Welcome back to the Beach. We hope you had a relaxing yet enjoyable summer. By now, you have probably heard the BIG NEWS that CSULB has been ranked the third-best public master’s university in the Western region by U.S. News and World Report. One of the key reasons for this recognition is CSULB’s improving retention and graduation rates. Over the past decade, hundreds of dedicated faculty and staff have worked to improve class availability, the GE curriculum, advising, and other student support services. These efforts are paying off in increasing retention and graduation rates. The Campus now is being recognized for these improvements. Of course the most important result is that students are being benefited, but it feels good to be recognized as well.

As you know, CSULB has a range of academic advising programs and support services for a diverse student body to ensure their success in meeting their educational and career goals. Of these programs and services, we would like to highlight six that are critical in enhancing student learning. It is our hope that this newsletter will be used as a guide in identifying key resources on our Campus.

- The Academic Advising Center is the academic advising hub for the University. The Center helps students understand the degree analysis as well as other University documents and policies. They provide students with information on academic program planning, probation policies, remediation strategies, and course repeat/delete procedures. See page 2 for details.

- The purpose of the Center for Student Athlete Services is advising student-athletes to ensure that they are enrolled in appropriate courses leading to a degree while maintaining their NCAA eligibility. See page 2 for details.

- The Learning Assistance Center is not just a tutorial program. The LAC offers a range of services to help students at all academic levels maintain their strong academic record or improve in the skills or content areas they find difficult. See page 3 for details.

- The Pre-Baccalaureate Advising Support Services assists students in course placement and provides services for developing the English and Mathematics skills needed to prepare for the required Freshman-level English composition and/or Mathematics courses. See Page 3 for details.

- The overarching mission of the Multicultural Center is to contribute to the creation of a campus environment that is truly inclusive. The Center is a unique welcoming place where students, faculty, and staff are invited to communicate across lines of culture, ethnicity, religion, gender, disability, sexual orientation, etc. See page 3 for details.

- The University 100 is a required academic course that includes an introduction to university traditions, to current issues in higher education, to academic freedom and students’ rights and responsibilities, and to services available at the University. See page 4 for details.
Academic Advising Center

The Academic Advising Center is the academic advising hub of the University. Well over 65,000 student contacts have been made each year for the past several years. The Center serves students ranging from freshmen to seniors, of every ethnicity, and in every college. As the Center celebrate its first 25 years as a major University service to students, it looks both to the past and to the future for the development and implementation of important campus academic programs and services.

- 1978: President Horn established the Academic Advising Center within the Division of Academic Affairs
- 1981: The Adult Reentry Retention Program was developed and implemented and continues to provide specialized services to adult reentry students.
- 1982: The Center, in conjunction with the Learning Assistance Center (LAC), developed the original Strategies for Academic Success program.
- 1983: The Center developed and implemented the original Student Orientation, Advising, and Registration (SOAR) program which remained under its auspices until 1988.
- 1984: The Center initiated a Counterpart Program to develop dialog between community college counselors and academic advisors in the Center.
- 1985: The Center developed the Parent Orientation Program (POP), a retention program designed to provide academic information and support for families of our entering freshmen.
- 1986: The Center, in conjunction with Outreach and School Relations, initiated the Young Scholars Program.
- 1992: The Center, in conjunction with Special Programs, initiated the Linking Interest, Needs, Knowledge and Strategies (LINKS) program to enhance freshmen opportunities for success during their first semester on campus.
- 1995: The Center received the highest ranking for services to students by the President Maxson’s Blue Ribbon Task Force on Services to Students.
- 1996: The Center developed and implemented, in conjunction with other service areas, the Mandatory Advising Program for freshmen.
- 2000: The Center website was launched as a source for comprehensive advising information.
- 2002: The Center developed and implemented, with the cooperation of Enrollment Services, the Graduation Green Light Project, a program dedicated to assist students who did not graduate because of mitigating circumstances.
- 2004: The Center, in conjunction with LAC and the Career Development Center, is developing a pilot program for sophomore students.

Center for Student-Athlete Services

The Center for Student-Athlete Services (CSAS) is the primary academic advising unit for NCAA Division I student-athletes. CSAS is responsible for assisting and monitoring academic progress of student athletes toward a baccalaureate degree while at the same time ensuring continued NACC athletic eligibility for team participation. This year, CSULB student athletes have achieved two academic milestones: (1) 49 % of the student-athletes earned a GPA of 3.0 or higher in Fall 2003; and (2) 52.7% graduation rate for the 1997 freshmen student-athlete class. These outstanding accomplishments are the product of a comprehensive program of services.

The mandatory academic advising process includes an in-depth evaluation of academic requirements and NCAA eligibility. This program helps to insure that student-athletes are on track to graduate and able to athletically represent CSULB on a national and international level.

