



**Office of the Vice President  
Administration and Finance**

June 7, 2022

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San José, California 95192-0006  
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[sjsu.edu/adminfinance](http://sjsu.edu/adminfinance)

**To:** Dr. Stephen Perez  
Interim President

**Via:** Charlie Faas  
Vice President Administration & Finance / CFO



**From:** Kathleen Prunty  
Senior Associate Vice President Finance & Business Services  
and Chair, Campus Fee Advisory Committee

**Subject: Recommendation to Approve the Request for SSETF Funding –  
April 28, 2022**

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The Campus Fee Advisory Committee met on April 28, 2022 and agreed to recommend one-time funding support from the Student Success Excellence and Technology Fee (SSETF) available through 2022-24 for the following nine student success support programs. Totally one-time funding amounts to \$4,284,514.

1. First Year Transition Program for Historically Underserved Student Cohort (\$338,676)
2. Native American/Indigenous Student Success Center (\$291,307)
3. APID/A Student Success Center (\$511,158)
4. ESports & Campus Connections (\$263,900)
5. Undergraduate Research Opportunity Program (72,000)
6. LCOB Enhanced Student Success Support (158,632)
7. Extended Study Hours in the Library (\$858,784)
8. Late Night Tutoring in the Library (\$221,760)
9. Undergraduate Advising Support for First and Second Year Students (\$1,568,297)

Each of these funding requests were reviewed by the committee. Individual reports were annotated to indicate items which are outside the scope of the funding requested or outside the authority of the requesting entity. These notations are indicated in the support package. The support requested is for the allowable and requested expenditures.

**The California State University:**  
Chancellor's Office  
Bakersfield, Channel Islands, Chico,  
Dominguez Hills, East Bay, Fresno,  
Fullerton, Humboldt, Long Beach, Los  
Angeles, Maritime Academy, Monterey  
Bay, Northridge, Pomona, Sacramento,  
San Bernardino, San Diego, San  
Francisco, San Jose, San Luis Obispo, San  
Marcos, Sonoma, Stanislaus

SSETF reserves are sufficient to support these programs through fiscal year 2023-24. Unused SSETF allocations will revert to the fee's fund balance at fiscal year-end 2023-2024 and will be available for allocation.

All voting CFAC members recommended the SSETF support for these nine programs.

Your signature below will indicate your approval of the one-time funding support.

DocuSigned by:  
  
Steve Perez, Interim President

6/23/2022

Date

Attachment:  
2022-23 to 2023-24 One Time Funding Proposals (9)

**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

DocuSigned by:

**Division:** Student Affairs

**VP Signature:** \_\_\_\_\_

*Patrick Day*

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**Request Title:** First Year Transition Program for Historically Underserved Student Cohort

**College/Dept.:** Student Success

**Contact Person:** Greg Wolcott

**SSETF Priorities:** *Expand support for comprehensive student success services and improved pathways to graduation (1) and close the retention & graduation equity gap for historically underserved students (4)*

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory			\$0
Support Staff			\$0
Benefits (Calculated at 48%):	\$0	\$0	\$0
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$129,200	\$133,076	\$262,276
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$129,200</b>	<b>\$133,076</b>	<b>\$262,276</b>
<b>Operating Expenditures:</b>			
Signature events to promote engagement	\$16,450	\$16,450	\$32,900
Printing	\$4,000	\$4,000	\$8,000
Promotional items	\$8,000	\$8,000	\$16,000
Supplies/materials for training and day-to-day operations	\$9,750	\$9,750	\$19,500
<b>Subtotal Operating Expenditures</b>	<b>\$38,200</b>	<b>\$38,200</b>	<b>\$76,400</b>
<b>Total Request</b>	<b>\$167,400</b>	<b>\$171,276</b>	<b>\$338,676</b>

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.

\*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

*The Division of Student Affairs seeks to launch a first year transition and mentoring program through our culturally-based student success centers (Black, Latinx, APID/A & Native) for approximately 300 historically underserved students. SJSU's first year retention rate is 86-88% with historically underserved students retained at rates four to eight percent lower. The goal of the program is to increase first year retention rates through a student mentorship program that provides cultural programming, academic support and community building to support our historically underrepresented, first generation, Pell eligible students not served in EOP or TRIO. Participants will be matched with a mentor to provide small group meetings, one on one support and campus connections.*

**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

**Division:** Student Affairs **VP Signature:** 

**Request Title:** First Year Transition Program for Historically Underserved Student Cohort

**Describe how this proposal supports the SSETF priority/priorities:**

One of the goals of GI2025 is to eliminate equity gaps based on race/ethnicity and Pell eligibility. Currently, SJSU's equity gap based on race/ethnicity (as measured by frosh six year graduation rates) is 13.7% and Pell eligibility is 4.4%. In the past six years, the lowest equity gaps have been 10.3% and 1% respectively so equity gaps are a persistent and ongoing challenge. Directly supporting the transition of our historically underserved students through targeted programs is expected to increase first year retention rates and help reduce the equity gaps, which is one of the six priority areas for SSETF. In addition, a SSETF priority is improving pathways to graduation. Research shows that students who make a strong connection to a campus in the first six weeks are more likely to be

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

The culturally based mentoring program is expected to contribute to improved first year retention rates as well as students feeling a stronger sense of belonging to SJSU, earning higher GPAs and getting engaged in campus life. Students will be matched with an upper class student who reflects their cultural background prior to the start of the semester. Students will have individual and group meetings with their mentors once a week in the fall, every two weeks in the spring. Mentors will accompany students to signature campus events, send weekly update messages, share notes from meetings with center staff and be available to connect students to campus resources.

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

The primary metric will be first to second year student retention data disaggregated by race/ethnicity to determine the effectiveness for historically underserved students in reducing SJSU's equity gap. In addition, students served by the culturally based student success mentoring programs will take pre and post surveys and engage in focus groups to help us assess the effectiveness of the program on creating a sense of belonging, self efficacy, and the intent to persist. We will also review GPA and unit load (attempted as well as completed) in fall and spring semesters and compare to previous cohorts.

