

## 2015 Annual Performance Report

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### SAN JOSE STATE UNIVERSITY RESEARCH FOUNDATION

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Name of College/University

P031A140081

PR Award Number

122755

Unit Identification

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#### Title III - Part A - Strengthening Institutions

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Department of Education Grant Program

#### Project Succeed: Strengthening Institutions.

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Project Title

4-year Public

Type and Control of Institution

Year 2

Grant Year

#### Authorized Representative:

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Date 01/29/2016

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## Section 1: Executive Summary

The purpose of the legislation that established the Title III-A program 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 A program.

1. The impact of the Title III - Part A grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

During our first year, San Jose State University (SJSU) has begun to implement Project Succeed: Strengthening Institutions (SIP). Our grant seeks to improve student success and close the achievement gap for Under-Represented Minorities (URM). The SIP committee collaboratively works towards our grant goals through 5 cohorts, each managed by a committee member: Block Scheduling (Cynthia Kato), First Year Experience (Maureen Smith), Faculty Mentor Program (Maria Alaniz), Student Learning Communities (Stephanie Hubbard), and the addition of the Peer Mentor Program (Deanna Peck). For Fall 2015, we block scheduled (students were enrolled in at least two different classes together) all of the incoming freshmen students in the Colleges of Engineering and Business and the incoming freshmen in the Department of Child and Adolescent Development. To evaluate the different initiatives of this grant, some of these students were also placed in Student Learning Communities (SLCs) with a peer mentor. Our program goals to date are described below.

Goal 1. Strengthen SJSU's core academic performance in two key areas: retention and graduation:

Although the first year is too early for us to be seeing substantive results from this project, SJSU continues to note a marked improvement in our graduation and retention rates. Our one-year retention rate for first time freshmen has increased to 86.1% for the Fall 2014 cohort from a low of 79.8% in Fall 2008. Our six-year undergraduate rate also rose; 56.6% of the Fall 2009 freshmen graduated within six years compared to 46.6% for incoming Fall 2006 freshmen. Our graduation rates for Underrepresented Minority (URM) students have also seen significant growth; although there still exists a significant achievement gap. Six year graduation rates have increased from 37.4% for Fall 2008 to 40.4% for Fall 2009 African American freshmen and from 44.1% for Fall 2008 to 44.9% for Fall 2009 Latino/a freshmen. We believe these positive outcomes will serve as baseline data and our future outcomes from SIP will further increase these growth rates.

Goal 2. Provide an academically supportive environment for URM students:

SJSU has seven Themed Housing Communities: the Arts Village, Black Scholars Community, Business Innovation, Global Village, Rainbow Village, Leadership Development (BUILD), and Community for Engineering Learning and Living (CELL). Every one of our cohorts serves to support URM students in that they support all students. However, certain cohorts have taken steps to provide specific, measured assistance to our URM population. The Black Scholars Community, Rainbow Village, and the Global Village are new additions that specifically serve our URM population and bring awareness to many of the unseen issues they face.

By expanding on the current program of Themed Housing Communities, Ms. Hubbard has begun to develop an innovative program that assists both on and off campus students in multiple facets of their lives, serving them both academically and socially. Through SIP, we have developed Student Learning Communities (SLCs) affiliated with two of these Themed Housing Communities. These new SLCs funded under this grant include:

Three Business SLCs working with the BUILD Themed Community

One Business SLC comprised of half on-campus and half off-campus students

Three Engineering SLCs working with the CELL Themed Community

Two Engineering SLCs comprised of half on-campus and half off-campus students

One Child and Adolescent Development SLC comprised of half on-campus and half off-campus students

Over the next few years, SJSU plans on adding additional themed housing communities in order to serve more students.

In conjunction with these Student Learning Communities, we are in the process of establishing a comprehensive Peer Mentor Program. In Fall 2015, we had eight peer mentors associated with classes in the Communications Department, and one in Mexican American Studies, for a total of nine peer mentors collaborating with our SLCs. Our Peer Mentor Program has an emphasis on serving our URM population, and under its current guidance the program is being molded to more aptly fit the needs of our URM students – that is to say, the program's focus is to identify what each student personally needs in order to be successful at SJSU.