Helping Empower Athletes to Developmentally Succeed and Understand Potential (HEADS UP!) is a nationally recognized group-mentoring program designed to help freshmen adjust to the demands of both university academics and intercollegiate athletics. The program provides student-athletes with a support group of peers and strengthens the student-athlete learning community. A faculty mentoring program provides second and third year student-athletes with the opportunity to be formally mentored by a CSULB faculty mentor.

CSAS provides these services to facilitate student-athlete success in balancing their academic and athletic responsibilities.

Academic Advising Center - Con’t.
Learning Assistance Center (LAC)

Everyone told “Ron” he was foolish to try college—his family, teachers and counselors, and certainly his friends. People like him simply aren’t college material. He proved everyone wrong. Now a junior with a 3.0 grade point average, he credits LAC staff for helping him succeed in a challenging major he’s excited about. Learning specialists have taught him to plan his study time, learn from textbooks, and develop strategies for note-taking and test-taking. Tutors helped him bridge gaps in skills and prerequisite knowledge.

“Annie” was just the opposite. She entered CSULB with an exemplary academic record and did well in her first year—just not quite as well as her goal of medical school would require. Her major demanded tremendous daily discipline, a pattern contrary to her more spontaneous personality tendencies. Once she became accountable to an LAC staff professional for meeting daily and weekly learning goals, she was able to maintain both the academic track record and the level of outside involvement she needed in order to enter a prestigious medical school in Fall 2003.

As the University’s primary instructional support provider, LAC serves the wide range of student needs these two cases typify. Through four major services (Learning Skills, Supplemental Instruction, and Tutorial Programs in the content areas and in ESL), the professional and student staff conducted a record 11,200 support sessions during Fall 2003. Increasingly, what the state’s “best and brightest” hear from both faculty and successful peers is that an investment of time in LAC will pay handsome dividends. LAC services help reduce time-to-degree and increase eventual graduation.

Pre-Baccalaureate Advising and Support Services

The Pre-Baccalaureate Advising Support Services (PASS) program was originated in 1986. At the time, it was called the Intensive Learning Experience throughout the CSU system. The current name was adopted in Fall 2002.

PASS is a special program that provides advising and support to students in course placement and in developing the English and Mathematics skills needed to prepare for the required Freshmen-level English composition and/or Mathematics courses.

In order to maintain compliance with the Chancellor’s Office mandate, PASS monitors students’ progress and provides direct outreach to a targeted group of students. These students are required to enroll each semester in preparatory English and Mathematics courses until completed as mandated by Executive Order 665. The goal is to ensure that students are making progress and completing the pre-baccalaureate classes within one academic year.

The following figures of students needing remediation remain consistently high:

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<th>Year</th>
<th># of Freshmen Needing Remediation</th>
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<tr>
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Multicultural Center

The overarching mission of the Multicultural Center (MCC) is to contribute to the creation of a campus environment that is truly inclusive. That means a university that respects and affirms the equal human worth of every individual and of all distinctive groups of people. The changing demographics of Southern California, coupled with “campus climate” issues, makes the concerns of all ethnic groups, as well as other distinct populations, of critical importance to the development of a truly multicultural university.

The MCC has had numerous accomplishments for the 2003-04 academic year. The Center projects and diversity training have continued to reach more students, faculty, and staff at CSULB, as well as at the Long Beach Unified School District. The Students Talk About Race (STAR) project, for example, successfully trained 46 students as cross-cultural communication facilitators. These students were placed in classrooms in middle and high schools to facilitate the STAR project. The MCC also co-sponsored, with the Center for International Education, the “International Education Week” in November, 2003. Numerous hands-on activities, events, workshops, presentations, and lectures took place across campus.

In partnership with the Faculty Development Center and Academic Affairs, the MCC had the inaugural “Faculty Research Connection” highlighting faculty scholarships in the area of diversity. In spring 2004, faculty in CED and CLA were highlighted.
In AY 2003-2004, the University 100 Program enrolled more than 3500 students in 124 sections of University 100: The University in Your Future. University 100 is a freshman seminar, a one-unit academic course required for graduation that introduces students to current issues in higher education and to the history and larger purposes of universities. The course includes a freestanding library component that introduces students to our own research library and develops their library research skills.

In Fall 2004, University 100 will be experimenting with a new course format. Currently, classes meet over the five days of the pre-semester week or one day a week over the first five weeks of each semester. This semester, three “bridging” sections of University 100 will meet in both the pre-semester week and also in-semester on the second and fifth Saturdays. Over the years, the Program has made several attempts to develop bridge sections that maximize the benefits of both pre-semester and in-semester classes. We are hoping that, in this instance, the fourth try is the charm!