

San Jose State University *PROJECT SUCCEED* Annual Evaluation Report

**A Report on Student Survey Findings,
the First Year Retention Analysis,
and the Peer Educator Program**

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Introduction to Project Succeed

San Jose State University (SJSU) under the Title III *Project Succeed* grant is implementing a series of initiatives designed to enhance student retention and graduation of its undergraduates. These components are based on effective research practices developed at SJSU and other institutions. It is believed that the components contribute to effective and positive interactions in college that increase the student's commitment, persistence and effort in college, and thereby, increase student retention. WestEd's STEM Evaluation Unit is serving as an external evaluator for the grant in Years 2-5 of the project.

The project evaluation is focused based on the greatest and most immediate interest to SJSU on:

- block scheduling of freshman,
- living learning communities (LLCs),
- peer mentors, and
- peer educators (a new initiative for 2016-2017)

For the block scheduling 2015 initiative, incoming freshmen in the College of Business, the College of Engineering, and Child and Adolescent Development (CHAD) were assigned schedules that included at least 2 shared classes with other incoming students in their declared majors. There were 1273 students (37% of the freshmen class) who were enrolled in block scheduled classes; the remaining 2202 incoming freshmen were not.

In Fall 2015, freshmen could be assigned to one of two themed housing living learning communities:

- **BUILD** – Business Innovation and Leadership Development that brings together students to engage in leadership activities and interactive programs, provides them with access to business related resources and networking opportunities
- **CELL** – Community for Engineering Living and Learning where students can experience a residential program that facilitates building an engineering-focused support network

The evaluation work is paying explicit attention to high needs and under-represented minority (URM) students. The project evaluation is secondarily interested devoting some attention in later years to SJSU institutionalization of First-Year Experience (FYE) courses and faculty mentoring.

The Peer Mentoring program at SJSU is conducted by the campus Peer Connections program. Students selected to participate in the program undergo a rigorous semester-long training. Peer Mentors work with students through discussions and small groups to facilitate activities, presentations, and academic workshops. The focus of Peer Mentors is helping students with skills that will lead them to succeed in their personal and academic lives. In Fall 2015, *Project Succeed* funded Peer Mentors in COMM20 (9) and MAS (1).

The Peer Educator program was a new initiative for Fall 2016, to provide student support for freshmen academic and social adjustment to SJSU. A detailed description of this program is included later on in this evaluation report.

Overview of the Evaluation Report

This Annual Report will detail:

- the analysis and findings of the *Project Succeed* student survey from Spring 2016
- the conclusions of the analysis of the retention data from the 2015—2016 school year
- a description of the activities of the Peer Educator program
- the scope of work for the WestEd evaluation team for the coming year

Over the past year, the principles and strategies that WestEd has employed in designing the work have included the following: (1) clearly articulating the tasks of internal evaluation components by SJSU and external components by WestEd, for example; conferring with SJSU institutional research staff about working with extant data sets and systems; (2) observing training provided by SJSU to faculty and students participating in the Peer Educator program; (3) documenting processes connected with elements of the *Project Succeed* interventions; and (4) working with SJSU staff to gather and analyze freshmen retention data for the 2015-2016 school year.

In particular, this past year, the WestEd Evaluation Team:

- met with key *Project Succeed* staff to clearly articulate the tasks of the WestEd evaluation during the year
- worked with SJSU staff to create and administer an online student survey that was given to students in Spring 2016 who participated in the *Project Succeed* components during the 2015-2016 school year.
- analyzed data from the previously mentioned survey to qualitatively describe the attitudes and opinions of these students with regard to the *Project Succeed* programs in which they participated.
- met with *Project Succeed* staff to discuss the retention analysis of freshmen from the 2015-2016 school year, and then conducted an in-depth analysis of relevant data
- observed a meeting of faculty with the *Project Succeed* staff to discuss the faculty mentoring program including the use of the online student/faculty matching software for students to explore and find faculty mentors meeting specific search criteria
- observed a meeting of faculty with the *Project Succeed* staff to brainstorm ideas about First-Year Experience courses
- reviewed with *Project Succeed* staff details for the Peer Educator program that was implemented in Fall 2016
- observed training sessions for the faculty supervisors and the student Peer Educators who participated in the program during the fall semester
- conducted focus groups for the Peer Educator faculty supervisors as well as for the student Peer Educators themselves
- attended two *Project Succeed* Advisory Board Meetings

