Graduation Initiative Reporting Form

Campus: East Bay

Team Leader: Susan Opp

1. **What did your team commit to completing during these months? (What did you promise?)**
   - Work will begin with the Education Advisory Board (EAB) Student Success Collaborative program to extract data from PeopleSoft in support of student success analyses to be conducted by EAB.
   - Analyses of existing course pre-requisites will be conducted to determine what modifications will be needed to enable electronic enforcement of the pre-requisites.
   - AACE (Academic Advising and Career Education) will invite employers to participate in two days of “Résumé Blast” in advance of the winter Career Fair. Students will have their résumés reviewed by human resource professionals, who will offer advice about the content of the students’ résumés.
   - AACE will begin compiling data (housing, financial aid, work commitments, co-curricular activities, first-generation status) on Fall 2009 cohort students, and will make appointments for them to meet with the new Intrusive Advising staff member.
   - AACE will list on-campus internships available to students, sponsored by academic departments, and paid for with A2E2 funds. These internships will provide real experience in careers related to their academic interests for students who are unable to travel to off-campus internship sites.
   - EXCEL will offer two workshops in January on applying for scholarships and composing a personal statement.
   - EXCEL will hire and train a new Veterans Counselor and develop a recruitment plan for veterans in January 2014.
   - The GANAS (Gaining Access ‘N Academic Success, a program for community college transfer student success) Coordinator will work with Ethnic Studies and General Studies to enroll students in ES 3230 (Oral Histories) and GS 3012 (Transfer Success Seminar). The focus of the Transfer Success Seminar for winter quarter will be Career and Graduate School Exploration.
   - The GANAS application for fall 2014 will require a letter of recommendation, to help determine whether applicants will benefit from GANAS Program services. In collaboration with the statewide Puente Program, targeted recruitment will take place in order to maximize applications by the February 1, 2014 priority deadline.
   - A professional mentor component for second year GANAS students will be discussed.
   - GANAS staff will review first term grades of GANAS students and prescribe interventions as appropriate.
   - GANAS admitted four additional students for winter quarter in order to complete the cohort of 35 students. A mini-orientation will be conducted with these students before winter quarter to facilitate a seamless introduction of the new students to the cohort.
   - Plans were made for a message to go out in early December to all fall and winter transfer students and all military veteran students inviting them to attend informational workshops on peer mentoring in late November, early December and January. We are also planning to hold focus groups at the start of winter term to assess needs and appropriate ways to extend Peer Mentor services to those two populations.
   - We will make a decision on whether the transfer peer mentor will continue to serve as a peer mentor for students in the GANAS program’s winter term student success seminar or whether she will be available on an “on-call” basis. We will assess the success of the fall model late fall term and continue to refine the model in the coming terms. We have begun discussions with the GANAS faculty team to inform the decision to be made in December.
• Identification of peer mentors to work with transfer students and freshmen in 2014-15 will continue. Those we successfully recruit will take leadership training next spring to prepare for new students in the fall.
• In December the staff of Student Academic Services will have a two-day Professional Development retreat to learn how to develop Outcomes Based Programs, implement effective caseload management and review the calendar for the winter, spring and summer quarters.
• Renaissance Scholars who are staying in housing during the winter break will be provided with additional flex dollars and dry goods food boxes while the dining services are closed.
• Student Academic Services will offer winter quarter workshops beginning the third week of the quarter to assist students with issues and resources.

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

**New Initiatives:**
• With the decision to use an EAB tool called Compass Connect Full, data extractions from PeopleSoft for the EAB Student Success Collaborative were initiated using a computer dedicated to allowing EAB VPN access into CSUEB PeopleSoft data. Ten years of CSUEB student enrollment and graduation data will be analyzed to produce key student progress indicators that can be used to improve student advising. The pilot programs for this effort are Physics, Theatre and Dance, and Business.
• Freshman block scheduling analysis: Analysis of block scheduling indicated that rather than prioritizing enrollment as planned (registering students in the order they SIR’d and submitted final documents), their attendance at orientation became the default priority. So many students were advised at orientation, rather than through early advising, that the registration plan was ineffective. Alternatives need to be found to guarantee that those students who first commit to East Bay and meet all deadlines are indeed given registration priority.