The faculty mentor program is also addressing specific student needs. Dr. Alaniz has connected with the veterans mentor program, the EOP mentoring program, and Generate, SJSU's first generation mentor program. We plan to connect all the mentor programs on campus on our website so students have a "one-stop shop" to find exactly what they are looking for. In addition, Dr. Alaniz has recruited a number of mentors from our African-American and Hispanic taskforces and plans to use almost exclusively URM students for the trial launch of SJSU's Mentor Community in Spring 2016 using the online mentoring software, Xinspire.

Goal 3: Improve Delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates.

Since the start of the grant, SJSU has improved its student services in a number of ways: we have instituted block scheduling to a more successful extent than originally scheduled at this point in the grant; it has grown tremendously and is probably the most successful cohort to date, with 1,269 students blocked in the departments of Engineering, Business, and CHAD during Fall 2015.

We are launching a new Faculty Mentor Program by implementing the innovative software program Xinspire in order to create a sustainable model that will carry us forward long after the grant period has ended. We have expanded on and improved the Peer Mentoring Program to work collaboratively with our SLCs. Our FYE cohort has undergone some major changes and has become a much more of a collaborative effort with the university, with established stakeholders in the Colleges of Business, Engineering, University Housing and Student Affairs.

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

The SJSU mission is as follows: 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.

In accordance with our mission, Project Succeed: Strengthening Institutions compliments the mission goals in all three aspects. By improving student experiences and implementing best practices through the grant, we are enriching the lives of our students. By improving our programs through the Faculty Mentor Program and the FYE experience and by expanding and enhancing our Student Learning Communities, we are improving and increasing the knowledge we transmit to our students and by providing them with a supportive living learning environment.

By providing them with both peer and faculty mentors, we are teaching them the skills they'll need to apply in the workforce once graduated. Through exploring best practices and providing our faculty with the means to attend conferences – three so far in 2015, and using grant funds to purchase relevant materials, we are expanding and improving our knowledge base so that we may pass it on to future students and continue to turn out well prepared students able to handle what the new millennia has to offer.

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.

During our first year, we modified our Faculty Mentor Program and our First-Year Experience (FYE) Program. While these changes will not affect our abilities to meet our overall goals of improved retention and graduation, they have caused us to adjust our paths to achieving those goals. For example, deciding to leave the traditional mentor path and updating our method to an online hosted software that integrates both in person and distance meetings is certainly a modification from the original plan, but we feel that it has the potential to reach more students. We have been in contact with other mentor groups on campus, such as the veteran's mentor program, and Generate; a mentor program for first generation students. Because of our modified online platform, we are in the perfect position to create a "one-stop shop" where we can serve as a mentoring hub. Students will be able to visit the website and through our services find a personalized mentor specific to their situation, for example, student veterans will be able to connect with a mentor experienced in serving their needs while still being a part of the overall mentor community. In this way our mentor program has changed for the better, and is becoming a system that will enable us to unite the university and provide exactly what will best serve our students when they come to us with a specific need.

Our FYE cohort has also grown and changed. What was originally going to be undertaken by only the grant's committee has grown to the point it is becoming a university-wide endeavor. Since Maureen Smith, our committee member in charge of the FYE experience, started formulating her approach, she sparked a renewed interest in FYE at the university. In the past year, she has been approached by a number of departments, including Business, Housing, Student Affairs, and the Council of Deans in order to discover what FYE means at SJSU, and create a sustainable program accordingly. This has slowed down the process, but we as a committee are excited about this turn of events, as we believe it will benefit the students more to have an established university wide FYE program that all departments can get behind.

Tell us about any challenges that you have had during the reporting period or that you anticipate in the coming year which may affect your ability to meet the goals of your grant. Include, if applicable, your institution's plans to meet these challenges.

As explained above, we have experienced a number of unexpected outcomes that forced us to learn and grow as a community. On the whole these discoveries have been positive and were the catalyst for progress, yet we did experience a couple of unforeseen setbacks.

Unfortunately, due to a misalignment in their understanding of our goals, we were forced to change evaluators (Sagefox to WestEd) towards the end of the first year. We had the full support of our program officer and are thus far very pleased

with our new evaluators; we are confident WestEd will help us in achieving our goals by our overall deadlines. Although losing our original evaluators was a considerable setback for us, it taught us an invaluable lesson. In the future, if we find ourselves facing difficulties in a partnership to the extent that it becomes clear the other party will not be able to deliver the work that was agreed upon, at times it is better to look for an alternative party early on to avoid problems later. We disliked the thought of replacing our evaluator to the extent we were willing to overlook various mistakes and missed deadlines, which caused more work for us in the long run. Thankfully, through working with our new evaluators at WestEd, we have managed to catch up on all our deadlines and are set to have our deliverables ready on schedule; our ability to meet our goals in regards to the evaluator have remained uncompromised.

