

Appendices For

Student Academic Success Services

SSETF Project Outcome Report FY 2012-2013

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Student Academic Success Services – Project Outcome Report – FY 2012/13

Appendix A: Briefly describe the program/project and purpose for which funds were being requested:

SSETF funds were requested to fund management personnel, staff positions and operating expenses (majority are Instructional Student Assistants) that were university obligations and were previously funded by CSUOF.

The proposed SSETF baseline funding was requested for:

1. Student Academic Success Services (SASS) Office (Department ID 1531): This office was officially established in June 2010.

- The purpose of this office is to coordinate all Student Academic Success Services in partnership with the other SASS units, colleges and departments and various Student Affairs Offices (Counseling Services, Admissions, Office of the Registrar, Disability Resource Center, Career Center, Student Involvement).
- Maureen Scharberg and her staff oversee various research projects such as tracking graduation/retention rates for the campus, offering solutions to student success issues, such as pre-nursing for Fall 2012, Associate Degree for Transfer (SB 1440), transfer credit analysis, transcript analysis for graduation and providing best practices for improving student success on campus.
 - For Fall 2012 semester, we estimate that SASS met with over 200 of SJSU's high-risk students. These students were predominately high-unit pre-nursing majors. This intensive advising effort was transitioned to Academic Advising & Retention Services in Spring 2013.
- She also works with the college success/advising success centers. The descriptions and personnel of the centers are listed below. (Note: These positions are funded by CERF and are provided to demonstrate the scope of the SASS unit):
 - College of Applied Science and Arts: The College of Applied Sciences and Arts Student Success Center will be the single point of entry to provide resources and non-major related advising for new and continuing students to develop the skills and knowledge necessary to achieve academic success and graduate in a timely manner.
 - **Vision**
 - To provide:*
 - Timely GE advising
 - Information and Resources (hard copy and electronic)
 - Accountability (graduation at 120 units)
 - Focus on the most vulnerable students

- Intervention Strategies (e.g. 90T and Science 2, tutoring for gateway courses, etc.)
- Venue for Students (community, tutoring, workshops etc.)
- Integrate with Dept/Schools/AARS/Student Groups
- Personnel:
 - **Director: Dr. Kathryn Sucher**, Professor (NUFS) - re-assigned (.2) from NUFS – responsible for daily management and function of the Center. A new director will be appointed for Fall 2013. Dr. Sucher has retired.
 - Dr. Sucher is responsible for: hiring and managing the CASA SSC staff, CASA event management that is related to advising and orientation, obtaining services for the SSC (Writing Specialist, Gradesfirst), the collection/reporting of outcome assessment and strategic planning (attached) and, communicating with CASA Dept/Schools on advising related information/events.
 - **SSPIII: Michelle Randle**, primary advisor. Michelle is the primary academic advisor for the Center and provides General Education advising as well as advising on university policies and procedures, academic planning, selecting and/or changing a major, academic probation, and time management and study skills development.
 - Additional responsibilities include planning and implementing academic success workshops and programs, participating in campus orientations and resource fairs, train and supervise Peer Advisors and Interns, and participate in program assessment activities including data collection, analysis, and reporting.
 - **ASA I (.5 time): Anthony Korsund** is primarily responsible for reception duties in the Center in addition to scheduling front desk responsibilities when he is not there.
 - He oversees general condition (e.g., cleanliness) of the office, trains and schedules the peer advisors for front desk duty, and is a primary cog in tracking of students (e.g., number entering, being advised, attending workshops, etc.).
 - In addition, he helps with special administrative tasks regarding GradesFirst, Admitted Spartan Day, Frosh/Transfer Orientations and, SCC publicity.
 - **Peer Advisors (6):** Students selected from various departments in CASA – average approximately 15 hours per week per peer advisor. Peers Advisors support the administrative functions of the Center including greeting customers, answering phones, scheduling appointments, making referrals to appropriate resources, supporting Center

activities (tabling and orientation) , and assisting with data collection and reporting. Peer Advisors have specific responsibilities to work with students participating in the CASA Sci 90T Follow-up program; these responsibilities include meeting with students on a weekly basis covering time management, study skills, and learning style strategies to ensure that students stay on track to successfully complete their current courses.

- College of Business: SASS provides Peer Advisors to help with student success activities (funded through CERF). This is the first year that we have Peer Leaders in the business school so we are still working through start up issues and defining the role that Peer Leaders play in our student success activities and programs.
- College of Science Advising Center:
- The College of Science Advising Center (COSAC) was established in April 2008 with funding from an NSF grant. The center provides both academic and career advising from professional advisors. COSAC also has peer advisors to assist STEM majors with study strategies, time management, and “navigating” SJSU. Since 2008 through July 2012, 11,409 student appointments have been made with either the professional advisors or the peer advisors. COSAC administers the newly instituted mandatory advising requirement for incoming freshman and transfer students and also mandatory advising for students on probation.
- 8 Peer Advisors are supported through SASS as well as the following staff positions:
- Debbie Goff (50% administrative the Administrative Support Coordinator): Debbie provides essential administrative support to the College of Science Advising Center.
 - She is responsible for coordination of the clerical administrative support functions for COSAC to support the peer advisors, staff, students and faculty and to support COSAC-related grant activities including preparing required updates and tracking grant budgets.
- Gina Ciardella (Staff Advisor – SSP III): Gina provides academic advising and related student services focusing on Biological Sciences undergraduates in the College of Science.
 - These services include providing information and guidance to students; assisting students to think through problems and select suitable solutions or courses of action; evaluating student needs and authorizing services; coordinating and administering programs, events, and projects; advocating the needs of individual students and groups of students to university administrators, faculty and staff; and providing support and assistance to students

facing a variety of personal as well as institutional problems, questions and challenges.

- In Fall 2012, Gina worked with Biology students that were on probation in the major.
- College of Social Sciences: (ACCESS)
- CoSS converted Communications Studies center to College-wide center in Nov. 2011-January 2012.
 - We hired the necessary staff (1.0 staff paid by COSS), Faculty Director, (.6 assigned time for Hien Do for Spring 2012, paid by CoSS), SSP IV advisor (paid by SASS) and two Peer advisors to begin providing services to all of our students.
 - We opened our ACCESS Center on April 12, 2012 and invited the entire University community. The Provost, Deans and Associate Deans from other Colleges, as well as faculty, staff, students and community members joined us for this grand opening.
 - We collaborated with the College of Science to place our students who were on academic probation and enrolled them in Sci 90T (the numbers for Spring 2012 N=122, for Fall 2012 N=56, and Spring 2012, N= 69, including 24 in Soc Sci 96) so that they can receive some of the skills necessary to be successful at SJSU.
 - Additionally, we provided services to students who were on academic probations who were unable to take the courses as well as those who needed our academic advising services. To this end, we hired a full time academic advisor (Valerie Chapman) to work exclusively for the College of Social Sciences and we also hired Peer Advisors (2 last year and 5 this year) to work with our center to provide the necessary support for all of the students. In addition, we receive an Academic Counselor on loan from AARS (Academic Advising and Retention Services) to work 10 hours/week to help with academic advising and walk-in advising sessions. ACCESS collaborated with AARS to provide a Graduate School Application workshop that is now conducted twice during the academic year (Fall and Spring semesters).
 - Goals:
 - To establish a culture of student use, particularly to students on academic probation. In practice, this meant creating designing and implementing a 1 unit experimental CoSS-specific course to strengthen academic skills in at-risk students.
 - To network with all the Department Advisors and begin building the necessary liaisons as well as to work with other organizations on campus.
 - To create pathways to identify students-at-risk before they experience academic probation.
- Visual Arts: (Humanities & the Arts)

- The overarching goals of the Visual Arts Advising Center relate to improving Graduation and Retention Rates in the College of Humanities and the Arts.
 - The College established its first advising center in the visual arts areas, since average units upon graduation in those areas are unacceptably high (ranging from an average of ~160 units to high as 198-unit average for Animation and Illustration).
 - The presence of a professional advisor in the visual arts areas provides support to department chairs, program coordinators, and faculty advisors in addition to the students taking GE and majoring in those areas.
 - Bickie Lee: provides Academic Advising and related student services for the Departments of Art and Art History; Design; and the Animation/Illustration program.
 - These services include providing information and guidance to students in their academic progress.
 - Her role is critical for helping improve student success and retention efforts in the College of Humanities and the Arts in the visual arts areas. Bickie Lee plays a major role in the College's Graduation Rate Initiative.
 - # of students served: 3405 students (1390 are in-person advising sessions)
 - Major advising appointments: Fall 2012 400 / Spring 2013 (actual to date + projected) 600 = 1000
 - Summer orientation students served: Freshman orientation = 200 / Transfer orientation = 240
 - Open advising and special advising events (e.g., Industrial Design Advising Huddle, major-specific open advising): 150
 - Phone calls per semester (Average of 50 per week x 13 weeks) = 455 x 2 semesters = 910
 - Emails per semester (Average of 35 per week x 13 weeks) = 1105

Funding were requested for the following positions for SASS:

- Maureen Scharberg: AVP, Student Academic Success Services
- Deanna Peck: Director, Peer Connections (note this position was transferred from the University Finance Office to SASS to be designated for this position).
- Maria Chavez: Transfer Credit Analyst and SB 1440 Academic Advisor.

2. Academic Advising and Retention Services (AARS) (Dept ID 1008)

<http://www.sjsu.edu/aars/>: This unit was moved from Student Affairs to SASS in June 2010.

- Our specialties are General Education advising, general institutional policies and procedures, remediation, orientation and transition, probation and disqualification, Undeclared and Pre-nursing students, and implementation of university-wide initiatives.
- We provide academic advising and registration assistance and verification for all incoming frosh students (about 3550 students for Fall 2012) and manage the Transfer Orientation program (about 4000 students for Fall 2012). All staff members participate actively in these programs from April through August each year.
- Each advisor has a caseload of students that includes sub-groups such as Undeclared students, students on academic probation, students who have been academically disqualified from a major, and students who need assistance reaching a degree milestone. These students usually require multiple meetings and detailed follow up.
 - The average caseload size for Fall 2012 was 89 students. 6 of the advisors have liaison roles with the Colleges, and 4 of them spend 10 hours per week in a College Advising Center assisting those offices.
- We also provide advising service via drop-in and appointment as well as by email and phone. In Fall 2012, we met with all Undeclared frosh enrolled in their first semester to help them plan their spring class schedules (about 1225 students).
- We work with individual students to resolve issues that negatively affect their ability to complete their degrees and to assist them in finding the major that best matches their career goals and academic strengths.

In addition, AARS provides review of the following university level petitions:

- all requests for excess units (about 1350 such requests for Fall 2012 and about 250 for Spring 2013);
- all late drop /withdraw petitions (635 petitions for Fall 2012 and 122 through 3/6 for Spring 2013);
- all retroactive drop/withdraw petitions (144 petitions for Fall 2012 and 47 through 3/6 for Spring 2013);
- all changes of major/minor for students having more than 90 units (509 forms for Fall 2012 and about 321 through 3/6 for Spring 2013).

Additional AARS Information:

- AARS provides senior verification cards to assist students and faculty in determining which students are in greatest need of places in classes to assist with degree completion.

- In particular, excess unit petitions and senior cards allow us to provide assistance with enrollment management and meeting university enrollment targets.
- We also manage the following institutional initiatives related to the Presidential Directive: high unit seniors, completion of the Writing Skills Test, major declaration.
- We manage the Advising Hub website.
- The Advising Information Coordinator maintains a listserv for advisors across campus, plans advising training and information events for SJSU advisors as well as for community college partners, and serves as a resource for campus advisors.

Funding is requested to support their management personnel, support staff and operating expenses. These items were previously funded by CSUOF.

Personnel:

- AARS staff consists of a Director (*Cindy Kato*), an Assistant Director (*Lupe Zuniga*), an Administrative Assistant (*Christina Garcia*), an Orientation Coordinator (*Sara Calhoun*), an Advising Information Coordinator (*Lael Adediji*), and 10 Academic Advisors (*Gisela Gray-Peoples, Rima Nemali, Michael Randle, Melvin Brown, Sara Grafton, Hoan Nguyen, Wayne Sims, Lawren Lutrin, Catrina Jamello, one to be hired due to retirement*).
 - NOTE: Some staff salaries are covered by the Transfer Orientation Program fund.)
- Student staff consists of 8 Peer Advisors, 12 front desk and phone staff to do intake triage, refer students appropriately, and schedule appointments, and one technology assistant to manage the AARS website and the Advising Hub.

AARS O&E Funds:

- Our major expenses are in the area of staff. Not only do students need the personal touch, but the individual nature of each student's circumstances and record require evaluation by a trained professional.
- Operating expenses totaled \$18,942, with 40% of that going to supplies, 23% to communication costs, and 20% to replacing 5 computers, each over 5 years old. The additional 17% went to hosting an event for community college advisors, costs of searches to fill 3 vacant positions, a copier service plan.

3. Educational Opportunity Program (EOP) (Dept ID 1201)

<http://www.sjsu.edu/eop> EOP is designed to improve student academic support of low-income and educationally disadvantaged students. An EOP student has the potential to perform satisfactorily in the CSU but has not been able to realize this potential because of

economic or educational background. The program provides admission, academic, and financial assistance to EOP-eligible undergraduate students.

Today SJSU EOP serves over 1,500 students per semester. EOP moved into offices in Clark Hall in fall of 2011, and Guardian Scholars (foster youth) officially became a part of it in Spring 2011. EOP offers a plethora of services to students, including a tutoring program, a mentoring program and a specialized graduation and retention initiative for African-American and Latino males called 'I Can, I Will,' in addition to academic advising.

Funding is requested to provide management personnel, support staff and operating expenses for these items that were previously supported by CSUOF. EOP also receives funding from CERF for additional personnel and operating expenses.

Management Personnel:

- Debra Griffith: EOP Director. Oversees the entire program to ensure that students are receiving comprehensive services that match their needs and impact their graduation and retention rates.

Academic Advisors:

Anna Wisholek

- Maintains GradesFirst; EOP database for tracking student's enrollment data and progress reporting each semester, end of term summaries (appointments, tutoring and workshop tracking), and ongoing identification of improvements and fixes
- Coordinates weekly communication to students; information and updates for EOP and SJSU
- Oversees EOP admission process
- Secondary designee for website maintenance

Joe Bucher

- Coordinates the "I Can I Will" mentor program specifically designed to increase graduation and retention rates for African American and Latino males; coordinates selection and ongoing training of mentors (7-8) and oversight of mentees (56)
- Provides ongoing support and training for three EOP academic advisors
- Facilitates UNVS 95 in the fall for the Summer Bridge cohort and ongoing seminars in the spring

Summer Bridge (Dept ID 1264): EOP also operates six-week EOP Summer Bridge for 60 "high risk" EOP first-time frosh. It was offered for the first time in a very long time during Summer 2012. Partial funding for this program came from CSUOF that have been moved to SSETF. Expenses included:

- Housing room & board
- Instructional Costs
 - Books
 - Instructors

- Supplies (backpacks, binders, paper, dictionaries, highlighters, pens)
- Weekend events
- ELM retest cost at end of program
- Programs: Social Justice/Diversity, Communication, Values & Identity, Academic Development, and Lifelong Learning
- Tutors for math and English (5)
- Resident assistants (6)

4. Peer Connections (Dept ID 1238) <http://peerconnections.sjsu.edu>: Peer Connections (formerly Learning Assistance Resource Center and Peer Mentor Program) provides a variety of academic support through its mentoring, tutoring and workshops. Programs provided focus on holistic student development as well as content knowledge acquisition. Peer Connections serves all undergraduate students with priority emphasis on transitional students. Our peer educators can be found in three locations: SSC 600, Main Lobby in Clark Hall, and in Living Learning Center (LLC) Campus Village B.

Creating a New Program

In Summer 2012, the Learning Assistance Resource Center (LARC) and the Peer Mentor Program merged into a single entity: Peer Connections. The resulting department was completely rebranded, and new marketing materials (e.g. brochures, bookmarks, postcards, and displays) and a new website using a new motif and tagline (“We teach skills. We tutor content. We transform lives.”) were developed.

A new database system, GradesFirst, was purchased to schedule appointments, record data for assessment, and streamline a variety of processes that had previously been done manually. In September 2012, a new Administrative Coordinator was hired, bringing Peer Connections’ professional staff to a total of four.

Peer Connections Professional Staff

Karin Winnard – Assistant Director for Tutorial Programs & Student Development. This position oversees the tutoring program, which includes training and supervising all the tutors. In the fall semester, Karin was an interim senator in the Academic Senate, replacing someone who had to leave before their term was over. She participated in the Professional Standards Committee. During the spring semester, Karin oversaw a pilot project: a pair of mentors who worked with students who were on probation or who required extra assistance. Karin also collaborated with the College of Business and with a fraternity on other probation efforts. She has been instrumental in developing curriculum for potential peer educators and taught the first Seminar for Peer Educators.

Pauline Le – Assistant Director for Peer Mentors and Educational Skills Workshops. This position oversees the mentoring program which includes training and supervising all the mentors. She develops workshops to assist students with Writing Skills Test preparation and to develop skills that will enhance their college experience socially and academically. Pauline belongs to the Writing Requirements Committee (WRC), the campus-wide committee overseeing the various writing programs on the campus. The WRC is led by

the Dean of the College of Humanities and the Arts, and its members consist of nearly 20 department chairs, writing faculty, and staff. Pauline is also a member of the Campus Reading Program, the campus-wide committee dedicated to overseeing the yearly campus book selection, programming, and book discussions.

Andrea Smith – Administrative Coordinator. This position oversees the budget, purchasing, receiving, payroll, and other administrative tasks for Peer Connections. She maintains the Welcome Desks (training and supervision of 8 Welcome Desk Staff included) so that students may make appointments and ask questions that are vital to their success at SJSU. She assists with setup and daily operations of GradesFirst, along with data analysis and reporting. Andrea also does the vast majority of Peer Connections’ graphic design work, creating brochures, posters, postcards, bookmarks, and other publicity items. She maintains the Peer Connections website.

Deanna Peck – Director. This position oversees Peer Connections and supervises the three full-time staff professionals. She contributes to the success of SJSU students through the operations and assessment of tutoring and mentoring on campus. Deanna also works with supervisors of other peer educators around campus (COPES) to improve their services and the experiences for peer educators and the students they serve. She is a key collaborator in many current initiatives for student success.

Funding

Peer Connections utilizes the majority of its O&E funding to pay the salaries of student assistants (Welcome Desk Staff) and instructional student assistants (mentors & tutors). Other expenses include printing and copying (marketing & operations) as well as the cost to maintain the appointment and recordkeeping software.

Welcome Desk Staff

These many locations are staffed by the third team of student employees at Peer Connections: the Welcome Desk Staff. These student assistants, under the supervision of the Administrative Coordinator, manage the welcome desks of all Peer Connections locations (except LLC). They make appointments for students, answer questions, maintain some administrative records, and assist professional staff with various projects as needed. They are often the first representatives of Peer Connections that students meet, and as such are trained to provide efficient and exceptional customer service.

Due to the growing number of Peer Connections locations, there are almost always multiple locations open and active simultaneously. For example, in April and May of 2013, there were **three** locations (SSC, Clark, and the Library) that needed to be staffed concurrently. Coordinating the intake of students and data from all three locations is another vital task that Welcome Desk Staff perform. As the professional staff offices are located in the Student Services Center, those students who staff the other locations are trained and trusted to operate those locations independently.

This staffing is challenging, and in the ideal world Peer Connections would be centrally located on campus with only one large Center. This would save money, resources, and

would be more student friendly. At times, students would go to the wrong location and would be frustrated because they would be late or would miss their appointments entirely.

Peer Educator Training

In August, shortly before the start of the semester, a 40 hour training was held to prepare tutors and mentors for their roles. A survey was done at the end of training to assess the training's learning outcomes. Results show the percentage of peer educators that agreed or strongly agreed to the following statements.

- 100% of peer educators agreed that the training provided them with the opportunity to learn more about themselves as individuals.
- 90% agreed that they were empowered to learn skills that could increase their academic success.
- 98% agreed that the training contributed to their learning skills that could increase their personal success.
- 96% agreed that they were more confident that they would perform their duties as a peer educator effectively.
- 92% agreed that they were more able to demonstrate inclusive understanding and sensitivity to the diversity of SJSU's community.
- 94% agreed that the training assisted them in recognizing the boundaries and limits of a peer educator.
- 92% agreed that they now understood the roles of Peer Mentor and Peer Tutor as well as how the two programs operate together as a unit.
- 94% agreed that they had gained a better understanding of how to use their communication skills more effectively and with confidence.
- 90% agreed that they learned more about support and resources at SJSU and how to make appropriate referrals.
- 90% agreed that they felt better able to model and assist others in developing the skills needed for student success.
- 100% of peer educators rated the overall effectiveness of the training either a 4 or a 5, on a scale of 1-5 with 5 being the best.

Both tutors and mentors received additional training three times a month on Thursday nights, after all centers were closed for the day. This training focused on both personal and professional development, and featured not only Peer Connections professional staff but also various speakers from other programs around campus (DRC, MOSIAC, etc.).

Welcome Desk Staff also received training in team meetings, held approximately twice a month; these meetings also focused on personal and professional development. For the first time, Welcome Desk Staff were invited to join the tutor and mentor teams in all-staff meetings held once a month. In addition, a new curriculum for a formal comprehensive day-long training was developed by Andrea Smith and deployed in January 2013. This training was 6 hours long and included detailed discussion on the 'gatekeeper' role these student assistants serve, customer service, Peer Connections policies and procedures, professional development, and a new GradesFirst training activity.

Consortium of Peer Educator Supervisors (COPES)

COPES has been through numerous incarnations since Summer 2009. It was initiated as a result of the Advising Council's work in 2008-2009. During a lengthy planning meeting in January 2013, COPES changed its focus to be more informal and not as much of a task force. The committee agreed to continue to meet once a month at various locations so that each program could be spotlighted. During the meetings, each member checked in to see if anyone had any concerns or needed support from other members. This was also an opportunity to update each other with the happenings in the units. Often advice will be asked or ground roots programs suggested as a result of this meeting. Two such efforts include the Peer Educators Workshop Series and the class for potential peer educators.

In Spring 2013, two Peer Educator Workshops for the peers belonging to the COPES group were coordinated, both to increase peer educators' skills when working with students and to improve peer educators' professional development. The workshops were entitled "Finding Your Strength and Assisting Others to Find Theirs" and "Articulating Your Peer Leader Experience." These workshops were well received by the students who participated. Some feedback on the respective workshops included: "Great workshop! I wish everyone could do this!" and "Thanks! You made me excited to apply for jobs."

Also in Spring 2013, Peer Connections developed a new potential peer educator curriculum and piloted the first class, UNVS 120L – Seminar for Peer Educators. Taught by Karin Winnard, this 1-unit class included two students who were hired by Peer Connections at the conclusion of the course (one new mentor, one new tutor). A student who participated in the course referred to it as "life-changing." Another stated that "I learned so much in this environment . . . I wish I could take it again."

As a result of COPES, a centralized application process for peer advisors, peer tutors, and peer mentors has been developed. All applications are completed online and the completed hardcopy reference letters, resumes, cover letters, and transcripts are submitted to Peer Connections for distribution. Many applicants express interest in more than one position; the Director of Peer Connections coordinates the logistics of these applications.

