Graduation Initiative  
Reporting Form  
February-March, 2013

Campus: East Bay

Team Leader: Susan Opp

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

- 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 11th through February 22nd.
- 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.

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

New Initiatives:
• Academic counseling for veteran students was added to services provided by the EXCEL Program. Veteran students received information about new services via email and/or telephone calls, through flyers distributed across campus, and through an ad posted in the Pioneer, our student newspaper. Nearly 50 veteran students received one-on-one counseling, 14 students were referred to other CSUEB departments, and all veteran students received information about scholarship opportunities. One student applied for the William Randolph Hearst/CSU Trustees’ Award for Outstanding Achievement scholarship.
• AACE worked with ASI, University Advancement, Student Life and Leadership, and Alumni Association to develop a series of five career workshops for students, all scheduled for mid-April.
• Block registration of continuing freshman students for spring term occurred even more smoothly than winter quarter through the overriding of registration holds (international insurance, past due account, etc.), and timely notification of students that they had holds that needed to be cleared.
• Preparations for outreach calling to SIR'd freshman students have been made so that incoming freshmen will receive advising about Freshman Learning Communities prior to attending summer orientation sessions. This will enable summer orientation to focus more on connecting students to the services on campus and the positive aspects of being an East Bay student rather than focusing on the stress of choosing and registering for courses.
• A Freshman Day of Service registration system was created to allow all continuing freshmen to register for a service learning activity in the spring term. Organizations up and down the East Bay have scheduled days for freshmen to participate in a day of service. 1264 students signed up during the last two weeks of February for at least one day of service. Students received confirmation of their registration along with information on the service agency and the expected service activity. Service-learning is a high-impact practice. Students will write reflections on their service experience and will be asked connect their service experience to what they have learned and how they have grown in their first year. This exercise should help to both connect our students’ university preparation to the need to support and give back to the surrounding communities, increasing their understanding of the relevance of their freshman year academic experiences.

Improved Advising:
• Academic Advising and Career Education (AACE) developed an “open house” for current freshmen, to help them learn about our department as their new advising home when they become sophomores.
• AACE developed a marketing campaign for “May is Advising Month” centered around custom fortune cookies.
• AACE continued working with students from the 2008 freshman cohort, and began to work with students from the 2009 freshman cohort, using similar intrusive advising techniques. While this approach has worked with a fairly small cohort of students, plans are being considered to make the program scalable for larger numbers of students in the future.
• EOP Counselors contacted 86 students who were missing their major check sheet for graduation filing to ensure they completed their graduation forms properly.
• EOP Counselors sent emails to and met with 181 students who had a “Warning SAP” (are not making satisfactory academic progress) and are in jeopardy of losing their financial aid award. These students
are now aware of this warning and the implications. On the other hand, at the end of the winter quarter, 43 EOP students made the Dean’s List and 39 were on the Honor Roll.

• All Freshman Seminar faculty had one-on-one meetings with their students on academic probation at the end of fall quarter to help the students identify reasons for academic difficulties and to identify changes in behavior that would improve their grades. Students were encouraged to meet freshman seminar faculty who are trained advisers to create an academic plan—courses and grade goals for winter and spring terms. Feedback from the faculty was strongly positive reporting that the one-on-one advising sessions uncovered issues, attitudes, and problems that were hampering students’ academic work. The faculty then created a behavioral plan with the student (and in a surprising number of cases walked students to university resources, including counseling services) to find assistance. Not all students in academic trouble scheduled time to create academic plans. Those that did told the advisors that they really appreciated the help, with many of them thanking the faculty for caring about their success. We will see how many freshmen who participated in the one-on-ones will end the academic year off academic probation.

• Based on the midterm progress reports, the EOP Counselors and Renaissance Scholars Coordinator scheduled meetings with all students who are not doing well in their current classes (C or below) to determine strategies for completing their courses successfully (tutoring, meeting with the professor).

• Using A2E2 student fee funds, professional advisors have been hired to staff college-based advising centers. The centers will improve the level of major advising available to students in the colleges and will improve coordination with GE advising that occurs through AACE.

• Developed a plan to “officially” hand off the freshmen from the GE/FYE office and staff to the Academic Advising and Career Education advising office and staff.

Enhanced Access and Success:

• Thirty new low income/first generation college students enrolled in the EXCEL Program.

• A record number (60) of new Peer Mentor candidates for the 2013-14 academic year were chosen, including the first set of Peer Mentors for transfer students. All new Peer Mentors registered for one of the spring 2013 leadership classes in preparation for their roles in Fall quarter.

• Preliminary schedules of freshman cluster courses have been made in anticipation of 1600+ freshmen in Fall 2013. All departments with freshman cluster classes have been engaged in the setting of the fall schedule, and the University Scheduler has been involved in attempts to anticipate and resolve any rooming issues for fall.

3. What will you accomplish in the next two months? (April-May, 2013)

• Workshops that will be held in Excel include: Dealing with Test Anxiety; Study Skills Equals Transferable Job Skills; and Expanding Tutoring Skills.

• AACE will begin holding a series of “open house” events for current freshmen, to help them learn about our department as their new advising home when they become sophomores.

• Selected EOP students at Cal State East Bay will be a part of the State at the Gate experience where CSU students will come together to camp overnight and do a community service day (habitat restoration) at the Presidio in San Francisco.

• EOP will send out acceptances for First Year and Transfer students.

• AACE will help sponsor the six career workshops with 8-person panels of alumni and local business people, designed to help familiarize students with career options.

• AACE will advertise May as advising month, and will encourage students to come to our offices and to visit with faculty advisors.

• AACE will continue working with students from the 08-Cohort, and will begin to work with students from the 09-Cohort, using similar intrusive advising techniques.

• EOP will have an Open House during Welcome Day in April. EOP will invite all prospective EOP students to attend our open house during the university’s Welcome Day. Students will come to the office to learn about services, meet counselors and verify their status with the admissions team.
• Summer and Fall registration advising will occur in EOP, AACE and the General Education office.
• Fall 2013 incoming freshmen who have SIRed will be called by Peer Mentor students to set up small group advising appointments to prepare students to choose Freshmen Learning Community courses prior to attending summer orientation. Students who participate in early advising sessions and sign up for Orientation will receive a letter assuring them of enrollment in one of their top pick clusters.
• All current freshmen will be participating in at least one service-learning day before the end of May.
• On-line advising pages for new freshmen will include a web-form that allows students to select their top choice learning communities and submit those choices to the GE office.
• The peer-mentors-in-training who will be invited to become peer mentors in fall 2013 will be selected.
• The A2E2 Advisory Committee will determine the relative levels of funding to be allocated to the various student success initiatives across campus, including advising centers, peer mentors, tutoring, library hours and materials, and instructional activities and equipment.
• Plan and distribute to Associate Deans and department chairs an annual schedule for all freshman learning community linked courses.