We faced similar setbacks with the First Year Experience (FYE) program. Originally, our plan was to mesh a FYE program with General Education Area E classes (Human Understanding and Development). However, since beginning this grant, there has been a lot of interest from various campus departments, including Housing and Student Affairs, to develop a more comprehensive FYE program. Therefore, we have decided to move away from our original design and are broadening our approach by looking at what an FYE experience means at SJSU. This meant that, to an extent, we had to do away with the previous work that had been put into the FYE experience and start again from scratch. In the short term, this has caused a setback by has slowing down FYE implementation at SJSU. However, since the program has grown to the point that it is becoming an endeavor that multiple departments are involved in, this short-term setback is becoming long-term progress that will establish a sustainable FYE program at SJSU.

Our Peer Mentor Program has likewise presented its share of challenges. In our original proposal, the Peer Mentor Program was under the branch of the Student Learning Communities, however, it has developed to such an extent that it has become its own cohort. While this is positive, it is a larger undertaking than originally planned. We have also struggled to find qualified students to fill the roles of peer mentors, in 2015, few qualified students applied for the position and we were only able to fill 9 of the roles. As a result, we have stepped up our hiring process and are on track to have 25 mentors come Spring 2016.

## Section 2: Accreditation

Institution's primary accrediting agency.

  X   Western Association of Schools and Colleges

### **Section 3: Total Expenditures**

Total federal dollars spent on your Title III/V grant during the reporting period: \$197,143.38

Total federal dollars spent on your Title III/V project management  
and evaluation during the reporting period: \$109,692.71

Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$87,450.67

Total number of activities carried out during the reporting period: 8

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Purchased informational booklets for distribution to parents of first time students at orientation.**

Total \$ spent on this activity during the current reporting period: \$4,519.00

Focus Area: *Student Services and Outcomes*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	4,519.00	100
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>4,519.00</b>	<b>100%</b>

**Process Measures for “Purchased informational booklets for distribution to parents of first time students at orientation.”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

<b>Did the number of library books increase?</b>	No
<i>If yes:</i> Start # <u>0</u> End # <u>0</u> Application Objective <u>0</u>	
<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>2100</u> Application Objective <u>2.1</u>	



### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Sent Stephanie Hubbard and Maureen Smith, two members of the SIP committee, to the 34th Annual FYE Conference in Dallas.**

Total \$ spent on this activity during the current reporting period: \$3,638.23

Focus Area: *Academic Quality*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	3,638.23	100
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>3,638.23</b>	<b>100%</b>

**Process Measures for “Sent Stephanie Hubbard and Maureen Smith, two members of the SIP committee, to the 34th Annual FYE Conference in Dallas.”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.*

<b>Did the number of faculty participating in developmental activities (seminars, workshops, etc.) increase?</b>	Yes
<i>If yes:</i> Start # of faculty <u>  0  </u> End # of faculty <u>  2  </u> Application Objective # <u> 3.4 </u>	
<b>Other: Faculty attended FYE national conference to learn about best practices</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u>  2  </u> Application Objective <u>  3  </u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Peer Mentor training and support - purchased materials for training session and luncheon for faculty and trainee mentors.**

Total \$ spent on this activity during the current reporting period: \$422.45

Focus Area: *Student Services and Outcomes*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	422.45	100
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>422.45</b>	<b>100%</b>

## Process Measures for “Peer Mentor training and support - purchased materials for training session and luncheon for faculty and trainee mentors.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Did the number of tutors increase?</b>	No
<i>If yes:</i> Start # <u>0</u> End # <u>0</u> Application Objective # <u>0</u>	
<b>Did the number of counselors increase?</b>	No
<i>If yes:</i> Start # <u>0</u> End # <u>0</u> Application Objective # <u>0</u>	
<b>Other: 9 peer mentors attended the training and were hired for the position</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>9</u> Application Objective <u>3</u>	
<b>Other: Peer mentors were linked to specifics sections of Communications 20 and MAS 74 to work with instructors</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>9</u> Application Objective <u>3</u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Purchased a computer, a printer, a projector, and office supplies for the establishment of an official Title III Project Succeed office run by our administrator.**

