Appendices For

Student Academic Success Services

SSETF Project Outcome Report FY 2012-2013

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If you have any questions regarding the contents of these appendices, please contact me at 4-2706 or *Maureen.Scharberg@sjsu.edu*

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

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

SSETF funds were requested to fund m

- o Intervention Strategies (e.g. 90T and Science 2, tutoring for gateway courses, etc.)
- o Venue for Students (community, tutoring, workshops etc.)
- o Integrate with Dept/Schools/AARS/Student Groups

ƒ Personnel:

activities (tabling and orientation) , and assisting with data

            facing a variety of personal as well as institutional problems, questions and challenges.
- ƒ In Fall 2012, Gina worked with Biology students that were on probation in the major.

- o <u>College of Social Sciences:</u> (ACCESS)
    - ƒ CoSS converted Communications Studies center to College-wide center in Nov. 2011-January 2012.
    - ƒ We hired the necessary staff (1.0 staff paid by COSS), Faculty Director, (.6 assigned time f

x   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.

x   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.

x   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.

   o   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.

x   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).

x   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:

x   all requests for excess units (about 1350 such requests for Fall 2012 and about 250 for Spring 2013);

x   all late drop /withdraw petitions (635 petitions for Fall 2012 and 122 through 3/6 for Spring 2013);

x   all retroactive drop/withdraw petitions (144 petitions for Fall 2012 and 47 through 3/6 for Spring 2013);

x   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:

x   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.

- o In particular, excess unit petitions and senior cards allow us to provide assistance with enrollment management and meeting university enrollment targets.
- x We also manage the following institutional initiatives related to the Presidential Directive: high unit seniors, completion of the Writing Skills Test, major declaration.
- x We manage the Advising Hub website.
- x 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

- x 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*).
    - o NOTE: Some staff salaries are covered by the Transfer Orientation Program fund.)
- x 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:
- x 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.
- x 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.

Educational Opportunity Program (EOP) (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.

, 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)

Peer Connections Dept. ID _____ HC GPAs peerconnec

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

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 W K 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

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.

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- x Manages SASS, the academic support program for NCAA student-athletes
- x Serves as the primary unit liaison to appropriate committees and work groups
- x e s   M

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

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- x Develops, implements, and assesses academic support programs and services for student athletes
- x Contributes to the service-delivery function of the department by promoting and ensuring student athletes' success from enrollment to graduation
- x Prepares and submits regular reports on the progress and status of student-athlete academic success
- x Monitors student-athletex' Mearning S M ò   Onf   M Ê

x   Reviewing the budget and makes budgetary decisions.

<u>Writing Center Operating Expenses:</u>

x   We use our O&E to purchase supplies that are necessary to the operation of the Center. We purchase RIILFH VxcS aS paper and ink cartridges; we also have to make copies for our workshops. We occasionally purchase reference books for the tutoring lab.

x   We use our O&E for WHOHSKRQStudentsVaandY facultyccall 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).

x   We use our O&E to pay the salary of our ,QVWUXFWLRQDO 6WXGHQW $ 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.

SJSU's Graduation Initiative Website:
http://www.sjsu.edu/provost/initiatives_accomplishments/graduation_initiative/

SJSU's Student Success

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College

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College	*Fall 2003*	*Fall 2004*	*Fall 2005*	*Fall 2006*	
ALL	46.9% (1980)	47.8% (2364)	46.2% (2554)	45.4% (2728)	
College of Applied Sciences & Arts	44.5% (310)	42.1% (423)	46.6% (500)	42.1% (561)	
College of Business	58.6% (290)	53.9% (382)	54.3% (420)	51.7% (470)	
College of Education	82.8% (29)	46.2% (26)	63.6% (22)	53.7% (41)	
College of Engineering	40.2% (381)	44.8% (413)	40.4% (389)	38.2% (390)	
College of Humanities & the Arts	46.8% (269)	48.8% (265)	43.0% (344)	47.2% (381)	
College of Science	43.9% (214)	44.1% (236)	40.3% (278)	39.1% (253)	

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

Appendix C:

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

&ROOHJH RI $SSOLHG (Submitted by Kathleen Scoley, Director
of CASA's Success Center)

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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.

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DFFRPSOLVKHG"

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

x Goal 1 – Goal was met by the development of the Center's Strategic Plan.
x 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.
x Goal 3 – Goal was assessed by comparing the number of students that utilized

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Development of the Student Success Center's Strategic Plan.

