

Project Succeed Advisory Board Meeting 10/24/2018 – Minutes

Date: October, 24 2018

Time: 9:00am – 10:30am

Location: Engr 494

Attendees: Patricia Backer, Emily Bruce, Sonja Daniels, Stacy Gleixner, Gregory Wolcott, Marcos Pizarro, Ariadna Manzo, Cynthia Baer, Laura Sullivan-Green, Walt Jacobs, James Morgan, Diana Seah, Maureen Smith, Deanna Peck, Lina Anastasovitou, Tyler Stannard

I. Introduction of attendees

II. Learning Communities (Blocked Scheduling) (Patricia Backer & Cindy Kato)

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

III. Peer Educators (Deanna Peck)

- During Summer 2018, members of the program attended the *International Students As Partners Institute* to learn about current best practices around the globe. The concepts shared at the conference were similar to our own here at SJSU Peer Connections – creating opportunities for students, faculty, and staff to work together.
- In Fall 2018, the program currently has 107 peer educators residing in 115 different course sections across Colleges.
- The peer educators work with 60 unique faculty members to potentially influence the success of 6,400 students.

- Peer educator roles have expanded since the start of the program. In Fall 2018, peer educators work as peer mentors, embedded tutors, classic tutors, and supplemental instruction leaders.
- To kick off the Fall 2018 semester, a Students As Partners symposium, facilitated by the faculty-in-residence, was held for 30 faculty who were either working with peer educators or were interested in learning more about this endeavor.
- In Fall 2018, we are working on assessment of peer educators in the classroom to support institutionalization after the grant ends.

IV. First Year Experience (Maureen Smith)

- In June 2018, First Year Experience(FYE) ran two successful faculty workshops.
 - 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 Fall 18 FYE.
- Building on the successful FYE pilots and the workshops hosted earlier in the summer, the program has expanded the course pilots for Fall 2018.
- This fall, FYE is offering sections of Stretch English that are paired with FYE Area E courses (EDCO 4).
- Additionally, FYE is offering two sections of an Area E course that is also a major requirement with students in blocked scheduling (ChAD 70).
- There are two 1-unit courses of FYE offered in Fall 2018 (UNVS 95B – Academic Success) that provide FYE content as a stand-alone experience.
- Lastly, piloting in Fall 2018 the rebranded online unit-less FYE course, called Spartan Ready, offers information and resources for incoming Frosh.
- Working with Housing to assist development of FYE content for residential students.

V. Theme Learning Communities (Lina Anastasovitou)

- Currently, University Housing Services (UHS) supplies Theme Living Communities for students with similar majors and interests.
- Housing is brainstorming ideas of events for students that share cultural and major related themes.
- Faculty-in-Residence handle the curation and preparations of these events.
- Proposing the idea of a new theme community focused on “Health”.
- In Fall 2018, UHS formed Advisory Councils in collaboration with students, faculty, and staff across campus with the intention to advise and guide the Theme Communities.
- Active Advisory Councils:
 - Rainbow Village Advisory Council
 - Black Scholars Community Advisory Council

- Councils in progress:
 - Global Village Advisory Council
 - Academic Advisory Council (Arts Village, BUILD, and CELL).
- In addition, UHS has formed an Academic Success Advisory Council (ASASC) for all residential students, to work in the areas of Transition, Experiential Learning, and Career and Professional Development with a priority focus on Transitions and First Year Experience.
- There is a team of 10 Faculty-in-Residence (FIR) who are assigned to the first-year community, including the six Theme Communities, and the continuing residents' community.
- In Fall 2018, UHS has created two FYE Canvas Courses:
 - Theme Communities
 - First Year Community

VI. Faculty/Staff Mentor Program (Diana Seah & James Morgan)

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

VII. Budget Update (Patricia Backer)

- The grant is in its final year, Year 5.
- Current rollover from Year 4, \$36,309.17.
- Combining with the final funding gives the grant a final year budget of \$486,061.17.

- Planning for the possibility of a no-cost extension, once approved by the Department of Ed for further assessment of the grant's initiatives.

VIII. Graduation Analysis of Fall 2018 Freshmen (Patricia Backer)

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

IX. Evaluation Update (WestEd – Patricia Backer)

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