What are responsibilities of new dean of student’s position?

- Simplest comparison
  - To an ombudsman
- Don’t want University College to worry about who to contact
- Call and they will get them to right person
- Expect with new hire to be more nimble and better connected
- Overlap may occur with
  - Early Alert
  - Just understanding of students issues

What about Parent Portal?

- Being beta tested with Parent Advisory Committee later this month
- Parents ask questions
  - Not all can be released
- Ideal
  - Make it easier for parents to find out what is available
- Once beta tested
  - Will take to Provost, Student Senate, Faculty Senate, etc.
- May reduce some of phone traffic
- Can University College employees see what parents see?
  - They have that background when they get calls
- What about having access to MyState?
  - Email Mike Adelaine

CSI

- Could results be integrated into First Year Seminar?
  - Jody brought this information to Honors Freshman Seminar
  - Was helpful
- CSFI
  - Simple assessment
  - Plan to include in GS 109
  - Would like advisors to come to First Year Seminars
Go over individual results

Student Attendance
- Area has been articulated as concern
- Do they see it as issue?
- Mental illness is a problem
  - Often lack of motivation is telltale sign of depression
  - Try to send them to Counseling Center
    - May take long time to get appointment
    - Just hired 5th counselor
    - Adjusting to have longer hours
- Freshman Seminar
  - Required attendance
  - Is part of grade
- More attendance issues in spring than fall
- Employers are asking for attendance
- Increase in class size and size of classroom facility (some are quite cramped)
- Connection with Early Alerts
  - There is sense of entitlement just from showing up
  - Have to help them learn the expectations
  - Help them to figure out how they take control
  - Self-awareness and responsibility
  - Maybe more aware of attendance problems because of early alert system
- Parents are a problem too
  - Need to be mindful that parent involvement varies across diverse communities

What are the strategies to diversify?
- Very female dominated unit
- Positions are entry level
- Type of work attracts women

What are some aspirations/hopes for next 5 years?
- Do the Early Alert right
- So many new initiatives
  - Need to keep working on these
  - Collaboratively and intentionally
- Proximity of location would be helpful
- Continue connections with career
Discuss how to improve this
- University college isn’t providing this assistance at level necessary

- Internship coordinator
  - Get them thinking about this early
  - What are mechanisms they have for internships?
    - Research Office has linkages to industry
    - Could perhaps help with this
    - Coordinator should be developing relationships with employers

- Exploratory Studies
  - Opportunity to provide linkages to career information/discussions
  - Are they making any progress in designing these courses?
    - Need to get started on this
    - Would like to have these started Fall 2013

Other
- Position in Student Engagement Office
  - Will be full-time
  - Currently being advertised
- Is there any work to improve out services to veterans?
  - Short answer – Yes
- Are there any workshops/resources for Freshman Seminar students of color?
  - There is some ESL ideas underway
  - Expect to have seminar this summer
  - Hoping to see diversity across the plans of the University
- Would like to see them working with probation students
  - Before they move to suspended
  - An area we are dropping the ball
  - Not all probation students are the same
  - Maybe need to take a deep dive
- Can provide more research and advocate for more positions

Gas
The mission of the University College is to promote the success of undergraduate students by offering programs that help them build a firm academic foundation. The college will help students make sound academic decisions to foster intellectual growth and development by providing them with programs that include academic advising, learning assistance, first-year support, career decisions and other student support programs than make the transition to college easier.

The transition to the University College has been successful as the college continues to grow stronger in its mission of assisting students with the transition to college and building a firm academic foundation.

The college continues to evaluate courses to ensure they help students with academic, career and personal goals that will lead them to personal and intellectual growth. This includes work on a First Year Seminar course that will not only meet IGR #1 goal, but assist students in identifying areas of self-responsibility that contribute to personal and professional goals and success.

The First Year Advising Center (FYAC) advises all new and incoming first-year students with the exception of pre-pharmacy and pre-nursing majors. The addition of Advisor Trac allows student to connect with their advisor to arrange a time to meet that is mutually agreeable and serves as an electronic and paperless recordkeeping system. Two advisors on a rotating schedule are available throughout the day for walk-in advising.

A Summer Bridge pilot program proved successful as 22 students participated in a number of pre-general education courses. Of the 22 students, 20 (91%) are still enrolled at SDSU and in good standing

The 2011-2012 academic year began with the implementation of the College Student Inventory (CSI). A previous pilot program proved successful, driving the implementation campus wide. The instrument is designed to help students and their academic advisors identify their interests and needs. This information is shared with appropriate Student Affairs personnel.

The University College offers courses to help students transition to college and build a firm academic foundation.
Courses offered by the college are:

- GS 100 University Experience
- GS 101 Academic and Career Exploration
- GS 143 Mastering Lifetime Learning Skills
- GS 282 Tutoring the College Student
- GS 382 Theory and Practice of College Peer Tutoring
- GS 482 Applied Leadership Training for Tutors
- GS 489 Transition to Careers
- READ 041 Reading for College Success

University College Faculty developed a new course (UC 109 First Year Seminar) to meet the demand for the new IGR (Institutional Graduation Requirement) #1. The faculty has also developed a book specific to the student learning outcomes for the course. A number of other colleges plan to use UC 109 to meet their students’ needs to complete IGR #1.

Students have requested that GS 101 be expanded from 1 credit to 2 credits. A group is studying this request to determine its feasibility.

Academic Success continues to be a strong program due in part to funding from CITI Foundation. Students re-admitted following suspension are required to successfully complete GS 011 (Strategies for Academic Success). Spring 2011, 74% of the students in the program were retained and 86.2% improved their CGPA (Cumulative Grade Point Average). For fall 2011, 79% of the students required to take the program were retained and 70.70% improved their CGPA. An important part of the Academic Success program is the use of Peer Mentors. Focus groups reveal a contributing factor for students improving their GPA (Grade Point Average) and remained at SDSU is because of their peer mentor.

The Early Alert program was piloted during fall 2011. Fifteen courses were identified to participate and generated 4,157 alerts during the first three weeks of the fall semester. Of the alerts, 1,672 were created for academics, 2 were created as personal referrals and 2,483 alerts were created for CBMP (Computer-Based Mastery Program for Math 095). The pilot program continues during spring 2012, with an increase in 100 and 200 level courses for fall 2012.
A Living Learning Community (LLC) for deciding students was implemented during the fall 2011 semester with great success. Advisors and faculty meet frequently with the students in the basement of Pierson hall.

The Wintrode Tutoring program continues to offer assistance in a number of courses (35, spring 2011; 1, summer 2011; and 20, fall 2011). During the last calendar year, 6,607 students used the tutoring services in spring 2011; 180 students used the service during summer 2011; and 5,144 students used the free service during the fall 2011.

A pilot Supplemental Instruction (SI) program was implemented during the fall 2011 semester. The regularly scheduled, weekly review sessions served 1,479 students in 9 courses (19 sections). Data proved SI does make a difference!

A pilot on-line tutoring program for Chemistry is being piloted.