Project Succeed Spring 2016 Student Survey

Introduction

A Student Survey for the SJSU PROJECT SUCCEED program was administered in Spring 2016 to first-year students at San Jose State University (SJSU) to assess their views on their experience at the college. The survey asked about their experiences with respect to the college overall, block scheduling, faculty interactions, themed housing communities, and if applicable, their peer mentors. The survey was developed by WestEd in conjunction with SJSU faculty involved in the SUCCEED program. It was administered by SJSU staff through their internal survey systems near the end of students' first semester.

Response Rate

Three hundred forty (340) students initiated the survey. Of those 340 students who initiated the survey, 309 agreed to participate (91%). However, of those 309 students who agreed to participate, only 262 (85%) answered any survey questions beyond the initial question of consent. Thus, of the 340 who initiated the survey, only 77% responded to any of its items.

Program staff records indicate a total of 1,273 students who were placed in block scheduling and who should have received the survey. This means that only 27% of eligible students initiated the survey. This includes 24% (309 students) who initiated the survey and agreed to participate. As only 77% of those who agreed to participate actually answered any of the survey questions (beyond the initial question of consent), the final response rate for this survey stands at 21% (262 out of 1,273).

Survey Findings

Survey results indicate that students generally had a positive appraisal of the program. About half of students surveyed reported that they liked being in blocked scheduling, while the other half said they were neutral or disliked it. Over four-fifths said they interacted with other students from their block at least once during the semester outside of class. Students in

themed housing were significantly more likely to interact outside of class with other from their block than were students not in themed housing.

Most students (about four-fifths) were satisfied with their peer mentor, and two-thirds said their mentor was helpful. Students in BUILD found having a mentor significantly more helpful than did students in CELL.

Almost all students (about 90%) in themed housing (about a fifth of respondents) were satisfied with their themed housing. Three quarters said they engaged in activities organized by their themed housing at least once a month. Half of students in themed housing said it helped them persist in their major.

Three quarters of students were also satisfied with their academic advising. Most students (about four-fifths) said they sought out academic advising at least once during the semester. However, nearly a quarter said they did not know where to get academic advising. Students in themed housing were significantly more satisfied with their academic advising than those not in themed housing.

Most students (over four-fifths) said that meeting with faculty during office hours was at least somewhat helpful. Virtually all students said they felt the faculty in their classes made them feel welcome at SJSU. Similarly, about four-fifths said their faculty helped them succeed in their classes.

The complete survey report can be found in Appendix A.

Project Succeed Freshmen Retention Analysis for 2015-2016 School Year

Introduction

Last year, Project Succeed attempted to strengthen SJSU's culture for undergraduate student success through multiple initiatives: peer mentors, block scheduling and student learning communities. An in-depth analysis was conducted on data from freshmen enrolled at SJSU during the 2015-2016 school year. The following is a brief summary of the WestEd evaluation team's analysis and findings. Its purpose is to update the project team on preliminary, high-level findings, and to orient project directors about analyses that have been conducted. This latter goal can serve to spark discussions about any changes to program that need to be made.

Retention Analysis Summary

The *Project Succeed* intervention components show promise for supporting retention in college. The intervention is most impactful when students participate in all aspects of the intervention, including blocked classes, peer mentoring, and themed housing. When students participate in this full suite of intervention activities, results suggest that students are approximately 3 times more likely to be retained in college. There is also some evidence that the Succeed intervention is most effective for some student subgroups, specifically, females and non-STEM students.