**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
19 student peer mentors		8/1/2022			
15 hours per week in fall; 10 hrs/week in spring					
<b>Total</b>			<b>\$0</b>	<b>-</b>	<b>\$0</b>

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**Funding Request FY 2022-23 through FY 2023-24**

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**Division:** Student Affairs **VP Signature:** \_\_\_\_\_

DocuSigned by:

*Patrick Day*

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**Request Title:** Native American/Indigenous Student Success Center

**College/Dept.:** Student Success

**Contact Person:** Greg Wolcott

**SSETF Priorities:** *(1) Student Success Services & Graduation Pathways and (4) Retention, Graduation & Closing Equity Gaps for Underrepresented Minority Students*

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory			\$0
Support Staff	\$74,160	\$76,385	\$150,545
Benefits (Calculated at 48%):	\$35,597	\$36,665	\$72,262
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$12,500	\$12,500	\$25,000
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$122,257</b>	<b>\$125,550</b>	<b>\$247,807</b>
<b>Operating Expenditures:</b>			
Community building events (speakers, facilities, catering)	\$9,750	\$9,750	\$19,500
Printing	\$1,750	\$1,750	\$3,500
Promotional items	\$3,250	\$3,250	\$6,500
Office supplies	\$7,000	\$7,000	\$14,000
<b>Subtotal Operating Expenditures</b>	<b>\$21,750</b>	<b>\$21,750</b>	<b>\$43,500</b>
<b>Total Request</b>	<b>\$144,007</b>	<b>\$147,300</b>	<b>\$291,307</b>

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.

\*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

*Our Native American/Indigenous students account for approximately 600 students at SJSU, significantly underreported at SJSU due to how biracial and multiracial students are counted, especially if they also identify as Hispanic. President Papazian announced that a Native American/Indigenous (NAI) Student Success Center would be established after working with SJSU's Indigenous & Native American Affinity Group (GAIN) but no funding source has been identified. Modeled after the BLOC and El Centro, this center will contribute to improving success outcomes including retention and graduation through intentional programming; strengthening sense of belonging; connecting students to Native & Indigenous mentors, faculty and staff; and creating a safe space for our Native*

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**Division:** Student Affairs **VP Signature:**  1D9EF6ABA0244A2...

**Request Title:** Native American/Indigenous Student Success Center

**Describe how this proposal supports the SSETF priority/priorities:**

*This proposal, focused on strengthening retention, graduation and satisfaction of our Native & Indigenous students, contributes to #1 and #4 of SJSU's SSETF priorities. NAI students are included as historically underserved in GI 2025 so are part of equity gaps. Studies (Levin et al. 2011 & Torres 2006) have confirmed the benefits of culturally based success centers including increased cultural awareness among students and campus employees, increased faculty-student interaction on campus, and an increase in retention for underserved students who perceived the center as an institutional commitment to their success. This proposal aligns with SSETF priorities as well as our GI 2025 initiatives.*

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

*The expected outcomes include developing a summer transition program for a select cohort of incoming NAI students; ~~establishing a physical center to serve as a safe and symbolic space for our students~~; hiring and training two peer mentors who will help students connect and be more aware of campus resources; mapping out a year of community building and student/faculty/staff interaction opportunities; hosting a NAI student welcome during Weeks of Welcome; planning and implementing events during the semester to build community, initiating history month events; and evaluating the effectiveness of the program to improve going forward. See attached timeline.*

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

*The primary metric for implementation of this student success center will be retention rates given the two year period so graduation aren't an initial marker. In addition, units attempted, units earned and GPAs will also be monitored and compared against previous cohorts. Satisfaction and sense of belonging will also be measured through surveys administered after community building events to ascertain the impact as well as identify areas for improvement. And feedback from peer mentors, faculty and staff partners will also be sought via surveys to improve programming efforts and interaction in the future.*

**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
Program Director	3084	2/21/2022	\$74,160	1.0	\$74,160
<b>Total</b>			<b>\$74,160</b>	<b>1.0</b>	<b>\$74,160</b>

### NAI Student Success Center Proposed Timeline

May 2022	Recruit and hire NAI Student Success Center Program Director <del>Identify physical space for NAI Center</del> Recruit faculty/staff to hold office hours in the center
July 1, 2022	Program Director starts position
July 2022	Training program for new Program Director <del>Construction/renovation for NAI Student Success Center</del> Reach out to admitted NAI students
July to mid Aug, 2022	Map out 22-23 academic year with community building events Recruit students for summer transition program
July 2022	Recruit peer mentors
August 2022	Training program for peer mentors Implement summer transition program for cohort of new students <del>Open new NAI Student Success Center</del>
Mid-September 22	Host welcome event for NAI students during Weeks of Welcome
October – December 22	Host at least three community building events for NAI students
November 2022	Host events during Native American History Month
January 2023	Analyze success of NAI students after fall grades posted Host welcome event for NAI students during Weeks of Welcome
February-April 23	Host at least four community building events for NAI students
April 2023	Host yield event in collaboration with SOAR for new NAI students Participate in Admitted Spartan Days
May 2023	Host graduation celebration for graduating students
June 2023	Analyze success of NAI students after spring grades posted Plan for upcoming year and repeat (with improvements for 23-24)

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DocuSigned by:

Division: Student Affairs

VP Signature: \_\_\_\_\_

*Patrick Day*

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Request Title: APID/A Student Success Center

College/Dept.: Student Success

Contact Person: Greg Wolcott

**SSETF Priorities:** *(1) Student Success Services & Graduation Pathways and (4) Retention, Graduation & Closing Equity Gaps for Underrepresented Minority Students*

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory			\$0
Support Staff	\$126,900	\$130,707	\$257,607
Benefits (Calculated at 48%):	\$60,912	\$62,739	\$123,651
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$30,000	\$30,900	\$60,900
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$217,812</b>	<b>\$224,346</b>	<b>\$442,158</b>
<b>Operating Expenditures:</b>			
Community building events (speakers, facilities, catering)	\$17,500	\$17,500	\$35,000
Printing	\$3,000	\$3,000	\$6,000
Promotional items	\$5,000	\$5,000	\$10,000
Office supplies	\$9,000	\$9,000	\$18,000
<b>Subtotal Operating Expenditures</b>	<b>\$34,500</b>	<b>\$34,500</b>	<b>\$69,000</b>
<b>Total Request</b>	<b>\$252,312</b>	<b>\$258,846</b>	<b>\$511,158</b>

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.