Total \$ spent on this activity during the current reporting period: \$5,185.98

Focus Area: *Institutional Management*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	5,185.98	100
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>5,185.98</b>	<b>100%</b>

**Process Measures for “Purchased a computer, a printer, a projector, and office supplies for the establishment of an official Title III Project Succeed office run by our administrator.”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.*

<b>Were relevant staff trained in how to use new funds management systems?</b>	Yes
<i>If yes:</i> Start # trained staff <u>  0  </u> End # trained staff <u>  2  </u> Application Objective # <u> 3.4 </u>	
<b>Were relevant staff trained in how to use new administrative management systems?</b>	Yes
<i>If yes:</i> Start FTE trained <u>  0  </u> End FTE trained <u>  2  </u> Application Objective FTE <u> 3.4 </u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Salary payment for Maria Alaniz, head of our Faculty Mentor Program.**

Total \$ spent on this activity during the current reporting period: \$26,017.31

Focus Area: *Student Services and Outcomes*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	26,017.31	100
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Payment of Salary	0.00	0
<b>Total Expenditure For This Activity</b>	<b>26,017.31</b>	<b>100%</b>

## Process Measures for “Salary payment for Maria Alaniz, head of our Faculty Mentor Program.”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other: Developed interface and software for faculty mentor program.</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u>  1  </u> Application Objective <u>  3  </u>	
<b>Other: Established connections with various groups on campus for the purpose of creating the faculty mentor program, including the veterans mentor program and Generate.</b>	Yes
<i>If yes:</i> Start <u>  0  </u> End <u>  1  </u> Application Objective <u>  3  </u>	



### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Salary for Maureen Smith, lead for the development of a First-Year Experience curriculum**

Total \$ spent on this activity during the current reporting period: \$24,743.94

Focus Area: *Academic Quality*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	24,743.94	100
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>24,743.94</b>	<b>100%</b>

**Process Measures for “Salary for Maureen Smith, lead for the development of a First-Year Experience curriculum”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Development and improvement of academic programs.*

<b>Did the number of new academic programs increase?</b>	No
<i>If yes:</i> Start # of academic programs <u>  0  </u> End # of academic programs <u>  0  </u> Application Objective # <u> 2.1 </u>	
<b>Did the number of academic courses undergoing revision increase?</b>	Yes
<i>If yes:</i> Start # of courses <u>  0  </u> End # of courses <u>  6  </u> Application Objective # <u> 2.1 </u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Salary for Stephanie Hubbard for management and development of Student Learning Communities and Themed Housing program.**

Total \$ spent on this activity during the current reporting period: \$22,773.76

Focus Area: *Student Services and Outcomes*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	0.00	0
Tutoring, counseling, and student service programs designed to improve academic success.	22,773.76	100
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL Paying Stephanie	0.00	0
<b>Total Expenditure For This Activity</b>	<b>22,773.76</b>	<b>100%</b>

**Process Measures for “Salary for Stephanie Hubbard for management and development of Student Learning Communities and Themed Housing program.”**

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Tutoring, counseling, and student service programs designed to improve academic success.*

<b>Other: Development of Student Learning Communities for URM freshmen</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>10</u> Application Objective <u>3</u>	
<b>Other: Increased number of student in newly developed SLCs</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>225</u> Application Objective <u>3</u>	

### Section 3: Grant Activities and Focus Areas

Grant activity carried out during this reporting period in your grant application: **Purchased books for education of faculty and staff**

Total \$ spent on this activity during the current reporting period: \$150.00

Focus Area: *Academic Quality*

<b>Legislative Allowable Activities</b> <b>[Note: All listed activities are directly from the legislation.]</b>	<b>Dollars Spent</b>	<b>% of Dollars</b>
Purchase, rental, or lease of scientific or laboratory equipment for educational purposes, including instructional and research purposes.	0.00	0
Construction, maintenance, renovation, and improvement in classrooms, libraries, laboratories, and other instructional facilities, including the integration of computer technology into institutional facilities to create smart buildings.	0.00	0
Support of faculty exchanges, faculty development, and faculty fellowships to assist in attaining advanced degrees in the field of instruction of the faculty.	0.00	0
Development and improvement of academic programs.	0.00	0
Purchase of library books, periodicals, and other educational materials, including telecommunications program material.	150.00	100
Tutoring, counseling, and student service programs designed to improve academic success.	0.00	0
Funds management, administrative management, and acquisition of equipment for use in strengthening funds management.	0.00	0
Joint use of facilities, such as laboratories and libraries.	0.00	0
Establishing or improving a development office to strengthen or improve contributions from alumni and the private sector.	0.00	0
Establishing or improving an endowment fund.	0.00	0
Creating or improving facilities for Internet or other distance learning academic instruction capabilities, including purchase or rental of telecommunications technology equipment or services.	0.00	0
OTHER ACTIVITIES--PLEASE DESCRIBE IN SIMILAR DETAIL	0.00	0
<b>Total Expenditure For This Activity</b>	<b>150.00</b>	<b>100%</b>

