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.

State Law: Harmer Bill SB 1072

Provide a brief explanation, if necessary, in < 60 words.

In April 1969, the California legislature passed Senate Bill 1072 (the Harmer Bill). This bill established EOP throughout the CSU system and provided access for underrepresented students to enter the CSU through the special admissions process.

4. Importance of Service

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

The Summer Bridge Program is a comprehensive four week intensive academic, social and transitional program that provides support for first time specially admitted freshman. It provides the opportunity to strengthen students’ academic skills, develop success strategies and create a supportive learning community. Summer Bridge provides a clear understanding of the academic rigor necessary to succeed at CSU East Bay. Additionally, the program builds students’ confidence by providing them the tools to be successful college students. The primary goals of this program are to prepare special admits (exceptions) for college level coursework, increase the special admit retention rate, increase the 1st year retention rate and assist them in adjusting to the college environment.

**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)

<table>
<thead>
<tr>
<th>Users</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>100%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**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>Area</td>
<td>Evidence submitted to support the chosen selection (&lt;60 words for each)</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Summer Bridge provides a majority of EOP special admits an opportunity to be admitted to CSU East Bay by successfully completing the program. Summer Bridge gives students a chance to demonstrate they can be successful by providing rigorous academic courses and an opportunity for students to be evaluated on their academic performance at a university.</td>
<td></td>
</tr>
<tr>
<td>During college (helping students succeed while they are at Cal State East Bay)</td>
<td>Summer Bridge provides students a chance to take courses with CSU East Bay faculty and an understanding of the academic demands of a university professor. The courses prepare students to be successful at CSU East Bay by helping them understand college expectations. Additionally they learn strategies on increasing their reading fluency and comprehension during a mandatory reading comprehension course. By increasing their skills students will be better suited to succeed at CSU East Bay.</td>
<td></td>
</tr>
<tr>
<td>After college (helping students establish meaningful lifework and be socially responsible contributors to society)</td>
<td>Summer Bridge provides meaningful opportunities that create a community of support and an understanding of the importance of contributing to society. During Summer Bridge students participate in community service projects, teambuilders, and a Summer Bridge project. Through these activities students learn the importance of helping and building a community. For many of our students they have never had the opportunity to complete these unique projects. Some examples of the projects include: painting a classroom for Hayward High School, gardening at Tennyson High and cleaning up at the Hayward shoreline. These projects help them understand how to be socially responsible and active members of their community.</td>
<td></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>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 are at Cal State East Bay)</td>
<td></td>
<td></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>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provide a brief narrative (<60 words each) explaining your choice.

<table>
<thead>
<tr>
<th>Area</th>
<th>Evidence submitted to support the chosen selection (&lt;60 words for each selection)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-college (helping students to enter the system)</td>
<td>Our exception numbers will decrease dramatically without Summer Bridge and we would lose a portion of our underrepresented student population. All of our students are from underrepresented backgrounds. It will lead to an issue of access for these students and create a less diverse community for the campus.</td>
</tr>
</tbody>
</table>
During college (helping students succeed while they are at Cal State East Bay) | Special admits require more resources to ensure a smooth transition. Without Summer Bridge we would be setting up these students for failure. The program teaches them about college expectations, how to do college level work and integrates them into the campus community. Without those resources many of our exceptions may be lost and/or unsuccessful at CSU East Bay.

After college (helping students establish meaningful lifework and be socially responsible contributors to society) | Most of our Summer Bridge students come from similar communities that provide them with the ability to connect quickly. Many of these students find Summer Bridge as an amazing opportunity and want to go back to their community to speak about it. This year some of our Summer Bridge students are serving in volunteer positions where they assist me with presentations regarding Summer Bridge and EOP and the help it has provided them.

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**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?

