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A Message from the Vice President

Dear Campus Community,

I am pleased to present our first annual report for the newly re-created Division of Student Affairs. We have had a productive year. At the beginning of the year we merged enrollment services into our division which increased our portfolio by over 130 staff members. As a newly formed division, we conducted focus groups, a hackathon, and retreats to develop a vision, mission, and battle cry for our division to explain our purpose and why we exist.

**Vision:** Transform Lives

**Mission:** To work with campus partners to guide our diverse student population on their path to academic, career, and personal success

**Battle Cry:** Connect ~ Engage ~ Transform

Our next priority was to conduct an external review to take an in-depth look at our organization. This process was invaluable and we availed ourselves with three experts in the field of Student Affairs to help guide and shape our organization. Shortly after the external review, we conducted an in-depth organizational analysis with Human Resources to examine our structure as well as to identify rising stars within the division. Next we began a deliberative planning process to come up with strategic priorities and initiatives for the year:

- Branding Student Affairs: As part of our branding rollout of Student Affairs – the Student Affairs Leadership Team conducted a listening tour with faculty, staff, and students to share our new organizational chart, vision, mission, and battle cry, and solicit how our division could best serve or partner with them. The leadership team also recommended implementing an annual report as well as a quarterly newsletter.

- Implementation of many of the recommendations from the External Review and Organizational Analysis

- Enhance and improve our use of technology, which included implementing a degree audit for our students and BaySync software to maximize student engagement.

Several task forces were formed including professional development, assessment, onboarding for new employees, and awards and recognition. We are excited to share our new organizational list as well as introduce our departments to you. This report can also be located online at [http://www.csueastbay.edu/sa/files/pdf/annual-report-2015-16.pdf](http://www.csueastbay.edu/sa/files/pdf/annual-report-2015-16.pdf)

Thanks for your continued support to transform the lives of our students.

Sincerely,

Julie M. Wong

Julie M. Wong
Vice President for Student Affairs
During 2015-2016, the Division of Student Affairs reshaped its mission, vision and values. The division mission is “To work with campus partners to guide our diverse student population on their path to academic, career, and personal success.” Shaped by a set of six values and a clear vision to transform lives, the Student Affairs battle cry is to Connect, Engage and Transform.
Student Affairs Organization

**Campus Life**
- Associated Students, Inc.
- Commercial Services
- Diversity and Inclusion Student Center
- Parking and Transportation Services
- Recreation and Wellness Services
- Student Housing and Residence Life
- Student Life and Leadership Programs
- University Union

**Student Equity and Success**
- Educational Opportunity Program (EOP)
- EXCEL Program
- First Generation Programs
- GANAS Program
- Renaissance Scholars Program
- Sankofa Scholars
- Student Service Operation for Success (SSOS)
- Veteran Student Services

**Enrollment Services**
- Admission
- Financial Aid
- Prospective Student Services
- Registrar

**Student Support Services**
- Accessibility Services
- Advocacy Services
- Recreation and Wellness Services
- Student Conduct, Rights and Responsibilities
- Student Health and Counseling Services

**Parent and Community Relations**
- Parent and Family Programs
- Transfer Student Programs

---

The Leadership Council (TLC) for Student Affairs:
Top Row: Angela Schneider, Julie Wong, Diana Balgas, Martin Castillo, Glen Perry
Bottom Row: Stan Hébert, Amanda Segura, Rhonda Johnson, Lori Erdman, Andrea Wilson
Not pictured: Alison Richardson
Key Highlights and Accomplishments

There were several highlights within the Student Affairs division this past year, including the addition of several new departments or programs:

**Campus Life**
- Bay Sync organizational database software was launched, giving students and staff in more than 240 groups the ability to manage and recruit for clubs and organizations. The software was readily adopted with activity including over 7,000 form submissions and 1,500 events during the year.
- 550 CSUEB participants on 40 teams during Relay for Life collected over $13,700 for the American Cancer Society.
- 381 students attended the Fall Leadership Conference.
- Housing and Residence Life partnered with Student Life and Leadership to develop the “JumpStart Connectors” program matching staff/faculty volunteers with incoming first-year residents.
- The Dining Commons partnered with Office of Sustainability and Housing and Residence Life to begin to transition to zero waste.
- The Diversity Center changed its name to the Diversity and Inclusion Student Center (DISC). The center sponsored over 120 programs and found that 92% of all participants felt that the DISC was a safe space.

**Enrollment Services**
- OnBase student records database was launched to increase processing speed and now gives students instant notification of document receipt in MyCSUEB.
- The Financial Aid staff hosted the inaugural Financial Aid Conference to increase student financial literacy.
- Registrar/Records now has the ability to issue outgoing transcripts in electronic (PDF) format.
- 95% of degree audits for new transfer students were completed by the first term of enrollment.
- Improvements in the degree audit report (DAR) allowed students to accurately track their progress to degree completion, thereby improving student success and graduation rates.
- Admission processed over 30,000 applications last year.

**Parent and Community Relations**
- Established Parent and Community Relations to engage parents and families of students. Over 1,200 people attended Family Orientation events.
- A Parent and Family Guidebook was launched to provide student support and information. Two versions were created to serve domestic and international students.
- Transfer Student Programs was launched to provide student support and information to current and new students transferring from community colleges and other universities.

**Student Equity and Success**
- The Sankofa Scholars program is an innovative access and retention program that seeks to smooth the transition from community college to Cal State East Bay. The program partnered with the Center for Community Engagement to identify opportunities for scholars to do internships in the community with interested groups.
- EOP began a new program called “Farmers to Pioneers” that engages 10th grade students from Hayward High School to ensure they have the skills to succeed in college.
- The Renaissance Scholars program for former foster youth partnered with Housing to ensure those students interested in living on campus were able to get housing.

**Student Support Services**
- Accessibility Services sponsored the traveling exhibit, “Patient No More” in October, 2015, illustrating the history of the Americans with Disabilities Act which prohibited discrimination in education.
- Advocacy Services was created to assist students in distress, including those who might be struggling with housing and/or food insecurities. In addition a confidential advocate was hired to support any student affected by a Title IX complaint.
- TRiO Programs (EXCEL and Project IMPACT) secured five-year Student Support Services grants from the U.S. Dept. of Education totalling nearly $3.5 million. The EXCEL Program and Project IMPACT offer in-depth, long-term academic assistance to first-generation, low-income and disabled students.

**Semester Conversion**
ASI and Student Affairs championed the exploration of a University Hour (U-Hour) to strengthen the sense of community at CSUEB. A campuswide survey was conducted to determine the level of interest for a U-Hour. More than three quarters (76%) of the students, faculty, staff, and administrators who responded to the survey support the implementation of a University Hour.

**Awards and Recognition**
Student Affairs created an awards and recognition committee that identified several categories of awards that are given to individuals or teams, both within and outside the division. Each year an award will be given to the Best Faculty Partner in Transformation. The committee also created competition within the division by establishing two traveling “trophies” for the individual and teams who earned the most “engagement” points by participating in activities and events in a quarter. This has resulted in Student Affairs adopting Proud Pioneer Panda Pat as our division mascot.
The initial strategic planning process began during the 2014-2015 academic year with a listening tour, focus groups, and a hackathon to develop the division's vision, mission, values and battle cry. A consultant was also hired to provide expert advice on the process required to develop an Enrollment Management Plan for the university.

Through the following 2015 - 2016 activities and exercises, the division's strategic initiatives were identified:

• Human Resources Organizational Analysis: June - August 2015
• External Review: August 2015
• TLC Retreat: November 2015
• SALT Retreat: January 2016
• All Staff Retreat: January 2016
• SALT Listening Tour: January - May 2016

Strategic initiatives for this year included assessment; branding and communication; external review; onboarding; professional development, awards and recognition; social engagement and roadshows; and technology.

Assessment
A task force was established in Winter of 2016 and was charged with nurturing a culture that uses assessment and evaluation methods to incorporate data in strategic planning, decision-making processes, and in the development, execution and refinement of programs and services. The task force priorities for 2015 - 2016 included:

• Analyze (review, code, categorize, and theme) qualitative data collected during SALT Listening Tour and to report and present initial findings to the division
• Facilitate the development of the inaugural Division of Student Affairs Annual Report 2015 - 2016.

Branding and communication
The 2015 - 2016 branding initiative centered on developing and implementing a strategy to communicate the characteristics, values, and attributes of CSUEB Student Affairs. It was determined that the branding strategy should both lead and underlie our marketing communications efforts. The following communication tools were developed:

• Name badges for all key Student Affairs staff
• Unifying t-shirt worn by division staff
• Student Affairs Leadership Team (SALT) Listening Tour
• Student Affairs Pocket Guide for Faculty and Staff
• Student Affairs Portfolio for campus partners

Crisis Management
In light of the increasing incidents of violence on college campuses, the leadership team determined the importance of ensuring that crisis management plans were established for the departments within the division. Toward that end, the leadership team received active shooter training and each department is also seeking such training for employees. An overall crisis management template will be rolled out to departments in Fall 2016.

External review
Consultants were charged with identifying and commenting on strengths, challenges and opportunities for improvement for the division, and to provide recommendations for key issues that could inform the division’s strategic planning and improvement activities. The review was to include comments on the overall mission, goals and objectives for Student Affairs, emphasizing various clusters of the division. A strategic plan accompanied by a strong communication plan will provide direction for the division and convey priorities and intentionality to the wider university community.

Onboarding
Providing an overall orientation for all new employees in the division was identified as important. When Vice President Wong arrived, she learned there was a general lack of familiarity with the many operational units within the division. A team created an onboarding presentation that will be given once per month to all new employees.

Professional development
One of the top initiatives during 2015 - 2016 was professional development of personnel across the division. A team has started putting together an array of subjects to be covered during a series of professional development seminars. These will be open to all interested staff within the division.

