

**Graduation Initiative 2025 Task Force**  
**Monday, November 7, 2022**  
**Zoom Meeting**  
**2:00 p.m. – 3:00 p.m.**

**Present:** Debra Jackson (Chair), Deisy Mascarinas (Admin Support), Janine Cornelison, Monica Malhotra, Elizabeth Adams, Faust Gorham, Luis Vega, Misty Croney, Jisel Cornejo, Carson Vollmer

**Absent:** Kristen Watson, Jennifer McCune, Aaron Hegde, Claudia Catota, Dwayne Cantrell, Denise Romero, Jonathan Young, Lisa Zuzarte, Nyakundi Michieka, James Drnek, Denver Fowler, Markel Quarles, James Rodriguez, Kimber Wellman, Ilaria Pesco, Doreen Anderson-Facile

**Guest:** Kris Grappendorf

**Meeting began at 2:00 p.m.**

Debra Jackson introduces Kris Grappendorf who is presenting on Academic Probation. All members go around and introduce themselves.

**GI 2025 Progress**

- D. Jackson begins by reviewing data on graduation rates for first time freshman and transfer students and data on equity gaps. Pandemic has had a negative effect on transfer students
- Gap between Pell and non-Pell recipients widened; non-Pell recipients benefited more than Pell recipients
- F. Gorham notes that Pell recipient rates are low and asks if there is any data or interviews on the experiences of Pell recipients that could be affecting them
- D. Jackson asks if anyone has heard from students on how they benefited from CARE funding

**Academic Probation Presentation (Kris Grappendorf/Elizabeth Adams)**

- Main question is: Should CSUB re envision academic probation for students?
- The pandemic caused unique student challenges in higher education. Mental health issues, food insecurity, online learning challenges etc.
- Should CSUB reconsider the vocabulary and language surrounding academic probation especially when equity gaps are front and center?
- There is a significant equity gap in the first two years, and it must be addressed
- E. Adams adds that students who are disqualified are unlikely to re-enroll and get a degree. DWF's in the first year are a high indicator of non-degree attainment

- The term “probation” has negative connotations and discourages students. It makes students feel bad and as if they are being punished
- K. Grappendorf asks if students read their probation letters and how they are tracking students who respond to those letters
- J. Cornejo adds that they keep track by who attends the probation workshops
- How can the notification letter be reworded to be more supportive and positive? Does the location of the AARC affect student perception?
- Members mention that probation advisors should be identified by a different title as to not have a negative connotation

**Meeting ended at 3:05 pm**