I. Introduction of attendees

II. Learning Communities (Blocked Scheduling) (Patricia Backer & Cindy Kato)
- Since the initial block scheduling cohort in Fall 2015, we have expanded the scope of freshmen involved in block scheduling.
- In Fall 2018, approximately 79.2% of all incoming freshmen are involved in block scheduling across Colleges.
- We have three years of up to date retention data from Fall 2015, 2016, and 2017 cohort.
- Each year the program showcases increased retention with students involved in block scheduling compared to their non-blocked peers.
  - Fall 2015 blocked 86% vs un-blocked 82%.
  - Fall 2016 blocked 82% vs un-blocked 76%
  - Fall 2017 blocked 78% vs un-blocked 75%
- During the final year of assessment, the grant will shift the comparison of data and focus on each College rather than blocked vs un-blocked. For the Fall 2018 freshmen, we will compare the blocked students versus cohorts from prior years.
- In Spring 2019, we will be able to monitor the long-term effect by analyzing graduation rates with the initial Fall 2015 cohort of business and engineering students.

III. Peer Educators (Deanna Peck)
- During Summer 2018, members of the program attended the International Students As Partners Institute to learn about current best practices around the globe. The concepts shared at the conference were similar to our own here at SJSU Peer Connections – creating opportunities for students, faculty, and staff to work together.
- In Fall 2018, the program currently has 107 peer educators residing in 115 different course sections across Colleges.
- The peer educators work with 60 unique faculty members to potentially influence the success of 6,400 students.
• Peer educator roles have expanded since the start of the program. In Fall 2018, peer educators work as peer mentors, embedded tutors, classic tutors, and supplemental instruction leaders.
• To kick off the Fall 2018 semester, a Students As Partners symposium, facilitated by the faculty-in-residence, was held for 30 faculty who were either working with peer educators or were interested in learning more about this endeavor.
• In Fall 2018, we are working on assessment of peer educators in the classroom to support institutionalization after the grant ends.

IV. First Year Experience (Maureen Smith)
• In June 2018, First Year Experience (FYE) ran two successful faculty workshops.
  o The first was designed to help faculty create FYE in their own courses (GE and major).
  o In the second, we hosted faculty and staff who were already involved in our FYE pilot program for a day of intensive work on assessment plans for Fall 18 FYE.
• Building on the successful FYE pilots and the workshops hosted earlier in the summer, the program has expanded the course pilots for Fall 2018.
• This fall, FYE is offering sections of Stretch English that are paired with FYE Area E courses (EDCO 4).
• Additionally, FYE is offering two sections of an Area E course that is also a major requirement with students in blocked scheduling (ChAD 70).
• There are two 1-unit courses of FYE offered in Fall 2018 (UNVS 95B – Academic Success) that provide FYE content as a stand-alone experience.
• Lastly, piloting in Fall 2018 the rebranded online unit-less FYE course, called Spartan Ready, offers information and resources for incoming Frosh.
• Working with Housing to assist development of FYE content for residential students.

V. Theme Learning Communities (Lina Anastasovitou)
• Currently, University Housing Services (UHS) supplies Theme Living Communities for students with similar majors and interests.
• Housing is brainstorming ideas of events for students that share cultural and major related themes.
• Faculty-in-Residence handle the curation and preparations of these events.
• Proposing the idea of a new theme community focused on “Health”.
• In Fall 2018, UHS formed Advisory Councils in collaboration with students, faculty, and staff across campus with the intention to advise and guide the Theme Communities.
• Active Advisory Councils:
  o Rainbow Village Advisory Council
  o Black Scholars Community Advisory Council
• **Councils in progress:**
  - Global Village Advisory Council
  - Academic Advisory Council (Arts Village, BUILD, and CELL).
• In addition, UHS has formed an Academic Success Advisory Council (ASASC) for all residential students, to work in the areas of Transition, Experiential Learning, and Career and Professional Development with a priority focus on Transitions and First Year Experience.
• There is a team of 10 Faculty-in-Residence (FIR) who are assigned to the first-year community, including the six Theme Communities, and the continuing residents’ community.
• In Fall 2018, UHS has created two FYE Canvas Courses:
  - Theme Communities
  - First Year Community

VI. **Faculty/Staff Mentor Program (Diana Seah & James Morgan)**
• In Summer 2018, the program shifted software systems from Xinspire to People Grove.
• Reasons behind the change of software:
  - To improve the search system to become more user-friendly.
  - The previous software search system indicated a lack of understanding from users of how to search the mentor database, resulting in less matches.
  - Less than 10 matches completed the mentorship milestones inside of Xinspire.
    - The program did a poor job at internalizing the communications to such milestones could be reached.
• The new software anticipated benefits:
  - Facilitate bulk email invites within the software and tracking of response and signup rates.
  - Track activities within the software.
  - Provide / facilitate more networking and communication.
• Currently, 100 Faculty and Staff have completed the registration for the mentor program.
• 134 of students have completed the signup registration since launch.
• 137 mentor pairs were created with the following priorities:
  - Veterans were matched with veteran mentors.
  - Other were matched with priority given to First Gen Status, Desired Topics and Student Favorites.

VII. **Budget Update (Patricia Backer)**
• The grant is in its final year, Year 5.
• Current rollover from Year 4, $36,309.17.
• Combining with the final funding gives the grant a final year budget of $486,061.17.
- Planning for the possibility of a no-cost extension, once approved by the Department of Ed for further assessment of the grant’s initiatives.

VIII. **Graduation Analysis of Fall 2018 Freshmen (Patricia Backer)**
- In Fall 2018, the two largest original cohorts involved in block scheduling were freshmen from the Colleges of Business and Engineering.
- WestEd will assess, analyze, and report on 4-year graduates from Fall 2015: survey of Business, Engineering, and ChAD Spring 2019 graduates.
- WestEd will conduct focus groups of Business and Engineering students.

IX. **Evaluation Update (WestEd – Patricia Backer)**
- WestEd will report on Fall 2018 Freshmen Survey, which will be sent out by Project Succeed as an online survey and compare with those from previous two years.
- WestEd will analyze and report on student retention for Fall 2015 – Fall 2017 with focus on the Project Succeed initiatives and analyze the data for meaningful subgroups (women, men, Asian, Hispanic, Black, white).
- WestEd will analyze and report on 4-year graduates from Fall 2015 cohort of Business, Engineering, and ChAD Spring 2019 graduates and conduct focus groups of Business and Engineering students.
- WestEd will present report findings to Project Succeed at Board Meeting in February 2019.