**Improved Advising:**
• Faculty were provided with analyses of existing course prerequisites that indicated those which were and those which were not enforceable via PeopleSoft. This demonstrated to faculty the need to modify both the policy regarding prerequisite enforcement and the prerequisites themselves if enforcement is going to occur. Optimally, prerequisite enforcement would result in appropriate levels of student preparation for coursework to enable greater student success.
• The General Education Office hired an individual to train as an international advisor to assist the GE advising coordinator. The person hired has considerable experience working with international students in the American Language Program. With this addition, we have doubled the number of international student advisors to serve our students.
• After reviewing first term grades, the staff of GANAS prescribed appropriate interventions such as bi-weekly meetings with the GANAS counselor, study skills activities, tutoring, and mandatory study hours, to students who were struggling.
• AACE held a two-day “Resume Blast” with human resources staff from local businesses, in advance of the winter Career Fair. This gave students the opportunity to have their resumes reviewed by professionals who work with resumes on a daily basis. The pros offered quick advice about the content of the resumes.
• AACE held a late-afternoon career fair, drawing evening students who rarely get an opportunity to attend an on-campus career event. The 4:00 to 7:00 event drew a larger-than-usual crowd of well-prepared students.
• AACE began reaching out to the 2009 freshman cohort students, encouraging them to come in for appointments to develop personalized roadmaps toward graduation in a reasonable time frame. The
goal of this endeavor is to work with students who have reached year 5 to ensure that they are on a path to graduation by year 6.

Enhanced Access and Success:

- The 42 freshman peer mentors sponsored 80 study groups during December to support freshman academic success. “Stress bags” were given out to all freshmen who participated in the study groups. In general, freshmen responded well to the offer of time and support for finals preparation and asked for more study groups for mid-terms and that we continue the finals study focus.

- A full-time Peer Mentor Coordinator was hired in December with responsibility for budgeting, data collection to assess the impact of peer mentors on the freshmen, and developing reports on that assessment. This will help the office make informed, strategic decisions. Review of the peer mentor working with GANAS students led to a change in the way we will work with the students in this transfer program. In winter, the GANAS peer mentor began to meet with students outside of class on a drop-in basis. The feedback on the peer mentor from the GANAS students in fall was very positive. They wanted her to continue in their class but we found that, unlike the freshman peer mentors, she was not integrated into the classroom activities and not used to assist the instructor in the class due to the way the class was designed. We will continue to work on discovering the best way for peer mentors to support transfer students.

- We were not successful in recruiting veterans to train as peer mentors. We will begin to work with the Veteran counselor, who is currently being recruited, to find ways to reach out to veteran students more effectively.

- The GANAS Coordinator worked with both the Ethnic Studies and General Studies departments to enroll students in both Winter quarter GANAS classes. They were enrolled in ES 3230 (Oral Histories) and GS 3012 (Transfer Success Seminar). The focus of the Transfer Success Seminar for Winter quarter is Career and Graduate School Exploration.

- The new GANAS application for Fall 2014 launched on December 12th. With this new cycle, recommendation letters are also required to help the evaluation committee select students to be a good fit with GANAS Program services which requires a year-long commitment from students. In collaboration with the Statewide Puente Program, targeted recruitment has taken place in order to maximize applications by the priority deadline.

- The partnership GANAS has developed with the Puente Statewide Office has proved very valuable as the GANAS staff plans and develops some of the program components. In meeting with the staff from the Statewide office, the GANAS staff was provided with a comprehensive overview of Puente’s professional mentoring program and the opportunity to discuss how this component may look within GANAS. Matching GANAS students with a professional mentor from the community would provide an additional resource to the students as well as further spread the word about CSUEB and what the campus is doing to support transfer students.

- In order to complete the GANAS cohort, the program admitted 5 new students to the program in Winter quarter. A mini-orientation that was held on January 3rd was provided to these students so that we could clarify how the program works and what is expected of them as participants. Additionally it was an opportunity for them to meet one another and some of the continuing GANAS students, thus easing some anxiety and making the transition into an already established cohort a smoother one.

- GANAS closed its first quarter of the program with students completing both courses (ES 3010 and GS 3011). The ES course, Decolonize Your Diet, closed the term with a potluck event where each student provided a dish that follows food rules learned in the course. Staff from the GANAS Program, university administrators, as well as partnering offices such as EOP and EXCEL, were all invited to attend.

- The GANAS Coordinator attended the Educators 4 Fair Consideration (E4FC) Conference where issues surrounding undocumented students and their access to higher education were discussed. Additionally, the coordinator attended the CSU East Bay Counselor Recognition Breakfast, provided
a GANAS presentation directed particularly to the community college counselors.

- As GANAS grows, our participant pool will become more and more diverse. As students’ needs continue to surface, we must reach out and develop partnerships with different university services to best serve all of our students. With that in mind, the GANAS Coordinator met and collaborated with the following staff/departments: EOP Peer Mentor Coordinator, Accessibility Services, Smooth Transitions Program, Enrollment Management, AACE, Financial Aid, and the African American Student Initiative (AASI) Committee. Additionally, one of our GANAS students was chosen to speak at the Martin Luther King Jr. Celebration Breakfast; expressing her vision of “The Dream” and how she continues to live and pursue it.

