The Academic Advising Council, representing all campus advising centers, faculty advisor coordinators, and other campus programs directly related to the retention of students, instituted a mandatory advising program for freshmen students that first took place in Fall 1996. In the four years that the mandatory program has evolved, over 11,400 first semester freshmen have taken part in 90 minute workshops which are devoted to providing academic information and to developing appropriate course selections for first time freshmen for the following semester.

Each year campus advising centers and programs meet to cooperate and share a unified mandatory advising program. The centers and programs include the Academic Advising Center, Disabled Student Services, Educational Equity Services, Intensive Learning Experience, Learning Alliance, Liberal Studies program, Minority Engineering Program, President’s Scholars, Student Access to Science program, Student Athlete Services and the University Honors Program.

In 1997 the Academic Advising Council called for a survey to be initiated for first semester freshmen. The goal was to determine the factors that affect student success and retention at CSULB. With the assistance of the Office of Institutional Research and the Office of Strategic Planning, a survey was developed and has now been administered to over 5,100 freshmen students. The data collected over a four year period related directly to our CSULB freshmen students who are attending their first semester courses. The data and the information gleaned from focused groups in Spring 1997 show a surprising consistency year after year.

A sampling of the results of the Fall 1999 survey indicate:

- 45.9% of the students spend 6-10 hours per week preparing for classes
- 70.9% live off campus
- students’ average commute time is 23.8 minutes
- 73.7% are not involved with any campus club or organization
- 53.9% have jobs
- 28.1% work 20 or more hours per week
- 90% of the students state that the challenge of their college course work is “about right”
- 85.5% regarded the amount worked required for their college course work as “about right”
- 71.6% regarded the amount of reading for their college course work as “about right”
- 61.3% felt “fairly comfortable” talking to their college instructors outside the classroom
- 55% agreed that they “felt they belonged” on this campus
- 59.7% agreed the university is a friendly and comfortable place
- 60.1% agreed that most faculty and staff made them feel they belonged here
- 94.4% declared “yes, definitely” they would be attending CSULB the following semester
- 80.3% declared “yes, definitely” they would be attending CSULB the following year
- 62.4% declared “yes, definitely” they would be graduating from CSULB
- 54% felt their first semester at CSULB was “pretty good”

The full results of four years of surveys can be viewed by contacting the Academic Advising Center (5-7958).

September 2000
Updates on Retention Related Projects – Fall, 2000

The following projects are new to the CSULB landscape this year. All of the projects noted are collaborative efforts planned through Student Transition and Retention Services in concert with the Retention and Graduation Planning Group. Many other retention efforts, including mentoring programs, student data collection processes, and student services already occur on the campus and are not noted in this brief news update. Clearly, all of our retention efforts as faculty, staff, and students will need to continue to be collaborative, cooperative and collegial in order to enhance retention and graduation rates as prescribed in the University’s Strategic Plan.

- **Student Success Coordinator** – the new position of Student Success Coor. is coming on board in this fall. This position will play key leadership roles in the collection of data on the reasons students leave the institution and related programmatic and service related initiatives. Additionally, this person will lead peer mentoring efforts directed at unaffiliated students.

- **Exit Data Research** – Over the summer we collected data from 25 universities concerning exit interview processes in place on their campuses. Interestingly, very few universities are successful (or even attempt) collecting this data. We do have, however, have several good models to work from and we are discussing collection methods with these universities. Descriptive data may come from processes such as financial aid exit processes, questionnaire mailings, transcript requests, and other sources. Planning is commencing in these areas.

- **Exit Interview Processes at CSULB** – We have been discussing a mixed methodology of qualitative and quantitative data. We will be developing an interview protocol for a series of short phone interviews and a series of in-depth personal interviews with student who are leaving or who recently left the institution.

- **“Persister” Research** – We have a keen interest in gathering data about who persists and succeed and this will be collected via interviews, surveys, and via the use of the longitudinal CIRP data. Courtesy of Susan Mulvaney, we now can look at factors which differ between those who leave and those who persist. This source of data will continue to grow as we now have a three year longitudinal data base and will soon have four years of data about the incoming class.

- **Focus groups** – Taking pilot data and protocol from Dr. Dawn Person’s research team this past year, we hope to conduct focus group projects with a variety of different types of groups over the coming year. The new Student Success Coor. will be extremely instrumental in this process as will the newly created Student Development Research Specialist position in the Testing and Evaluation office.