Retention Research Questions

The primary research question that these analyses address is: After controlling for student demographic and performance characteristics, is there a difference between Project Succeed vs. other students in their retention at the university?

Other exploratory questions concern whether there are differences in students' spring 2016 GPAs or Units taken as of spring 2016.

Conditions

To answer these questions, we conducted comparisons between a variety of conditions: 2 treatment conditions, and 3 control conditions.

- **Treatment Conditions**

1. *All Blocked Students*. This condition comprised the 1,241 students that were enrolled in blocked classes.

2. *Full Project Succeed Intervention*. This condition consisted of the 94 students that a) were enrolled in blocked classes, b) were enrolled in a class with a peer mentor, and c) participated in themed housing (for brevity, we will henceforth refer to this condition as the *Full Succeed Suite*). For the pilot 2015 faculty mentor program, 12 students participated. Due to the small number of participants, this program was not included in the analysis.

- **Control Conditions**

Two matched control groups were created: one group was matched to the blocked students treatment, and the other group was matched to the full succeed suite treatment condition. The matching was based on baseline demographic and performance variables, which included:

- Gender
- High School GPA
- STEM underrepresented ethnicity (non-white and non-asian students)
- SAT score
- STEM major status (STEM majors are defined in the link above)

1. *Matched Block Students*. This condition consisted of 1241 students that were matched with the blocked succeed students (based on the variables listed above), using a 1 to 1 optimal propensity matching algorithm. The matching led to a 46.52% bias reduction.

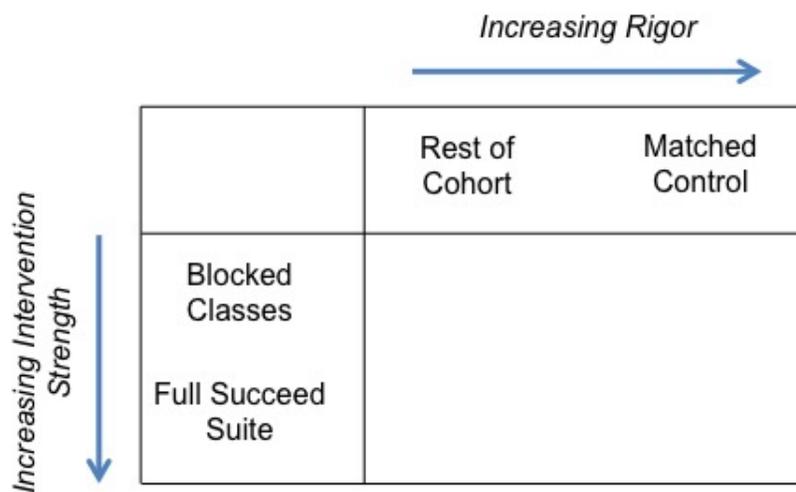
2. *Matched Full Succeed Suite Students*. 188 students were matched with the blocked succeed students (based on the variables listed above), using a 2 to 1 optimal propensity matching algorithm. The matching led to a 99.94% bias reduction (high because there

were many control students to choose from, which helped the match).

3. *Non-Matched Rest of Cohort*. The rest of the cohort served as a less rigorous control group, as they were not matched based on baseline demographic and performance data.

Figure 1 shows these groups mapped out in a tabular form. The Full Succeed Suite represents a condition with high intervention strength relative to the Blocked Classes condition, since students in the Full Succeed Suite participated in three components of the intervention (i.e., blocked classes, peer mentoring, and themed housing), whereas students in the Blocked Classes condition participated in only one. The Matched Control groups represent more rigorous comparisons relative to the Rest of Cohort control, since the Matched Groups attempt to control for baseline differences on demographic and performance variables before the start of the intervention.

Figure 1. Conditions in relation to the intervention’s strength as well as the experimental rigor of the control group.



Results

To examine whether retention was higher in treatment versus control groups, we conducted a logistic regression analysis, regressing retention status (retained or dropped) onto treatment status, while controlling for various covariates including gender (dummy coded), high school

GPA, STEM underrepresented status (defined above, dummy coded), STEM major (defined in the link above, dummy coded), and SAT score¹.