## Process Measures for “Purchased books for education of faculty and staff”

The following information depicts what the grantee has accomplished in the LAA categories for this Activity.

**LAA Category:** *Purchase of library books, periodicals, and other educational materials, including telecommunications program material.*

<b>Did the number of educational materials increase?</b>	Yes
<i>If yes:</i> Start # <u>0</u> End # <u>4</u> Application Objective <u>1</u>	
<b>Other: Created a starting collection of reference books on student success and best practices -to be loaned to faculty and committee members.</b>	Yes
<i>If yes:</i> Start <u>0</u> End <u>4</u> Application Objective <u>2</u>	

## **Focus Area: Academic Quality Outcomes**

This section depicts institutional outcomes that can be categorized in the Academic Quality focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

## Focus Area: Student Services Outcomes

This section depicts institutional outcomes that can be categorized in the Student Services and Outcomes focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.



## Focus Area: Institutional Management Outcomes

This section depicts institutional outcomes that can be categorized in the Institutional Management focus area. Information is provided on the measures that the grantee felt were *most reflective of their activities supported by Title III/V funds* for the current reporting period. Grantees were required to answer at least two of the measures questions.

<b>Has the institution's information management capabilities improved?</b>	Yes
<p><i>If yes:</i>            Start <u>Good</u>            End <u>Good</u>            Goal <u>3</u></p> <p><i>I would like to provide a brief supporting statement:</i> We established a Title III project office and purchased printer, laptop and supplies for the office.</p>	
<b>Other, please specify:</b> We purchased a projector for use by the project and project staff	Yes
<p><i>If yes:</i>            Initial # <u>0</u>            Final # <u>1</u>            Goal <u>3.4</u></p> <p><i>I would like to provide a brief supporting statement:</i></p>	

## Section 4: Project Status

Continued funding requires evidence of substantial progress towards meeting the activity objectives. Below is a list of objectives for each activity carried out over the current reporting period of the grant.

**ACTIVITY:** Purchased informational booklets for distribution to parents of first time students at orientation.

### On-Schedule Activity Objectives

Goal 2. Provide an academically supportive environment for underrepresented students. Goal 3. Improve delivery and integration of academic and co-curricular support services to enhance student success. Books purchased: "Navigating the First College Year: A Guide for Parents and Families" "A Guide for Families of Commuter Students: Supporting Your Student's Success"

**ACTIVITY:** Sent Stephanie Hubbard and Maureen Smith, two members of the SIP committee, to the 34th Annual FYE Conference in Dallas.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Goal 1.1. Increase overall freshmen to sophomore retention 5% by Fall 2019 Goal 2.1. Increase URM freshmen to sophomore retention 12% by Fall 2019 Goal 3.1. Improve and implement SLCs for 1,000 freshmen Goal 3.4. Coordinate student success programs and provide one-stop shop of student success programs to students, advisors, and faculty.	All goals listed in the objective are on schedule, with the exception of goal 1.1, with which are actually ahead of schedule, having already met that retention goal.	Fall 2015

**ACTIVITY:** Peer Mentor training and support - purchased materials for training session and luncheon for faculty and trainee mentors.

### On-Schedule Activity Objectives

Goal 3.4. By Fall 2017, we will coordinate our student success programs and provide a one-stop shop of student success programs to our students, faculty, and advisors.

**ACTIVITY:** Purchased a computer, a printer, a projector, and office supplies for the establishment of an official Title III Project Succeed office run by our administrator.

### Narrative Supporting Completed Objectives

Below are statements with data and references to goals stated in the grant application as appropriate to document the objectives that were "completed" during each year of the grant.

Activity Objective(s)	Evidence of Completion
Establishing a formal Project Succeed office was one of our primary actions for the first year and aligns with all three of our goals, as project management is essential to our overall success.	Office has been established in the Student Academic Success Services (SASS) office, appropriate personnel has been hired, and the necessary equipment and supplies have been purchased.