- **Early Warning System Development** – Several sub-committee meetings over this system have taken place and now, via the newly created position (Student Development Research Specialist) in Testing (under Dr. Susan Mulvaney) we will developing an early warning system to allow us to get a bead on those in potential danger of leaving CSULB well in advance of their actual departure.
• New Peer Mentoring Efforts – Through the creation of a new university wide group (The Mentoring Resource Group), we hope to create a University wide document on Mentoring resources/programs. Students, faculty, and staff will be able to view hard and on-line copies of this information to both become involved in being mentors and/or to learn about mentoring options across the campus. Additionally, the newly conceived 49’er Peer Mentoring Project has received support from a number of sources including Alumni Relations and will be initiating a pilot with a small group of mentors reaching “at risk” and unaffiliated students in the coming years.

• Additional Data Sources – the Office of Institutional Research has developed a variety of new and several updated reports concerning graduation rates and time to degree and these are now available on line under the Institutional Research home page on the CSULB site. This data is proving to be exceptionally valuable to our work together. Additionally, the STARS information/resources cart you see out on campus is now also used to collect data from students. In the spring of 2000, some 385 students were polled on those factors which may cause them to leave CSULB and/or factors which may cause them to protract their time to degree completion. As an example, class availability was cited as a key factor in both persistence and time to degree. Data such as this can be used to complement our First Year (CIRP) data, the SNAPS data, data collected by the Academic Advising Center and other data collected via the processes noted above. We hope to eventually utilize on-line data collection methods to poll students who persist and those who depart as we move toward a functional mass e-mail system on campus.

• Planning and Directives Development – Once we complete the needs assessment and data collection aspects of the retention work noted above we will be analyzing these rich data pools and related thematic information to inform our planning work toward a University wide Retention Plan. Faculty, staff, and student input and collaborations with regard to this plan will be essential and ongoing as we face this exiting challenge together.

9/2000
Case study scenarios for Academic Senate retreat – Sept. 28th

Student 1 – Paul

Descriptors:
- Latino male from Los Angeles
- Second semester sophomore
- 2.2 G.P.A.
- Previously intended to declare Business as major – now undeclared
- Commuting from parents home to school 4 days a week
- Works 20-25 hours a week at a local restaurant
- Has attended some major campus events but is not involved in campus life to any significant degree
- Receives financial aid
- English is second language in the home

Personality:
- Very social in high school but, more reserved since coming to this large campus
- Likes sports, music, spending time with friends, and late night raves (dances)
- Hopes to make money to assist in supporting family following graduation
- Spends evenings after work watching sports in his room at home
- Would like to get involved in sports and intramurals on campus

Student 2 – Elizabeth

- African-American student from Carson
- 2nd semester freshman
- Lives in the Residence Halls
- Has been taking some remedial English and Math classes
- 2.0 G.P.A.
- Intends to major in Engineering
- Works at Von’s 20 hours per week in the evenings
- Does not have a car
- Receives financial aid

Personality:
- Finds studying to be difficult and often cannot keep focused
- Is uncertain as to her major and any post college plans – not really concerned about it – “only 19”
- Enjoys spending time with her roommate in the residence halls

Student 3 – Carla

- White student from Tucson, AZ.
- First semester Junior
- 2.5 G.P.A.
- Was declared as a Psychology major but, now is uncertain and is looking at Art
- Lives with three roommates in a house off 7th street here in Long Beach
- Active in several student organizations including A.S.I.
- Works 30 hours per week as a waitress at a restaurant on 2nd street in Belmont Shore
- In a serious relationship with a Senior in Bio-Chem
- Does not receive financial aid as she is declared as dependent on parents' taxes

**Personality:**

- Is very social – "the life of the party"
- Likes college but, is certainly not a "nerd" with regard to studying
- Spends most evenings with her boyfriend
- Finds most college classes to be boring
- Considered joining a sorority but, found them to be structured and not liberal enough
Student Scenarios – Table Discussion Questions:

1) What major issues could effect this student’s likelihood of persisting at CSULB and graduating in a timely fashion do you see? Why?

2) What roles can/do faculty play in university wide retention efforts designed to assists students such as this one? How do they play these roles?

3) What services, resources, and connections should this student make to persist and succeed at CSULB? Why?

4) What roles can students, faculty, and staff play in concert with each other in helping students such as this one? How?