$ F F R P S O L V K P H Q W

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

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

$ G Y L V L Q J & R Q W D F W V 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:

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$ G Y L V L Q J 7 R S L F	) D O O	6 S U L Q J
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%
7 R W D O $ G Y L V L Q J & R Q W D F W V			

3 H H U $ G Y L V R U V 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 the 90 current course 9 b resolving – inclu M

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.

& H Q W H U 8 WApproximatelyL5Rg 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 visists 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

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

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 supports strove CASA students on academic probation succeed

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 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 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 interv

2. Identifying at-risk students earlier and having an effective intervention effort to prevent students from slipping into probation.
3.

- x 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.
- x Goal 2 - Enhance tracking and monitoring of CASA student retention and academic performance in order to assess and improve program services.
- x 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.

How do you plan to assess these goals?

- x 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 goa

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 identity any new areas for program development.
3. Enhanced relationships with CASA schools and departments will contribute to

CASA Student Success Center
Strategic Planning Fall 2012

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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.

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

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1. Outreach to selected CASA undergraduate students:

    x 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
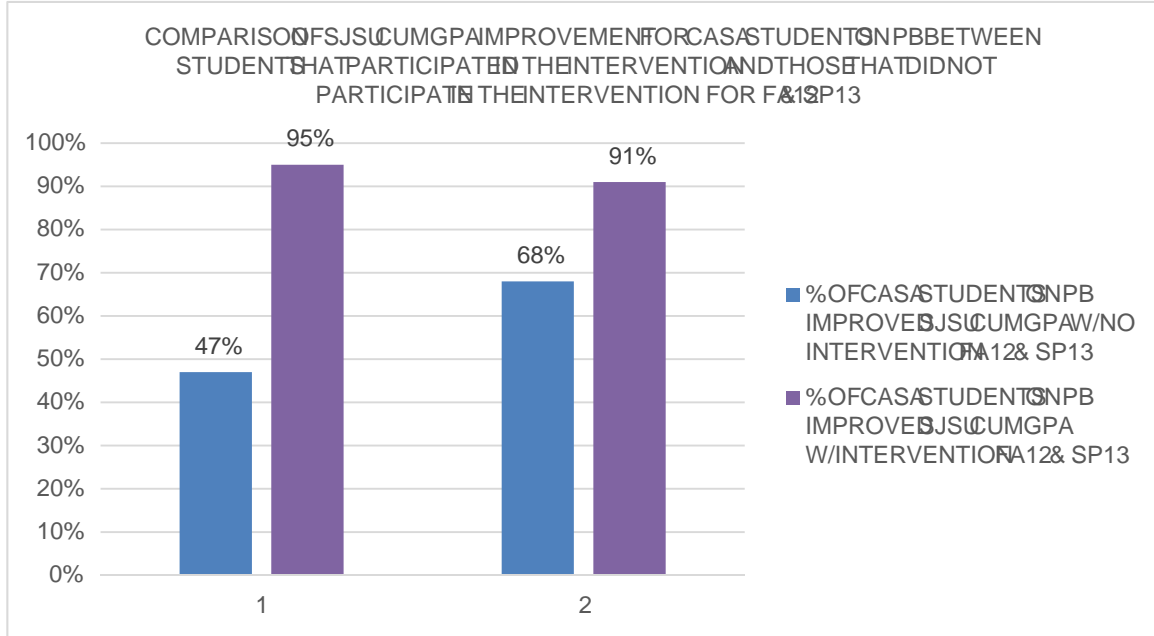   2. Provide comprehensive hard and electronic CASA resource/advising material

2. Support academically vulnerable students:

    x Continuing students on academic probation;

