

2018 Annual Performance Report

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Grantee Name: SAN JOSE STATE UNIVERSITY RESEARCH FOUNDATION

Grantee Address: 210 N FOURTH ST 4TH FL, SAN JOSE, CA 95112

PR Award Number: P031A140081

Unit (NCES) ID: 122755

Project Director: Name: Patricia Backer
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Grant Program: Title III - Part A - Strengthening Institutions

Project Title: Project Succeed: Strengthening Institutions.

Institution Type: 4-year Public

Grant Year: 4

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Section 1: Executive Summary

Unless otherwise stipulated, please answer each question in 1,000 words or less.

When answering, please organize your responses according to the following focus areas:

- Academic Quality
- Student Services
- Institutional Management
- Fiscal Stability

Keep in mind that these questions, unless otherwise stated, pertain to the most recent grant year.

SECTION 1-A: Use this section to summarize how your grant is enabling your institution to fulfill the legislative intent of the Title III, V, or VII Program during the current grant year.

1. The goals of Title III, V, and VII grants are to strengthen an institution's capacity to serve low-income and minority students. Summarize, in 1,000 words or less, the impact your institution's Title III, Title V, or Title VII grant has had this year on the following institutional measures: (a) Enrollment, (b) Graduation, (c) Retention, and/or (d) Fiscal Stability. Summarize the impact of the grant on the institution's capacity to contribute to fulfilling the goals of the legislation.

Goal 1. Strengthen SJSU's core academic performance in two key areas: retention and graduation. Block Scheduling: The main effort under this goal has been implementing block scheduling for freshmen at SJSU. We purposefully put freshmen into two or more classes with students from the same major. This way, they formed a cohort in their majors. In 2018, SJSU had data to support progress in Goal #1. Specifically, for those students who were in blocked classes in the original Fall 2015 cohort, the retention rate after three years [78%] was 3% higher than non-blocked students [75%]. The colleges that had block scheduling in Fall 2015 were Business, Engineering, and the Department of Child and Adolescent Development (CHAD) in the College of Education. In Fall 2016, we added all freshmen in the School of Music to our blocked group. For Fall 2016, the two-year retention rate was higher for blocked [82%] versus non-blocked [76%] students. In Fall 2017, we added all freshmen in Health Science, Economics, Biology, Dance, Computer Science, and Undeclared-Prenursing to block scheduling. For Fall 2017, the one-year retention rate was higher in blocked [86%] versus non-blocked [82%] students. In Fall 2018, all freshmen in the Colleges of Science, Health and Human Sciences (CHHS), Social Sciences, and Education were added to block scheduling. Also, we have block scheduled freshmen from three majors in the College of Humanities and the Arts (H&A)---Art/Design Studies, Music and Dance. In Fall 2018, 79.2% of all SJSU freshmen were block scheduled. Looking at URM frosh, in Fall 2015 we had 407 URM frosh students involved in block scheduling. By Fall 2017, we have increased the number of URM frosh students involved in block scheduling to 753. Our initial Fall 2015 URM frosh cohort have a higher three-year retention rate in blocked [73%] versus non-blocked [68%]. This continues with the most recent Fall 2017 URM frosh cohort, as their one-year retention is higher in blocked [80%] versus non-blocked [78%].

Goal 2. Providing an academically supportive environment for underrepresented students.

Peer Mentors: SJSU revised the peer mentor program to give students more peer support. The number of Peer Mentors increased from 78 in the previous report to 93 total in Spring 2018 and 112 total in Fall 2018. The peer mentors are being used in various ways to help create an academically supportive environment. Some are tutors, some are mentors and some are being used as supplemental instruction leaders.

Faculty Staff Mentor Program: In Spring 2018, we increased our Faculty/staff mentor count to a total of 221 mentors campus wide. With the increased mentor count, we have also increased the number of students enrolled, reaching a total of 460 students. We upgraded our software platform from Xinspire to PeopleGrove over the summer for Fall 2018 to include other key SJSU partners: the Career Center and the Alumni Association. This new software's anticipated benefits are: to facilitate bulk email invites within the software and tracking of response and signup rates,

track activities within the software and facilitate more networking and communication. Our goal is to support a culture of mentorship through a one stop mentoring application.

Living Learning Communities (LLCs): At the start of Fall 2018, we launched three Advisory Councils (Rainbow Village Council, Black Scholars Community Council, and Academic Success Council) in collaboration with students, faculty, and staff across campus with the intention to advise and guide the Theme Communities. For Fall 2018, Housing will collaborate with the FYE program to release two online Canvas Courses to inform residential students about our Themed Communities and First Year Communities.

