1. Support Services Report Template

**Report Info**
Name of the person completing this report: Marguerite Hinrichs  
Title of the person completing this report: Director  
Supervisor/dean reviewing report: Stan Hebert III  
Name of second reviewer (if necessary): Linda Dalton  
Service: Transfer, Guest & Family Orientation  
Division/College: PEMSA

3. Mandated Service

**Link to Scoring Rubric**

1.1 Please indicate below if any aspect of the service is legally mandated by any of the following and provide the relevant reference.

Campus Policy: Campus Fee Advisory Committee  
Any other: Orientation Advisory Committee

Provide a brief explanation, if necessary, in < 60 words.
Transfer and Family Orientations are highly recommended, non-mandatory programs designed to assist transfer students and freshman families with making a seamless transition into university community. Due to the diverse needs of transfers, we provide online programs and on-ground programs during both pre-matriculation and post (via Smooth Transitions) for more support. Family Orientations are also offered in a bilingual format.

4. Importance of Service

**Briefly describe the service in terms of its primary function(s) and purpose(s) using <120 words**

Transfer Orientation assists new students towards a successful transition into CSUEB. Orientation Leaders, University staff, and faculty guide students through the one-day on-ground or online program via Blackboard to offer academic advising, academic expectations, and campus resources. The campus-wide program serves multiple purposes. Smooth Transitions, a sister program, continues to connect new students to resources once they enter, by introducing them to campus engagement opportunities via a network of peers. Family Orientation is to help acclimate freshmen family members to the university environment their students will face. Research shows that family engagement, support, and student success are interconnected. In addition, affinity to a campus will equate to more engagement.

**Link to Scoring Rubric**

2.1 Who are the primary receivers of this service? (Please enter the percentage of each user group that is relevant)

Students: 80%
Colleges/departments : 10%
Community outside University : 10%
Total : 100%

**Link to Scoring Rubric**

2.2 Please indicate the direct or indirect impact of the service on students for each of the three University Action/Student Impact Areas listed below (for example processing financial aid applications would be direct impact on students while managing utility services would be indirect).

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>Direct Impact on Students</th>
<th>Indirect Impact on Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your selection for each area.

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>1. Intro to campus community. Orientation is often the first time students/families visit campus. Students are still making the decision on if CSUEB is the right fit &amp; meet their needs. 2. Resources: Academic advising, pre-college needs (Bay Card, parking), campus resource overview, campus networks, 3. Requirements check-points: Support for topics relating to admission status, transcript deadline, Early Start, EOP.</td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Transfer Orientation: Vital &quot;how to&quot; workshops for students success: course registration, buy books/utilize bookstore, campus community involvement, connect with faculty members, college transition (academically, socially, locational move, etc.) Smooth Transitions: Continual support and reminder of resources via a unique combination of peer model and campus referral process. Family Orientation: Provide tool to help their students prepare and transition through college expectations.</td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Orientation and Smooth Transitions provide workshops and peer connection promote life-long learning and personal growth around topics of developing support networks, ethics/values, diversity, and leadership. Both programs provide preliminary career readiness strategies. Family Orientation provides opportunity of continual affinity for both student and their extended support network, thus a stepping stone to long-term contributors to CSUEB beyond time spent on-campus.</td>
</tr>
</tbody>
</table>

**Link to Scoring Rubric**

2.3 Applying the four choices presented below, please indicate the consequence of NOT having this service on each of the actions in the left hand column.

