

## Project Succeed Advisory Committee Meeting Minutes

11/1/2016

Present: Pat Backer, Andy Feinstein, Maureen Smith, Maria Alaniz, Stephanie Hubbard, Cindy Kato, Deanna Peck, Stacy Gleixner, Walt Jacobs, Mary Schutten, Michael Kimbarow, Michael Kaufman, Marcos Pizarro, Emily Bruce, Cynthia Baer, Hector Perea, Ariadna Manzo, Skylar, Caesar, Daniel Brenner, Josh Valcarcel and Marlene Stern

Absent: Adrienne Eastwood, Sonja Daniels, Reginald Blaylock, Avina Ramnani

Pat Backer opened the meeting and did a brief intro for the new members of the committee.

Each project lead gave a brief over view of the activities of the grant thus far.

**Block Scheduling:** Cindy Kato gave a presentation on block scheduling

-Students in block scheduled classes had a higher retention rate (Fall 2015)

-For Fall 2015 newly matriculated freshmen in the College of Business, the College of Engineering, and Child and Adolescent Development (CHAD) were assigned schedules that included at least 2 shared classes with other students in their declared majors. (see table)

	Blocked	Unblocked		probability
<b>Total enrolled Fall 2015</b>	1272	2198	37% (were block scheduled)	
<b>Retention after 1 year</b>	1136	1877		
<b>% Retention</b>	89.3%	85.4%		p<.001
<b>SJSU units earned</b>	24.8	23.1		p<.001
<b>SJSU GPA</b>	2.872	2.899		p<.149
<b>Probation</b>	95	160		
<b>% Probation</b>	7.5%	7.3%		p<.421
<b>Disqualified</b>	31	48		
<b>% Disqualified</b>	2.4%	2.2%		p<.317

-Comparison of retention after the first year for Fall 2015 freshmen in Business and Engineering to that of the prior two years is shown in the table below. Data for the Fall 2013 and Fall 2014 cohorts can be found in the Student Success Milestones on the Institutional Effectiveness & Analytics website.

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### Retention after 1st year

Business		Engineering	
2013	89.9%	2013	86.8%
2014	87.4%	2014	87.5%
2015	88.0%	2015	90.0%

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-In Fall 2016, we block scheduled only 2 classes, preregistered students for those classes, and increased proactive communication with instructors regarding block scheduling, peer mentors, etc. We added Music to Business, Engineering, and CHAD majors for Fall 2016 block scheduling

-For Fall 2017 freshmen, are planning with scheduling to use specific section numbering to identify blocked classes

-Plan to add 2-3 majors each in the Colleges of Applied Sciences and Arts and Social Science and to add all majors in the College of Science. (Fall 2017)

### Deanna Peck presented on the Peer Mentors & Educators:

-There is name confusion between what the students being funded through the grant are called; both by the students and the faculty.

-Funded students received training and professional development on a wide range of topics: tutoring techniques, campus resources, ethics and building community (Fall 2016)

-Funded faculty attended professional development training related to the grant activities. Some of the topics covered in faculty training included: best practices on working with a peer educator, program logistics and what is expected from the faculty (Fall 2016)

-How are the Peer Educators being utilized by the various instructors?

- 12 being used as Tutors
- 20 being used as Mentors/Hybrids
- 18 being used as Supplemental Instruction Leaders

-Selection of peer educators and professional development will occur before the semester begins (Fall 2017)

**Maria Alaniz and Marlene Stern presented on the Faculty Mentor Program:**

**Faculty/Staff Mentor Program:** Maria Alaniz and Marlene Stern gave highlights from the Faculty Mentoring Discussion Session, held on September 9, 2016. The biggest take away from their discussion session was the creation of stronger collaboration across various segments of the campus. Maria noted the need for more outreach about program and the benefits therein.

-Trust is the #1 variable in a positive mentoring experience (Fall 2016)

-Recruited mentees from the block scheduled class cohort, MAS 10A and COMM 20 (Fall 2016)

-For the Fall Pilot there are 48 mentors, 17 mentees. (Fall 2016)

-Campus-wide recruitment of faculty, staff and students for the Mentoring program (Spring 2017)

**First Year Experience (FYE) Update by Maureen Smith:**

**First Year Experience (FYE) Program:** Maureen Smith and Stephanie Hubbard spoke about what they learned from the FYE Discussion Session held on September 23, 2016. Attendees at the discussion session were seated at tables each with a different approach to FYE. The session started with 6 approaches and ended up with 4. The next step is to create committees to spearhead each of the approaches.