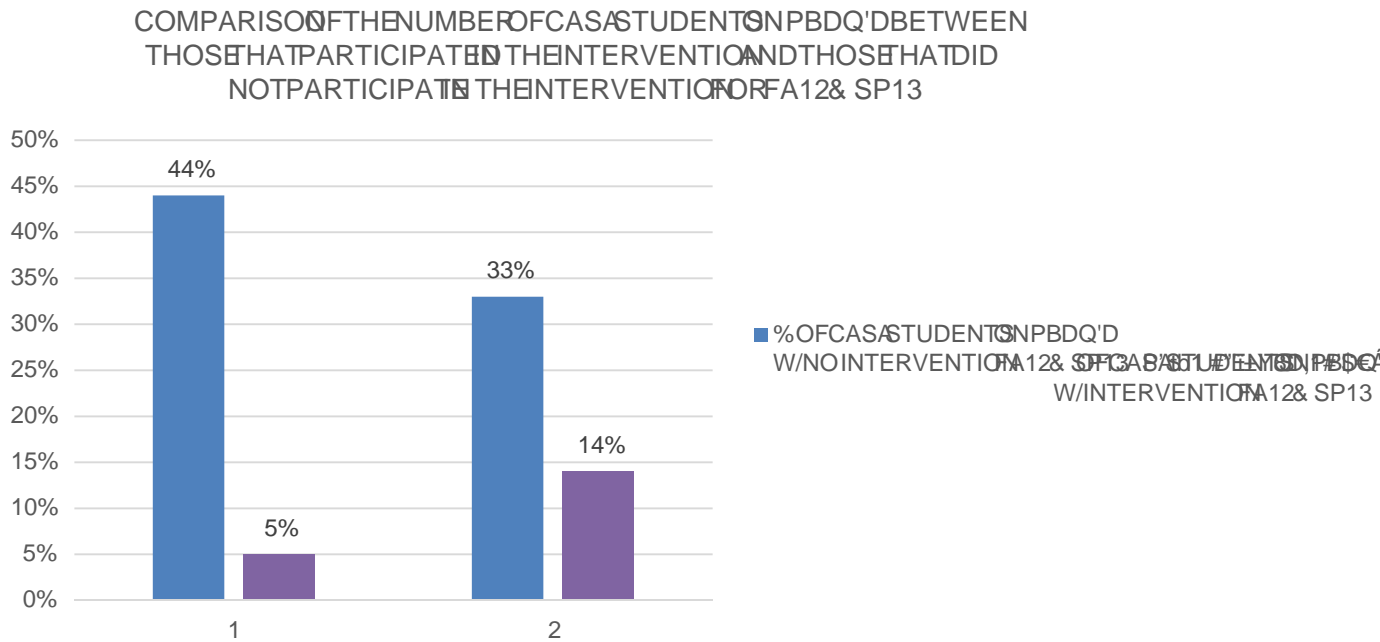   x Continuing students with a 2.3 or less cumulative GPA; and

x High unit students looking to cha

Academic Performance Data for the CASA Probation Intervention

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COMPARISON OF SJSU CUM GPA IMPROVEMENT FOR CASA STUDENTS ON PB BETWEEN STUDENTS THAT PARTICIPATED IN THE INTERVENTION AND THOSE THAT DID NOT PARTICIPATE IN THE INTERVENTION FOR FA12 & SP13

Chart 1: Two groups of bars comparing percentages. Group 1: blue bar 47%, purple bar 95%. Group 2: blue bar 68%, purple bar 91%. Y-axis from 0% to 100%.

Legend:
- % OF CASA STUDENTS ON PB IMPROVED SJSU CUM GPA W/NO INTERVENTION FA12 & SP13
- % OF CASA STUDENTS ON PB IMPROVED SJSU CUM GPA W/INTERVENTION FA12 & SP13

) L J X U H

COMPARISON OF THE NUMBER OF CASA STUDENTS ON PB DQ'D BETWEEN THOSE THAT PARTICIPATED IN THE INTERVENTION AND THOSE THAT DID NOT PARTICIPATE IN THE INTERVENTION FOR FA12 & SP13

Chart 2: Two groups of bars comparing percentages. Group 1: blue bar 44%, purple bar 5%. Group 2: blue bar 33%, purple bar 14%. Y-axis from 0% to 50%.

Legend:
- % OF CASA STUDENTS ON PB DQ'D W/NO INTERVENTION FA12 & SP13
- % OF CASA STUDENTS ON PB DQ'D W/INTERVENTION FA12 & SP13

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College of Business (submitted by Marla Bolman, Associate Dean, College of Business)

Fall 2012 Outcomes:
- x Peer Leaders were instrumental in organizing and staffing our successful Fall Welcome Day (Passport to Success @ SJSU) on August 27, 2013.
- x 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
- x Peer Leaders have established the Peer Leader office in BBC007 and have staffed it during the Fall 2012 Semesters.
- x 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.
- x 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.
- x Peer Leaders helped with the activities for the CoB hosted Silicon Valley Innovation Challenge

Spring 2013 Outcomes
- x 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.
- x 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.
- x March 2013: Peer Leaders will help with promotions for our new Themed Community in Campus Village -- Business Innovation and Leadership Development (BUILD).
- x 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.
- x 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 (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   Percentci.oene&ColeSitjudeon'sSs"Diossq uPalgroibfa tidobnyor
Semester

