

## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A and III-F is to "improve the academic quality, institutional management, and fiscal stability of eligible institutions, in order to increase their self-sufficiency and strengthen their capacity to make a substantial contribution to the higher education resources of the Nation."

- A. This section summarizes how the grant enabled the institution to fulfill the legislative intent of the Title III - Part F program.
1. The impact of the Title III - Part F grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

This fourth (4th) year of the grant project focused on continuing writing support for our students, professional development for faculty, and faculty release time to support their curriculum development projects. Participants presented their projects at national and regional conferences. San Jose State University (SJSU) hosted the AANPISI Western Regional Conference in November 2014. We also began to discuss themes for our next AANAPISI grant.

Goal 1: Assess and reorganize the existing writing support services at SJSU

Efforts reported in our third year review are still continuing. Based on a successful expansion of our Stretch English pilot program for both Fall 2014 and Fall 2015 semesters, all incoming Fall 2016 freshmen who place in remedial English will be encouraged to enroll in our Stretch English curriculum. This two-semester course sequence combines both development writing and English composition so that students who pass both semesters will clear their English remediation and satisfy General Education Area A2 (Written Composition). SJSU will eliminate all stand-alone remedial English courses beginning Fall 2016.

Goal 2: Enable more data-based decision-making about student retention and graduation at SJSU.

SJSU's Office of Institutional Effectiveness and Analytics continues to provide SJSU with informative data regarding our retention and graduation rates for our AAPI students.

For our 6-year freshmen graduation rates, we do disaggregate into AAPI subpopulations. For our Fall 2009 cohort, our AAPI six-year freshmen graduation rate was 63.1% compared to 56.2% campus-wide. However, in disaggregating the AAPI data for sub-AAPI cohorts greater than 100 students, these three cohorts were above our campus-wide six-year graduation rates. Our Chinese cohort was 69.2%, our Vietnamese cohort was 63.1% and our Filipino cohort was 56.8%. The other sub-AAPI cohorts had much fewer than 100 students.

For transfers, our transfer 2012 three-year graduation rate was 58.0% campus-wide and 53.1% for our AAPI cohort, which almost five percentage points below our campus-wide rate. For sub-AAPI cohorts greater than 100 students, these cohorts were below our campus-wide three-year graduation rate as well. Our Chinese cohort was 59.6%, our Vietnamese cohort was 47.9% and our Filipino cohort was 51.2%. Further discussion and research are needed to determine why SJSU saw these lower rates for our AAPI students, especially in light that our Hispanic three-year graduation rates for transfers was 59.7%.

Goal 3: Develop, implement, and integrate proactive writing strategies.

Curriculum Development and Implementation

- One faculty member from the Department of English & Comparative Literature created and taught an online hybrid English 1A course. Twenty-five students gave feedback on this course. The faculty member also met with administrators from key writing committees for input on her project.
- Two faculty members from the Department of Secondary Education provided writing support to 23 graduate students through their Academic Writing Seminar. The curriculum was enhanced to now include email etiquette, letters to parents, letters of interest and resumes. The faculty members also established a subcommittee of the Single Subject Credential Program to revise program writing entrance exam and assessment.
- Four faculty members in the College of Engineering continued to develop a "flipped classroom" model for students to self-assess their writing skills, primarily to strengthen their grammar skills and develop strategies for revising outside essay assignments for clarity, structure and style. Eighty-seven (87) students participated in this writing seminar. Positive student feedback was noted from those students who took our Writing Skills Test and Engineering 100W (upper division writing).
- Two faculty members from Communication Studies held workshops to help nonnative students improve their public speaking skills. Out of the 100 students who enrolled in these semester-long workshops, the majority of students identified

as AAPI students. One faculty member noted, “The silence sometimes overwhelmed the classroom—it reminds me of the strong Asian culture that values silence over speaking.”

#### Faculty Writing Workshops

The goal of the AANAPISI Faculty Writing Workshop is to improve the quality of writing instruction across the campus. To date, 33 faculty members representing many disciplines at SJSU have participated in these workshops. Twenty-five (25) lesson plans and 11 activities have been created and posted on our AANAPISI website (<http://www.sjsu.edu/aanapisi>). These lesson plans have been downloaded 261 times. This number is down from previous years due to a website tracking error that has been fixed. During this review period, SJSU made significant changes to their website mainframe and the tracking links broke a few times.

#### Other Workshops and Activities

- One faculty member wrote a report on teaching writing methods in a large-forum class.
- One faculty member gave three faculty workshops for improving the teaching and assessment of student writing in General Education courses.
- Two faculty members coordinated the Communication Center Writing Consultants. These peer writing consultants provided individual tutoring sessions for 296 students during this review period.
- One faculty member provided 40 students with one-on-one writing tutoring, coaching and mentoring as well as bi-weekly workshops and applied writing sessions.