Roadshows
To connect across the division, the various departments will hold open houses or conduct roadshows to educate colleagues about their work.
Campus Life

Associated Students, Inc.
Commercial Services
Diversity and Inclusion Student Center (DISC)
Parking and Transportation
Student Housing and Residence Life
Student Life and Leadership Programs
University Union
The 2015-16 year for ASI was a busy year. ASI passed a student referendum in the Fall quarter to establish a new student senate. ASI has implemented a new HR/Payroll system to better fit our smaller size. ASI programming efforts have yielded high numbers in attendance. The unit’s presence was increased as a partner across campus by collaborating with Athletics, the Recreation and Wellness Center (RAW), Student Housing, Leadership and Employment Enrichment Program (LEEP) and many more.

Accomplishments
ASI accomplished during this period:

- Resolution to establish The African American Resource enter
- Resolution to establish a Dream Center
- Hosting of the statewide California State Student Association May Plenary meeting
- Implementation of new payroll/HR system, Paychex
- Set the foundation for ASI scholarships
- Student Referendum passed to include a Chair position and a Student Senate with more than 10 new student positions by 2018
- Stipend adjustment for the Board of Directors to account for the increase in living costs

ASI ended the year with a budget surplus. Going forward in 2016 - 2017, ASI expects to have a stable budget in terms of expenditures including:

- Sponsorship of the Diversity and Inclusion Student Center (DISC) of $96,200
- An increase in student leadership positions
- Potential hiring of an Assistant Executive Director for Marketing and Programming
- Adjustment of the stipend for the Board of Directors
- Have no greater than $50,000 set aside for reserves

Key performance indicators 2015-2016
- ASI Front Desk Total Served: 23,342
- ASI Special Events Total Attendance: 6,614

*Data does not include events on which ASI collaborated. Collaboration expenditures totalled $55,500
Pioneer Dining
During 2015-2016, Pioneer Dining transitioned to a new General Manager. The focus was on sustainability, customer service and student engagement. A new Dining Commons Food Service Manager has added new vitality, energy and focus to the Dining Commons.

Accomplishments
- Hosted two events a month in Dining Commons focusing on student engagement (e.g., pumpkin decorating, Earth Week herb planting, holiday turkey hands)
- Worked with Sustainability and Housing to begin transitioning to zero waste in the Dining Commons
- Introduced and implemented Tapino app ordering system
- Purchased new dishware for Dining Commons in Cal State East Bay colors

Key performance indicators
- Total number of meals served: 1,017,735
- Retail meals: 720,904
- Residential meals: 296,831
- Catered events: 1,892
- Student employees: 167

More than one million meals were served by the Commercial Services department of Campus Life, which includes Pioneer Dining and other retail food service operations.

Students enjoy the all-you-can-eat buffet choices at the Dining Commons.
Throughout the year the DISC worked at establishing strong working relationships with many different departments and organizations on campus. This being the first year that the DISC was officially part of the Student Affairs division, much of the year was spent building relationships, establishing polices for the Center itself, and enhancing co-curricular programs. The DISC also connected well with faculty, specifically the General Studies professors and requested numerous professors bring their entire class to workshops in the DISC, as well as support our general programs by offering extra credit.

Accomplishments

- Established the Diversity and Inclusion Center (DISC) with new logo and branding
- Hosted, and co-sponsored 120 programs
- DISC events attendance totalled 3,383
- Hosted CSU-wide Queer Conference
- Collaborated and built strong relationships with various departments on campus including: Accessibility Services; AACE; Housing and Residential Life; Office of Sustainability; LEEP; Student Life and Leadership Programs
- Connected with faculty, and presented workshops to over 15 General Studies classes
- Advocated for the increase of All Gender restrooms on campus and worked with AVP to address preferred name e-mail issues.
- Collaborated with all cultural graduation celebrations and provided supplemental funding

Unit achievements

- Hosted, collaborated, and co-sponsored 120 total programs for the academic year.
- The DISC was reserved 90 times for meetings, programs, and special events
- Overall attendance at events for the academic year 3,383
- 69.7% of attendees at DISC events felt that their community is well represented on campus
- 72% of folks attending DISC events felt that the program was meaningful and stimulated further interest in multiculturalism, diversity, and social justice issues
- 72% of people attending DISC events were students
- 64.2% of DISC event participants left feeling empowered with knowledge
- 92.2% of all participants felt that the DISC created safe space, comfortable for participation
- 66% of event participants felt that their beliefs were challenged and that they were exposed to new ideas
- 76% of attendees at DISC events say they are likely to participate in future DISC programs
During the 2015-2016 fiscal year, Parking and Transportation Services moved to its new location in the Student Services and Administration (SA) building. A major remodel was completed of Lots A & B on the former site of Warren Hall. A third shuttle was added fulltime to the Monday-Thursday Hayward BART Route. An afternoon relief driver was added to help shorten rider wait times. A sixth Zipcar was added on campus near the SA Building for faculty and staff use. Vanpool service continued to grow including an increased demand placed on a waiting list. Zimride, CSUEB's new ridesharing program was added in Spring.

**Staffing**
The 2015-2016 year ended with a staff of five fulltime employees and one temporary employee. In addition 11 students were employed. For next year a fulltime commuter coordinator position will be added.

Contact information is available on the CSUEB Parking and Transportation web site at [http://www.csueastbay.edu/sa/parking/index.html](http://www.csueastbay.edu/sa/parking/index.html)

**Accomplishments during 2015-2016**
- Addition of Zimride ridesharing service
- Extended BART Shuttle service
- Filled Parking Coordinator position
- Lot A & B opened, adding 324 spaces and 16 electric vehicle charging spaces
- Additional Zipcars
- New Bike Racks added across campus
- Upgraded all permit dispensers on Hayward and Concord Campuses

**Key performance indicators**
Parking and Transportation has seen an increase in ridership, parking use, and use of other key services:
- 1,194 increase in General Quarterly Permits sold as compared to previous year
- 9,686 increase in Daily/Hourly transactions and $61,716 more revenue as compared to previous year
- 289,431 rider trips on the Hayward BART Shuttle
- 34,386 rider trips on the Castro Valley BART Shuttle this year
- 333 Zipcar members.
- 144 active Zagster members, 2745 trips for the year
- 216 Zimride members

**Recommendations for 2016-2017**
Parking and Transportation recommends the following:
- Fill the Commuter Coordinator Position (September 2016)
- Remove unused bus shelters and replace used bus shelters (July-November 2016)
- Resurface Parking Lots J, L & M (Summer 2017)
- Begin selling parking permits online (September 2016)
- Install message boards in parking lots
- Add additional shuttles to Hayward BART and UV/Inner Campus (Fall 2016)
- Add Vanpool to San Jose/Fremont (Fall 2016)

Additional plans for next period include the topics of Bus Shelters, Dispenser Canopies, Lot E & F and Roadway; and additional shuttles.
The 2015-2016 academic year was marked by development and transition. Student Housing and Residence Life (SHRL) continues to develop, refine and adapt processes to best meet the needs of the residents and the University. Student Housing strengthened their programming model and shaped their priorities to match those of the University.

There were significant transitions in terms of staff; probably the most significant was the appointment of a new interim director. Additionally, three staff members transitioned into new or different positions within the department and two staff members left the University. New positions and/or roles are continually considered as the department assesses the functional responsibilities and new initiatives needed in order to build an outstanding Student Housing and Residence Life department.

Accomplishments

- **JumpStart Connectors** - Program matching staff/faculty volunteers with incoming first-year residents to help connect them to involvement opportunities on campus

- **Living Learning and Themed Communities**
  - Implemented SHRL’s first Living Learning Community (LLC): Transfer Students (3rd floor Shasta)
  - Designated a Transfer “themed” community in Area 1 (2nd floor Calaveras)
  - Designated a Sophomore “themed” community in Area 1 (Coloma)

- **Technology Initiatives**
  - OrgSync
  - Managed initial implementation and built SHRL’s Umbrella framework
  - StarRez
  - Online Room Inventory Forms/Check-in and out process
  - Online Roommate Agreements
  - Shiftplanning
  - Implemented software to assist with hourly student staff scheduling
  - Security Camera Additions
  - Additional cameras added to Tamalpais and fire lanes

- **RHA / NRHH**
  - Attended PACURH, No Frills, and NACURH
  - Won Large School Spirit and Philanthropy Award (PACURH and No Frills)
  - Regional OTMs: 14; National OTMs: 4

- **Academic Support for Student Staff**
  - A new ARLC collateral assignment was developed to support the student staff with meeting/exceeding the GPA requirement for SHRL employment. One-on-one advising and study sessions were offered to student staff on academic notice.

- **Sustainability**
  - Dining commons zero waste audit
  - Implemented waste separation in the Dining Commons
  - Composting in the residence halls
  - Worked with Facilities to install water misers on all shower heads

- **Occupancy/ Waitlist**
  - Opened the year at 100% occupancy
  - Total bed spaces: 1556 (756 first-year spaces; 800 non-first year spaces)
  - Waitlist peaked at approximately 400
  - Double suite rooms were converted to triples to accommodate an increase in first-year class
  - Additional bed spaces created: 40 first-year; 56 non-first-year (Area 1)
  - Researched and negotiated options for additional off-campus housing to help address waitlist demands. Currently in final stages of negotiation for Fall 2017 opening of an additional 400-600 non-freshmen beds.

**Key performance indicators**

Average Student Staff Cumulative GPA*: 3.08
*as of Winter 2016

**Programming**

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<th>Community Engagement Activities</th>
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**Pioneer Heights Reservations**

Common Areas: Lassen, El Dorado Hall, Quad, BBQ Area, Dining Commons

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<th>Spring 2016</th>
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<tr>
<td>IRs</td>
<td>149</td>
<td>124</td>
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<tr>
<td>Alcohol incidents</td>
<td>19</td>
<td>12</td>
<td>2</td>
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<tr>
<td>Marijuana violations</td>
<td>36</td>
<td>32</td>
<td>16</td>
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<tr>
<td>Students documented*</td>
<td>211</td>
<td>150</td>
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* Numbers indicate individual residents documented as “students involved.” These numbers do NOT reflect multiple incidents.
Student Life and Leadership Programs (SLLP) provides opportunities for student learning beyond the classroom and enhances the mission of the university through the coordination and support of a variety of special programs that promote campus life, leadership and community engagement. Special programs include orientation for new students and families; the recognition and development of student clubs and organizations; leadership conferences, seminars and workshops; and campus wide programs and events.

