

## *What is Project Succeed?*

Project Succeed is a campus-wide initiative funded by the U.S. Department of Education. Its focus is to improve the 5-year graduation and retention rates and close the achievement gap for Under-Represented Minorities (URMs) at SJSU.

## *Block Scheduling*

For Fall 2019, we will be blocking all incoming freshmen into two classes. Reviewing the projected 4-year graduation rates for the Fall 2015 incoming class, 26% of students in Business, Engineering and Child and Adolescent Development are predicted to complete degrees no later than Summer 2019.

*Contact Cindy Kato for more information*

## *First Year Experience*

Fall 2019 we implemented and assessed our second year of a pilot for three course-based versions of FYE. The three versions of FYE served approximately 626 incoming freshmen, transfer and undeclared students. FYE worked with

the Student Success Committee to complete a draft of a revised FYE policy. This policy draft is now heading to the next level of committees for review.

*Contact Maureen Smith for more information*

## *Faculty/Staff Mentor Program*

Preparing for Spring 2019 we have switch our mentoring software to PeopleGrove. Our goal is to tune the system and significantly increase engagement of students. The Career Center and Alumni Association are joining us on the platform and have launched a professional mentorship program that is focused on helping students launch their careers.

*Contact James Morgan & Diana Seah for more information*

## *Upcoming Event*

Project Succeed is co-sponsoring the 2<sup>nd</sup> Annual Student Success Symposium on **4/15/19**. For more information, go to <http://www.sjsu.edu/student-success/>.

## *Student Living Learning Communities*

In Spring 2019, in an effort to provide a more impactful learning experience, our CANVAS courses will offer online engagement and support from Faculty-in-Residence. In Fall 2018, we formed a committee to begin development of the "Exploratory Community". The Exploratory Community will be an online residential experience designed to assist undecided students in their major and/or career quests. We will introduce the new Theme Community to incoming students in Fall 2019.

*Contact Lina Anastasovitou for more information.*

## *Peer Educators*

In Spring 2019, Peer Connections now has 118 peer educators who are teamed up with 59 different faculty in 63 different courses spanning 120 sections and reaching more than 5500 students. In addition to the embedded peer educators, we offer classic tutoring for 154 different courses.

*Contact Deanna Peck for more information*

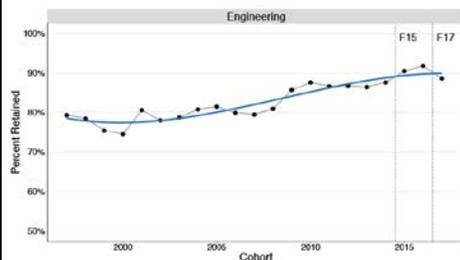
## Assessment of Project Succeed

WestEd STEM Evaluation Unit is serving as the external evaluator. For their Spring 2019 assessment, they focused on two questions.

*Question 1:* What relationship does the introduction of blocked classes have with students' one-year retention rates?

### Summary of Findings

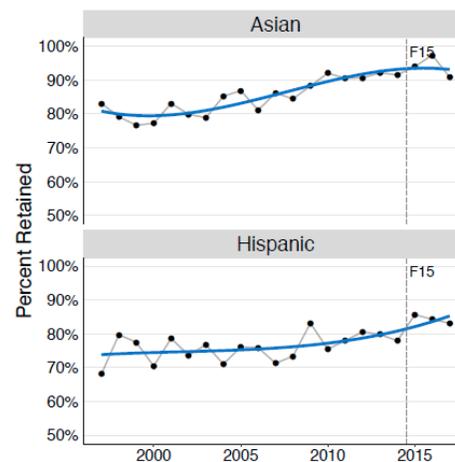
- Impact of blocked classes is unclear
- Some promise for supporting student retention and, at minimum, does no harm
- Engineering retention rates increased in Fall 2015 and Fall 2016 compared to years prior
- Admission changes for Fall 2017 make it difficult to evaluate retention for Fall 2017



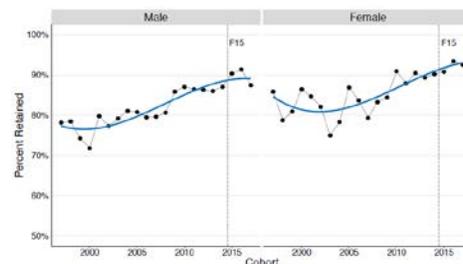
*Question 2:* Does the relationship between the introduction of blocked classes and student retention rates differ based on students' gender, ethnicity, or Pell eligibility?

### Summary of Findings

- No overall pattern of differential impact by gender, ethnicity, or Pell status
- Increase in Engineering retention rate appears greater for Hispanic students compared to White and Asian students



- Increase in Engineering retention for female students



## Project Succeed Fall 2018 Student Survey

Online Student Survey administered in Fall 2018 to first-year SJSU students

Survey assessed student views on their experience at the college and asked about their experiences with College overall, Block scheduling, Peer mentors, Themed housing communities, Faculty interactions, and First Year Experience.

While some significant differences were observed, results were largely the same for Fall 2017 and Fall 2018

- Students generally had a positive appraisal of blocked schedules
- Majority of students had a positive appraisal of peer mentors
- Most students in themed housing were satisfied with their themed housing
- Virtually all students felt the faculty in their classes made them feel welcome at SJSU and helped them succeed in their classes
- Students generally agreed that the FYE enhanced their understanding of achieving academic success
- Students expressed that the FYE helped them develop positive connections with peers

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