	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Probation											

Success is helping students in a holistic way to achieve their academic potential by

Helping students develop a clear pathway to graduation that includes not only an

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:

) D O O   1

FALL 2012 STUDENTS USED
ACCESS BY MAJOR

Major	Count
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
	2019

Spring N data Collecting Goes on Sci

SPRING 2013 STUDENTS USE ACCCESS
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

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. <u>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.</u>

   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 Science University 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. <u>What data did your unit use to validate your top three accomplishments?</u>

   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

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

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 Å   i]i]   bÃ   a

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

- ƒ 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.
  - o Goal: Get the website up and running.
    - ƒ Expected outcome: in progress but goal should be accomplished by end of semester, complete with an online self-

2. <u>7 U D Q V I H U   2</u> U L H Q W D W L R Q
   - Managed 8 programs with a total attendance of 4068.
   - Includes working with campus partners in Academic Affairs, Student Affairs, Administration & Finance.

3. <u>* U D G X D W H   6 W X G H</u> Q W   2 U L H Q W D W L R Q
   - x

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

7.

x 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.

x 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.

x 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".

x 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 sof â   M s, vis

(G X F D W L R Q D O   2 S S R U (Submitted by Debra Griffith, Director of EOP)

1.

(G X F D W L R Q D O   2 S S R U (Submitted by Debra Griffith, Director of EOP)

4.

       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. <u>How do you plan to assess these goals?</u>

    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

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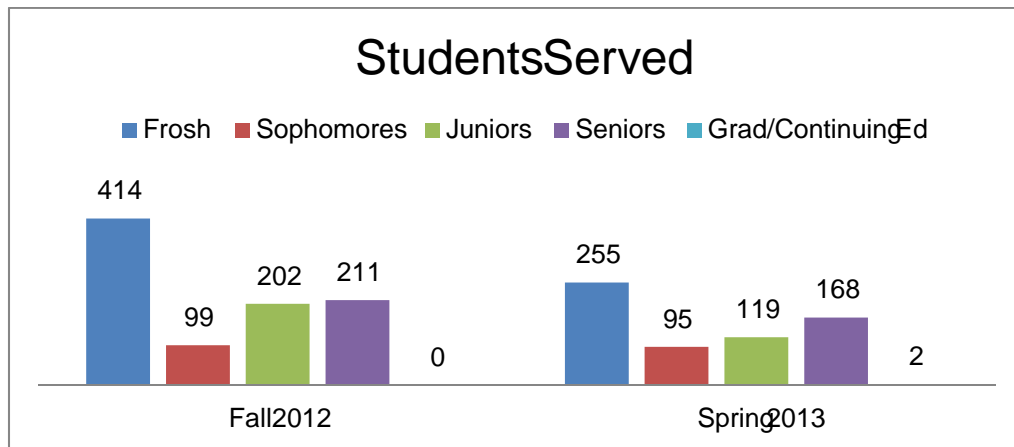
Using the SI Cards, the location of initial contact Peer Connections staff had with students was tracked each semester, showing the effective outreach of each location:

Semester	Student Services Success Center	Clark Hall Peer Connections Center	Living Learning Center (Housing)	Martin Luther King, Jr. Library (open)
Fall	452	414	147	N/A
Spring	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

Legend: Frosh | Sophomores | Juniors | Seniors | Grad/Continuing Ed

Fall 2012: Frosh 414, Sophomores 99, Juniors 202, Seniors 211, Grad/Continuing Ed 0
Spring 2013: Frosh 255, Sophomores 95, Juniors 119, Seniors 168, Grad/Continuing Ed 2

6WXGHQWV 6HUYHG

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.

1XPEHU RI 9LVLWV

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.

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:

- x Collaboration with Counseling Services to present Student Success Workshops (Fall and Spring)
- x Collaboration with Student Involvement and others to promote the Spartan Success Portal and online student success workshops (Fall and Spring)
- x Collaboration with Student Involvement and AARS to develop the Ultimate Spartan Guidebook (Spring)
- x Collaboration with Student Affairs to present six Mental Health First Aid trainings to 102 participants (Spring)
- x Collaboration with the UNVS 96G team, including assigning 4 mentors for the pilot online course (Spring)
- x 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)

3 H H U   7 X W R U   3 U R J U D P

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.