#### University Writing Center

The University Writing Center continues to be an active player in the AANAPISI project. Here are some highlights, in addition to the Faculty Professional Workshops noted above:

- The grant supported four student Writing Specialists to work in the Writing Center.
- During this report period, the student Writing Specialists met one-on-one with 1,351 students who made a total of 3,593 appointments. 48.8% of the Writing Center clients were Asian American students.
- One faculty-in-residence assisted 84 students with writing resumes, cover letters and personal statements.
- A Writing Center staff member maintains the AANAPISI website ([www.sjsu.edu/aanapisi](http://www.sjsu.edu/aanapisi)). To date, this site has been viewed 8,121 times.

Goal 4: Change the SJSU writing culture from a policy driven approach to an action-oriented approach.

This goal has been reported on through the Goals 1 through 3. The AANAPISI grant has catalyzed and changed our writing culture to an action-oriented approach and we feel that we have satisfied this goal.

## 2. How has the grant helped to carry out the mission of the institution?

San Jose State University’s Mission Statement: In collaboration with nearby industries and communities, SJSU faculty and staff are dedicated to achieving the university’s mission as a responsive institution of the state of California: To enrich the lives of its students, to transmit knowledge to its students along with the necessary skills for applying it in the service of our society, and to expand the base of knowledge through research and scholarship.

Our AANAPISI project touches every aspect of our mission statement. Effective written communication skills are essential in enriching the lives of our students. During their academic career at SJSU, we expect our students to continue developing and refining their writing skills. We strategically continue to increase the writing opportunities and support services for students in a variety of ways across the undergraduate and graduate curricula. During this review period, we focused on continuing writing support for our students, professional development for faculty, and faculty release time to support their curriculum development projects.

Summary of our writing projects during this review period:

Dr. Katya Aguilar and Dr. Rebekah Sidman-Taveau: They continued to offer their course, “Academic Writing Seminar for Graduate-Level English Learners” in the College of Education and continue to collect data and conduct evaluative research. Additional curriculum was added to this course that now includes email etiquette, letters to parents, letters of interest and resumes.

Dr. Magdalena L. Barrera: She designed and led monthly workshops and weekly clinics to improve technical writing skills for first-generation graduate students. She also helped these students overcome psychological barriers to productive writing. A total of 14 students participated in these workshops and clinics. Several students provided excellent feedback on this activity. One noted

“It is vital to have these spaces for students to develop their talent and let go of fear. I felt like it was a safe space where we could share our ideas and get good feedback.”

Ms. Debra Caires: She offered professional writing skills workshops that prepare applicants for professional internships and post-graduation positions. She has provided one-on-one tutoring, coaching, and mentoring in writing, assisting 84 students.

Ms. Sara Cook: She provided her last three faculty professional development workshops on how to grade writing effectively in general education courses. Forty-seven (47) faculty members attended. One of the workshops was specifically given to faculty who taught English Language Learners. Another workshop was presented to psychology faculty with one (Dr. Clifton Oyamoto) noting “I’d like to say that I found the presentation very informative. I plan on incorporating some of the best practices she discussed into my classes, and especially into the department’s 100W [upper division writing course] curriculum.” Her manual is available on our AANAPISI website.

Ms. Tabitha Hart: During the Fall 2014 semester, she completed a workbook draft of applied writing activities on multi- and inter-cultural communication exchanges. Her goal of this workbook is to engage students in critical writing and analysis while simultaneously offering them an intellectual toolkit for navigating new cultural environments and cultural exchanges. Ms. Hart used select materials in Comm 161F (Communication and Culture—upper division course) with 28 students in Spring 2015. Ms. Hart continued to test the materials in Summer 2015 with two separate Faculty Led Programs (FLP). The first FLP took a group of 20 Students to Jyväskylä, Finland (online setting) and the second FLP took 26 students to Berlin, Germany (classroom setting). Ms. Hart learned that the concepts presented in the materials were valuable, but not all of the activities or explanations worked well. Also, she learned that some of the materials were better suited to face-to-face instruction rather than remote/online/text based instructions. Given the feedback, she will be working on significant revisions in AY2015-2016.

Ms. Janelle Melvin, Ms. Victoria Sansome and Dr. Lin Zou: All instructors focused on strategies to provide additional feedback on students’ writing, including timed essays (at the request of the students). The instructors are involved in trying a “flipped classroom” experience by providing students with on-line lectures to watch and additional in-class writing activities. The goals of this course are for students to generate strategies for self-assessing their writing skills, primarily focused on grammar skills.

Dr. Linda Mitchell: During the Fall 2014 semester, Dr. Mitchell worked on gathering information to be included in the Survival Guide for English Teaching and Graduate Assistants. This draft of this manual was completed in Spring 2015 and will be posted on both the “Writing Across Curriculum” and AANAPISI websites.

