

**SELF-STUDY FOR PROGRAM REVIEW
COLLEGE OF BUSINESS CENTER FOR STUDENT SUCCESS
CALIFORNIA STATE UNIVERSITY LONG BEACH
2019-2020**

SECTION I. MISSION, GOALS, AND ENVIRONMENT (CAS STANDARDS 1 & 6)

A. Briefly describe the academic support unit's mission and goals and note any changes since the last program review. Identify areas of distinction or special competence.

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.

COB Center for Student Success Mission revised June, 2019:

The COB Center for Student Success (CSS) and its Study Annex aspire to engage undergraduates with advising and learning that promotes persistence toward success.

The COB CSS supports and guides students by connecting them to academic resources, practicing holistic advising, and facilitating self-advocacy. We promote collaborative campus and community partnerships in an effort to ensure students' success and achievement of their academic and professional goals.

Values (June, 2019):

- Engaged communication
- Integrity
- Inclusiveness
- Empathy
- Dedication

Student Advising Goals as of June, 2019:

Through advising at the COB Center for Student Success (CSS), students will:

1. Understand requirements towards graduation, including GE and major coursework
2. Learn to use degree planning tools such as the Degree Planner and Academic Requirements Report
3. Be able to locate and interpret key policies and deadlines (e.g. Major Declaration, Graduation, Withdrawal, Probation, Educational Leave, Credit/No Credit Option)
4. Identify resources for degree-to-career planning (e.g. Career Development Center, Student Center for Professional Development, Student Organizations)
5. Identify campus resources for promotion of well-being (e.g. Dream Success Center, Counseling and Psychological Services, Bob Murphy Access Center, Student Health Services)
6. Identify academic resources for learning support (e.g. office hours, The Learning Center, CSS Study Annex)

Student Learning Outcomes (1/30/20):

1. Understand requirements towards graduation, including:
 - i. General Education
 - ii. Pre-Major Coursework
 - iii. Major Coursework
2. Use degree planning tools such as the Degree Planner and Academic Requirements Report
3. Locate key policies and deadlines (e.g. Major Declaration, Graduation, Withdrawal, Probation, Educational Leave, Credit/No Credit Option)
4. Interpret key policies and deadlines (e.g. Major Declaration, Graduation, Withdrawal, Probation, Educational Leave, Credit/No Credit Option)
5. Identify resources for degree-to-career planning (e.g. Career Development Center, Student Center for Professional Development, Student Organizations)
6. Identify campus resources for promotion of well-being (e.g. Dream Success Center, Counseling and Psychological Services, Bob Murphy Access Center, Student Health Services)
7. Identify academic resources for learning support (e.g. office hours, The Learning Center, CSS Study Annex)
8. Use academic resources for learning support as needed (e.g. office hours, The Learning Center, CSS Study Annex)

Advisor Goals as of June, 2019:

- Assists students in construction of an academic plan for their primary degree objective
- Connects students to appropriate resources and opportunities
- Interprets policies and presents students with viable options
- Helps students develop strategies for academic success and professional growth

Advisor Outcome (September 2019):

1. Independently provides accurate and timely advice to COB Undergraduate students
 - Refers students to appropriate University support services
 - Teaches students to effectively use CSULB's online resources
 - Documents important information given to advisees regarding their academic progress for consistency and accuracy
- Collaborates with multiple campus advisors to help students achieve academic success
- Effectively presents advising workshops
 - Assists with updating presentation and advising materials
- Assists with compiling student data and creating ad-hoc reports in support of programs
- Assists senior-level staff members with maintenance duties of existing programs
- Presenting existing COB training program to new advisors
- Observes and mentors trainees to ensure that they are developing effective advising practices
- In addition to the above, senior-level staff members will:
 - Understand and serve as a resource person to College Administrators on academic requirements and policies to facilitate academic success
 - Develop and update presentation and advising materials
 - Coordinate student data and create reports of their respective programs

The COB Center for Student Success' areas of distinction/competencies consist of our CSS Study Annex where we conduct in-house tutoring services, the COB Early Alert process in which we identify students who need extra support in our courses, and our structured outreach to our local high school and community colleges.

The COB Center for Student Success has never participated in a program review, and understands that our mission and goals may change after this process is complete.

B. Briefly describe the changes and trends of the unit's field and how the unit is doing to respond to these changes, and continues to meet the mission and goals of the university.

CSULB Mission: (<http://www.csulb.edu/about-csulb/mission-values-vision>)

California State University, Long Beach enriches students' lives through globally informed, high impact educational experiences with superior teaching, research, creative activity, and action for the public good.

CSULB Goals: (<http://www.csulb.edu/beach-2030/beach-2030-values-and-priorities>)

1. *Engage All Students*
2. *Expand Access*
3. *Promote Intellectual Achievement*
4. *Build Community*
5. *Cultivate Resilience*

Since 2012, there had been a steady increase in the number of COB students the Center for Student Success has served (Figure 1). The growth has been due to an increase in our Transfer population (Figure 2), increased number of contractual students through SB-1440 (Figure 2) and SB-412, increased number of disqualified students (Figure 3), and the CSU Chancellor's Graduation Initiative 2025.

Figure 1. COB Advisors and Increased Student Touchpoints



Figure 2. College of Business Associate Degree for Transfer Numbers

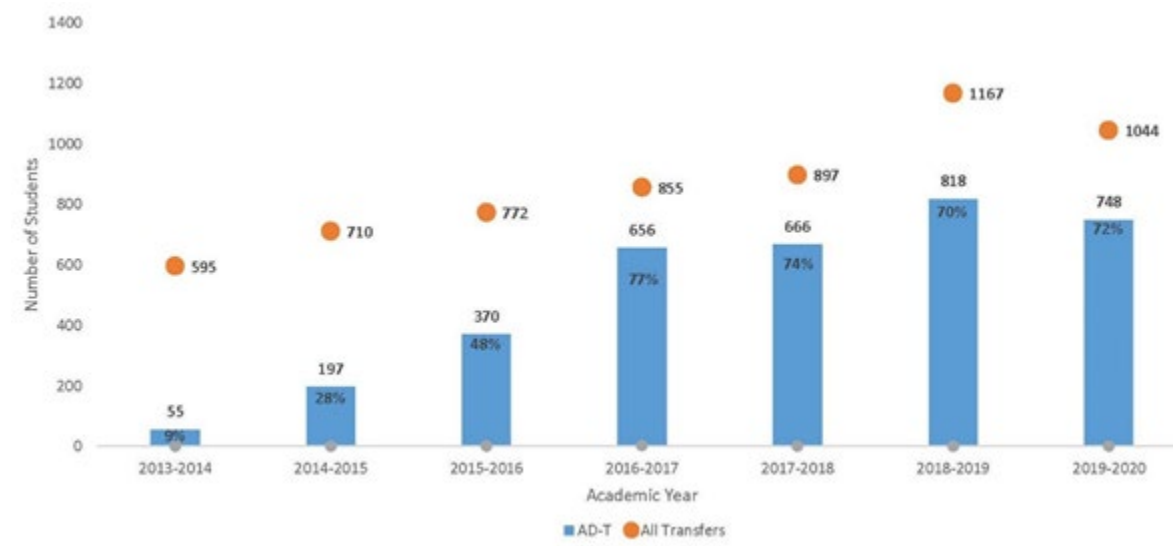
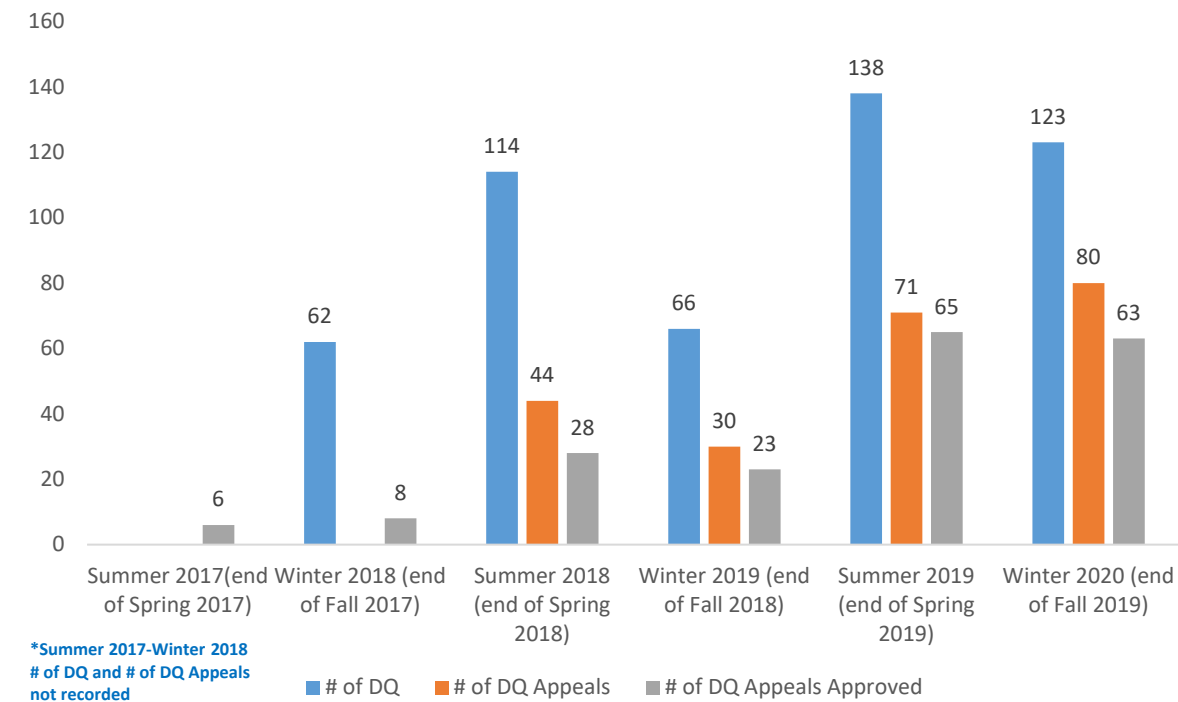


Figure 3. COB Disqualifications Appeals



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.