**ACTIVITY:** Salary payment for Maria Alaniz, head of our Faculty Mentor Program.

### On-Schedule Activity Objectives

Goal 3.4. - coordinate student success programs and provide a one-stop shop for students, advisors, and faculty.

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Goal 3.3. - to implement a Faculty Mentor Program for incoming freshmen	Although we have made considerable progress towards our goal, our change in the structure of the mentor program forced us to postpone the launch. We are on track to launch our pilot program Spring 2016.	Spring 2016

**ACTIVITY:** Salary for Maureen Smith, lead for the development of a First-Year Experience curriculum

### Changes in Objective Schedule

Below are statements with data and references to goals stated in the grant application as appropriate to support and explain the need for objective schedule changes.

Activity Objective(s)	Reason(s) for Change	Expected Completion Date
Goal 3. Improve delivery and integration of academic and co-curricular support services for students to enhance student success and improve retention and graduation rates.	There has been a lot of interest from various campus departments to develop a more comprehensive FYE program. Therefore, we are broadening our approach by looking at what an FYE experience means at SJSU. In the short term, this has caused a setback by has slowing down FYE implementation at SJSU. However, since the program has grown to the point that it is becoming an endeavor that multiple departments are involved in, this short-term setback is becoming long-term progress that will establish a sustainable FYE program at SJSU.	2018
Goal 3.4. Coordinate student success programs.	In this case goal 3.4. relates to the FYE program, as such, the reasons listed above apply here as well.	2018

**ACTIVITY:** Salary for Stephanie Hubbard for management and development of Student Learning Communities and Themed Housing program.

### On-Schedule Activity Objectives

Goal 3.1. Develop and implement SLCs for 1,000 URM Freshmen.

**ACTIVITY:** Purchased books for education of faculty and staff

### On-Schedule Activity Objectives

Goal 2. Provide an academically supportive environment for underrepresented students. Books purchased: "Shedding Light on Sophomores: An Exploration of the Second College Year"

Goal 3. Improve delivery and integration of academic and co-curricular support services to enhance student success. Books purchased: "Thriving in Transitions: A Research-Based Approach to College Student Success" "The First-Year Seminar: Designing, Implementing, and Assessing Courses to Support Student Learning and Success (Volume II: Instructor Training and Development)" "Transfer Students in Higher Education: Building Foundations for Policies, Programs, and Services That Foster Student Success"

## Section 4: Budget Summary

Category	Carryover Balance from Previous FY	Actual Budget	Expenditures	Non-Federal Expenditures	Carryover Balance	Next Year's Actual Budget	Changes (Y/N)
Personnel	\$0.00	\$457,777.00	\$115,725.26	\$0.00	\$0.00	\$0.00	No
Fringe Benefits	\$0.00	\$178,847.00	\$51,787.23	\$0.00	\$0.00	\$0.00	No
Travel	\$0.00	\$11,963.00	\$5,597.00	\$0.00	\$0.00	\$0.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$0.00	\$2,250.00	\$8,440.32	\$0.00	\$0.00	\$0.00	No
Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Endowment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Other	\$0.00	\$0.00	\$8,500.00	\$0.00	\$0.00	\$0.00	No
Total	\$0.00	\$650,837.00	\$190,049.81	\$0.00	\$0.00	\$0.00	

## **Section 4: Budget Summary Narrative**

This section provides an explanation of budget changes, particularly the use of funds from cost savings, carryover funds and other expanded authorities changes to the budget including a description of any significant changes to the budget resulting from modifications of project activities.

There were a few reasons we did not expend funds at the expected rate. First and foremost, both SJSU and Research Foundation use a different fiscal year than the one laid out by the grant; therefore, by the end of the fiscal year (9/30/2015), there were still items in accounts payable that were paid out the following couple months. This includes release time for faculty on the grant for Fall 2015. In addition, due to university issues and a system upgrade from Version 1 to Version 5, we were not able to purchase Grades First in our beginning year as intended; that money has been rolled over and will be used in a subsequent year.

Furthermore, due to a lack of skilled candidates, we did not expend funds on peer mentors at the rate we had expected during the first year. We expect the funds not used for Grades First and peer mentors will be expended in the upcoming years. We also sent three team members to conferences in 2015, however, the payment for the third team member wasn't processed until after 9/30/2015.