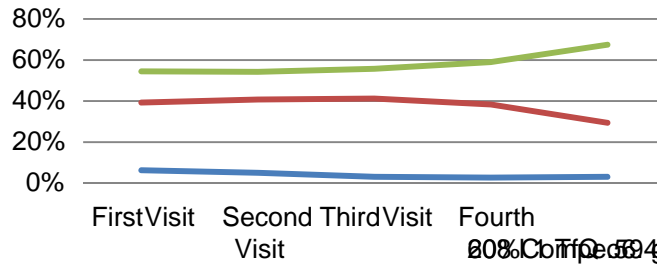Ð ` H H GQ   U V H „0   7 EE•   `

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.
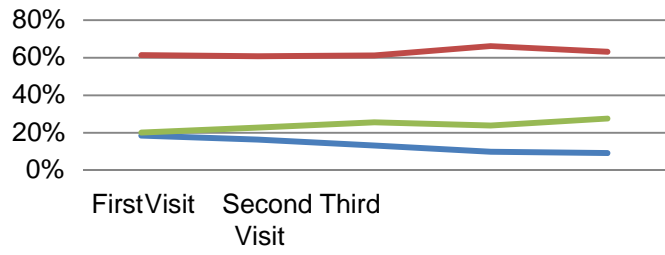
4 X H V W L R Q   ) D O O   6 S U L Q J

First Visit   Second Third Visit   Fourth
Visit

80%
60%
40%
20%
0%

FirstVisit   Second Third
              Visit

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.

3 H H U   0 H Q W R U   3 U R J U D P

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.

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 in confidence or comfort level over the pre-evaluation 'baseline'.

I am confident I will be able to successfully	Fall	Spring
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 task of	Fall	Spring
Meeting new people on this campus	6.96%	4.17%
Finding opportunities to get involved on campus	5.38%	5.19%

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

(report submitted by Project Outco… Jarnigan, Director of Student Athlete Success Services)

Assessment Highlights

- Highest ever overall semester GPA in Athletics for all student athletes in Fall…
- teams earning highest ever team GPA … terms

  Football … time ever over a … spring
  Men's Cross Country
  Women's Tennis
  Women's Basketball
  Women's Gymnastics … highest team GPA of … ± s
  Women's Swimming Diving
  Women's Volleyball
  Women's Water Polo