<table>
<thead>
<tr>
<th>Impact Area</th>
<th>4 - Service provides evidence of direct impact in more than one area</th>
<th>3 - Service provides evidence of direct impact in one area</th>
<th>2 - Service provides evidence of indirect impact in more than one area</th>
<th>1 - Service provides evidence of indirect impact in one area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th>Pre-college (helping students to enter the system)</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation program is the primary vehicle to help new students transition into the campus through abundant amount of resources, guidance, and required services. The Orientation program also provides services to the Admissions, AACE, and College Academic departments as it is used to predict the final entering yield numbers and provides environment for required processes (advising, ES reg, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

| During college (helping students succeed while they are at Cal State East Bay) | Orientation and Smooth Transitions is designed to give an overview of all vital resources. The program is stated to be "the start of a successful journey" to allow students opportunities to become more educated on how to find support financially, academically, socially so they can create a college experience that is both healthy and successfully. |

| After college (helping students establish meaningful lifework and be socially responsible contributors to society) | Career focused workshops encourage building networks with faculty, clubs/orgs, and establishing professional image. Students are encouraged to explore these topics at Orientation or even in their Smooth Transition networks. Family Orientation is leading opportunity for families to understand more about the campus. Families are invited to stay engage throughout their students’ college life in a healthy, supportive method. |

### Link to Scoring Rubric

#### 2.4 Alignment with Shared Strategic Commitments

How does this service contribute to or align with any of the eight Shared Strategic Commitments (SSC) listed below?

| Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship | Orientation provides academic guidance via advising, panels, resource sessions. There are also opportunities for engagement with faculty, staff, and college administrators that promote academic inquiry and engaged learning. The concept of quality is established through setting expectations and outlining topics of success and providing resources to strengthen academic experience. - Engagement opportunities: networking/meeting with faculty, staff, and college administrators. |

| Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development | Promotes inclusive campus and personal development through diverse workshops (academic, professional, and personal growth) and presenters, clubs/orgs, student leaders available. -Orientation Team (ct:60). Prolonged training regarding: diversity, sensitivity, professionalism, campus resources. Promotes safe and inclusive campus amongst team and incoming students. - Smooth Transitions provide workshops pre-/post-Orientation -Family Orientation: Workshops regarding awareness of college environment, and how to best provide support. |

| Serve students first, by expanding access and enhancing each student's educational experience and prospects for success as a graduate and life-long learner | Smooth Transitions workshops & Orientation as a whole encourages transfer student's accountability on their own life. We applaud their successful transfer to CSUEB, and continue to encourage them to define their own success via taking advantage of opportunities provided. All workshops have messages that introduce students to important topics, but encourage them to continually enhance their learning by maximizing the resources available. |
| Foster a vibrant community through enriched student services and student life that support student engagement and learning | All programs serve both students and departments/resources. - Student feed into departments and gain vital services to aid in engagement and learning. Departments have opportunity to serve larger pool of student and promote their services. - Student Life & Engagement promoted through: student leadership, ASI, clubs/organizations, Orientation Team. Extracurricular activities (engagement and leadership roles) support student retention and foster community. |
| Contribute to a sustainable planet through our academic programs, university operations, and individual behavior | Orientation promotes model of a sustainable planet initiatives by taking action to reduce waste and highlight sustainable programs at CSUEB. - Online App for program (electronic method to providing information) - Online Transfer Orientation - Promote RAW (Highlights sustainable gym and emphasizes CSUEB's priorities) - Are You Smarter Than Pioneer Pete - Interactive, multimedia gameshow (electronic/interactive method to showcase resources) |
| Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University | To create transparency and accountability, Orientation's agenda is published on various mediums for campus community to view prior. Mediums include website, social media, campus-wide mail. The planning and implementation of Orientation is a collaborative effort via the Orientation Advisory Committee (OAC). The OAC is open for all departments to join and new involvement/contribution is always encouraged. |
| Support the civic, cultural, and economic life of all communities in the regions we serve through partnerships that promote education and social responsibility | Showcase departments and student organizations that serve the local community. Examples: - Student Leadership for Community Engagement (CSUEB's Service Learning). Promote Freshman Day of Service and importance of civic engagement. - Samoian club - Promotes cultural education. Performed at Orientation. - Gamma Zeta Alpha - Greek organization with community service theme. Example projects - Cinco de Mayo and Toy Drive Benefit. |
| Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM) | Introduce faculty and clubs that promote STEM field. - Faculty invited to Academic Success panel - Numerous clubs in science field that is promoted at Campus Resource Fair (Forensics, Pre-Nursing, etc.) - Advising specific geared to each college/majors |

**Link to Scoring Rubric**

2.5 How might the demand for this service change over the next five years? (Please choose one category below).

Likely to increase

Provide a rationale for your choice (assumptions, impact of new policy, etc.) in <120 words.

