1. **What is the strategy to make sure each of these students have a MyCap? IR reports that 50% of students with a current grad check on file have a MyCap.**

As of April 2020, 78% of students majoring in CNS programs had a MyCap on file that had been updated within the past 12 months (see table below). All CNS professional advisers review and update (or help create) MyCaps for every CNS student that they meet with. Most faculty advisers do this as well, and we discussed the importance of the MyCaps with all department chairs at our most recent CNS leadership meeting. Chairs will continue to emphasize the importance of MyCaps with their faculty advisers. Modifications to MyCaps are a continuous process, and may need to happen each semester, and its success will depend on students seeing the advisers regularly and adequate number of advisers are available to handle the load.

Department	% of majors with MyCAP < 12 months old
BIOL	72%
CHEM	87%
CSE	73%
GEOL	81%
HSCI	82%
KINE	85%
MATH	69%
NURS (including PreNursing)	78%
PHYS	93%
CNS TOTAL	**78%**

We do think that we can increase the percentage of CNS students who have recent MyCaps on file, but the only way to get close to 100% would be is to make use of registration holds to force students to come in for advising. In the past, most CNS departments used registrations holds to enforce mandatory advising. However, several departments found that this increased student stress levels and resulted in some students missing their registration appointments because they did not plan far enough ahead for an advising appointment. Some departments have thus shifted to using strongly worded emails to communicate to students that advising is "mandatory" or strongly encouraged without actually placing registration holds. For some departments this is a temporary shift to reduce student stress during the pandemic, and for other departments this may be their new long-term plan. Finding ways to get students to come to advising appointments remains a subject of active discussion with our chairs.

CNS is working with chairs and with CNS-PAC to formalize the distribution of advising workloads within the college. With over a thousand to one ratio of students to PAC advisors, it is not an easy task to have at lease one MyCap for every student that is up-to-date. Initial MyCap should be developed by Academic Advising Services (AAS) in Undergraduate Services as they see all First Time Freshmen (FTF). Once these are done, CNS-PAC and faculty advisors can help maintain them as students change majors or fail certain courses and have to repeat them. All departments will reach out to their junior and senior majors for

faculty advising appointments at least once per year including their incoming transfer students. The smaller departments will also reach out to sophomores and, in some cases, freshmen. In the larger departments CNS-PAC advisers will reach out to sophomore students and will be available for all CNS students seeking advising.

CNS-PAC will also reach out to students in the Fall 2017 cohort and will work with departments to help as many of them as possible to graduate in May or Summer 2021. PAC will share the list students who could graduate by Summer 2021 with chairs as well as the courses that these students need to complete in Spring 2021 or Summer 2021 in order to graduate. Departments will email these students strongly encouraging them to meet with a faculty adviser prior to registering for spring so as to ensure their timely graduation. Chairs will work to offer enough seats of the courses that these students need and to find course substitutions for any students who would be prevented from graduating in May or Summer 2021 because they cannot get into a course that they need.

With new funding from the Department of Education, recently awarded as a supplement to our A4US grant, we also intend to support a cadre of lead faculty advisers from each CNS department. Jointly led by a new Dean's Fellow to be appointed and our CNS Director of Advising, this group will learn about best practices in advising, will mentor other faculty advisers in their department and will collectively develop an advising handbook for CNS, with input from our professional advisers.

2. **What are you proactively doing on the front end to meet course demand and availability?**

    The CNS Associate Dean circulates to department chairs a spreadsheet obtained from IR's "Course is Full" dashboard at every leadership meeting during the period in which students are registering. Chairs are asked to respond with their plans for meeting student demand by increasing the number of seats or adding new sections (depending on the number of students who need the course). Challenges maybe ahead with anticipate budget realities. We look forward to receiving timely data from IR and UGS for anticipated demand in various courses. We continue to increase the number of seats, sections, and class sizes as appropriate. We also recognize the budget challenges ahead. Virtual learning provided some flexibility with increased class sizes that may not exist when we return to face-to-face learning due to large size classroom availability at CSUSB.