C. Identify the unit's priorities for the future. Indicate how the unit arrived at these priorities.

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:

Student priorities include:

- Revise advising curricula (Freshmen Mandatory Advising, Transfer Mandatory Advising, Sophomore Mandatory Advising, etc.)
- Teach students how to navigate the COB CSS Website
- Increase retention of COB students
- Increase interaction with COB students

Advisor priorities include:

- Strengthen proactive advising through targeted campaigns (e.g. graduating seniors, Math 115, etc.)
- Develop an FAQ website and videos to educate students on policies and resources.
- Develop and teach students how to use the Degree Option Roadmap for degree/course planning, providing both part-time and full-time options
- Strengthen relationships with faculty and chairs in order to better support COB curricula and to strengthen the implementation of Early Alert
- Enhance professional development opportunities for advisors, including promoting membership in professional advising organizations and encouraging advisors to present at professional conferences (NACADA, NASPA, ACPA, WRCSAD)

SECTION II. SUPPORT TO EDUCATIONAL PROGRAMS (CAS STANDARDS 2 & 3)**A. Briefly describe functions of the unit in supporting the University. Describe the existing programs, any new programs that support the university or programming, that were developed since the last program review and any that have been discontinued.**

The College of Business' (COB) Center for Student Success (CSS) supports CSULB's mission by engaging students in their academic endeavors and providing support and guidance to students as they progress in their academic careers. As this is the first periodic program review, this self-study will report on the recent history of current programs and initiatives by CSS: advising, outreach, tutoring, and curriculum and enrollment management support for faculty, chairs, and college administrators.

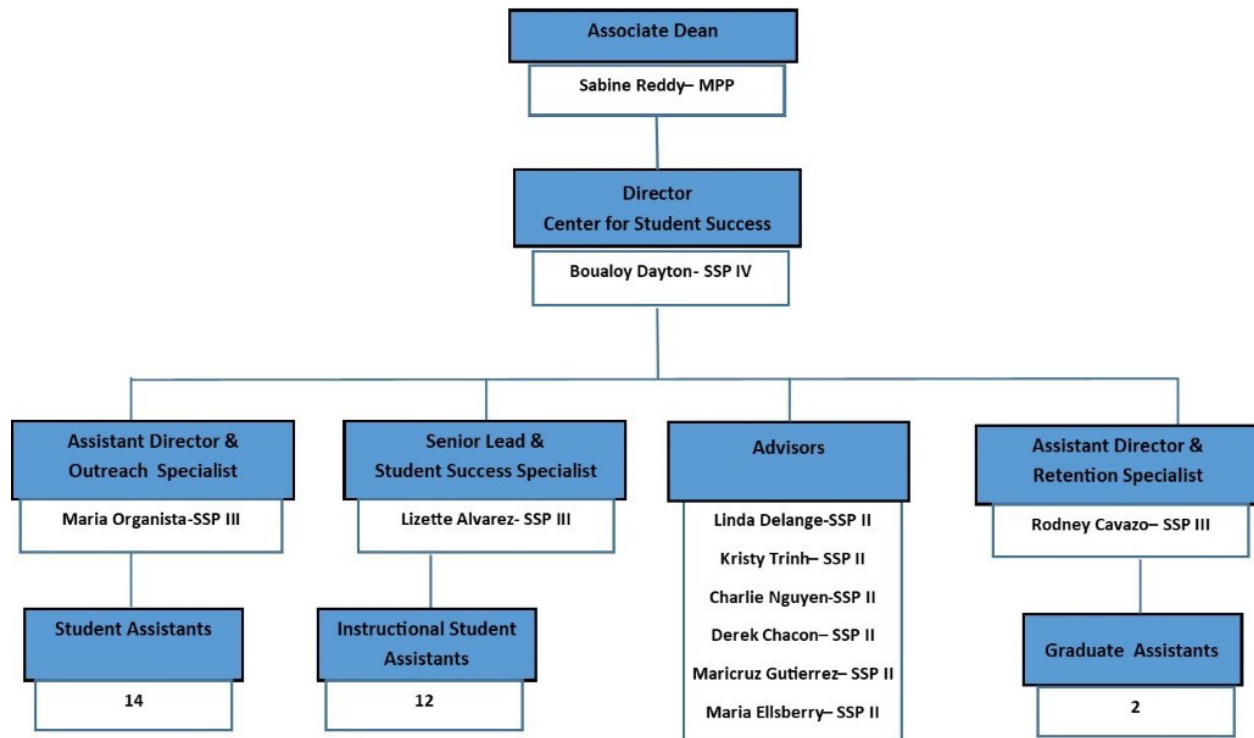
CSS Advising

In 2011, the Center went through changes and became more student-centered, opening its doors to students for assistance without having to schedule an appointment. At the time, there were four full-time advisors and a part-time advisor/outreach coordinator. Advisors used to schedule one-hour appointments. This has been reduced to 30-minute slots, which allows us to schedule more students and still leave nine open appointment slots per day. These changes were imperative to serve a fast-growing student population. In Fall 2012, CSS began to advise our Pre-Business major students. Currently, there are six full-time advisors and three part-time advisors (Figure 4).

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 partners and resources. For more information, please refer to the CSS Master Calendar (Appendix A).

Figure 4. COB CSS Organizational Chart

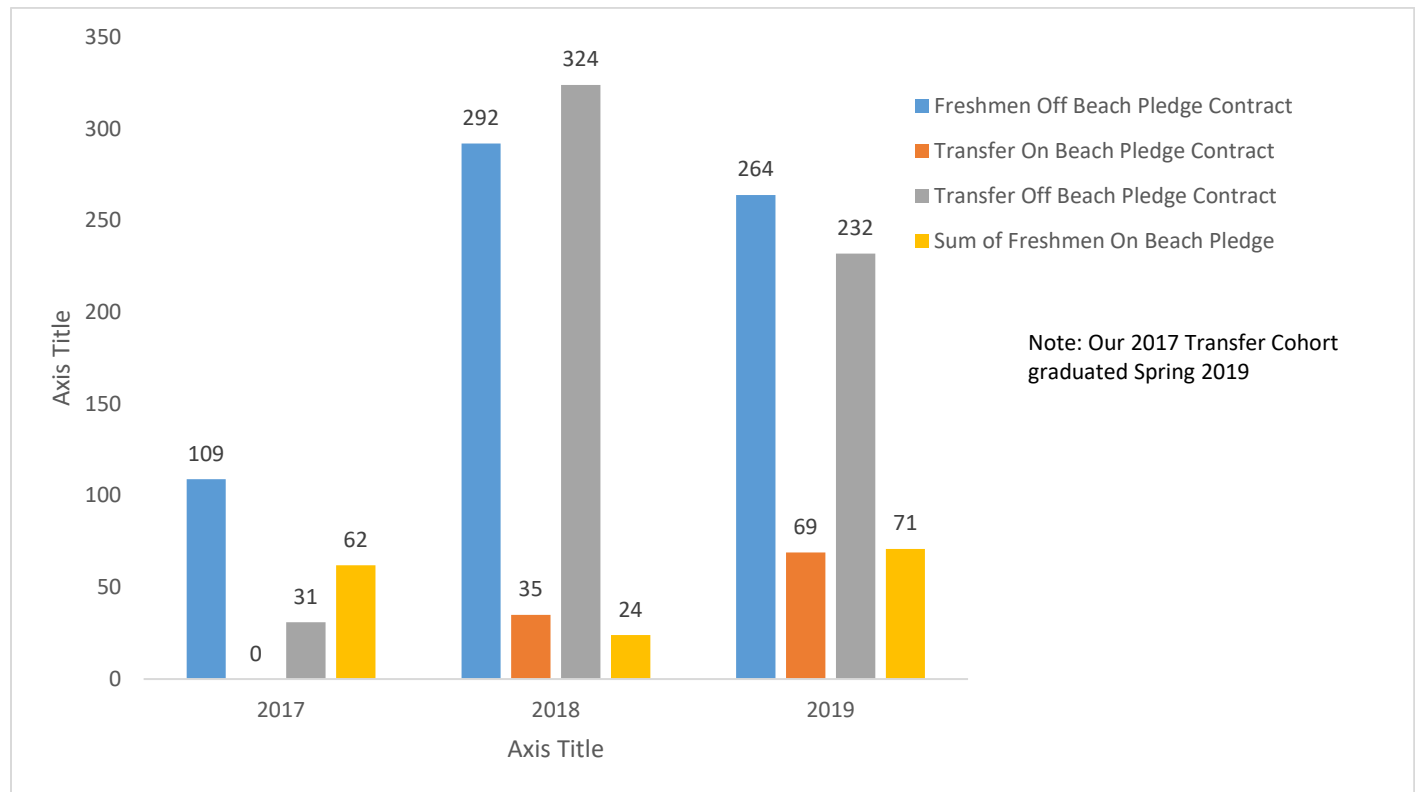


Associate Degree for Transfer (AD-T) Students: In 2013, CSS began serving Associate Degree for Transfer (AD-T) students. There has been an overwhelming increase of these SB-1140 students (Figure 2). Approximately 70% of all COB transfer students are AD-T. As AD-T students are committed to completing their degree in no more than 60 units, each student is reviewed and provided with a contract during their first semester at CSULB. Advising staff does these record reviews and keeps close track of the students to ensure that they follow the contract. Substitution waivers may need to be granted to ensure that the 60-unit limit is met. CSS staff is working with Enrollment Services and COB administrators and faculty on course substitutions and curriculum management.

Beach Pledge (Senate Bill 412): (<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 are reviewed each semester following their registration date, and students are seen in specialized workshops and individual appointments. Each semester after their grades post, their records are reviewed again to check if they can continue in the program. The students’ degree planners are updated regularly. (Figure 5).

Figure 5. Beach Pledge Contracts from 2017-2019



SOAR (Student Orientation Advising & Registration): Since Summer 2011, COB has been advising freshmen through SOAR in addition to advising the COB transfer population. Each year our advisors conduct approximately 25 workshops in collaboration with the SOAR staff, welcoming our students and providing them with assistance in registering in their first semester.

- Freshmen SOAR workshops consist of information on Major Specific Requirements, General Education, and balancing the schedule to promote student success. Twenty-five to fifty students attend each workshop.
- Transfer SOAR workshops consist of information on the students’ specific degree options, remaining General Education courses, balancing the schedule, and registering for

first semester courses. We assist between 25 and 340 students, depending on the workshop date.

Freshmen Mandatory Advising (FMA): CSS began conducting FMA workshops in 2012. FMA workshops are conducted during a freshman's Fall and Spring semesters to ensure that our freshmen class begin their academic career successfully. The workshop is presented by one advisor and covers various important advising topics. During the last 20 minutes, our team of advisors will assist with course selection and schedule review. Students who do not attend will have an advising hold placed on their record until they have met with an advisor. Separate FMA workshops are conducted for Beach Pledge and University Honors Program Business Track students.