\*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

*Asian Pacific Islander Desi/American (APID/A) students account for approximately 42% of SJSU's population and represent a complex group of many communities and backgrounds, some of which have equity gaps similar to our Black and Latinx students. Given recent local and national events of unprovoked attacks as well as our own campus climate data, an APID/A Student Success Center was announced by President Papazian but without a funding source. Modeled after the BLOC and El Centro, this center will contribute to improving success outcomes including retention and graduation through intentional programming; strengthening sense of belonging; connecting students to APID/A mentors, faculty and staff; and creating a safe space for our APID/A students.*



## San José State University Student Success, Excellence & Technology Fee (SSETF) Funding Request FY 2022-23 through FY 2023-24

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

DocuSigned by:  
*Patrick Day*  
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**Division:** Student Affairs **VP Signature:** \_\_\_\_\_

**Request Title:** APID/A Student Success Center

**Describe how this proposal supports the SSETF priority/priorities:**

*This proposal, focused on strengthening retention, graduation and satisfaction of our APID/A students, contributes to #1 and #4 of SJSU's SSETF priorities. Studies (Levin et al. 2011 & Torres 2006) have confirmed the benefits of culturally based success centers including increased cultural awareness among students and campus employees, increased faculty-student interaction on campus, and an increase in retention for underserved students who perceived the center as an institutional commitment to their success. And while our APID/A students as a block have our highest retention and graduation rates, our Filipino and Pacific Islander have rates 6-10% below the all campus average. This proposal aligns with SSETF priorities as well as our GI 2025 initiatives.*

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

*The expected outcomes include developing a summer transition program for a select cohort of incoming APID/A students; establishing a physical center to serve as a safe and symbolic space for our students; hiring and training a Coordinator during early summer; hiring and training four peer mentors who will help students connect and be more aware of campus resources; mapping out a year of community building and student/faculty/staff interaction opportunities; hosting an APID/A student welcome during Weeks of Welcome; planning and implementing events during the semester to build community, initiating history month events; and evaluating the effectiveness of the program to improve going forward. See attached timeline.*

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

*The primary metric for implementation of this student success center will be retention rates given the two year period so graduation aren't an initial marker. Disaggregating the data will be essential to determine the impact on the numerous communities represented by the term APID/A. In addition, units attempted, units earned and GPAs will also be monitored and compared against previous cohorts. Satisfaction and sense of belonging will also be measured through surveys administered after community building events to ascertain the impact as well as identify areas for improvement. And feedback from peer mentors, faculty and staff partners will also be sought via surveys to improve programming efforts and interaction in the future.*

**Detail on Position Requests:**


Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
Program Director	3084	2/21/2022	\$74,160	1.0	\$74,160
Coordinator	3082	7/1/2022	\$52,740	1.0	\$52,740
<b>Total</b>			<b>\$126,900</b>	<b>2.0</b>	<b>\$126,900</b>

### APID/A Student Success Center Proposed Timeline

May 2022	Initiate APID/A Student Success Center Coordinator recruitment
May 2022	Reach out to incoming APID/A frosh and transfers to highlight center services
	<del>Identify physical space for APID/A Center</del>
	Recruit faculty/staff to hold office hours in the center
July 1, 2022	Coordinator starts position
July 2022	Training program for new Coordinator
	<del>Construction/renovation for APID/A Student Success Center</del>
July to mid Aug, 2022	Map out 22-23 academic year with community building events
	Recruit students for summer transition program
July 2022	Recruit peer mentors
August 2022	Training program for peer mentors
	Implement summer transition program for cohort of new students
	<del>Open new APID/A Student Success Center</del>
Mid September 22	Host welcome event for APID/A students during Weeks of Welcome
October – December 22	Host at least six community building events for APID/A students
January 2023	Analyze success of APID/A students after fall grades posted
	Host welcome event for APID/A students during Weeks of Welcome
February-March 23	Host at least four community building events for APID/A students
April 2023	Host multiple events during APID/A History month
	Host yield event in collaboration with SOAR for new APID/A students
	Participate in Admitted Spartan Days
May 2023	Host graduation celebration for graduating students
June 2023	Analyze success of APID/A students after spring grades posted
	Plan for upcoming year and repeat (with improvements for 23-24)

**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

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Division: Student Affairs VP Signature:   
 Request Title: ESports & Campus Connections  
 College/Dept.: Spartan Recreation/Student Union  
 Contact Person: Tamsen Burke

**SSETF Priorities:** Instructionally Related Activities (IRA)(6) & Student Success Services/Graduation Pathways (1)

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory	\$52,000	\$53,560	\$105,560
Support Staff			\$0
Benefits (Calculated at 48%):	\$26,000	\$26,780	\$52,780
*50 due to auxiliary staff			
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$52,000	\$53,560	\$105,560
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$130,000</b>	<b>\$133,900</b>	<b>\$263,900</b>
<b>Operating Expenditures:</b>			
			\$0
			\$0
			\$0
			\$0
<b>Subtotal Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Request</b>	<b>\$130,000</b>	<b>\$133,900</b>	<b>\$263,900</b>

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.

\*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

The purpose of this proposal is to expand Club Sports at SJSU, funded by IRA fees per a MOU between SJSU and the Student Union, Inc., with a comprehensive ESports program led by a professional staff member and dedicated student assistant team. ESports represents a growing strategy for campuses to build community, increase retention, foster a sense of belonging and diversify students participating in recreational activities. This proposal seeks to hire an ESports Coordinator and student assistants to lead and support ten Gaming Titles and subteams as well as create formal participation opportunities for the 2,180 current SJSU students identified as gamers through the Spartan Discord community who aren't part of SJSU ESports currently. These 2180 students

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**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

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**Division:** Student Affairs **VP Signature:** 

**Request Title:** ESports & Campus Connections

**Describe how this proposal supports the SSETF priority/priorities:**

Participation in ESports provides students with opportunities to connect, build community and strengthen their sense of belonging, success outcomes which are positively associated with student retention and persistence (Tinto, 2000). EDUCAUSE recently (August 2021) published a report that ESports directly contributes to engaging new groups of students who typically aren't involved in traditional ways, preparing students for a range of careers, and diversifying students participating in campus recreation programs. As college age individuals are the primary demographic involved with ESports, SJSU can leverage this unique program to benefit our students and our campus. ESports participation also connects to Transformation 2030 through engaging and connecting our

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

Our expected outcomes include higher persistence rates for students who are involved with ESports at SJSU. We also anticipate that Esports students will demonstrated a higher sense of belonging at SJSU, in part due to their campus connections through their Gaming Titles (aka clubs). We anticipate hiring the full time coordinator and student assistants as well as engaging in training, program planning, identification of success outcomes, recruitment strategies, marketing plans, implementation and evaluation. For 23-24 our focus would expand to include construction of an ESports Arena. Please see attached for a timeline of activities.