New student Orientation and transition programs
Driven by the collective efforts of the Orientation Advisory Committee (OAC), a university-wide committee comprised of campus leaders and key players across divisions, SLLP coordinated 19 Orientation programs for Freshman (1,868 attendees), Transfers (1,613 attendees), and Parents/Families (730 attendees) on the Hayward Hills campus. 58 Orientation Team Leaders assisted more than 4,200 new incoming students and their families with a successful transition into the Pioneer family.

SLLP provided orientation planning, guidance, and materials to the Concord Campus and International Student Orientations. Online Transfer Orientation (OTO), available year-round via Blackboard, provided for students unable to attend the on-campus program, with more than 750 student completing the OTO. In 2015, 110 participants experienced the Spanish Family Orientation program. Over 50 clubs, organizations and campus departments participated in the campus resource fairs at all Orientation programs. Smooth Transitions for Transfer Students assisted more than 1,600 incoming transfer students and their families with a successful transition into the Pioneer family.

Student clubs and organizations
In 2015-2016, out of 176 attempts at recognition, 153 student clubs and organizations were recognized in the following categories: Academic (60), Special Interest (29), Greek Fraternities/Sororities (24), Cultural (22), Recreation (12), and Religious (6). 827 student leaders successfully completed the Recognition and Renewal process as club/organization officers.

SLLP partnered with Student Health and Wellness Services to provide alcohol and marijuana awareness, and bystander prevention information for all student club/organization leaders. Over 2,200 students were members of student clubs/organizations, with 594 events and programs. All club/organization officers were required to attend Club Recognition & Renewal Training, the annual Fall Leadership Conference, and Campus Service Day. SLLP showcased the efforts of student leaders at the annual Student Organization Leadership And Recognition (SOLAR) Awards celebration. SLLP partnered with the AVP of Financial Services, the Cashier’s Office, and Associated Student, Inc. (ASI) to maintain administrative oversight, providing financial support and guidance regarding CSUEB policies and procedures.

Club/organization highlights include:
- The CSUEB Global Brigade’s humanitarian trip to a small village in Panama to provide free medical/dental care and hygiene education
- The Revival Club's production a full color art magazine Revival Magazine
- Startup Weekend East Bay Club
- CSUEB Cultural Groups contributed to East Bay’s vibrant and diverse campus village, hosting a multitude of cultural events and celebrations
- The Greek Life Expansion Committee, comprised of cross-divisional campus partners with an interest in maintaining a vibrant Greek Life at CSUEB
- The installation of University Hill, a beautiful display showcasing various student club/organization logos

Leadership and service learning
During clubs and organizations events such as Recognition & Renewal Training, the annual Fall Leadership Conference, Make A Difference Day, and Homecoming Week Campus Day of Service, hundreds of student leaders participated in leadership, service learning, and/or volunteer activities. The two-day Fall Student Leadership Conference yielded 381 attendees, 204 participated in CSUEB Make A Difference Day 2015, and 85 participated in Homecoming 2016 Campus Service Day, beautifying the campus and creating over 200 cards for patients at Oakland Children’s Hospital. CSUEB Relay for Life 2016 had 550 participants and 40 teams, the CSUEB community raised over $13,700 for the American Cancer Society.

Campus Life events
SLLP continues to lead the efforts to coordinate campus traditions, cornerstone events, and learning opportunities outside of the classroom. These efforts include Welcome Week Info Expo, Ask Me Info Tables, Homecoming Week and Al Fresco. SLLP also collaborated with the Diversity and Inclusion Student Center, Student Health and Counseling Services, and other partners to present the third annual Tunnel of Oppression. The 2015 program drew over 500 participants, with the support of student clubs and organizations and faculty in the General Studies program. Homecoming Week activities were coordinated by SLLP.
Campus Recreation and University Unions (UU) was a new organization on the campus during the 2014 - 2015 fiscal year. Upon the departure of the Campus Recreation and University Unions Director, an interim director was appointed to oversee operations of the department until a new director was named. In November 2015 the staff was informed that the Campus Recreation and University Unions would undergo a reorganization. Campus Recreation reports to the Student Support Services cluster as the Recreation and Wellness Services department, while the University Union will remain with the Campus Life cluster as the University Union department.

Unit accomplishments
- Transitioned from Campus Recreation and University Unions to University Union
- By constant communication regarding custodial services there has been a tremendous amount of improvement with the new custodial staff

Key department information
- Population estimates indicate that 168,368 people visited University Union buildings during 2015 - 2016
- 209 events were booked for CSUEB-affiliated groups
- 1,563 events were booked for SLLP (inclusive of clubs/organizations)
- 46 events were booked for Non-CSUEB affiliated groups
- 6,683 events were booked for academic and administrative departments
Enrollment Services

Admission

Financial Aid

Prospective Student Services

Registrar
Accomplishments
The 2015-16 academic year had many achievements. The Fall filing period received a record number of applications and undergraduate processing went very quickly with nearly 90% admission offers extended by March 1. Teams changed workflow reducing the number of hands touching each file and streamlining PeopleSoft coding. The Graduate team launched a fully online Change of Graduate Objective process for continuing students and formed a Graduate Admission Advisory Group for better collaboration with academic departments.

Technology advancements included the launch of OnBase and a new transcript coding page increasing processing speed and giving students instant notification of document receipt in MyCSUEB. Admission now can “pull” transcripts direct from some community colleges rather than waiting for students to request they be sent. Functionality was developed allowing Admission Counselors to pre-screen files before “auto evaluation” takes place, ensuring greater accuracy.

Admission took responsibility for building transfer credit rules in February supporting both admission processing and the Degree Audit Report (DAR). In 2015-2016, 34 feeder schools had had articulation rules built in PeopleSoft for all General Education courses, and 25 schools have had major equivalency course rules built for 18 of CSUEB’s academic programs.

Continued focus on customer service to assist students in receiving timely answers resulted in students having more direct access to Admission Counselors on the telephone and having Admission staff serving the Enrollment Information Center (EIC) during deadline periods. Admission supervisors visited ten campus departments (those with staffs larger than 150 employees) offering informational presentations designed to ensure that staff working with incoming students could answer applicant questions and read PeopleSoft admission page views.

Key performance indicators
1. More than 75% of Fall applicants were admitted by Feb. 1.
2. Transcript processing was completed within 10 days of a deadline.
3. Number of admission exceptions and revocations mirrors or is below the prior year, despite an increase in application volume.
4. Admission continued to reduce the manual processing of applicant records through increased utilization of technology to update student records.

Domestic Applications Processed 2015-2016*

<table>
<thead>
<tr>
<th></th>
<th>Applications Processed</th>
<th>Students Admitted</th>
<th>Students Enrolled</th>
<th>Percent of Applicants Admitted</th>
<th>Percent of Admits Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshmen</td>
<td>14,230</td>
<td>10,871</td>
<td>1,707</td>
<td>76.4%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Transfers</td>
<td>13,053</td>
<td>10,006</td>
<td>3,757</td>
<td>76.7%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Graduates</td>
<td>3,071</td>
<td>1,663</td>
<td>1,290</td>
<td>54.2%</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

*Terms: SU 15, FA 15, WI 16, SP 16
Financial Aid

Achievements

In 2015 - 2016, Cal State East Bay’s Financial Aid group disbursed more than $135 million in student aid to more than 11,500 students. Financial Aid also embarked on a plan to increase students’ knowledge of financial aid. Staff accomplished this by sponsoring the first Student Financial Aid Conference. Staff and faculty were also invited to join students in exploring such topics as How to Apply for Scholarships, Satisfactory Academic Progress, Direct Loans, and aid for Dreamers.

Partnerships were strengthened with other Cal State East Bay departments including EOP, Renaissance Scholars, General Education, and Housing. These partnerships allowed Financial Aid to reach more students and parents during signature events like Welcome Day and Freshman Pre-Advising. In addition to conducting daily advising appointments and drop-ins, Financial Aid staff answered over 24,000 student, parent, and public telephone calls and responded to several thousand e-mail inquiries.

The Financial Aid staff provided an array of services in 2015-2016 including awarding and disbursing aid packages, assisting students and the campus community with financial aid educational information, event participation and much more.

Total Financial Aid Disbursed

<table>
<thead>
<tr>
<th>Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grants</td>
<td>$71,524,627</td>
</tr>
<tr>
<td>Loans</td>
<td>$60,378,213</td>
</tr>
<tr>
<td>Scholarships</td>
<td>$2,874,216</td>
</tr>
<tr>
<td>Work Study</td>
<td>$647,271</td>
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</table>

Scholarships Awarded

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>$995,328</td>
</tr>
<tr>
<td>Athletic</td>
<td>$924,232</td>
</tr>
<tr>
<td>Other</td>
<td>$954,656</td>
</tr>
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</table>

Sources of Financial Aid

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Federal</td>
<td>$88,170,601</td>
</tr>
<tr>
<td>State</td>
<td>$18,544,088</td>
</tr>
<tr>
<td>Institutional</td>
<td>$25,372,383</td>
</tr>
<tr>
<td>Other</td>
<td>$3,337,255</td>
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</table>

Financial Aid Applications Processed

<table>
<thead>
<tr>
<th>Processed</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applications</td>
<td>29,469</td>
</tr>
<tr>
<td>Awarded</td>
<td>11,979</td>
</tr>
<tr>
<td>Disbursed</td>
<td>11,567</td>
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Aid Recipient Status

<table>
<thead>
<tr>
<th>Status</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Student</td>
<td>5,995</td>
</tr>
<tr>
<td>Dependent Student</td>
<td>5,450</td>
</tr>
<tr>
<td>Undetermined</td>
<td>122</td>
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</table>

Aid Recipient Class Standing

<table>
<thead>
<tr>
<th>Class Standing</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>9,953</td>
</tr>
<tr>
<td>Post-Baccalaureate</td>
<td>1,614</td>
</tr>
</tbody>
</table>

* 48% of Undergraduates received Federal Pell Grant
Prospective Student Services

Unit achievement: Enhancing campus community support, engagement and awareness of recruitment activities
Prospective Student Services implemented a new planning strategy for high profile recruitment events held on campus, such as Preview Day and Welcome Day. This strategy called for the creation of Program Development Planning Meetings that included over 30 representatives from across campus, all who play a vital role in the execution of these events. Additionally, Prospective Student Services created a Summer Enrichment Program (annual training series) inviting College Deans, Associate Deans, faculty and staff to participate and engage directly with the recruitment team. This training series provides the recruiters with valuable and timely campus information ahead of the annual recruitment season.