Sophomore Mandatory Advising (SMA): CSS piloted Sophomore Mandatory Advising in Spring 2017 and has made it mandatory since Fall 2017. This provides continuity to the advising process. Students are required to attend either Fall or Spring semester of their sophomore year. These 60-minute workshops focus on getting involved on campus, how to obtain an internship and connect to the COB Student Center for Professional Development. In addition, students learn how to navigate their upper-division requirements and major declaration. Students that have not attended any of our series of workshops in the spring will have a COB advising hold placed until they have been advised by an advisor. Beach Pledge and University Honors Program Business Track students have a series of workshops conducted for their population.

Transfer Mandatory Advising (TMA): In 2012, to ensure that our new transfers begin their CSULB academic career successfully, CSS began conducting TMA workshops each semester. These one-hour long workshops take place in the months of September/October and February/March and are presented by different COB advisors. These workshops serve the triple purpose of familiarizing students with CSULB and major requirements, available academic support, and how to enhance the COB experience by participating in extra-curricular activities. For those that do not attend TMA, advising holds are placed until students have met with an advisor or completed the online TMA module.

Graduation Check Advising: CSS began providing Graduation Check Advising workshops in Fall 2014, when we found that students did not know when and how to apply for graduation. Since then, we have conducted a series of workshops each semester.

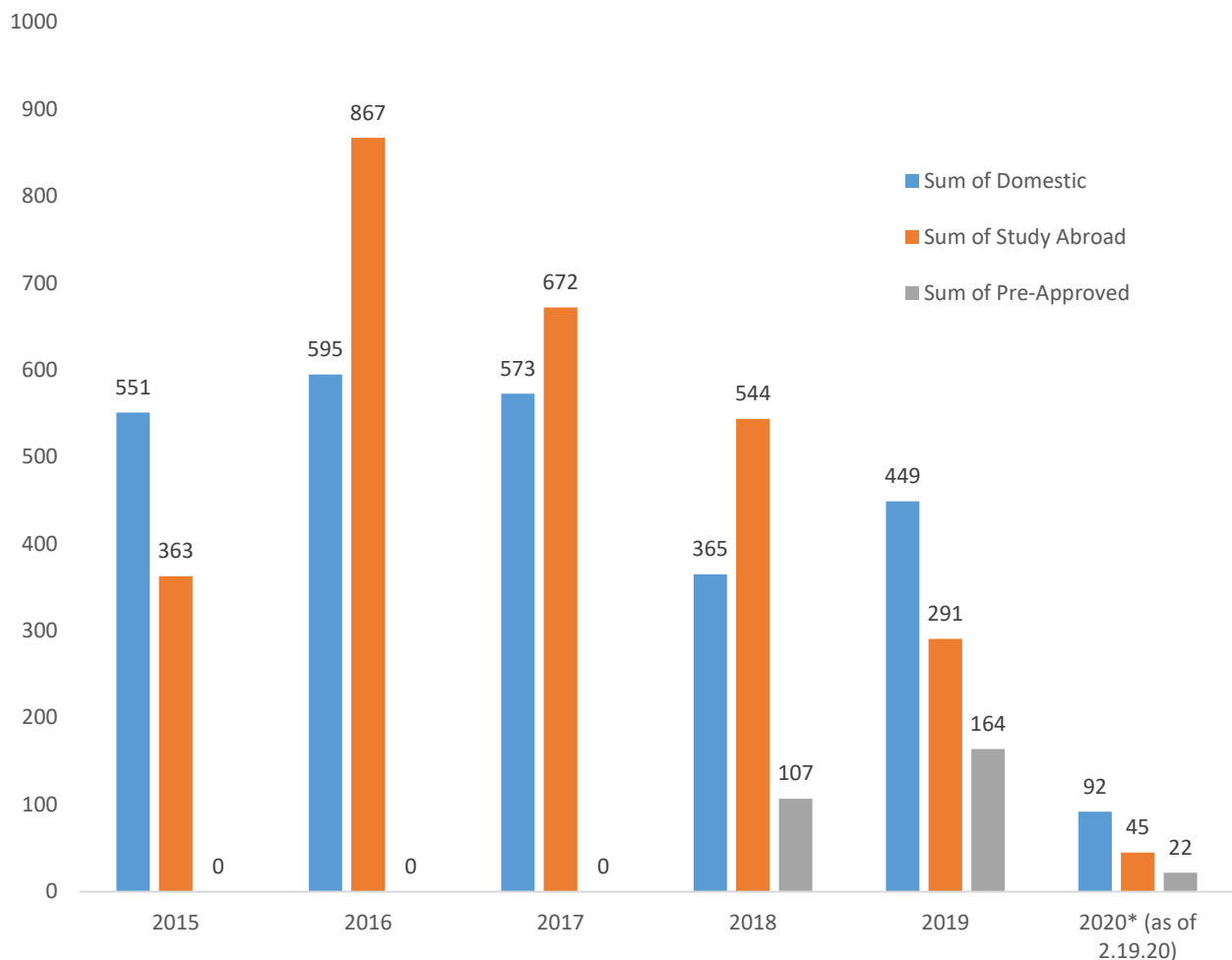
University Housing and Residential Life (UHRL): Since Fall 2018, CSS has partnered with UHRL to provide our Business students with the Business at the Beach Living Learning Community (LLC). We have also participated in their College Resource Fairs, Open Houses, and Academic Days.

- **Business at the Beach LLC:** Freshmen Business students have the opportunity to live together, enroll in paired courses, provided with in-house advising, having a Business Faculty In-Residence and experience the "firsts" of College Life together. LLC events have included: Make the Beach Your Home Open House, College Resource Fair, and Academic Days. We had 80 students in 2018-2019 and 84 students in 2019-2020.

COB Online Workflows: 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.

- **Study Abroad Office (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).

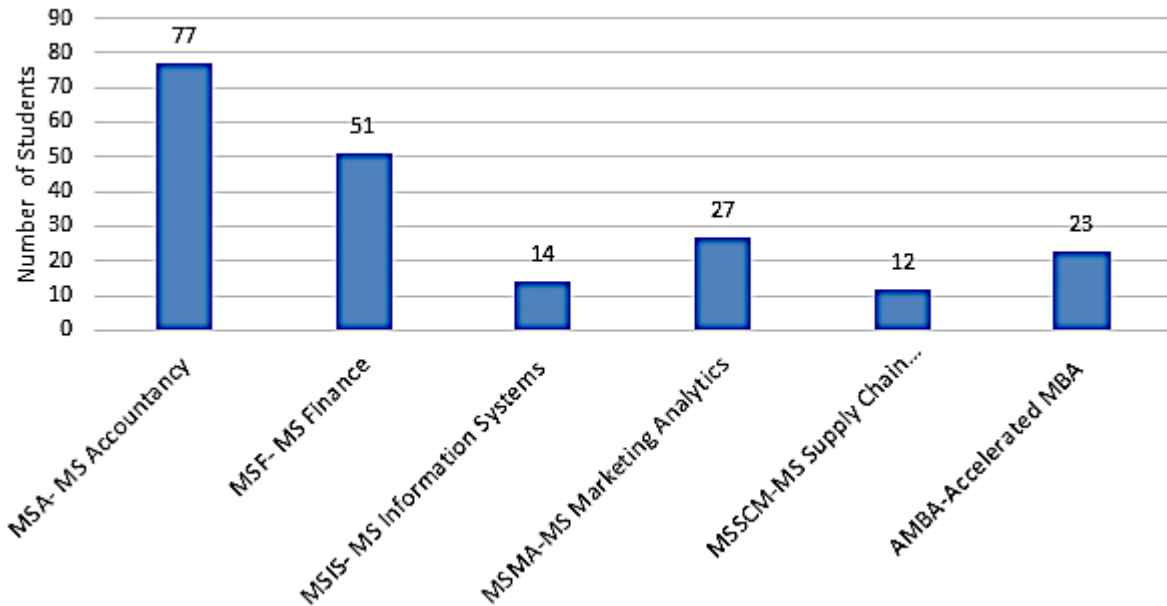
Figure 6. Online Petition Submission 2015-2020



- **COB Graduate Programs Fast-Track Program:** CSS has collaborated with our COB Graduate Programs office to help our current undergraduate students seamlessly transition from our undergraduate program to one of our graduate programs. Each advisor is assigned as a liaison for a specific MS/MBA program, and reviews the records of applicants in the pipeline to make sure they are on-track to graduate. Advisors also

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

Figure 7. COB Undergraduates and COB Fast-Track Graduate Programs 2018-2020 (as of 2/19/20)



Early Alert: CSS developed an Early Alert program in Fall 2014, where students are identified by faculty (teaching historically rigorous courses) after their first exams to be at risk of receiving a “D, F, or WU”. Those students were then sent an e-mail from the Associate Dean with a scheduled appointment with an advisor to discuss their progress in the course. The intrusive manner of the Early Alert program allows us to assist at-risk students, learn how best to serve the population, and collect data.

In Fall 2018, we joined the CSULB wide Early Alert program through the Student Success Collaborative. Instructors identify struggling students on a progress report that is made available to academic advisors. Due to advisor feedback (reporting that some students simply did not study sufficiently for the first midterm), the Early Alert program was made less intrusive and voluntary.

Beginning in Fall 2019, identified Early Alert students are placed into two categories: (1) students at risk, (2) students not at risk. Students at risk (on probation, first semester freshmen/transfer students, low GPAs [2.0-2.3]) receive an informative message, inviting them to a group advising session. Students that are currently not considered at risk are encouraged to meet with their professors and utilize tutoring.

CSULB Probation/DQ: Prior to the start of each semester, CSS identifies which students are on academic probation (cumulative/CSULB GPA below 2.0) and those disqualified (after 2 consecutive semesters with cumulative/CSULB GPA below 2.0).

Beginning in Spring 2018, CSS has been hosting voluntary probation intervention workshops for second-semester students on probation. The workshops are scheduled very early in the semester

to help students assess their class schedule and strategically enroll in courses that will aid them in clearing their GPA deficiencies. This group of probation students is then invited to an individual mid-semester advising appointment during which time they must update an academic advisor on their academic performance and use of on-campus resources.

Disqualified student cases are reviewed by academic advisors and contacted prior to the appeal to disqualification deadline; an academic advisor will review GPA deficiency with the student and provide them with options and recommendations based on their case. Students with viable cases for an appeal are encouraged to appeal. Once appeal decisions have been made available to CSS, academic advisors reach out to these students (now on “probation by contract”) to assist them with enrolling in courses and setting up future advising appointments for the semester.