First Year Experience (FYE): In Fall 2016, the grant created a FYE Steering Committee to help the future growth of the FYE program and to brainstorm development for the FYE pilots for Fall 2017. The FYE pilots that ran in Fall 2017 were successful; however, there were not enough students to assess the impact of this initiative. Therefore, for Fall 2018, the FYE program is re-piloting with a strong focus on assessment. For Fall 2018, we re-piloted three FYEs: a three-unit FYE course (Edco 4 replaces Sci 2), a one-unit FYE course (UNVS 95), and an online unit-less FYE course, Spartan Ready (replaces Orientation Plus). The total number of students for Fall 2018 FYE was 626. In addition, in June 2018, we offered two successful First Year Experience workshops. The first was designed to help faculty create FYE in their own courses (GE and major). 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 the Fall 2018 FYE.

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 establishment of our Project Succeed office, we have gone digital and created an online website to act as an additional source for interested members of our campus community to find resources on what is going on in Project Succeed, how they could get involved in Project Succeed, resources to help the underrepresented students and almost anything else they may need. We have updated the campus with the grant's activities and occurrences with a semester newsletter that states the current status of the programs as well as promoting grant opportunities to get involved. In preparation for dissemination and outreach in the final grant year, we have begun to store our grant files, materials, and research on a paid subscription online cloud database, called Box. At the start of Fall 2018, we offered two overwhelmingly successful Data Visualization workshops for SJSU faculty, staff, and students. The workshops were facilitated by Jennifer Lyons of Evergreen Data. We offered the workshop to SJSU faculty, staff, and students and invited grant personnel to attend to improve how they convey data more effectively. A total of 96 faculty and staff attended Workshop 1 and a total of 25 attended the 2nd "hands-on" Workshop.

- 1A. Summarize, in 250 words or less, some of the major milestones reached this year as a result of the grant project(s).

Our initial Fall 2015 block scheduled freshmen cohort has continued to show increases in retention numbers compared to freshmen who were not blocked. The three-year retention rate of Fall 2015 blocked students was 78% versus 75% for non-blocked students. For Fall 2016 freshmen, the two-year retention rate was higher for blocked 82% versus non-blocked 76% students. For Fall 2017, the one-year retention rate was higher in blocked 86% versus non-blocked 82% students. The Peer mentor program has grown in size and variety as the program begins to increase. In Fall 2018, we had a total number of 112 Peer Educators. The Faculty/Staff mentor program is continuing its expansion by upgrading our software for Fall 2018. The FYE program is re-piloting with a strong focus on assessment for Fall 2018. The Project Staff meets with the Advisory Board each semester to monitor the grant with bi-annual updates and to get suggestions, advice, and feedback on grant activities. We have created a one stop shop via an online website that will be the information hub for a one-stop shop for faculty, students, and advisors who seek involvement and information. In addition, the Project distributes a bi-annual newsletter to all SJSU faculty and staff to further disseminate the Project Succeed initiatives.

- 1B. Summarize, in 250 words or less, where your institution needs support for the grant project(s).

This report is based on the fourth year of the project. All of our initiatives need support from the administrative personnel on campus in order to be institutionalized. For block scheduling, we have gained the strong support of the college deans and the advising centers from each college. In Fall 2018, 79.2% of all SJSU freshmen were block scheduled. Peer Connections, a hub for peer support efforts at SJSU, has provided staff support to this project. The Faculty/Staff mentor program has been supported by staff from the Office of Student and Faculty Success and is now in collaboration with SJSU's Career Center and Alumni Association. Our LLC initiative is supported by staff from the Office of University Housing Services.

- 1C. Has your institution's project(s) contributed to (a) research, (b) knowledge, (c) practice, and/or (d) policy over the past year? If so, how? These may be presentations, publications, program development and/or expansion, and recommendations for policy changes due to the work being conducted on campus.

For the FYE initiative, we have developed three different models (and courses) to pilot the FYE learning objectives. The first pilot was in Fall 2017 and we are running the three different models for FYE as a second pilot in Fall 2018. Our block scheduling is our most developed initiative and we have presented preliminary data on this program at the American Society for Engineering Education and WASC ARC. The Principal Investigator attended and presented at the ASEE 2018 The Collaborative Network for Engineering and Computing Diversity (CoNECD) conference and presented URM retention rates based on ethnicity involved in block scheduling at SJSU. CoNECD and WASC ARC presentations are attached. The citation for ASEE is: Backer, P. R. & Kato, C. (2017). Effect of cohorts on student retention in engineering. ASEE Proceedings. Available at (<https://www.asee.org/public/conferences/78/papers/19232/view>).