Purpose and outcomes
Bringing awareness of recruitment initiatives as a whole; taking an innovative approach to university collaboration; gathering feedback, and suggestions to contribute to program development and assessment; developing a succinct network of information sharing between campus members; ensuring department representation and accountability for the recruitment of new students.

Key Service Indicators for 2015-2016

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment services</td>
<td>1,039</td>
<td>2,640</td>
</tr>
<tr>
<td>Preadmission advising</td>
<td>441</td>
<td>1,853</td>
</tr>
<tr>
<td>Presentations</td>
<td>243</td>
<td>268</td>
</tr>
<tr>
<td>College fair attendance</td>
<td>237</td>
<td>212</td>
</tr>
<tr>
<td>Transcript reviews</td>
<td>18</td>
<td>200</td>
</tr>
<tr>
<td>Welcome Center advising</td>
<td>233</td>
<td>265</td>
</tr>
<tr>
<td>Transfer advising</td>
<td>228</td>
<td>264</td>
</tr>
<tr>
<td>Welcome Center Tours</td>
<td>454</td>
<td>412</td>
</tr>
<tr>
<td>Individual Tours</td>
<td>300</td>
<td>251</td>
</tr>
<tr>
<td>Group Tours</td>
<td>149</td>
<td>157</td>
</tr>
<tr>
<td>Tour Guests by Grade Level</td>
<td>10,042</td>
<td>9,843</td>
</tr>
<tr>
<td>Elementary School Tour Guests</td>
<td>523</td>
<td>142</td>
</tr>
<tr>
<td>Middle School Tour Guests</td>
<td>1,668</td>
<td>1,247</td>
</tr>
<tr>
<td>High School Tour Guests</td>
<td>4,724</td>
<td>6,701</td>
</tr>
<tr>
<td>Community College Tour Guests</td>
<td>599</td>
<td>903</td>
</tr>
</tbody>
</table>

Signature Events (on and off campus)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Event attendees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Undergrad students attending who accepted offer of admission</td>
<td>49</td>
<td>53</td>
</tr>
<tr>
<td>Percent of Undergrad students attending who enrolled at CSUEB</td>
<td>80</td>
<td>***</td>
</tr>
<tr>
<td>Enrollment Service Communications to prospects, admits and current students</td>
<td>147,065</td>
<td>103,047</td>
</tr>
<tr>
<td>Fall 2016 Applications for undergraduate admission</td>
<td>18</td>
<td>200</td>
</tr>
<tr>
<td>Southern CA*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alameda*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Santa Clara*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contra Costa*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Valley*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>San Francisco/ San Mateo/ Peninsula*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sacramento</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Central Coast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solano**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sonoma/ Napa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Far North</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Assistants Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Federal Workstudy Students Employed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Indicates recruitment priority service areas
** Actual services focused in South Solano County only
*** Info. becomes available at census in October 2016.
The Registrar continued to streamline and automate processes to ensure accuracy and enhance student access. One notable improvement was to offer outgoing transcripts in electronic (PDF) format. Additionally, staff were hired in the transfer credit department which resulted in the majority of evaluations for new students being delivered within their first term of attendance. This will allow new students to select courses more accurately and receive advising earlier so there are fewer delays in graduation.

Planning for semester conversion in Fall 2018 was also a primary focus for the office. New registration calendars and important deadlines in semesters were established, and all the policies and procedures regarding records and registration are being reviewed and modified. Also, improvements are being made to the degree audit report (DAR), including building all majors into the audit and incorporating graduation requirements. These changes will allow students to accurately track their progress to degree through self-service, thereby improving student success and graduation rates.

### Registrar Data for 2015 - 2016

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Withdrawals</td>
<td>3,356</td>
</tr>
<tr>
<td>Grade Changes</td>
<td>3,759</td>
</tr>
<tr>
<td>Change of Major/Minor/Option</td>
<td>5,254</td>
</tr>
<tr>
<td>Personal Data Changes</td>
<td>814</td>
</tr>
<tr>
<td>Paper and e-transcripts produced</td>
<td>23,869</td>
</tr>
<tr>
<td>Deans List for the term recipients (Summer 2015 - Spring 2016)</td>
<td>3,704</td>
</tr>
<tr>
<td>Honors List for the term recipients (Summer 2015 - Spring 2016)</td>
<td>2,7078</td>
</tr>
<tr>
<td>E-mails sent from the Office of the Registrar</td>
<td>19,863</td>
</tr>
<tr>
<td>Undergraduate Degrees Awarded Summer 2015 - Spring 2016</td>
<td>3,159</td>
</tr>
<tr>
<td>Graduate Degrees Awarded Summer 2015 - Spring 2016</td>
<td>1,084</td>
</tr>
<tr>
<td>Transfer Credit Evaluations</td>
<td>3,345</td>
</tr>
</tbody>
</table>
Parent and Community Relations

Parent and Family Programs

Transfer Student Programs
The Parent and Community Relations cluster in 2015 - 2016 included the newly created departments of Parent and Family Programs and Transfer Student Programs.

Unit achievements
The Parent and Family Programs initiative was launched in late Fall 2015 building on recent efforts to engage the participants of our Family Orientation sessions, a collaboration with Campus Life. Approximately 1,200 people sign-up to attend our Family Orientation sessions. Our goal is to engage 15% of this population in one or more activities during the following academic year.

A survey was sent to parent addresses collected from the summer Orientation attendee lists. The results guided the efforts and content for the next steps. We achieved the 2015 - 2016 objectives of developing communication tools:

• Launched a specialized web site for parents and families at http://www.csueastbay.edu/parents

• Developed a Parent Family Guidebook with two versions, one for domestic and one for international students and families. The guidebook includes contact information, key services, and other helpful information for parents and families new to CSUEB.

• Developed print and online promotional materials

• Created a parent/family e-mail address and telephone database

• New workshops have been developed for the 2016 Family Orientations using information gleaned from the survey results.

Key performance indicators
Parent and Family Programs began to collect baseline data for key indicators in this initial year. The core beliefs regarding parent engagement are:

During this period, the department developed the following goals:

• Ensure parents and families are welcomed as partners in their student’s higher education

• Provide parents and families the opportunities to strengthen their capacity to support the teaching-learning environment

• Operate an effective parent advisory group

• Respond effectively to parent and family concerns

• Maintain effective communication with parent and family members

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Parents opt in to mailing list</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012 - 2013</td>
<td>1,169</td>
</tr>
<tr>
<td>2013 - 2014</td>
<td>1,241</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>1,877</td>
</tr>
</tbody>
</table>
In response to the growing number of students transferring from community colleges and other 4-year institutions to Cal State East Bay, Transfer Student Programs was launched in late Fall 2015 to elevate institutional support for transfer students and ensure a transfer receptive culture. Transfer Student Programs contributes to university-wide efforts that improve transfer student success and progress to degree completion, particularly through our commitment and advocacy to meeting the unique needs of transfer students and by fostering collaboration within and between the university and our regional community partners.

**Accomplishments**

- During the 2015 - 2016 academic year, many accomplishments were achieved to fulfill the following goals during our launch year:
  1. Develop baseline data trends for transfer students
  2. Increase awareness of Transfer Student Programs on campus
  3. Foster collaboration within and between the university and our regional community partners to expand opportunities for transfer students
  4. Foster collaboration within and between the university and our regional community partners to expand opportunities for transfer students

- The Tau Sigma National Honor Society established a Cal State East Bay Chapter (Eta Epsilon) with an inaugural group of 384 member students. This is the first Tau Sigma chapter to be established at a four-year university in Northern California. Tau Sigma promotes and recognizes the achievements and academic involvement of transfer students.

- Established a comprehensive online resource hub specifically designed for the unique needs of transfer students at: [http://www.csueastbay.edu/transfers](http://www.csueastbay.edu/transfers)

The demographic makeup of CSUEB’s transfer population has shifted over the past decade, consistent with demographic shifts observed in K-12 and freshmen cohorts (an increase in the population of Latino students, and a decrease in the white student population).
Student Equity and Success

- Educational Opportunity Program (EOP)
- EXCEL Program
- First Generation Programs
- GANAS Program
- Renaissance Scholars Program
- Sankofa Scholars Program
- Student Service Operation for Success (SSOS)
- Veteran Student Services
The Educational Opportunity Program at California State University had several noteworthy achievements during fiscal year 2015-2016. The program met participant numbers for both freshman and transfer student enrollment, EOP Counselors provided academic and other supportive services during the year during one-on-one counseling sessions, EOP graduates were celebrated during an End of Year Celebration with record setting attendance and the program began a successful high school pipeline program in partnership with the Hayward Unified School District and Hayward Promise Neighborhood.