- Currently, 329 students are enrolled in EXCEL: 124 new participants and 205 continuing participants. Nine new participants enrolled in January 2014. Two thirds (66.6%) of EXCEL students are first generation & low income. The second largest group (15%) is students with disabilities. The remaining students are low income or first generation students. Hispanic (31%), African-American (30%) and Asian (20%) are main ethnic groups participating in the EXCEL Program.

- Counseling sessions by EXCEL provided assistance to students about the following areas: academic advising (189), academic needs assessment (42), financial literacy (incl. scholarship application) (37), and assistance in applying to graduate school (11).

- During sessions, EXCEL students received tutoring in math, writing, physics, chemistry, and biology. Student satisfaction levels were high based on individual session evaluation forms.

- The staff of Student Academic Services held a 2 day Professional Development retreat to learn how to develop Outcomes Based Programs, implement effective caseload management, and review the calendar for the winter, spring and summer quarters.

- EOP winter quarter workshops began the 3rd week of the quarter to assist students with issues and resources.

- The STAR (Student Transition and Retention) Program, which serves exception admit EOP freshman students held winter quarter workshops that focused on the following topics: academic reflection of fall quarter, goal setting, critical thinking, conflict resolution, and public speaking. Tutoring is provided in math, English and reading comprehension; 57% of all STAR participants attended weekly math tutoring; 5 students are participating in 1:1 English tutoring; and 6 students are attending 1:1 reading comprehension tutoring. As an incentive program, students receive points based on involvement in different outlined activities: meeting with faculty during office hours, attending a diversity center event, GPA level, etc.

- Renaissance Scholars who were staying in housing during the winter break were provided with additional flex dollars and dry good food boxes while the dining services were closed. In addition, the Renaissance Scholars had a winter quarter assessment to determine how students were progressing and identifying any specific needs for the quarter.

3. **What will you accomplish in the next two months? (February-March 2014)**

- The EAB Student Success Collaborative kickoff will be held on campus on February 25, 2014, to introduce advisors and faculty from the pilot groups (Physics, Theatre and Dance, and Business), as well as key administrators and staff, to the collaborative, and to the work that will be performed to produce the advising tool.

- A revised prerequisite enforcement policy will be developed which provides a workable timeline to allow faculty to revise prerequisites and to provide ample advance warning to students.

- Five transfer students, three of whom come from the GANAS program, have been selected to participate in spring term leadership training.

- 60 freshmen from the 90+ students who applied will participate in spring term leadership training to become 2014-15 cohort of peer mentors.

- The Peer Mentor Office personnel, the director, coordinator, and senior student staff member, will participate in the First Year Experience conference in February with their focus on learning more
about how other peer mentor programs operate at other universities. They will be looking for best practices and assessment strategies for programs similar to our own.

- Planning will begin for prospective freshman advising sessions to start in early May, including taking an advising team to Southern California, to work with admitted students who have submitted their Student Intent to Register by the May 1 priority deadline.
- The GANAS Program staff will attend and present at the following events: Mission College Puente Program Career Panel on February 12th, Puente Statewide Office SoCal Regional Training on February 20-21st, campus visit from College of San Mateo Puente Program on March 5th, campus visit from Ohlone College on March 14th, and the Latina Leadership Network (LLN) Conference on March 28-29th. Additionally, the GANAS Coordinator will attend the American Association for Hispanics in Higher Education (AAHHE) Conference on March 6-8th.
- The GANAS Coordinator will work with both the Biology and General Studies departments to enroll students in both Spring quarter GANAS classes. They will enroll in BIO 3065 (Humans and Sex) and GS 3013 (Transfer Success Seminar).
- With the focus of the GANAS Transfer Success Seminar on Career Development, collaboration will continue through the end of Winter quarter with career counselors from the AACE office to provide accurate and useful tools for the students.
- GANAS Fall 2014 applications received by the priority deadline of March 2nd will be reviewed and evaluated for admission to the program.
- Counseling and tutoring will remain primary services provided by EXCEL.
- EXCEL will work on the 2014 EXCEL Graduation Ceremony.
- A new Veteran Counselor will be hired who will assist EXCEL Director in planning one-on-one and campus-wide services for veteran students.
- EXCEL will enhance its existing data collection system to include student veterans and keep a record of all student achievements and awards.
- Mid Term Progress Reports will be sent to faculty and then returned to be reviewed by EOP Counselors
- Student Academic Services (SAS) will participate in: outreach events to high schools students; Contra Costa College EOPS Advisory Board in March; Explore the Bay Field trip for Renaissance Scholars and STAR participants; and recruiting and hiring of student assistants and EOP peer mentors for the next academic year.
- AACE will begin preparing for the next “handoff” of first-year students from GE advising to AACE advising.
- AACE will continue to make contact with 2009 freshman cohort students in an effort to assist them in planning direct paths toward graduation in a timely manner.
- 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.
- AACE will begin planning for another “May is Advising Month” effort. This program encourages students to visit their faculty advisor and to see an AACE counselor.