Graduation Initiative
Reporting Form
October - November, 2013

Campus: East Bay

Team Leader: Susan Opp

1. What did your team commit to completing during these months? (What did you promise?)
   - 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 extension) 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 19, 2013 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.
   - The GANAS counselor will review the CSU Academic Advisement Report (CAAR) - Transfer Credit Evaluation - with GANAS students individually and assist 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 4, 2013 in the University’s Diversity Center.

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

New Initiatives:
• A comprehensive University-wide program, with the umbrella title of Student Academic Support Systems (SASS) Program, was begun. This program connects and coordinates a number of interrelated student success projects including student records streamlining, e-advising, e-transcripts, electronic prerequisite checking, and transcript evaluations, as well as our new membership in the Education Advisory Board Student Success Collaborative program. The ultimate goal is to improve the tools available to the campus community to support enhanced student advising and services.

Improved Advising:
• AACE held several meetings with the staffs of all of the College Advising Centers, to exchange ideas and provide information designed to make students’ advising experiences consistent and seamless.
• AACE oversaw the fee-waiver offer to about 900 students from the Fall 2009 Cohort who had not attempted the Writing Skills Test to satisfy the University Writing Skills Requirement, encouraging them to complete the test as soon as possible.
• AACE began training a new Intrusive Advising staff member to work with fifth-year native students from successive annual cohorts, funded through the Chancellor’s Office RFP Awards.
• Search for a new Veterans Counselor in EXCEL was completed.
• Midterm Progress Reports were 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 came back from faculty, EOP Counselors met with all students who had progress reports that indicated they were receiving a grade “C” or below.
• Winter registration advising took place in November, counselors met with students and assisted with choosing classes for winter quarter.
• An advisor dedicated to international students was hired by the Office of Undergraduate Studies and General Education to better serve this segment of our student population.

Enhanced Access and Success:
• AACE completed the rollout of the new PioneerJobs password-protected, on-line jobs database for students. This system is easier for students and employers to use, and also provides the opportunity for other departments to list their events (first-year student service projects, academic department major choice demos, etc.) for students.
• AACE participated in the Student Leadership Conference, offering student leaders ways to represent their leadership skills in their post-university job searches.
• Fifty new students enrolled in the EXCEL Program and 46 EXCEL students received tutoring based on their needs.
• Twenty students participated in three workshops on graduate school and GRE preparation offered by EXCEL in cooperation with Graduate Studies. Six students attended the Diversity Forum and EXCEL students were invited to participate in Project IMPACT workshops.
• EXCEL submitted the following 2012-13 Annual Performance Report to the United State Department of Education: A total of 445 students were served, with a 96.6% persistence rate, 93.8% in good academic standing, and the program had a 61.1% graduation rate.
• GANAS presentations to the community and at professional conferences increased awareness of the challenges that transfer students face in their efforts to remain at and graduate from a four-year university. The presentations have also highlighted the unique efforts that CSUEB has put forth in addressing these challenges, in particular with the GANAS Program. Creating these pipelines assists in the “soft hand-off” of students from one institution to the next.
• Encouraging GANAS students to attend the California Forum for Diversity in Graduate Education was an important step in the program’s efforts to help students persist in their education. As CSUEB prepares them academically for that next step, events like this help to demystify the application and financial processes associated with graduate school.

• The GANAS Coordinator met with staff from the Smooth Transitions Program to discuss collaboration. Cooperatively exploring the needs of transfer students will allow both programs to better serve those needs.

• A meeting to analyze the success and pinch-points encountered in block scheduling during August and September was convened. Strategies to begin enrollments earlier in the summer while maintaining the promise of priority enrollment to those students who met all critical deadlines (intent to register submitted by May 1, early advising completed, registered for orientation, and submission of final documents by July 15) were discussed. Several ideas were developed and will be tested and assessed in coming months.

• Forty-two peer mentors received assignments in the fall, working in freshmen seminar classes. They all held one-on-one meetings with each of the freshmen in their freshman seminar class, sponsored study groups to focus students on their academic work and prepare for their mid-term exams and papers. While not all freshmen participated in the mid-term study groups, the freshmen reported that they were a very important reminder of the need to take academics seriously and all who participated asked for more study groups during the year.

• This fall a peer mentor was a member of the transfer support class for the students in the inaugural GANAS program. She also met with students for one-on-one sessions during the first part of the fall term.

• The Peer Mentor program posted a position for a Peer Mentor Coordinator to assist the Director in scheduling, oversight and management of both the budget and the office. An interim coordinator was hired. All peer mentors hold office hours and participate in long-term group projects to build capacity for both students and the program.

• The STAR Program held weekly seminars and a three-day retreat. STAR also offered weekly math tutoring and reading comprehension tutoring.

3. What will you accomplish in the next two months? (December 2013 – January 2014)

• Work will begin with the 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 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 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 is under discussion.
• 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.