Four logistic regressions were conducted, comparing the Blocked Classes condition with the Rest of the Cohort and their Matched Control group, as well as comparing the Full Succeed Suite condition with the Rest of the Cohort and their Matched Control group. The results of this analysis are presented in Table 1.

Table 1. Results of retention analysis.

	Rest of Cohort Control		Matched Control	
	<i>Odds Ratio</i>	<i>Effect Size</i>	<i>Odds Ratio</i>	<i>Effect Size</i>
Blocked Classes	1.23	0.12	1.20	0.11
Full Succeed Suite	1.19	0.10	3.26*	0.70

* statistically significant at alpha < .05

The odds ratios in Table 1 represent the likelihood that a student will be retained given they were in the treatment group. An odds ratio of 1 means there is an equal likelihood of the student being retained between treatment and control groups, whereas an odds ratio greater than 1 indicates greater likelihood of the student being retained in the treatment group relative to the control group. To further illustrate, an odds ratio of 2 would mean that a student in the treatment is, on average, 2 times more likely to be retained than a student in the control group.

Effect sizes represent the standardized difference between the treatment and control groups, in standard deviation units. Thus, an effect size of 1 corresponds to a 1 standard deviation difference between treatment and control conditions, with the treatment condition exhibiting higher retention than the control (and vice versa for an effect size of -1). Qualitative interpretations of these effect sizes, suggested by Cohen (1988), are as follows:

¹ STEM status was not included as a covariate in the Full Succeed Suite vs. the Matched Control group because the baseline equivalence analysis indicated that the groups were equivalent on this characteristic.

- Small effect = 0.20
- Medium effect = 0.50
- Large effect = 0.80

The Department of Education’s What Works Clearinghouse would consider “substantively important” any effect size at or above 0.25 (What Works Clearinghouse, 2014).

P-values (indicated by asterisks) give some information about the precision of the estimates: p-values lower than .10 are considered “marginally significant”, and p-values lower than .05 are considered “significant”.

As can be seen from Table 1, all effect sizes are positive, and all odds ratios are above 1, suggesting that students in the treatment group are more likely to be retained on average, than the control. The only statistically significant result is in the bottom right corner of the table. This corner represents the least biased comparison, since the intervention strength and experimental rigor are highest relative to other comparisons. The odds ratio in this comparison suggests that the treatment group is approximately 3 times more likely to be retained relative to the matched control group. The effect size in this comparison is medium, but well above what the WWC would consider substantively important for education.

Although secondary analyses, we also explored whether the intervention had an impact on GPA and units taken at the college level. Tables 2 and 3 show the results of these analyses.

Table 2. Results of GPA as of end of Spring 2016 analysis.

	Rest of Cohort Control		Matched Control	
	<i>Estimate</i>	<i>Effect Size</i>	<i>Estimate</i>	<i>Effect Size</i>
Blocked Classes	-0.04 ⁺	-0.06	-0.04	-0.06
Full Succeed Suite	-0.04	-0.06	-0.03	-0.04

⁺ statistically significant at alpha < .10

The estimates in Tables 2 and 3 are interpreted differently than the odds ratios in Table 1. For instance, estimates in Table 2 suggest that the treatment students have just under .05 GPA points lower GPAs than the control group. However, none of the results are statistically significant at the $\alpha < .05$ level. There was one result that was marginally significant at the $\alpha < .10$ level (top right corner of the table). However, the effect is of a negligible size, suggesting that this difference may not be educationally meaningful.

Table 3. Results of units taken as of end of Spring 2016 analysis².

	Rest of Cohort Control		Matched Control	
	<i>Estimate</i>	<i>Effect Size</i>	<i>Estimate</i>	<i>Effect Size</i>
Blocked Classes	0.82*	0.16	0.82*	0.17
Full Succeed Suite	1.41*	0.29	0.69	0.17

* statistically significant at $\alpha < .05$

Table 3 shows that treatment students are more likely to take more units overall than control students, and three of the four comparisons in Table 3 are statistically significant. The average of the four estimates are 0.93, suggesting that treatment students take, on average, approximately one unit more than the control group. The effect sizes suggest that this difference is small.