- Highest ever over… GPA … all … Football … highest in sprin…

x   RI   WHDPV DYHUDJHG RYHU D   FXPXODW

x   UHPHGLDO SDVV UDWH LQ 6SULQJ

x 6LJQLILFDQW GHFUHDVH LQ '¶V DQG XWXGHQWLWWDWLYI
DWKOHWHV

x +LJKHVW HYHU 6-68 VWXGHQW DWKOHWH RYHU

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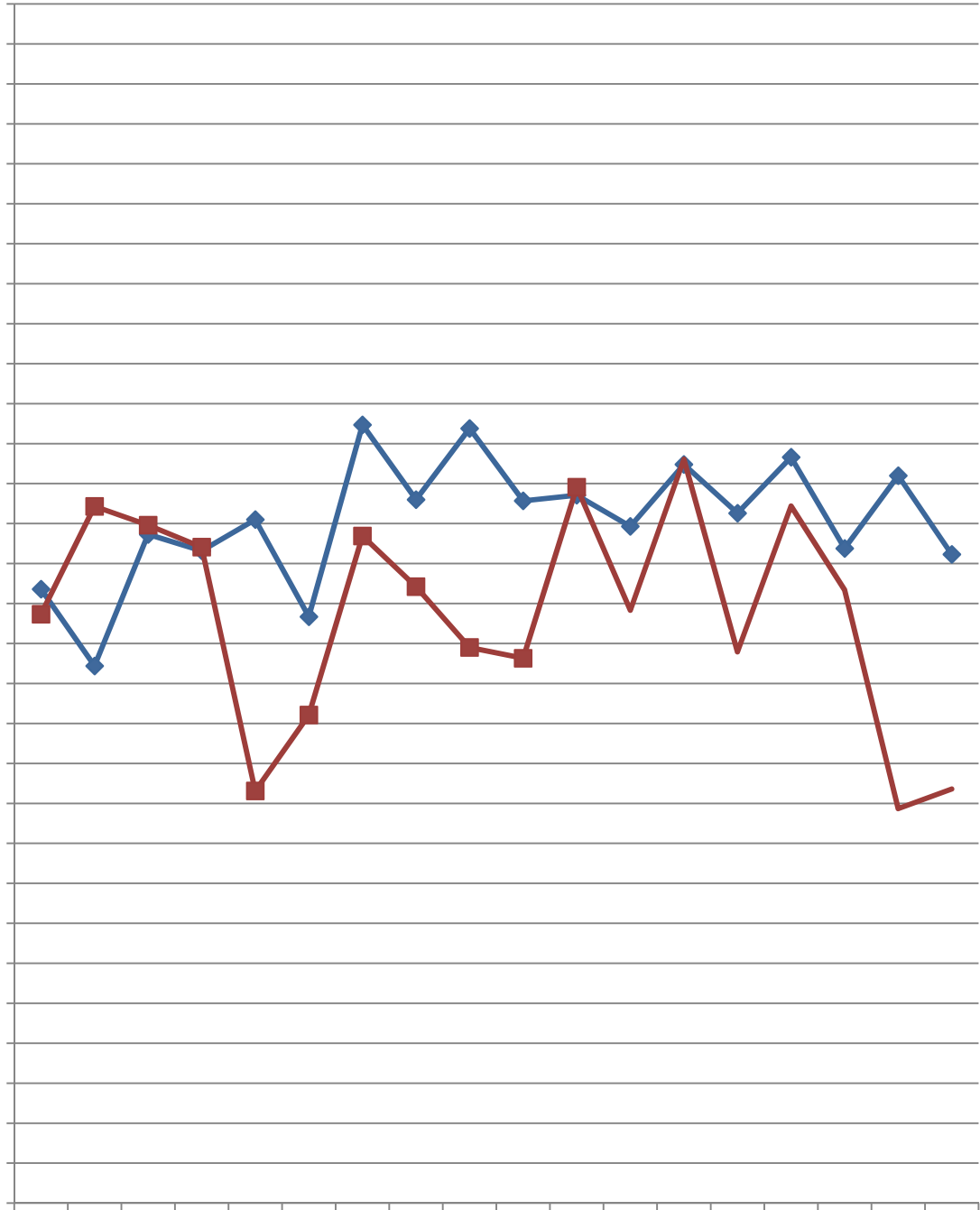:RPHQ¶V 7HQQLV

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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	Nr
	Women's Gymnasti		
	Women's C Country		
	Men's Cr Country		
	Women's Vol	O
	Women's Swi	
	Women's Wa Polo		
	Women's Te		
	Women's G		
	Women's So		
	Women's So		
	Women's Ba	al
	Football		
	Men's Go		
	Baseball		
	Men's Soc		
	Men's Bas	o
	SJSU Over		

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¶	Fa¶	Fa¶	Fa¶	Fa¶	Fa¶	Fa¶	Fa¶	Fa¶
Baseball	No Data	No Data	No Data	No Data					
Men's Basketball	No Data	No Data	No Data	No Data					
Men's Cross Country	No Data	No Data	No Data	No Data					
Football	No Data	No Data	No Data	No Data					
Men's Golf	No Data	No Data	No Data	No Data					
Men's Soccer	No Data	No Data	No Data	No Data					
Women's Basketball	No Data	No Data	No Data	No Data					
Women's Cross Country	No Data	No Data	No Data	No Data					

|								
:RPHQ¶V *ROI	1 1 R R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				
*\PQDVWLFV	1 1 R R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				
:RPHQ¶V 6RFFHU	1 R R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				
:RPHQ¶V 6RIWEDOO	1 R	1 R	1 R	1 R				
	'DWD	'DWD	'DWD	'DWD				
6ZLPPLQJ 'LYLQJ	1 1 R R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				
7HQQLV	1 R 1 R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				
9ROOH\EDOO	1 R R	1 R	1 R					
	'DWD	'DWD	'DWD	'DWD				

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.

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Percent of Student Athletes Earning 3.0 and above below 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 Graph indicates that SJSU student-athletes
have made steady progress in increasing the percentage of 3.0 GPAs.