<table>
<thead>
<tr>
<th>Service Contribution</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reinforce academic quality through open-minded inquiry, innovative teaching, engaged learning, and distinguished scholarship</td>
<td>Summer Bridge provides smaller class sizes in math, English, a seminar course, and a reading comprehension class. Smaller class sizes provide a forum to engage in smaller classroom dialogues and discussions that provide a space to learn.</td>
</tr>
<tr>
<td>Enhance our inclusive campus, responding to the backgrounds and interests of our diverse community and promoting their academic, professional and personal development</td>
<td>All Summer Bridge students are from diverse and underrepresented backgrounds. The program provides an opportunity to enhance diversity on this campus and promote special admits with academic, professional and personal development. It contributes to closing the current gap between first generation students and second generation students.</td>
</tr>
<tr>
<td>Serve students first, by expanding access and enhancing each student’s educational experience and prospects for success as a graduate and life-long learner</td>
<td>Summer Bridge expands access to first generation and low income students. It provides an opportunity for students to attend a university who never thought they belong there. It serves students who do not have the luxury of having a high school counselor. This program builds their confidence and creates a sense of belonging which will lead to possible graduate opportunities. For many of these students a university degree seems like an unattainable goal, but after Summer Bridge the goal becomes a reality and many do not want to stop after their bachelor’s degree.</td>
</tr>
<tr>
<td>Foster a vibrant community through enriched student services and student life that support student engagement and learning</td>
<td>Summer Bridge creates a bond between 50-60 students each year. The community they build acts as a support network for many of these student throughout their time at CSUEB. Many of our students join clubs and organizations, look for on campus jobs and conduct community service when they arrive to campus. This enhances their student experience and teaches them the importance of academic and social engagement. The community these students create in four weeks definitely provides support for their time here.</td>
</tr>
<tr>
<td>Contribute to a sustainable planet through our academic programs, university operations, and individual behavior</td>
<td>During Summer Bridge we have completed community service projects that include cleaning up the Hayward Shoreline, painting classrooms and gardening at Tennyson High School and painting part of the Sulphur Creek Center in Hayward. Students learned about the importance of cleaning up the environment, creating a self sustaining garden and how a task like painting can bring new light to a room.</td>
</tr>
<tr>
<td>Continuously improve our efficiency, transparency, and accountability while practicing mutual respect, responsiveness, and collaboration across the University</td>
<td></td>
</tr>
<tr>
<td>Support the civic, cultural, and economic life of all communities in the regions we serve through</td>
<td>As a public university it is part of our social responsibility to serve students from our community. A majority of our Summer Bridge students are from Hayward, Oakland and Richmond. Our students are all from underserved communities in our backyard. This program</td>
</tr>
</tbody>
</table>
partnerships that promote education and social responsibility provides a step in trying to close the educational gap for first generation and low income students.

Demonstrate our continuing record of leadership and innovation in higher education, focused on 21st century skills, including science, technology, engineering, and mathematics (STEM)

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.

Summer Bridge is currently offered to our exception students. However, many of the EOP students need this program. If provided with the funding the goal would be to put all of our FTF EOP students in the Summer Bridge program. So many of our FTF EOP students face a magnitude of challenges that a second generation student will not face. Many of our regular admits would greatly benefit from the Summer Bridge program and provide them with the confidence and motivation necessary for them to succeed at CSU East Bay. The reality is many of our students do not face the academic rigor in their high school and when they arrive here it becomes a complete culture shock.

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.

Summer Bridge has specific learning outcomes for our students and I have listed them below:
1. Students will have a clear understanding of the academic rigor necessary to succeed at CSU East Bay
2. Students will enhance their academic motivation by developing a greater understanding of their abilities
3. Students will have increased confidence in their ability to be a successful college student
4. 82% of students will be an academic good standing by Winter 2014
5. Retain 80% of students past their first year at CSU East Bay
6. Graduate 46% of 2013 Summer Bridge students by 2018 (currently 32.9%)

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.

In 2011 we heavily focused on math and English as well as a personal development course taught by the EOP staff. In 2012 and 2013 we tried to increase our academic rigor and support by including seminar courses and a reading comprehension strategies course. We added four seminar courses (students chose one) that included Biology, Psychology, Theater and History. These courses were taught by CSU East Bay faculty to provide students with a clear understanding of what challenges they will face in the
fall. Additionally, reading comprehension provides support for our students to identify cognates and strategies on improving their reading. Over the past two years our students have increased their reading comprehension within the four weeks of the program.

### 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.

We will continue to conduct our Summer Bridge Survey and our Summer Bridge focus groups to enhance the Summer Bridge program. Our survey goes out 2 weeks after students have began the fall quarter to ensure they experience the beginning of Fall Quarter and are able to articulate how Summer Bridge has prepared them. Additionally, in the Winter Quarter we will hold another focus group to provide us more insight on how to increase the quality of Summer Bridge.

### 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.

If additional resources were provided, we would provide a residential component for Summer Bridge and offer the program to all FTF EOP students. This will take out the challenge for our non-local area students of trying to find and afford housing so they can be admitted to their number one school. Additionally, expanding the program to six weeks (instead of four) and providing some financial aid and course credit would enhance the experience for the student. Another improvement area is to create a Summer Bridge for transfer students that would provide our transfers with a similar experience.

