

In June 2018 during our summer retreat, the College of Business (COB) Center for Student Success (CSS) first established our mission, values, student advising goals and goals for the advisors. Since then, we have reviewed our mission, values, and goals annually.

Figure 2. College of Business Associate Degree for Transfer Numbers

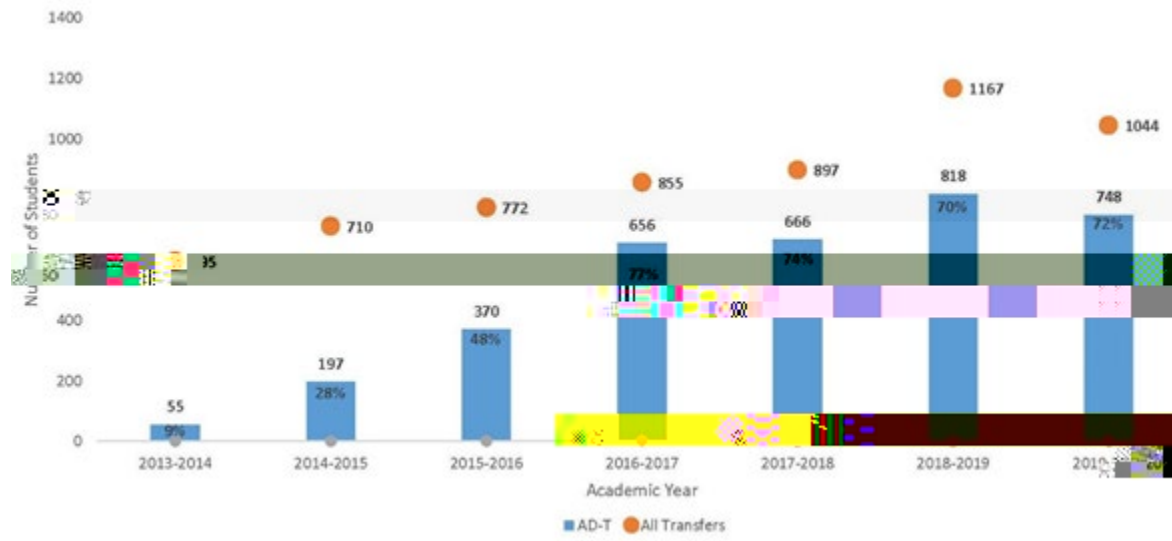
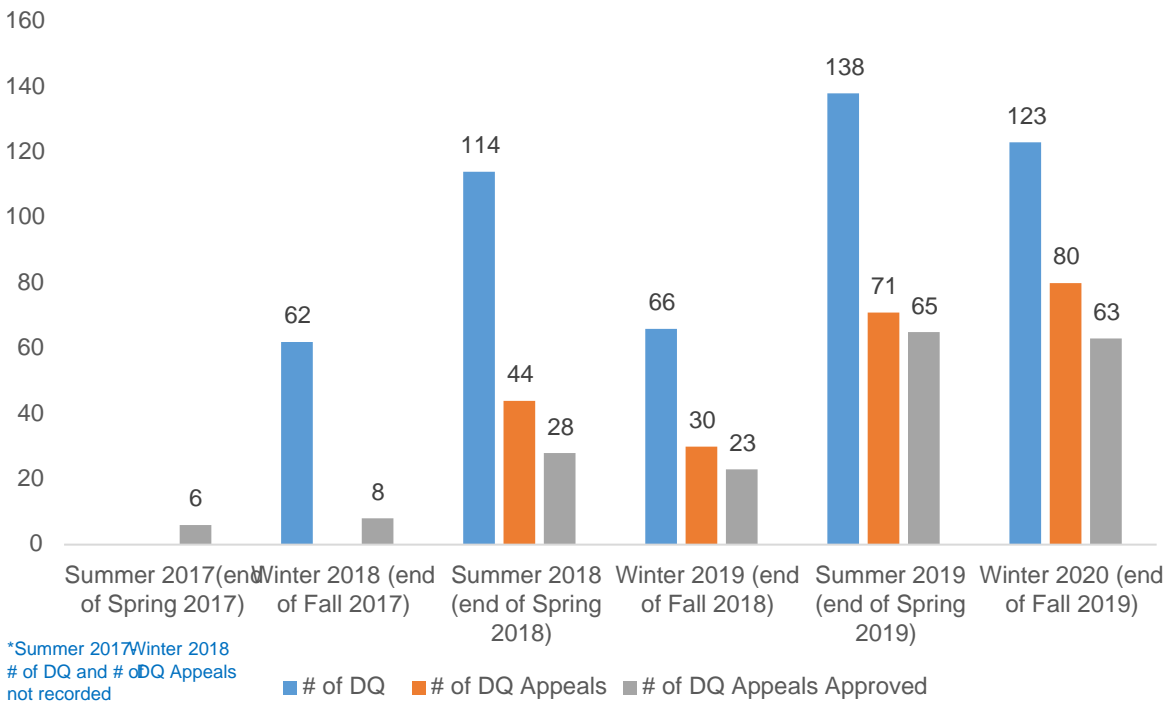