Ms. Monica Peck/Roxanne Cnudde: These two faculty members continued to train writing consultants to tutor in their Communication Center that has served almost 300 students during this review period. They mentored these tutors in providing writing support for students enrolled in Communication Studies upper-division writing courses. They continue to coordinate their on-line writing magazine, “Bolt Magazine” at <http://theboltmagazine.com>. This magazine has changed the SJSU writing culture through meaningful community-building work through its publications. This magazine gives students the work experience similar to that of a freelance writing consultant. It should be noted that the “Bolt Magazine” drew 3,053 page views from 1,132 visitors.

Ms. Sara Prasad: Based upon her research, she created an online hybrid English 1A course. She shared her experience and her students’ feedback to the appropriate administrators for additional input on her project.

Mr. Edwin Sams: He wrote a report on teaching methods in large-forum class of 86 students. He also submitted three lesson plans to the AANAPISI web site.

Ms. Ching Ching Tan and Ms. Teresa Tang: They developed and implemented a workshop to help improve non-native students’ public speaking skills. The majority of the 100 students enrolled in this semester long workshop were Asian American. Students noted that they enjoyed giving presentations that involved speaking about their own cultures.

Manuscripts submitted and/or accepted for publication during this period of review:

Published: Karathanos, Katya and Sidman-Taveau, Rebekah. “Academic Writing for Graduate-Level English as a Second Language Students: Experiences in Education, 27(1) CATESOL (California Teachers of English to Speakers of Other Languages) Journal, pages 27-52.

- Resubmitted: Karathanos, Katya and Sidman-Taveau, Rebekah. “Academic Writing and Self-Efficacy: A Model for Linguistically Diverse Pre-Service Teachers” for consideration in Issues in Teacher Education.

- Conference Presentations:

- Presentation: Backer, Patricia. Presented “Efficacy of an Online Writing Program on URM Students in Engineering” at the Frontiers in Education Conference, Madrid, Spain, October 2014.

Workshop: Karathanos, Katya and Sidman-Taveau, Rebekah. 2014 Northern Regional CATESOL (California Teachers of English to Speakers of Other Languages), October 2014. Participants exchanged strategies for effect and efficient instructional feedback and grading of secondary to university level ESL student/English Learning writing. Drawing from educational research and 20 years of teaching writing, the presenters shared strategies for managing heavy paper loads, maintaining motivation, and facilitating student learning about writing.

Presentation: Mitchell, Linda. Presented SJSU’s faculty writing workshops that guide instructors on the practical strategies of teaching writing skills to students at the CRLA (College Reading & Learning Association) 47th Conference, November 2014.

Presentation: Sams, Edwin. “Teaching Writing in Large Forum Classes” at the CSU Symposium on University Teaching, March 14, 2015. Los Angeles, CA.

AANAPISI Team Members attended the following conferences:

ANAPISI National Conference

AANAPISI Western Regional Meeting  
APIASF Conference  
AANAPISI Capacity Building Workshop  
2015 APIASF Higher Education Summit  
Northern California Writing Centers Association  
Other:

AANAPISI Writing Excellence Advisory Meeting: On May 11th, 2014, we showcased our 2014/2015 projects to the AANAPISI Advisory Committee and guests. Eleven of our SJSU faculty presented their projects to an audience of 25 total attendees. The departments represented were Communication Studies, Mexican Studies, English and Comparative Literature., Kinesiology, Computer Science and Engineering. We also honored two of our San Jose State University students, an Engineering major and a Nursing major, for receiving an APIASF (Asian & Pacific Islander American Scholarship Fund) scholarship.

AANAPISI website: (<http://www.sjsu.edu/aanapisi>)

The AANAPISI website hosts all of the lesson plans and activities created during the Faculty Writing Workshops. During the 2014-2015 year:

Four new lesson plans were posted :

Applying Musical Processes to Composition” by William Kelly

“Isn't It Ironic” by Jessy Goodman

“Rogerian Model of Argument” by Linda Landau

“Creating an Informed and Argumentative Thesis Sentence” by Maria A.N. Judnick

Lesson plans and activities were viewed a total of 261 times.

The AANAPISI website was visited 3,111 times in the past year.

AANAPISI Western Regional Conference that was held at SJSU on November 9, 2014: 28 participants attended this conference. Participants were from SJSU, CSU East Bay, CSU Sacramento, De Anza College, Mission College, Laney College, Mt. San Antonio College, and Coastline Community College and Sacramento City College. . Notes are available on request.

- B. The following information documents the institution's experience with the grant as reported during the current reporting period.