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 compliments the mission goals in all three aspects. By further improving student experiences and implementing best practices through the grant, we are enriching the lives of our students. By further improving our programs through the Faculty/Staff Mentor Program and the FYE experience and by expanding and enhancing our Living Learning Communities, we are continuing to improve and to increase the knowledge we transmit to our students and while still continuing to provide them with a supportive living environment. By providing them with both peer and faculty mentors, we are teaching students the skills they'll need to apply in the workforce once graduated and to have the opportunity to keep these relationships past their college journey. Furthermore, we created an Advisory Board and an FYE Steering Committee to provide meaningful feedback and advisory suggestions to the programs and initiatives of the grant. We are constantly expanding and improving our knowledge base so that we may pass it on to future students and continue to turn out well prepared students.

3. For continuous improvement, what modifications do you wish to make to your grant project(s) during the upcoming reporting year?

We have continued to expand our support for the Faculty/Staff mentor program by purchasing new software, PeopleGrove. We are implementing the new software for the Faculty Staff mentor program in Year 5 and we plan to support two faculty who are managing the program. We are continuing to run our FYE pilots again in Fall 2018 to collect more data on their effectiveness; therefore, we are extending the appointment of the Title III FYE coordinator through the upcoming reporting year. We have continued to increase the numbers of students who are blocked scheduled compared to our projections in our grant application (79.2% in Fall 2018) and we are continuing to work with the deans and college advising centers on implementing block scheduling by year five for all incoming freshmen. The project staff at Housing has stabilized from the previous year. The new staff has begun several projects within the LLCs and plans to offer additional LLC in Fall 2019.

4. How did the cooperative arrangement aspect of the grant benefit the institutions involved?

Our grant does not include a cooperative aspect.

5. For those programs that required standards of evidence in the application (ANNH, AANAPISI, NASNTI, SIP, etc...), how are you meeting the standards you cited in your grant application?

Our grant application does not include standards of evidence

- 5A. If you have conducted program evaluation, assessment, or research related to the grant, please summarize your results. If you have any documents (journal articles, institutional publications, presentations, etc...) that provide greater detail of your results that you would like to highlight, please attach them for review.

We have conducted evaluations and assessment of the block scheduling program and peer mentor program during this project year.

Block Scheduling: We block scheduled 1272 freshmen in Fall 2015, and 956 freshmen in Fall 2016, and 2285 freshmen in Fall 2017. Specifically, for those students who were in blocked classes in the original Fall 2015 cohort, the retention rate after three years [78%] was 3% higher than non-blocked students [75%]. The colleges that had block scheduling in Fall 2015 were Business, Engineering, and the Department of Child and Adolescent Development (CHAD). In Fall 2016, we added all freshman in the School of Music to our blocked group. For Fall 2016, the two-year retention rate was higher for blocked [82%] versus non-blocked [76%] students. In Fall 2017, we added all freshmen in Health Science, Economics, Biology, Dance, Computer Science, and Undeclared Pre-nursing to block scheduling. For Fall 2017, the one-year retention rate was higher in blocked [86%] versus non-blocked [82%] students. In Fall 2018 all freshmen in the Colleges of Science, Health and Human Sciences(CHHS), Social Sciences, and Education were added to block scheduling. Also, we have block scheduled freshmen from three majors in the College of Humanities and the Arts (H&A)---Art/Design Studies, Music and Dance. In Fall 2018, 79.2% of all SJSU freshmen were block scheduled. Looking at URM frosh, in Fall 2015 we had 407 URM frosh students involved in block scheduling. By Fall 2017, we increased the number of URM frosh students involved in block scheduling to 753. The Principal Investigator attended and presented at the ASEE 2018 The Collaborative Network for Engineering and Computing Diversity (CoNECD) and WASC ARC conference and presented URM retention rates based on ethnicity involved in block scheduling at SJSU.

Peer Mentor Program: In Fall 2017, 1,480 unique students; in Spring 2018, 1,510 unique students were served. Frosh students tend to utilize Peer Connections the most. On average, the number of visits for tutoring or mentoring per student in Fall 2017 was 2 with a range from 1 visit to 46 visits. The average number of visits per student for tutoring or mentoring in Spring 2018 was also 2, with a range from 1 visit to 32 visits. We have attached the 2017-2018 report from Peer Connections which includes assessment.