More than 13,514 students (freshman and transfer) indicated interest in the EOP Program; 2,872 completed necessary application documents to be considered. 169 freshman and 144 transfers were accepted into the program. Of those students 133 freshman – inclusive of 40 Summer Bridge participants and 128 transfer students – matriculated successfully in Fall 2015. EOP Freshman and Continuing Counselors provided over 450 hours of student drop-in counseling appointments, and 2,615 scheduled counseling appointments. Session topics included:

- supporting students personally and communally
- providing information for successful acclimation from high school to college
- advice on choosing classes and fulfilling GE and major course requirements
- follow up on financial aid packaging and scholarship assistance
- support in setting up tutoring and other necessary assessed workshops
- grad school and/or career counseling

Farmers to Pioneers (FTP), a cohort based college pathways partnership program was established this year. 22 first generation, low income and foster youth students were recruited and enrolled to align with Cal State East Bay’s Educational Opportunity Program (EOP) admission requirements. Students and parents (guardians) agree to fully participate in the program until high school graduation. Once all FTP and EOP admission requirement guidelines are met students will have an opportunity to automatically enroll into California State University, East Bay’s EOP Program as an undergraduate freshman college student.

Farmers to Pioneers will enroll two students from grade ten who attend Hayward High School each year providing the following services, academic tutoring and study skills, mentoring, academic and personal counseling, campus visits, team building activities, educational and cultural field trips, financial aid information, college readiness and application assistance workshops for both students and parents.

**Key performance indicators for EOP 2015-2016**

- EOP successfully graduated 77 students during fiscal year 2015-2016. Students graduated from a number of academic majors including Business Administration and Health Sciences. Four students received honors such as Summa Cum Laude, Magna Cum Laude and Cum Laude. The 2015 End of Year Graduation Celebration exceeded capacity with invited guests and graduates with more than 400 people in attendance.

- First-time enrolled: FTF = 133 Transfer = 128 Total: 261
- First-time enrolled matriculating/in good standing: 228/261 (87%)  
- Number of students graduating: 77
- Drop-in counseling appointments: 77
- Scheduled counseling appointments: 2,615
- Students on EOP Roster 2015-2016: 1,172
EXCEL Program

Achievements
TRiO Programs (EXCEL and Project IMPACT) secured five-year Student Support Services grants from the U.S. Department of Education totaling nearly $3.5 million. The EXCEL program and Project IMPACT offer in-depth, long term academic assistance to first-generation, low-income and disabled students.

Four students informed their counselor they received scholarships during the 2015-2016 academic year. These scholarships totaled $9,000. Five students participated in the Study Abroad program: France, Brazil, Morocco, England, Netherlands. One EXCEL student participated in CSUEB's Honors Program.

EXCEL was recognized with one of its counselors receiving the Vivian Cuniffe Staff Award 2015 and the Student Affairs "Students First" Award 2016. EXCEL Staff were recognized for their exemplary service to Cal State East Bay.

During 2015-2016, 111 EXCEL program participants filed for graduation. Seven EXCEL alumni applied and were accepted into various masters degree programs in California and one out of state college. One EXCEL alumnus was admitted to CSUEB’s Educational Leadership doctoral program.

During EXCEL’s grant year Sept. 1, 2015 - Aug. 30, 2016, 398 students received academic life planning services. These services include academic plans, graduate/career advising, scholarship assistance and personal counseling. There were 200 tutoring sessions in 2015-2016.

EXCEL Key Performance Indicators

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income (Required: 66.7 %)</td>
<td>80%</td>
<td>77%</td>
<td>79%</td>
<td>76%</td>
<td>76%</td>
</tr>
<tr>
<td>Persistence (Objective: 70%; 80% for 2015-16)</td>
<td>90%</td>
<td>97%</td>
<td>97%</td>
<td>92%</td>
<td>88%</td>
</tr>
<tr>
<td>Good Academic Standing (Objective: 75%; 85% for 2015-16)</td>
<td>94%</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>6-Year Graduation Rate (Objective: 60%; 65% for 2015-16)</td>
<td>67%</td>
<td>61%</td>
<td>66%</td>
<td>67%</td>
<td>Not available</td>
</tr>
<tr>
<td>Students Served (Required: 425)</td>
<td>100%</td>
<td>104%</td>
<td>102%</td>
<td>97%</td>
<td>101%</td>
</tr>
</tbody>
</table>

*Final figures will be available in December 2016 after the Annual Performance Report is submitted to the U.S. Department of Education
With over 60% of the incoming undergraduate students indicating that they are “First Generation” (no one in their immediate family has a baccalaureate degree), Student Affairs led the university’s efforts to help normalize the college experience for these students. Hosting a First Generation College Student Welcome on Sept. 22, 2015, before the start of Fall quarter, new freshmen and transfer students were provided a personalized access to university information and resources.

Over 300 students attended the full-day program that included a special welcome by CSUEB President Leroy M. Morishita (who was himself a first generation college student) and other campus leaders. Keynote speaker, Dr. Marcos Pizarro (Professor & Chair, Mexican American Studies at San Jose State University), challenged every student to make the most of their higher education opportunities, and a lively First Generation panel featuring four current CSUEB students plus one faculty and staff member offered real knowledge on getting involved on campus. Participating students were able to meet and connect with each other as well as with faculty and staff presenters.

After lunch, students broke into interest-group sessions to get a more intimate understanding of over a dozen topics and programs. The closing session included a very popular “Ask Me Anything” faculty panel where our First Generation participants were able to text their questions or use the live microphone.

With the success of this program, Student Affairs is planning an expanded First Generation Conference to span three days and include STEM-related workshops.

### Pre-Welcome Student Survey Results

<table>
<thead>
<tr>
<th>Areas of Student Concern by Entry Type</th>
<th>N (363)</th>
<th>%</th>
<th>First Time Freshmen (238)</th>
<th>Transfer (115)</th>
<th>Unknown (10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty of my academic classes</td>
<td>167</td>
<td>46.0</td>
<td>119</td>
<td>46</td>
<td>2</td>
</tr>
<tr>
<td>Balancing employment with my classes</td>
<td>157</td>
<td>43.3</td>
<td>109</td>
<td>47</td>
<td>1</td>
</tr>
<tr>
<td>Figuring out my career or job after my degree</td>
<td>131</td>
<td>36.1</td>
<td>79</td>
<td>49</td>
<td>3</td>
</tr>
<tr>
<td>Finding a job while I attend school</td>
<td>121</td>
<td>33.3</td>
<td>86</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Finding tutoring services on campus</td>
<td>82</td>
<td>22.6</td>
<td>56</td>
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<td>Adjusting to the quarter system</td>
<td>81</td>
<td>22.6</td>
<td>48</td>
<td>31</td>
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<tr>
<td>Finding a faculty member/mentor with whom I can connect</td>
<td>75</td>
<td>20.7</td>
<td>46</td>
<td>29</td>
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<tr>
<td>Finding community and friends on campus</td>
<td>64</td>
<td>17.6</td>
<td>38</td>
<td>22</td>
<td>4</td>
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<tr>
<td>Figuring out my major</td>
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<td>17.1</td>
<td>51</td>
<td>8</td>
<td>3</td>
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<td>Balancing family responsibilities with my classes</td>
<td>39</td>
<td>10.7</td>
<td>17</td>
<td>20</td>
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<tr>
<td>Disappointing my family</td>
<td>36</td>
<td>9.9</td>
<td>31</td>
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<tr>
<td>Finding a place to live</td>
<td>26</td>
<td>7.2</td>
<td>12</td>
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<tr>
<td>Other *</td>
<td>24</td>
<td>6.6</td>
<td>14</td>
<td>10</td>
<td>0</td>
</tr>
</tbody>
</table>

* Other included: adjusting with extracurricular activities, affordability/finances, classes/scheduling, help for DREAM Act students, graduate school, on-campus employment and online classes.
In its third year of implementation, GANAS doubled admission of incoming transfer students, serving 70 new students in two cohorts. GANAS is an acronym for Gaining Access ‘N Academic Success and is also a Spanish word that means “desire or will to achieve”.

GANAS is an innovative access and retention program at Cal State East Bay that targets and serves newly arrived community college transfer students. The GANAS model offers integrated academic and cultural approaches that welcome and socialize new transfer students while increasing their confidence, engagement, resiliency, academic success, persistence, and, ultimately, baccalaureate degree attainment rates. GANAS is open to all students and provides a supportive environment that focuses on Latina/o and multicultural content.

The GANAS program also expanded in 2015-2016 to offer a new Undergraduate division General Education (GE) Humanities course to GANAS students: Sex, Race and Body Politics in Dance. With increased admission, the GANAS Program served a total of 117 students in the 2015-2016 academic year.

As a program, one of the largest accomplishments made was coordinating the first ever DREAMer Day. In conjunction with the Office of University Diversity’s Week of Inclusive Excellence, GANAS staff and students organized a day-long event. Activities included an UndocuAlly Training where staff, faculty, and students learned about current legislation and how they can better support undocumented students.

A panel of undocumented East Bay GANAS students spoke during the lunch hour to share their stories and struggles in pursuing higher education to an audience of over 100 attending from the campus community. The day ended with a screening of the film Underwater Dreams, a documentary of four undocumented high school students who defeated MIT at a national underwater robotics competition. Featured guest Lorenzo Santillan, one of the students from the film, spoke about his experience in the competition and as an undocumented person in the U.S. The culmination of the day’s events enlightened the campus community on the struggles faced by undocumented students, and brought awareness to what more can be done as a University to serve this growing population.

GANAS students truly engaged themselves in the campus community this year! They attended campus events such as the Career and Internship Fairs, they ran for positions on the ASI Board and Homecoming Court, they acted in the campus performance of Vagina Monologues, and they traveled with Study Abroad. Program participants took advantage of so many opportunities to learn and grow as Pioneers.

The GANAS Program was showcased during the first Presidential Salon where a GANAS graduating senior was invited to share her journey and experience in the program.

Wrapping up the year, GANAS celebrated its second class of graduating students with 23 seniors participating in the program’s Year End Recognition Ceremony.

Key Performance Indicators

- 2015 - 16 Applicants: 158
- 2015 - 16 Newly admitted students: 70
- 2015 - 16 Total enrollment: 117 participants
- 2-year graduation rate: 49%
- 3-year graduation rate: 83%
- Retention rate for Fall 2014 to Fall 2015: 100%
- Expected Retention rate for Fall 2015 to Fall 2016: 96%
The Renaissance Scholars Program has been abuzz! The program has one professional staff person, thus positions were created for two student assistants who began working in September 2016. With their support, the program was able to develop and implement a full schedule of activities to support Renaissance Scholars Program (RSP) participants.