-Creation of a FYE Steering Committee (Fall 2016)

Create committee to spearhead exploratory FYE models: MUSE/area E, 1 Unit FYE, Housing/1<sup>st</sup> 6 weeks program, and Online Orientation/Orientation + (plus) [Spring 2017]

**Student Learning Communities Update by Stephanie Hubbard:**

-Block scheduling in BUILD, CELL and Arts Village (Fall 2015, Fall 2016)

-Community Councils in Black Scholars Community and Rainbow Village (Fall 2015, Fall 2016)

-Recruited 9 faculty members to serve as Faculty in Residence (Spring 2016)

-Looking to hire for three new positions: Coordinator for Academic Services, Coordinator for Academic Programming and Tutoring, Assistant Director for Academic Initiatives. (Fall 2016-Spring 2017)

**WestED Evaluation Update from Daniel Brenner and Josh Valcarcel:**

-Block scheduling, the Peer Mentor program and Themed Housing were positively reviewed by student respondents (Fall 2016)

-Conduct exploratory analyses to determine whether the intervention impact is larger for certain traditionally lower performing subgroups (ongoing)

-Block scheduling, the Peer Mentor program and Themed Housing were positively reviewed by student respondents. (Findings from the Analysis of Student Survey Results- Spring 2016)

### **Formative Evaluation of Other Program Aspects in Progress**

- Peer Educator Program
- Faculty Mentor Program
- FYE Program

### **Discussion and Feedback**

Pat Backer led a discussion on the following topics: FYE Project Groups, Continuation of Peer Educator Pilot in Spring 2017, Questions and Answers.

Pat raised the topic of the FYE Project Groups and sought support from the members of the committee to increase participation in the groups. The committee supports the direction this project is going and encouraged the Project Succeed leads to continue with the plans for the Project Groups.

The next question was about continuing the Peer Educator Pilot into the spring semester and if so, should there be any modifications. Modifications meaning adding new students and or adding new faculty to the pilot. Project leads are still actively discussing the different options and appreciated the feedback from the committee.

### **Questions from Committee Members:**

-Will the Campus Reading (Common Read) continue to be a part of the plans for FYE?

Maureen Smith: Yes.

-Is/Should FYE tied to specific colleges?

Pat Backer: Yes, we are considering that as part of the plan for FYE

-Are you considering having similar programs for transfer students (FYE)?

Pat Backer: Grant is for first year students

Maureen Smith: All FYE plans are portable and could be developed for transfer students

+Emily Bruce would really like to see something like it for transfer students.

-Is there any plan to work with Community Colleges?

Pat Backer: Will look into it. Do not think that this grant can be modified to add Community Colleges.

+Marcos Pizarro: Different students have different needs. A blanket FYE program may not suit all of the students at SJSU.

~Pat Backer: We know the FYE programs will need to have variety.

~Maureen Smith: Have advisors guide students and choose the right FYE program for them

Would the grant be interested in what the student assistants in CASA are doing? Should it also track their activities?

-Pat Backer: Sure. There are too many individual projects across campus that could/should cooperate better.

Has any thought been given to tracking the activities of the mentors/educators themselves?

-Pat: Yes. We are talking about with the Project Leads and our evaluator.

~Andy Feinstein: The faculty learn as much as the students.

~~Michael Kimbarow: You have presented no reason not to continue the peer educator program

Should new faculty be added to the program?

-Deanna Peck: It is a slow build up for the faculty members and Peer Connections is adding several more mentors in the spring. There may not be enough faculty for all the mentors/educators.

-Daniel Brenner (evaluator): WestED could implement an assessment, will change the results, may improve the data.

Marcos Pizarro: In regards to the survey (given by the evaluators) has any one followed up on the negative comments?

-Pat Backer: We only had one respondent who included their name on the submitted survey. Campus resources were a key point in the training the mentors/educators received.

Pat Backer concluded the meeting with appreciation for the attendee's time and input. A meeting is planned for Spring 2017. No set date.