External Evaluation: The external evaluators for Project Succeed have reviewed the activities funded by the grant and have come to the following conclusion that the Project Succeed components continue to show promise for supporting retention at SJSU. To explore the impact of blocked classes longitudinally, the evaluator compared two-year retention rates of engineering students from the 2015 entering cohort to the two-year retention rates of previous engineering cohorts at SJSU. The 2-year retention rate for the 2015 (blocked) cohort is above what would be expected based on a best fitting regression line from the previous five cohorts (chi-square value = 7.77, $p = .005$).

Similar findings were obtained when conducting separate longitudinal analyses of traditionally underrepresented subgroups, such as URM students and females (see Figures 1B and 1C, respectively). Specifically, two-year retention rates were statistically higher for URM students in the 2015 entering cohort than what would be expected based on a linear regression line from previous cohorts (chi-square value = 15.85, $p < .001$), and there was a trend for higher retention rates in female students using the same analysis (chi-square value = 2.70, $p = .100$).

The one-year retention rates for all of these groups increased in Fall 2015 as compared to the Fall 2013 and Fall 2014 cohorts except for the Caucasian students who had a higher one-year retention rate in Fall 2014. When comparing the one-year retention rates for female and male engineering freshmen, block scheduling appears to have a larger effect on male students. Overall, the number of the number of engineering students retained in all three subgroups (Asian, Hispanic and Caucasian) is significantly higher than the Fall 2013 entering freshmen.

This data analysis is reported in the external evaluator's report (attached). As well, this analysis was included in the proceedings of the ASEE 2018 CoNECD conference (also attached).

SECTION 1-B: You must answer at least two of the five questions in this section.

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.

We have had challenges related to our FYE program and the expansion of our LLCs in Housing. FYE: There are challenges related to developing an FYE program that would fit into our maximum limit of 120 units at SJSU. This development happened after our grant proposal was submitted and it has made the development of an FYE program difficult. In Fall 2014, all undergraduate programs at San Jose State University (SJSU) were restricted to 120 units. This 120 unit limit works against SJSU's goal of a strong FYE (First Year Experience) program. The major concern across each approach was how to fit an FYE program into the graduation goals of the grant and the units required at SJSU. We ran pilots of all three FYE models in Fall 2017 and are running additional pilots in Fall 2018.

LLCs: Since our grant was funded, there have been staff changes in University Housing, including the staff in charge of the LLCs who started in December 2017. One new LLC will start in Fall 2019.

The Peer Mentor program requires a large amount of qualitative and quantitative assessment to justify its high cost to function. To resolve this we are coordinating with the external evaluator for assessment in the following reporting year.

Minor communication issues with the pipeline of block scheduling. Faculty and students involved in block courses were uninformed that they were a block scheduled courses. To resolve this, we are working with each College to insure faculty are notified and informed.

During the reporting period, the faculty / staff mentor program underwent a change in software, PeopleGrove. In doing so, they had to re-pilot the program for a third time during the overall grant period, further delaying qualitative and quantitative assessment from external evaluator. The faculty/staff mentor program launched in Fall 2018, using the new software. This was followed by a qualitative survey to students at the end of Fall 2018.

Since the Fall 2017 First Year Experience (FYE) cohort was small, we re-piloted the FYE courses in Fall 2018 with 626 students. We are planning to look at the impact of the FYE Fall 2018 courses on one-year retention rates in Fall 2019. We intend to conduct additional assessment of FYE in Spring and Fall 2019.

How would you improve or change the Program (e.g., customer service, allowable activities, regulations, statute)?

Last year, we reported on food issues. Another area that is difficult is the travel approval process. We are required to get prior approval for all travel from the Department of Education for our grant. This usually delays our travel and has led, in cases, to travel being cancelled.

Section 2: Accreditation

Grant Year Collection Year	Pre-Grant 2013	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018
Total Fall Enrollment	31278	32713	32773	32154	33409	32828
Fall-to-Fall Retention %	86	86	87	87	0	0
4-Year Graduation Rate	17	0	0	0	0	0
6-Year Graduation Rate	0	0	0	0	0	0

INSTITUTIONAL LEADERSHIP

1. Have there been changes in institutional leadership (presidents, vice-presidents, provosts, etc.) or in the Grant leadership (project director, activity director, etc.)?

Yes

If yes, how has this affected the grant?

Our Provost, Andy Feinstein has moved to another institution. We currently have an interim provost during the hiring process, Joan Ficke. It has not affected the grant nor the grant programs.