**Unit Achievements**

The academic year began with its second annual Fall Opener where new and returning program participants were welcomed and they enjoyed lunch, built community, and were offered giveaways. In October, staff took its first retreat with new students to continue the orientation and community-building process. Thereafter, monthly get-togethers were held including lunch, bonding activities, and/or received important information from guest speakers across campus.

Next, Renaissance Scholars were fortunate to participate fully in the Pioneer Scholarships process, and received $12,000 in scholarships. Scholarships were awarded at a May luncheon during Foster Care Awareness Month. At this event, scholarship recipients were announced, graduates were recognized and information was shared about the program, in addition to a thank you to program donors. A wonderful mix of students, administration, faculty, staff, and donors shared their stories, experiences, and respect for these students who have had to beat many odds to get to college and to graduate.

Through collaboration with CSUEB’s Masters of Social Work program, Renaissance Scholars Program was able to conduct two program evaluations (focusing on two different aspects of the program), and arranged for further growth in 2016-2017 with the addition of a Masters in Social Work intern. Also, in the spirit of collaboration, Renaissance Scholars and EXCEL shared the first student ever, and will share another student in 2016 - 2017 in a partnership expected to be further developed. Next, through collaboration with housing, all students who indicated being in foster care, wanted to live on campus, and completed the application process were able to do so. Only two students experienced housing instability.

In collaboration with the Burton Foundation, 25 students received assistance with purchasing books. The 2015 - 2016 year was one of progress and growth, and Renaissance Scholars staff look forward to continuing this momentum into the future.

**Key Performance Indicators - Renaissance Scholars**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students in program</td>
<td>50</td>
<td></td>
<td>45</td>
</tr>
<tr>
<td>Native CSUEB students</td>
<td></td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Transferred to CSUEB</td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Attrition (students who left)</td>
<td>8</td>
<td>16%</td>
<td>10%</td>
</tr>
<tr>
<td>Completion, graduated</td>
<td>6</td>
<td>12%</td>
<td>15%</td>
</tr>
<tr>
<td>Retention in program</td>
<td>36</td>
<td>72%</td>
<td>75%</td>
</tr>
<tr>
<td>Persistance rate</td>
<td></td>
<td></td>
<td>84%</td>
</tr>
<tr>
<td>(% graduated + % retained)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Group cumulative GPA</td>
<td>2.71</td>
<td></td>
<td>2.50</td>
</tr>
<tr>
<td>Units completed</td>
<td>1,506</td>
<td>87%</td>
<td>85%</td>
</tr>
</tbody>
</table>

Renaissance Scholars proudly received awards of achievement.

Renaissance Scholars were presented with $12,000 in scholarships in 2015-2016 during May’s Foster Care Awareness Month.
The Sankofa Scholars Program is an innovative access and retention program that aims to smooth the process of transition for community college transfer students to Cal State East Bay (CSUEB) and increase the baccalaureate degree attainment of program participants. Sankofa supports its students and addresses the challenges they face as they enter CSUEB. Sankofa enables students to integrate their home identities with their school identity by creating a sense of community within the cohort. Sankofa is open to all students and provides a supportive learning environment that focuses on African Diaspora Studies.

Students in Sankofa will participate in a one-year cohort educational experience that includes intensive counseling and mentoring. Students will complete their upper-division General Education requirements (B6, C4, D4, and CGW) by taking three successive courses during their first year at Cal State East Bay. African American faculty who are committed to student success will teach Sankofa courses.

Additionally, the Sankofa Scholars Program will be responsible for fostering high self-confidence through the utilization of the Umoja Community Practices. Other aspects of the program include, critical thinking, reading, and writing skills that are needed for college and future career success. Scholars will also be given opportunities to research their occupational interest through various sources, and receive individual and group access to counselors, college workshops, guest speakers and mentors.

Notable Achievements
The initial class size for Sankofa was 35 students, and with attrition there were 28 students in the first cohort.

During the program’s inaugural year, the leadership team in conjunction with the newly appointed program coordinator were able to implement development plans that would carry the program through to its current iteration. Program administrators submitted a proposal in February 2016 that would eventually earn California State University, East Bay the distinction of being the first CSU to become an Umoja affiliate. This distinction is important to the mission, vision, and development plans for the program. The Umoja affiliation brought the Sankofa staff and faculty to the first Umoja Conference where administrators, faculty and staff worked with community colleges throughout California.

Each college at Cal State East Bay has its own Umoja program, which supports these recruitment efforts as the program continues to be developed. One of several benefits to Umoja students and the Sankofa program is that students have already been introduced to, and immersed into the Umoja way of learning, creating community, and matriculating through academic rigor.

Sankofa Scholars attended the Umoja Regional Symposium on April 15th, 2016. Students participated in workshops, breakout sessions, and discussions surrounding Umoja/Sankofa programs and curriculum. Additionally, students were introduced to CSU as a new Umoja-based program option.

Sankofa Scholars and the Center for Community Engagement established an Experiential Learning opportunity for the Scholars by creating an interdepartmental collaboration. CEI’s or Community Engagement Internship opportunities were created for our scholars. Scholars worked with Youth SEED, Peralta Hacienda, and Roots of Success. Students joined this paid internship as a way to be involved in communities throughout the greater Bay Area, while bolstering their academic and professional growth. This internship will return and expand in the fall quarter of 2016.

Each scholar was responsible for creating a symposium poster demonstrating their learning throughout the year of the cohort. Students rose to the occasion and presented their work at an end of year celebration in collaboration with the Kaleidoscope mentoring program.

Key Performance Indicators
For the first year of the cohort model, 25 of the 28 students satisfied the required work in all three quarters of 2015 - 2016.
Over the past fiscal year from July 1, 2015 - June 30, 2016, Student Services Operation for Success (SSOS) served more than 300 students. The graduation rate and retention rate of SSOS is over 90%.

SSOS welcomed a full-time counselor to provide academic and career advising to students within the program. The counselor offers support to students who may be going through personal, emotional, and financial challenges. She also guides our students in the GE, major, and important graduation requirements. Some students who experienced academic difficulty worked hard with the counselor on improving their grades. Students also worked with tutors and mentors.

Ten of the SSOS students received scholarships from the Asian and Pacific Islander American Scholarship Fund (APIASF) with the total amount of $25,000.

SSOS provides Asian and Pacific Islander themed courses such as:

- Recreation 2500: Leadership in Small Groups
- Ethnic Studies 2500: Introduction to Asian American Studies
- English 2600: Patterns of Immigration and Migration in U.S. Literature
- Theater 2222: Asian Thought on Theatre
- Theater 3078: Cultural Production, Japanese and Chinese

SSOS successfully hosted a Lunar New Year event in February with a large attendance by staff and students. Our student assistants hosted many other academic and cultural workshops for our students, such as Henna Workshop, Cultural Leisure Night, Career Preparation and College Tips Workshop.

Many SSOS graduates are currently working. One student assistant was balancing multiple things at once: he was focusing on school, his internship with Pixar, and as a student IT with SSOS. He is now currently working fulltime as a Build Support Engineer at Pixar Animation Studios.

Key performance indicators

- SSOS graduation/retention rate: over 90%
- Achieved recruitment goal: 100 students per cohort
- Hosted three focus groups: Found out what was working and what wasn’t. With the information, SSOS was able to improve their service and the program itself.
- IP10 award: point system used to keep track of SSOS student’s activities.
- CSUEB’s President Morishita, administrators, faculty, staff and students attended the 2016 Asian Pacific Americans in Higher Education (APAHE) Conference.
The American Council on Education (ACE) has designed a toolkit for effective Veteran Friendly Institutions and has identified top-down support, single point of contact, funding, veteran specific space, tracking veterans and peer support as the key components of meeting academic needs, increased graduation and retention rates and closing the achievement gaps for student veterans. Here are the ways that Veteran Student Services is meeting the recommendations of ACE:

- The Veterans Counselor job duties were reorganized and restructured, and as a result, the Veterans Retention Coordinator (VRC) position was created. This position is designed to ensure that East Bay is providing the necessary support to student veterans while they transition to and from East Bay. This is done by utilizing a case management approach and providing students with academic advisement, career and goal planning, scholarship and financial aid guidance, graduate school advising, guidance on balancing academic and personal life and collaborating with other departments to refer as necessary.
- 375 student veterans attend East Bay and the VRC has provided advisement sessions to over 66% of this population. The Veterans Benefits Coordinator (VBC) is the School Certifying Official for Veterans Administration (VA) education benefits and manages the daily operation of the VSS office.
- The VBC provides advising on GI Bill claims paperwork, CalVet College Fee Waiver eligibility, Planned Education Leave for military orders, Parent School Letter certifications, Enrollment Verification for military dependent ID renewal, and Tuition Assistance requirements in collaboration with Student Financial Services and Financial Aid. A total of 213 (annual) College Fee Waivers and 904 education benefits certifications were processed this academic year. The VRC & VBC participate in academic workshops and conferences, collaborate with local community colleges (over 80% of the student veteran population transfer to East Bay), and keep an active pipeline with local organizations that support the needs of veterans.
- In January, the Veteran Student Services team moved to the new Veterans Resource Center. This location provides student veterans and dependents with a space to receive academic advising and personal support and Veteran Affairs educational benefits advising. Student veterans have a “center” to study and connect with others on campus. The Veterans Retention Coordinator, along with the Student Veterans Organization applied for and received a $10,000 grant from Home Depot and Student Veterans of America. This grant will be utilized to refurnish and redecorate the center and an open house is scheduled for the early part of the Fall quarter.
- The Veteran Peer Leaders provide leadership to newly admitted student veterans and continuing students, as they transition from the military and/or the community college to East Bay. We help close the achievement gap and meet academic needs by providing a peer leader to an incoming veteran student who has a common experience.
- The Veteran Student Services team, along with on-campus and off-campus partners, provides programming to student veterans to address the students’ academic and personal needs. This includes Veteran-friendly training for faculty, staff and administrators, Veterans Day program, key speakers to address mental health issues (i.e., post traumatic stress disorder or traumatic brain injury), academic workshops, veteran career fairs, Welcome Warriors Home project and other programs and events to help close the achievement gap, and to improve student retention and academic success.