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

Our team will work with IR to analyze persistence rates for students engaged in ESports comp compared to students at large. We will also use the SAMMY app for participant and program participation statistics including demographics. We will conduct program evaluations and a benchark study to evaluate satisfaction levels and affinity building as well as gather suggestions for improvement from participants. We will also benchmark with peer institutions in terms of program offerings and assess our student assistants' learning outcomes in their roles. Assessment data will be included in our Student Union Inc annual report.

**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
Esports Coordinator	NA	7/1/2022	\$	1.0	\$52,000
<b>Total</b>			<b>\$0</b>	<b>1.0</b>	<b>\$52,000</b>

## SSETF Proposal ESports & Campus Connections addendum

### Anticipated Timeline of Activities

#### June/July 2022

1. Hire ESports Coordinator
2. Conduct needs assessment of programs and services
3. Develop participant outcomes, and program success metrics
4. Develop program visions and develop campus and community partnerships

#### August 2022

1. Develop and implement marketing and recruitment strategies for 2,180 prospective students from the Spartan Discord community for ESports
2. Recruitment and hiring of student assistants and training
3. Connect and collaborate with regional, national sponsors for program development

#### September 2022 - June 2023

1. Develop schedule for ESports competitions, titles, and mini-arena events on campus for 10 gaming platforms
2. Host collegiate competitions on campus

#### October 2022

1. ~~Begin the draft proposal for an ESports Arena at the Provident Credit Union Event Center~~
2. ~~Facility Assessment with FD&O, IT, and other entities for ESports Arena~~
3. ~~Develop Fundraising Strategies~~

#### January 2023

1. ~~Approval of ESports Arena from SJSU, SU Board of Directors, VPSA~~

#### February - June 2023

1. ~~Fundraising for ESports Arena~~

#### June 2023

1. Evaluate program effectiveness
2. Plan for 22/23

#### 2023/2024

~~Begin Construction of ESports Arena & repeat above for program implementation~~

## Undergraduate Research Opportunity Program (UROP)

### Overview of Program

The Undergraduate Research Opportunity Program (UROP) targeting historically underserved first generation students seeks to improve retention and enrich the academic experience at San José State University by engaging first year, second year, and transfer students in research, scholarly, and creative activity. UROP is committed to holistic student development through peer mentoring and faculty support, navigating a cohort experience throughout the entire academic year. UROP encourages students to ask and solve complex problems, while critically examining the world around them. This inclusive research community provides an opportunity for students, faculty, and community partners to grow and make a positive impact on the SJSU and greater San José community. The first cohort was launched in Fall of 2021. Currently funded by and administratively supported by the Office of Diversity, Equity, and Inclusion.

*UROP incorporates the following components:*

**Collaborative research partnerships between faculty and student.** Each UROP student will be matched with a faculty mentor for an entire academic year to work on a faculty-led research project. UROP uses a two-way selection process where faculty and students engage in a bi-directional interview to gauge reciprocal interest of both parties. Faculty are responsible for meeting regularly with student mentees, approving work-study hours (if applicable), providing training and enrichment materials, reviewing student posters and abstracts, and orienting students to the research process. Faculty are **currently** eligible to receive \$250 in professional development funds for their participation in UROP.

**Campus partners.** UROP has several interdisciplinary and interoffice partnerships across campus. For example, UROP is housed in the [Office of Diversity, Equity and Inclusion](#) and the year-long curriculum is taught in the [College of Education](#). During the program, all students are assigned a peer mentor via [SJSU Peer Connections](#) to help them find a project, prepare them for faculty interviews, and explain expectations and responsibilities of the program. Peer mentors serve as liaison to facilitate communication between the UROP director, students, and faculty mentors. Additionally, peer mentors meet monthly with students to discuss time management, communication with faculty mentors, help prepare abstracts and posters, and help with transition issues such as academics, roommate concerns, referrals, or navigating key offices on campus.

**Year-long UROP curriculum.** All UROP students will enroll in a one-year curriculum to demystify the research process and promote professional development. The course curriculum comprises (four) total units and incorporates (four) main components:

1. introduction to research (e.g., methods, ethics, reviewing literature, data collection/analysis)
2. professional development (e.g., resume/CV development, interviewing)

3. critical consciousness (e.g., reflecting on positionality/standpoint, power, inequity in research within emancipatory frameworks)
4. Communicating research (e.g., public speaking skills, poster development)

**Culminating experience.** All UROP students will participate in two end-of-year research symposiums (i.e., [Celebration of Research](#), hosted by the Office of Research and Innovation, and [Lurie College Showcase](#), hosted by the College of Education). The events celebrate partnerships created between students and research mentors, and serve as mini-conferences for students to present their research project and learn about the research their fellow UROP students have worked on throughout the program. Future

### Target Population

UROP targets incoming BIPOC students to SJSU in an effort to retain them through their pivotal early years at the institution. New frosh, rising sophomores, and new transfer students, with a GPA in the 2.5 to 3.2 range have the opportunity to work closely with faculty and receive peer mentorship in order to promote success and academic achievement. In an effort to ensure racial equity, UROP focuses primarily on Black, Latinx, Indigenous, and Asian/Pacific Islander students to engage them in an immersive research and mentorship experience. Data show that engagement in research experiences is a high impact practice for marginalized students.

### Expected Outcomes

The expected outcomes for this program are to see increased GPA, retention, and graduation rates of participants. Participants will also develop a stronger understanding of research and incorporate them into their post graduate plans. The goal is to continue expanding UROP from 30 student researchers to grow by 25 students each year to maximize opportunities for student engagement.

- I. **Focus on equity.** Explain how the program explicitly addresses Graduation Initiative 2025 goals and equity in the CSU (500 words).