ACCREDITATION

2. Who is your institution's primary accrediting agency:

Western Association of Schools and Colleges Senior College and University Commission

AUDIT

4. Has an audit that complies with OMB Circular A-133 been completed?

Yes

4a. Were there any findings in the audit?

No

4b. Year the most recent audit was conducted:

2018

Copy of the report with findings:

4c. Explain how these findings are being addressed:

ENDOWMENT

5. Do you have an Endowment Challenge Grant?

No

6. Are grant funds being used for an Endowment activity?

No

7. Do you have an endowment on a previous award not matured?

No

If yes, what is the award number?

Section 3: Activities, Focus Areas, and Outcomes

Total Expenditures during the Reporting Period

Total federal dollars spent on your Title III/V grant: \$467,995.04
 Total federal dollars spent on Title III/V project management and evaluation: \$193,196.55
 Total remaining federal dollars spent on your Title III/V activities (Line 1 - Line 2): \$274,798.49

Total number of activities: 14

Grant Activities and Outcomes

Grant activity:
 Train/Support new Peer mentors to help in classes across the campus

Total Spent: \$158,932.02

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$158,932.02	100

Grant activity:
 Purchase software license for improving the Faculty/Staff mentor program

Total Spent: \$15,000.00

Focus Area: Institutional Management

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Continued to subscribe to software that aids faculty and staff mentor program in furthering the goals of the grant.	\$15,000.00	100

Grant activity:
 Training faculty and staff in new ways to interact with students in the classroom through peer educators workshops for faculty

Total Spent: \$1,200.27

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$1,200.27	100

Grant activity:
 Conduct Advisory Board Meetings

Total Spent: \$51.24

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Held Advisory Board meetings twice every academic year.	\$51.24	100

Grant activity:
Faculty/Staff mentor program

Total Spent: \$47,763.04

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$47,763.04	100

Grant activity:
First Year Experience Program

Total Spent: \$16,109.12

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Development and improvement of academic programs	\$16,109.12	100

Grant activity:
Maintained a Project Succeed Newsletter and Website

Total Spent: \$6,432.63

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Maintained a Website/Newsletter - www.sjsu.edu/projectsucceed/	\$6,432.63	100

Grant activity:
Outreach - Data Visualization

Total Spent: \$9,469.52

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Outreach workshop	\$9,469.52	100

Grant activity:
Dissemination - Attended National Conferences

Total Spent: \$2,269.50

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Dissemination - Attended National Conference	\$2,269.50	100

Grant activity:
Continued online licensing of database for storing grant materials for university use after the grant.

Total Spent: \$668.95

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Subscribed to online cloud database for use by grant personnel and dissemination	\$668.95	100

Grant activity:
Blocked Scheduling

Total Spent: \$506.60

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Development and improvement of academic programs	\$506.60	100

Grant activity:
Student Living Learning Communities

Total Spent: \$12,824.20

Focus Area: Student Services and Outcomes

Legislative Allowable Activities	Dollars Spent	% of Dollars
Tutoring, counseling, and student service programs designed to improve academic success.	\$12,824.20	100

Grant activity:
Faculty Staff Mentor Workshop

Total Spent: \$1,632.91

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Other Activity: Food, beverage, and supplies for workshops	\$1,632.91	100

Grant activity:
First Year Experience Workshops

Total Spent: \$1,938.49

Focus Area: Academic Quality

Legislative Allowable Activities	Dollars Spent	% of Dollars
Development and improvement of academic programs	\$326.85	17
Other Activity: Food, beverage, and supplies for workshops	\$1,611.64	83

Focus Area: Academic Quality Outcomes

Has the number of new academic programs increased?	No
<p><i>If yes:</i></p> <p>Initial #: 0 Final #: 3 Goal: 1</p> <p>Supporting statement:</p> <p>We are re-piloting and expanding the 3 FYE courses in Fall 2018 to focus on assessment.</p>	
Have the institution's educational technology infrastructure improved?	Yes
<p><i>If yes:</i></p> <p>Initial : Fair Final : Good Goal: Good</p> <p>Supporting statement:</p> <p>As part of this grant funding, we have upgraded our software to include other key SJSU partners, Career Center and Alumni Association. By reaching out to all other mentor programs on campus, we are reaching our goal to support a culture of mentorship through a one stop mentoring application.</p>	
Other, please specify: Development of supportive living spaces for under-represented minorities	Yes
<p><i>If yes:</i></p> <p>Initial #: 6 Final #: 6 Goal: 3</p> <p>Supporting statement:</p> <p>In the area of housing we have continued to support our 6 Student Living Learning Communities. In Fall 2018 we launched three Advisory Councils: 1. Academic Success Advisory Council, 2. Rainbow Village Advisory Council , and 3. Black Scholars Community Advisory Council to support the associated housing Living Learning Community. In Fall 2018 we also, implemented a Residential Curriculum that focuses on student learning.</p>	

