Graduation Initiative
Reporting Form
June-July, 2013

Campus: East Bay

Team Leader: Susan Opp

1. **What did your team commit to completing during these months? (What did you promise?)**
   - Academic Advising and Career Education (AACE) will distribute “Career University 2013” flyers at graduation events, listing summer workshops for graduates. These eight workshops will range from “resume writing” to “using social networking sites for job searching.”
   - AACE will continue to work with the New Student Orientation program, and will continue to offer “Smooth Transitions” workshops for incoming Fall quarter transfer students.
   - AACE will hold a two-day retreat to review program success, to analyze efficiencies and impediments to success, and to develop an overview of next year’s calendar of events.
   - AACE will continue working with 2008 freshman cohort students, and will begin making telephone calls to reach out to 2009 freshman cohort students.
   - On June 3rd EOP will host its first annual Freshman Transition Ceremony, and on June 8th EOP will celebrate academic achievement, graduates and Renaissance Scholars at the annual End of Year Ceremony.
   - Orientations for Freshman and Transfer students will begin at the end of June. EOP Counselors will attend all orientation sessions to meet with their students and assist in their choosing of clusters.
   - Two EOP Transfer Welcome sessions will be held in July. EOP students who attend will be given an overview of services, will meet their Counselors and will hear from their peers how to transition successfully into the university. Those that attend will be able to schedule an advising session with their EOP Counselor prior to the start of Fall Quarter.
   - Pre-advising sessions with first-time first-year students and their families will continue in the summer.
   - Freshman orientations will be held.
   - Outreach and training materials for peer mentors to work with new transfer students will be developed. Work will begin with staff who serve military veterans to develop peer mentor services for enrolled veterans, and plans will be developed for rolling out a veteran peer mentor program in AY 2013-14.
   - Based on problems with students not registering for required developmental math courses after they have been registered for their learning community courses, math courses will become part of freshman block registration so that students will not be able to avoid taking required developmental math. This will reduce staff time required to review each developmental math students’ term registration and repair their registration. In addition, most students will move through their remedial math as a cohort, increasing opportunities for students to develop study groups and study partners to help support learning throughout the sequence of classes.
   - Grades from spring quarter will be reviewed to see how many freshmen were able to recover from academic probation and how many moved onto the probation list. Information will be shared with the faculty teaching the freshman seminar during training for the coming year.
   - Annual schedules for freshman cluster courses will be distributed to College Deans and their Associate Deans and to participating department chairs.
   - The University will hold End-of-the Year and Graduation Ceremonies.
   - EXCEL will hold a staff retreat to review activities and integrate veterans counseling into the program.
   - Two early advising sessions for first-year students will be held at our Concord campus on June 18th and eight sessions will be held June 22 and 23 in Southern California. We will invite the parents to attend the advising sessions and have representatives from Records, Housing, and Financial Aid available to answer questions students or their families may have.
2. What did you do and how will it help?

New Initiatives:

• Outreach and training materials were developed for peer mentors to work with new transfer students. With funding from the CSU RFP for Student Success, we were able to hire a permanent, full-time Peer Mentor Services Manager and will be hiring a coordinator to assist the manager. Work began to develop peer mentor services for enrolled veterans, and plans were begun to place a peer mentor with transfer students enrolled in the GANAS program.

• The GANAS (Gaining Access ‘N Academic Success) program was launched with funding from the CSU RFP for Student Success. The first cohort of students was recruited from transfer students, including recruitment of Puente Program students from community colleges (see plans for next 2 months).

• The number of exception admit students was decreased by over 67% compared to prior years, helping to ensure that our first-year students for Fall 2013 are academically prepared for college level work.

• The Student Center for Academic Achievement (SCAA), which provides student tutoring, analyzed the effects of tutoring in math and English on retention and graduation rates. One-year retention and graduation rates were higher for students who received tutoring services compared to students who did not receive tutoring. Students who received tutoring for ENGL 3000 (Writing for Proficiency, Tier 1 class for passing the Writing Skills Requirement) passed at significantly higher rates than non-tutored students, but students who received tutoring in MATH 1130 (College Algebra) passed the course at comparable rates to non-tutored students. The finding that tutoring in writing appeared to translate into higher pass rates, whereas tutoring in College Algebra did not, suggests that greater short-term gains as measured by course grades can be achieved in writing. However, other characteristics that define these two groups might also account for these differences. For example, lower-division students who receive tutoring for math possibly have greater overall need for academic assistance than upper-division students seeking help with writing. The lack of observed improvement in course pass rates for math should not necessarily be interpreted as a lack of effectiveness, as short-term course completion rates might not be the best way to measure possible effects. To the extent that lower division math tutees represent a more academically challenged group, reaching course pass rates comparable to non-tutored students may, in fact, be an accomplishment. Additionally, participating in tutoring services could have little observable effect on course pass rate, but still have a significant impact on retention and graduation. Given the magnitude of the observed effect for retention/graduation, this is a plausible scenario.

Improved Advising:

• Pre-matriculation advising sessions with first-time first-year students and their families were held in Hayward as well as at two sites in Southern California. Students and their families learned about the freshman cluster system and were able to make choices of clusters before arriving at orientation in the summer. This created a less-stressful orientation experience, improved students’ and families’ understanding of cluster choices, and enabled us to establish earlier connections between first-year students and the General Education Office as well as Financial Aid and Student Housing.

