We will continue to analyze both the courses our students, who are close to graduation, need and those that are on-going pinch points among our students.

Enhancing Support:

During Winter 2016-17, the University added 13 Supplemental Instruction sections and trained 12 faculty how to effectively use supplemental instruction to improve student scores. We also added five tutors specifically for science tutoring in the areas of physics, chemistry, and biology since many of our lists showing DWFs or achievement gaps were students in the College of Science. We will not know the results of adding SI sections or tutors until later this spring, but we anticipate that at least 3-5 students in each section will have better grades or not have withdrawn from a science course.

Our move to semesters will commence in AY18-19, and in expectation of that move and to help more of our students graduate before the change, the University has put an added emphasis on advising. In keeping with the goals of the Graduation Initiative, we are looking for students who have the possibility of graduating and reconnecting with them--whether they left us before their last quarter of graduation or are within 30 units of doing so--we are phoning, emailing, and doing other outreach

Taking and passing the writing skills test (known at East Bay as the WST), seems to be a major hurdle to about 1/3 of students eligible to graduate. To take some of the sting out of needing to pass this test, the University offered a free (usual cost \$25.00) WST to the first 1000 students who signed up. The offer was extremely popular, and has been extended to another 1000 students. In addition, we are improving communication about the WST by placing it more prominently within Blackboard and trying to get the word out on how to study, take, and pass this requirement.

During Summer 2017, the University will offer \$1000 scholarships to students who, by taking summer work, could graduate. Self-support summer has, among its limitations, the fact that some forms of financial aid are not available to students; these \$1000 scholarships will assist students in being able to matriculate--and we hope graduate--during Summer 2017.

Outreach:

The University has designed four specific programs to improve our outreach to potential students. The first of these involves an online video that will be shared with all potential students and family members, letting them know the things they can do to prepare for life at the University (study for the ELM/EPT, become familiar with financial aid, examine potential careers, talk to a pre-advisor at the University). The second are modules designed to help newly admitted students and others choose a path at the University that is most likely to lead to a 4 year graduation (if a freshman) or 2 year graduation (if a transfer student).

The third program is a cohort based effort for transfer students, EAST (Entry Academics Supporting Transfers). It is based on our already successful transfer cohort programs known as GANAS and Sankofa. EAST will allow 3 co-horts of 35 transfer students to take all of their upper division general education courses and the WST together. The program will run 2 sections at Hayward and 1 at our Concord campus. Faculty will receive special training this summer so that they can both teach in the cohorts and help advise these students.

The fourth program is called Transfer Connections. The University is partnering with our top 4 feeder community colleges (Chabot, Diablo Valley, Ohlone, Las Positas) to pilot a program that pairs eligible underserved, non-traditional community college students with a CSUEB Transfer Ambassador. Transfer Ambassadors have successfully transferred from the same institution and will perform campus visits, workshops, serve as mentors, and perform other forms of outreach that help to demystify the transfer process. (Appendix 3)

Communication:

The University has been using a variety of methods to communicate both internally and externally regarding the Graduation Initiative 2025. Within our Academic Affairs website we have created a page entitled, The Pioneer Path to Student Success (Appendix 4), that outlines the initiative and our current strategies. Our working group on student

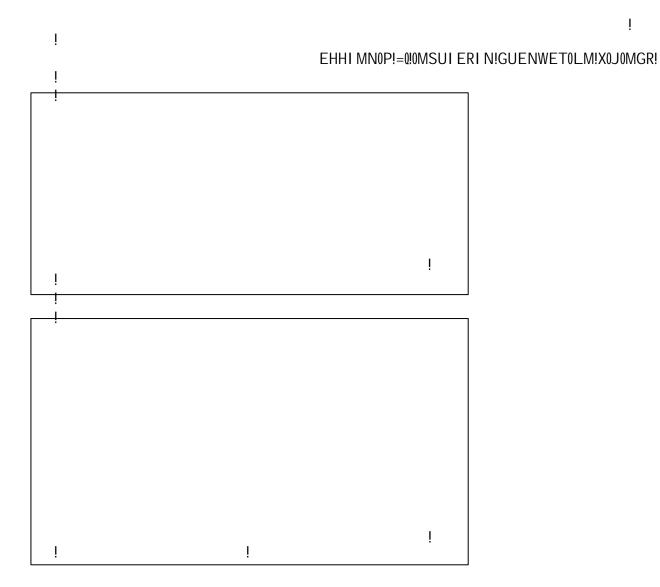
success, which has met every other week since October, includes all Associate Deans, the Dean of Undergraduate Studies, the Directors of Advising, Transfer Connections, and the Online Campus, the Dean of the Libraries, the Head of Institutional Research, and the Associate Provost. Special sessions, that have included information about the Graduation Initiative, have been conducted with all campus MPPs, all Administrative Support in Academic Affairs, the Department Chairs, and the Deans. The Provost is conducting open forums for all faculty, staff and students on Student Success at both the Hayward and Concord campuses (Appendix 5).