Focus Area: Institutional Management Outcomes

Other, please specify: Continue to coordinate our student success programs	Yes
<p><i>If yes:</i></p> <p>Initial #: 0 Final #: 1 Goal: 3</p> <p>Supporting statement:</p> <p>Continue to coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.</p>	
Other, please specify: By Fall 2019 we will implement block scheduling for all incoming URM frosh	Yes
<p><i>If yes:</i></p> <p>Initial #: 0 Final #: 79% Goal: 3</p> <p>Supporting statement:</p> <p>Currently we have block scheduled incoming Fall 2018 freshman in the Colleges of Engineering, Business, Science, Health and Human Sciences (CHHS), Social Sciences, and Education. Also, we have block scheduled freshmen from three majors in the college of Humanities and the Arts-- Art/Design Studies, Music and Dance. In Fall 2018, 79.2% of SJSU freshmen were block scheduled. SJSU plans to block schedule all freshmen in Fall 2019.</p>	

Focus Area: Student Support Services Outcomes

Has the institution's retention rate improved?	No
<p><i>If yes:</i></p> <p>Initial rate: 86.1 Final rate: 83.1 Goal: 1</p> <p>Supporting statement:</p> <p>Currently we have block scheduled incoming Fall 2018 freshmen in the Colleges of Business, Engineering, Science, Health and Human Sciences (CHHS), Social Sciences, and Education. Also, we have block scheduled freshmen from three majors in the College of Humanities and the Arts---Art/Design Studies, Music and Dance. This Fall, 79.2% of SJSU freshmen were block scheduled. The retention rate for Fall 2017 freshmen was higher for the blocked students (total blocked freshmen=2285, 1 year retention rate=86%) versus unblocked students (total non-blocked students=2218, 1 year retention rate=82%). We hope that the overall retention rate will improve with block scheduling of all freshmen in Fall 2019.</p>	
Has the retention rate of students who participated in other student services programs increased?	Yes
<p><i>If yes:</i></p> <p>Initial rate: 82.0 Final rate: 86.0 Goal: 1</p> <p>Supporting statement:</p> <p>The retention rate for Fall 2017 freshmen was higher for the blocked students (total blocked freshmen=2285, 1 year retention rate=86%) versus unblocked students (total non-blocked students=2218, 1 year retention rate=82%).</p>	

Section 4: Project Status

Activity:	Train/Support new Peer mentors to help in classes across the campus
Project Objective:	Objective 3.1. By Fall 2019, we will develop and implement SLCs for 1,000 URM frosh
Objective Status:	On schedule
Objective Narrative:	To help build toward this goal SJSU continued with the Peer Educator program that gave students in classes across the campus more peer support. The number of peer educators increased to 112 in total at the end of the grant year, 93 in Spring 2018 and 112 in Fall 2018. These 112 students are being used in various ways to help create an academically supportive environment. Overall we served 8,691 students through Peer Connections in 2017-2018 academic year. 698 frosh students scheduled appointments or attended sessions at Peer Connections in Fall 2017.
Performance Measure:	# of students served through Peer Conections
Measure Type:	Project
Data Type:	Raw Number
Target:	700
Actual:	698
Date Measured:	2018-09-30
Frequency Measured:	Semester

Activity:	Purchase software license for improving the Faculty/Staff mentor program
Project Objective:	Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM.
Objective Status:	On schedule
Objective Narrative:	We upgraded the software to Peoplesoft for the Faculty Staff Mentor program to better facilitate and encourage communication on the platform. We have been improving the program and along the way on-boarding more mentors and mentees into the program via our online mentor website.
Performance Measure:	Purchased Software
Measure Type:	Project
Data Type:	Raw Number
Target:	1
Actual:	1
Date Measured:	2018-09-30
Frequency Measured:	annually

Activity: Training faculty and staff in new ways to interact with students in the classroom through peer educators workshops for faculty

Project Objective: Objective 3.1. By Fall 2019, we will develop and implement SLCs for 1,000 URM frosh

Objective Status: On schedule

Objective Narrative: To recruit and promote the effective usage of Peer mentors in the classroom by faculty at San Jose State University, we held workshops for faculty. 31 Faculty attended these workshops.