Figure 3. COB Disqualifications Appeals



Since 2013, there has been an overwhelming increase of SB-1140 students (Figure 2), where California Community College students who complete an Associate’s Degree for Transfer (AD-T) will be guaranteed admission to a California State University (CSU) institution and be required to complete no more than 60 units at the CSU. Originally, COB provided access to Business Administration AD-T students in only seven of our eight options; however,

Accountancy was added in Fall 2014 after faculty streamlined the program to meet degree requirements.

The number of students who are AD-Ts has increased the number of touchpoints COB advisors have with each individual student. We have been proactively reviewing all AD-T students as early as possible to make sure they can complete their degree requirements within 60 units or less. Those that are unable to do so are reviewed once again and COB must provide them with either a substitution or waiver. We have worked with Enrollment Services to establish an internal substitution request to assist us with this effort. With changes in General Education and Graduation Requirements still uncertain, COB has had to make changes in our curriculum to accommodate the students. We have also found that many students will come to CSULB missing our lower division requirements, which has led the college to create a policy where students must complete their lower division business requirements within their first academic year, or be removed from the major. We continue to reach out to the community to maximize readiness of applicants entering or interested in applying to CSULB and majoring in Business Administration.

Figure 2 also shows an increase in the number of Transfer students. With this came an increase in our probation and disqualified students. In order to enhance mastery of concepts and skills in core courses, the COB began providing three learning support resources to students enrolled in ACCT 202, FIN 300, and IS 310 in 2013-14 by way of Supplemental Instruction, college in-house tutoring, and an Early Alert system. Since then, we have established the CSS Study Annex providing our students with an enhanced tutoring experience.

In Fall 2016, the CSU Chancellor's Graduation Initiative (GI) 2025 was launched. CSS created a Graduation Workshop, preparing students to apply for graduation. In Spring 2017, GI 2025 provided the Center for Student Success support through funding three additional advisors to help with the increased number of student advising contacts. With the additional advisors, we piloted our Sophomore Workshop to assist students in completing their Major Specific Declaration Requirements, understanding course sequencing, and recognizing available COB co-curricular opportunities. In Fall 2017, we made the Sophomore Workshop mandatory for our students. The additional advisors have also allowed us to increase our advising contacts and record reviews.

In Fall 2017, SB-412 "California Promise" was launched at CSULB as the "Beach Pledge" program. This added additional record reviews to the work of our advisors as some of our Fall freshmen cohorts were now contracted to graduate in four-years. Students signed the Beach Pledge stating they would maintain at least a 3.0 CUM and 2.5 Major GPA as well as degree progress in the major that would lead to a four-year graduation date.

CSS discussed goals for our students and staff on December 13, 2019 during our Winter Staff Retreat. Advisors were asked what they believe our students need to understand, and what they, as advisors need to do to assist our students. Based on the discussion, CSS drafted the following priorities:

- Revise advising curricula (Freshmen Mandatory Advising, Transfer Mandatory Advising, Sophomore Mandatory Advising, etc.)

CSS is committed to encouraging personal and academic success for enrolled Pre-Business and Business majors. Our goals are to assist undergraduate students with making a successful transition to and establishing their place in the University and COB; to take responsibility for learning how to set academic, career, and personal goals and learning the strategies to achieve those goals; and to graduate in a timely manner by successfully meeting all major requirements. We provide services for current COB majors and minors. Each student is an important member of the COB community, and we want their experience to be a successful one.

Through our Center we provide quick question advising, individual advising appointments, assistance with registration, assistance with major graduation requirements, drop-in advising, course substitution/equivalencies, assistance with Study Abroad, and referrals to other campus paanop

(<https://www.csulb.edu/beach-pledge>) In 2017, the California Promise Program (Senate Bill 412) enabled CSULB to establish the Beach Pledge Program, which provides an opportunity for entering first-time students who are both interested and able to complete their baccalaureate degrees in four years.