Additionally, email and phone calls have been used as key components of our communications campaign. We have broadly increased the number of times we send reminders to students of upcoming deadlines, advisor appointments, and new

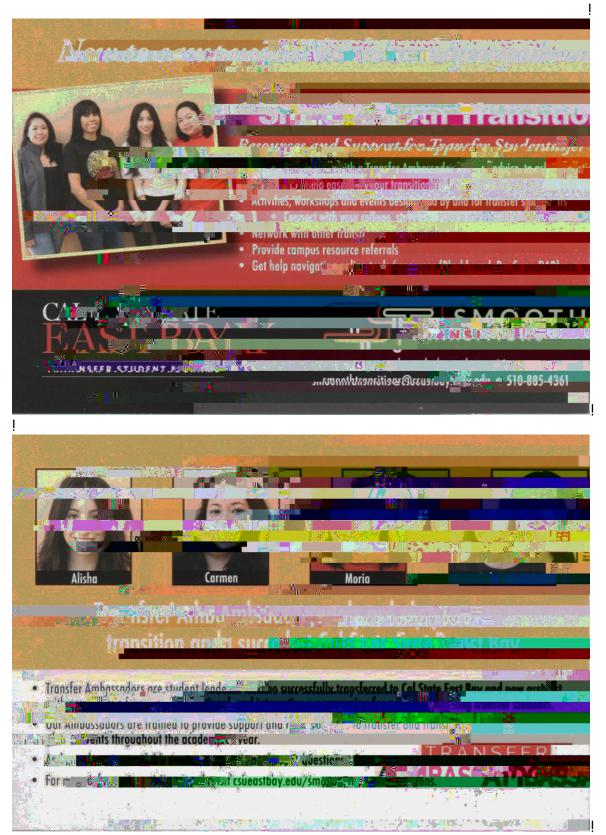
EHHI MN0P!50!ENNI N!RI ST0LMR!EMN!I MULJJVI MTR!

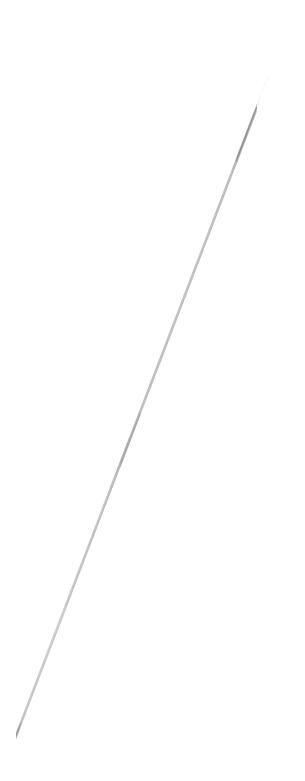
ļ

I ļ

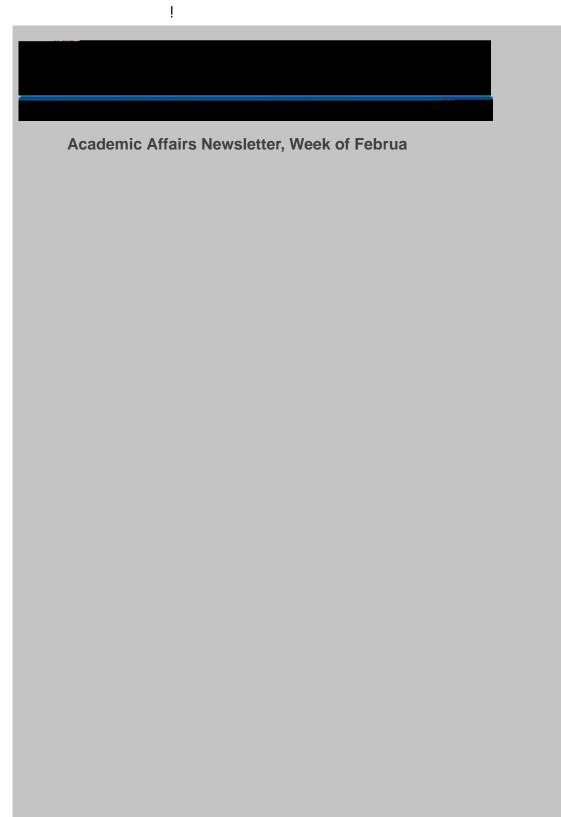


EHHI MN0P!80!TUEMRXI U!EVYERRENLUR!





EHHI MN0P!90!RTWNI MT!RWSSI RR!XLUWVR!



ļ

1

EHHI MN0P!<0!TLH!56!VE\LUR!GUENWET0MG!RTWNI MTR!0M!; !] I EUR!

İ

İ



ļ

İ

ļ

ļ

ļ	! ''#\$%! ''#&'	! ''#&%! ''#('
E44"-"&+, C!R(F-"&+.!	^569)666!	^5=6)666!
Z&?!-&!G%, 40, -(!"+!; !2(, %! L+C"+(!E4' "."+3!V&40C(.!	^96)666!	6!
TO-&%"+3!, +4!R0!	^<6)666!	^<6)666!
[RT!X((![,"' (%.!	^566)666!	6!
Y&&`!R-"\$(+4.!	^==)966!	^==)966!
S&/&%-!Y,.(4!T%,+.*(%!H%&a(F-!	6!	^99)666!
H"&+((%!J"+`!-&!S&##0+"-2!S&C(3(.!</td><td>^B)666!</td><td>^5=)666!</td></tr><tr><td>X,FOC-2!J(,%+"+3!S&##0+"-"(! X,FOC-2!E4'".&%!X(CC&?.!</td><td>^59)666!</td><td>^5=6)666!</td></tr><tr><td>RO##(%!R-"\$(+4.!</td><td>6!</td><td>^96)666!</td></tr><tr><td>E4' ". &%!RO\$\$&%-!</td><td>^96)666!</td><td>^96)666!</td></tr><tr><td>0#\$%&' "+3!N, -, !G, -∕(%"+3_U(\$&%-"+3!</td><td>6!</td><td>^596)666!</td></tr></tbody></table>		

Report of Funds Spent in 2016-17 and Plans for 2017-18

|--|

ı

G%, +4!T&-, C!

! 5)696)666!