Transfer Orientation/Smooth Transitions - We have an increasing amount of transfer students that enter each year through all 4 quarters. Though there are many resources available, it is often not clear on how to navigate through the departments/resources. Smooth Transitions has adapted to this need by providing a "1 stop" location for new transfers to seek help on where to find resources via paraprofessional student staff. Transfer students also have a wider span of needs, preferences, and diversity in regards to their background, thus the addition of the online vs on-ground Orientation

Demand for Family Orientation has also grown, both in size and in needs. Records show that attendance number increases yearly with increasing services (i.e. Spanish programs).

5. Quality of Service

**Link to Scoring Rubric**
3.1 Do you assess the **quality** of the service you provide?

Yes

If “Yes”, what benchmarks, best practices or measures of success, either internal or external, do you use to measure service **quality** (e.g., timeliness, accuracy, adequacy, meeting deadlines, satisfactory completion of assignment, etc.)? Please describe in <120 words. If no, please explain.

Planning Stages
- Timeliness/Meeting Deadlines - Orientation Planning timeline with Orientation Advisory Committee
- Informing campus community regarding formal agenda and roles for the event
- Quality of customer service
- Breadth of information/resource provided to match ILO/Strategic Commitments
- Safety procedures planned for emergency
- Improvements made from prior year.

During/post-Orientation
- Flow of event (programming, professionalism, transition, theme)
- Accuracy of information
- Tracking of students
- Number of students served
- Streamlined messages and themes communicated
- Accommodations provided for special needs
- Amount of improvements

External markers
- Transfer
- Family Orientation Surveys
- Smooth Transitions Surveys
- Orientation dates/availability
- Availability of Smooth Transitions staff

Support/Staffing
- Orientation training (Team leaders, campus fair, etc.)
- Department partnership
- Support staff available
- Ratio of team leader to student

**Link to Scoring Rubric**

3.2 During the last three years, have you adopted any measures to improve the **quality** of this service? Please describe in <120 words.

Family Orientation
- Targeted workshops addressed to families experience and their expectation (as opposed to only sharing about student perspective)
- Demographic data and affiliation with student
- More engagement opportunities (connecting guests with alumni, bookstore, events they can still stay connected)
- Originally: recruiting/training bilingual team leaders, Then: providing certain sessions that are fully translated, offer written translated information, Future (Summer 2014): Offer full Spanish Orientation.

Transfer Orientation
- Move to provide more information online, thus creating more access and transparency
- Surveys to understand needs/diversity of the transfer students we are working with
- Official launch first Online Transfer Orientation, thus accommodating students who cannot physically attend
- Smooth Transitions program - to offer program that continues to provide support and networking opportunity

**Link to Scoring Rubric**

### 3.3 What idea(s) do you have for improving the quality of this service within existing resources (e.g. development of benchmarks, surveys, feedback, etc.)? Please describe your plan(s) in < 120 words.

**Transfer**
- Continue to revamp and build more modules for the online Transfer Orientation
- Continue to redefine the Transfer Orientation to provide more options (i.e. increase of pre/post optional workshops)
- Potentially move the events earlier to address need to scheduling class (understanding the reasons for certain needs)

**Family**
- More surveys and feedback collection to understand growing needs
- Develop benchmark within CSUEB goals/departments to see how the campus as a whole wants to engage with family members
- Work with other departments to gradually offer orientation as the "1 stop" to get all last paperwork and issues settled (as opposed to only learning about what resources are offered)

**Link to Scoring Rubric**

### 3.4 What ideas do you have for improving the quality of the service if additional resources were provided. Please describe your idea(s) in <120 words.