Moderator Analysis

Is participating in the treatment more effective than not participating in the treatment for traditionally lower performing subgroups? To answer this question, we conducted moderator analyses for each of the covariates used in the regression models, above. We conducted these analyses in the Full Succeed Intervention vs. Matched Control comparison only, since these groups were similar to one another prior to the intervention.

² The units taken analysis includes only students who were retained as of Fall 2016.

Moderator analyses were conducted by running separate regression models that included interaction terms between treatment status and the covariate of interest (i.e., Gender, STEM major, URM status, SAT score, HS GPA). Covariates that were not included in the interaction for a given model were included as covariates (e.g., if URM status was included as an interaction, SAT score, HS GPA, Female, and STEM major status were included as covariates). We conducted these analyses with retention status as the dependent variable.

Table 4 shows raw percentages of retention within each level of each variable. Statistically significant chi-square tests within each column of Table 4 are indicated by an asterisk.

Table 4. Percentage of retention (covariate uncorrected) within each level of each variable.

	Female		STEM major		URM status		HS GPA ¹		SAT score ¹	
	Yes*	No	Yes	No*	Yes*	No	Low*	High	Low*	High
<i>Full Succeed Suite</i>	92	88	91	86	87	91	87	92	88	92
<i>Matched Control</i>	69	83	91	55	54	83	65	88	63	87

* statistically significant at alpha < .05
¹ high and low status based on a median split

The multiple logistic regression analyses – which controlled for other covariates in the analyses - indicated two marginally significant (i.e., $p < .10$) interactions: 1) Gender and 2) STEM status. The interaction between treatment and female suggested that the intervention was most effective relative to the control within females. The interaction between treatment and STEM status suggested that the intervention was most effective relative to the control within non-STEM students. There were non-significant trends for the treatment to show more effectiveness relative to the control for URM, low HS GPA, and low SAT score students.

Further analysis details are included in Appendix B.

Project Succeed Peer Educator Program

Introduction

As part of the *Project Succeed* Title III grant, SJSU implemented a Peer Educator (PE) Program in Fall 2016 to provide support to students, in particular freshmen, in high failure rate classes. Through the grant, students were paid to be trained and serve as Peer Educators. Lower division classes with either an average failure rate of 20% or more or a higher percentage than the university average of students at-risk for retention (URM, first generation, Pell eligible) were eligible for this program. Faculty teaching these classes were offered the opportunity to apply for and to select Peer Educators. The applications were reviewed and approved by the program, and the Peer Educators were selected and notified by the faculty early in September 2016. Peer Educators were appointed based on their prior participation in the class.

The Peer Educator position was defined a) to provide student support for freshmen academic and social adjustment to SJSU, b) to work with the instructors to develop smaller communities within SJSU that more actively involve and engage students in their college experience, c) to engage students to become independent learners, assisting with academic situations and skills development, and d) serve as an experienced guide and role model for students to successfully navigate the transition to the college process.

For the first semester of this initiative, there were initially 30 faculty members who signed up to have Peer Educators for their classes. There were initially 50 Peer Educators, paid through the *Project Succeed* grant, assigned to the classes of these faculty members. After attrition, there were 16 faculty members who participated, along with 33 PEs. These faculty members taught courses spanning many topics that included the sciences (biology, chemistry, physics, and chemical engineering), social sciences, and English. The courses for which there were PEs represented an estimated 1381 students cumulatively. Some courses had multiple PEs; Biology 30, e.g., with a total of enrollment of 440 students, had 5 PEs assigned to the class.