Transfer students participating in the Beach Pledge program are required to graduate in two years, freshmen must graduate in four. In addition, students must also meet GPA and unit completion milestones. The advising process for Beach Pledge students is more intense with more touchpoints. Student records and schedules

The COB Instructional Technology team created and launched an online process for our Petition for Equivalencies/Substitutions, Study Abroad Petitions, Permit Requests, Change of Major Requests, CBA 493 Requests, and Graduate Program Fast Track Requests. Since 2015, the online workflow has made it easy for students to submit their requests to the college and it has allowed us to track their status. The data collected also assists with establishment of course articulations.

- (Online Workflows - Study Abroad Petitions): To encourage our students to Study Abroad, COB established a seamless process for students to receive pre-departure approval for courses to be taken abroad. This process eliminates much of the paperwork between the student, COB and the Study Abroad Office. Since our online process began in 2015, there have been over 2,782 submissions (not including pre-approved submissions). (Figure 6).

Figure 6. Online Petition Submission 2015-2020

- CSS has collaborated with our COB

perform an outreach function, informing students about graduate program options.
(Figure 7).

Figure 7. COB Undergraduates and COB Fast

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CSS continues to partner with the USOR office as we outreach to our local high school and community colleges.

- COB is invited each fall to present to high school and community college counselors about our Business Administration program and requirements for admission.
 - This COB sponsored luncheon was scheduled immediately following the Counselor Conference to help build relationship with both high school and community college counselors.
- A training workshop many of our CSS Coordinators and advisors have attended each semester since 2013.
- CSS participates in local community college fairs to provide information to community college transfer students and their college counselors regarding the requirements needed to transfer to CSULB College of Business. We target our feeder schools such as Long Beach City College, Cerritos College, Orange Coast College, Golden West College, El Camino College, Santa Monica College, and Cypress College.
- The Center participates in an annual fair that brings about 1000 high school students and their parents to the Pyramid to explore college programs.

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We were able to visit two class sections each semester. Students were able to learn about our 8 different options in COB, special programs/competitions, minors and pre-requisites to be placed in the major.

COB-Outreach@csulb.edu

Our Center communicates with prospective students as well as high school and community college counselors on a regular basis. In general, we receive and respond to around 50 e-mails from students, parents, and counselors each week.

There are higher peak periods during the application process and after admissions decisions haveu(on)]TTc -ApT

Tutoring at the CSS Study Annex is done drop-in style; time frames for specific hours are advertised and students are welcome to seek tutoring for their subject at those times (Figure 8). In Spring 2019, CSS received feedback from the peer tutors and tutees that prompted a change in scheduling. Thus, in an effort to avoid tutor exhaustion, over filling the room, and future subject cancellations, peer tutors are scheduled in pairs by subject, therefore reduci

Workshops and they also assist with SOAR. We have conducted presentations to the EOP/Trio Advisors on our Major Specific Requirements and course sequencing. Our partnership permits referral to and from each of our centers allowing

In both 2015-2016 and 2016-2017, there were losses of a 0.5 advisor each year. These roles were converted to the Senior Lead Advisor/Student Success Specialist and the Assistant Director/Retention Specialist, with advising becoming only 50 percent of their duties. The Senior Lead

1. Type of appointments

- Grad Check Workshops
- Probation Workshops
-

Figure 10. Advising Appointment Effectiveness

CSS currently conducts the following advising workshops and assess Student Learning Outcomes (SLO) using Qualtrics:

Fall Semester-Student Learning Outcomes:

1. Students will be able to identify one resource offered through the college that can help with either their academics or tutoring.
2. Students will gain a basic understanding of the major declaration, probation, grade forgiveness, and the withdrawal policies.
3. Students will be able to identify COB's major prep major specific requirements.
4. Students will be able to demonstrate knowledge of where to find restrictive holds and their registration date.
5. Students will be able to identify how many units they must complete each year in order to graduate in four years.
6. Students will understand the courses they need to register for Spring by using their

Fall 2018 results

4. Students will be able to demonstrate knowledge regarding the grade forgiveness policy by stating how many units are allowed under this policy.
5. Student will demonstrate an ability to identify what GPAs are needed in order to avoid probation.
6. Students will be able to identify the two signatures needed to officially withdraw from a course by the deadline.
7. Students will be able to identify their graduation term by using their Degree Planner.