Student Athlete Semester GPA Graph

Student Athlete Cumulative GPA Graph
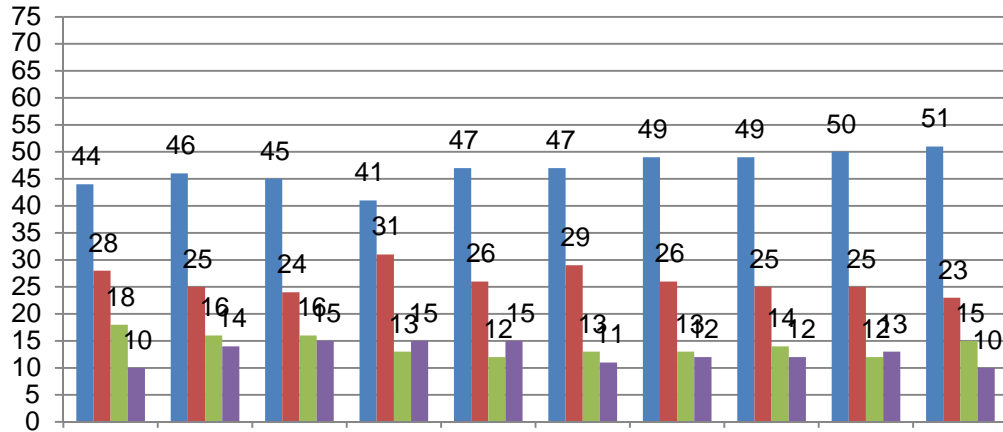
Team APR Scores

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

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

2009   928   +51

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

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<H[$35		FKD
2012	990	+5
2011	985	-
2010	985	-10
2009	995	-5
2008	1000	0
2007	1000	0
2006	1000	+20
2005	980	-

:RPHQ¶V 6RIWEDOO   7RWDO $35 &KDQJH

<H[$35		FKD
2012	973	+7
2011	966	+19

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

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<HD $35		FKD
2012	975	+9
2011	966	-8
2010	974	+2
2009	972	+1
2008	971	+40
2007	931	-9
2006	940	-27
2005	967	-

:RPHQ¶V 9ROOH\EDOO   7RWDO $35 &KDQJH

<HD $35		FKD
2012	990	-5
2011	995	-
2010	995	+5
2009	990	+5
2008	985	+6
2007	979	+14
2006	965	+9
2005	966	-

:RPHQ¶V :DWHU 3ROR   7RWDO $35 &KDQJH

<HD $35		FKD
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.
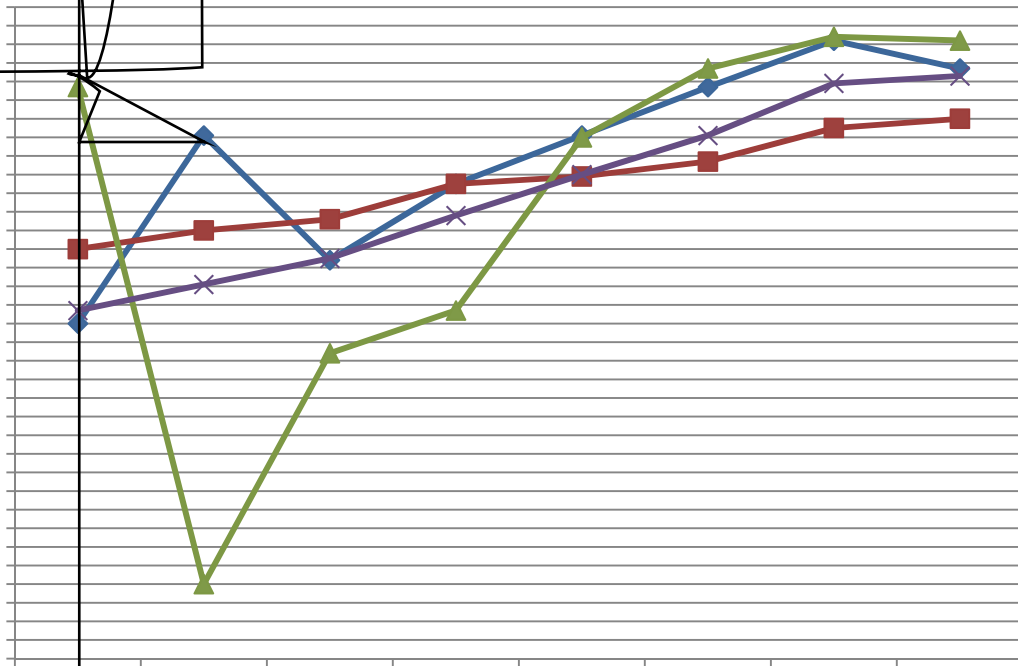
Remedial Pass Rates