UROP aligns with the CSU Graduation Initiative 2025, particularly Priorities #1, 2, and 5.

**Re-engage and re-enroll underserved students (Priority #1).** A primary component of UROP emphasizes engagement with under-represented student groups. For example, UROP's inaugural cohort was a part of the SJSU College of Education's Transformative Leadership Minor, which is an interdisciplinary approach to leadership development through engagement with anti-racist pedagogies and practices. The cohort comprised exclusively first generation, under-represented students, who worked primarily with faculty mentors who centered equity and inclusion in their research. As we expand UROP campus-wide, we will establish a first-gen cohort, and encourage projects from faculty that emphasize DEI principles. Additionally, UROP targets exclusively first year, second year, and transfer students—a group which collectively has the highest CSU

attrition rates at the undergraduate level, particularly among first-generation, under-represented students.

The SJSU campus, in particular, is uniquely situated to support undergraduate research and address inequities in attrition rates among under-represented students. For example, the University ranks #8 in the nation, and #6 in the west among top colleges for diversity. Currently, 41% of SJSU students are first generation, 37% are Pell-grant qualified and comprise approximately 3,000 international students. Additionally, 42% of students identify as Asian-American, 28% as Chicana and Latina—making SJSU both an Asian American and Native American Pacific Islander-Serving Institution (AANAPISI) and a Hispanic Serving Institution (HSI)—and 16% identify as white, 3.4% as Black and 3% as Indigenous. According to Money Magazine, SJSU ranked #1 in “Most Transformative University” and #5 in “Best Colleges Where More Than Half of the Applicants Get In” 2020-2021.

**Expand credit opportunities with summer/intersession funds (Priority #2).** UROP has built in opportunities to expand opportunities for students to attain summer/intersession credits and work-study hours. As noted in the Graduation Initiative 2025, many first-generation BIPOC students often maintain jobs while enrolled, requiring more schedule flexibility and additional opportunities to earn course credits to graduate in a timely manner. Unique to the SJSU UROP program is a work-study option, where all qualified students can earn up to 20 hours/week working on their research project with their faculty mentor. This provides students an opportunity to gain applied, on-the-ground experience while earning money to pay for college. Additionally, the UROP course curriculum will build in a summer and intersession credit option, where students can gain up to 4 elective credits during these periods in the academic year.

**Promote Equitable Learning Practices and Reduce DFW Rates (Priority #5).** Evidence suggests that a root cause of persistent high failure rates among underrepresented students is limited exposure to the “hidden curriculum” — or the unwritten, unofficial, and often unintended lessons, values, and perspectives that students learn in school, which are often inaccessible to students of color. To address these rooted inequities and ultimately improve DFW disparities among this student population involves demystifying the learning process. UROP engages these challenges directly by pairing students with faculty mentors to engage in real-world, applied learning practices which provide an alternative framework for understanding difficult topics. Moreover, ample evidence suggests that increased exposure to mentored research experience results in higher GPAs and increased self-efficacy among first-generation and underrepresented students.

UROP has wide-ranging capacity to be scaled to different student populations and contexts. The program already has demonstrated effectiveness and reach at the CSU level. For example, California State University Long Beach (CSULB) implemented the [University of Michigan \(UM\) UROP model](#) as the first program of its kind in the CSU system in 2016. CSULB UROP began with 25 students in its inaugural cohort, and now admits over 175 students each academic year. Following the trajectory of CSULB, SJSU UROP drew inspiration from the UM model to



address our unique student population as a minority-serving institution in the California Bay Area.

The SJSU UROP program will expand in the next five years to incorporate various discipline-specific and themed cohorts, which has wide-ranging scalability both across campus and the CSU system. Future cohorts include:

### **Current Pilot Program and Request for Funds**

Currently, the Office of Diversity, Equity, and Inclusion funds the pilot program this first year by reprioritizing its budget for the time being. This request is to scale up the program

The request for funds is for scaling up the program to another 20 undergraduate mentees and another 15 faculty mentors.

The current pilot program 2021-2022 cohort has 13 UROP mentee researchers and 12 UROP faculty mentor researchers in non-STEM disciplines. The next cohort will expand to include STEM majors. This focus on non-STEM is to provide and fund research opportunities in areas where historically underserved students have had less funding for student research.

7 Southeast Asian American (Historically Underserved Students)

4 Chicax/Latinx

2 Black

Student mentees were from the following majors: Anthropology, Chicana and Chicano Studies, Forensic Science, Sociology, African American Studies, Communication Studies, Business Administration, Psychology, Behavioral Science, and Undeclared.

Faculty mentors are now compensated with a nominal amount of \$250 each and students are compensated at an hour rate of \$17 an hour for 10 hours a week. While most of the students qualify for Workstudy, some of the students do not. The program has been run by one faculty fellow through one course buy out.

UROP Student Researchers recently presented their research at the annual campus event Celebration of Research held each year by Research and Innovation.



Dr. Andrew Carter with UROP Student Researchers at the 2022 Celebration of Research, an annual event held by Research and Innovation.

## **Request**

ODEI will continue funding the UROP program with its support of a .2 course buyout, stipends for faculty, and student wages for their research hours. However, ODEI does not have additional funding to scale up the program. We are seeking additional grant funding and other funding streams.

Additional .2 course buyout/course release for Dr. Andrew Carter, the current faculty lead. Dr. Carter has been successful in overseeing and implementing the pilot program. Dr. Carter works with The BLOC, Centro and other student success task forces to recruit students. He also serves as a mentor for students in the program supervising and coaching students in their final presentations and negotiations with faculty. A key component of this program is the enrollment of students in an undergraduate course in the College of Education on emancipatory education in their Education's Transformative Leadership minor. Dr. Carter co-teaches this course and develops curriculum. Even with the Office of Diversity, Equity, and Inclusion providing all of the administrative support the workload totals a .4 work load (ODEI is funding .2).