5) Considering the panel discussion and your discussion on the above questions:
   a. What directives are paramount for moving students through the educational pipeline and toward graduation in a timely and effective manner?
   b. What would be some of the common elements/purposes of a retention plan for CSULB?
Updates on Retention Related Projects – Fall, 2000

- **Student Success Coordinator** – the new position of Student Success Coor. is coming on board in Oct. Candidates are currently being interviewed and finalists will be availed to you. This position will play key leadership roles in the collection of data on the reasons students leave the institution and related programmatic and service related initiatives. Additionally, this person will lead peer mentoring efforts directed at unaffiliated students.

- **Exit Interview Research** – Over the summer we collected data from 25 universities concerning exit interview processes in place on their campuses. Interestingly, very few universities are successful (or even attempt) collecting this data. We do have, however, several good models and we are discussing collection methods with these universities. Cal Poly Pomona seems to have one of the best processes from which we hope to borrow.

- **Exit Interview Processes at CSULB** – We have been discussing a mixed methodology of qualitative and quantitative data. We will be developing an interview protocol for a series of in-depth interviews with student who are leaving or who recently left the institution. Additionally, we hope to have some data collected via a brief phone interview process. Additional data should come from such processes as financial aid exits, questionnaire mailing from transcript requests, and other sources.

- **“Persiste” Research** – We have a keen interest in gathering data about who persists and succeed and this will be collected via interviews, surveys, and via the use of the longitudinal CIRP data. Courtesy of Susan Mulvaney, we now can look at factors which differ between those who leave and those who persist. This source of data will continue to grow as we now have a three longitudinal data base and will soon have four years of data about the incoming class.

- **Focus groups** – Taking pilot data and protocol from Dr. Dawn Person’s research this past year, we hope to conduct focus group projects with a variety of different groups over the coming year. The new Student Success Coor. will be extremely instrumental in this process as will the newly created Student Development Research Specialist in the Testing area.

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- **Additional Data Collection** – The STARS information cart you see out on campus is now also used to collect data from students. In the spring of 2000, some 385 students were polled on factors which may cause them to leave CSULB and/or factors which may cause them to protract their time to degree completion. Class availability was cited as a key factor in both persistence and time to degree. This data can be used to complement our first year (CIRP) data, the SNAPS data and the data collection processes noted above. We hope to utilize on-line data collection methods to poll students who do persist as we move to a usable mass e-mail format.
Tentative Agenda – Retention and Time to Degree Discussion –

Academic Senate Retreat, Fall, 2000

Goals:

* To come to understand more about who are students actually via longitudinal CIRP data
* To begin to examine the rates of retention and graduation rates and significance differences therein
* To discuss the aforementioned in work groups containing students, and staff
* To define some directives for the future in these areas (based on the discussion)

Format/Workshop Agenda:

9:00 – Opening remarks – Bob Maxson

9:15 – Overview of the importance of retention and the previous 1994 retention report outcomes – Sim

9:30  – Overview of our students over the past three-four years (CIRP data) Susan Mulvaney

Focusing on information on our students of most use to the retention discussion

9:50  – Overview of principal report data on student retention rates and nuances therein - John and Susan with data from Institutional Research (possible data from Dawn P. focus group work also)

10:00  – Overview of time to degree data - John and Susan with data from Institutional Research

10:10-10:25  – Break – Panel Assembles


* Panel questions on the issues that face our students with regard to retention and time to degree issues and the nature and impact of faculty involvement with students. Audience interaction facilitated.

11:00 - Table discussions: on nature of retention issues at hand and possible areas for consideration/work. Student reps. and staff members join faculty at each table. What roles can faculty play in retention equation and what resources do we they need to address the retention challenge?

11:45  – Closing: includes recommendations for future directives and updates on what we are already planning to do (i.e. exit interviews, focus groups). Discussion on what we wish to know about students after the first year and movement toward a retention plan.