### 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.

We send out an anonymous survey monkey to our students who participate in the Summer Bridge as well as a focus group for our students. This provides us with information on how to improve the Summer Bridge program for next year and to discover some of the components they enjoyed and any ideas on overall improvements of the program.

### 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.

The survey looks to be based on EOP and will be commented on the EOP PFD report.

### 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

When we conduct staff training and meetings we emphasize to the staff working with Summer Bridge students to be aware of their backgrounds and some of the hardships underrepresented students face. We encourage all of the staff to hold students accountable and setup college expectations. It is important for our students to understand the rigor they will face in the fall.
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.

We would like to retain 82% of Summer Bridge students for Winter 2014. Unfortunately, many of our students face hardships and are required to go home. The reality is we may lose 13% of our students after their first quarter. We also have a goal of an 80% persistence rate for throughout their first year. We will begin evaluating these goals in Winter 2014 and continue to evaluate them until they graduate. The FTF EOP Counselors track those students to see how often they came in for appointments, seen a peer mentor, mid term progress reports and if their College Student Inventory had any impact on their decisions to leave.

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.

Our goal is to have 80% of our special admits reach their second year. Additionally, we would like for 46% of our exception admits to graduate within six years. We understand the challenges these students face, but we set our expectations high because we believe they can achieve this.

6. Efficiency of Service (cost effectiveness)

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.

Attach your allocated spreadsheet here.

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.

Attach your allocated spreadsheet here.

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.

Attach your allocated spreadsheet here.

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.

In 2011 and 2012 we provided limited housing spaces for our Summer Bridge students who could not afford to commute during the Summer or were from out of the area, but the price of housing and meals were too expensive. For 2013 we instituted a commuter Summer Bridge and required all students to pay for transportation and locate their own housing if they were from out of the area. We lost many interested students from Southern California, and we hope to have the funding to make it a residential program for all Summer Bridge participants.

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.

I think if we can have services like Aramark provide reduced costs for our Summer Bridge students it would dramatically help diminish our food costs and/or if we can seek outside food vendors that can provide some cost savings. SCAA does pick up the cost of our tutors which helps us provide academic support for our Summer Bridge students. We try to reduce costs where ever we can but we also do not want to compromise the integrity of the program.

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.

We can begin writing some grants and asking local vendors for donations so we can provide some funding for activities during Summer Bridge. This can ease our budget and possibly allow us to continue to fund the activities we believe are necessary for students to partake in.

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.)?

Yes

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.

We may need to reduce our campus connection lunch one instead of two. A campus connection lunch serves as an opportunity for our Summer Bridge students to meet key staff and faculty on campus. It provides an opportunity to learn first hand about the resources over lunch and have them connect with staff on campus. Many of our costs do involve food and the only way to eliminate those is by reducing some of the activities we offer.

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.

We provided support for 46 students during the Summer of 2011.

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?

No

If yes, please provide a list of those departments. How are the services described here similar or different? Please describe in <60 words.

5.2 Is there anything unique or distinctive about your service? Please describe what is unique or distinctive in <120 words.

Summer Bridge supports our underrepresented students. It ensures diversity, minimizes the achievement gap, and provides equity and access to our students. Without Summer Bridge we would set up many of our exception students to fail. It is not the ability to do the work that will lead them to fail, it is the unfamiliarity with the university system. College provides an avenue to “make it” out of their environments and without a program like Summer Bridge to support them, they are lost in the crowd. As a first generation college graduate, I understand the hardships many students face and I whole heartedly believe we make a difference for these 50-60 students.

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.

Summer Bridge teaches students the foundations and skills they need to know to be successful at CSU East Bay. But it also provides them with long lasting relationships with students, staff and faculty. 90% of our students are confident beginning their fall quarter after they complete this program. Additionally, 86% of our students feel prepared about Fall after participating in Summer Bridge. 90% of the students are satisfied or very satisfied with their experience in the program. I think that speaks volumes of a program that requires four weeks of their summer, does not allow them to use their cell phones for 40 hours a week, and has them take class after class and tutoring all in one day. Students do not realize the benefits of this program until after they complete it. All of our students are underrepresented and low-income and face extreme hardships; this program provides an opportunity to “make it” and instills confidence in our students. Without this program we would lose many first generation college and underrepresented students at CSU East Bay.