Probation in the Major: Since Spring 2015, COB has been able to explicitly track students that are not making progress in the major. Students with a major GPA below 2.0 are put on probation, and may ultimately be removed from the major if the deficiency is not cleared, leading to probation and ultimately disqualification. CSS developed an action plan that includes identifying students, tracking of student progress, holistic advising, and an appeal process.

Students on probation are required to attend a mandatory individual academic advising appointment and receive an enrollment hold on their account to prevent further course registration. Students are required to attend a mid-semester advising appointment and must show proof of current grades in business courses. At the end of the probation semester, CSS reviews the major GPAs for further action.

COB-CSS@csulb.edu E-mail Account: Our center oversees the COB-CSS e-mail account where matriculated and prospective students send inquiries. The e-mail account is also connected to the SCC/EAB accounts when we send out campaigns or workshop information. Students who have questions will respond and send inquiries to this account based on our communication. Both our Director and Assistant Director/Outreach Specialist oversee this account.

CSS Outreach

To ensure prospective freshmen and transfer students, as well as high school and community college counselors, and parents are informed about what the College of Business has to offer, we have increased our outreach efforts by focusing on top feeder community colleges and high schools, collaborating with other university programs and offices.

CSS Newsletters/COB Marketing Business Center (MBC) Program: In Fall 2014-Fall 2016, CSS developed newsletters to notify COB students of important requirements and useful college information for student success such as resources, scholarships, and general advising information. We conducted newsletter campaigns, targeting various student groups at various times during the semester. We discontinued creating the newsletters because we received funding to hire the COB Marketing Business Center (MBC). The MBC distributed our online newsletters through MailChimp and managed a social media presence on Instagram for CSS for Spring 2017 to Fall 2019, while also providing data analytics.

CSS Transfer Admission Workshops: CSS created Transfer Admission Workshops to provide prospective transfer students with an opportunity to get a glimpse of what being a COB student

at CSULB is like, what resources we have, and to learn more about our eight different options. Students were also provided with tours of the COB building and sometimes introduced to current students as guest speakers. In Fall 2013, we began conducting the workshops 3 times each semester. Transfer Admission Workshops were also conducted at the following community colleges for prospective students and counselors: Golden West College, Santa Monica College, El Camino College, Los Angeles Harbor College, and Long Beach City College.

COB Preview Days/Open House/COB Day: In Spring 2013-2016, COB freshmen and Transfer Preview Days were developed for Fall freshmen and Transfer Admits to get a feel for what it will be like to be a business student, learn about our eight fields of study in Business, and hear from faculty, alumni, and current students. These events were designed to entice admitted students to enroll. Various programming was designed and executed by advisors and volunteers. Between Fall 2014 and Spring 2017, we also conducted four Open Houses for students intending to matriculate. Open Houses included tours, self-guided tours, and breakout sessions for freshmen, transfers and parents. More recently, we have refocused our efforts and created a First-Year Experience program called COB “Get Down to Business” Day. The event welcomes and helps students understand the professional development opportunities and COB Resources available to them to ensure academic and professional success. We launched the program for both freshmen and transfers in Summer 2017. See Appendix B for more information on event attendance.

COB Freshmen Admissions Workshops: Prospective freshmen Admission Workshops were conducted with interested high school programs. Topics included freshmen admission requirements, deadlines, what is business, COB major programs, COB co-curricular opportunities, scholarships, and campus tours.

- California High School Business Academy (2014-2019)
- Long Beach Poly PACRIM Program (2013) and Supply Chain Panel (2018, 2019)
- Mayfair High School College Day Fair and Business Presentation (2017)
- Millikan High School Business Academy (2016)
- San Gabriel High School (2017)

CSS Fuel Up for Finals: The Fuel Up for Finals initiative began Spring 2018 providing students with free scantrons, green books, snacks, and refreshments during the week of finals. This program provides students with support and resources during a highly stressful time as they prepare for and complete final exams. Table 1 shows the number of students served by this initiative from Fall 2018 to Fall 2019.

Table 1. Fuel Up for Finals Check-Ins

Term	# of Students Served
Fall 2018	653
Spring 2019	700
Fall 2019	945

Partnership with University Outreach and School Relations (UOSR): CSS continues to partner with the USOR office as we outreach to our local high school and community colleges.

- **Counselors Conference (2012-present):** COB is invited each fall to present to high school and community college counselors about our Business Administration program and requirements for admission.
 - **Counselors Luncheon (2012-2014):** This COB sponsored luncheon was scheduled immediately following the Counselor Conference to help build relationship with both high school and community college counselors.
- **Outreach 1.0:** A training workshop many of our CSS Coordinators and advisors have attended each semester since 2013.
- **Transfer Fairs:** 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.
- **College Night at the Pyramid (2012-present):** The Center participates in an annual fair that brings about 1000 high school students and their parents to the Pyramid to explore college programs.

Partnership with Enrollment Services: CSS works with Enrollment Services to acquire student information annually so we can reach out to those who have been given admission to the university.

- **Majors Fair:** The “Majors Fair” event has been held intermittently. The event has also at times been replaced by the “Almost Alumni Freshmen Fair”. Undeclared students can learn about different majors and options that interest them, and declared students can explore their opportunities, major requirements, and other interests. The event has been relaunched in Spring 2020.

Partnership with Beach Transfer Transition Center (BTTC): In Fall 2019, the Beach Transfer Transition Center cosponsored our Transfer Internship Workshop and Graduate Programs Information Session. We also participated in their National Transfer Week: Welcome Mixer and College Days event. We anticipate that BTTC events will continue to be scheduled and involve CSS.

Partnership with LB College Promise/Business Pathway: Long Beach College Promise is a commitment of the three local public education institutions to improve college preparation, access and completion for members of the greater Long Beach Community. The Long Beach Unified School District, Long Beach City College and California State University, Long Beach each provide significant programming and support to their students, which together comprise the Long Beach College Promise <http://web.csulb.edu/promise/>. The Business Pathway focuses on Business programs with the Long Beach College Promise. In 2016-2018, COB CSS worked with LBCC and LBUSD to program events for students from both institutions.

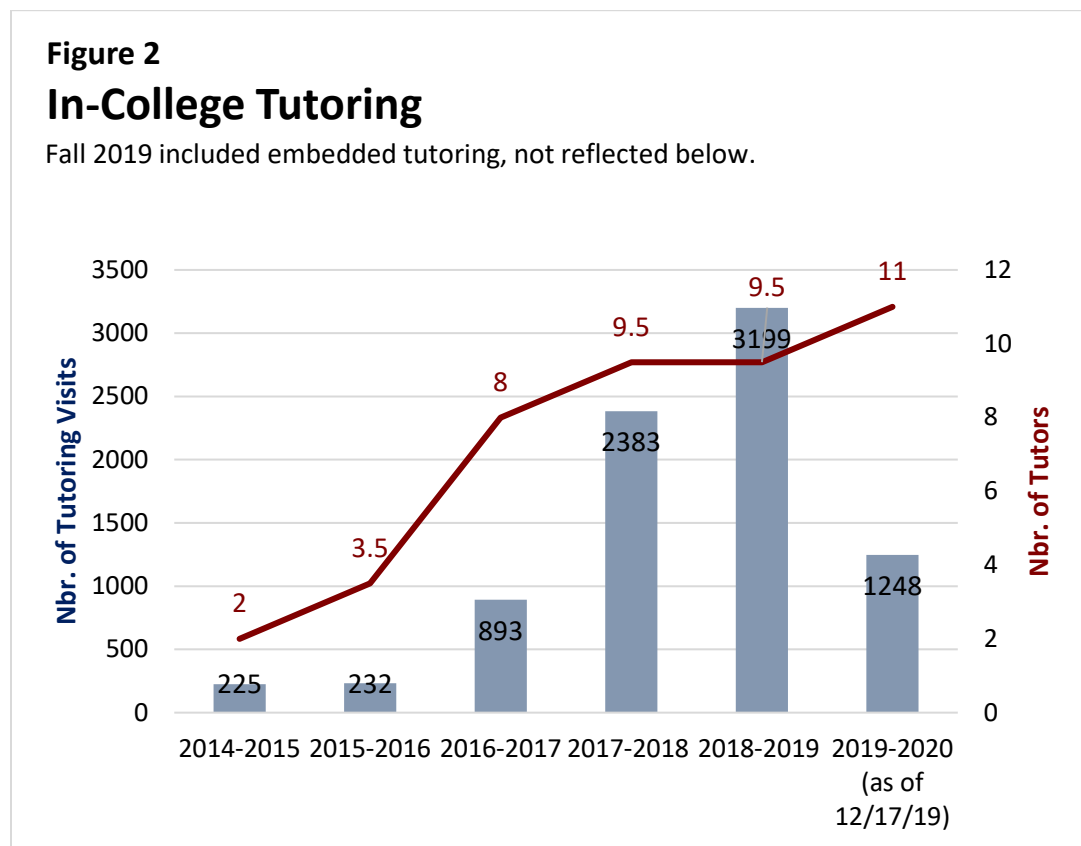
Counseling 191- Career and Personal Explorations Classroom Presentations (Fall 2012-Spring 2016): We were able to visit two class sections each semester. Students were able to learn about our 8 different options in COB, special programs/competitions, minors and pre-requisites to be placed in the major.

COB-Outreach@csulb.edu **Email Account:** 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 have been received. We also use this account when sponsoring outreach events.

CSS Tutoring (CSS Study Annex)

In 2014, CSS began to offer college in-house tutoring for quantitative courses, such as ACCT 201/202/300A/320, MATH 115, STAT 118, IS 310, and FIN 300 in the COB Open Access Lab cubicles. Due to the growth of the program, the Dean provided a dedicated space in the Quiet Study Room located in COB 126. In Fall 2017, COB 126 was converted into the CSS Study Annex where students, tutors and advisors share space. Through the CSS Study Annex, we have had the opportunity to pilot embedded tutoring, where tutors are actively working with students in the classroom with the instructor.

Figure 8. In-College Tutoring



*Fall 2019 included embedded tutoring, not reflected above.

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 reducing the total number of hours offered per subject at a time. In Fall 2019, CSS and Accountancy lecturer Sabrina Landa piloted two embedded tutoring sections of ACCT 201 (Financial Accounting), as this is considered a high failed rate course for lower division business students.

The Learning Center (TLC): CSS has collaborated with TLC by connecting supplemental instruction courses with some of our quantitative courses. We are participating in their Online Tutoring pilot, referring students to academic coaches for support, and coordinating workshops with academic coaches.