\$21000	.2 course buyout for full year including fringe benefits
\$51,000	Hourly pay for additional 10 student mentee researchers pay rate of \$17/hour, 10 hours a week for two semesters (Please note that some students will be workstudy students but not all, this request is for support for those students who do not qualify for workstudy but are still financially insecure and not likely to participate in UROP because of part time employment)
\$72,000	Total request

**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

**Division:** Academic Affairs **VP Signature:**  4/22/2022  
DocuSigned by: Vincent J Del Casino Jr 738C14624537475

**Request Title:** LCoB Enhanced Student Success Support

**College/Dept.:** Lucas College of Business

**Contact Person:** Dan Moshavi  **Dean:**  4/22/2022  
DocuSigned by: Dan Moshavi 11ECD40930304D1

**SSETF Priorities:** *21st Century Teaching Spaces, Academic Technology, Course Support, Retention & Graduation, and Student Success Services & Graduation Pathways*

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic	\$0		\$0
Management and Supervisory	\$0	\$0	\$0
Support Staff	\$52,800	\$54,384	\$107,184
Benefits (Calculated at 48%):	\$25,344	\$26,104	\$51,448
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$0	\$0	\$0
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$78,144</b>	<b>\$80,488</b>	<b>\$158,632</b>
<b>Operating Expenditures:</b>			
<i>Workshop facilitators/outside vendors for co-curricular activities and coaching</i>	\$0	\$0	\$0
			\$0
			\$0
			\$0
<b>Subtotal Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>
<b>Total Request</b>	<b>\$78,144</b>	<b>\$80,488</b>	<b>\$158,632</b>

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.  
 \*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

*These funds are intended to support two student-success-related needs. The first is to fund a position (that was a modified replacement for a previous SSETF-supported position) -- a student success and operations coordinator (continuing position). This person handles a variety of mission-critical tasks, including such things as supporting the process which allows us to "block schedule" incoming transfer students -- an important effort which contributes to on-time graduation. The second is to maintain and improve distinctive technology and learning experiences within the Lucas College of Business. We'd like to request to use these funds to further improve our infrastructure support and technology & professional coaching towards the educational experience of our students. The human resources piece needed to improve our support of these programs will ensure smooth application and critical feedback towards the utilization of offered technologies in the classroom and programs, as well as our oral communications clinic via a team of support staff, student assistants, non-teaching faculty consultants, and outside facilitators.*

**Describe how this proposal supports the SSETF priority/priorities:**

*This proposal will support priorities one through five: by administering the implementation and access to presentation software and real-time personalized feedback. The administrative support is necessary to provide training and mentoring so these learning aides are widely and successfully implemented in the curriculum; to expand support to all student including URM students through workshops, co-curricular activities and one-on-one coaching/feedback sessions. This type of "career readiness" is particularly important as students now need to present and speak in multiple modalities (in-person, on Zoom, etc.)*

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

*The LCoB Oral Communications Clinic soft-launched in February 2022, with plans to create and implement a "train the trainer" program to promote adoption of the clinic and learning aides as a resource in targeted core undergraduate classes and graduate programs beginning summer 2022 in preparation for the Fall 2023 semester. We anticipate improvement in our students' retention and graduation as well as improvement in our students' course-related performance through workshops/supported activities and technologies.*

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

*We will assess the oral communications lab's impact on our programs through both qualitative and quantitative measures -- by seeking feedback from employers recruiting/hiring LCoB students; by measuring the retention and graduation metrics posted by SJSU Institutional Research by course-embedded program assessment of student learning outcomes, and by satisfaction survey to targeted core course and program faculty and students.*

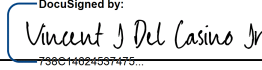

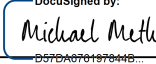
**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
Student Success & Operations Coordinator	1035	continuing	\$52,800	1.0	\$107,184
<del>Oral Communications Clinic (Train the trainer initial</del>	<del>2358/1035</del>	<del>7/1/2022</del>	<del>\$40,000</del>	<del>0.5</del>	<del>\$40,000</del>

<del>Oral Communications Clinic Student Assistant</del>	<del>1870</del>	<del>7/1/2022</del>	<del>\$15,000-</del>	<del>2.0-</del>	<del>\$60,000</del>
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<b>Total</b>			<b><del>\$107,800-</del></b>	<b><del>3.5-</del></b>	<b><del>\$207,184</del></b>

**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

**Division:** Academic Affairs **VP Signature:**  4/22/2022  
**Request Title:** Extended Study Hours in the Library  
**College/Dept.:** University Library  
**Contact Person:** Wendy Dunn  4/21/2022 **Dean:**  4/22/2022

**SSETF Priorities:** Student Success Services & Graduation Pathways

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory			\$0
Support Staff	\$181,764	\$189,036	\$370,800
Benefits (Calculated at 48%):	\$87,247	\$90,737	\$177,984
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$150,000	\$160,000	\$310,000
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$419,011</b>	<b>\$439,773</b>	<b>\$858,784</b>

**Operating Expenditures:**

			\$0
			\$0
			\$0
			\$0
<b>Subtotal Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**Total Request****\$419,011****\$439,773****\$858,784**

\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.

\*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.

**Briefly describe the program/project and purpose for which funds are being requested:**

The University Library would like to continue offering 24-hour/5 days a week (24/5) extended study hours (hours only for SJSU students and their approved guests) from 7pm Sunday through 6pm Friday during the fall and spring semesters. To do this, funding is needed for library security and library staff including student assistants. UPD staffing levels will impact the days and hours for which the library can be opened for extended study hours.

**Describe how this proposal supports the SSETF priority/priorities:**

Prior to beginning the 24/5 student extended study hours program, the library conducted surveys during 24/5 midterm extended hours, and there were over 1,000 students in the library during extended hours. The students indicated in the survey how the extended hours would help them succeed. 85% of the respondents indicated that the extra hours in the library would help them get better grades and to persist in their studies toward graduation. Extending study hours back to 24/5 is the most prevalent request received by the library post COVID repopulation.

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

1) Improved academic performance, 2) Increased engagement with classmates and librarians, 3) Higher persistence rates, 4) Higher graduation rates, and 5) shorter time to graduation (increase in 4 year graduation rates)

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

Data will be collected to track number of student entries to the Library during extended study hours. Student entries can be disaggregated by student classification level and major. Data can be compared to cohort, or college-level, retention rates, graduation Students will log into SpartanConnect each time they enter the library during extended study hours. SpartanConnect data can then be used to identify the possible correlation with academic performance, persistence, graduation, and time to graduation.