Faculty Training for the Peer Educator Program

Both faculty members supervising the PEs, and the PEs themselves were required to attend several mandatory meetings. The faculty supervisors attended two, two-hour meetings conducted by Peer Connections, one in the beginning of the semester, and one mid-semester. The first meeting focused on the planning and implementation of the PE program. Specifically, the agenda addressed:

- Overview of Peer Connections
- Overview of Project Succeed
- Benefits of working with a Peer Educator
- Role of a Peer Educator
- Overview of best practices
- Project Succeed logistics
- Questions

During the meeting, the goals and purpose of the program, as well as expectations and ground rules for the position were discussed. The PEs were expected to attend the targeted classes, interact with the students through discussions and small groups, facilitate activities, presentations, or educational workshops, and conduct group homework/problem set sessions. The PEs were not allowed to grade assignments, view student grades, or teach/instruct new course content. The faculty were required to meet with the PEs throughout the semester on a regular basis, provide them with course materials and assignments, and review and approve the PEs hours on a biweekly basis.

The second meeting occurred mid-semester to discuss and assess how the semester had gone up to that point. In general, faculty were very satisfied with their PEs. Faculty use of the PEs fell into three categories:

- peer tutors
- peer mentors
- supplemental peer instruction leaders

The faculty discussed things that were working and some of the best practices they were using for working with their PEs. Some things that faculty felt were working well included:

- facilitation of class discussions by PEs feeling that it was often easier for the PEs to engage with students in discussion than the professor
- providing an experience for some PEs wanting to teach later on
- providing additional help for students to extend the reach of the professor
- working as an outside resource
- providing a role model for students

Best practices discussed by faculty included:

- meeting regularly with the PEs once or twice weekly to help them better understand the curriculum, their roles, and to see how the semester was going
- emailing them regularly to query them about how they perceived things the professor was doing in class
- sharing a Google document for homework questions
- asking students in the class for feedback about the PE(s) in the class

Challenges for the PEs were also a topic of this second training. The physical and mental availability of the PEs was felt to be a factor in their ability to help students in the class. Stress and time constraints from their own course schedules were clearly factors here. Some faculty were also aware that PEs often had other jobs in addition that limited their availability.

[Student Training for the Peer Educator Program](#)

The students who were approved to serve as PEs were required to attend two, four-hour meetings conducted by Peer Connections, one in the beginning of the semester, and one mid-semester. Prior to the first training session, PEs were required to complete a four-hour online tutor training module to introduce them to the basic foundation of tutoring. The module covered topics including: professional ethics, building rapport, using the Socratic and Reflective Questioning techniques, and communication skills including wait time and non-verbal

responses. In addition, the module also covered active and passive learning, Bloom's Taxonomy, Deeper learning, as well as cultural differences related to tutor interactions with students. The online training was completed by only 12 of the 50 PEs originally enrolled in the program.

The first training session for the PEs included:

- roles and responsibilities
- ethics
- strategies for building community and facilitating groups
- campus resources
- payroll and logistics, including keeping a log of interactions with students

The second training covered:

- issues regarding retention of students (challenges, solutions including creating meaningful experiences)
- developing cultural sensitivity
- motivation and communication
- serving as role models

Focus Groups

WestEd conducted two sets of focus groups for the PE program: one for faculty members and a second for Peer Educators. Participation in these groups was voluntary; PEs were offered compensation for their time to participate in them. SJSU IRB-approved protocols were created for the focus groups.

Questions for the faculty focus groups centered around the topics of:

- the implementation of the PE program in their classes
- the training and resources that the faculty would need to successfully use the program in the classroom

- their thoughts around the effectiveness of using PEs in their classes

Questions for the PE focus groups centered around the topics of:

- PE participation in the Peer Educator (PE) program
- the training and resources that the PEs received to enable their participation in the program
- their thoughts around the effectiveness of using PEs in classes

Due to very low attendance of faculty (one participant) and PEs (two participants) at these focus groups, generalizations are not warranted.