Performance Measure: Workshops to train faculty

Measure Type: Project

Data Type: Raw Number

Target: 1

Actual: 1

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Conduct Advisory Board Meetings

Project Objective: Objective 1.1. By Fall 2019, SJSU will increase the freshman to sophomore retention for URM frosh by 12%

Objective Status: On schedule

Objective Narrative: Creating an Advisory Board to provide meaningful feedback and advisory suggestions to the programs and initiatives of the grant. We held two advisory board meeting each year.

Performance Measure: # of meetings

Measure Type: Project

Data Type: Raw Number

Target: 2

Actual: 2

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Faculty/Staff mentor program

Project Objective: Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh.

Objective Status: On schedule

Objective Narrative: Since piloting the Faculty/staff Mentor program in Fall 2016, we have grown our Faculty/staff mentor count to a total of 221 mentors campus wide. With the increased mentor count, we have also increased the number of students enrolled, reaching a total of 460 students. Also, we upgraded our software to include other key SJSU partners. Our goal is to support a culture of mentorship through a one stop mentoring application.

Performance Measure: Number of Faculty and Staff Mentors

Measure Type: Program
Data Type: Raw Number
Target: 200
Actual: 221
Date Measured: 2018-09-30
Frequency Measured: annually

Activity: First Year Experience Program

Project Objective: Objective 2.1. By Fall 2019,SJSU will increase the freshman to sophomore retention for URM frosh by 12%.

Objective Status: On schedule

Objective Narrative: Building on the successful First Year Experience pilots in Fall 2017, we have expanded our pilot courses for Fall 2018: an expanded three-unit FYE course (Edco 4 replaces Sci 2), a one-unit FYE course (UNVS 95), and an expanded unit-less on-line FYE Spartan Ready course (replaces Orientation Plus).

Performance Measure: Created First Year Experience courses

Measure Type: Project
Data Type: Raw Number
Target: 1
Actual: 3
Date Measured: 2018-09-30
Frequency Measured: annually

Activity: Maintained a Project Succeed Newsletter and Website

Project Objective: Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

Objective Status: On schedule

Objective Narrative: Since the establishment of our Project Succeed office, we have since gone digital and created an online website to act as an additional source for interested members of our campus community to find resources on what is going on in Project Succeed, how they can get involved in Project Succeed, resources to help the underrepresented students and almost anything else they may need. Also,we have been updating the campus with the grant's activities and occurrences with a biyearly Newsletter that states the current status of the programs as well as promoting grant opportunities to get involved.

Performance Measure: Maintained Website & Published biannual Newsletter

Measure Type: Project

Data Type: Raw Number
 Target: 1
 Actual: 2
 Date Measured: 2018-09-30
 Frequency Measured: annually

Activity: Outreach - Data Visualization

Project Objective: Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors, and faculty.

Objective Status: On schedule

Objective Narrative: In September, 2018 we offered two overwhelming successful Visualization workshops for SJSU faculty and staff. The workshops were facilitated by Jennifer Lyons of Evergreen Data. A total of 96 faculty and staff attended Workshop 1, and a total of 25 attended the 2nd "hands-on" Workshop.

Performance Measure: Conducted outreach workshop

Measure Type: Project

Data Type: Raw Number

Target: 2

Actual: 2

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Dissemination - Attended National Conferences

Project Objective: Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors and faculty.

Objective Status: On schedule

Objective Narrative: The Principal Investigator attended and presented at the ASEE 2018 The Collaborative Network for Engineering and Computing Diversity (CoNECD) and WASC ARC conferences and presented URM retention rates based on ethnicity involved in block scheduling at SJSU.

Performance Measure: Attended & presented at National Conference

Measure Type: Project

Data Type: Raw Number

Target: 1

Actual: 2

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Continued online licensing of database for storing grant materials for university use after the grant.

Project Objective: Objective 3.4. By Fall 2017, we will coordinate our student success programs & provide a one-stop shop about student success programs to students, advisors and faculty.

Objective Status: On schedule

Objective Narrative: In preparations for dissemination and outreach in the final grant year, we have begun to store our grant files, materials, and research on a paid subscription online cloud database, called Box.

Performance Measure: Subscribed to online cloud database

Measure Type: Project

Data Type: Raw Number

Target: 1

Actual: 1

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Blocked Scheduling

Project Objective: Objective 3.2. By Fall 2019, we will implement block scheduling for all incoming URM frosh.