If your institution has experienced any unexpected outcomes as a result of this grant, that affect for better or worse its capacity to fulfill the goals of the legislation, tell us about them here.

For this review period, we were surprised that we could not obtain student participants for our focus groups. During the Fall 2014 semester, Ms. Cheryl Allmen and Ms. Cynthia Harper reached out to AAPI student organizations and faculty members in the Asian-American Studies program in hopes of gathering more students for focus groups and to solicit help from faculty members for recruiting students for focus groups. Unfortunately, no students responded, resulting in no successful focus groups.

Ms. Allmen and Ms. Harper also attempted to reach out to APISF scholarship winners at SJSU for brief interviews, also resulting in a lack of response.

We have changed our strategy in reaching out to campus constituents and planned a town hall forum for AAPI students, faculty and staff for Fall 2015 semester. The outcomes of this successful town hall meeting will be reported in our final report.

Has the grant facilitated or contributed to bringing additional resources to your institution, for example, new Federal, State, or local dollars that can be attributed partly to your grant activities?

Yes, SJSU applied and received funding from the CSU Chancellor's Office to conduct a study on why students leave SJSU.

Four faculty members conducted this study during the summer of 2015. The executive summary is listed below:

The goal of this study was to learn more about the experiences of SJSU first-time freshman undergraduate students (with an emphasis on underrepresented, first-generation students) who have either stopped out, dropped out, or are persisting at a different institution so that their experiences may help to support the success and retention of current and future undergraduate students at SJSU.

First-time freshman undergraduates who began enrollment at SJSU Fall 2012, Fall 2013, and Fall 2014 and did not enroll in classes Spring 2015 were included as participants.

The study consisted of 3 components: 1) a comparison of demographic and academic characteristics of students who stayed at SJSU with students who left SJSU (stayers vs. leavers), 2) a phone survey of a sample of individuals who are no longer enrolled at SJSU plus an online survey of a sample of individuals who are no longer enrolled at SJSU, and 3) online focus groups with individuals who are no longer enrolled at SJSU and were willing to share more about their experiences while attending SJSU.

Key findings included the following:

• From the three cohorts (Fall 2012, Fall 2013, and Fall 2014), there were a total of 8,894 first time college freshman. 14% (n=1,279) did not enroll Spring 2015. Of those students who did not enroll Spring 2015, 47% (n=600) were in good academic standing.

o Fall 2012 cohort included 2,918 individuals. 22% (n=638) did not enroll Spring 2015 with 48% (n=306) of those in good academic standing.

o Fall 2013 cohort included 3,185 individuals. 17% (n=538) did not enroll Spring 2015 with 44% (n=236) of those in good academic standing.

o Fall 2014 cohort included 2,791 individuals. 4% (n=103) did not enroll Spring 2015 with 56% (n=58) of those in good academic standing.

• Stayers vs. Leavers records analysis

o From the three cohorts (Fall 2012, Fall 2013, and Fall 2014), there were a total of 7,615 Stayers (students who last enrolled Spring 2015 or Summer 2015) and 1,279 Leavers (includes both stopouts and dropouts)

• 42% of the Stayers (n=3,199) are first generation college goers.

• 44% of the Leavers (n=568) are first generation college goers.

o Being a first generation college-goer was a risk factor since a significantly higher percentage of first generation individuals were Leavers.

• When averaging the 3 cohorts, 78% of Latin@ Leavers are first generation college goers, 45% of African American/Black Leavers are first generation college goers, and 34% of Asian/Asian American Leavers are first generation college goers.

• Leavers = Stopouts + Dropouts: Leavers were divided into stopouts and dropouts based on their response to the question of whether they intended to return to SJSU to finish their degree. Of the Leavers surveyed, 71.3% were classified as stopouts based on their expressed interest in returning to SJSU and 28.7% were considered dropouts since they did not plan to return to SJSU to complete their degrees.

o Leavers most often cited the primary reason for leaving as personal issues (n=102) and other (n=98) which included finances, inability to get classes, health/injury, and issues at home/with family.

o 77% of the stopouts and dropouts are attending college and 23% are not attending any university.

o About 50% of stopouts and 44% of dropouts worked between 15-35 hours per week while attending SJSU.

o All stopouts and dropouts reported they were currently working, with 71% working part-time and 29% working full-time.

o Of the stopouts and dropouts, approximately 80% (n=167) of the individuals received some type of financial support from parents and/or family.

o Overall satisfaction of Leavers with their experience at SJSU was moderately satisfied.

• Online Focus Groups included 40 participants and 6 online focus groups.

o Key Recurring Theme: Difficulty in Attaining Classes

o Strongly Valenced and Recurring Theme: Precipitating Event or Crisis Point in Student's Life

o Recurring Theme: Feeling No Connection to Campus

o Significant Theme: Difficult Encounters With Advisers