**Continue to build and find opportunities to keep transfer and family communities engaged.**

**Transfers**
- Transfer Center - A physical location and center where students can seek out fellow transfer leaders and/or information pertinent to their needs. Working/meeting areas to provide a space for students to connect and feel supportive, and a sense of belonging specifically for Transfer students
- Expand the need for Transfer Orientation - being an optional program, not all students benefit and/or receive the same level of support or introduction to the campus
- Build more interactive online resources (videos, staff to manage 1:1 online support/chat, etc)

**Family**
- Continuation of extending the family program
- Family Consortium and/or Council
- Addition of more family opportunities of engagement

**Link to Scoring Rubric**

### 3.5 Do you use any formal or informal process to assess the level of satisfaction of the service users?

**Yes**

**If yes, describe the process and most recent results in <120 words. If no, please explain.**

Via electronic surveys

**Standard Questions:**
- Please rate the following Orientation sessions. Choices: Very Useful, Somewhat Useful, Of Little Use, Not
Useful At All,
Did Not Attend

What aspects of Orientation were the most helpful to you?
Are there areas that were not addressed that should be included in future programs?
How could future programs be improved?
What is your impression of CSUEB before/after Orientation & Team Leaders.
How did the Orientation Team Leaders best serve your needs?

Frequent answers:
-311 Transfer answered; 128 family answered
-Majority of required events rated "very useful"
-Majority students' impression of CSUEB as "good" prior to Orientation, but rated their impression of CSUEB as "excellent" after participating in Orientation

Detailed results available for closer review.

**Link to Scoring Rubric**

### 3.6 The university recently conducted a customer satisfaction survey for some services (results for this service are attached, if applicable). Do you have any comment or response to the results? Please describe in <120 words.

"Usage" - majority of responses have "never" or "rarely" used the service. This is true, as the intention of the program is used by transfer students or families of freshman students. PEMSA staff (know now as PEM Admissions) typically involved are the Transfer evaluation team and certain Admissions staff. The majority of the PEM staff are not involved in the program. Other campus partners are AACE, ASI, Academic Colleges, etc.

"Importance" - majority responses "somewhat important" and "very important." Many of the departments understand success and role of Orientation. Orientation is also used as a benchmark to help assess matriculation numbers.

Family Orientation depicts the level of students/families engagement. Orientation can alleviate repetitive questions that the PEM staff received.

**Link to Scoring Rubric**

### 3.7 Do you have any formal or informal guidelines for personnel in your department regarding how to treat/interact with receivers of this service?

Yes

If yes, please describe in <120 words. If no, please explain

Orientation Team Leaders
- Leadership Survey
- 10 week long training
- Leadership Retreat
- Monthly All Team Meeting
- Debrief meetings post all Orientations.

Student Leaders
- Campus Resource Recruitment Meeting
- Props for speeches for student leaders (i.e. Peer mentors/ASI)

Orientation Advisory Committee Meeting to re-affirm:
-Theme
-Purpose
-Common Messaging
-Protocol for Question/Referral

Smooth Transitions Paraprofessional Staff
-Weekly meeting regarding topics of concerns
-Training/support for dealing with transfer students
-Debrief/post-surveys to go over sessions

Link to Scoring Rubric

3.8 Does your service have annual goals (targets) of achievement regarding the quality of the service provided?

Yes

If yes, describe the annual quality goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Positive feedback of survey from the following questions:

1) Pre/post Orientation - Results continuously show that students have a better impression of CSUEB after attending Orientation.
2) Benefits of Orientation Team - Results have continuously demonstrated that being part of Orientation team helps students learn more about themselves (leadership, identity, sense of belonging, sense of giving back) as well as their larger role and impact on society.
3) Recommendations - Results show combination of current workshops working well, and ways our program successfully provides resources with growing needs/demands.
4) Satisfaction of partnering departments - Service achieved goals as there are increase yearly collaboration in event and planning.