• The processing of transfer credit for new transfer students was much more expeditious than in the past – transfer credit evaluations are now being delivered within one or two quarters of students enrolling. This will allow transfer students to develop a plan toward degree completion much sooner after transfer.

• The processing of admission documents has been the fastest on record, allowing new transfer students to enroll much sooner than in previous years, which also allowed for earlier course selection thereby decreasing the chances that new transfer students would end up on wait lists.

• AACE distributed “Career University 2013” flyers at all three graduation ceremonies, listing summer workshops for graduates. These eight workshops ranged from “resume writing” to “using social networking sites for job searching,” and took place in July and August.

• AACE reached out to the 2008 Freshman Cohort students with whom we had been working, congratulating those who had graduated (over 50%) and encouraging those who are still working toward that goal.
• Results of a survey given to veteran students in spring 2013 confirm that the following services are seen 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.

Enhanced Access and Success:
• Orientations for freshman and transfer students begin at the end of June. EOP Counselors attended all orientation sessions to meet with their students and assist in their choosing of clusters. Up to 80% of new Fall 2013 freshmen have participated in orientation and advising at either the Hayward or the Concord campus. AACE offered study skills workshops and graduation requirements workshops at each of the summer orientation sessions for incoming fall students.
• EXCEL organized the End-of-the Year and Graduation Ceremony for its graduates and families. It was a very successful event attended by President Leroy Morishita, forty-five (45) first generation college graduates, and forty (40) family members. President Morishita praised the EXCEL Program for effectiveness of its services which are designed to increase graduation and retention rates of first generation and low-income college students and students with disabilities. In the last reporting year (2011-12), the EXCEL Program served 425 students; 94.3% of the students were in good academic standing, 67% of the students received a B.A. degree within six years, and 89.7% of students were retained from one academic year to the beginning of the next academic year.
• EXCEL participated in eight (8) outreach events for freshmen and transfer students to inform first generation/low income/disabled students about available support services. EXCEL staff gave application forms to approximately 120 students. Some of them already submitted the application but based on prior experience a majority of new students will come to EXCEL in September.
• EXCEL and Project Impact piloted a new workshop to address emotional health issues of first generation/low income/disabled students. The Project Impact’s Wellness Counselor is an experienced certified therapist and a great resource for both programs. First generation/low income/disabled students frequently suffer from anxiety and low self-esteem that have adverse impact on learning. The purpose of the workshop was to address these issues. Since this was the first workshop and offered in the summer quarter, the attendance was low. Both programs will continue working on promoting wellness workshops.
• 23% of our EOP students achieved a 3.2 GPA or higher in 2012-13. Every student was sent a congratulatory email from the department, something that we promote to our incoming students.
• 11 Renaissance Scholars graduated this year, making it the largest graduating class since the program’s inception in 2006.
• 21 EOP students graduated with a Masters Degree in spring 2013. We have asked these graduates to participate in our outreach program as alumni to help in promoting graduate school, attending EOP events, speaking or offering mentorship.
• EOP hosted its first Freshman Transition Ceremony, to be held annually. Students completed an online survey and provided feedback about their first year in college. They were able to hear from continuing students about tips for success as they move into their second year. Second year students have already begun to contact their EOP Counselors to make appointments before school begins.
• EOP celebrated the academic achievements of graduates and Renaissance Scholars at the annual End of Year Ceremony. Over 330 guests attended this event to recognize the work of the EOP students and partners.
• First-time EOP freshmen who attended orientation sessions were sent the College Student Inventory to complete. 60% of our FTF have already completed the College Student Inventory which assists our EOP Counselors to identify those students who are more at risk so they can develop learning contracts that provide a higher level of intervention.
• Two EOP Transfer Welcome sessions were held in July. In these two sessions 130 new transfer students attended. They were given an overview of services, met their Counselors, and heard from their peers how to transition successfully into the university. Those that attended scheduled an advising session with their EOP Counselor during August when they will review their financial aid documents, create
educational plans, and ensure all of their other questions about the transition to CSUEB are answered.

- A Graduating Senior Survey was deployed which will tell us about self-reported learning gains and satisfaction with the University, all of which can be used to increase institutional effectiveness.
- A survey to understand the reasons why students leave CSUEB before earning a degree and what we can do to prevent students from leaving was sent to students who broke attendance.
- A regression analysis on retention using multiple factors including race, high school GPA, region, and financial aid was conducted. Notably, we found that after controlling for lower entering academic preparation (as measured by high school GPA), Hispanic students were no less likely to graduate than White and Asian students, however African Americans were still less likely to be retained even after controlling for lower academic preparation. It is possible that while African American and Hispanic students would benefit from academic interventions, African American students might need additional interventions not related to academic preparation. Additionally, we now have "odds ratios" on certain factors (such as the region a student came from) that can be used by staff in recruitment to pinpoint areas where students are more or less likely to be retained once they get to CSUEB.
- Program-level retention dashboard development continued. These can be used by programs to understand student flow through their program and where, when, and how they lose students.
- Development continued of a milestones dashboard to understand where, when and which students are not meeting critical milestones. Information from the dashboard will be used for interventions with particular groups of students and to inform policy changes.

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

- Students from Community College Puente Programs and other transfer students who have applied to the 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 graduation 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.