**Detail on Position Requests:**

<b>Position Title</b>	<b>Job Code</b>	<b>Expected Hiring Date</b>	<b>Annual Salary</b>	<b>FTE</b>	<b>Salary Requested</b>
Community Service Officer	8820	7/1/2022	\$60,588	3.0	\$181,764
Community Service Officer	8820	7/1/2023	\$63,012	3.0	\$189,036





<b>Total</b>	<b>\$123,600</b>	<b>6.0</b>	<b>\$370,800</b>
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**San José State University**  
**Student Success, Excellence & Technology Fee (SSETF)**  
**Funding Request FY 2022-23 through FY 2023-24**

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

**Division:** Academic Affairs **VP Signature:** DocuSigned by:  
Vincent J Del Casino Jr 4/22/2022  
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**Request Title:** Late Night Tutoring in the Library

**College/Dept.:** University Library

**Contact Person:** Wendy Dunn DS  
(W) 4/21/2022 **Dean:** DocuSigned by:  
Michael Meth 4/22/2022  
B57DA676197044B...

**SSETF Priorities:** Retention & Graduation

**Request Details:**

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory			\$0
Support Staff			\$0
Benefits (Calculated at 48%):	\$0	\$0	\$0
<b>Other Salaries and Wages**:</b>			
Student Assistants	\$106,560	\$115,200	\$221,760
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$106,560</b>	<b>\$115,200</b>	<b>\$221,760</b>
<b>Operating Expenditures:</b>			
			\$0
			\$0
			\$0
			\$0
<b>Subtotal Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>Total Request</b>	<b>\$106,560</b>	<b>\$115,200</b>	<b>\$221,760</b>
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*\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.  
 \*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.*

**Briefly describe the program/project and purpose for which funds are being requested:**

The University Library would like to continue offering late night tutoring in the Library from 8pm-12am Sunday through Wednesday in biology, math, physics, and chemistry, specifically high courses with high DFW rates. Tutoring will be available on a drop-in basis. Ten student-assistant tutors will be employed at a projected rate of \$18.50/hr (2022-2023) and \$20.00/hr (2023-2024) for the late night hours; the hourly rate will be determined annually based on the local minimum wage requirement.

**Describe how this proposal supports the SSETF priority/priorities:**

On average, college students that meet with peer tutors at least 10 times per semester are much more likely to remain in good academic standing than those who don't meet with a tutor. Multiple studies have shown this is especially true for underrepresented minorities.

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

By increasing the access to peer tutors, more students are likely to meet with a tutor, and do so more often. Having multiple tutors in the library, where students are already studying in the evening after traditional tutoring hours have ended, makes tutoring much more convenient. Tutoring is focused on courses with high DFW rates, helping to reduce bottlenecks in impacted prerequisites. Outcomes are expected to be increased academic performance, persistence, graduation, and a shorter time to graduation.

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

Students will log into SpartanConnect each time they meet with a tutor in the library. SpartanConnect data can then be aggregated with student success data to determine possible correlations.

**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested



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<b>Total</b>	<b>\$0</b>	<b>-</b>	<b>\$0</b>
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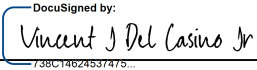
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
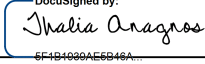
## Student Success, Excellence & Technology Fee (SSETF) Funding Request FY 2022-23 through FY 2023-24

Please refer to the Student Success, Excellence and Technology Fee (SSETF) Allocation and Expenditure Procedures

**Division:** Academic Affairs **VP Signature:**  4/22/2022

**Request Title:** Undergraduate Advising Support for First and Second Year Students

**College/Dept.:** Undergraduate Advising and Success

**Contact Person:** Shonda Goward  4/22/2022 **Dean:**  4/22/2022

**SSETF Priorities:** Priority 1: Student Success Services & Graduation Pathways and Priority 4: Retention & Graduation

### Request Details:

	2022-23	2023-24	Total
<b>Salaries for Benefited Positions*:</b>			
Academic			\$0
Management and Supervisory	\$0	\$0	\$0
Support Staff	\$522,000	\$537,660	\$1,059,660
Benefits (Calculated at 48%):	\$250,560	\$258,077	\$508,637
<b>Other Salaries and Wages**:</b>			
Student Assistants			\$0
Overtime			\$0
Other			\$0
<b>Subtotal Salaries and Benefits</b>	<b>\$772,560</b>	<b>\$795,737</b>	<b>\$1,568,297</b>
<b>Operating Expenditures:</b>			
			\$0
			\$0
			\$0
			\$0
<b>Subtotal Operating Expenditures</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

<b>Total Request</b>	<b>\$772,560</b>	<b>\$795,737</b>	<b>\$1,568,297</b>
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*\*Complete the Detail on Position Requests section below. Assume annual salary increases of 3.0% per year.  
 \*\*Other Salaries and Wages includes student assistants, temporary/seasonal workers, shift differentials, etc.*

**Briefly describe the program/project and purpose for which funds are being requested:**

*See Attached*

**Describe how this proposal supports the SSETF priority/priorities:**

*See Attached*

**Describe the expected outcomes and provide the timeline of activities (include attachments as needed):**

*See Attached*

**Provide a description of the data or evidence to be collected showing the impact of the results or whether the desired outcomes have been achieved:**

*See Attached*

**Detail on Position Requests:**

Position Title	Job Code	Expected Hiring Date	Annual Salary	FTE	Salary Requested
Student Academic Success Specialist	3082	7/1/2022	\$58,000	9.0	\$522,000
Undergraduate Advising Training and Evaluation	3312	7/1/2022	\$110,000	-	\$0



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<b>Total</b>	<b>\$168,000</b>	<b>9.0</b>	<b>\$522,000</b>
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## Undergraduate Advising Support for First and Second Year Students

Priority 1: Student Success Services & Graduation Pathways  
and Priority 4: Retention & Graduation

### Program description and purpose for requested funds:

At SJSU about 20% of first time frosh leave the university by the end of their second year. Another way to say this is that the 2-year persistence rate of our first time frosh is about 80%. Importantly, when we look at subpopulations of students we see long-standing gaps (inequities) in persistence rates. We see similar gaps in the graduation rates of subpopulations of students. Although over the last 6 years the university has employed numerous broad strategies to increase 4-year graduation rates from 10% to 30%, the gaps in persistence and graduation rates shown below have stayed constant and in some cases widened. Our low-income and Underrepresented Minority students (URM) need more targeted approaches to address the challenges, such as alienation, marginalization, and difficulties in navigating our complex university policies and procedures, that contribute to them leaving SJSU. The table below presents the most recent data on 2-year persistence, 4-year and 6-year graduation rates, comparing URM and Not URM students, and low-income students eligible for federal Pell Grants, versus those who are not Pell eligible.

