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

- Finalize approvals of graduation rate proposals for stimulus funds and track implementation and progress of funded projects.
- Analyze summer term enrollment in courses on self-support summer (focus on courses to enable graduation of seniors and progression through bottlenecks) and plan for changes in course schedules for the remainder of 2010-11 based on these enrollments.
- Conduct transfer and freshman orientation sessions during summer.
- Develop faculty advising information wiki for presentation to faculty at a Back to the Bay session in September.
- Develop a procedure whereby Early Alert emails sent to students by faculty may also be copied to the faculty member so that they can track student responses to the emails.
- Complete a more in-depth statistical analysis of student ‘stop-out’ survey conducted in 2008-09 to identify significant factors influencing student decisions to stop attending CSUEB.
- Working with Student Disability Resource Center, develop plan to re-introduce faculty in fall to university accommodations available and required for students with disabilities.

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

New Initiatives:

- Thirteen graduation rate second-stage proposals were approved for receipt of stimulus funds. Included in the proposals were two that directly addressed factors identified in our ‘stop-out’ survey (see below) as being important contributors to the decisions by these students to stop attending CSUEB: 1) Financial issues including textbook costs: Stimulus funds are being allocated to encourage use of open-source textbooks by faculty, to purchase print or e-textbooks by the library to loan to students, and to join the Open Educational Resources Center for California based at Foothill College; 2) Class scheduling issues: Stimulus funds are being allocated to provide incentives for academic departments to update degree roadmaps on the web and to produce an annual course schedule for 2010-11 that will also be on the web. Also, self-help modules will be developed to guide students in the use of degree roadmaps, annual schedules, and other tools that with proper use may improve matriculation and graduation rates. The other funded proposals include: development of block scheduling for freshman learning communities, improved software for evaluating transfer student transcripts, online advising modules, refinements to student enrollment data, ELM online prep course development, improvements to online and gateway course tutoring, redesigns of basic writing skills curriculum as well as interventions for students who fail the UWSR, and enhanced lecture capture capacity. Quarterly reports about project activities and impacts are required and will be included in later reports.
- More in-depth analysis of the 2008-09 ‘stop-out’ survey was conducted. Although the response rate was only 7% (133 responses out of 1786 surveys sent), indicating how difficult it is to maintain contact with students who stop attending college, two general categories dominated as major factors contributing to the decision to stop out: High costs (tuition, fees and textbooks) were factors for over 50% of respondents, and class scheduling issues were factors for about 40% of respondents. Both of these issues are being addressed to some extent by initiatives receiving stimulus funds (see above).
- Analysis of summer enrollment indicated that offering most courses in self-support did not appreciably affect enrollment compared to Summer 2009. Virtually the same number of undergraduate course sections were offered in Summer 2010 (503) as in Summer 2009 (502), and average undergraduate course loads were very similar as well (Summer 2009 = 11; Summer 2010 = 10). Thus, we do not
believe that summer enrollments will require substantive changes to plans for course schedules for the remainder of the academic year.

Improved Advising:
- Two freshman orientation sessions were held in July where over 500 freshmen received advising and registered for fall courses. Two transfer student orientations were also held in July where students received individual advising and registration assistance in their majors.
- An improved faculty advising wiki is being worked on for presentation to faculty in September at the CSUEB Back to the Bay conference for faculty.
- Academic Advising and Career Education (AACE) is piloting a workshop for graduating seniors (150+ units). The workshop will cover how to apply for graduation and consist of a live demonstration on how to retrieve and read the Degree Progress Report (DPR) and unofficial transcript.
- Student services (advising, general education, enrollment services, cashiers office, and admissions) along with University administrative offices moved to the new Student Services and Administration building. Student-related services are located on the first two floors of the new building enabling students to get the assistance they need without having to go to multiple locations on campus. We expect that this centralization of services for students will improve student satisfaction with advising and other necessary services.

Enhanced Access and Success:
- A modification to the Early Alert Module on BlackBoard was made to enable faculty (who opt in) to receive copies of the email correspondence that are sent to students. This new feature provides faculty the opportunity to engage in further dialogue with students who are performing poorly.
- The Freshman Peer Mentoring program, which uses trained sophomore students as volunteer mentors for first time freshmen, presented a short film that documented the positive outcomes the 2009-10 freshmen achieved from having a peer student to mentor and guide them in their first year. The Peer Mentoring program is being increased from 7 to 30 sophomore participants for Fall 2010.
- At freshmen and transfer orientations, the EXCEL and McNair Scholars programs promoted their programs and provided information to students and families about services available to low-income, first generation college, underrepresented, and disabled students.
- For Fall 2010, over 8,500 applicants requested Educational Opportunity Program (EOP) support services; 680 new students were admitted to the program. 41 new FTF were selected to participate in the Summer Bridge Program (49% are Latino; 41% are African American; 7% are Asian/Pacific Islander; 2% are other; and 44% are male and 56% are female).
- This summer, Student Academic Services collaborated with several departments on campus to provide the following workshops to new freshman and transfer students admitted to EOP and/or the Renaissance Scholars Program (for former foster youth) - (1) Overview of General Education; (2) Campus Resources; (3) Financial Aid; (4) Learning Styles; and (5) Financial Literacy. Peer Advisors were hired and trained to provide support to incoming freshmen, especially those participating in Summer Bridge.
- The 2010 cohort of new McNair Scholars participated in a Summer Research Course. Two continuing scholars presented their research orally at conferences held out of state. One presented at the SAEOPP McNair/SSS Scholars Research Conference in Atlanta, Georgia and other presented at the 35th Annual National Association of Hispanic Nurses Conference held in Washington, D.C.

3. What will you accomplish in the next two months?
- Implementation and progress of graduation rate projects that received stimulus funds will be tracked through reports due in mid-September.
- Additional orientations for new fall students will be conducted: three for freshman, three for transfer students, and one for international students.
- Entering freshman EPT/ELM scores will be analyzed to determine the level and number of remedial math and English courses needed for 2010-11 and ensure those courses are scheduled.
- Information on new add/drop and new high unit senior policies and procedures will be presented to chairs at the Fall Chairs Academy and to faculty at the Back to the Bay conference. A presentation will also be made regarding a faculty advising wiki at Back to the Bay.

- Working with Student Disability Resource Center, a plan will be developed to re-introduce faculty in fall to university accommodations that are available and required for students with disabilities.

- Student Academic Services will host EOP Welcome Day on September 18th – which will be required for all EOP incoming first-time freshmen. Attendees will take the online version of the College Student Inventory. The results will provide EOP Counselors with a greater understanding of students’ strengths, challenges, and motivation.