Objective Status: On schedule

Objective Narrative: Looking at URM frosh, in Fall 2017, the total number of URM frosh was 1773. Our target was 40% of all URM frosh--709. The number of URM frosh in block scheduling was 753 (42% of all URM frosh).

Performance Measure: # of URM students blocked

Measure Type: Project

Data Type: Raw Number

Target: 1064

Actual: 753

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: Student Living Learning Communities

Project Objective: Objective 2.1. By Fall 2019, SJSU will increase the freshman to sophomore retention for URM frosh by 12%.

Objective Status: On schedule

Objective Narrative: Continue to promote programs that improve and increase the knowledge we transmit to our students in our Living Learning Communities.

Performance Measure: Provided a Speaker for Housing Community

Measure Type: Project

Data Type: Raw Number

Target: 1

Actual: 1

Date Measured: 2018-08-30

Frequency Measured: annually

Activity: Faculty Staff Mentor Workshop

Project Objective: Objective 3.3. By Fall 2015, we will implement a Faculty Mentor Program for incoming URM frosh.

Objective Status: On schedule

Objective Narrative: In February and August 2018, we offered one successful Faculty/Mentor Program Workshop. It was designed to support and increase the number of students, faculty and staff participating in mentoring at SJSU by discussing the program and sharing success stories from mentors and mentees alike.

Performance Measure: Conducted a Faculty Staff Mentor workshop

Measure Type: Project

Data Type: Raw Number

Target: 0

Actual: 2

Date Measured: 2018-09-30

Frequency Measured: annually

Activity: First Year Experience Workshops

Project Objective: Objective 2.1. By Fall 2019, SJSU will increase the freshman to sophomore retention for URM frosh by 12%.

Objective Status: On schedule

Objective Narrative: In June 2018, we offered two successful First Year Experience workshops. The first was designed to help faculty create FYE in their own courses (GE and major. 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 the Fall 2018 FYE.

Performance Measure: Conducted First Year Experience Workshops

Measure Type: Project

Data Type: Raw Number

Target: 2

Actual: 2

Date
Measured: 2018-09-30
Frequency
Measured: annually

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	\$81,685.52	\$291,036.00	\$335,974.47	\$0.00	\$36,747.05	\$287,287.00	No
Fringe Benefits	\$59,220.68	\$99,217.00	\$47,921.59	\$0.00	\$110,516.09	\$99,335.00	No
Travel	\$13,045.21	\$3,000.00	\$2,694.50	\$0.00	\$13,350.71	\$5,500.00	No
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	No
Supplies	\$46,006.44	\$9,649.00	\$33,014.61	\$0.00	\$22,640.83	\$10,630.00	No
Contractual	(\$75,788.90)	\$47,000.00	\$48,389.87	\$0.00	(\$77,178.77)	\$47,000.00	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	\$0.00	\$0.00	\$0.00	\$0.00	No
Total	\$124,168.95	\$449,902.00	\$467,995.04	\$0.00	\$106,075.91	\$449,752.00	

Budget Narrative

1a. Have all funds that were to be drawn down during this performance period been drawn down?

Yes

2a. Did you have any unexpended funds at the end of the performance period?

Yes

2b. If you did, explain why, provide the amount, and indicate how you plan to use the unexpended funds (carryover) in the next budget period.

At the end of Year 4 (September 2018, we had a carryover of \$106,075.91 (including the carryover of Years 1, Years 2, and Years 3). As our project activities have continued to expand, we have reduced our carryover from the prior year. We expect to spend the existing carryover on project expenses. In particular, we are spending additional money on FYE, LLCs, peer mentoring, and outreach.

3a. Do you anticipate any changes in your budget for the next performance period that will require prior approval from the Department (as designated by EDGAR, 34 CFR 74.25 and 80.30, as applicable).

No

4a. Is this a cooperative arrangement grant?

No

5. Many grantees include community partners, other institutions of higher education, and secondary schools in their work. Please complete the table below (if applicable) with information related to any partners that you might be working with on your grant. Also describe if and how these partners role's have changed, and whether this had any impact on your ability to achieve your approved project objectives and/or project activities.

Partner Name	Description of Partner's Role	Did Role change?	How did Role change?	Impact on your ability to achieve objectives/activities
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6a. Do you wish to make any changes in the grant's activities for the next budget period?

No

7a. Were there any changes to key personnel during this reporting period?

Yes

7b. If yes, did you receive approval from your Program Officer?

Yes

8. Have you met your goals and objectives as outlined in your approved activities for this reporting period?

Yes

9. Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits.