transfer credit
issues in order to minimize barriers to successful matriculation of transfer students who compose the majority of new students annually.

- Academic Advising and Career Education (AACE) continued 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.
- AACE continued to refine the details of the on-campus internships program, funded through A2E2 money, for work on-campus that includes a learning component.

**Improved Advising:**

- Just under 20% of freshmen were on academic probation at end of fall term. Faculty teaching the freshman seminar each received a list of their students with GPAs below 2.0. Faculty met with most of their students in academic trouble in one-on-one sessions. One faculty developed a “Back on Track” form that required students to list each assignment in each class with due date, and to block out study or research and writing time. The form was shared with all freshman seminar instructors. Feedback on effectiveness of the forms at term’s end will be requested, and the trajectory of students’ grades from winter to spring term will be tracked.
- In Winter 2013, we conducted a pilot of online orientation for transfer students. It is hoped that an online option will attract students who otherwise would not have attended an orientation.
- Smooth transitions, a program designed to engage transfer students and ease their transition into the University, was piloted in Winter 2013. Smooth transitions offers specializes workshops for transfer students in the first 2 weeks of classes and implemented “Ask Me” tables across campus.
- AACE staff continued to work with the 2008 First-time Freshman Cohort, using “intrusive advising” methods to push this group of students closer to the graduation finish line.

**Enhanced Access and Success:**

- EOP update: The total number of EOP students who have registered for winter quarter 2013 is 1003. Midterm Progress Reports were sent to 590 faculty who have EOP students who 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 “C” or below. In addition, eight different winter quarter workshops are being offered to EOP students to provide them with tools and advising to enhance their academic success.
- EOP Admissions has 12,148 prospective students who have marked interest in EOP
  - 8277 of the 12,148 students are prospective freshman students
  - 839 prospective FTF have completed all EOP Documents
  - 3788 of the 12,148 students are prospective transfer students
  - 239 prospective Transfer students have completed all EOP Documents
  - 80 AB540 students have completed all EOP Documents
- EOP Admissions has conducted presentations for high school and several community organizations:
  - Alameda High School
  - MetWest High School
  - Life Academy High School
  - Hayward High (Two different groups)
  - Youth Radio Oakland (Two different groups)
  - JUMA Adventures in Oakland and San Francisco
  - College Track Oakland
- EXCEL hired a Veterans Counselor to expand its services to veteran students. The Counselor will use a holistic approach to counseling to assist the students with adjustment to the university environment, help develop academic plans, and identify resources that they might need to address personal and psychological issues.
3. What will you accomplish in the next two months? (February-March, 2013)

- Block register continuing freshman students for spring term freshman courses by overriding any registration holds (international insurance, past due account, etc.), and notify students that they must clear the hold or they will be dropped from all classes and unable to register themselves.
- Complete selection of Peer Mentor candidates for the 2013-14 academic year and arrange for them to register for one of the spring 2013 leadership classes.
- Design outreach to SIR’d freshman students including: revise and update advising pages for incoming freshmen; develop on-line web-form for student selection of freshman cluster preferences; pilot extracting data from on-line forms to Excel file for ease of registration.
- Work on scheduling freshman cluster courses in anticipation of 1600 freshmen in Fall 2013, including contacting all departments with freshman cluster classes to set fall schedule, and working with University Scheduler to anticipate and resolve any rooming issues for fall.
- Prepare for outreach calling to SIR’d Fall 2013 freshmen including: select peer mentors to participate in outreach calling; develop calling scripts; design small group advising protocols for local students; work on developing a webinar for out-of-area student advising.
- Compare end of winter term FTF grades to end of fall grades, and work with faculty to provide greater support for students who are in academic trouble.
- EOP students who are missing their major check sheet for graduation filing will be contacted by their counselor to ensure they complete their graduation forms properly.
- A “Warning SAP” (are not making satisfactory academic progress) will be placed on students who are in jeopardy of losing their financial aid award. EOP Counselors will send emails and will schedule meetings to make them aware of this warning and the implications.
- Based on the midterm progress reports, the EOP Counselors will schedule meetings with all students who are not doing well in their current classes (grade of “C” or below) to determine strategies for completing the course successfully (tutoring, meeting with the professor).
- EOP Counselors will meet with their caseload of students to assist them with Spring registration beginning February 11<sup>th</sup> through February 22<sup>nd</sup>.
- Of the 3,549 transfer students who have not completed EOP documents, we will email and call regarding specific documents they must submit.
- Renaissance Scholar Program students will go to the Academy of Science for their quarterly Explore the Bay series.
- EOP Peer Mentors will continue to meet with the students that are in their student caseload during winter quarter.
- Preliminary planning will begin regarding a study in late summer/early Fall 2013 of students who left the University including tracking these students in the National Student Clearinghouse to provide a deeper understanding of why students depart and actions that may be taken to reverse the trend.
- A study of the impact of the University Writing Skills Requirement on student timely progression to degree will be undertaken.
- AACE will work with the GE office to develop “handoff” plans to move first-year students from GE advising to AACE advising.
- AACE will work with ASI, Advancement, Student Life and Leadership, and Alumni to develop a month-long career awareness effort for April.
- AACE will develop a marketing campaign to raise student awareness of the need to visit with advisors during “Advising Month” in May.
- AACE will continue working with students from the 2008 freshman cohort, and will begin to work with students from the 2009 freshman cohort, using similar intrusive advising techniques.
- AACE will further refine the effort to offer paid internships to students, funded through A2E2 money, for work on-campus that includes a learning component.
- EXCEL in cooperation with Veteran Affairs Coordinator will develop service delivery flowchart and activities for veteran students.