In Fall 2018, Transfer Mandatory Advising yielded 51 respondents whereas, Spring 2019 only yielded 23. Data shared is the combined results for 2018-2019 of 74 participants. Based on the results, all students were able to identify resources that could assist them with their academics,

Alert (“at risk”) notification and rated them across a Likert-like scale (strongly agree to strongly disagree)

- 50% of respondents agreed that their Early Alert advising appointment helped them improve their class grade.
- 80% of respondents agreed that College of Business tutoring was useful in improving their class grade.
- 100% of respondents agreed that their Early Alert advisor was knowledgeable about resources available and relevant to them.
- 70% of respondents agreed that their Early Alert advising appointment was useful.

For complete survey, please see Appendix L.

- 8 participating faculty (Early Alert is voluntary for instructors)
- 16 total sections
 - 848 total students enrolled across these sections
- 261 students identified as “at risk of failing course” after first midterm
75 (28.73%) attend an Early Alert Advising Appointment

- First time Associate Dean mandates participation from all faculty (37) teaching the following courses:
 - ACCT 201, 202, 300A, 300B
 - FIN 300
 - IS 310
 - MATH 115, though not a part of the College of Business, is included in Early Alert efforts
- 82 sections included
 - 3,075 total students enrolled across these sections
- x

appropriate number of seats to offer, especially to meet the needs of graduating seniors and to resolve bottle necks.

(Fall 2019 Transfer Cohort, N=298): Data showed that students prefer courses to be offered between the hours of 8:00am-6:00pm (Figure 11), and most of the students preferred courses to be offered Monday through Thursday (Figure 12).

Figure 11. Preferred Class Time Offering

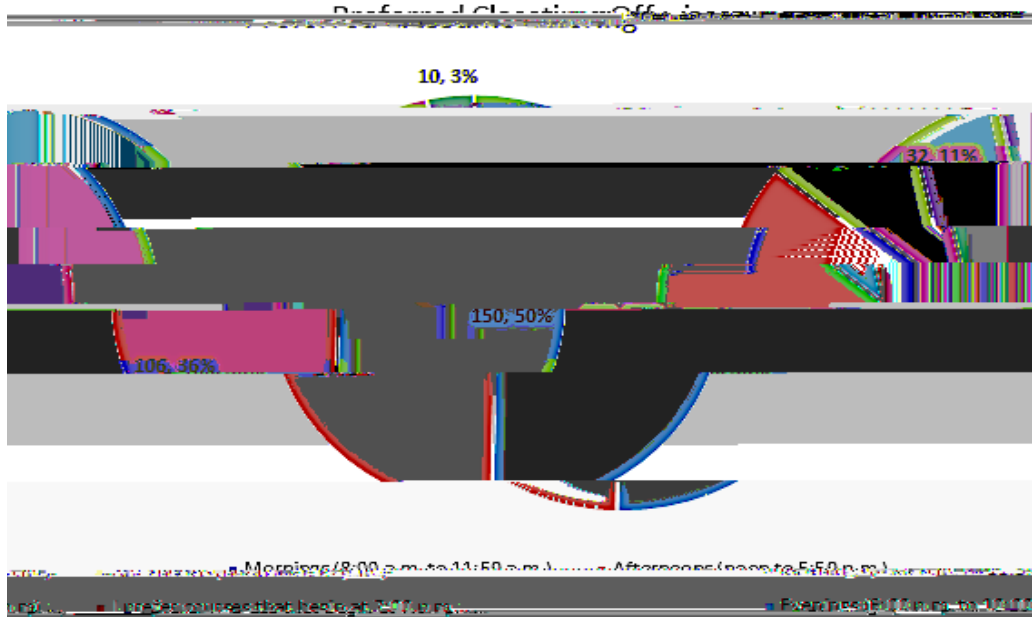


Figure 12. Preferred Days of Classes

Please select days you would prefer to take classes.



For complete survey data, please see Appendix M.

Figure 14. Sophomore Workshop Pilot Program Information, Question 2

Figure 15. Sophomore Workshop Pilot Program Information, Question 3

The Center has Instructional Student Assistants who conduct drop

Through our partnership with the COB Graduate Programs office and the Fast-Track program, current undergraduates seamlessly can complete their degree and continue in one of our graduate programs. The staff have presented and shared information about each program during the Graduate Program Information sessions.

- Financial calculator workshops
- Study Skill workshops (i.e., time management, applied and in-depth learning, metacognition, and prioritizing and strategizing).

Develop

Our current assessment program is not strategic and lacks continuity. This project would benefit if CSS had an analyst position, given the number of programs and campaigns we conduct through our office.