Key Performance Indicators
- Cal State East Bay’s office of Veteran Student Services expanded into a new space in 2015-16 to offer a range of services and programs. The program was awarded a $10,000 grant from Home Depot and Student Veterans of America.
- Academic Standing: 75% of students will meet the performance level required to stay in good academic standing at East Bay.
- Graduation Rate: 60% of the veteran students will graduate within four (4) years*
- Persistence: 70% of the veteran students served by the Veterans Retention Coordinator and the Veteran Peer Leaders will persist from one academic year to the beginning of the next academic year*

* Contingent on not taking a planned military leave
Student Support Services

- Accessibility Services
- Advocacy Services
- Recreation and Wellness Services
- Student Conduct, Rights and Responsibilities
- Student Health and Counseling Services
Accessibility Services (AS)

Collaborative Events and Highlights

**October 2015 Disabilities Awareness Month:** Accessibility Services (AS) partnered with SFSU’s Longmore Institute on Disability, CSUEB’s Office of Diversity, and the Diversity and Inclusion Student Center to host a traveling ADA exhibit, “Patient No More” depicting the historic fight to secure civil rights for individuals with disabilities. [http://longmoreinstitute.sfsu.edu/patient-no-more/about-exhibition](http://longmoreinstitute.sfsu.edu/patient-no-more/about-exhibition)

**April 2016 Autism Event:** The College Link Program (CLP) presented the second annual “Spectrum Showcase”, highlighting creative talents of individuals with autism. Summer career preparation site visits were held for students in CLP. [http://www.csueastbay.edu/af/departments/as/college-link-program/](http://www.csueastbay.edu/af/departments/as/college-link-program/)

**May 2016 Community College Forum:** The first annual Accessibility Services Community College Forum was held to discuss transition issues for transfer students with disabilities.

**Outstanding service awards:** Two staffers were recipients of the Student Affairs Outstanding Service Awards. AS also received an Office of Diversity Award for collaboration with faculty on a L.A.N.D. grant to create a faculty handbook on instruction practices for students with neurodiverse abilities.

**Operations:** Some AS programs moved locations to main floor LI 2550 and 2600, creating valuable Accessible Testing space and student services for Accessible Technology, Media, and Project IMPACT. An Open House is scheduled for October 2016. Accessibility Services has updated its web site to reflect legal and “social model” language for individuals with disabilities.

Unit achievements

**Intended learning outcomes based on CSUEB’s Strategic Commitments:**

- Students enhanced self-advocacy skills by learning the differences between paradigms of the Medical Model (disability is something to “remediate”) and the Social Model (the environment is something to remediate” i.e., Universal Design).
- Students successfully participated in co-curricular educational activities and opportunities. Two students created a new student group, “Enabled” to support all students with and without disabilities.
- Students experienced a campus climate conducive to engagement and learning. The President of ASI participated in Student Programs Subcommittee for Access and Compliance to report incidents of inaccessibility and to include student representation.

**Accessibility Services** serves students with many different types of disabilities by offering a wide range of programs and services designed for their individual needs.

- Students contributed to a sustainable planet and learned to be aware of resources to support sustainability efforts.
- Students learned how to resolve academic access challenges through accountability and collaboration with faculty to decrease student complaints and inaccessibility reports.
- Students learned about community partnerships to enhance their understanding of social responsibility.
- Students learned to use accessible technology to increase academic success and understanding of STEM coursework.

The number of student accessible technology assessments in Accessibility Services has risen from 1,095 requests in 2013 - 2014 to 1,675 requests in 2015 - 2016.

**Work-Ability (WA-IV):**
Accessibility Services’ Work-Ability IV (WA-IV) program placed eight students in an employment setting after graduation and successfully positioned 14 graduates with disabilities in career employment settings!

- Academic Advising and Career Education (AACE) and WA-IV programs submitted a proposal to California Association of Higher Education and Disabilities to discuss success strategies. The proposal was accepted.
Accessibility Services

College Link Program (CLP):
The College Link Program, established in 2010, provides specialized support services not covered by the American with Disabilities Act (ADA) for students with Autism Spectrum Disorder (ASD). Below are many of the services the program offered in 2015 - 2016.

- Transition from high school or community college to CSUEB – Including development of the University Education Plan (UEP)
- Intake – A comprehensive process involving student/family/relevant university professionals, including CLP and AS staff. Determination of academic and independent living skills, establishment of individual goals and monitoring of progress, a privacy agreement to share student information with parents, instructors and relevant academic community members.
- Individual Support – Communication with relevant caregivers who can act as liaison between faculty and campus support staff. One-on-one support from CLP staff was provided for time and task management, organization, wellness support, and academic/independent living skills coaching. Additional services included accessible technology training.
- Group Structure and Support – Structured study groups for homework completion and facilitated opportunities for social engagement with peers in both CLP and the larger campus community were offered in 2015 - 2016.

College Link is also involved in the research and development of campus-wide initiatives to support students with ASD. This research provides CLP with important measures of student development in specific areas such as pre- and post-test standardized measures of independent living, social and academic skills, and quarterly assessment and development of UEP goals.

College Link Program key performance indicators:
- Freshman 4-year Graduation rate = 0%
- Freshman 6-year graduation rate = (expected 9%)
- Transfer 2-year transfer rate = 0%
- Transfer 4-year rate = 100%
- Retention rate = 96%

Project IMPACT:
In 2015-2016, Project IMPACT prioritized improving its data-based decision making, with great success.

- Administrators worked closely with Institutional Research (IR) to develop a Non-Cognitive Questionnaire, to measure participants’ non-cognitive skills such as growth mindset, and realistic self-appraisal.
- The Learning and Study Skills Inventory (LASSI) was used to measure areas of student skills which allowed staff to provide students with valuable data-based suggestions when creating Individualized Support Plans.
- Through a collaboration with ITS and IR’s Data Warehouse, Project IMPACT led the on-boarding of a new TRiO software system for streamlined monitoring of student persistence, academic standing, and graduation progress.
- For 125 students, staff held 422 academic advising sessions in 2015-2016.
- Most notably, the program expanded its Academic Coaching (i.e., Executive Functioning Coaching) service to support students who are in danger of academic dismissal. This service expanded from 14 students to 26 students in Fall 2015. Project IMPACT’s two academic coaches were honored in June 2016 at the SOLAR awards for outstanding department student assistants/leaders.

Project IMPACT key performance indicators

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<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income (Objective: 33%)</td>
<td>49%</td>
<td>53%</td>
<td>52%</td>
<td>49%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Persistence (Objective: 85%)</td>
<td>92%</td>
<td>86%</td>
<td>93%</td>
<td>96%</td>
<td>94.4%</td>
</tr>
<tr>
<td>Good Academic Standing (Objective: 90%)</td>
<td>91%</td>
<td>86%</td>
<td>100%</td>
<td>98%</td>
<td>95.1%</td>
</tr>
<tr>
<td>6-year Graduation Rate* (Objective: 65%)</td>
<td>67%</td>
<td>64%</td>
<td>49%</td>
<td>63%</td>
<td>55%</td>
</tr>
</tbody>
</table>

* Improving graduation rates has been a key objective for Project IMPACT for the past few years. The cohort 2011 graduation rate for 2016-2017 is expected to be between 72.4% and 87%.
In 2015 - 2016, a new department was added to Student Affairs. In the Student Support Services cluster, Advocacy Services was created to provide case management services to assist at-risk students in need of food, clothing, shelter and various community support resources. Additionally, confidential advocate services was added to support survivors impacted by sexual assault, dating violence, domestic violence, sexual exploitation and stalking.

**Case Management Services**
In February 2016, a new case manager was hired for the first time at East Bay to assist students in need of services not previously provided. The case manager assesses the type of assistance and resources a student needs, engages students of concern referred by the Student Care Team, assists students in accessing services, both on and off-campus, to build or strengthen their support systems.

This new service removes obstacles to getting help and follows up with students to help them stay on track towards academic success. The service addresses family concerns such as relationships and mental crisis situations, supports basic needs such as food, clothing and shelter security, and develops an action plan to support students. Since being hired, the new Case Management Coordinator has supported almost 100 students in need of services. Pioneers for HOPE is set to launch in Fall 2016 and will include a campus food pantry.

**Confidential Advocate Services**
The new Confidential Advocate was hired for 2015-2016. The new service has supported 36 clients in for this academic year. The advocate is a crisis counselor who works exclusively by talking with and advocating for survivors, and those impacted by sexual violence including: sexual harassment, dating and intimate partner violence, sexual assault, stalking, and sexual exploitation. The confidential advocate serves the entire campus community including students, faculty, staff and affiliates.

Education and training has also been provided to many peer support programs.

Successful outreach and programming events to date that have provided awareness has included:
- Trainings for faculty, staff, Greeks, athletes, peer mentors and student leadership programs.
- Sex Signals for consent clarity
- Selfie Fest
- Take Back the Night
- It’s On Us campaign
- Anti-Domestic Violence Awareness Week
- “No More” pledge against domestic violence

Students participated in Take Back the Night event.

It’s On US campaign provided campus education and training
Recreation and Wellness Services was established as a new department in January 2016 as a result of the Student Affairs external review process. The existing departments of Campus Recreation and Health and Wellness Services joined together to enhance recreation, wellness, and promoting healthy lifestyle choices through dynamic and inclusive best-practice approaches. A variety of programs and services have become integrated to focus upon physical, intellectual, emotional, social, and environmental aspects into the student experience.