- Supplemental Instruction COB 2017-2019 Report (Appendix C)
- Academic Coaching Workshops based on the following topics: time management, applied and in-depth learning, metacognition, and prioritizing and strategizing.

Student Success Workshops: CSS provides student success workshops to encourage student learning and support. Workshops provided are:

- Excel beginner and advanced
- Financial Calculator workshops
- GEAR Prep workshops
- Internship workshops
- Graduate Programs Information Session

Curriculum and Enrollment Management Support to Administration, Chairs, and Faculty

The CSS Leadership team consists of the Director, Assistant Director/Outreach Specialist, Assistant Director/Retention Specialist, and Senior Lead Advisor/Student Success Specialist who are part of the COB enrollment management committee. The team meets weekly with the Associate Dean and staff to determine current and anticipated course needs of our students. The CSS Leadership team also provide support and outreach campaigns, educating students about specific course offerings or updates information about course pre-requisites.

The CSS Director is an ex-officio member of the COB Undergraduate Programs Committee (UPC) to provide the Associate Dean and committee members with information on our option courses, potential curricular changes, General Education requirements or CSULB Policy. Curricular decision made by UPC are then incorporated by CSS into Program Planners, AD-T Contracts, and the CSULB Degree Planner.

The CSS leadership team advises the Associate Dean on a wide range of curriculum matters and provides data analysis on student success metrics.

Partnerships with CSULB and Campus Community

Associated Business Student Organization Council (ABSOC): CSS has partnered with ASBOC by designating advisors to be liaisons to their organizations. Each advisor attends at least one meeting a month. We encourage students to become members and build their resumes by taking on leadership roles. Our student leaders also participate in our outreach events and Sophomore Mandatory Workshops to share their experience.

Career Development Center (CDC): CSS actively refers students to the CDC. Our Business Liaison, assists our students in updating their resumes, looking for job opportunities, and exploring different career areas. In Spring 2020, CSS is piloting a referral program through the use of SCC/EAB.

Student Center for Professional Development (SCPD): SCPD was created in 2008 and connects students with mentoring programs, internships, and professional development workshops. The SCPD programs are tailored to help COB students to be successful during their college career and after graduation. CSS refers students to SCPD for internships, Curricular Practical Training, Junior Mentoring, Corporate Mentoring, and their Business Professional Certificate. We also partner with them for our COB wide events such as Preview Days, Open Houses, COB Day, and Business @ the Beach LLC programming, and we invite their staff to speak at our TMA, SMA, and Spring FMA workshops.

COB Ukleja Center for Ethical Leadership: The Ukleja Center for Ethical Leadership engages students, faculty, and community leaders through programs and activities that embody COB core values. CSS refers students to participate in their Ethical Leadership course series as well as their annual Ethics at the Beach seminar. The Ukleja Center participates in our Preview Days, Open Houses, and COB Days.

University Honors Program (UHP) COB Honors Track: The UHP COB Honors Track began Fall 2016 in an effort to provide an intellectually rewarding academic experience by providing COB students with a community of scholars, Honors courses (general education and business major coursework), and a thesis project that serves to prepare students for success as business professionals and graduate students. CSS takes on a collaborative role in advising our COB Honor students. We also partner with the COB Honors Track Task Force to help provide programming to build community amongst the UHP Business students. In 2018, CSS created a UHP Business Student Leaders program and guided the students as they planned events for the year. Past events include:

- Meet and Greet (Fall 2018 and Fall 2019)
- Social Night (Fall 2018)
- Thesis Prep-Workshop (Spring 2020)
- Life After Graduation (Spring 2019)

Educational Opportunity Program (EOP) and Trio Program Partnership: EOP and Trio Liaisons attend our weekly staff meetings as well as our Mandatory Freshmen Advising

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 us to collaborate more effectively.

University Center for Undergraduate Advising (UCUA): From 2012-2018, we had a part-time UCUA representative housed in CSS. This representative helped develop our Early Alert process, College In-House tutoring, and facilitated training of our advisors. Currently, we have two UCUA liaisons attend our weekly staff meetings on a rotating basis. We have also conducted presentations to UCUA advisors on our Major Specific Requirements and course sequencing. Our partnership permits referral to and from each of our centers, allowing us to collaborate more effectively.

The Bickerstaff Academic Center for Student-Athlete Services: CSS works with COB Athletics (Bickerstaff Academic Center) when needed. Our Center has also participated in their Athletics Major fairs and has periodically provided outreach materials and tours for special recruits.

Bob Murphy Access Center (BMAC): We partner with BMAC by having their team provide training for all our advisors to be certified Ability Allies. Some have been trained and are certified in their Autism Ally program. CSS also refers students for support and access to disability services.

College of Health and Human Services (CHHS): CSS collaborates with CHHS when scheduling Supplemental Instruction as well as enrollment management for ACCT 201 and IS 233. We also work with the Health Care Administration program as it relates to their students completing minors in COB. Some of our advisors are also certified as Safe Zone allies.

Veteran Services VetNet Ally: The VetNet Ally program at CSU, Long Beach is a faculty and staff awareness program designed to educate members of the university community foster a supportive campus atmosphere and establish a network of visible allies for veterans. We currently have three advisors who have been certified as VetNet allies.

Dream Success Center AB540 Ally: Collaboration with the Dream Success Center allowed all our Advisors to be trained and certified as AB540 allies. The Ally program supports retention and graduation for CSULB's undocumented students.

Center for International Education (CIE): Our collaboration with CIE is through their Study Abroad at the Beach program, Study Abroad programs, and International Exchange programs. Two of our advisors are certified as International Allies.

University Police-Building Marshals: University Police has provided training to our advisors on active shooter response. University Police has also participated in our Preview Days providing information about CSULB's Escort Services to students and their families. In addition, all our COB Advisors are trained Building Marshals. Building Marshals are campus employees who work in regularly occupied campus buildings and volunteer to perform essential activities

with the purpose of minimizing injury to campus faculty, staff, and students in the event of an emergency. Building Marshals are primarily responsible for three key actions during an emergency:

- Assist in building evacuations and convene occupants at the designated Evacuation Rally Point for that area
- Secure all building entrances and restrict re-entry until it is deemed safe by response personnel
- Report any pertinent information to first responders once they arrive

MATH Department: Collaboration regarding DFWU rates, enrollment management, change in curriculum, and online workflow participation for substitutions/equivalency.

ECON Department: Collaboration and participation in COB online workflow for substitution/equivalency.

B. Comment on the unit’s usage and trends since the last program review.

N/A

C. Provide statistical data to show contacts with students, types of students using this academic support unit.

The Center has collected data through a variety of means in the past eight years. Figure 1 demonstrates an increase on individual appointments since 2012 as we have increased our student assistant (SA) support. Table 2 shows student participants, touchpoints, workshop and tutoring data. All interactions with students have dramatically increased, while the number of advisors has largely held steady.

Table 2. Number of Undergraduate Student Participants and Touchpoints

Academic Year	Undergrad Participants	Undergrad Touchpoints	CSS Annex Tutoring Participants	CSS Annex Tutoring Touchpoints
2015-2016	4725	7,346	232	231
2016-2017	4876	9,591	254	893
2017-2018	4768	17,185	437	2,383
2018-2019	6337	21,928	N/A	3,155
2019-2020*	4578	23,176	N/A	1248**

*Through Fall 2019 only.

**Fall 2019 embedded tutoring contacts are not reflected. Additionally, changes to the scheduling of tutors were made to avoid tutor burn out and maintain quality of service.

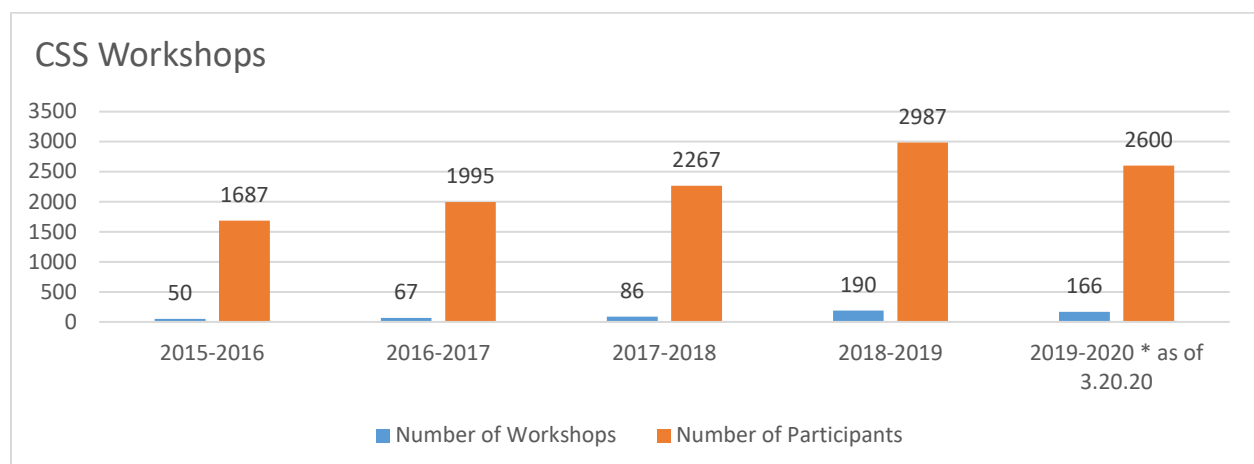
In both 2015-2016 and 2016-2017, there were losses of a 0.5 advisor each year. These roles were converted to the Senior Lead Advisor/Student Success Specialist and the Assistant Director/Retention Specialist, with advising becoming only 50 percent of their duties. The Senior Lead /Student Success Specialist coordinates all learning support efforts (tutoring, Early Alert, and probation campaigns) and the Coordinator for Freshmen and Transfer Programs supports all contractual students (AD-T & Beach Pledge).

Due to significant increases in our contractual population and a universal approach among advising units utilizing EAB, we are now tracking the amount of record reviews. Record reviews began in June 2017. Record reviews are touchpoints initiated by both advisors and students. Students may email an advisor for assistance, and the advisor would need to follow-up by providing additional information either by reviewing their records (i.e. transcripts, Degree Planner, Academic Requirements Report). To ensure contractual students are progressing through their academics and meeting their program requirements, advisors must individually review students' schedules, advising history, tutoring contacts, and adherence to either their Beach Pledge or AD-T contracts. These touchpoints provide as much or more information than would be covered during a 30-minute one-on-one appointment and assist in our center's initiative to provide proactive advising support.