Most Recent Data from CSU Dashboard	2-Yr Persistence	Gap	4-Year Graduation	Gap	6-Year Graduation	Gap
URM	73.5%	-9.4%	22.8%	-11.4%	59.5%	-13.7%
Not URM	82.9		34.2		73.2%	
Pell Eligible Students	76.5%	-4.9%	26.2%	-6.6%	66.1%	-4.4%
Not Pell Eligible	81.4%		32.8%		70.5%	
<b>Overall</b>	<b>79.5%</b>		<b>30%</b>		<b>68.8%</b>	

With the goal of closing these gaps, the university is in the process of restructuring academic advising to provide a more coordinated data-informed student-centered approach. The plan includes a major investment in undergraduate advising staff, particularly for first and second year students.

The requested funds will be used to hire 15 new professional advisors in the college Student Success Centers to reduce the student to advisor ratio from previous highs of 600 to 800 down to 250 to 300 for first and second year students. In addition, we plan to hire one Advising Manager/Trainer (MPP) who will support advisor training and evaluation of the effectiveness of the program. A total of 28 to 35 professional advisors are needed to serve the 8200 students in this population.

### How this proposal supports the SSETF priority/priorities:

This proposal is closely aligned with SSETF Priority 4: *Expand support for all students and work to close the retention and graduation gap for Underrepresented Minority students (URM) and*



Priority 1: *Expand support for comprehensive student success services and improved pathways to graduation.*

The framework for this advising restructuring is based on *Becoming a Student-Ready College: A New Culture of Leadership for Student Success* (Tia Brown McNair et al., 2016). Central to the framework is developing and valuing student assets, reframing our assumptions about why students don't succeed, and reducing systemic barriers to their success. A key strategy in the new model, which will be employed starting Fall 2022, is to assign a Student Academic Success Specialist (SASS) to each student upon entry and then maintain that relationship for the first 60 units. This strategy aligns with student needs and desires. In a spring 2021 survey of SJSU undergraduate students, 42% of respondents reported having an assigned advisor, while 71% indicated that they would like one.

The emphasis of the restructuring is on reducing equity gaps through high quality, consistent, and frequent holistic advising. The SASS will use a developmental advising model with coordinated communication strategies so that all students, no matter which college they are in, receive the same types of communications. Developmental advising focuses on the whole person and recognizes the importance of interactions between the student and the campus environment. The SASS will guide students through the challenging transition from high school to college, connect them with student services and activities that are important in creating a sense of belonging, introduce them to advising tools such as MyProgress and MyPlanner, help them plan their academic pathway, and provide probation and change of major support. An example of the holistic and proactive approach is to employ campaigns for students to engage in an action every week that would support their academic success and emotional and social well-being. The SASS will welcome the students to SJSU and help them connect during the first 60 units.

Multiple research studies have found that a sense of belonging to the university is important among minority students for them to be successful. A 2015 study called *Why Do Students Leave? A Study of Student Departure from San Jose State University* indicated that two of the top reasons students left the university were (1) feeling no connection to the campus, (2) difficult encounters with advisors. By dedicating highly trained professional advisors to students during their first 60 units, students will know who to talk to and be less confused about where to go. Because of the advisors' lower caseloads (250 to 300 students) they will have the time to proactively reach out to students and connect them with academic and student success support. Further, the advisors will have more time to help middle and high performing students to connect with research, internships, and other opportunities that can help them to reach their maximum potential.

To date we have laid the foundation for this restructuring by:

- Hiring the Assistant Vice Provost of Undergraduate Advising and Success in September of 2021
- Performing an inventory of our current professional advising staff to determine our current advising ratios and the number of advisors to hire to ensure a ratio of 250 (to

300) lower division students to 1 SASS each college student success center. A total of 28 to 35 SASS are needed to serve this population.

- Developing a position description for the Student Academic Success Specialist and hiring 10 SASS in AY 2021/2022. We need an additional 15
- Moving all undergraduate academic advising under the leadership of Academic Affairs to create a consistent approach to advising
- Engaging a consultant to develop a robust training program that is required for all professional advisors and recommended for all faculty advisors
- Offering the first training on March 25, 2022 and plan the next training for April 29.

**Expected outcomes and timeline of activities:**

Outcomes:

1. Every incoming first year student will know the name of their advisor
2. Increased student understanding of the purpose, value and benefits of advising
3. Increased first year retention of URM and Pell eligible students
4. Increased percentage of undeclared students that declare a major by 45 units
5. Improved indicators of student perceptions of advising on the SJSU advising survey, particularly for URM, Pell eligible, and undeclared students

Timeline:

April 2022:	Set equity and advising goals and an evaluation plan for the Undergraduate Advising and Success unit
May 2022:	Share goals with each Student Success Center
June-July 2022:	Hire 15 professional advisors and an Advising Manager/Trainer
June-July 2022:	Assign incoming first year students to their SASS
August 2022 through Fall 2022:	Onboard new advisors and continue training for all advisors on the student-ready campus approach
Fall 2022 and onward:	Implement SASS model with all first year students
Fall 2022:	Pilot evaluation and re-envisioning of academic probation in the College of Social Sciences
Spring 2023:	Expand academic probation pilot

**Evidence to be collected to demonstrate that desired outcomes have been achieved**

The outcomes will be measured using the following three sources of information

- Data from the SJSU Advising Survey which we have been using for the last two years (Outcomes 1, 2, and 5)
- Evaluation of progress in meeting the Undergraduate Advising and Success goals using metrics regarding number and quality of student/advisor interactions. This will include reports from Spartan Connect about advisor/student interactions and summaries of exit surveys from student appointments. (Outcome 5)
- With the support of Institutional Effectiveness and Strategic analytics we will analyze data on

- retention and graduation rates for students, including breaking out subpopulations such as URM and Not URM, Pell eligible and Not Pell eligible students
- progress toward degree for undeclared students