Accomplishments

- In March 2016, Cal State East Bay had 10 undergraduate students compete at the National Intramural Recreational Sports Association’s (NIRSA) Regional Basketball Tournament hosted by Sacramento State University. This was the first time Cal State East Bay has been represented at a NIRSA tournament. The team represented the University well by achieving one player named to the Men’s All-Tournament Team, another player achieving the prize for the slam dunk contents, and the East Bay team winning 2nd place overall in the tournament.

- Recreation and Wellness, Leadership Employee Enrichment Program (LEEP), and the Diversity Inclusion Student Center (DISC) established monthly cooking series featuring diversity through plant-based diets. The workshops introduced a professionally trained chef who discussed innovative approaches to integrate fruits and vegetables into every day meals and snacks. Each month incorporated a different aspect to cultural eating and created a social environment to discuss food options. The highly successful series will continue to be implemented into future quarters and expanded to incorporate a variety of ethnicities representing the campus community.

- CHOICES, a high-level alcohol and sexual assault program, was developed through a collaboration of Recreation and Wellness, Student Life and Leadership Programs, Athletics, and the Title IX office. This mandated session was offered over 20 times through Winter and Spring quarters to reach more than 500 Cal State East Bay Student Leaders with the message of being an active bystander should they see a friend in need. Students gained practical skills to prevent alcohol poisoning, sexual assault, and reduction of high risk behaviors through interactive vignettes and self-reflection.

Recreation and Wellness activities participation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Campus Community Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>RAW Center Member Check-in</td>
<td>19,948</td>
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<tr>
<td>Fitness Class Attendance</td>
<td>9,109</td>
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<tr>
<td>Wellness Outreach Events</td>
<td>8,267</td>
</tr>
<tr>
<td>Intramural Sports Participants</td>
<td>1,556</td>
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<tr>
<td>Campus Events Sponsored</td>
<td>214</td>
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<tr>
<td>RAW Student Employees</td>
<td>113</td>
</tr>
<tr>
<td>Personal Training Sessions</td>
<td>52</td>
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</tbody>
</table>

Students participate in wellness learning games, plant-based cooking demonstration with CSUEB Alum and Chef Blogger Richgail Enriquez, and a game of basketball in the Recreation and Wellness Center.
Student Conduct, Rights and Responsibilities (SCRR) is responsible for the investigation and adjudication of violations of the Student Code of Conduct, reinforcement of educational, ethical, and social development of students, and fostering a safe living and learning environment for the campus community. This year, in collaboration with student housing, first time violations for alcohol or marijuana were handled through housing conduct first. A two-tiered system was established to adjudicate cases and allow the one-person department to focus on rebranding the department to the campus community to better support faculty concerns and be proactive to address student behavior. This transition allowed the department to conduct more informal resolution processes resulting in more educational and developmental opportunities for students versus punitive resolutions.

In 2015-2016, student visits dropped as a result of housing first time violation referrals handled by a deputized resident advisor. This allowed the conduct director to focus more time on serious violation offenders, extensive Title IX-related cases, and more attention to addressing academic dishonesty cases.

<table>
<thead>
<tr>
<th>Activity</th>
<th>2015-16</th>
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<tbody>
<tr>
<td>Student Visits</td>
<td>212</td>
</tr>
<tr>
<td>New Cases</td>
<td>130</td>
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<tr>
<td>Settlement Agreements</td>
<td>99</td>
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<tr>
<td>Meetings</td>
<td>151</td>
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<tr>
<td>Background Checks</td>
<td>26</td>
</tr>
<tr>
<td>Student Eligibility Checks</td>
<td>463</td>
</tr>
<tr>
<td>Grad School/Student Verifications</td>
<td>20</td>
</tr>
<tr>
<td>Subpoenas</td>
<td>5</td>
</tr>
<tr>
<td>Hearings</td>
<td>1</td>
</tr>
<tr>
<td>Presentations</td>
<td>7</td>
</tr>
<tr>
<td>Student checks- Study Abroad</td>
<td>113</td>
</tr>
<tr>
<td>Student checks - Peer Mentor Services</td>
<td>44</td>
</tr>
<tr>
<td>Academic Dishonesty - 1st offense</td>
<td>45</td>
</tr>
<tr>
<td><strong>Total Cases</strong></td>
<td><strong>1316</strong></td>
</tr>
</tbody>
</table>
Survey results are performance indicators and the objectives are directly related to the mission of SHCS as follows:

1. Student Health & Counseling Services (SHCS) assists CSUEB students in achieving their academic and career goals by maintaining optimal health.
2. SHCS shares responsibility with students for their physical and emotional well-being and for making informed, appropriate and healthy life choices.
3. SHCS is committed to providing high quality, low cost health care for all CSUEB students. These health care services are confidential and are responsive to the needs of our diverse student population.

Three surveys were conducted about utilization of services and overall student health and wellness, including (1) A patient satisfaction survey to assess quality in the delivery of various services; (2) Counseling services conducted a survey to assess clients and the effectiveness of counseling for students and the overall impact of services; (3) The National College Health Assessment (NCHA) that assists college health service providers in collecting student data.

80% of students indicated that their care in SHCS has positively impacted their academic performance and 63% indicated that it is important to have health services on campus. Regarding counseling services, two of the top presenting problems for students receiving counseling services in the fall were identified as stress and anxiety. Based on the counseling survey responses, respondents rated on average a 33% reduction in distress after receiving counseling services.

Additionally, this year two additional services were located in SHCS including a Case Manager and a Confidential Advocate. Ideally, housing these services in SHCS allows easy access for referrals to necessary services in a confidential space. Case management assists at-risk students in need of liaison support for food, clothing, shelter and various community resources. And the confidential advocate supports survivors of sexual assault, dating violence, domestic violence and stalking.

**Key performance indicators**

Utilization:

We measure success based on the continual utilization of services, patient satisfaction survey, and patient feedback forms. The following responses reflect how satisfied students were with wait time for services at their most recent SHCS visit:

<table>
<thead>
<tr>
<th>Response</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not at all satisfied</td>
<td>1</td>
<td>0.9%</td>
</tr>
<tr>
<td>Somewhat satisfied</td>
<td>2</td>
<td>1.8%</td>
</tr>
<tr>
<td>Satisfied</td>
<td>18</td>
<td>16.4%</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>39</td>
<td>35.5%</td>
</tr>
<tr>
<td>Extremely satisfied</td>
<td>50</td>
<td>45.5%</td>
</tr>
</tbody>
</table>

**Effectiveness of counseling:**

- Students rated their distress when they first came to counseling on a scale of 1-5, 5 being extremely distressed. They then rated their current level of distress on the same scale. On average, respondents reported they were at a 4 when they started counseling, compared to an average of 2.6 currently – a 33% reduction in distress.
- 88% of students agreed or strongly agreed with the statement, “I would recommend counseling to my friends.”
- 69% of students surveyed either agreed or strongly agreed with the statement, “I have made progress on my counseling goals.”
- 66% of students surveyed agreed or strongly agreed with the statement, “I have learned skills to help me manage future problems.”
- 65% of students agreed or strongly agreed with the statement, “Addressing stressors in counseling has allowed me to be a better student (more focus, better motivation, better attendance, etc.).”
- 59% of students surveyed agreed or strongly agreed with the statement, “Coming to counseling has helped me stay in school.”

<table>
<thead>
<tr>
<th>SHCS Clinic Usage</th>
<th>2015 - 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Appointments</td>
<td>10,207</td>
</tr>
<tr>
<td>ALP Clinic</td>
<td>582</td>
</tr>
<tr>
<td>X-ray</td>
<td>242</td>
</tr>
<tr>
<td>Lab</td>
<td>744</td>
</tr>
<tr>
<td>Pharmacy Prescriptions</td>
<td>5,932</td>
</tr>
<tr>
<td>Counseling</td>
<td>3,470</td>
</tr>
<tr>
<td>Concord Counseling</td>
<td>80</td>
</tr>
<tr>
<td>Concord Medical Appointments</td>
<td>76</td>
</tr>
<tr>
<td>Immunizations</td>
<td>75</td>
</tr>
<tr>
<td>Massage Therapy</td>
<td>243</td>
</tr>
<tr>
<td>Orthopedic</td>
<td>185</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>575</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>186</td>
</tr>
</tbody>
</table>
Priorities and Goals for 2016 - 2017

Strategic planning priorities and goals for the division next year include: assessment; branding and communication; enrollment management; professional development; semester conversion; student engagement; student success, retention and graduation; and technology.

Assessment
- Student Affairs Annual Report, 2015-16
- Listening Tour Executive Summary, 2016
- Work in collaboration to enhance our culture of evidence through systematic assessments, analysis of data, and communication of outcomes

Branding and Communication
- Redesign Student Affairs web site
- Roadshows and other in-person Student Affairs presentations
- Student Affairs branded t-shirts
- Name badges
- Faculty and staff pocket guides
- Quarterly SA newsletter
- Onboarding presentations for new employees
- Portfolio of unit informational flyers

Enrollment Management
- Strategic plan
- Hire Associate Vice President
- Begin impaction investigation
- Analyze data (w/Institutional Research) and create data template

Professional Development
- Develop plan to have monthly opportunities, a series for the year
- Survey SALT about potential speakers

Semester Conversion
- Representation on subcommittees
- Technology (degree audit, PeopleSoft, etc.)
- University hour (U-hour)
- Temporary staffing

Student Engagement
- Onboarding students (orientation)
- Welcome week
- Transfer student programming
- Service hours
- University hour
- Scale Connector Program

Student Success, Retention and Graduation
- 2025 Graduation Initiative
- Policies (registration, WST, class repeats)
- Partnership with Academic Affairs
- High impact practices (HIPs)
- Data and assessment
- Intrusive advising
- Transfer credit processing
- Targeted populations (first-generation, sophomores, transfers)

Technology
- Create division-wide contract for Shiftplanning software
- Develop best practice guide for BaySync platforms
- Communicate best methods for using survey software
- Identify current software packages with single end user sign-on
- Identify areas that may use PeopleSoft to assist with improved data output
- Identify best way to communicate with students

Additional technology plans include:
- Degree audits
- Semester conversion
- Mobile application
- Electronic billboards
- Electronic transcripts