5. Student-Athlete Success Services (Dept ID 1374):

Director: Liz Jarnigan

- Manages SASS, the academic support program for NCAA student-athletes
- Serves as the primary unit liaison to appropriate committees and work groups
- Manages the SASS operating budget
- Provides vision and develops, oversees, maintains and assesses academic support and other retention services and programs for student-athletes in accordance with university policies, NCAA, and athletic conference rules and regulations to ensure their progress toward degree
- Manages the Gadway Academic Center

- Hires and supervises the Athletic Academic Advisors, Learning Specialists, and other staff
- Works collaboratively with the Department of Intercollegiate Athletics
- Directs and oversees the certification of initial and continuing student-athlete eligibility in accordance with NCAA bylaws
- Coordinates academic resources to achieve department initiatives and benchmarks with regard to APR, graduation rates and eligibility
- Oversees all student-athlete services staff and programs: CHAMPS Life Skills, SAAC, community service, career development
- Prepares proposals, reports, and assessment data regarding SASS deliverables and outcomes, and implements improvements based on customer/constituent feedback
- Contributes to the exceptional working environment and service-delivery function of the department by providing and ensuring student success from recruitment through graduation, with a focus on academic support and advising

Athletic Academic Advisor (3): Marwa Abbas, Jose Macias, Gina Archimede

- Develops, implements, and assesses academic support programs and services for student athletes
- Contributes to the service-delivery function of the department by promoting and ensuring student athletes' success from enrollment to graduation
- Prepares and submits regular reports on the progress and status of student-athlete academic success
- Monitors student-athletes' academic progress toward degree including initial and continuing eligibility by monitoring academic records to meet SJSU, WAC, and NCAA requirements.
- Advises on admission requirements, general education courses, transferable courses, and fulfillment of remaining requirements, the academic appeals process, and related issues
- Updates student athlete's data on official records, and collaborates with the Undergraduate Admissions and the Academic Eligibility Coordinator to monitor all student athletes' continuing eligibility to practice and compete in NCAA athletics
- Assists with the development and evaluation of the SASS policies and procedures
- Applies CSU policies and procedures as expressed in Title 5 and Chancellor's Office executive orders as well as SJSU's academic policies and procedures, athletic conference, and NCAA requirements to individual situations
- Interprets and explains policies to staff members and provides clarification on policies and procedures to SJSU offices and representatives from other colleges and institutions

- Works to ensure student-athlete graduate in a timely manner as well as maintain NCAA academic eligibility at all times

Learning Support Specialist (2): Nicholas Mazur, Angela Gonzaga (hired especially to work for football players as part of Athletics SSETF 12/13 funding).

- uses teaching skills and knowledge of student personal and cognitive development to direct services to at-risk student-athletes
- serves as a teaching/learning resource for students and staff
- collaborates with SASS and Division of Intercollegiate Athletics (DIA) staff to promote the success of academically at-risk students
- possesses a thorough knowledge of the National Collegiate Athletic Association (NCAA) rules and regulations, an understanding of the student athletes' identity as well as a familiarity with academic transitions inherent in the University experience
- performs a full range of necessary teaching activities
- works from a developmental perspective
- contributes significantly to program development
- supports at-risk students
- seeks continued professional development

6. Student Writing Center (Dept ID 1522) <http://www.sjsu.edu/writingcenter/>: The Writing Center offers resources to help students become better writers, from one-on-one tutoring sessions to various writing workshops. In addition, the Center offers online resources, informational classroom visits, and "Homegrown Handouts" created by Writing Specialists. Student writing experts tutor students of all levels (freshman to graduate) and from all disciplines.

In the Fall 2012 semester, the tutors at the Writing Center conducted **1,698 one-on-one tutoring appointments**. The tutors and faculty conducted **34 workshops**.

Funding is requested to provide the Director of the Writing Center's salary and some operating expenses that were previously funded by CSUOF.

Director of the Writing Center: Dr. Linda Mitchell, Professor of English.

- Conducting workshops
- Training, hiring and supervising all Writing Specialists and support staff
- Handling any issues that arise during the day-to-day operations of the Center
- Reviewing follow-up emails sent by the tutors to professors across campus and workshop materials created by the tutors.
- Helping with the creation of the tutoring and workshop schedules, assisting the tutors with creating their workshops, and guiding the tutors through multiple drafts of their "Homegrown Handouts."

- Reviewing the budget and makes budgetary decisions.

Writing Center Operating Expenses:

- We use our O&E to purchase supplies that are necessary to the operation of the Center. We purchase **office supplies** such as paper and ink cartridges; we also have to make copies for our workshops. We occasionally purchase reference books for the tutoring lab.
- We use our O&E for **telephone services**. Students and faculty call the Writing Center to inquire about our services, to sign up for our writing workshops, and to make and cancel tutoring appointments (if they are not able to do so online).
- We use our O&E to pay the salary of our **Instructional Student Assistants**. Our ISAs are Writing Specialists and Assistant Writing Specialists—they are the tutors at the Center. They conduct daily one-on-one tutoring sessions with SJSU students, and they conduct workshops on various writing topics for SJSU students. They also create original “Homegrown Handouts” on various writing topics; these handouts are available in hard copy at the Center, and they are also posted online and used by faculty, students, and people outside the university. Our ISAs also conduct “House Calls,” and they visit classrooms (at the instructor’s request) to advertise the services of the Center. The ISAs table events for incoming students. Lastly, they complete written client reports for every tutoring session, and they send follow-up emails to instructors across the campus to provide information about the tutoring sessions that they conducted with their students.

Student Academic Success Services – SSETF Project Outcome Report – FY 2012/13

Appendix B: BASELINE INFORMATION UPDATE—PLEASE NOTE THAT THESE NUMBERS ARE UPDATED IN SEPTEMBER AFTER CENSUS. THERE HAS NOT BEEN AN UPDATE SINCE SUBMISSION OF OUR 12/13 SSETF PROPOSAL.

The goal of Appendix B is to provide the baseline and project data for retention and graduation rates.

SASS was created in June 2010 to oversee improving our retention and graduate rates as well as the consolidation of academic support services for the campus.

Thus, SASS's impact to date can be observed in first-year retention rates beginning Fall 2010.

The following two charts on the next page were prepared by Sutee for the Campaign for College Opportunity Capitol briefing that I was invited to last October, at the request of the Chancellor Office. SJSU has the best electronic dashboard of the CSU system for monitoring student success (www.iea.sjsu.edu/reports/SSM).

The importance of these charts is that they both show the strong correlation between first-year retention and six-year graduation rates. So, as we project out, we anticipate higher three and six year graduation rates for both transfer students and first-time frosh, respectively. Thus, with the graduation initiative underway in Fall 2009 and SASS beginning in June 2010 as well as impaction, we should continue to see increasing graduation rates.

Other charts include:

- First year retention for First Time Frosh from Fall 2007 to Fall 2011.
- Six year graduation rates for First Time Frosh from Fall 2003 to Fall 2006.
- First year retention for Transfers from Fall 2007 to Fall 2011.
- Four year graduation rates for Transfers from Fall 2005 to Fall 2008.

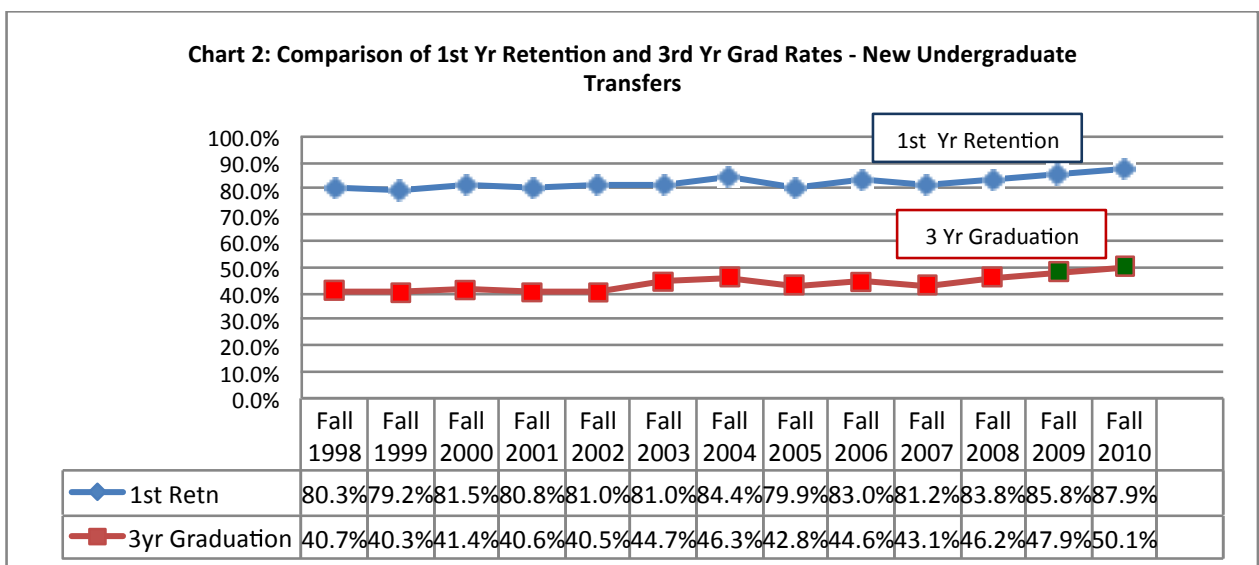
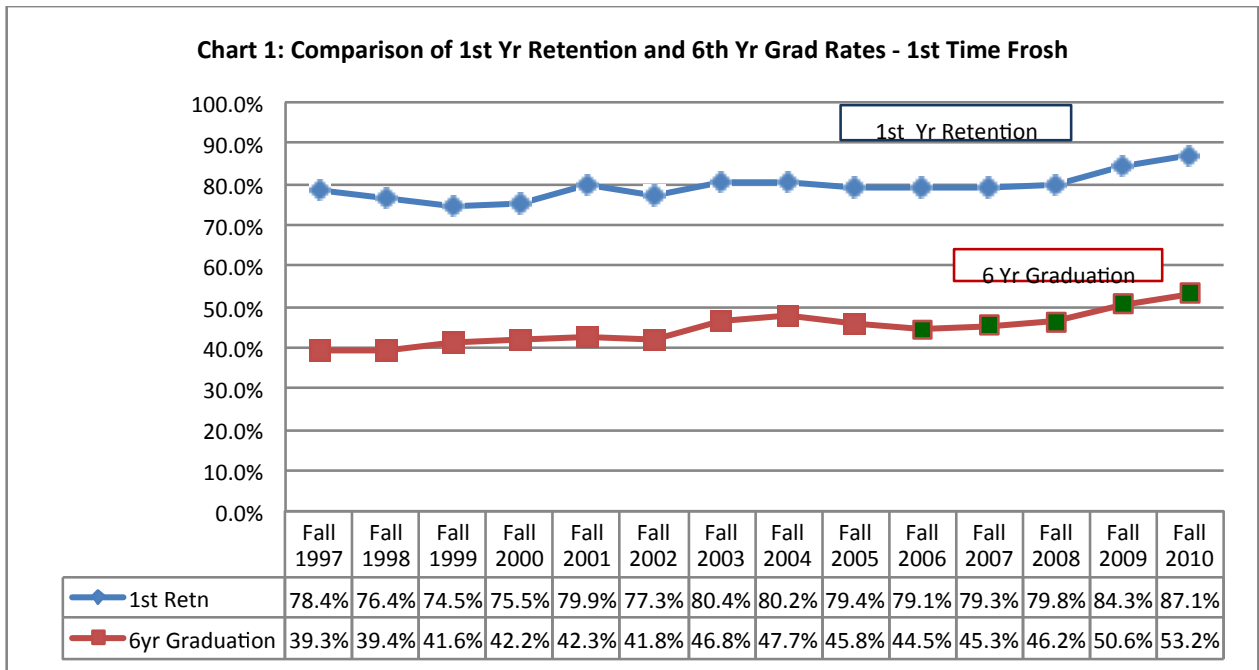
NOTE: Numbers in parenthesis are entering number of students in cohort.



SJSU's Graduation Initiative Website:

http://www.sjsu.edu/provost/initiatives_accomplishments/graduation_initiative/

SJSU's Student Success Milestones Dashboard: <http://www.oir.sjsu.edu/reports/ssm>



Charts prepared by: Sutee Sujitparapitaya, AVP, Institutional Research, SJSU

For additional information, please contact: ^{Page 19} Maureen Scharberg, Maureen.Scharberg@sjsu.edu

First Year Retention/First Time Freshman					
<i>College</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
-					
<u>ALL</u>	79.3% (3276)	79.9% (3598)	84.3% (2764)	87.1% (2761)	82.9% (3947)
-					
<u>College of Applied Sciences & Arts*</u>	79.8% (746)	80.9% (739)	84.1% (625)	88% (496)	85.1% (565)
-					
<u>College of Business*</u>	79.0% (581)	80.0% (646)	83.1% (445)	88.3% (164)	88.3% (420)
-					
<u>College of Education</u>	73.7% (38)	83.1% (59)	79.3% (29)	85.7% (35)	79.1% (43)
-					
<u>College of Engineering</u>	79.6% (504)	80.9% (625)	85.7% (428)	87.5% (395)	86.7% (593)
-					
<u>College of Humanities & the Arts*</u>	82.2% (394)	79.4% (424)	86.3% (336)	87.5% (332)	84.2% (335)
-					
<u>College of Science*</u>	79.7% (317)	83.1% (338)	86.6% (298)	88.3% (314)	88.2% (314)
-					
<u>College of Social Sciences*</u>	73.8% (260)	73.0% (337)	80.2% (278)	84.2% (287)	80.6% (346)
-					
<u>Undeclared**</u>	79.5% (436)	79.1% (430)	83.7% (325)	86.5% (738) [#]	77.8% (1331) [#]
-					
<u>EOP**</u>	76.3% (274)	72.6% (314)	79.0% (243)	85.6% (393)	79.5% (366)

* Partially supported by SASS.

** Entirely funded by SASS.

[#] For Fall 2010 and Fall 2011, approximately 50% of the incoming frosh class for undeclared were assigned undeclared.

NOTE: Number in parenthesis is number in entering for cohort.

6 Year Graduation for First time Freshman				
<i>College</i>	<i>Fall 2003</i>	<i>Fall 2004</i>	<i>Fall 2005</i>	<i>Fall 2006</i>
-				
<u>ALL</u>	46.9% (1980)	47.8% (2364)	46.2% (2554)	45.4% (2728)
-				
<u>College of Applied Sciences & Arts</u>	44.5% (310)	42.1% (423)	46.6% (500)	42.1% (561)
-				
<u>College of Business</u>	58.6% (290)	53.9% (382)	54.3% (420)	51.7% (470)
-				
<u>College of Education</u>	82.8% (29)	46.2% (26)	63.6% (22)	53.7% (41)
-				
<u>College of Engineering</u>	40.2% (381)	44.8% (413)	40.4% (389)	38.2% (390)
-				
<u>College of Humanities & the Arts</u>	46.8% (269)	48.8% (265)	43.0% (344)	47.2% (381)
-				
<u>College of Science</u>	43.9% (214)	44.1% (236)	40.3% (278)	39.1% (253)
-				
<u>College of Social Sciences</u>	50.4% (129)	56.1% (198)	51.0% (202)	50.2% (213)
-				
<u>Undeclared</u>	44.1% (358)	48.7% (421)	46.4% (399)	48.4% (419)
-				
<u>EOP</u>	40.8% (429)	41.1% (341)	37.8% (262)	38.0% (469)

NOTE: For this cohort, SASS did not exist when these students began to matriculate at SJSU.

NOTE: Number in parenthesis is number in entering for cohort.

First Year Retention/Transfers					
<i>College</i>	<i>Fall 2007</i>	<i>Fall 2008</i>	<i>Fall 2009</i>	<i>Fall 2010</i>	<i>Fall 2011</i>
-					
<u>ALL</u>	81.9% (2764)	84.0% (2488)	85.8% (2054)	88.0% (2783)	86.4% (2915)
-					
<u>College of Applied Sciences & Arts*</u>	82.7% (597)	82.6% (552)	86.1% (438)	88.2% (414)	88.3% (539)
-					
<u>College of Business*</u>	84.9% (757)	84.1% (679)	85.4% (582)	92% (314)	86.5% (601)
-					
<u>College of Education</u>	84.3% (70)	85.0% (80)	80.0% (80)	87.8% (98)	82.8% (122)
-					
<u>College of Engineering</u>	76.7% (245)	81.9% (226)	83.0% (165)	91.4% (257)	88.6% (317)
-					
<u>College of Humanities & the Arts*</u>	80.8% (417)	88.0% (357)	91.2% (272)	89% (382)	90.4% (366)
-					
<u>College of Science*</u>	75.5% (204)	82.4% (142)	87.1% (139)	91.8% (184)	89.0% (136)
-					
<u>College of Social Sciences*</u>	82.1% (464)	83.6% (445)	84.5% (373)	86.3% (439)	87.1% (473)
-					
<u>Undeclared**</u>	80.0% (10)	85.7% (7)	80.0% (5)	84.3%(695) #	76.5% (361) #
-					
<u>EOP**</u>	78.3% (203)	81.9% (210)	84.6% (136)	87.0% (377)	88.3% (239)

* Partially supported by SASS.

** Entirely funded by SASS.

For Fall 2010 and Fall 2011, approximately 50% of the incoming frosh class for undeclared were assigned undeclared.

NOTE: Number in parenthesis is number in entering for cohort.

4 Year Graduation Rates for Transfers				
<u>College</u>	<i>Fall 2005</i>	<i>Fall 2006</i>	<i>Fall 2007</i>	<i>Fall 2008</i>
-				
<u>ALL</u>	58.5% (2484)	61.5% (2348)	59.2% (2764)	65.9% (2488)
-				
<u>College of Applied Sciences & Arts</u>	63.7% (502)	59.2% (498)	60.6% (597)	67.9% (552)
-				
<u>College of Business</u>	66.3% (667)	66.4% (651)	65.1% (757)	71.1% (679)
-				
<u>College of Education</u>	54.0% (63)	60.6% (71)	65.7% (70)	76.2% (80)
-				
<u>College of Engineering</u>	50.4% (254)	59.3% (199)	45.3% (245)	52.7% (226)
-				
<u>College of Humanities & the Arts</u>	54.5% (420)	58.7% (363)	51.8% (417)	59.4% (357)
-				
<u>College of Science</u>	44.0% (166)	52.7% (182)	51.5% (204)	53.5% (142)
-				
<u>College of Social Sciences</u>	54.9% (395)	65.1% (373)	64.2% (464)	69.4% (445)
-				
<u>Undeclared</u>	52.9% (17)	36.4% (11)	50.0% (10)	71.4% (7)
-				
<u>EOP</u>	61.4% (158)	62.0% (350)	56.2% (203)	66.2% (210)
-				

NOTE: Number in parenthesis is number in entering for cohort.

Appendix C: Template for Student Academic Success Services Assessment Summary—
some units chose to follow this template.

Student Academic Success Services Assessment Summary 12/13

DUE: June 28, 2013—please send via e-mail to Maureen

The summary that you will provide below will assist me with the reporting obligations for Student Academic Success Services, specifically the annual renewal of our SSETF budget as well as requests from the Academic Affairs Leadership Team. I do realize that your units collect additional data and please continue to do so. If your unit produces an annual report, please send me a copy.

Unit: _____

1. What were your unit's top three goals for the AY 2012-2013?
2. Did you accomplish them? If so, how did you assess that these goals were accomplished?
3. If your goals were not accomplished, please describe why they were not accomplished?
4. What were your unit's top three accomplishments for AY 2012-2013? Please describe and indicate if they were different from your unit's goals.
5. What data did your unit use to validate your top three accomplishments?
6. How does your unit define student success and how did your unit's accomplishments lead to increased student success?
7. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?
8. How did your unit address these challenges? Please consider using an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information on Action Research, please contact me.
9. What are your unit's top three goals for AY 2013-2014?
10. Please describe your plans for implementing these three goals.
11. How do you plan to assess these goals?
12. How will these goals lead to increased student success?
13. How can I help you and your unit achieve these goals?

Appendix D: *Provide the results of the project, including any data or evidence collected showing the impact of the results and whether the desired outcomes have been achieved:*

The overarching expected outcomes are increased retention and graduation rates and lower probation rates. Expected outcomes also are increased student satisfaction with the services that SASS units provide.

Below are descriptions from each SASS units listing the accomplishments for Fall 2012 semester and projected timeline of activities for Spring 2013 semester.

Student Academic Success Services Main Office:

Fall 2012 Outcomes:

- Oversaw the activities of all SASS units.
- Partnership with college academic/success centers.
- Met with over 150 high unit pre-nursing majors who were not accepted into the BS Nursing program
 - Arranged for the entire pre-nursing cohort (approximately 1000 students) to move from “Pre-Nursing” to “Pre-Nursing—Undeclared). AARS will begin advising these students Spring 2013.
- Coordinated the matriculation and advising for all Fall 2012 Associate Degree for Transfer (SB 1440) (45 students)
- Met with over 75 high-risk students
- Provide presentations at SJSU as well for the Chancellor’s Office (Senate Briefing for Campaign for California).
- Monitored our retention and graduation rates using the Student Success Milestone database.
- Coordinated professional development for academic advisors.

Spring 2013 Outcomes:

- Oversaw the activities of all SASS units.
- Worked with SASS units to develop assessment plans to document their student success efforts and continued to partner with them in improving student success.
- Analyzed first-generation, underrepresented minorities and Pell grant recipient retention and graduation rates to determine gaps.
- Continued academic advising to high-risk students, Associate Degree for Transfer (including new Fall 2013 admits); created a new workshop at Transfer Orientation to meet with our new Fall 2013 SB 1440 cohort.
- Served as consultant to the campus as well as other CSU campuses (already provided student success strategies to SFSU and Cal State Sacramento)
- Began work on coordinating our 2015-16 impaction criteria updates.

College Success/Advising Center activities:

College of Applied Sciences & Arts: (Submitted by Kathleen Sucher, Director of CASA's Success Center)

1. What were your unit's top three goals for the AY 2012-2013?

Our top three goals were:

1. Develop a Strategic Plan for the Center to include mission, vision, and priorities that translate into programs and services to be implemented over the next one to three years that support and enhance student academic success, retention, and timely graduation.
2. Provide support services to academically at-risk CASA students to improve their academic achievement such that they can be retained.
3. Increase Center utilization through workshops, advising opportunities, drop-in writing tutoring, collaboration with Science 2 and 90T, and other Center academic support activities.

2. Did you accomplish them? If so, how did you assess that these goals were accomplished?

All 2012-13 Center goals were accomplished. Goals were assessed as follows:

- Goal 1 – Goal was met by the development of the Center's Strategic Plan.
- Goal 2 – Goal was accomplished by implementing and assessing the academic intervention used with CASA students on academic probation to assist them to return to good standing.
- Goal 3 – Goal was assessed by comparing the number of students that utilized Center services in the 2011-12 academic year with the number of students that utilized the Center in the 2012-13 academic year.

3. If your goals were not accomplished, please describe why they were not accomplished?

Not applicable.

4. What were your unit's top three accomplishments for AY 2012-2013? Please describe and indicate if they were different from your unit's goals.

The top three 2012-13 accomplishments for the CASA Student Success Center were the following:

Accomplishment # 1:

Increased usage of the CASA Student Success Center by students for advising sessions and other academic support activities including academic success workshops, individual and group study sessions, and drop-in writing tutoring.

Accomplishment # 2:

Development of the Student Success Center's Strategic Plan.

Accomplishment # 3:

Improved academic achievement and retention of academically at-risk CASA students.

5. What data did your unit use to validate your top three accomplishments?**Accomplishment #1:**

Data used to validate accomplishment #1 included CASA Student Success Center academic advising and utilization data. These are reported below.

Advising Contacts – The Student Success Center primary advisor conducted approximately 490 in-person advising sessions fall 2012. Spring 2013 the Center advising staff conducted 547 in-person advising sessions. These 1,037 advising contacts represented an increase from the number of advising sessions conducted during 2011-12 academic year, which totaled 849 contacts. The 2012-13 advising sessions covered the topics illustrated by Table 1 below:

Table 1:

Advising Topic	Fall 2012	Spring 2013	AY 2012-13
General Education	40%	44%	42%
Change of Major	23%	18%	20%
Academic Probation	17%	33%	25%
Academic Planning	16%	0%	8%
Other	4%	5%	5%
Total Advising Contacts	490	547	1,037

Peer Advising – The Center hired five Peer Advisors to support the administrative functions of the Center, help plan and organize Center activities, assist with data collection and reporting, and meet with students. Peer Advisors have specific responsibilities to work with students participating in the CASA Sci 90T Follow-up program; these responsibilities include meeting with students on a weekly basis to cover time management, study skills, and learning style strategies to ensure that students stay on track to successfully complete their current courses. Peer Advisors are also available to meet with any student seeking information and support. The Peer Advisors conducted 266 advising session fall 2012 and 486 spring 2013 for a total of 752 sessions.

