

## Project Succeed Advisory Committee Minutes 5/4/2016

Present: Andy Feinstein (chair), Pat Backer, Maria Alaniz, Stacy Gleixner, Walt Jacobs, Michael Kaufman, Sonja Daniels, Adrienne Eastwood, Marlene Stern, Mary Schutten, Deanna Peck, Stephanie Hubbard, Cynthia Kato, Marina Corrales, Emily Bruce, Marcos Pizarro, Michael Kimbarow, Josh Varcel.

Absent: Maureen Smith, Reginald Baylock, Looloo Amante.

Andy Feinstein opened the meeting and asked the committee to introduce themselves

Pat Backer gave an introduction based on the slideshow. Each of the project leads gave a short presentation.

**Cynthia Kato presented her work on block scheduling:**

- Introduction/explanation on first year of block scheduling. Discussed how we beat our goal to block about a third of frosh (we blocked 37% of frosh) with 1273 students total.
- Everyone was blocked for at least two classes. Blocked students passed 11.8 units on average, non-blocked passed at 11%. Additionally, GPA was about the same, retention after first term was .002 lost so very significant. Additional students were lost due to non-payment.
- Fall 16 only adding Music to block scheduling line up. We will have more accurate math placement and schedule placement which will help alleviate some of the problems dealt with in 2015.
- We will need to work more with the instructors on the front end going into the next year, but otherwise very happy with the preliminary results.

**Q:** Did block scheduled students attempt more units?

**A:** Cindy Kato will look into it.

**Maria Alaniz presented her work on the Faculty Mentor Program:**

- Lessons learned and next steps – faculty and staff very happy to mentor overall, but students are not familiar with the concept; they don't understand the difference between a mentor and advisor.
- We can't just put the website out there, there has to be a faculty-staff culture on campus which we are working to create.
- Students were little resistant to put profiles on website because they didn't know what they were getting into or even how to go about it; we learned we need to put sample introductory emails on website.
- Summer Goals: To develop an advisory committee and create a three year road map. One idea is to collaborate with peer mentors to integrate idea of mentoring into culture.

- Reggie Blaylock was very interested in mentoring, it might be good to speak with him about how to move forward. Deborah Griffith also reached out to Maria, she may be a possible contact in the future.

**Deanna Peck presented her work on peer mentors:**

- Recap of the first year: We had 9 mentors in COMM 20, 1 in MAS. It was structured with the students and mentors in the same classes, many mentors had one on ones with students as well.
- Spring 2016 – students and mentors were not assigned to classes together which reduced their interaction, so Marina Corrales developed canvas shell in order for them to maintain a community. The canvas shell was helpful and will be continued in the future, but there was still not very much interaction, they are going to look into building that up as we move forward.
- Tried to send mentors to housing communities so there was more visibility. May want to follow up on that in the future.

**Q:** Do we have an assessment of peer mentoring?

**A:** Yes, in the survey, but it is preliminary. We will have our first comprehensive assessment in October

**Stephanie Hubbard presented her work with Living Learning Communities:**

- Three types of LLCs currently exist: Academic, Identity based, and Art and Global
- Two academic – CELL and BUILD, those two were linked and blocked, this helped them to communicate well which resulted in positive student feedback.
- Identity based – Black scholars and Rainbow, students said these communities helped them feel connected with campus and fellow students. She will be expanding those efforts next year and weaving faculty in more.
- Arts and Global – we are looking into connecting arts to the block scheduling we'll be doing with Music.
- Looking at adding new community called First Generation, Fall 2017
- Since GENERATE will be shut down, First Generation could be a good opportunity to work with Xinspire and continue the first gen work that has been started. Maria will get in touch with Stephanie in the future.

**Note:** Walt Jacobs and Sonja Daniels have been working with Stephanie Hubbard regarding the Faculty in residence, should be one or two coming in for the next semester.