Link to Scoring Rubric

3.9 Does your service have annual goals (targets) of achievement regarding the quantity of service provided?

Yes

If yes, describe the annual quantity goals (targets) and indicate if the service achieved those goals (targets). Please provide evidence, if possible, in <120 words. If no, please explain.

Goal to provide Orientation service to all entering students and/or families who are planning to matriculate, marked by:

-Amount of dates provide (both in quantity of events, as well as timing of events). This is often paired with other required deadline and timeline of Admissions, advising options, class registration time period. - Service achieved goals in regards to quantity, but may need to re-assess timing of program (a decision based on multiple offices)

-Breadth of information provided (quantity of workshops, topics, and departments/clubs represented). - Services were achieved, but through evaluations, we can work on providing more even quality across certain sections (i.e. between major advising)

-Amount of attendance - Increase, so yes!
6. Efficiency of Service (cost effectiveness)

Link to Scoring Rubric

4.1 Using the spreadsheet provided for all employees in your department, please distribute salaries of individuals across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

73830

Attach your allocated spreadsheet here.
Student Life & Leadership Allocations.xlsx

Link to Scoring Rubric

4.2 Using the spreadsheet provided, please distribute your department’s annual operating expenses across all services provided to reach an educated or reasonable estimate of the cost of providing the service.

69868

Link to Scoring Rubric

4.3 Using the spreadsheet provided, please distribute the square footage of work space across all services provided to reach an educated or reasonable estimate of the use of this resource.

433

Attach your allocated spreadsheet here.
Student Life & Leadership Allocations.xlsx

Link to Scoring Rubric

4.4 During the last three years, have you adopted any measures to improve the efficiency (cost effectiveness) of providing this service (e.g. reducing salary costs, operating expenses or use of space, or increased output without increasing cost. Etc.)?

Yes

If yes, please describe the measures in <120 words. If this is a new service introduced over the past three years, please indicate. If no, please explain.

We have stretched our ability to be efficient to extreme limits, given our existing resources. Currently operating on a reduced staff with a growing department, cost-cutting measures continue across the board, including outsourcing for printing and other marketing materials, efficient use of technology, and collaboration across campus to reduce programming costs. Below are ways we have improved efficiency without increasing cost:

- Added in online Transfer Orientation, that has offered doubled the amount of attendees we have had.
- Transformed the Smooth Transitions program to provide year-long effort
- Broaden marketing/online support
- Created interactive, multimedia programs for more effectiveness and efficiency
- Partnership with more organizations
- Provided more “paperless” option for providing information

**Link to Scoring Rubric**

4.5 What idea(s) do you have for improving the efficiency (cost effectiveness) of this service **within existing resources** (e.g. restructuring, merging, outsourcing, ways to cut costs, technology, etc.)? Please describe those ideas in <120 words.

Having been displaced from the trailers where the RAW now stands, Student Life (SLLP) moved to a significantly smaller space in the University Union. This new space is shared across multiple programs under SLLP including Orientation (i.e. club storage/meeting space/graphic design/orientation supplies). We have increased output significantly while decreasing our physical space. Storage is limited and often times a potential fire hazard. Private meeting spaces for the Smooth Transitions peer sessions are limited due to shared resources. Although we have become more cost effective in regards to space restructuring, we have not been fully able to maximize our potential.

**Link to Scoring Rubric**

4.6 What idea(s) do you have for improving the efficiency (cost effectiveness) of the service **if additional resources were provided**. Please describe your idea(s) in <120 words.

The addition of more full time staff, as well as more paid student intern positions (graduate and undergraduate options) would allow us to improve efficiency in the areas of new student and family transition/engagement. As a growing institution, we need to be able to meet the needs of our students by providing them ample resources and environments where they can succeed. Additional office space is needed to meet the current demand by providing for more working areas, as well as areas where the transfer community can meet. Sister institutions have transfer centers, family engagement departments, and new student transition offices to specifically cater to this demographic.

**Link to Scoring Rubric**

4.7 Do you have any plan(s) to improve the efficiency (cost effectiveness) of this service in the next 1-2 years (e.g. reducing costs, increasing productivity, etc.)?

No

**If yes, please specify whether these plan(s) involve reducing salary costs, operating expenses and/or use of space. Please describe your plan(s) in <120 words. If no, please explain.**

The programs are being provided at a high level of output with many resources currently being shared. To be able to maintain the service (or continue to develop stronger services that meet growing needs), there is little room for reducing salary costs, operation expenses, or use of space. The opposite is highly needed, and the surveys continue to demonstrate that the targeted students and family members can benefit from increased support.

**Link to Scoring Rubric**

4.8 Please describe the estimated output for this service for fiscal year 2011-12, quantify if possible (e.g. volume, service tickets resolved, people serviced, appointments, etc.) in <120 words.

As depicted below, the Transfer Orientation has serviced a growing amount of students every year. Family Orientation attendance has maintained more even numbers, but the amount of workshops, services, and accommodations for our bilingual speakers have increase. Transfer Orientation/Smooth Transitions has also increased in the amount of services, with the additional support that Smooth Transitions provides year-round (post-matriculation) to the transfer students.
2012 Transfer Orientation Attendance Numbers
T1: 165
T2: 297
T3: 279

2013 Transfer Orientation Attendance Numbers:
Online T1: 300
Online T2: 196
T1: 128
T2: 232
T3: 245
T4: 76

2012 Family Orientation Numbers
F1: 125
F2: 134
F3: 120
F4: 121
Fam5: 105

2013 Family Orientation Numbers
Fam1: 138
Fam2: 108
Fam3: 124
Fam4: 110
Fam5: 121

7. Other

Link to Scoring Rubric

5.1 Are you aware of services similar to this one that are being provided by another department at CSU East Bay?
Yes

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in < 60 words.
Transfer Orientation - Welcome Center hosts tours, and the PEM division offer Preview/Welcome Day, though geared to market CSUEB as opposed to offering services to help student succeed once in school. Family Orientation - No similar departments. Smooth Transitions - There are academic in-classroom programs; but not overarching program to bridge resources and help connect students to extracurricular opportunities.

Link to Scoring Rubric

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.
Transfer and Family Orientations are the only program that cater to both the Freshman families and Transfers while working collaboratively with various departments on campus to promote all resources relating to the success of the students. The program often serves a higher student population than the actual matriculation number as many students are still in the process of deciding. Though Family Orientation does not directly serve
students, research has shown that support system (i.e. through family) is needed for a student's success. Smooth Transitions is also a unique program as it bridges the efforts and resources available to new students through one peer-led network. It compliments Orientation, but is offered year round and post-admittance to constantly provide a support network.

**Link to Scoring Rubric**

**5.3 Are there any additional things about this service that you would like the task group to know? Please describe/explain in <250 words.**

The program is constantly evolving and meeting the needs of our new students and their families. Plans to implement a mandatory Transfer Orientation program were tabled due to budget crisis of 2009. It is time to revisit the possibility of a mandatory transfer program. With the addition of the online program, we have been able to cater to a larger and more diverse group of students. The program constantly offers new methods to help our student and continues to connect our departments/resources to their population of need. Smooth Transitions continues to grow and find new methods to connect to our students beyond their Orientation experience. As for Family Orientation, the orientation programs have expanded to now include fully Spanish Orientation and the traditional one day program. In future months, we will also be connecting with other departments to discuss more about how family members can continue to stay engage and contribute to the CSUEB community.