Including the Peer Advisor advising contacts, the total number of in-person advising contacts for the Center was 1,789 for the 2012-13 academic year.

CASA Writing Center Drop-in Tutoring – Drop-in Writing tutoring was offered at the Student Success Center through a collaborative effort with the campus Writing Center.

This initiative provided 4 hours of tutoring per week and served 65 students fall semester and 53 students spring semester for an academic year total of 115 students.

Center Utilization – Approximately 5,269 students visited the Center fall 2012 to study, see Peer Advisors, and meet with classmates in study groups; 5,896 students visited the Center spring 2013 for a total of 11,165 visits for the academic year. The Success Center has rooms that can be reserved by students, faculty, and departments for study groups, class, and student club meetings. Most of the club, department, and CASA Success Center events take place in the evening so as not to interfere with students using the facility as a quiet study space during the day. During fall 2012, the rooms were reserved 52 times by students and faculty members; Spring 2013, study and meeting room requests by faculty, students, and departments totaled 111. Additionally, students can check out iPads and laptops to use in the Success Center. These computer resources were checked out 168 times in the fall. Spring 2013 the Success Center launched a campaign to promote the availability of this resource and as a result the requests increased to 255, bringing the total to 423 requests for the academic year. The Center also outreached to students through tabling to provide information about the Center and its services as well as advertise upcoming events. Fall tabling reached 71 students, while spring tabling efforts informed 103 students.

Workshops – The CASA Student Success Center sponsored a number of workshops to assist students to be successful in science prerequisite courses, facilitate student aspirations to attend graduate school, connect students to the Center to learn about services and resources, and to establish a sense of community. These activities included success strategy workshops for Biology 65 and 66, preparing for graduate school workshops, and Center Open Houses. Table 2 below shows the number of students in attendance for the aforementioned workshops:

Table 2:

Workshop Type	Number of students
Success Strategies in Bio 65	14
Success Strategies in Bio 66	26
GRE Prep Workshop	14
Statement of Purpose Workshop	28
Open House/Transfers	50
Open House/Freshmen	29
Total	161

The CASA Student Success Center experienced over 4,000 student visits during the 2011-12 academic year and over 11,000 student visits during the 2012-13 academic year. The programs and services added to the Center's activities including the Statement of Purpose workshop, Success Strategies workshops, and Drop-in Writing tutoring, increased the number of students that utilized the Center for the 2012-13 academic year thus facilitating and validating Accomplishment #1.

Accomplishment #2:

Data used to validate accomplishment #2 is the CASA Student Success Center Strategic Plan; a copy of the plan is attached (see Appendix A).

Accomplishment #3:

Data used to validate accomplishment #3 included academic performance data, semester and cumulative Grade Point Averages, and semester retention and disqualification data for CASA students on academic probation Fall 2012 and Spring 2013. These data are represented below:

Academic support services provided to CASA students on academic probation – During fall 2012, the CASA Student Success Center collaborated with ACCESS (the Student Success Center for the Social Sciences) and the College of Science in the Science 90T probation course to stage a intensive academic intervention for CASA students placed on academic probation at the end of fall 2012. The intervention strategy was implemented in three phases.

1. Phase 1 - group outreach to inform students that Sci 90T was a requirement for CASA students on probation and recruit them to take the class.
2. Phase 2 - place enrollment holds on students as a means of motivating them to come into the Center for advising.
3. Phase 3 - CASA Student Success Center Advisor actively participating as an Activity Instructor for the probation course Sci 90T.

Fall 2012 Outcomes

Approximately one hundred and eighteen CASA students were placed on academic probation at the end of spring 2012. Of the 118, 77 students returned fall 2012. Of the 77 returning students, 46 enrolled in the course, of which 5 disappeared from the class during the semester, leaving 41 students to complete the course. Below are several outcome highlights of the intervention.

1. 95% of the students that took Sci 90T compared to 47% of the students that did not take Sci 90T showed cumulative GPA improvement (see Appendix B, Figure 1).
2. 5% of the students that took 90T and 44% of the students that did not take Sci 90T were disqualified at the end of fall 2012 (see Appendix B, Figure 2).
3. 61% of the students that took Sci 90T compared to 25% of the students that did not take Sci 90T returned to good standing at the end of fall 2012 (see Appendix B, Figure 3).
4. 85% of the students eligible to return that took Sci 90T compared to 41% of the students eligible to return that did not take Sci 90T enrolled spring 2013 (see Appendix B, Figure 4).

The data clearly shows that students participating in the intervention were significantly more likely to improve their academic performance, significantly less likely to be disqualified, and significantly more likely to enroll the subsequent semester.

Spring 2013 Outcomes

At the end of fall 2013, approximately one hundred and seventy-nine CASA majors were placed on probation; after a careful review of student transcripts, it was determined that

168 students were actually on probation. Thirty-nine of the 168 students did not enroll spring 2013, leaving the final number of enrolled students on probation at 129. Of the 129 students, 81 initially participated in the intervention, Sci 90T, and 48 did not. Eleven of the 81 intervention participants disappeared from the class leaving 70 students to complete the intervention. Outcomes for the spring 2013 intervention are listed below:

1. 91% of the students that took Sci 90T compared to 68% of the students that did not take Sci 90T showed cumulative GPA improvement (see Appendix B, Figure 1).
2. 14% of the students that took 90T and 33% of the students that did not take Sci 90T were disqualified at the end of spring 2013 (see Appendix B, Figure 2).
3. 66% of the students that took Sci 90T compared to 33% of the students that did not take Sci 90T returned to good standing at the end of fall 2012 (see Appendix B, Figure 3).

The spring data continues to support the findings that CASA students on probation who participate in the intervention perform significantly better and are less likely to be disqualified than those that do not participate in the intervention.

6. How does your unit define student success and how did your unit's accomplishments lead to increased student success?

We define success as:

1. CASA student academic achievement and timely graduation.
2. CASA student retention defined as persistence semester to semester and year to year.
3. Students identifying, gaining acceptance to, and being successful in a CASA major reflective of their interests and aptitudes, which facilitates their academic success, timely graduation, and career preparation.
4. CASA students actively utilizing academic success tools including effective time management and study skills strategies, gaining knowledge of personal learning styles, and developing an education plan for graduation.

7. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?

1. The primary challenge for the Center was sufficient resources in the areas of staffing and academic support. The Center has only one advisor to support the advising needs of CASA students. The CASA academic advisor is often booked three weeks in advance leaving students unable to obtain timely advising. Additionally, the Center's administrative position is part-time. Having only a part time admin and a single academic advisor leaves the Center to rely on student staff, limits the Center's ability to track and monitor Center's utilization and student academic performance, and to attend to the full range of administrative and advising functions. These staffing challenges leave the center with less than optimal operating conditions. Also being able to offer additional support through tutoring for science prerequisite courses would assist more CASA students to successfully move through their major courses in a timelier manner.

2. Identifying at-risk students earlier and having an effective intervention effort to prevent students from slipping into probation.
3. Efficient and effective tools to assist with monitoring, tracking, and assessing student Center utilization and retention achievement, and graduation.

8. How did your unit address these challenges? Please consider using an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information on Action Research, please contact me.

1. Engaged an EDCO graduate student as an Academic Advising Intern to assist the Center with General Education advising. The Center also utilized the support provided by an AARS Academic Advisor to provide the full range of advising services for 10 hours a week.
2. To leverage advising and academic support services, the Center encouraged CASA majors to take Science 2 (freshmen) and strongly encouraged (and in specific cases required) transfers and students on probation to take Science 90T. The Center was able to reach a larger number of CASA majors by having students in these courses where they would receive academic advising and other academic support resources that the single advisor in the Center would not be able to provide to each student on an individual basis. The Center Advisor was able to work directly with the CASA students in these courses, as the students were required to visit the Center for academic advising and course planning.
3. Developed a Pre-probation Pilot program targeting low performing CASA majors, which included intrusive advising and time management and study skills development.
4. Utilized GradesFirst to determine whether this tool could meet the Center's program assessment needs.
5. Implemented bi-monthly staff meetings to assess what is working and what isn't working and fine-tuning plans as needed.
6. Requested SSETF funding to support the following: 1) make the administrative support position full time, 2) create a Center Director position (current director position filled by retiring faculty member), and 3) tutors for academic support for science pre-requisite courses.

9. What are your unit's top three goals for AY 2013-2014?

1. Increase the academic success/achievement of academically at-risk students.
2. Enhance tracking and monitoring of CASA student retention and academic performance to assess program services to improve those services as well as identify new/unmet student needs to address those needs.
3. Enhance working relationships with departments to improve student advising and support.

10. Please describe your plans for implementing these three goals.

- Goal 1 – Increase the academic success/achievement of academically at-risk students. This goal will be implemented by enhancing the advising of students on academic probation. CASA Advisor will review students' course schedules to ensure students are enrolled in the appropriate number of units and that courses are appropriate to their skill and motivation levels.
- Goal 2 - Enhance tracking and monitoring of CASA student retention and academic performance in order to assess and improve program services.
- Goal 3 - Enhance working relationships with departments to improve student advising and academic support. This goal has the following objectives:
 - a. Work with departments to improve their advising tools, specifically the major roadmaps.
 - b. Encourage departments to place Sci 2 on frosh matrices by helping departments with frosh matrices.
 - c. Meet with department chairs/director and faculty advisors regularly and attend department faculty meetings in order to provide updates and encourage referrals to the Center.

11. How do you plan to assess these goals?

- Goal 1- Increase the academic success/achievement of academically at-risk students. Comparing the academic outcome data for CASA students on probation between 2012-13 and 2013-14 academic years will assess this goal. The specific data to be reviewed includes the following:
 - a. Cumulative and semester GPA's
 - b. Number of students returned to good standing
 - c. Number of students disqualified
 - d. Number of students eligible to return that enrolled the subsequent semester
- Goal 2 - Enhance tracking and monitoring of CASA student retention and academic performance in order to assess and improve program services. The Center staff will research and test different tracking and monitoring packages including GradesFirst, Simplicity, and Advisor Track. The package that most meets the Center's assessment needs and is the most efficient will be selected.
- Goal 3 - Enhance working relationships with departments to improve student advising and academic support. This goal will be assessed by the following measures:
 - e. A survey of department advisors that queries them about their knowledge of the Center, its services, and the working relationship with the Center.
 - f. A survey of CASA students who utilize the Center, which queries them about their use of department advising materials.
 - g. The development of updated matrices that include Science 2.
 - h. Updated roadmaps that are posted on the department's homepage.

12. How will these goals lead to increased student success?

1. Academically at-risk and poor performing students will be given the support to improve their academic performance, which will increase their chances of being retained and graduating.
2. Enhanced program assessment will assist the Center to determine which services are most beneficial to student success, how services can be improved, and identify any new areas for program development.
3. Enhanced relationships with CASA schools and departments will contribute to improved department advising materials, which will improve student academic planning and facilitate more timely graduation.

13. How can I help you and your unit achieve these goals?

1. Assisting with identifying assessment tools and resources.
2. Supporting our SSETF funding request.

CASA Student Success Center Strategic Planning - Fall 2012

- **Mission**

The College of Applied Sciences and Arts Student Success Center will be the single point of entry to provide resources and non-major related advising for new and continuing students to develop the skills and knowledge necessary to achieve academic success and graduate in a timely manner.

- **Vision**

To provide:

- Timely GE advising
- Information and Resources (hard copy and electronic)
- Accountability (graduation at 120 units)
- Focus on the most vulnerable students
- Intervention Strategies (e.g. 90T and Science 2, tutoring for gateway courses, etc)
- Venue for Students (community, tutoring, workshops etc)
- Integrate with Dept/Schools/AARS/Student Groups

- **Initiatives**

1. Outreach to selected CASA undergraduate students:

- Newly admitted (freshman and transfer students)

Deliverables

a. Freshman

1. Participate in Freshman Orientation during the summer
2. Sponsor open house

b. Transfer Students

1. Participate in Transfer Orientation
2. Sponsor open house

c. Enhanced web visibility of SSC

1. Enhanced SSC web visibility/hub for key advising sites on www.sjsu.edu
2. Provide comprehensive hard and electronic CASA resource/advising material

2. Support academically vulnerable students:

- Continuing students on academic probation;
- Continuing students with a 2.3 or less cumulative GPA; and

- High unit students looking to change to a CASA major or students denied a CASA major looking for an alternative.

Deliverable

- a. Require enrollment in 90T for continued probation students
 - b. Pilot study this semester – workshops for continuing students with GPA 2.3 or less
 - c. Advise change of major students
3. Assessment of SSC academic impact
- Student tracking and assessment to determine the impact of our services and interventions.

Deliverable

- Direct assessment – collecting data on students served by SSC
 1. GPA
 2. Graduation rates/retention
 3. Return to good standing after being placed on Probation
 4. Total units earned by student at graduation.
 - Indirect assessment of: survey of
 1. Students served by the CASA SSC
 2. CASA Dept/Schools faculty
4. Enhanced integration/relationships with CASA Depts. /Schools and selected campus department/services.
- Creation of an advisory board composed of CASA administrative support personnel, faculty members and campus representatives

Academic Performance Data for the CASA Probation Intervention

Figure 1

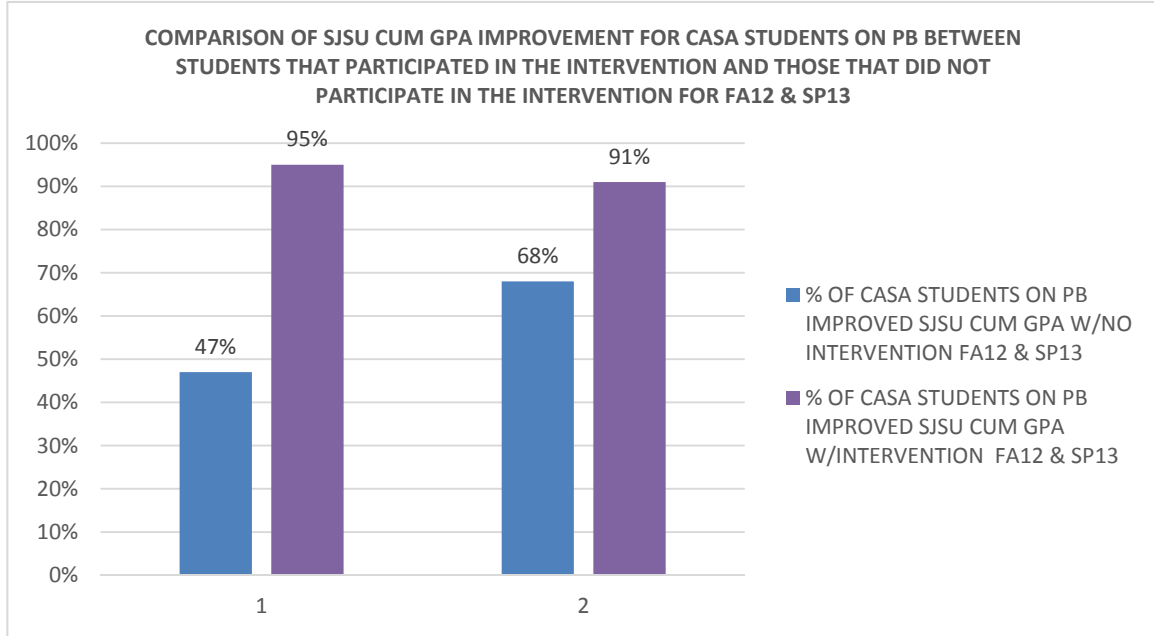


Figure 2

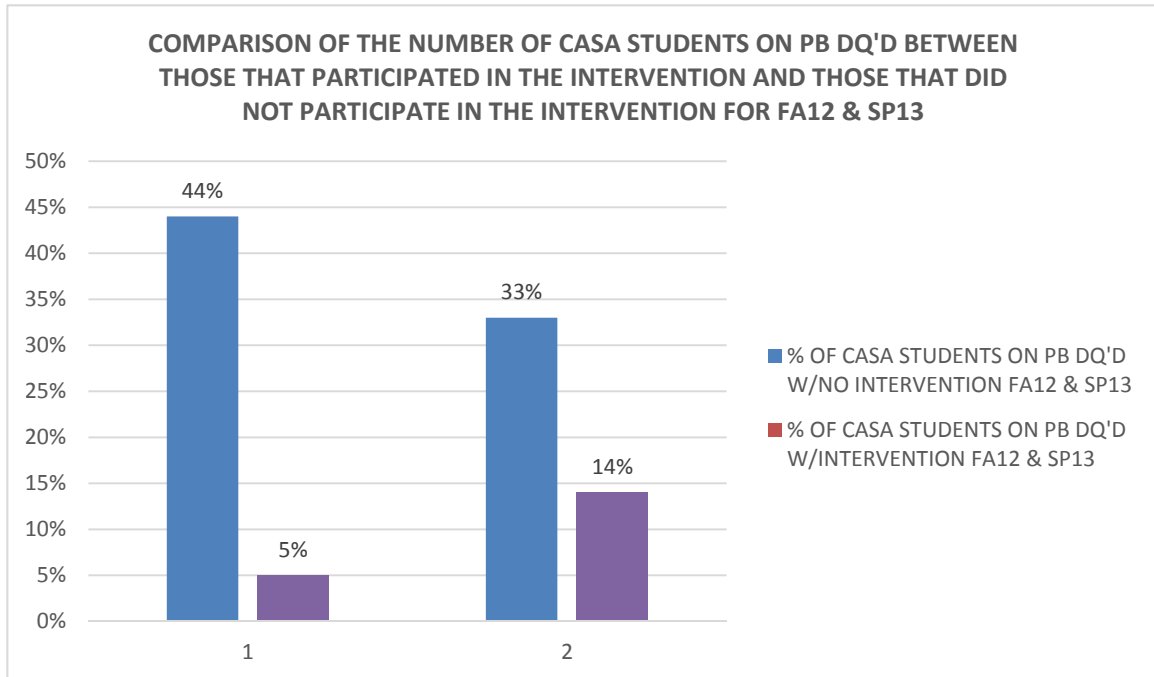


Figure 3

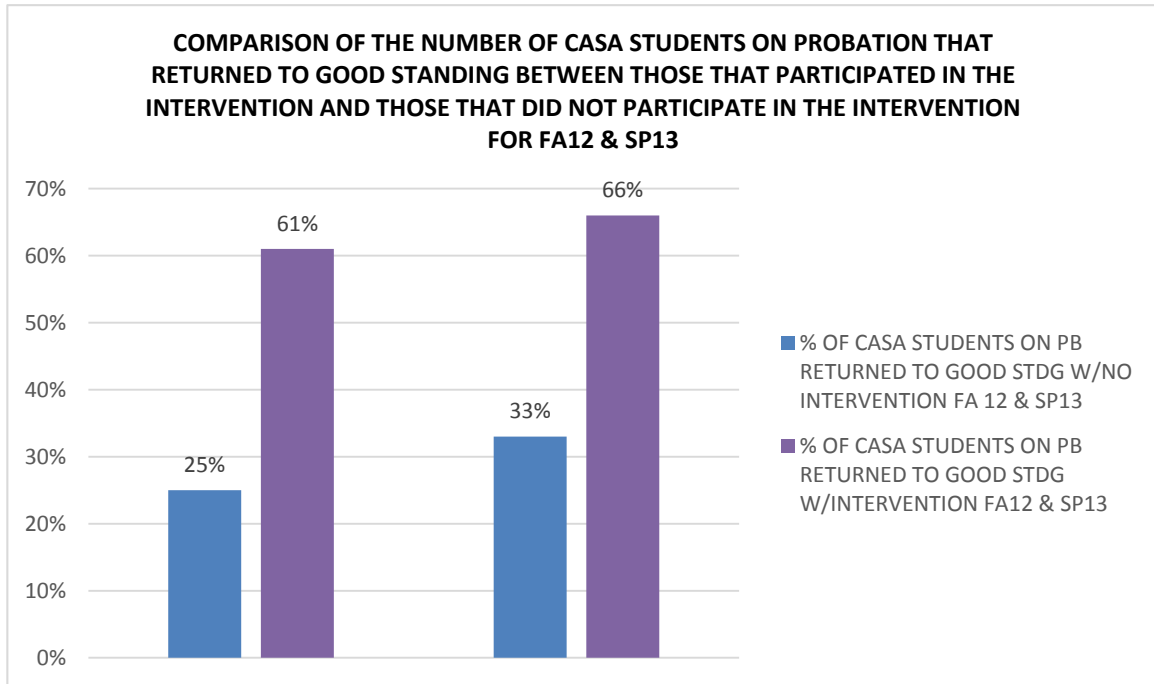
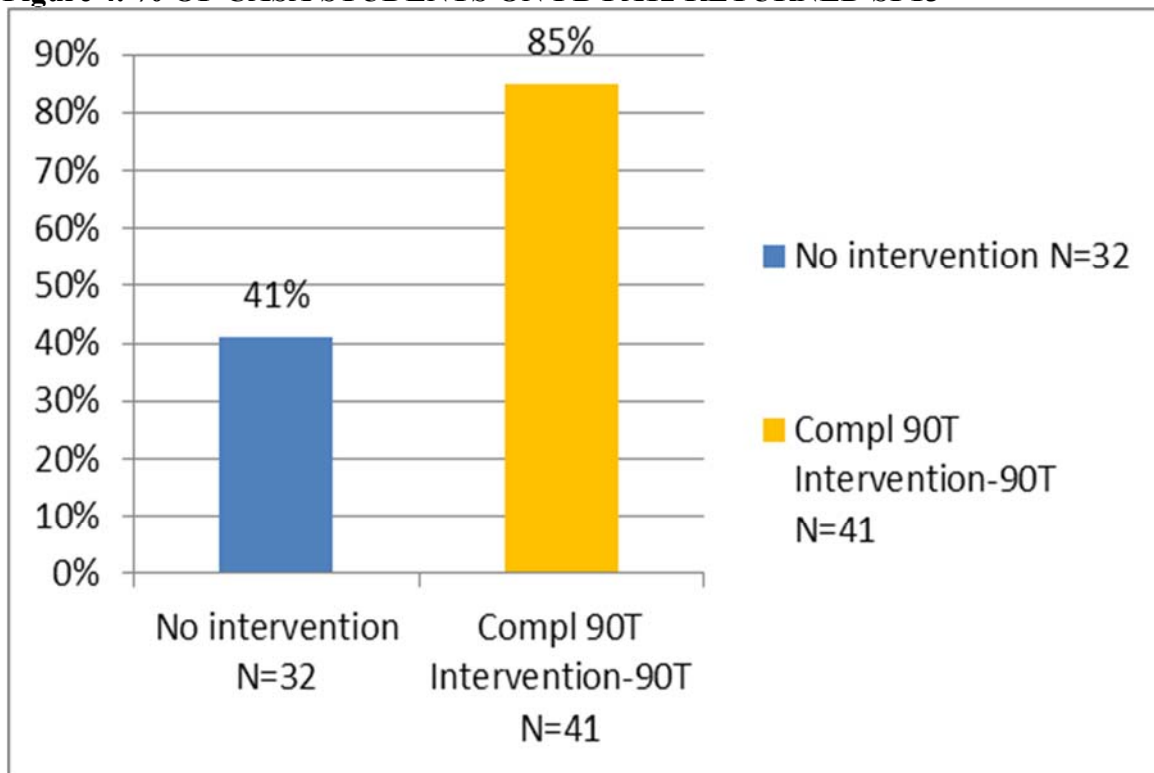


Figure 4. % OF CASA STUDENTS ON PB FA12 RETURNED SP13



College of Business Peer Advisors: (submitted by Malu Roldan, Associate Dean, College of Business)

Fall 2012 Outcomes:

- Peer Leaders were instrumental in organizing and staffing our successful Fall Welcome Day (Passport to Success @ SJSU) on August 27, 2013.
- Peer Leaders have developed an app to help students learn key resources and tips to help them succeed at SJSU. App is currently in beta and we expect to make available to our entering students during the 2013 orientation activities
- Peer Leaders have established the Peer Leader office in BBC007 and have staffed it during the Fall 2012 Semesters.
- Peer Leaders participated in several outreach events to attract potential students to San Jose State -- including a first generation college bound student event and events in the high schools that they graduated from.
- Peer Leaders helped with brainstorming for a potential partnership with local high schools on entrepreneurship, an idea brought to the College by a San Jose City Police Officer.
- Peer Leaders helped with the activities for the CoB hosted Silicon Valley Innovation Challenge

Spring 2013 Outcomes

- Ongoing: Peer Leaders continue to be available in BBC007 to work with students. I have been messaging students to encourage them to visit with the Peer Leaders for tips, ideas for student success. Peer Leaders have developed and posted flyers throughout the BBC and BT advertising their availability. They brainstormed additional ways they could help students who visit the office and included these in their promotions.
- March 2013: Peer Leaders are key to our efforts to reach our Probation students this Spring -- two of the items that I have asked probation students to do involve visits to the Peer Leader Office. They are currently working on a chat function to be appended to our College website so that students could connect with them via the web.
- March 2013: Peer Leaders will help with promotions for our new Themed Community in Campus Village -- Business Innovation and Leadership Development (BUILD).
- March 2013 to August 2013: Peer Leaders will enhance the material available via our College Student Success app, focusing this term on the addition of videos and interactivity.
- March 2013 to August 2013: Peer Leaders will be designing activities for and staffing our orientation events in Spring/Summer 2013, including Admitted Spartan Day, Transfer Orientation and

Frosh Orientation. For Admitted Spartan Day, Peer Leaders will staff our resource fair and conduct tours of our BBC and BT environment for students and Parents. Peer Leaders will be available to help with our College Advising Sessions during the Transfer Orientations. For Frosh Orientation, Peer Leaders will help design and staff our CoB Special Interest Sessions, and a Parent/Student mixer we are planning for the second day of Frosh Orientation (after the registration session).

College of Science Advising Center (COSAC): (submitted by Elaine Collins, Associate Dean, College of Science)

1. What were your unit's top three goals for the AY 2012-2013?

- A. To provide additional advising to students at academic risk by implementing the College's policy on probation in the major for all departments except Computer Science.
- B. Improve advising for students in the Biological Sciences department; this department has the largest numbers of majors in the College.
- C. To offer more social events sponsored by the advising center to introduce students, faculty and staff within the college to the services provided by the CoSAC.

2. Did you accomplish them? If so, how did you assess that these goals were accomplished?

Yes.

- A. Fall 2012 we implemented advising for students within the College that were on probation in the major, but in good standing with the University. Our professional advisors developed a process that encourages student self-assessment and responsibility for their academic career and success. In Spring 2013, we expanded this process to all students within the college that were on University probation, except Computer Science.
- B. Spring 2012 we hired a professional advisor to focus on advising of biology students. She was involved in developing the probation in the major process and worked with the biology students that were on probation in the major. Additionally, she has helped to develop advising worksheets for all of the biology degrees and has been involved in advising students at freshman and transfer orientations. She has worked closely with the Biology department on advising issues.
- C. CoSAC wrote and received funds to sponsor a "Welcome Back Days" Event in Fall 2012. The event was an open house with food, information booths and included students, faculty and staff. Over 100 students attended. The event was well-received so we hosted another event for students, faculty and staff in Spring 2013 also that had over 100 students attending. In addition, CoSAC sponsored a Finals Study night with tutors available to help students with last minute questions before finals both Fall and Spring semesters. Over 100 students attended both of these events also.

3. If your goals were not accomplished, please describe why they were not accomplished?

4. What were your unit's top three accomplishments for AY 2012-2013? Please describe and indicate if they were different from your unit's goals.

In addition to the achieving the three goals listed above, the CoSAC continues to provide excellent advising and support to all students within the College of Science.

5. What data did your unit use to validate your top three accomplishments?

Table 1: Percent of College of Science Students on Probation or Disqualified by Semester

	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Probation	7.97	9.54	7.16	6.70	7.46	7.21	6.83	5.19	4.18	3.12	2.58
Disqualified	3.18	1.64	2.54	2.21	2.55	1.06	1.45	1.05	2.01	1.16	0.81

- In Spring 2012, we implemented the College of Science probation in the major policy for the first time by placing 180 students on major probation. All of these students were in good academic standing for SJSU). During Fall 2012, two professional advisors worked with these students.
- The results of this can be seen in Table 2. Of these 180 students placed on major probation at the end of Spring semester, 64 were on continuing probation, 47 changed their major, 38 were disqualified from the major, 19 were returned to good standing in the major and 12 either didn't enroll for Fall 2012 and/or Spring 2013 by the end of Fall 2012. At the end of Fall 2012, 95 students were placed on probation in the major for the first time (all on good academic standing with SJSU).

Table 2: College of Science Students on Major Probation or Disqualified from the Major by Semester in Good Academic Standing with University

	Spring 2012		Fall 2012		Spring 2013	
	# of students	% of CoS students	# of students	% of CoS students	# of students	% of CoS students
New Probation	180	8.37	95	4.42	80	4.06
Cont. Probation			64			
Change Major			47			
DQ from Major			38			
Return to Good Standing in Major			19			
Misc			12			

We have not yet finished computing the final outcomes for students for Spring 2013.

6. How does your unit define student success and how did your unit's accomplishments lead to increased student success?

Success is helping students in a holistic way to achieve their academic potential by providing support through academic and personal advising, tutoring, and career planning.

7. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?

The primary challenge was to implement our probation in the major policy and to improve advising for students that are not in good academic standing with the University. Next challenge is to continue to engage and involve students in the advising center activities and services. A third challenge is to work with Computer Science department to include them in the probation in the major policy.

8. How did your unit address these challenges? Please consider using an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information on Action Research, please contact me.

9. What are your unit's top three goals for AY 2013-2014?

1. Encourage CS to participate in probation in the major
2. Expand advising role of professional biology advisor to all incoming transfer students and incoming freshman needing remediation. Continue to work with biology advisors.
3. Provide training/workshops for all faculty advisors within College of Science.
4. Provide career advising at CoSAC through a shared graduate intern with the career center
5. Provide more training/supervision to tutors within CoSAC by hiring a graduate intern to oversee this.

10. Please describe your plans for implementing these three goals.

1. Meet with CS chair and CS faculty and show them data from current probation in the major experiment.
2. We have been meeting with Biology Chair and primary lower division advisor to work on expanding advising role of professional biology advisor.
3. Provide training/workshops for all faculty advisors within College of Science.
4. We will work with College of Engineering and their faculty advising training to adapt for College of Science.
5. We have hired a graduate intern that has just started career advising in CoSAC.
6. We are interviewing candidates for the a graduate intern to oversee the tutoring in CoSAC.

11. How do you plan to assess these goals?

We keep data on use of CoSAC services, track students on probation. I also plan to initiate a research study on our probation in the major process in the Fall semester.

12. How will these goals lead to increased student success?

Helping students develop a clear pathway to graduation that includes not only an academic plan but also a financial plan, a career plan, and an extracurricular plan that also takes into account life circumstances allows student to be more successful

13. How can I help you and your unit achieve these goals?

Continue to provide support and new ideas and encourage integration of services across the campus.

College of Social Sciences:

Unit: ACCESS (Academic Counseling Center for Excellence in the Social Sciences).

Report submitted by Hien Do, Director of ACCESS

Foundation in 2011-2012

1. We converted Communications Studies center to College-wide center in Nov. 2011-January 2012.
2. We hired the necessary staff (1.0 staff paid by COSS), Faculty Director, (.6 assigned time for Hien Do for Spring 2012, paid by CoSS), SSP IV advisor (paid by SASS) and two Peer advisors to begin providing services to all of our students.
3. We opened our ACCESS Center on April 12, 2012 and invited the entire University community. The Provost, Deans and Associate Deans from other Colleges, as well as faculty, staff, students and community members joined us for this grand opening.
4. We collaborated with the College of Science to place our students who were on academic probation and enrolled them in Sci 90T (the numbers for Spring 2012 N=122, for Fall 2012 N=56, and Spring 2012, N= 69, including 24 in Soc Sci 96) so that they can receive some of the skills necessary to be successful at SJSU. Additionally, we provided services to students who were on academic probations who were unable to take the courses as well as those who needed our academic advising services. To this end, we hired a full time academic advisor (Valerie Chapman) to work exclusively for the College of Social Sciences and we also hired Peer Advisors (2 last year and 5 this year) to work with our center to provide the necessary support for all of the students. In addition, we receive an Academic Counselor on loan from AARS (Academic Advising and Retention Services) to work 10 hours/week to help with academic advising and walk-in advising sessions. ACCESS collaborated with AARS to provide a Graduate School Application workshop that is now conducted twice during the academic year (Fall and Spring semesters).

1. What were your unit's top three goals for the AY 2012-2013?

- a) To establish a culture of student use, particularly to students on academic probation. In practice, this meant creating designing and implementing a 1 unit experimental CoSS-specific course to strengthen academic skills in at-risk students.

- b) To network with all the Department Advisors and begin building the necessary liaisons as well as to work with other organizations on campus.
- c) To create pathways to identify students-at-risk before they experience academic probation.

Number of students served:

Fall 2012: N=2019

FALL 2012 STUDENTS USED
ACCESS BY MAJOR

AFRM	10
ANTH	14
ART	22
BUS	103
C E	62
C S	56
CHEM	11
COMM	57
DESGN ST	2
ECON	133
ED CO	72
ENGLIS	7
ENVS	39
FS	66
GEOL	3
GLOB ST	1
HIST	45
KIN	43
MAS	8
MATH	17
NUFR	80
PHIL	1
PHY S	4
POL SC	80
PSYC	201
S W	6
SOC SC	77
SOCI	238
SPAN	9
UNDL	231
UNKNOW	291
URB PLA	30
	<hr/>
	2019
	<hr/>

Spring 2013: N= 1831 (data collected for College of Social Sciences only)SPRING 2013 STUDENTS USE ACCESS
BY MAJOR (only up until MARCH 3, 2013)

AFAM	22
ANTH & Beh Sci	115
COMM	110
CS	3
ECON	95
ENVS	48
GEOG	6
GLOB ST	12
HIST	105
MAS	2
POL SC	138
PSYC	284
SOCI and Soc Sci	415
UNDL	210
UNKNOWN	72
WRIT HELP	25

TOTAL 1609

Usage by students from other colleges:

BUS	49
CASA	36
EDU	54
ENGR	20
H & A	15
SCI	4

Total 178

2. Did you accomplish them? If so, how did you assess that these goals were accomplished?

Goal A, Establishing a Culture of Student Use

Significant progress was made on Goals (a), establishing a pattern of student use as illustrated by the numbers provided above. Data is still being collected on evaluating the experience of the students through the use of a survey to students who have used the center. That information, plus focus group results with the peer advisors, will tell us not only how many people are using the center, but how that experience is working for them.

We have also worked with the Orientation Team and to host students during the summer and offer academic advising and class scheduling to all of our incoming students. During orientation, social sciences students who attended had a session in the ACCESS center and were provided with our advisors email and phone number and were required to make an appointment prior to the beginning of the academic year.

For Summer 2013 Orientation, we have organized two 30 minutes session for a “workshop” in ACCESS to introduce incoming first-year students to “An introduction to the Social Sciences”. The workshop is designed to introduce the students to ACCESS, to prepare them for academic advising and to introduce them to the variety of ways social scientists conduct their research and how these skills and knowledge can help them in their future planning. We have had 6 sessions and have received very positive feedback from the students as well as parents who attended Orientation. As a result of this success, we plan to work with the Orientation Team to continue to offer these on a regular basis.

Goal B, Connecting ACCESS to Campus Resources

Regarding Goal (b), connecting to campus resources, we have begun to reach out to student organizations and have conducted advising workshops for sororities and fraternities. This goal is being assessed by tracking events and usage. In Spring 2013, the Hmong student Association is holding their monthly meeting in our center. The Veteran Student Organization has held their meetings at our Center since our inception and will continue to do so. The Veterans Coordination Committee has also held their monthly meeting in our facilities.

We have an on-going relationship with campus organizations that focus on enhancing students’ success that will lead to their retention and graduation. An important organization is the office of Registrar and they have use our space to conduct graduation workshops designed to make sure that students understand how to check their status prior to filing for graduation. The Peer Connections have collaborated with us and provided a number of workshops in our center for all SJSU students. The College of International and Extended Studies has held study abroad workshops in our facility. All of these relationships have grown and we will continue to seek out and develop more connections with other organizations on campus. We have provided the space for the writing group to use by inviting different book publishers to demonstrate their books and technologies in order to decide which books to require students to purchase.

Our ACCESS Center was designed with the idea of providing space for faculty and students to meet and several departments have utilize this, including the Sociology and African American Departments as well as the Asian American Studies Program. The Center for Community Learning and Leadership has regularly used our break out rooms for their small group work and classes.

We provided the space for the CSU-wide Deans' retreat in Spring and Dean Bienenfeld was able to highlight the work that COSS is doing in our efforts to retain and graduate out students as well as to provide a space for them to individually and collectively do their work.

VITAL (Veterans Integration to Academic Leadership) --- Through a grant from the Federal Government and with the support of the College of Social Sciences, the VITAL center is currently housed in ACCESS and we have collaborated on identifying, recruiting and serving our returning veterans. We have a peer advisor who is specifically working with VITAL staff who are conducting outreach to veterans to assess their needs and whether they are met. Once we collect the data, we will collaborate with VITAL to determine the different programs that we can develop together and begin to provide those services to the veterans. We have also worked with VITAL to help secure funding from donors as they appreciate how ACCESS and VITAL have worked collaboratively.

Goal C, Identifying At-Risk Students Early

We are cooperating with the College of Business to experiment with MAP-Works. The Colleges of Business and Social Sciences are tracking student success using institutional data generated by the Academic Advising and Retention Services. However, most of that data relies on grades and does not identify the barriers students face in being successful. Three of the most popular majors for incoming students are in those two colleges, and hence are an appropriate site for a pilot study on first-year students. Based on the scholarship of researcher such as Kuh, Tinto and Woosley, MAP Works, an integrated software analysis system, has created a survey that can provide information on students before their GPAs go aground. First year students, especially in their second semester are particularly vulnerable. This pilot survey will use MAP Works to elicit, analyze and aggregate information on the students will be used to better understand the barriers to student success so that resources can be allocated more effectively. The survey will be administered from March 8 to April 2, 2013. As we move forward, we want to be able to reach out and do prevention to students who have been identified as vulnerable or at-risk (using the data from MAP- works). In addition, Associate Dean English-Lueck and Faculty Director Hien Do are working with CoSS departmental Chairs and advisors to identify courses in the major pathway that might be diagnostic for students at-risk in the majors.

We collected data from MAP-works and have begun to analyze the information. As a result of this survey, we have identified the most "at risk" students and contacted them via email as well as phone call to make sure that they schedule an appointment to see our advisors either during the summer or when they return to campus. The preliminary data is included as Appendix A.

3. If your goals were not accomplished, please describe why they were not accomplished?

Data is still being collected in to determine effectiveness of the goals, but the initial numbers collected and actions achieved would indicate that the actions of ACCESS are meeting the goals.

4. What were your unit's top three accomplishments for AY 2012-2013? Please describe and indicate if they were different from your unit's goals.

- 1) We have successfully created a Center that is providing the resources to address the needs of some of our students in the College of Social Sciences with support from SASS and COSS. SASS provided the funding for peer advisors to work with our students. Dean Bienenfeld supported the establishment of two internships for two Counseling Education graduate students to work with ACCESS and for them to provide our students with the academic support they need to succeed at SJSU. We provide the training and supervision for the internships with consultation from the Chair of Counseling Education. We have had approximately 3000 students since our center open in April.
- 2) We designed and implemented Soc Sci 96 **Successfully Negotiating Social Sciences** as an experimental course specifically designed for our Social Sciences students who are on academic probation. We have 25 students enrolled Spring 2013 and will have 2 sections per academic year in the future. We hope to submit that as a permanent course to be offered on a regular basis.
- 3) We have a volunteer (12 -16 hours/week) to work as an in-house writing specialist for Spring 2013. We have also received secured funding to provide two MA History students to be writing specialists for ACCESS for the next 10 years beginning in Fall 2013.

5. What data did your unit use to validate your top three accomplishments?

- a) We recruited two MA students from Counseling Education and they have been working with us this entire academic year. They are the peer advisors for the Soc Sci 96 class as well as other as other follow up students. In addition, in consultation with the Faculty Director, each is required to conduct her own project focusing on different student population on campus. The first project focuses on the needs and challenges of international students and ways to support them. The other project documents the needs that are required for students with young children and how to address and support these needs. The third project is a collaboration with VITAL to research, address, and provide support for veterans returning to school. Our peer advisor is a veteran himself and works closely with VITAL and other faculty on campus. An on-going project that began last year is the creation of a Facebook and Twitter account so that our students can be informed with all of our activities. We have completed a Web page that is connected with the College of Social Sciences and SJSU websites.

- b) Soc Sci 96 course is offered in Spring 2013 and we will collect data from the students enrolled in the class as well as students in the future sections to analyze the impact of the course on students' success in terms of getting off academic probation as well as making progress toward graduation.

The first Section of Soc Sci 96 had 24 students enrolled. All 24 completed and passed the course. The results are encouraging with 5 students who are continued on academic probation despite the fact that they did well with all of their classes because of their low overall GPA. We anticipate that they will continue to work toward gaining regular academic standing Fall 2014. We had 1 student (4%) who is disqualified from the University. Seventeen (17) students or 71% of those in the class returned to Good Standing next year. This is very successful since the course was only 1-unit course which did not impact their semester GPA greatly and therefore they had to receive good grades in their other courses. The course was successful because: a) it held students accountable by attending classes on a regular basis (with attendance record and follow up in case of absences) and turning in projects in a timely matter, b) providing the needed academic and social skills, c) meeting with the faculty regularly during the first several weeks, d) having a designated peer advisor and meeting on a weekly basis with specific tasks, projects and timeline and e) having access to an academic advisor on-sight.

We are offering two sections of Soc Sci 96 this fall and will continue to collect data and continue to work to improve our curriculum with the feed back from our peer advisors as well as the students.

We designed a survey asking students questions regarding the course and the results indicated that 73% of the students found the course to be useful and agreed that it helped them get back on track and helped them re-focus their academic goals. The most useful item reported was a) the interactions with their peer advisors, and b) the skills that the course provided and c) the structure of the course.

- c) We have signed a MOU with a donor to provide ACCESS the funds to hire two MA History students who will work as writing specialists and work with all of our students for the next 10 years. In collaboration with the History Department, we helped develop the guidelines and requirements for the writing specialists and two MA students have been hired to be writing specialists for AY 13 – 14.

6. How does your unit define student success and how did your unit's accomplishments lead to increased student success?

At the moment, our definition of student success is twofold: first, we want to get those students on academic probation off academic probation by offering them academic advising, and teach them some of the tools necessary to succeed in college; second, we

want to help students situate their university experience in a larger pathway to graduate school and/or career. We are providing a workshop for students interested in attending Graduate School each semester. We want to support our outstanding students by mentoring them in the process of applying to Graduate or Professional schools as well as provide them with in-put regarding their future plans. We also want to provide regular academic advising to all students from the College of Social Sciences and serve as a resource to answer any questions they may have during their undergraduate career at SJSU.

Our accomplishments lead to increased student success by offering a space that is student-friendly, comfortable, supportive, quiet, inclusive with laptop computers (we purchased 10 new laptop computers this summer) and iPads to use while in the center. We have a Faculty Director, and Academic Advisor, a staff, and students who have a lot of knowledge about SJSU and who are willing to work with students to achieve their success. In addition, we are working closely with the Peer Advisors to help implement the tools that the students learned in either Sci 90T or Soc Sci 96. The weekly interactions with the faculty as well as the reinforcement they receive from the peer advisors demonstrate the severity of their predicament while at the same time provide them with someone who can help guide them back on their path toward graduation and developing a path for their post graduation plans. The addition of a writing specialist in our Center allows the students take advantage of a dedicated person at the center for the sole purpose of improving their writing skills.

7. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?

- 1) To establish our presence in the College of Social Sciences, SJSU, and the larger community. As a new entity on campus, we needed the stakeholders to become familiar with our Center, to understand our mission, and to support our goals. We develop ways to reach out to incoming students and those students at risk to encourage them to utilize the resources available at ACCESS to facilitate a successful college career at SJSU.
- 2) To develop and coordinate with Department Advisors in the College of Social Sciences ways ACCESS can support and alleviate the increasing demands on advising and teaching large classes.
- 3) To continue to establish and cultivate partnerships with other organizations that focus on enhancing students' success, increase the retention rate, and develop their post-graduation plans.

Although some of these challenges will remain, we have made progress in all three areas and will continue to develop innovative ways to reach students as well as solidify our relationships with our partners on campus.

8. How did your unit address these challenges? Please consider using an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information on Action Research, please contact me.

To gather more information and data, we are collaborating with the College of Business to conduct a survey through MAP –Works that will be given to all second semester first year students to learn more about them and the issues that need to be address to retention and graduation issues. This survey will be given several times during the year and we will be able to analyze the data that will inform the development and implementation of our programs.

Our Academic Advisor has conducted group workshops for the Department Advisors and will meet with each of them individually to formally meet as well as to discuss ways in which we can help each other. We will implement ways to streamline the academic advising process and develop ways to support students develop their paths for post-graduate plans. These relationships have been and continue to be cultivated throughout the year(s) as personnel changes occur.

We will continue to develop, cultivate, and solidify our relationship with other organizations on campus to strengthen and increase our capacity to provide resources to our students.

9. What are your unit's top three goals for AY 2013-2014?

- 1) To continue to reach out to incoming students and those students at risk to encourage them to utilize the resources available at ACCESS to facilitate a successful college career at SJSU.
- 2) To continue to develop and coordinate with Department Advisors in the College of Social Sciences ways ACCESS can support and alleviate the increasing demands on advising and teaching large classes.
- 3) To gather more information about our students and to implement programs that will lead to their successful retention, graduation, and employment.

The Center will continue to establish and cultivate partnerships with other organizations that focus on enhancing students' success, increase the retention rate, and develop their post-graduation plans. The College will continue to support the Faculty Director (.6 assigned time), the 1.0 Admin, and to supplement the SASS supported Peer advisors to create a more robust ecosystem of peer advisors and mentors. We would like to hire an additional Academic Advisor (full time) to help with the increasing demands for advising. If possible, we would like to secure funding for two specialists who would serve to strengthen our students' quantitative literacy (similar to our writing specialists), and will be looking for grant opportunities or donations to support this on an experimental basis.

10. Please describe your plans for implementing these three goals.

1) We will continue to follow our plan that we developed this year. We have assigned a Peer Advisor who is going to do presentations about ACCESS to classes in the

College of Social Sciences that are required for first and second year student. We will continue to provide Soc Sci 96 as an option for our probationary students and will work closely with them to get them off academic probation. ACCESS will continue our partnership ship Orientation and AARS to greet, welcome, and inform incoming students about our facilities and services and will continue the practice of having them visit our Center during orientation. In 2013-2014, we will have data and analysis generated from the MAP-Works surveys that will enable us to continue our collaboration with the College of Business to determine if there are ways we can pull our resources to address the findings.

2) Since we have established a good working relationship with the Department Chairs and Faculty Advisors, we will continue to work closely with them to creatively use our resources and to address the needs of our college as a whole and if possible, each department within the college.

3) If successful, we will continue to pilot MAP-Works to collect more systematic information on first-year students. Our efforts to build effective campus networks who can provide data requires us to work closely with other organizations on campus to specifically target information most relevant to our students. As such, we will continue to work with the Office of the Registrar to provide graduation requirement questions and answers. We will work with the Staff from the Career Center to develop internship binders, volunteer opportunities, job searches, and skills development to enhance our students' success in preparing for their careers as well as securing professional opportunities upon graduation. We will work with the Counseling Center to help train our Peer Advisors and staff to identify signs that they need to look for in order to identify students who need counseling services and make the necessary referrals.

11. How do you plan to assess these goals?

These goals will be assess with a combination of survey data analysis from MAP-Works, data collected from students visits, surveys about our services, and data collected from students enrolled in our courses. We will have created the internship binders and participated and/or host job fairs and career development opportunities workshops with the Career Center. We will document the extent of workshops and outreach from the Office of the Registrar's with respect to the number times they offer their workshops and utilize our facilities. We have spoken to Ellen Lin, Director of Counseling Services, of our desire to receive training from her staff and participate in some of the training that they offer on a regular basis.

12. How will these goals lead to increased student success?

These are the goals that we have as we continue to assess, evaluate, develop, and implement programs, courses, and activities that will lead to student success. Our mission is to make sure that students from the College of Social Sciences will have a good, memorable, and successful experience as graduates of our college and SJSU. We will work with all the departments in the college, student-serving organizations on campus, student's groups, members of the larger community, and others who are interested in providing the best possible undergraduate education experience for SJSU students. We want our students to be successful at their academic goals at SJSU, to

become successful professionals, and to remember SJSU fondly as a result of our collective efforts.

13. How can I help you and your unit achieve these goals?

- 1) To continue to provide resources for the SSP IV position
- 2) To continue to provide allocations for the Peer Advisors and their training in order to support the probationary courses and the follow-up students cohort.
- 3) To provide opportunities to work with other Student Success Centers to engage in different projects (yet to be determined).

Visual Arts: Every goal listed below has been created to improve pathways to graduation, improve graduation rates, and increase retention rates.

Fall 2012 Goals and Outcomes:

- Goal: Establish and improve regularized business processes for the Visual Arts Advising Center, which opened in spring 2012.
 - Outcome: Intake forms created and system implemented for utilization in the unit.
- Goal: Improve outreach to high-unit students to help them progress to degree.
 - Outcome: Worked in increasingly close relationship with advisors and Dean's office to help identify and assist more students in high-unit situations. This will be an ongoing goal.
- Goal: Establish regular contact between relevant department chairs and advisors and the Visual Arts Advising Center.
 - Outcome: Goal achieved through more regular contact with departments and dean's office. Continued progress expected in spring 2013.
- Goal: Plan efficient use of space of advising center.
 - Outcome: Goal achieved through planning of space and purchase of final pieces of furniture and decoration of space to create student-friendly environment.
- Goal: Memorize major-specific information for majors served and understand BFA-application and approval process in each major.
 - Outcome: Goal still in progress as of F12 given the complexity of the various BFA programs. Progress being made with regard to collaborating with faculty to improve progress to degree in the BA and BFA programs.

Spring 2013 Goals and Outcomes:

- Goal: Improve communications and publicity for the Center.

- Expected outcome: Progress continues to be made in this arena. Facebook communication useful and functional and more fliers and other publicity in progress. This will be an ongoing project toward which we will make progress each semester.
- Goal: Get the website up and running.
 - Expected outcome: in progress but goal should be accomplished by end of semester, complete with an online self-service calendaring system for appointments.
- Goal: Create BFA application for each concentration in the BFA's to ensure regularized curricular progress across programs.
 - Expected outcome: this is in progress and we expect it to be completed for most programs by end of spring 2013.
- Goal: Assist in the advising transition to 120-unit degrees in all BFA's as all programs move to 120 units rather than 132.
 - Expected outcomes: This work will continue into the summer and 2013-14 as all programs come into alignment with the 120 unit mandate by fall 2014.
- Goal: Continue to improve outreach to high-unit students to help them progress to degree.
 - Outcome: Worked in increasingly close relationship with advisors and Dean's office to help identify and assist more students in high-unit situations. This will be an ongoing goal. In spring 2013, the Dean's office alone referred 20 high-unit students to the Visual Arts Advising Center in January 2013 for help.

Academic Advising and Retention Services: (Submitted by Cindy Kato, Director of Academic Advising & Retention Services)

1. **Frosh Orientation** :

- Worked in collaboration with Student Involvement, Colleges, EOP, and Student-Athlete Success Services to provide academic advising to 3750 incoming frosh.
- Message all incoming frosh about Calculus Placement Exam, World Languages Placement Exam, and Early Start Smart Page participation.
- Direct assessment mini-quiz of advising information on Day 1 82% for Summer 2012 and, after 3 sessions, 83% for Summer 2013, with better than 90% both years on question regarding cumulative gpa required for good academic standing.
- Parent session on Academic Advising continues to be one of the highest rated presentations, and advising evaluations thus far for Summer 2013 show an increase to above 4 of 5 on all questions related to advising.
- Reviewed all course plans for Fall 2013 frosh with College Associate Deans/Faculty to insure that 4 of 5 target GE classes are included in the first two semesters of enrollment and that all frosh are enrolled in an Area E class for Fall 2013 to facilitate use of early warning system.

2. **Transfer Orientation:**

- Managed 8 programs with a total attendance of 4068.
- Includes working with campus partners in Academic Affairs, Student Affairs, Administration & Finance.

3. **Graduate Student Orientation:**

- Working with Graduate Studies & Research, Graduate Admissions and Program Evaluations, and International Student Programs to plan first graduate student orientation for Fall 2013.

4. **University-level petitions:**

- Excess units - processed about 1350 such requests for Fall 2012 and about 250 for Spring 2013. Fall numbers were much larger than in the past due to enrollment caps, and Spring petitions were the usually expected number, around 250. In addition, departmental requests were created in Fall 2012 to reduce human and paper resources.
- Late drop/withdrawals - processed 635 petitions for Fall 2012 (30% fewer than Fall 2011), 504 for Spring 2013 (10% fewer than Spring 2012), and 61 for Summer 2013 as of 6/30. The Summer number is up dramatically due to 42 petitions related to Udacity classes. Regular petitions are about the same to date as Summer 2012.
- Retroactive drops/withdrawals - processed 149 petitions for Fall 2012 (8% fewer than Fall 2011), 167 for Spring 2013 (same as Spring 2012), and 48 for Summer as of 6/30 (Same as Summer 2012) .
- Changes of major/minor for students who have earned 90 or more units - processed 509 for Fall 2012, 741 for Spring 2013, and 150 for Summer as of 6/30.
- Changes of major to Undeclared - processed 53 during FY 12-13.

5. **Undeclared students:**

- ***Assigned Undeclared transfer students*** - Of 743 students as of 9/15/12, 227 remain enrolled as Undeclared (31%) on 6/30/13. Of those 227, 166 (73%) are awaiting change of major approval, have reached their limit of units or time to be accepted into a major, and will no longer be Undeclared when classes begin 8/21. Of the 516 who are no longer Undeclared, 430 changed to a degree-granting major (83% of 516- 58% of all AU on list as of 9/15/12), 34 left SJSU (7% of 516 - 5% of all AU on list as of 9/13/12), and 52 were academically disqualified (10% of 516 - 7% of all AU on list as of 9/15/120.
- ***Disqualified from the major (Engineering or Science)*** - The College of Engineering disqualified 31 students after Spring 2012 and another 31 after Fall

2012. Of these 62 students, 34 remain Undeclared. 24 students (39%) have been accepted into a new major, and 4 (6%) have been disqualified from the university. The College of Science disqualified 35 students after Fall 2012. At present 26 students remain Undeclared. 6 have been accepted into a new major (17%), and 3 (9%) have been disqualified from the university.

- **Undeclared - PreNursing** - Began to work with 513 Undeclared-PreNursing students to help them more efficiently apply to Nursing and/or to realistically evaluate the possibility of admission to Nursing at SJSU. 37 applied to Nursing for Fall 2013, and 17 (46%) were accepted. We also met with 144 additional students whose grades clearly indicated that they need to pursue another major. Of those, 23 (16%) have already been accepted into a degree-granting major.
- **Undeclared students on academic probation** - 136 Undeclared students were on academic probation after Spring 2012 (and not in the Assigned Undeclared group). After working with advisors and peer advisors, 69 (51%) are back in good academic standing, 10 (7%) are on continued probation, and 57 (42%) have been academically disqualified from the university.

6. Progress to Degree:

- **High unit Undeclared (native students remaining Undeclared with more than 60 earned units)** - 50 of 58 (86%) of native students who remained Undeclared with more than 60 units were accepted into degree-granting majors.
- **Writing Skills Test** - Managed WST completion for 773 students who had earned more than 75 units but had not taken the WST. To date 583 (75%) students have taken the test. Others must test on 7/20 to enroll for Fall 2013. 286 of 497 students (58%) who had earned 90 or more units without passing the WST have taken or enrolled in English or LLD 100A to complete this requirement.
- **High unit seniors - 120+ units** - 415 of 511 (81%) of students with more than 120 earned units who had not submitted graduation applications in July, 2012 now have graduation applications on file. 2056 of the original 3232 students on the list had completed their degrees by 5/16. Verification of degrees for the additional 630 students expected to graduate in Spring or Summer 2013 is not yet complete. Projections are that 2591 (80% of the original list) will have completed degrees by August, 2013 and that about 335 (10%) will enroll for Fall 2013.
- **High unit seniors - 150+ units** - 44 of 50 (88%) of students with more than 150 earned units who had not submitted graduation applications in July, 2012 now have graduation applications on file. 446 of the original 665 students on the list had completed their degrees by 5/16. Verification of degrees for the additional 115 students expected to graduate in Spring or Summer 2013 is not yet complete. Projections are that 544 (82% of the original list) will have completed degrees by August, 2013 and that about 56 (8%) will enroll for Fall 2013.

7. **Other:**

- Senior verification cards - Prepared roughly 3000 senior verification cards to help graduating seniors get into needed classes.
- Met with all 1225 frosh Undeclared in Fall 2012 in 40 group workshops to review spring class schedules before registration.
- Reviewed spring registration of all 3619 students with more than 120 earned units to verify that classes were required for the degree (to free up class space in Spring 2013 for those who required classes).
- Reviewed enrollment for 1440 undergraduate students on probation after Fall 2012 to assure attempts at a reasonable load and likelihood of improving academic standing. Currently in process of monitoring enrollment for Fall 2013 for all 898 undergraduate students on probation.
- Provided academic standing notices to all students (graduate and undergraduate) on academic probation or academically disqualified.
- Messaged 2475 lower division students twice each about appropriate Udacity classes relative to their majors.
- Conducted 7 workshops (3 after Fall, and 4 after Spring) for disqualified students, average attendance 24.
- Partnered with Student Involvement to launch new success workshops (Spartan Success Portal), to include Academic Advising on the new Spartan Guidebook phone app, and to provide planners for Fall 2013 new students.
- Participated in various informational events, such as Advisor Update Session, Advisor Connections, and Pipeline to SJSU for both campus and local community college constituents.
- Had representation on various university-level committees, including Advising Council, Next Steps, Non-Resident Task Force, initial Task Force meetings for African-American students and Hispanic/Latino students, Strategic Planning Helping & Caring committee, Gender Equality and Diversity in Athletics, and committee to review NESSIE data.
- Advisors met individually with over 2400 students in appointments and over 3000 students in drop-in, while conducting a variety of workshops addressing the needs of specific subgroups. On average, AARS provides assistance via drop in, quick answer, or referral to another office to roughly 1500 students during the first 2 weeks of classes each semester.

8. **Overall evaluation:**

- AARS excels in caseload management, program implementation, maximizing collaborative efforts to support student success, and the flexibility to be able to respond quickly to university-level initiatives.

- Positives of FY 12-13 include continuing to assist Assigned Undeclared transfer students in finding degree granting majors and increasing monitoring/management of Degree Progress initiatives. We increased our work with Undeclared students on probation and with Undeclared frosh, while adding those academically disqualified from the major and PreNursing. We moved both the office website and the Advising Hub to the new SJSU website and have added a Facebook page to AARS. Collaborative efforts with Student Involvement to provide online success workshops, planners for new students, and new Guidebook phone app are noteworthy.
- Foci for FY 13-14 in addition to ongoing items will be to increase proactive advising with the Undeclared-PreNursing group, to increase review of registration and work with students working outside of their declared major ("ghost" or "shadow" majors), to increase work on changing graduation date, and to expand our work with Undeclared sophomores.
- We will also be adding advising checklist items, visible to students and advisors, which will increase the ability to alert advisors to new initiatives while providing students with more visible and earlier notification of required Degree Progress "markers".
- We plan to experiment with advising via Skype, WebEX, and chat. In addition if we are funded by the Chancellor's Office, we will pilot use of software to offer e-advising and increased/improved monitoring and record keeping.

Educational Opportunity Program: (Submitted by Debra Griffith, Director of EOP)

1. What were your unit's top three accomplishments for AY 2012-2013? Please describe.
 - a. Summer 2012 implemented Summer Bridge using a cohort model.
 - b. Implemented a new workshop model.
 - i. Intentionally developed and implemented workshops based on students' needs
 - ii. Developed and implemented a process to track workshop completion
 - c. Improved communication with current students and prospective students.
 - i. Sent out weekly bulletins via gradesfirst
 - ii. Sent out communication to every SJSU applicant and encouraged them to apply to EOP

2. What data did your unit use to validate your top three accomplishments?
 - a. Of the 60 students who participated in Summer Bridge 55 students are still current students and will be returning in Fall 13. All 55 students successfully completed all of their remedial classes. All 55 successfully completed all 6 of the cohort mandatory classes: University 95, EDCO 4, MAS 10A, MAS 10B and Communication studies 20.
 - b. All students swiped into gradesfirst to verify workshop attendance and were also required to complete a survey after workshop completion through survey monkey for final verification. The entire process allowed EOP to have accurate records.
 - i. Through the surveys students communicated that the workshops strengthened their knowledge on a number of topics: academic support, professional prep, wellness and writing.
 - ii. Workshop presenters allowed for other departments to interact with EOP students and for EOP students to connect with SJSU faculty and staff.
 - c. The weekly bulletins kept student update with important information and resources (on campus and off campus).
 - i. The number of applications increased.

3. How did your unit's accomplishments lead to increased student success?
Students
 - a. The EOP cohort were active program participants: utilized all resources, and participated in all EOP events.
 - b. 100 students were removed from EOP for failing to completed requirements for 12/13. The number decreased significantly in comparison 690 students who were removed for non-compliance in 11/12.
 - c. 620 EOP students will be entering SJSU in Fall 13. This number is 50% increase from the incoming EOP 11/12 class.

4. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?

AY 2012-2013

- a. Relying on other departments for requested information
- b. Being included on vital information from other departments: financial aid, bursars, soar and admissions.
- c. The confusion with the budget
- d. Staff turnover – lack of qualified candidates

AY 2013-2014

- a. We will continue to rely on other departments for requested information.
- b. We will continue to request to be included on vital information

5. How did your unit address these challenges? Please consider an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information of Action Research, please contact me.

- a. We requested the information extremely early in effort to make our deadlines. However we still ended up having to delay our processes due to the lack of communication and follow through from other departments.
- b. We would often hear the information in passing and or from our students.
- c. EOP worked directly with the budget office to get a clear understanding of all of budget sources. The budget office provided with a print out of the budget every two weeks.
- d. EOP revised the search criteria and process after each staff member was released. EOP staff engaged in a ½ day retreat to provide the Director with feedback regarding how the department could increase staff retention.

6. What are your unit's top three goals for AY 2013-2014?

- a. Strategic planning
 - i. With each staff member individually
 - ii. Entire EOP staff
 - iii. Team development training.
- b. Implement a Beyond the Degree component – to be infused in every aspect of EOP
- c. Alumni Outreach and create opportunities for the Alumni to serve as resource for the EOP Students.
 - i. Create programming where Alumni will contribute to the EOP scholarship fund
- d. Find additional funding for the Guardian Scholars Program

7. Please describe your plans for implementing these goals.

- a. I have designated time to meet with each staff member for 2hrs per day for 2 weeks to do individual strategic meetings. This began the 2nd week in June and will conclude at the end of July.

- i. I have designated a week in July to begin the intentional team building process and will have outside facilitators come in to cover a number of topics: race, genius profile, working style, and team dynamics.
 - b. EOP worked with Dora and CMS during 12/13 to match the list with peoplesoft and SIS. Alumni Affairs will be tagging EOP Alumni in there database, and work with EOP to send out mailings. EOP will be creating an Alumni Page on the EOP website.
 - i. EOP will be having a large-scale fundraising event in the Fall 13 and one in the Spring 14
 - c. The Assistant Director of Guardian and the Director of EOP will work with Advancement to identify additional funding sources for both programs.
- 8. How do you plan to assess these goals?
 - a. EOP staff will be asked for direct feedback regarding the strategic planning events and training.
 - b. EOP will set a date for the EOP Alumni project roll out and will be assessed by the met deadlines.
 - c. Guardian Scholars Funding – will be assessed by completing identified applications. In addition meeting with all identified possible donors.
- 9. How will these goals lead to increase student success?
 - a. Individual Strategic Planning will refocus the staff on the EOP mission, provide each of them with the frame work for each of their projects and identifying the competency gaps that they need to improve during 12/13
 - i. EOP Strategic Planning will allow each staff member to see the big picture, identify how their role/projects contribute to graduation and retention and understand on another’s strengths and how to best utilize one another. The entire Strategic planning will increase student success because the EOP staff will be in complete alignment with each other and the overall mission of EOP.
 - b. The Alumni project will provide an opportunity for current students to connect with the entire EOP community. The Alumni’s will serve for serve as a resource, mentors and source of student success inspiration.
 - c. Obtaining additional funds EOP will be able to provide scholarships and lessen the financial burden of some EOP/GS students.
- 10. How can I help you and your unit achieve these goals?
 Just serve a resource and an advocate when needed.

Peer Connections: (report submitted by Deanna Peck, Director of Peer Connections)

Peer Connections Locations

The former physical locations of both LARC and the Peer Mentor Program became two separate Peer Connections centers: the Student Services Center 600 and the Academic

Success Center in Clark Hall. Tutoring services were also provided in the Living Learning Center (LLC – in Housing). In April 2013, a fourth Peer Connections location was added in the Martin Luther King, Jr. Library.

Each student who wishes to make an appointment with Peer Connections is asked to fill out a **Student Information (SI) Card**. These SI Cards collect contact information for the student (for appointment reminders , etc.) as well as data that may not be captured by GradesFirst, such as how the student heard about Peer Connections and if the student lives on campus or not.

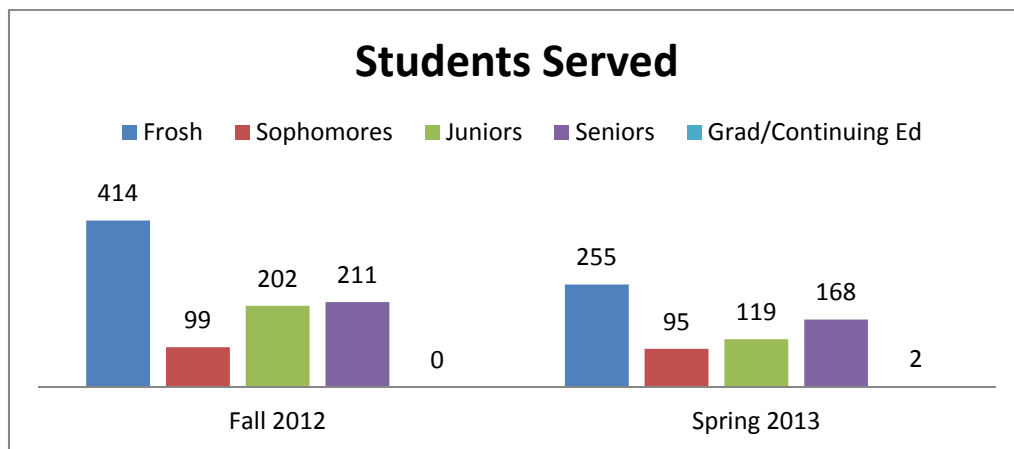
Using the SI Cards, the location of initial contact Peer Connections staff had with students was tracked each semester, showing the effective outreach of each location:

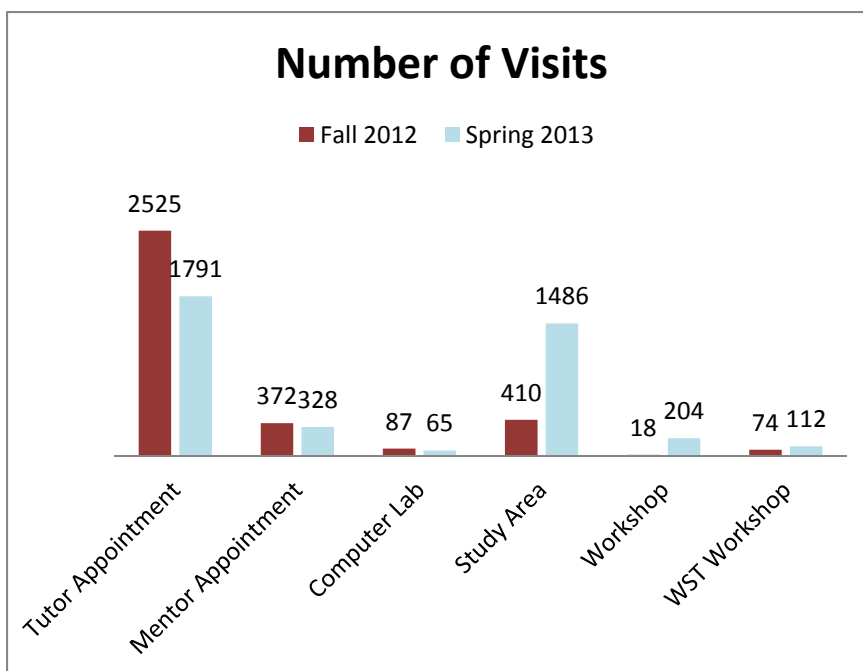
Semester	Student Services Center 600	Clark Hall – Academic Success Center	Living Learning Center (Housing)	Martin Luther King, Jr. Library (open 4/2/13-5/9/13)
Fall 2012	452	414	147	N/A
Spring 2013	261	382	3	11

The Clark Hall location serves a growing number of students; as it is located in a hub area with high pedestrian traffic, it attracts more student attention than the other locations. Students will often stop by before, after, and in between classes. This does not happen at other locations. Also, note that the Library location data is somewhat skewed based on its very limited operation period (4/2/13 to 5/9/13).

Overall Program Statistics

In Fall 2012, Peer Connections served 929 unique students; in Spring 2013, 639 unique students were served.





Students Served

Across both semesters, these students made a total of 7,286 visits to Peer Connections' services, including tutoring appointments, mentoring appointments, using the Computer Lab (in SSC 600), using the Study Zone (in SSC 600), and attending workshops presented by Peer

Mentors. WST Workshops were also presented in both semesters.

Number of Visits

Due to the decrease in numbers of both tutors and mentors in Spring 2013, the overall number of visits went down; traditionally, there has been a general decrease in usage in Spring as compared to Fall. This pattern is reflected in the data from both LARC and the original Peer Mentor Program, so it is not surprising to see the pattern continue in Peer Connections.

On average, the number of visits per student was 3, with a range from 1 visit to 44 visits. Appointments are 30 minutes to 1 hour long.

Campus Outreach

As a new program, student outreach was a high priority during the past academic year – both to inform the campus community about the program's new identity, and as a critical part of Peer Connections' mission as a whole. Some of the outreach and marketing strategies used were:

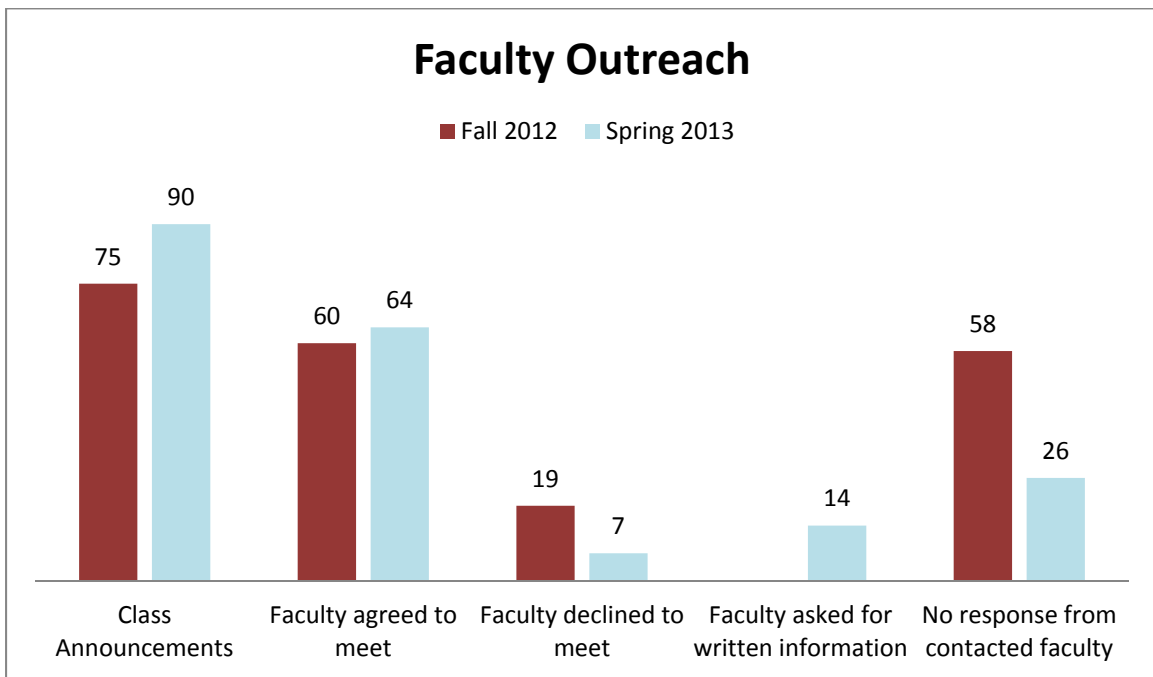
- Participation in events. Peer Connections had a table at Admitted Spartan Day (2013), Frosh Orientation (2012/2013), and Transfer Orientation (2012/2013).
- Mentor Request Form. Developed in Spring 2013, this form was used at events such as Admitted Spartan Day, Transfer Orientation, and Frosh Orientation. As

of the publication date for this annual report, 75 incoming SJSU students have signed up and been connected with a mentor for Fall 2013. These students have already begun communicating with their assigned mentors via e-mail, and will continue correspondence throughout the summer.

- **Marketing materials.** New brochures, bookmarks, postcards, slide shows (for Orientation, Clark Hall display, etc.) and other items were designed in-house. With the assistance of SJSU’s professional photographer, a series of photo shoots were held depicting Peer Connections student and professional staff and Peer Connections locations. These images were then used to create a more distinct, personalized marketing presence for the program.
- **Social media.** The Peer Connections website was brought up-to-date and revamped to reflect the new program. In addition, Peer Connections Facebook and Twitter accounts were created to establish a greater web presence.
- **Promotional items.** A variety of promotional materials, such as highlighter pens and sticky notes, were designed and professionally printed for marketing next year.

Faculty Outreach

In Fall 2012, peer educators made announcements to 75 classes and contacted 137 professors to let them know about our services; in Spring 2013, peer educators made announcements to 90 classes and contacted 111 professors. Below are the results of those faculty contacts:



Collaboration

Peer Connections collaborated with a number of different groups on campus this academic year. Some of the highlights that have not already been mentioned include:

- Collaboration with Counseling Services to present Student Success Workshops (Fall and Spring)
- Collaboration with Student Involvement and others to promote the Spartan Success Portal and online student success workshops (Fall and Spring)
- Collaboration with Student Involvement and AARS to develop the Ultimate Spartan Guidebook (Spring)
- Collaboration with Student Affairs to present six Mental Health First Aid trainings to 102 participants (Spring)
- Collaboration with the UNVS 96G team, including assigning 4 mentors for the pilot online course (Spring)
- Collaboration with a variety of offices where an intersection of services for students may develop (Counseling Services, Disability Resource Center, University Housing Services, Office of Student Conduct & Ethical Development)

Peer Tutor Program

In the 12-13 academic year, Peer Tutors assisted students with course content for an increasing number of courses (see table, right). The most requested subject areas were Writing (including LLD), Math, Chemistry, Physics, and Statistics. In addition, students came to tutors for assistance in Study Strategies.

Peer Tutor Program Statistics	
Fall 2012	Spring 2013
26 Tutors	17 Tutors
63 Courses	117 Courses
2,525	1,791
Appointments	Appointments

Tutor Evaluations

During certain weeks of each semester, Peer Connections assessed tutor effectiveness by giving tutees evaluations to complete after their tutoring sessions. These evaluations were handed out during Week 6 and Week 12. In the Fall semester, 174 evaluations were received in Week 6 and 137 in Week 12. In the Spring semester, 106 evaluations were received in Week 6 and 118 in Week 12.

Evaluations are self-reports from students; the percentages shown below are the average percentage of students over the semester that agreed or strongly agreed to these statements.

Question	Fall 2012	Spring 2013
Tutoring assists me to better understand course	89.67%	91.03%

concepts.		
My tutor asks me questions that help me discover the answers for myself.	90.89%	96.43%
My tutor has helped me to develop more effective study/learning strategies.	79.42%	84.38%
As a result of working with this tutor, I am more confident in my understanding of the material.	84.9%	90.18%
I would recommend Peer Connections to other students.	90.01%	93.27%

The evaluation also included two open-ended questions, the first being “What do you find most helpful about your tutor and/or Peer Connections?” Examples of the responses we received included:

- She helped me understand my assignment on a deeper level.
- Encourage me to think more or brainstorm by asking me questions about my topic.
- Great with helping me on problems with material and study habits.
- Great resource to reinforce in class lecture.
- I really learned from it. He is very patient.
- Insightful questions to make me think.
- My tutor was very patient and willing to help discover new strategies.
- They help me learn things my professor doesn't teach me.
- They help you identify different problem solving strategies.
- Tutors help gain confidence within your work.

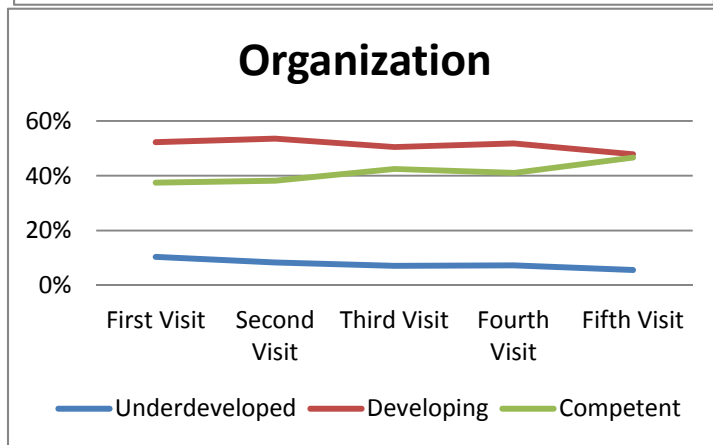
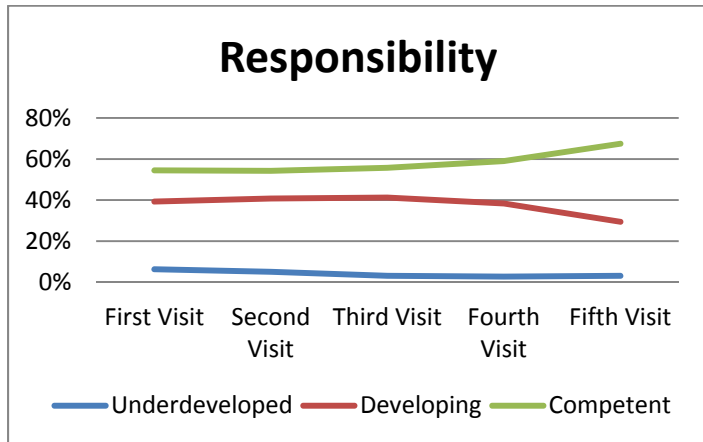
The other open-ended question was “What would you like to see changed in Peer Connections?” Examples of those responses are given below.

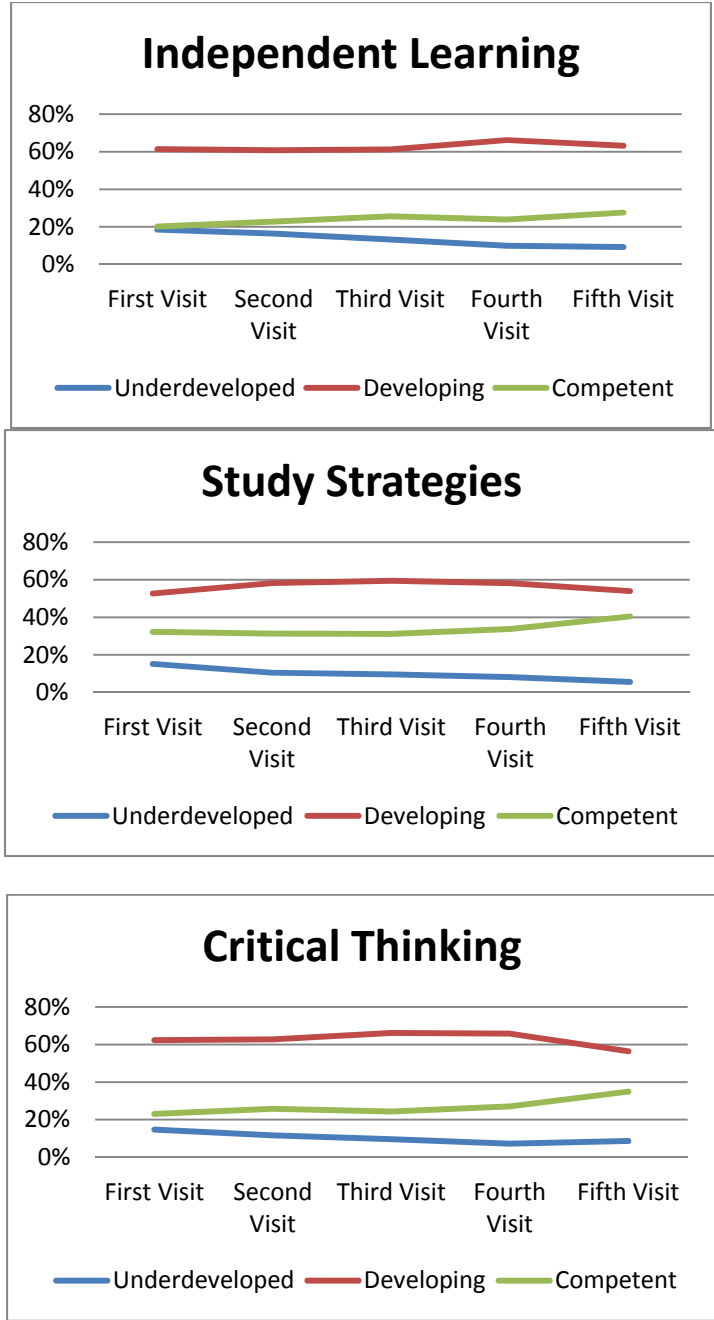
- More time per session
- Adding more hours per week
- More availability
- On-line appointment sign-up
- I hope to have drop in sessions that are more available to my schedule.

Assessment Rubric for Tutees

The Assessment Rubric for Tutees (ART), created in Summer 2011 by Karin Winnard and a group of students, measured the effectiveness of the tutoring program in another way. After each tutoring session, the tutor fills out an ART for that student, assessing the student’s skills as observed in that session. The rubric assesses the student’s skills in five key areas: Responsibility, Organization, Independent Learning, Study Strategies, and Critical Thinking. Students are rated on a three-point scale for each area: Underdeveloped, Developing, and Competent.

Over the course of the semester, these rubrics are collected and the data analyzed to track students’ improvement. Below is the data for the combined AY ’12-’13, in each of the five key areas:





As indicated in all five tables, the direct correlation of the rise in student competency to the drop of students in the underdeveloped and developing levels illustrates tutoring effectiveness.

Peer Mentor Program

Peer Mentor Program Statistics	
Fall 2012 27 Mentors	Spring 2013 22 Mentors

In the 12-13 academic year, Peer Mentors assisted students through two venues. First, like the Peer Tutors, they were available to meet on a walk-in or appointment basis with any SJSU student needing their assistance. In addition, each Peer Mentor was assigned to a specific course and professor to promote college success within and beyond the classroom environment. Their key responsibilities involved attending the assigned class, role modeling effective student habits, mentoring during individual sessions, facilitating educational workshops, sharing academic strategies, and providing campus referrals.

27 Courses 19 Faculty Participants 915 Students Reached 372 Appointments	18 Courses 15 Faculty Participants 500 Students Reached 328 Appointments
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Pre- and Post-Evaluations

The Peer Mentors had a positive impact on the students in their courses, increasing the students' confidence and comfort level in a number of skills and tasks. To assess this, a series of evaluations were given to the students: a pre-evaluation at the beginning of each semester, and a post-evaluation at the end of each semester. The evaluations were self-reported by the students, using a Likert scale. The percentage shown below is the **increase** of confidence or comfort level over the pre-evaluation 'baseline'.

I am confident about the following skills:	Fall 2012	Spring 2013
Time Management	11.56%	12.19%
Group Communication	10.94%	15.19%
Stress Management	15.83%	9.53%
Financial Management	24.35%	9.26%
Goal Setting	9.29%	12.62%
Problem Solving	10.80%	12.71%
Note Taking	9.98%	2.40%
Public Speaking	35.22%	16.58%
Study Strategies	60.00%	16.23%
Test Taking	62.03%	9.53%

I feel comfortable with the following tasks:	Fall 2012	Spring 2013
Meeting new people on this campus	6.96%	4.17%
Finding opportunities to get involved on campus	5.38%	5.19%
Finding campus resources and services	25.68%	9.15%
Interacting with people from diverse backgrounds	34.78%	3.86%
Visiting my professors during office hours	20.74%	13.05%
Visiting Peer Connections for tutoring	5.11%	10.54%

In Fall, 680 students took the pre-evaluation, and 692 took the post-evaluation. In Spring, 230 students took the pre-evaluation, and 222 took the post-evaluation.

Workshops

During this academic year, Peer Mentors presented a number of workshops for students.

Fall 2012 Workshops:

- 8 WST workshops (Essay, Multiple Choice, Essay Practice, Multiple Choice Practice)
- 9 workshops to the entire campus
- 6 workshops for Housing residents
- 2 workshops at the Student Organization Leadership Conference
- 1 workshop at the Journey to Success Conference

Spring 2013 Workshops:

- 11 WST workshops (Essay, Multiple Choice, Essay Practice, Multiple Choice Practice)
- 8 workshops to the entire campus

Summary

Peer Connections has made great strides this academic year. The staff was thrown together as separate individuals and became a team. There were many questions in regards to philosophy, policies, and procedures that were analyzed and resolved. Peer Connections still has much work to accomplish, but the foundation is strong and Peer Connections will progress. We anticipate being an even stronger contributor to student success in the future.

Student Athlete Success Services Project Outcomes: (report submitted by Liz Jarnigan, Director of Student Athlete Success Services)

2012-2013 Assessment Highlights

- **Highest ever overall semester GPA in the Fall (2.904) and again in the spring (2.912)**
- **8 teams earning highest ever team semester GPA in either the fall or spring terms**

Football (1st time ever over a 2.7 – spring 2013)

Men's Cross Country

Women's Tennis

Women's Basketball

Women's Gymnastics (highest ever team semester GPA of 3.585 – spring 2013)

Women's Swimming & Diving

Women's Volleyball

Women's Water Polo

- **Highest ever overall cumulative GPA in the Fall (2.969); 2nd highest in spring (2.954)**

- 10 of 16 teams averaged over a 3.0 cumulative GPA
 - 100% remedial pass rate in Spring 2013
- Significant decrease in D's and C-'s (negative grades) earned by student-athletes
- Highest ever SJSU student-athlete overall APR of 971
 - 4 teams earning highest ever APR scores

Football (963)
Men's Basketball (940)
Women's Soccer (984)
Women's Tennis (975)

- 4 teams with 1000 single year APR scores

Men's Basketball
Men's Cross Country
Women's Cross Country
Women's Tennis

- First time ever 50% of all student-athletes earned a 3.0+ GPA (50% in fall and 51% in spring)
 - Lowest ever % of student-athletes under at 2.0 semester GPA (10%) in spring 2013
 - Highest ever student-athlete Graduation Success Rate (GSR) of 63%
- Over 100 current and former student-athletes participated in the 2013 graduation ceremony

Student-Athlete Academic Achievement Data

Semester GPAs

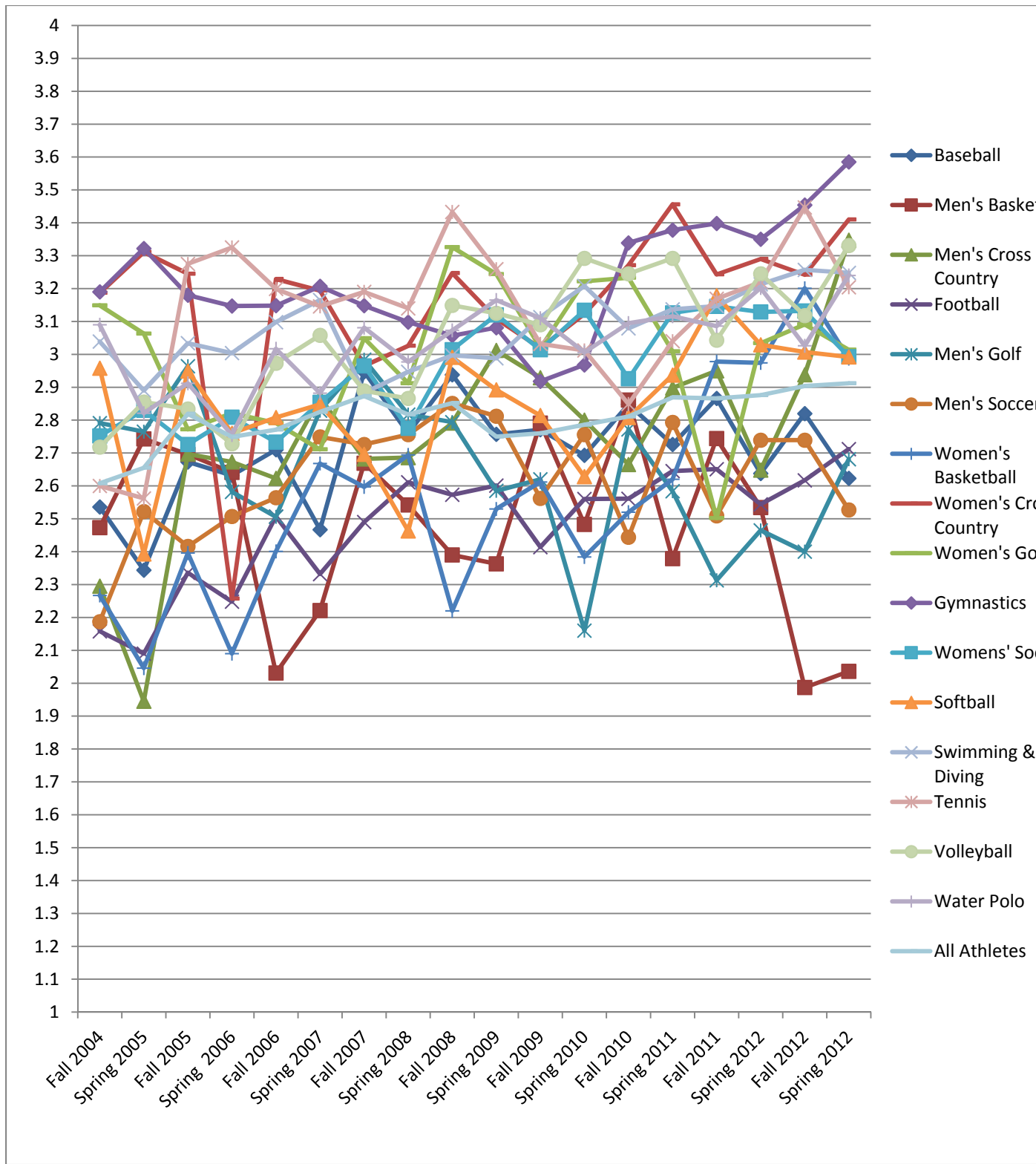
Semester GPAs are tracked and compared (Fall to Fall and Spring to Spring) with consideration to “in season” and “out of season” components for the different teams. Semester GPAs are important since they provide a current snapshot of the academic effort and success of the each student-athlete.

Team	Fa'04	Fa'05	Fa'06	Fa'07	Fa'08	Fa'09	Fa'10	Fa'11	Fa'12
Baseball	2.536	2.673	2.710	2.947	2.938	2.771	2.848	2.866	2.820
Men's Basketball	2.473	2.696	2.031	2.669	2.390	2.791	2.861	2.744	1.987
Men's Cross Country	2.295	2.697	2.623	2.682	2.791	2.929	2.665	2.950	2.938
Football	2.158	2.336	2.507	2.490	2.573	2.414	2.561	2.651	2.617
Men's Golf	2.791	2.964	2.506	2.984	2.784	2.620	2.772	2.313	2.400
Men's Soccer	2.187	2.413	2.564	2.726	2.851	2.562	2.444	2.485	2.739
Women's Basketball	2.267	2.396	2.401	2.597	2.220	2.612	2.520	2.978	3.201
Women's Cross Country	3.187	3.245	3.229	2.965	3.247	3.019	3.271	3.243	3.242
Women's Golf	3.149	2.772	2.791	3.049	3.326	3.019	3.233	2.502	3.091

Gymnastics	3.190	3.180	3.148	3.148	3.057	2.918	3.339	3.398	3.454
Women's Soccer	2.752	2.726	2.733	2.965	3.014	3.014	2.926	3.146	3.132
Women's Softball	2.958	2.949	2.808	2.696	2.991	2.814	2.808	3.178	3.007
Swimming & Diving	3.039	3.034	3.098	2.883	2.997	3.113	3.079	3.147	3.257
Tennis	2.600	3.275	3.199	3.190	3.433	3.032	2.849	3.169	3.447
Volleyball	2.718	2.834	2.973	2.889	3.149	3.090	3.245	3.043	3.118
Water Polo	3.090	2.912	3.017	3.081	3.073	3.110	3.095	3.086	3.026
SJSU	2.608	2.819	2.771	2.873	2.852	2.760	2.811	2.886	2.904

Team	Sp'05	Sp'06	Sp'07	Sp'08	Sp'09	Sp'10	Sp'11	Sp'12	Sp'13
Baseball	2.344	2.632	2.467	2.760	2.757	2.693	2.726	2.638	2.623
Men's Basketball	2.723	2.641	2.221	2.542	2.363	2.483	2.379	2.534	2.036
Men's Cross Country	1.945	2.673	2.869	2.686	3.012	2.800	2.898	2.648	3.347
Football	2.090	2.248	2.332	2.611	2.601	2.560	2.645	2.536	2.712
Men's Golf	2.765	2.582	2.829	2.817	2.585	2.160	2.584	2.465	2.681
Men's Soccer	2.522	2.507	2.749	2.756	2.812	2.756	2.793	2.739	2.527
Women's Basketball	2.046	2.090	2.668	2.694	2.530	2.384	2.620	2.974	2.987
Women's Cross Country	3.311	3.257	3.194	3.026	3.108	3.123	3.456	3.290	3.410
Women's Golf	3.063	2.821	2.711	2.912	3.244	3.222	3.009	3.034	3.014
Gymnastics	3.322	3.147	3.207	3.098	3.081	2.968	3.378	3.350	3.585
Women's Soccer	2.830	2.809	2.854	2.775	3.120	3.134	3.126	3.129	2.993
Women's Softball	2.393	2.760	2.848	2.463	2.892	2.628	2.937	3.029	2.992
Swimming & Diving	2.890	3.004	3.165	2.947	2.988	3.208	3.137	3.213	3.248
Tennis	2.562	3.325	3.146	3.140	3.259	3.012	3.040	3.220	3.204
Volleyball	2.855	2.728	3.058	2.866	3.125	3.292	3.292	3.245	3.331
Water Polo	2.821	2.755	2.882	2.977	3.165	3.006	3.116	3.204	3.240
SJSU	2.655	2.749	2.825	2.817	2.750	2.786	2.869	2.871	2.912

The *SJSU Athletics Semester GPAs by Team* chart (Appendix 1) indicates that the overall student-athlete semester GPA for Spring 2013 (2.912) was the highest ever semester GPA for Spartan student-athletes. It also shows a steady increase in the overall semester GPA over the past five years.



The *Spring 2013 Team Semester GPA Ranking* shows that (with the exception of Men's Cross Country) there is a clear delineation between our male and female student-athletes with regard to academic performance, with the women typically earning higher GPAs.

RANK	TEAM	Semester GPA	N
1	Women's Gymnastics	3.585	21
2	Women's Cross Country	3.410	16
3	Men's Cross Country	3.347	8
4	Women's Volleyball	3.331	11
5	Women's Swimming	3.248	30
6	Women's Water Polo	3.240	22
7	Women's Tennis	3.204	10
8	Women's Golf	3.014	9
9	Women's Soccer	2.993	26
10	Women's Softball	2.992	26
11	Women's Basketball	2.967	12
12	Football	2.712	104
13	Men's Golf	2.681	8
14	Baseball	2.623	33
15	Men's Soccer	2.527	24
16	Men's Basketball	2.036	15
	SJSU Overall	2.912	375

Cumulative GPAs

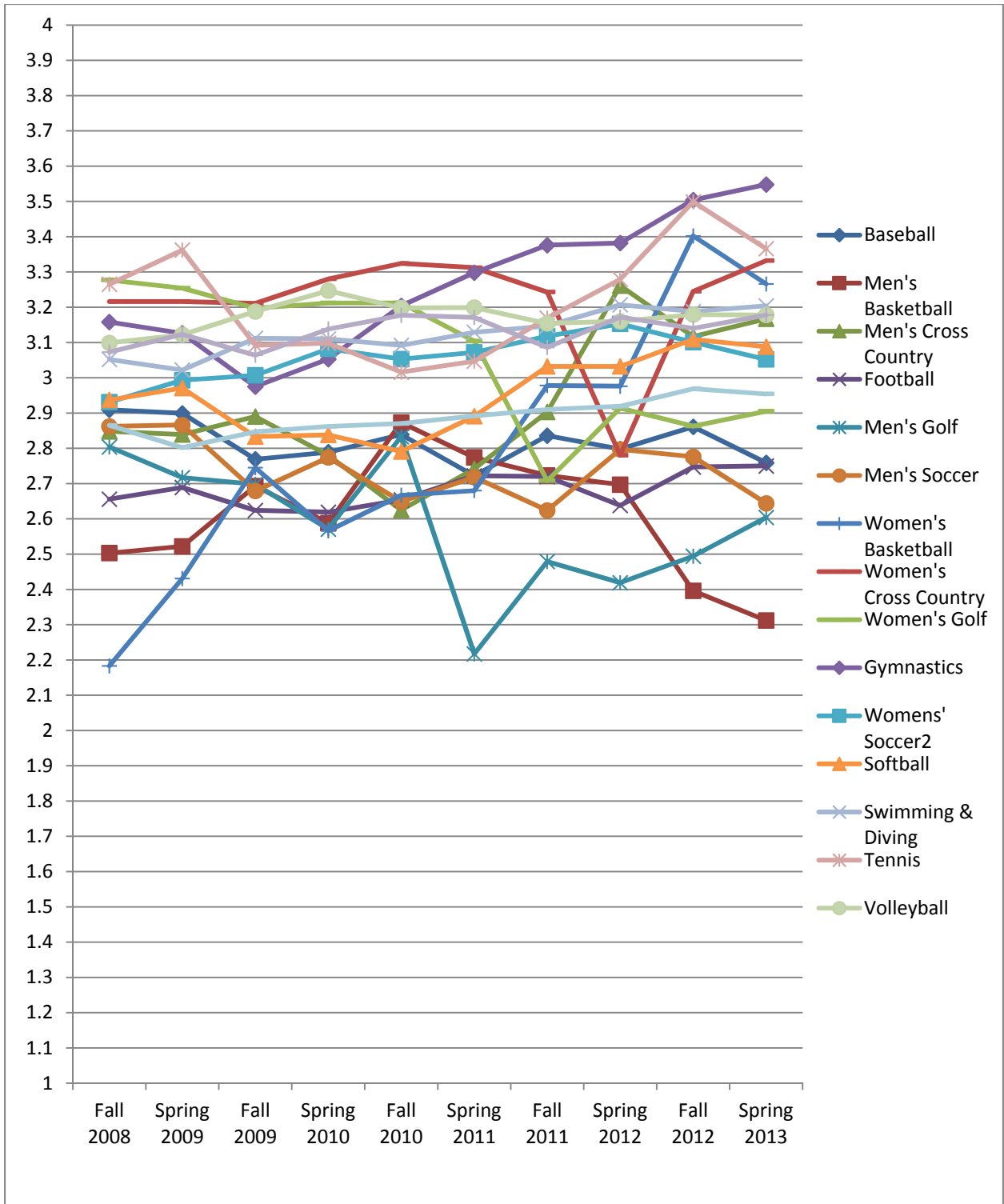
Cumulative GPAs are tracked and compared (Fall to Fall and Spring to Spring) with consideration to "in season" and "out of season" components for the different teams. Cumulative GPAs are important as they are used in the certification of NCAA eligibility.

Team	Fa'04	Fa'05	Fa'06	Fa'07	Fa'08	Fa'09	Fa'10	Fa'11	Fa'12
Baseball	No Data	No Data	No Data	No Data	2.909	2.769	2.839	2.836	2.861
Men's Basketball	No Data	No Data	No Data	No Data	2.503	2.693	2.873	2.723	2.396
Men's Cross Country	No Data	No Data	No Data	No Data	2.848	2.890	2.625	2.903	3.117
Football	No Data	No Data	No Data	No Data	2.656	2.624	2.654	2.720	2.747
Men's Golf	No Data	No Data	No Data	No Data	2.804	2.698	2.833	2.479	2.494
Men's Soccer	No Data	No Data	No Data	No Data	2.862	2.679	2.649	2.624	2.776
Women's Basketball	No Data	No Data	No Data	No Data	2.183	2.745	2.667	2.978	3.402
Women's Cross Country	No Data	No Data	No Data	No Data	3.216	3.211	3.324	3.243	3.245

Women's Golf	No Data	No Data	No Data	No Data	3.277	3.197	3.212	2.708	2.863
Gymnastics	No Data	No Data	No Data	No Data	3.158	2.975	3.204	3.376	3.504
Women's Soccer	No Data	No Data	No Data	No Data	2.931	3.007	3.053	3.118	3.101
Women's Softball	No Data	No Data	No Data	No Data	2.937	2.833	2.791	3.032	3.109
Swimming & Diving	No Data	No Data	No Data	No Data	3.052	3.112	3.092	3.147	3.188
Tennis	No Data	No Data	No Data	No Data	3.265	3.092	3.016	3.169	3.499
Volleyball	No Data	No Data	No Data	No Data	3.099	3.188	3.198	3.154	3.179
Water Polo	No Data	No Data	No Data	No Data	3.073	3.064	3.177	3.086	3.140
SJSU	No Data	No Data	No Data	No Data	2.865	2.847	2.870	2.910	2.969

Team	Sp'05	Sp'06	Sp'07	Sp'08	Sp'09	Sp'10	Sp'11	Sp'12	Sp'13
Baseball	No Data	No Data	No Data	No Data	2.899	2.789	2.722	2.798	2.759
Men's Basketball	No Data	No Data	No Data	No Data	2.522	2.588	2.774	2.697	2.312
Men's Cross Country	No Data	No Data	No Data	No Data	2.839	2.780	2.742	3.261	3.167
Football	No Data	No Data	No Data	No Data	2.689	2.619	2.722	2.638	2.750
Men's Golf	No Data	No Data	No Data	No Data	2.717	2.571	2.712	2.419	2.604
Men's Soccer	No Data	No Data	No Data	No Data	2.866	2.774	2.718	2.797	2.644
Women's Basketball	No Data	No Data	No Data	No Data	2.431	2.566	2.680	2.976	3.266
Women's Cross Country	No Data	No Data	No Data	No Data	3.216	3.280	3.312	2.780	3.332
Women's Golf	No Data	No Data	No Data	No Data	3.254	3.212	3.104	2.914	2.905
Gymnastics	No Data	No Data	No Data	No Data	3.126	3.053	3.298	3.382	3.548
Women's Soccer	No Data	No Data	No Data	No Data	2.993	3.082	3.072	3.153	3.052
Women's Softball	No Data	No Data	No Data	No Data	2.971	2.838	2.891	3.032	3.088
Swimming & Diving	No Data	No Data	No Data	No Data	3.022	3.110	3.129	3.207	3.204
Tennis	No Data	No Data	No Data	No Data	3.362	3.098	3.047	3.279	3.366
Volleyball	No Data	No Data	No Data	No Data	3.122	3.247	3.199	3.160	3.178
Water Polo	No Data	No Data	No Data	No Data	3.123	3.138	3.171	3.172	3.178
SJSU	No Data	No Data	No Data	No Data	2.802	2.862	2.892	2.919	2.954

The *SJSU Athletics Cumulative GPAs by Team* chart (Appendix 2) indicates that the overall student-athlete semester GPA for spring 2013 (2.954) was the second highest (just short of Fall 2012 – 2.969) ever for Spartan student-athletes. It was the highest ever spring cumulative GPA.

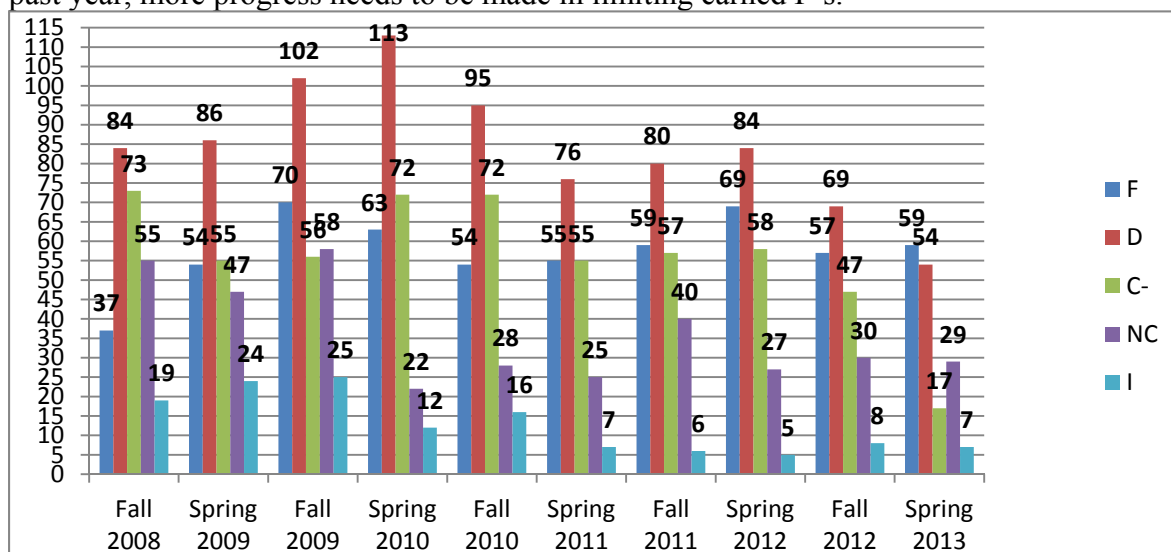


The *Spring 2013 Team Cumulative GPA Ranking* shows that there is a clear delineation (aside from men's cross country) between our male and female student-athletes with regard to academic performance, with the women typically earning higher GPAs.

RANK	TEAM	Cumulative GPA	N
1	Women's Gymnastics	3.548	21
2	Women's Tennis	3.366	10
3	Women's Cross Country	3.332	16
4	Women's Basketball	3.266	12
5	Women's Swimming	3.204	30
6	Women's Volleyball	3.178	11
6	Women's Water Polo	3.178	22
8	Men's Cross Country	3.165	8
9	Women's Softball	3.088	26
10	Women's Soccer	3.052	26
11	Women's Golf	2.905	9
12	Baseball	2.759	33
13	Football	2.750	105
14	Men's Soccer	2.644	24
15	Men's Golf	2.604	8
16	Men's Basketball	2.312	15
	SJSU Overall	2.954	376

Negative Grades

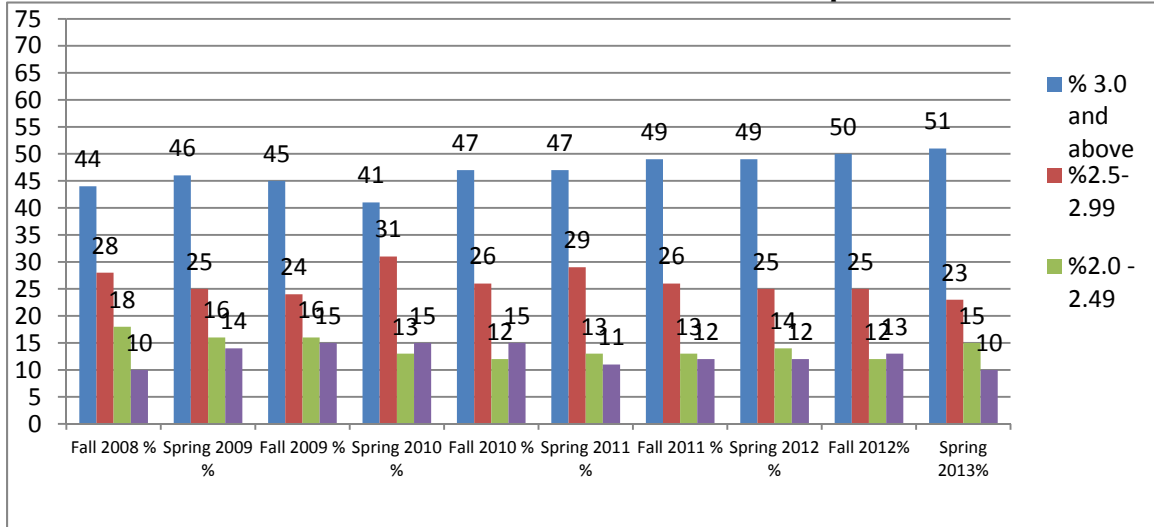
SJSU Athletics has made a commitment to the NCAA to track negative grades earned for certain teams who have failed to meet the minimum APR (Academic Progress Rate) standard in the past. The *Spring 2013 Negative Grade Graph* shows the trends in negative grades earned by student-athletes over the past four years. While significant progress has been made in decreasing the total number of D's and C-'s earned over the past year, more progress needs to be made in limiting earned F's.



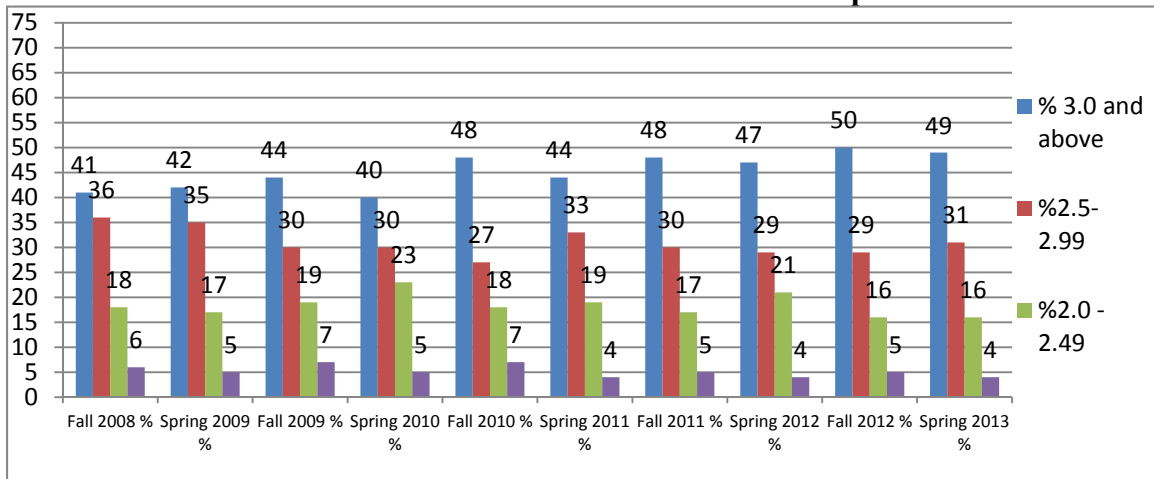
Percent of Student-Athletes Earning 3.0 and above, 2.5 to 2.99, 2.0 to 2.49, and below 2.0 GPAs

Inspired by the *Hedgehog Principle* from **Good to Great**, Student-Athlete Success Services is committed to helping each student-athlete achieve a 3.0 GPA (semester and cumulative). The *Student-Athlete % GPA Graphs* indicates that SJSU student-athletes have made steady progress in increasing the percentage of 3.0 GPAs.

Student-Athlete % Semester GPA Graph



Student-A thlete % Cumulative GPA Graph



Team APR Scores

APR scores indicate the eligibility and retention success of student-athletes. The individual team scores below show the improvement in SJSU team APRs since 2005.

Men's Soccer Total APR Change: +67

Year	APR	+/- change
2012	952	-1
2011	953	-9
2010	962	+34

2009	928	+51
2008	877	+10
2007	867	+27
2006	840	-35
2005	885	-

Football **Total APR Change: +126**

Year	APR	+/- change
2012	963	+4
2011	959	+28
2010	931	+21
2009	910	+22
2008	888	+23
2007	865	+14
2006	851	+14
2005	837	-

Men's Basketball **Total APR Change: +75**

Year	APR	+/- change
2012	940	+5
2011	935	+18
2010	917	+8
2009	909	+4
2008	905	+19
2007	886	+6
2006	880	+10
2005	870	-

Baseball **Total APR Change: +137**

Year	APR	+/- change
2012	967	-15
2011	982	+25
2010	957	+26
2009	931	+26
2008	905	+41
2007	864	+33
2006	831	+1
2005	830	-

Men's Cross Country **Total APR Change: +25**

Year	APR	+/- change
2012	982	-2
2011	984	+17
2010	967	+37

2009	930	+93
2008	837	+23
2007	814	+124
2006	690	-267
2005	957	-

Men's Golf Total APR Change: +16

Year	APR	+/- change
2012	978	-7
2011	985	+9
2010	976	+49
2009	927	+13
2008	914	-5
2007	919	-7
2006	926	-36
2005	962	-

Women's Basketball Total APR Change: -42

Year	APR	+/- change
2012	916	-9
2011	925	+1
2010	924	+12
2009	912	+24
2008	888	+28
2007	860	+9
2006	851	-107
2005	958	-

Women's Cross Country Total APR Change: +12

Year	APR	+/- change
2012	978	+5
2011	973	-9
2010	982	+18
2009	964	+9
2008	955	+10
2007	945	+14
2006	951	-15
2005	966	-

Women's Golf Total APR Change: +14

Year	APR	+/- change
2012	985	-15
2011	1000	+16
2010	984	0
2009	984	-1

2008	985	-15
2007	1000	0
2006	1000	+29
2005	971	-

Women's Gymnastics **Total APR Change: +10**

Year	APR	+/- change
2012	990	+5
2011	985	-
2010	985	-10
2009	995	-5
2008	1000	0
2007	1000	0
2006	1000	+20
2005	980	-

Women's Softball **Total APR Change: -2**

Year	APR	+/- change
2012	973	+7
2011	966	+19
2010	947	+19
2009	928	-19
2008	947	+12
2007	935	-40
2006	975	+9
2005	966	-

Women's Soccer **Total APR Change: +10**

Year	APR	+/- change
2012	982	+10
2011	972	+17
2010	955	+18
2009	937	+3
2008	934	+6
2007	928	+32
2006	896	-76
2005	972	-

Women's Swimming **Total APR Change: -4**

Year	APR	+/- change
-------------	------------	-------------------

2012	973	-27
2011	1000	+14
2010	986	+21
2009	965	0
2008	965	-3
2007	968	+1
2006	967	-10
2005	977	-

Women's Tennis **Total APR Change: +8**

Year	APR	+/- change
2012	975	+9
2011	966	-8
2010	974	+2
2009	972	+1
2008	971	+40
2007	931	-9
2006	940	-27
2005	967	-

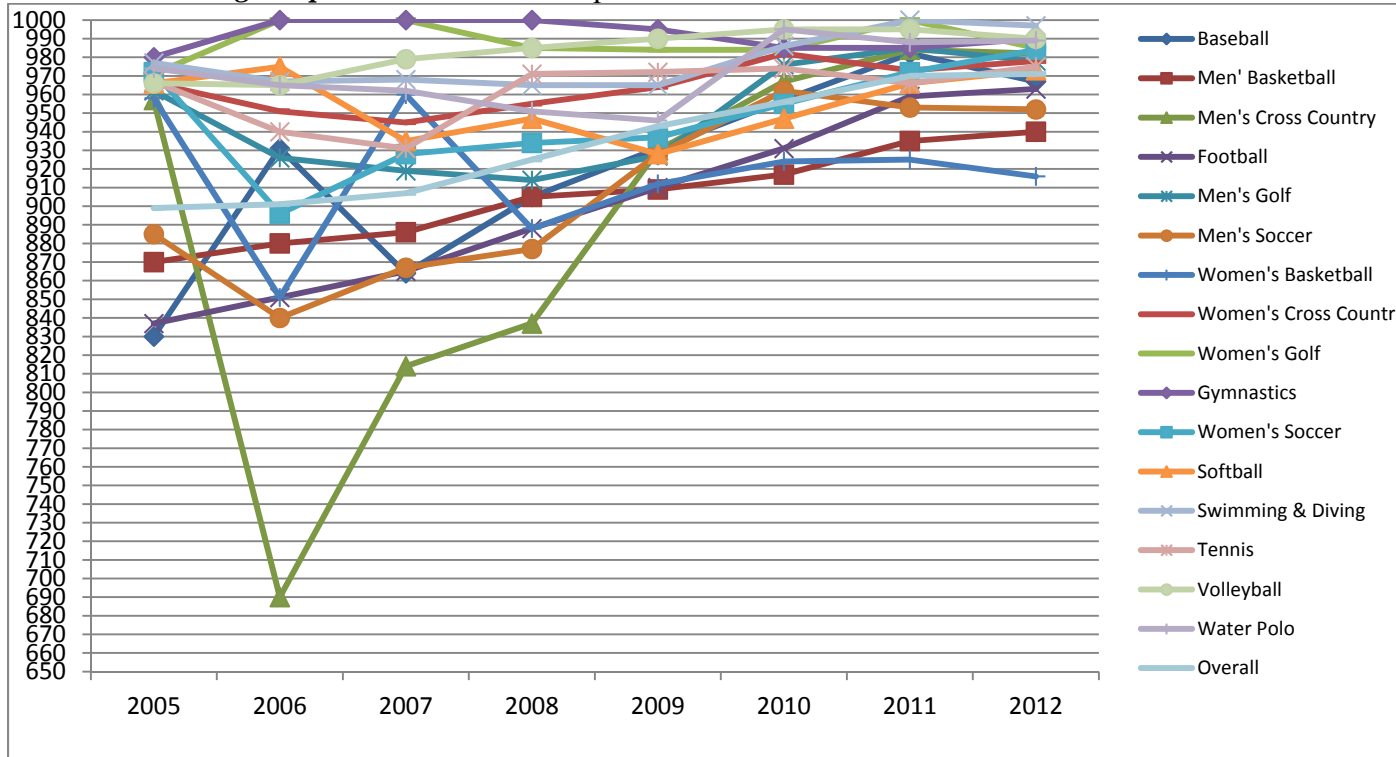
Women's Volleyball **Total APR Change: +24**