3. **How can departments coordinate with each other to avoid scheduling conflicts? Dates and times for synchronous classes need to be on schedule – Be true to published schedule – Course builds need to be intentional.**

    When building the Fall 2020 schedule, the Associate Dean scheduled four meetings with CNS chairs in Fall 2019 to estimate the number of seats that would be needed in CNS GE courses and in majors courses during our first year on semesters (since there was no prior history to rely on). Classroom space was then allocated accordingly (this was pre-Covid). During these meetings most chairs examined the days/time slots for courses from other departments that are required for their majors and made adjustments where conflicts were noted. The Biology chair also took the initiative to create a spreadsheet showing the proposed schedule of Fall 2020 Biology courses at PDC and invited other CNS departments to fill in their courses at PDC to avoid time conflicts. The Biology and Chemistry chairs contacted the Nursing chair and the coordinator of the Nutrition program to ensure that the courses that students need for those programs are being offered at PDC and do not conflict with each other. Similar efforts were involved in development of the Spring 2021 schedule.

For CNS courses, dates and times for synchronous courses are listed in the Fall 2020 and Spring 2021 schedules. We are not aware of any examples of Fall 2020 CNS courses that are not true to the schedule.

4. **How do you monitor student progress and plan intervention strategies so that students are on track for graduation? Blackboard Retention Center – Course level early warning system – can be shared with advisor**

   We treat this as two separate questions:

   a) ***How do we monitor student progress toward the degree?***

   We circulate to chairs the spreadsheets that come to us from Advising and Academic Services listing the students who may be able to graduate in the upcoming year, and our chairs work to ensure that space is available in the courses that these students need to take or that substitutions are available. Our professional advisers also reach out to these students to encourage them to make an appointment to see a professional or faculty adviser.

   For example, before Fall 2020 census date, we not only reviewed transcripts of students who have the potential to graduate in Fall 2020, but also those who can graduate in Spring 2021. We wanted to make sure that they are taking the right courses in Fall 2020 in order to be able to graduate in Fall 2020 or in Spring 2021. It would be too late to do a grad check in December for Spring 2021 graduates if they didn't take the appropriate course in Fall 2020 that maybe a prerequisite for a Spring 2021 course.

   We intend to request IR to provide data to us regarding the percentage of students in each program who are on track to graduate in 4 years, 4.5 years, 5 years, etc., using the number of units listed on their PAWS that remain to be taken. We intend to provide chairs these data for their programs. A new Dean's fellow (or the campaign strategist that is hired with the nee DOE funds) would also drill down into the data for the programs with the lowest % of students who are on track, to identify the primary reasons that students fall behind or farther behind from one semester to the next. He/she will address: Is it because they took courses they didn't need instead of the courses they do need? Is it because they failed a course? Is it because they took less than 15 units? The Dean's Fellow would then share findings with individual chairs and develop plans to mitigate the reasons why students fall behind. These data could also potentially be used to identify specific students who could be referred to a student success coach (e.g., if they have repeatedly failed a course that is required for their major). Current professional and faculty advisers do not have enough time to handle these extra activities.

   b) ***How do we monitor student progress toward a passing grade in a single class?***

   The new Blackboard Retention Center offers new possibilities to help faculty identify students who are struggling in their course and to refer them to appropriate sources of help. With recently awarded funding from the U.S. Department of Education, which supplements our A4US grant, we intend to hire a Student Success Coach this fall to whom faculty can refer students who are struggling in their courses. The Student Success Coach will be a triage person who can determine whether the student needs technical help with the course, help with time management or general study skills, help with staying motivated, or help with basic needs or

other personal issues. Depending on the needs of the student, the Student Success Coach may recommend available tutors, Supplemental Instruction sessions (coordinated by UGS) or supplemental sessions led by CNS's cadre of undergraduate Learning Assistants, which will also grow with the new supplement to our A4US grant. Alternatively the coach may refer the student to one of the many workshops that CNS-PAC advisers lead, or to a career adviser to help the student explore whether their current major is the best fit for them, or to one of the many other resources available on campus. We intend to learn more from IR about who in our college can have access to data from the Blackboard Retention Center, as access to the Blackboard seems to be more restricted to the individual faculty member than to others in the college.