Due to the increase in our AD-T populations, we have also expanded our evening advising appointment hours to accommodate our working transfer students. Even with the huge increase in record reviews, our staff was able to slightly increase our individual appointments and contacts due to student assistant support.

The number of workshops offered has also increased in the 2018-2019 academic year and is expected to grow throughout 2019-2020 as the Beach Pledge program moves into its third year. (Figure 9). Workshops for both our freshmen and sophomore populations are individualized to meet the needs of our Beach Pledge participants and non-participants. Offering specific workshops to each population assists in streamlining information important to each specific group. The number of students per workshops varies based on the type of workshops. On average, we have between 20-40 students per workshops.

Figure 9. CSS Workshops



1. Type of appointments

The Center conducts both individual and group appointments such as:

- Quick Questions
- Record Reviews
- Degree Progress and Planning
- Academic Challenges
- Advising Hold Resolution
- Class Schedule Assistance
- Explore or Declare Major/Minor
- Freshman Mandatory Advising
- Graduate School Preparation
- Policy Clarification and Appeals
- Transfer Mandatory Advising
- Transfer AA Contract

2. How many appointments?

In Spring 2016, CSS created guidelines for COB advisors to maximize our advisors' time and appointments available to our students. Currently, advisors put out no more than nine individual 30-minute appointments per day, per advisor. However, they will see more students during Quick Questions, Drop-In advising, or when they conduct advising workshops. (See Figure 1).

3. Average length of appointment

- 3-10 minutes for Quick Questions
- 5-20 minutes for Drop-In
- 2-15 minutes for Record Review
- 30 minutes for Individual Appointments
- 45-60 minutes for Workshops

4. Types of Campaigns

Our Center conducts the following campaigns:

- Academic Challenges, inviting students to workshops, or individual appointments
 - Probation
 - Major Specific Requirements/No Major Holds
 - Early Alert
- Mandatory Freshmen, Sophomores, and Transfers, inviting students to mandatory workshops.
- Grad Check Workshops, inviting students to mandatory workshops.
- E-mail Campaigns to ensure students maintain degree progress

5. Types of proactive outreach/initiatives

- Sophomore Workshops
- Transfer Admission Workshops

- Grad Check Workshops
- Probation Workshops
- Major Specific Requirements/No Major Holds
- Early Alert

SECTION III. ASSESSMENT (CAS STANDARDS 3, 4, & 5)

A. Describe current assessment programs in place for this unit, especially if it deals with student learning outcomes or general education goals.

The College of Business Center for Student Success assessment program is not strategic and has been in response to current advising issues. Currently, the Center uses a variety of methods to measure student satisfaction and learning outcomes. Both quantitative and qualitative data have been collected to assess student satisfaction in CSS advising appointments and tutoring sessions. In addition, we have a more detailed program assessment process for our mandatory advising workshops, early alerts, and enrollment management.

CSS Advising survey

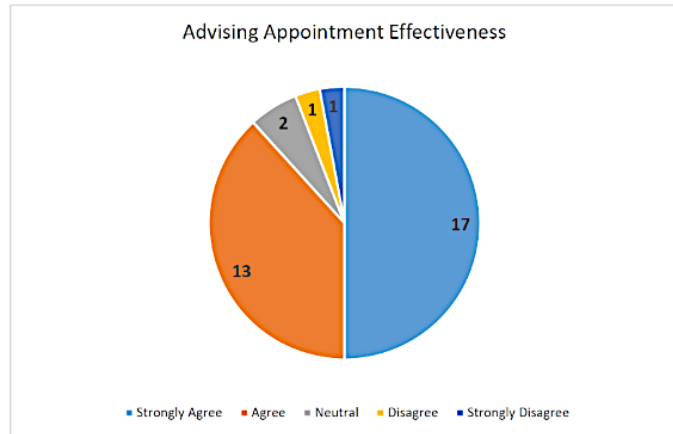
CSS collected satisfaction surveys in the past, however no data was recorded or shared. In Fall 2018, we conducted our first advising satisfaction survey, however we found that it was faulty as students were only able to leave a comment if they had a negative experience. In Spring 2019, we did not survey our students due to issues beyond our control. In Fall 2019, we fixed the issue with our advising satisfaction survey and began surveying our students in Fall 2019.

Fall 2018 survey: The survey yielded 260 participants. Students were satisfied with the service provided during advising appointments, drop-in advising, or during form drop-off or pick-up. Data can be viewed in Appendix D.

Fall 2019 survey: The survey only yielded 68 participants. It allowed them to leave comments. The overall response regarding advising appointment effectiveness was positive. The same survey is being conducted in Spring 2020, and students are asked to complete the survey by scanning a QR code for immediate completion. Students are also e-mailed the survey link. Overall 88 percent of students found their advising appointment was effective (Figure 10). Data can be viewed in Appendix E.

Figure 10. Advising Appointment Effectiveness

Advising Appointment Effectiveness		
*NOTE: Only those who had an Advising Appointment were provided with this question.		
Row Labels	Number of Students	Percent of Students
Strongly Agree	17	50%
Agree	13	38%
Neutral	2	6%
Disagree	1	3%
Strongly Disagree	1	3%
Grand Total	34	100%



CSS Advising Workshop Assessments

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

Freshmen Mandatory Advising Workshops

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 Degree Planner.

Spring Semester Student Learning Outcomes:

1. Students will be able to correctly understand and apply policies learned during the Fall semester: withdrawal, probation, grade forgiveness, and major declaration.
2. Students will be able to successfully utilize both their Academic Requirements Report and their Degree Planner to identify term/semester when they will have met business' MSDR and be fully declared.
3. Students will gain an understanding of how to use assist.org to find summer course equivalencies at California community colleges.
4. Students will be able to identify barriers that can prevent a successful major declaration.
5. Students will be able to identify the term/semester they will graduate from CSULB.

Fall Semester Data Outcomes

Fall 2018 results for the First Semester Freshman Mandatory Advising workshops yielded 70 participants. The survey allowed students to leave comments on their satisfaction and the effectiveness of their interaction. The overall response regarding their basic understanding of the major declaration, probation, grade forgiveness, and the withdrawal policy has been 100%. Based on our Student Learning Outcomes, the students showed that they can identify at least one resource that can offer assistance with either academics or tutoring. For complete data analysis results, please see Appendix F.

Spring Semester Data Outcomes

Spring 2019 data for Second Semester Freshman Mandatory Advising yielded 76 participants. The survey allowed students to leave comments. The workshop showed that students were able to achieve our Student Learning Outcomes, with the highest level of achievement being 96% and the lowest being 66%. Almost all students were able to identify assist.org as the website they would use to find course equivalencies. Whereas only 66% of students understood grade forgiveness. For data analysis results, please see Appendix G.

Sophomore Mandatory Advising Workshops

Student Learning Outcomes:

1. Students will be able to assess if business is their right major fit based on their progress in business' major preparation courses.
2. Students will be able to successfully identify the upper-division courses needed in their next semester to progress in their chosen business option.
3. Students will be able to identify the number of units they are on track to earn and their proximity to graduation.
4. Students will be able to identify one resource they may use to access assistance in developing/editing their resume and applying to summer internships.
5. Students will be able to demonstrate knowledge of at least one business student organization that may aid in their ability to network and become more involved in the College.

Sophomore Mandatory Advising Data

Data collected in Fall 2018 yielded 35 participants, whereas in Spring 2019 there were only eight. Data shared are the combined results for 2018-2019 of 43 participants. Based on the results, all students knew that they must declare their major by 60 units. The survey will be revised for Spring 2020. For data analysis results please see Appendix H and I.

Transfer Mandatory Advising Workshops

First Semester-Student Learning Outcomes:

1. Students will be able to identify one resource offered through the college that can help with their academics, career development & readiness, or personal growth.
2. Students will be able to identify where they can find their three GPAs required to graduate (Overall, CSULB, and major).
3. Students will understand that their Academic Requirements Report is their official checklist towards graduation and not a planning tool to map out their future semesters.

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.

Transfer Mandatory Advising Data Outcomes

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, career development and readiness, or personal growth. They also were able to identify when they plan on graduating based on their Degree Planner application.

Fall 2018 Data Analysis (Appendix J)

Spring 2019 Data Analysis (Appendix K)

Graduation Check Workshops

We have not created an assessment for the Graduation Check Workshop.

Student Learning Outcomes:

- Students will be able to understand the difference between graduation versus commencement.
- Students will be able to identify deadlines and know how to apply for graduation.
- Students will understand how to file for graduation after the published deadline.
- Students will understand how to change their graduation term.
- Students will know where to find information about the Commencement Ceremony and Graduation Information Fair.
- Students will be able to identify their graduation term by using their Degree Planner.

Early Alert

Fall 2018

- 9 participating faculty (Early Alert is voluntary for instructors)
- 17 total sections
 - 780 total students enrolled across these sections
- 110 students identified as “at risk of failing course” after first midterm
 - 47 (42.72%) attend an Early Alert Advising Appointment

Fall 2018 Early Alert – Student Survey

- 20 survey responses (18% response rate out of 110 total students)
 - Students identified the different resources (professor’s office hours, Early Alert advising appointment, College of Business tutoring, The Learning Center tutoring, Learning Skills Specialist, or other) they utilized after receiving Early

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.