Year	APR	+/- change
2012	990	-5
2011	995	-
2010	995	+5
2009	990	+5
2008	985	+6
2007	979	+14
2006	965	+9
2005	966	-

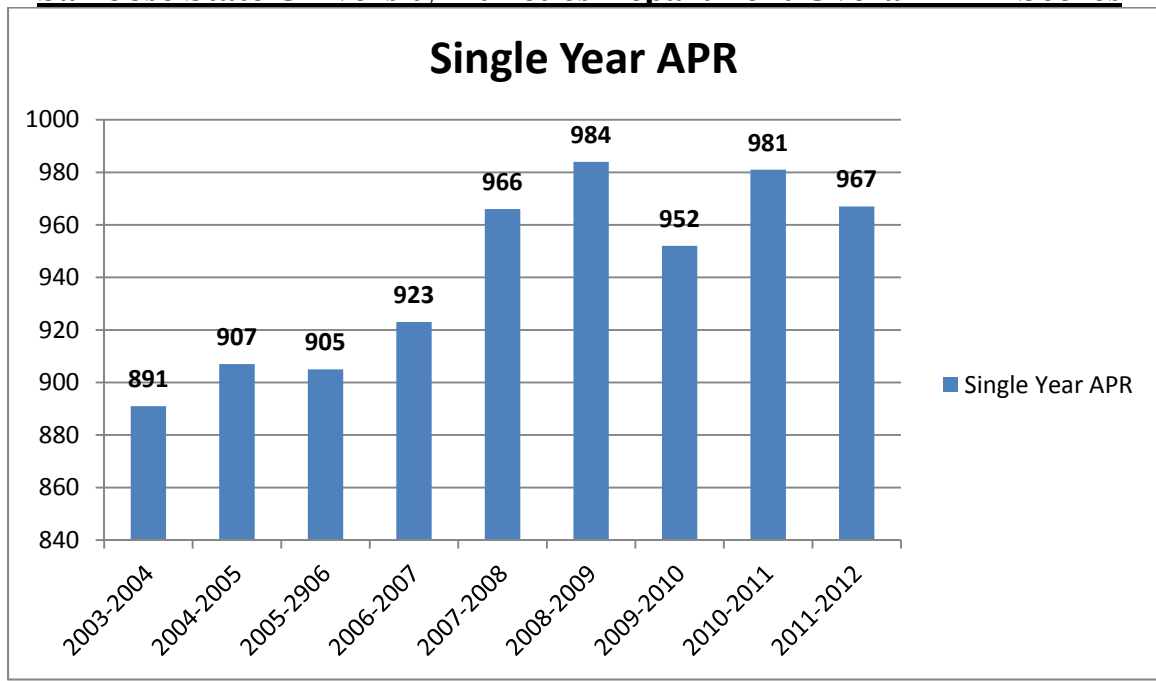
Women's Water Polo **Total APR Change: +15**

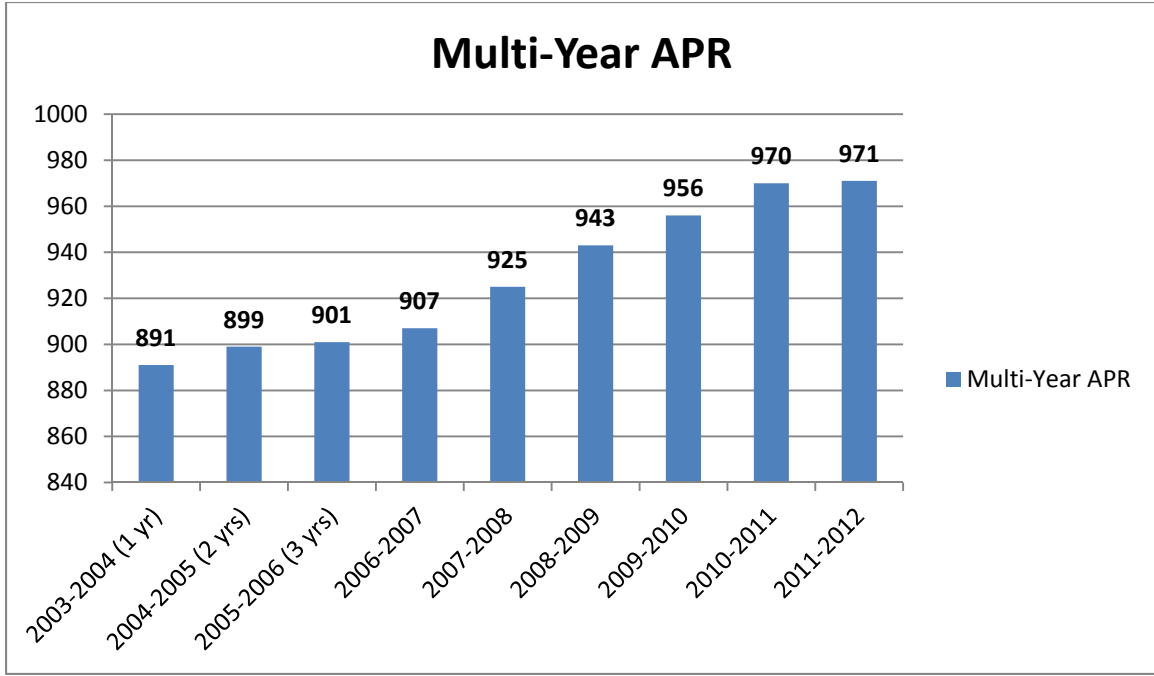
Year	APR	+/- change
2012	989	+1
2011	988	-7
2010	995	+49
2009	946	-5
2008	951	-11
2007	962	-3
2006	965	-9
2005	974	-

The *APR Tracking Graph* shows the APR improvements over time for all SJSU teams.



San Jose State University Athletics Department Overall APR Scores





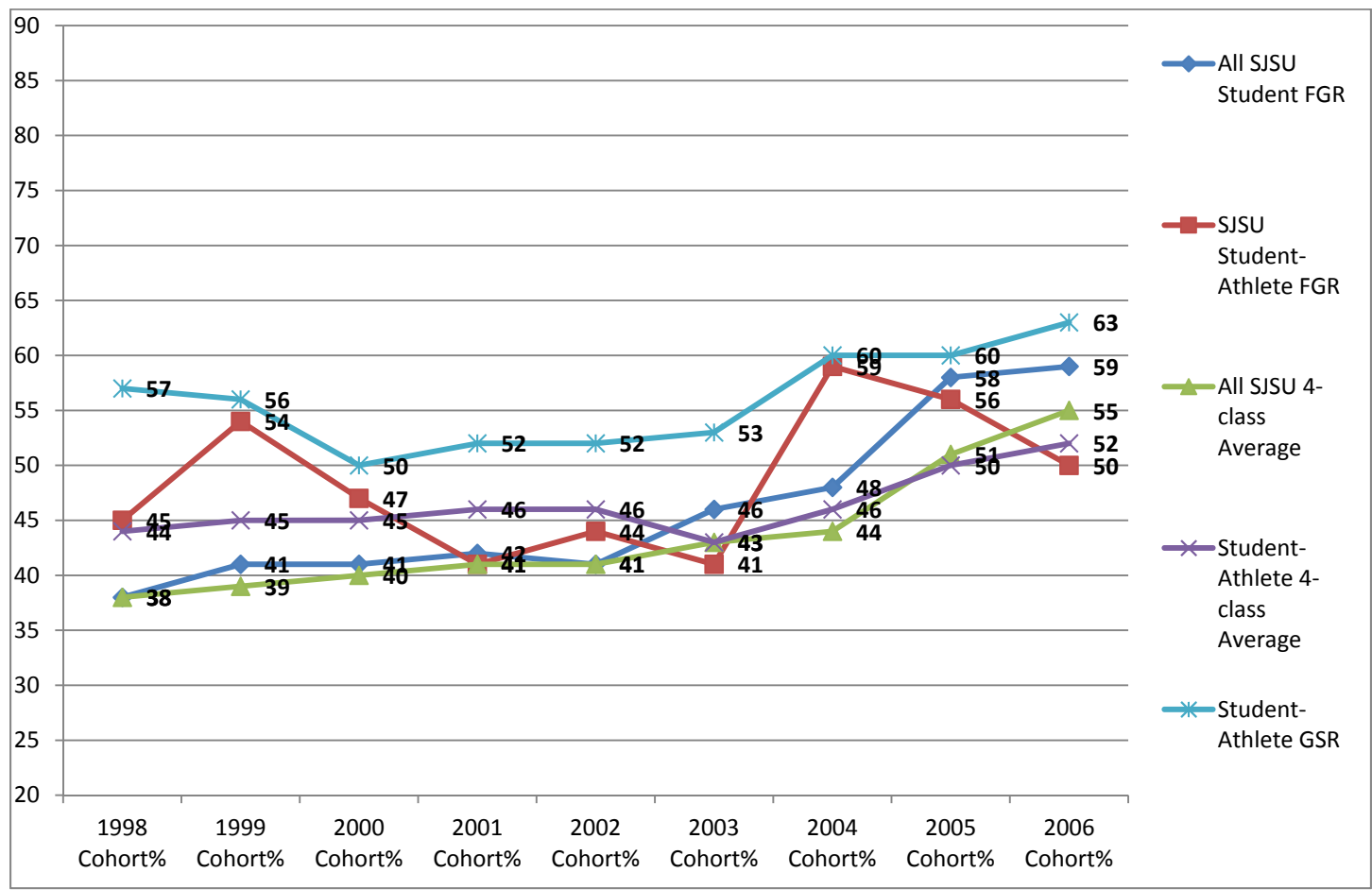
Note: The first 3 three years of the Multi-Year APR are not based on a full 4 years of data.

Team GSR Rates and Team Federal Graduation Rates

The Federal Graduation Rate (FGR) compares the number of students who entered SJSU and the number of those students who graduated within six years. The Graduation Success Rate (GSR) adds to the FGR cohort those students who entered midyear, as well as student-athletes who transferred into an institution. GSR also subtracts students from the entering cohort who are considered allowable exclusions (those who either die or become permanently disabled, those who leave the school to join the armed forces, foreign services or attend a church mission), as well as those who would have been academically eligible to compete had they returned to the institution.

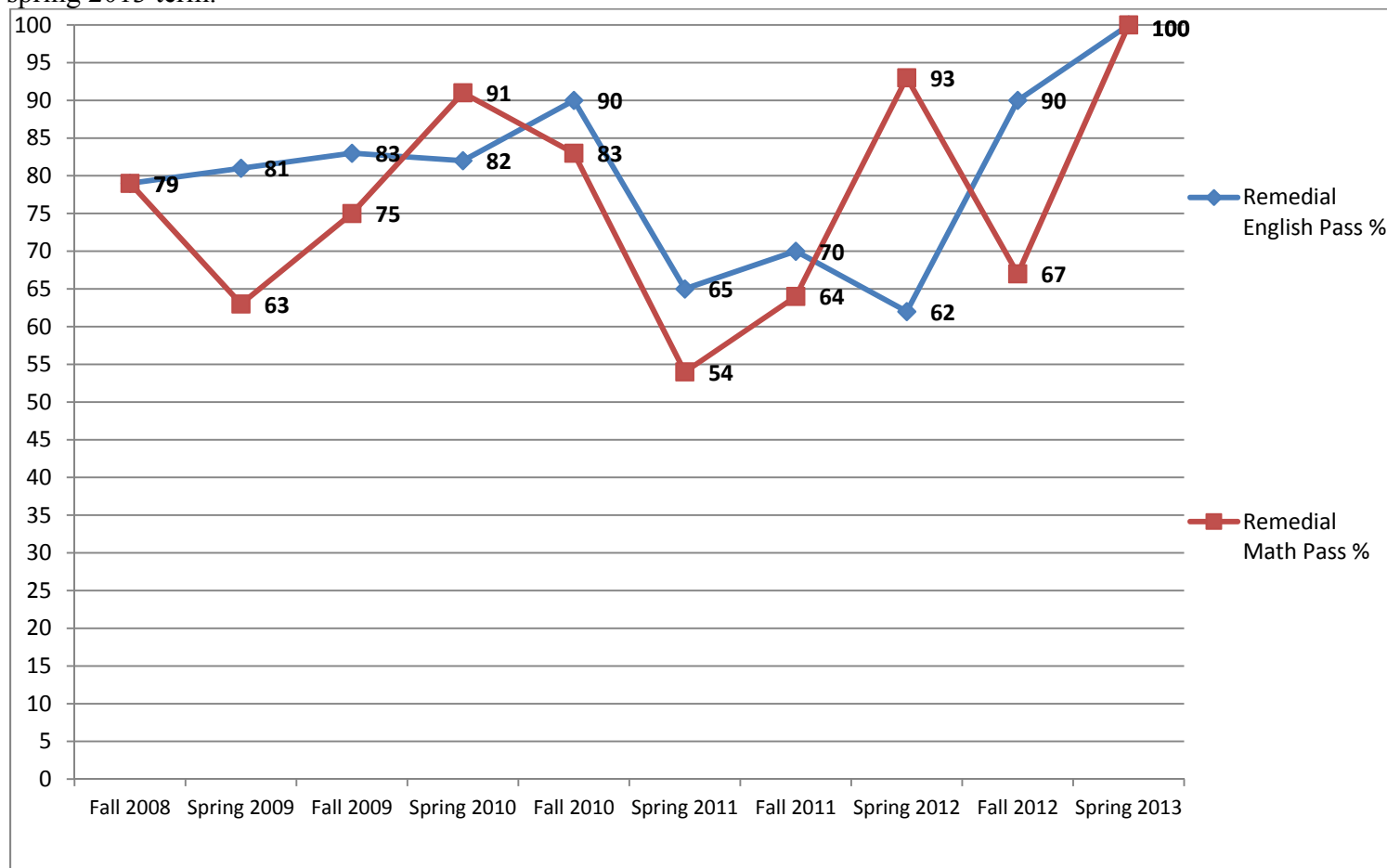
The *SJSU Overall Student and Student-Athlete Federal Graduation Rates and Student-Athlete Graduation Success Rates Graph* below shows graduation data within a 6-year time frame. Data for the most recent cohort reflects the graduation success for student-athletes who were recruited by coaches under administrators who are, in large part, no longer with the university. The declining trend in student-athlete FGR correlates to the same time period in which San Jose State suffered multiple APR penalties.

SJSU Overall Student and Student-Athlete Federal Graduation Rates and Student-Athlete Graduation Success Rates Graph



Remedial Pass Rates

The *Student-Athlete Remedial Pass Rate Graph* shows that 100% of SJSU student-athletes passed their remedial classes during the spring 2013 term.



Student-Athlete Exit Interviews

Feedback to the following Student-Athlete Success Services Exit Interview Questions for the 2012-2013 Academic year is currently being gathered. A *SASS Exit Interview Graph* charts the responses, and will be completed later in the summer of 2013.

1. Availability of computers in good working condition in study hall
2. Academic Advisor was available at times that met my needs (Name of Advisor _____)
3. Academic Advisor was knowledgeable and advised properly
4. Access to quality tutors
5. If you utilized the Learning Specialist, how would you rate them?
6. SASS Staff helpful with your class scheduling and selecting your major/minor
7. SASS Staff educated and informative of NCAA Eligibility Rules
8. SASS helpful with resolving issues with Faculty members
9. SASS adequately prepared me when missing class due to team travel
10. SASS Staff generally knowledgeable and professional

Pre-Advising Workshop Assessments

These assessments have been taking place for 5 semesters. The data is currently being gathered and quantified by an intern in the department.

Study Skills Workshops Assessments

This assessment is currently being developed. The plan is to utilize the university’s newly acquired **Spartan Success Portal** to provide study skills training. A checklist for student-athletes and their peer advisors to use as they complete each **Spartan Success Portal** workshop is provided below:



Spartan Success Portal Checklist

Name: _____ Sport: _____

	<u>Initials</u>	<u>Completion Date</u>	<u>Advisor</u>
<input type="checkbox"/> Maximizing Your College Experience		_____	_____
<input type="checkbox"/> What It Takes To Be A Successful Student		_____	_____
<input type="checkbox"/> Exploring Careers & Choosing A Major		_____	_____
<input type="checkbox"/> Discover Your Learning Style		_____	_____
<input type="checkbox"/> Study Tips & Note-Taking Strategies		_____	_____
<input type="checkbox"/> Test Anxiety – Strategies To Help You Succeed		_____	_____
<input type="checkbox"/> Understanding & Avoiding Plagiarism		_____	_____
<input type="checkbox"/> Time Management		_____	_____
<input type="checkbox"/> Understanding & Conquering Procrastination		_____	_____
<input type="checkbox"/> Stress Management		_____	_____
<input type="checkbox"/> Effective Strategies Every Student Should Know		_____	_____
<input type="checkbox"/> Pre-Writing Techniques		_____	_____
<input type="checkbox"/> Developing Introductions, Body Paragraphs & Conclusions		_____	_____
<input type="checkbox"/> Proofreading, Revising & Editing		_____	_____
<input type="checkbox"/> Reading		_____	_____
<input type="checkbox"/> Mastering The Job Interview		_____	_____
<input type="checkbox"/> Resume Writing & Cover Letters		_____	_____
<input type="checkbox"/> Financial Literacy		_____	_____
<input type="checkbox"/> Financial Aid Basics		_____	_____

StrengthsQuest

StrengthsQuest continues to be utilized with Spartan student-athletes. Assessment of its success is still in the planning stages.

Goals for Future Assessment Development

1. Schedule a SASS unit retreat for late July 2013 to evaluate current assessment data and plan accordingly...closing the feedback loop.
2. Graph data for negative grades and GSRs for each individual team and provide the data to coaches and sport administrators.

3. Track and graph student-athlete 4-year and 5-year graduation rates.
4. Decrease the # of earned F's by student-athletes.
5. Graph the APR conference ranking for each sport.

Writing Center's Project Outcome Report: (report submitted by Linda Mitchell and Michelle Hager)

1. What were your unit's top three goals for the AY 2012-2013?
 - Reach a broader cross section of students
 - Hire more writing specialists from different disciplines
 - Have more appointments for tutoring sessions

2. Did you accomplish them? If so, how did you assess that these goals were accomplished?
 - We were able to accomplish the goal of reaching a broad cross-section of students. We used WC Online registration surveys to profile the students who visited. We tracked their ethnicity, native language, and major.
 - We developed contracts with three other units (School of Library & Information Science [SLIS], College of Applied Sciences & Arts Student Success Center [CASA], and the MS Taxation program in the College of Business [MST]), which allowed us to have more appointments available.

3. If your goals were not accomplished, please describe why they were not accomplished?

We didn't hire more tutors than previous years. It is difficult to find students with the necessary skills to pass the tests. Applicants must have both content knowledge and pedagogy to explain the rules.

4. What were your unit's top three accomplishments for AY 2012-2013? Please describe and indicate if they were different from your unit's goals.
 - Provided workshops, including an increased number of specialty workshops for faculty
 - Provided 3,525 appointments to 1,372 students during the fall 2012 and spring 2013 semesters
 - Increased outreach via social media websites and external activities such as Admitted Spartan Day, national conferences, a visit from English students from Thailand, and visits to a high school

5. What data did your unit use to validate your top three accomplishments?
 - WC Online data - WC Online kept track of the number of appointments, the number of clients, and the number of times each student visited the Writing Center.

- Services surveys – First time visitors filled out a survey that reflected what the clients are getting from the Writing Center and what could be improved in the Writing Center.
- Tutoring scores – We kept evaluations of from tutoring session. The scores reflect the satisfaction tutees felt and the likelihood of their returning to the Writing Center.
- Workshop evaluations – We had clients evaluate the workshops, and we asked if they learned anything useful and would recommend the workshop to others.
- Instructor evaluations – We had the instructor evaluate the workshop, if the workshop was given for a particular class.
- Social media – We increased the number of followers on our social media sites, e.g., Facebook and Twitter.

6. How does your unit define student success and how did your unit's accomplishments lead to increased student success?

- WC Online data – There were 1,827 total appointments made during the spring 2013 semester and 1,698 for the fall 2012 semester, for a total of 3,525 appointments for the academic year. During the spring semester, 663 clients made appointments, and during the fall semester, 709 clients made appointments
- Evaluations from students – The Writing Center kept evaluations of each tutoring session. Overall, during the spring semester, 96.2% of the students indicated that they were satisfied with their progress, and 98.25% of the students intended to return to the Writing Center. During the fall semester, 93.36% of students indicated they were satisfied with their progress, and 97.18% of the students intended to return to the Writing Center.
- Feedback from professors and students – When requested, Writing Specialists sent follow-up e-mails to professors. Professors responded to those e-mails, discussing how pleased they were with the help and support of the Writing Specialists and how the students have improved. Students often mentioned how their grades improved, such as going from C's to A's just by bringing their papers to the Writing Center.

7. What were your unit's top three challenges for AY 2012-2013? Do you anticipate that these challenges will continue for AY 2013-2014?

- Hiring qualified Writing Specialists.
- Having adequate time and physical space for more tutoring sessions.
- Getting the word out about workshops and finding space for workshops.

Yes, we anticipate that at least bullets one and two will continue to be a challenge in AY 2013-2014.

8. How did your unit address these challenges? Please consider using an Action Research approach that considers planning, action and reflection, cycling back to planning. If you need additional information on Action Research, please contact me.

- Hired as many tutors as possible
- Promoted workshops and tutoring on social media sites

- Continued to develop the Assistant Writing Specialist program for lower-division students interested in becoming Writing Specialists
9. What are your unit's top three goals for AY 2013-2014?
- Hire more tutors
 - Have more appointments available and continue our contracts with other departments, such as CASA, MST, and SLIS
 - Reach a broader cross-section of students
10. Please describe your plans for implementing these three goals.
- Hire as many tutors as possible, which will lead to having more appointments available and reaching a broader cross-section of students
 - Ask professors for recommendations of students to hire
 - Announce via social media that we are hiring
 - Use our space as efficiently as possible to maximize what we have
 - Continue advertising our services on social media sites (to reach more students)
 - Continue participating in activities such as Admitted Spartans Day and Frosh Orientation sessions (to reach more students)
11. How do you plan to assess these goals?
- Review our numbers to determine if we are able to offer more appointments if/when we hire more tutors
 - Review WC Online statistics (about ethnicities, native languages, majors, etc.) and keep track of our numbers to see if we are reaching a broader cross-section of students
12. How will these goals lead to increased student success?
More students will:
- have the opportunity to receive tutoring, thus doing better in their courses, earning higher grades, and reaching the graduation goal.
 - learn about the invaluable services that we can offer to help them improve their writing.
13. How can I help you and your unit achieve these goals?
- More space on site
 - Money for professional development, e.g., Writing Center Conference, Professional Development Day
 - Food for at least one monthly meeting throughout the fall and spring semesters