Page
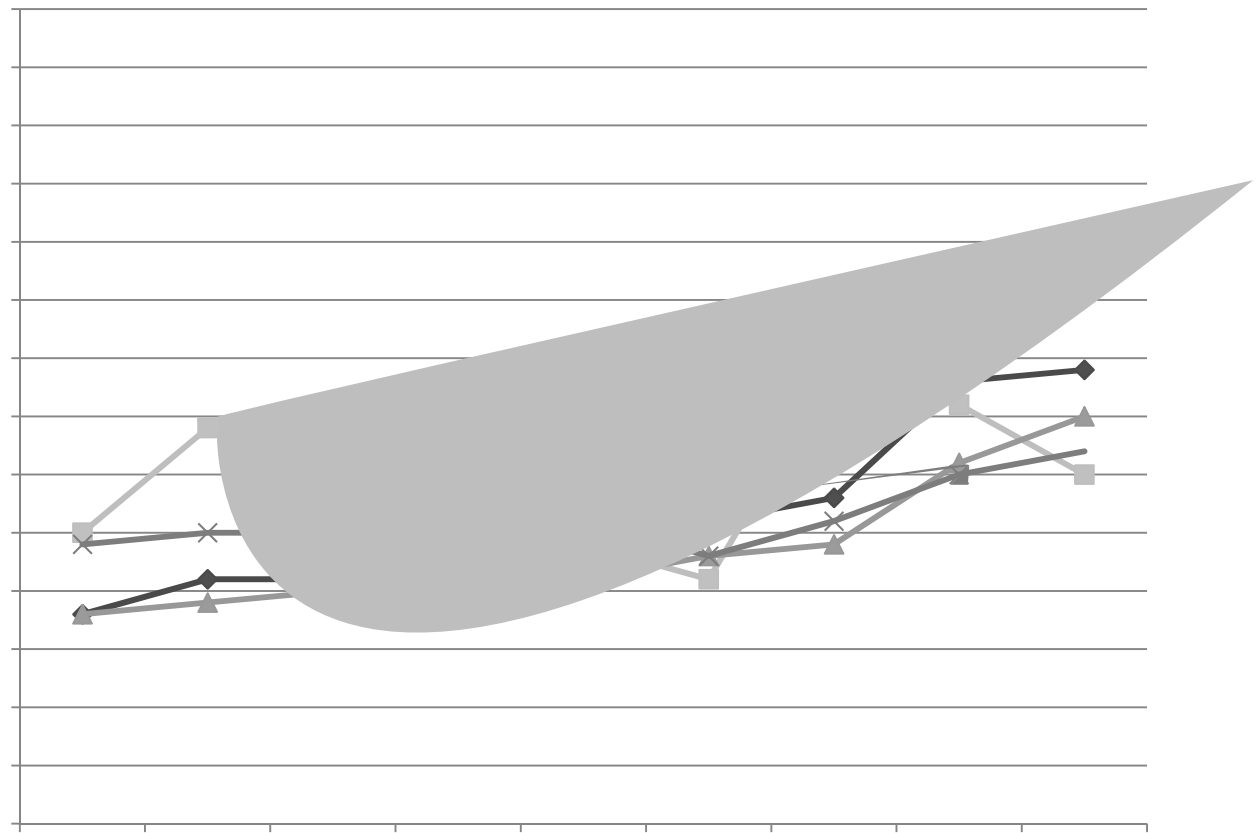
7 K Student-Athlete Remedial Pass Rate Graph K R Z V W K D W   R IW 6 K 6 8 H W H X G H D Q W F O D W K H V UG X H P G G L V

3 D J H

3.

x   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.

x   Tutoring scores – We kept evaluations of from tutoring session. The scores reflect

x 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?
   x Hire more tutors
   x Have more appointments available and continue our contracts with other departments, such as CASA, MST, and SLIS
   x Reach a broader cross-section of students

10. Please describe your plans for implementing these three goals.
   x Hire as many tutors as possible, which will lead to having more appointments available and reaching a broader cross-section of students
   x Ask professors for recommendations of students to hire
   x Announce via social media that we are hiring
   x Use our space as efficiently as possible to maximize what we have
   x Continue advertising our services on social media sites (to reach more students)
   x 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?
   x Review our numbers to determine if we are able to offer more appointments if/when we hire more tutors
   x 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:
      x have the opportunity to receive tutoring, thus doing better in their courses, earning higher grades, and reaching the graduation goal.
      x 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?
   x More space on site
   x Money for professional development, e.g., Writing Center Conference, Professional Development Day
   x Food for at least one monthly meeting throughout the fall and spring semesters