**Survey:**

- Pat Backer presented the survey results. She highlighted the problems we had with advising

**Pat Backer presented the Budget:**

- So far we have underspent, in part because of peer mentors. We discussed the problems we've had with hiring and how Deanna Peck and Marina Corrales will be working to increase the number of mentors in the future
- We would like to increase funding for Faculty Mentor program so Maria Alaniz and Marlene Stern can continue to maintain Xinspire
- We would like to increase pay for peer mentors
- We would like to fund multiple FYE pilots to see what would work best here
- Stacy Gleixner suggested giving a small stipend and having an instructional seminar to block scheduling faculty during the summer could be helpful

**Q:** Are only the mentors from peer connections being funded- can others be a part of this?

**A:** Yes, other peer mentors can be a part of this but has to relate to freshmen and sophomore students. The Project Succeed team will follow up.

**Q:** Can we have peer mentors for summer high failure classes?

**A:** We should be able to; Deanna Peck will look into it.

**Pat presented Maureen Smith's work with FYE:**

- Introduction and overview
- Moving slow – what should an FYE program at SJSU look like? We need to start looking at it in a broader sense
- Decided to move the FYE brainstorming meeting to early June (after graduation but before summer school), maybe pay small stipend?
- Three possible models: FYE, Extended Orientation, and 1 unit course.
- Common reading book – haven't found a consistent one, we would like to choose books that are applicable to all students and integrate it into FYE experience

#### **FYE Discussion.**

#### **Area E Model:**

- Cindy Kato suggested three Area Es that would work and into which we could incorporate peer mentors: Eng. 10, Science 2, and Business 12.
- Business 12 is an online class, so we'd need to look into ways to address and include what we need for FYE in all those different models
- Maria Alaniz said it would be very easy to integrate the mentoring program Area E FYE model

#### **1-Unit Model**

- 1 unit classes may help break things down for students in a non-overwhelming way (Stonebridge example)
- Stephanie Hubbard has looked at many universities and noted one of the challenges is that many of them have a set agenda (e.g. life skills and development v. academic) but when the

programs were put into motion the then classes were given too much academic freedom, as a result the curriculum wasn't consistent. We'll need to make sure we avoid that if we implement a similar program -looked at embedding 3 or 4 consistent activities in every class in order to create consistent FYE experience. This is based on the 1 unit course example

**Q:** Are the universities Stephanie has looked at similar to us?

**A:** She has looked at a wide variety of schools, some similar, some not.

#### **Extended Orientation Model:**

- Idea of new student convocation – first week of classes get together. It sounds as if Reggie Blaylock is pushing something similar for Fall 2017 (new student celebration event). Will need to see where this is being discussed on campus and if/how we would like to be involved.
- Convocation has been replaced by welcome week kick off, can we fit both? Can we work them together?
- Convocation was not popular in the past, thus it was replaced. What went wrong and how can we improve it/avoid past mistakes?
- Stephanie Hubbard: The welcoming committee has been discussing these ideas, how to make a convocation enjoyable for students and faculty.
- It may be a good idea to invite a speaker for the common reading (preferably author) to speak at the kickoff (e.g. the circle last year)

**Q:** Have we looked into Muse and what worked and didn't?

**A:** Yes. Muse was too expensive and not sustainable. Otherwise, it was a good program.

**Q:** Have we looked into incorporating StrengthsQuest and would that help us with FYE?

**A:** (Stephanie Hubbard answered) We do that but it's not pervasive. We may want to look at whether it would fit in with our FYE experience.

#### **Open Floor/Discussion**

- **Marcos Pizzaro:** How is program interwoven? Feels dispersed. How can we link FYE to the Faculty mentoring program? How do we create learning communities in all areas and communities? How can we get faculty to talk to each other with block scheduling? Can we enhance advising? Can we link this grant to Spartan scholars?
- We have so many student success programs that are not coordinated or linked, we need to think about how these resources fit together. We need to work on organizing and working together- bringing the campus community together.
- **Emily Bruce:** We have all the pieces we just need to put the puzzle together.
- **Andy Feinstein:** We are on right path, although we have lots of work to do. There is opportunity to clearly move forward with student success.
- **Stacy Gleixner:** Make sure we don't get too caught up in graduation rates, we need to broaden our approach not just look at graduation rates in the future.

- **Cindy Kato:** There are students who are here and a semester or year and realize that this is not what they want (four-year graduation program, SJSU goals are not always their goals), but were only able to learn that through self-discovery and that is not a bad thing. 4 year grad rates are not such a big deal.

**Conclusion:**

- It was agreed that late September would be a good time to schedule the second Advisory Committee meeting.