Spring 2019 Early Alert

- 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

Fall 2019 Early Alert

- 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
- 83 sections included
 - 3,075 total students enrolled across these sections
- 272 students identified by advising team as “at risk” (on probation, first semester freshmen or transfers, low GPAs [2.0-2.3]) after first midterm (not all faculty submitted a progress report)
 - 30 (11%) attend an Early Alert Advising Appointment
 - Number of attendees very low due to not receiving faculty’s progress reports on time or not at all, thus advising workshops were delayed and the time frame was shortened
- 212 students identified as by advising team as “not at risk” but in need of support
 - These students received an informational email encouraging them to make use of professor’s office hours and tutoring

Enrollment Management

CSS has used the data analytics offered by the Degree Planner to assist in planning for student course needs. We are advising students to review their semester schedule and place specific courses in their Degree Planner so that the COB Enrollment Management team can plan for the

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

Incoming Transfer Scheduling Survey (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

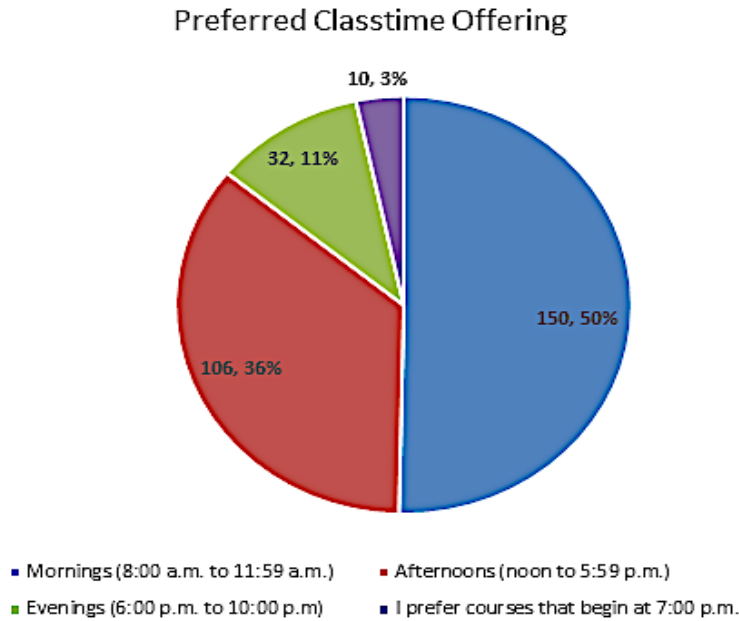
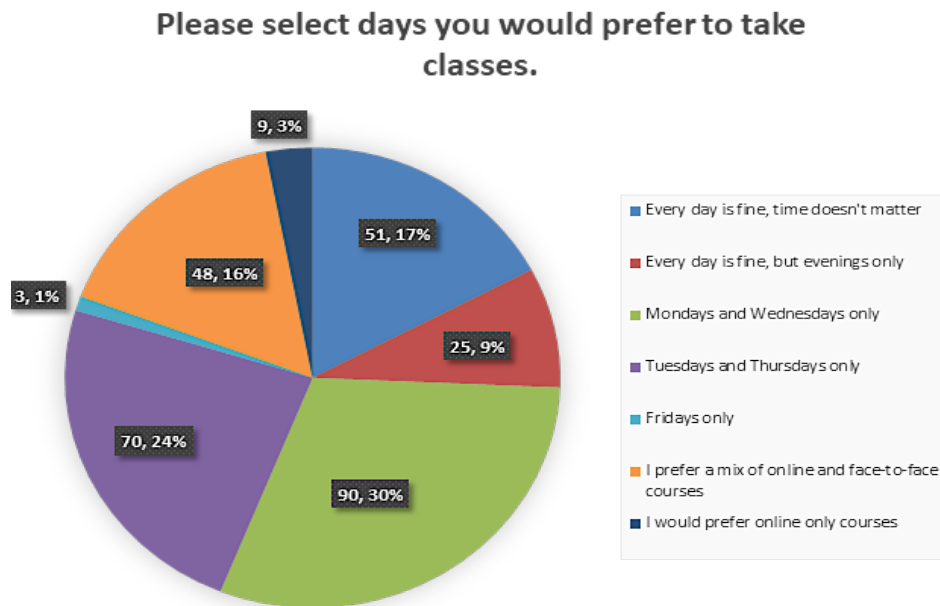


Figure 12. Preferred Days of Classes



For complete survey data, please see Appendix M.

B. Describe the process for using the results of assessment for improvement and provide at least two examples from the past five years of changes in unit that were made on the basis of the results of assessment.

After review of our workshop and satisfaction assessment results, each advisor has one-on-one meetings with the Director to review both positive and negative feedback. We also discuss the negative feedback and suggestions for improvement as a team during our staff meetings. The suggested changes are then implemented by the respective Specialist.

Example #1:

Due to the increase in the amount of COB students, CSS has had to reevaluate how our advisors plan for appointments. (Figure 1). In 2016, we created guidelines for appointments. (See Appendix N). Each advisor was required to schedule no more than nine student appointments Monday through Thursday and no more than four appointments on Fridays. In 2019, due to an increase in our student population we changed the format of our Quick-Question/Walk-in Appointments to Drop-In appointments. The change from consecutive 3-hour sessions for each advisor to 1.5-hour sessions, twice a week per advisor, has helped reduce advisor burnout. (See Appendix O).

Example #2:

Sophomore Mandatory Workshops: CSS piloted a sophomore workshop in Spring 2017. The workshop was one hour long. Students received a handout promoting the different ways to get involved on campus, as well as information on the COB major. They also created their degree planner for the next 2 years. Students took a survey after each of the workshops and three focus groups took place to obtain feedback from participants. As a result of the feedback from students, COB made the workshop mandatory in Fall 2017 for all sophomores to assist with degree progress planning as well as with building students' resumes. Figures 13-15 show some of the data from these two assessments.

Figure 13. Sophomore Workshop Pilot Program Information, Question 1

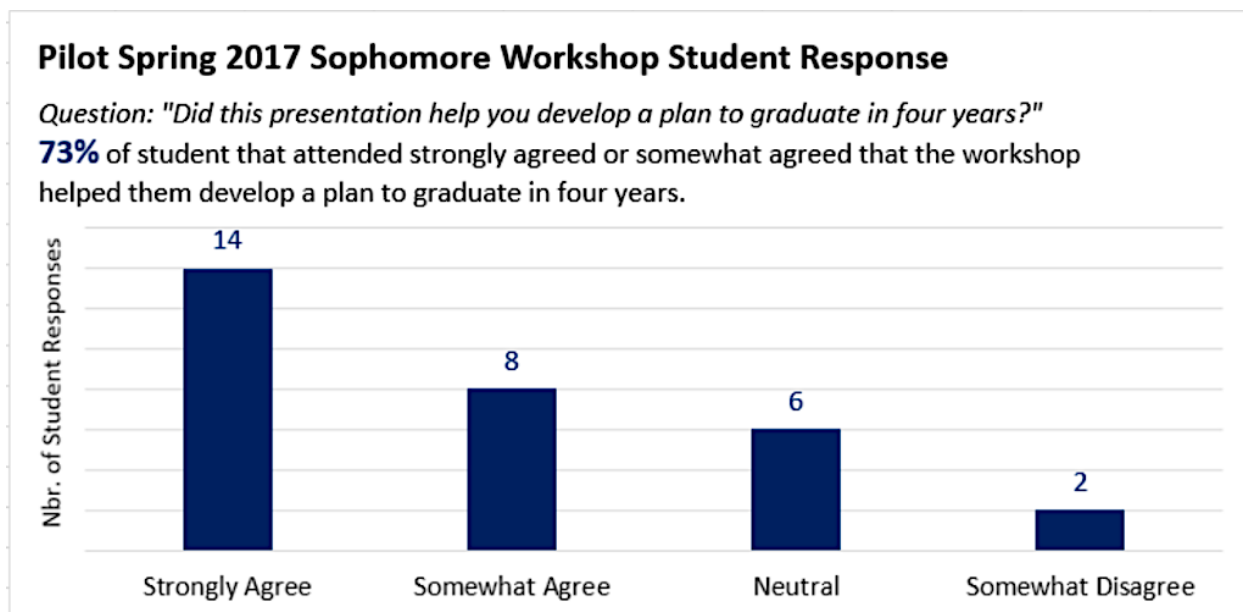


Figure 14. Sophomore Workshop Pilot Program Information, Question 2

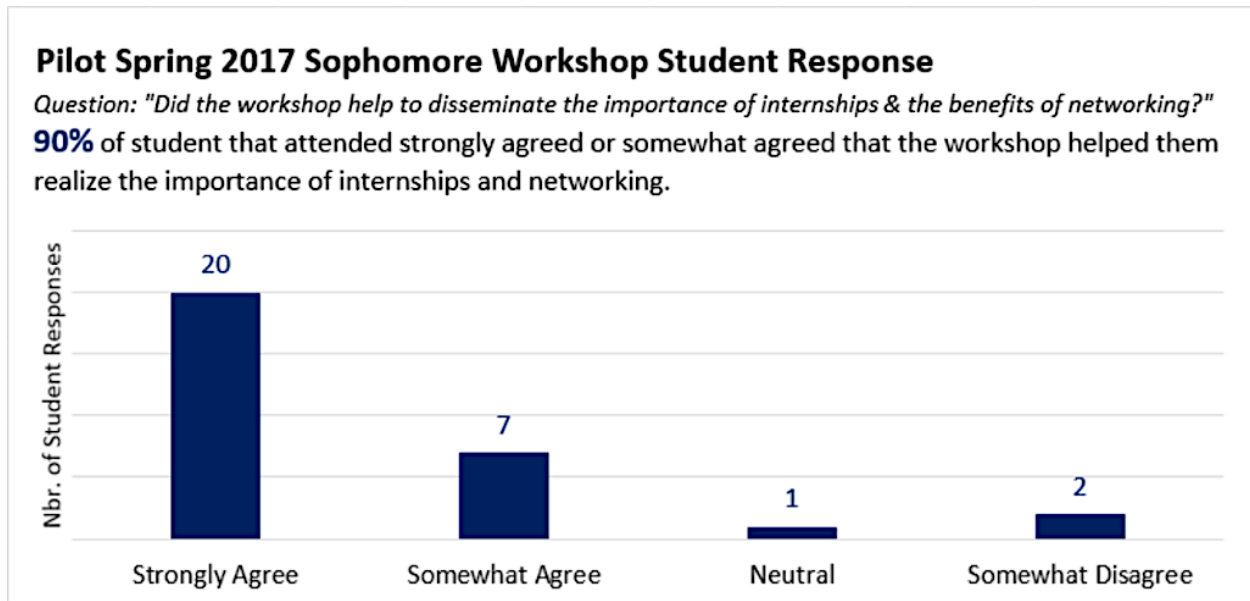
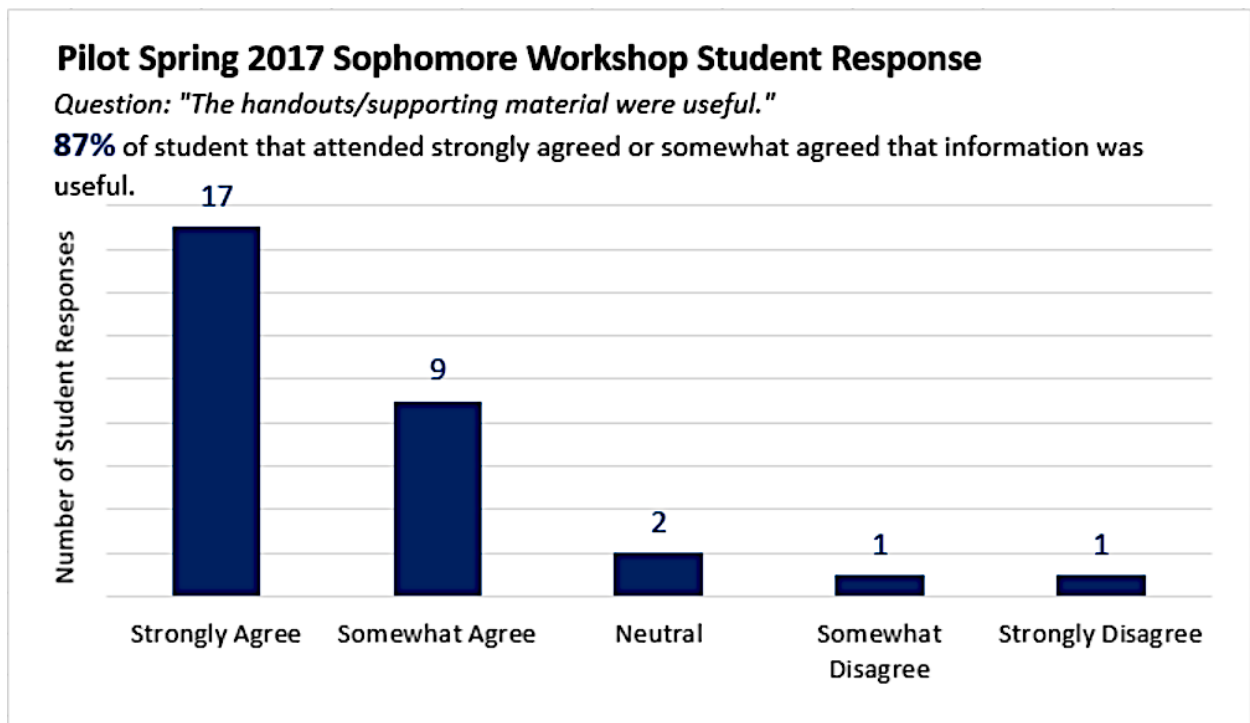


Figure 15. Sophomore Workshop Pilot Program Information, Question 3



C. Attach all annual reports on assessment since the last program review in an appendix.
 Please see the HDVI/SEF Fund Reports in Appendix P-U.
 Supplemental Instruction Reports in Appendix C.

SECTION IV. FACULTY INVOLVEMENT (CAS STANDARD 8)

A. Describe any curricular activities that are the responsibility of the unit and provide the faculty and/or staff involvement.

The Center has Instructional Student Assistants who conduct drop-in tutoring sessions with our students in the following subject areas: ACCT 201, ACCT 202, ACCT 300A, ACCT 300B, ACCT 320, FIN 300, IS 310, IS 301, and writing support. In Fall 2019, we piloted “Embedded Tutoring” in ACCT 201 with two of Professor Sabrina Landa’s sections. Embedded tutoring is a process where tutors work with students to help them engage with the material inside and outside the classroom. For this pilot, we had two tutors attend each class session as well as provide additional tutoring support during drop-in sessions. Please see Table 3 for details.

Table 3. Faculty and CSS Annex Peer Tutors

Academic Year	Faculty Participants	Contact Hours	Staff Participants	Contact Hours	CSS Annex Peer Tutors	Contact Hours
2015-2016	N/A	N/A	N/A	N/A	3.5	N/A*
2016-2017	N/A	N/A	N/A	N/A	8	2246.3
2017-2018	N/A	N/A	N/A	N/A	9.5	2880.1
2018-2019	1	8	N/A	N/A	9.5	2698.4
2019-2020	1	140**	N/A	N/A	11.5	1041.65***
As of 2.28.20						

*Data unknown.

**Includes preparation time for Excel workshops (10 hours) and embedded tutoring (40 hours).

***Include 105 contact hours through embedded (in-class) tutoring.

B. Describe how the program is enhanced by faculty and/or staff participants.

The Center has a collaborative partnership with our faculty and staff. COB faculty and staff know the services we provide to our students. They will periodically have our Center speak to their class regarding those resources, such as tutoring or special workshops. They will also refer students to our Center, depending on the students’ needs or concerns through the Early Alert system or personal e-mail. Our faculty have been instrumental in our Supplemental Instruction courses and Embedded Tutoring Pilot as they share our Center’s vision to provide our students with resources to help them succeed.

Faculty involvement in our Living Learning Community as a Faculty in Residence (FIR) allows our students to enhance their First-Year-Experience as a Pre-Business majors by interacting with the FIR throughout their week and participating in experiential opportunities in their living space.

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.

C. Describe any use of students for peer-mentoring, teaching or support of program.

Since 2013, CSS has received funding for Student Assistant (SA) support to assist at the front desk, allowing advisors to provide our undergraduate students the opportunity to schedule at least one annual advising contact, and to support advising initiative data tracking.

In Fall 2017, the CSS Study Annex opened and increased the need for student support for two offices. The CSS Study Annex houses three advisors and all COB tutoring. Our SA support is essential to providing information, making appointments, responding to phone/email inquiries, assisting with walk-ins, maintaining student records, and providing analysis of student data related to special initiatives, such as AD-T tracking, Beach Pledge, Early Alert, and more.

In 2016-2017 we received funding for three 0.5 GAs. However, in that year we hired four at the Instructional Support Assistant (ISA) pay rate: three to provide tutoring for quantitative courses and one for writing support. Tutoring support has been part of our funding request since 2014 for COB courses that are historically rigorous (ACCT 202, ACCT 300A, ACCT 300B, ACCT 320, FIN 300, IS 310, and STAT 118). In 2016-2017, COB also began providing tutoring for business communication courses (IS 301 and 301L) and writing support (GWAR preparation and writing assignments). We opened the CSS Study Annex in Fall 2017 where we were able to accommodate evening hours for our tutoring.

D. Describe changes anticipated over the period until the next program review and indicate the unit’s priorities for future hiring. Note any issues of faculty involvement that need to be addressed, i.e. faculty diversity not matching student diversity, constant staffing or faculty changes. Identify how these priorities and future hiring plans relate to relevant changes in the unit and relationship to the strategic plans of the University.

N/A

SECTION V. RESOURCES AND FACILITIES (CAS STANDARDS 10, 11, & 12)

A. List the state-support and non-state resources received by the unit since the last program review and the sources of these revenues (e.g., state budget, UCES, external funding, etc.).

This is the first program review for our Center. Currently, COB operational funds and CSULB’s Student Excellences Fees (SEF) fund our Center (Table 4). Please refer to our SEF funding reports for programs support in Appendix P-U.

Table 4. COB CSS Other Funding Sources

Program or Initiative	Funding Source
-----------------------	----------------

CSS Graduate Program Information Session	Beach Transfer Transition Center Stipend and COB Operational Funds
CSS Internship Information Session	Beach Transfer Transition Center Stipend and COB Operational Funds
COB Day	COB Operational Funds
COB Preview Days	COB Operational Funds
COB Open House	COB Operational Funds
Fuel Up for Finals	COB Operational Funds
COB Honor Business Track Events	COB Operational Funds
Student Assistants	Federal Work Study
Marketing Business Center Project	HVDI Funds

Other funding sources for programs or initiatives that are not part of our SEF Funding are noted in this chart.

B. Identify any special facilities and/or equipment used by the unit. Identify any changes since the last program review, and priority need for the future.

The Center utilized COB 100 as our main office and COB 126 houses our Study Annex. We utilize the COB computer labs for our SOAR, mandatory advising, Graduation Check and Probation workshops. We have also used the COB Open Access Lab for SOAR registration and COB 366 for small group workshops. Due to the high demand of our Study Annex, more space to provide tutoring and space for additional advisors is needed.

SECTION VI. PLANNING

A. Summarize all the major changes planned in the period until the next review.

The College of Business Center for Student Success has the following plans until the next program review.

Early Alert: CSS plans to re-evaluate our Early Alert of program with collaboration with COB faculty.

Disqualification and Probation: CSS is piloting CSULB disqualification and probation of students procedures, focusing on more invasive measures and placing students on contract.

Major Probation: CSS has been evaluating our students who fall on probation in the major and has been communicating with Enrollment Services regarding discrepancies in what is considered part of the COB Major GPA.

COB Boot camp: Developing a boot camp for incoming transfers and matriculated students who enroll in our quantitative courses such as ACCT 300A, ACCT 320, FIN 300, and IS 310. The boot camp would be scheduled for July through August, as well during the fall semester and include the following topics:

- Excel for beginners and advanced learners
- PowerBl for beginners and advanced learners

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

Degree Progress Rules: Develop and implement degree progress rules to assist with moving underperforming students out of the major earlier. COB has worked to realign our MSR suite GPA to 2.5 and this will make an impact come Fall 2021. We need to continue to work with UCUA to seamlessly move students out of the major into a major that fits their skillset. We hope to use the SCC Case Referral system and Alerts.

<https://www.csulb.edu/academic-senate/policy-statement-11-10-academic-progress-rules>

Assessment: Develop and create a strategic assessment program that includes levels of expected performance for our Student Learning Outcomes; review of our Student Learning Outcomes; a rubric for advising appointments to be used for training purposes; and continuity in data collection.

B. Summarize all new or additional resources needed to support the planned major changes.

Early Alert: This change would require buy-in from faculty and support from Department Chairs/Directors. There may be training needed for faculty and continued training for advisors working with the students involved.

Disqualification and Probation: Continued communication with the Disqualification Appeals Committee is needed as well as a lead advisor/coordinator to oversee and coordinate efforts for our disqualified and probationary student population as we look to contractually document their degree progress. Training for advisors on Financial Aid is needed due to many of our students being unable to continue their studies due to lack money. Space is also a factor as there is no real privacy for our advisors and students during advising appointments.

Major Probation: Continued communication with Enrollment Services as we research how the discrepancies in reported GPAs affect our students' COB major GPA. We may require more student assistant support as we review students' cases and manually calculate students COB GPAs.

COB Boot camp: The project would require secured funding for Instructional Student Assistants to lead the workshops, space to conduct the workshops, and incentives for students to attend. Support from faculty would also be required.

Degree Progress Rules: This change requires full support from the COB Undergraduate Program Committee and the Provost's Office. It will also require strong partnerships with UCUA and Enrollment Services to follow through with degree progress rules. Training for advisors will be required and depending on the number of students, more advisors may be needed to review each student record. More student assistant support is desirable if manual data collection is required.

Assessment: 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.