12:00  – Lunch – discussion on packet and presentation continues at tables
SCHEDULE

8:15   Continental Breakfast

9:00   Welcoming Remarks:
Robert C. Maxson, President, California State University, Long Beach
Karl W. E. Anatol, Provost and Senior Vice President for the Academic Affairs

Session One - Retention and Time to Degree

9:10   Introduction:
Simeon J. Crowther, Chair, Academic Senate

9:20   Overview of Student Retention and Time to Degree Data -
John Karras, Director, Student Transition and Retention Services
Susan Mulvaney, Director, Testing and Evaluation Services

9:40 - 9:50   BREAK

9:50   Panel Discussion - Moderator: Mike Hostetler, Associate Vice President for Student Affairs,
Dean of Students
Dot Goldish, Department of Chemistry and Biochemistry
Maulana Karenga, Chair, Department of Black Studies
Margaret Merryfield, Coordinator of General Education, Department of Chemistry and
Biochemistry
Gen Ramirez, Director, Learning Assistance Center
Laura Rendon, Veffie Milstead Jones Endowed Chair, College of Education

10:50 - 10:55   BREAK

10:55   Student Scenarios on Retention and Graduation

11:05   Table Discussion

11:40   Summary and Conclusion
Simeon J. Crowther, Chair, Academic Senate
John Karras, Director, Student Transition and Retention Services

12:00   ITALIAN BUFFET

--OVER--
Session Two - Support for Scholarly and Creative Activity

Introduction:
Charles Noble, Chair, Department of Political Science

1:10  Panel Discussion - Moderator: Charles Noble, Chair, Department of Political Science
      Josh Arnold, Department of Management/Human Resources Management
      Jana Echevarria, Department of Educational Psychology, Administration, and Counseling
      Robert Friis, Department of Health Science
      Andrew Z. Mason, Department of Biological Sciences
      Gary Reichard, Associate Vice President for Academic Affairs-Academic Personnel, Planning, and Assessment
      Sharon Sievers, Chair, Scholarly and Creative Activities Committee, Department of History

1:50  Table Discussion

2:30  Summary and Conclusion
      Simeon J. Crowther, Chair, Academic Senate
      Charles Noble, Chair, Department of Political Science

3:00  Adjourn

Acknowledgements:
Office of the President
Office of Academic Affairs
Audio Visual Services
Forty-Niner Shops, Inc.
Student Transition and Retention Services
Scholarly and Creative Activities Committee
Ad Hoc Committee on Support for Scholarly and Creative Activity
Retention and Time to Degree Workshop Agenda

Academic Senate Retreat, September 28, 2000

Goals:
* To understand more about who our students actually are via longitudinal data
* To examine the rates of retention and graduation and the issues therein

* To discuss the aforementioned in work groups containing students, faculty, and staff
* To come a better understanding of methods for university community involvement in retention and the resources they may need.

* To continue to define directions for the future in these areas

Workshop Agenda:

9:00 – Opening remarks – Dr. Robert Maxson, Dr. Karl Anatol

9:10 – Overview of the importance of retention and the previous 1994 retention report outcomes – Sim Crowther

9:20- 9:40 - Overview of our students over the past three years and overview of primary data on student retention rates – Susan Mulvaney and John Karras

9:40-9:50 – Brief break

10:00-10:50 - Panel discussion on retention and graduation commences

Panel: Margie Merryfield, Maulana Karenga, Dot Goldish, Gen Ramirez, Robert Garcia

Moderator: Mike Hostetler – Associate Vice President for Student Services

Discussant: Laura Rendon – College of Education

10:50-10:55 – Brief break – coffee, water

10:55 – Student Scenarios on retention and graduation presented – 3 scenarios divided amongst tables

11:05 - Table discussions: on nature of retention issues and possible areas for consideration/work. Student reps. and staff members join faculty at each table.

11:40 - Closing: includes recommendations for future directions and updates on what we are already planning to do (i.e. exit interviews, focus groups) – Sim & John

12:00 - Lunch
Academic Advising Center
Probation Rates of 1st Time Freshmen from 1991-1999

N = Total # of First Time Freshmen  P = The Actual # of Students on Probation

N=2578  N=1790  N=2017  N=2301  N=2216  N=2477  N=2653  N=2806  N=3482
P=780   P=485   P=582   P=642   P=427   P=538   P=499   P=414   P=483

Data provided by Institutional Research, California State University, Long Beach
Case study scenarios for Academic Senate retreat – Sept. 28th

Student 1 – Paul

Descriptors:
- Latino male from Los Angeles
- Second semester sophomore
- 2.2 G.P.A.
- Previously intended to declare Business as major – now undeclared
- Commuting from parents home to school 4 days a week
- Works 20-25 hours a week at a local restaurant
- Has attended some major campus events but is not involved in campus life to any significant degree
- Receives financial aid
- English is second language in the home

Personality:
- Very social in high school but, more reserved since coming to this large campus
- Likes sports, music, spending time with friends, and late night raves (dances)
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