Anticipated WestEd Evaluation Scope of Work for 2017

As part of its ongoing formative evaluation in 2017, the WestEd team will:

- Conduct freshman survey again in Spring 2017 and report on it
- Conduct formative evaluation of the Peer Educator program (observation, focus group, survey), Spring 2017
- Conduct formative evaluation of regular Peer Mentor program (observation, focus group, survey)
- Conduct limited formative evaluation of faculty mentoring, Spring 2017
- Conduct focus group with students about fall block schedule effects, Spring 2017
- Conduct focus group with students about student learning communities, Spring or Fall 2017
- Attend FYE planning meetings to design evaluation for next year (ongoing)
- Analyze and report on student retention for 2015-2016 freshman, October 2017
- Analyze and report on student retention for 2016-2017 freshman, October 2017
- Attend Board Meetings
- Provide information as needed for *Project Succeed* grant reporting, ongoing

Appendix A

SJSU PROJECT SUCCEED

First Year Student Survey Report 2016

Introduction

The SJSU SUCCEED Student Survey was administered to first-year students at San Jose State University (SJSU) to assess their views on their experience at the college. The survey asked about their experiences with respect to the college overall, block scheduling, faculty interactions, and if applicable, their peer mentors. The survey was developed by WestEd in conjunction with SJSU faculty involved in the SUCCEED program. It was administered by SJSU staff through their internal survey systems near the end of students' first semester.

Response rate

Three hundred forty (340) students initiated the survey. Of those 340 students who initiated the survey, 309 agreed to participate (91%). However, of those 309 students who agreed to participate, only 262 (85%) answered any survey questions beyond the initial question of consent. Thus, of the 340 who initiated the survey, only 77% responded to any of its items.

Program staff records indicate a total of 1,273 students who were placed in block scheduling and who should have received the survey. This means that only 27% of eligible students initiated the survey. This includes 24% (309 students) who initiated the survey and agreed to participate. As only 77% of those who agreed to participate actually answered any of the survey questions (beyond the initial question of consent), the final response rate for this survey stands at 21% (262 out of 1,273).

About the respondents

College/Department

Of the 262 students who answered any questions in the survey, two thirds were from the engineering department (67%). Another quarter (25%) were from the business department. A further six percent (6%) were from the adolescent department and the remaining 2% (6 students total) listed other departments:

- Aviation (2x)
- Communicative Disorders and Science
- Criminal Justice

- Science
- Word Language and Literature

First Choice of College

Students were asked if San Jose State University was their first choice. About two-fifths (43%) said SJSU was their first choice, while the remaining 57% said it was not.

Of the 262 students who completed the survey, 150 said SJSU was not their first choice (57%). Of these 150 students, 147 listed their first choice of college. Luis Obispo was the most frequently listed first choice of college amongst responding students, with 25% listing it as their first choice.

UC Berkeley was the second most frequently listed first choice of college, selected by 16% of those who said SJSU was not their first choice. UC Davis was the third most frequently chosen college, selected by 11% of respondents. Other frequently listed first-choice colleges were UC Santa Barbara (5%), San Diego State University and UC Irvine (4% each), and San Francisco State University (3%). Twenty-eight other colleges were listed by four or less students, including 21 colleges listed by only one student. A full list of first-choice colleges amongst respondents is provided in Appendix A.

Confidence in Staying at SJSU

Students were asked how confident they were that they would stay at SJSU. Students rated their confidence on a four-point scale ranging from “very confident” to “very unsure.” A total of 262 students responded to this question. Across all students, 94% were very confident (63%) or somewhat confident (31%). Only 2% were very unsure.

Students who listed SJSU as their first choice were significantly more confident they would stay at SJSU than were those who did not. Of those that listed SJSU as their first choice, 97% were confident they would stay there, compared to only 92% of those who did not list it as their first choice.

Block Scheduling

Ratings of block scheduling

Over half of respondents (55%) liked being in block scheduling a great deal (25%) or somewhat (30%). Another 29% said they neither liked nor disliked being in block scheduling. The remaining students said they disliked block scheduling somewhat (10%) or a great deal (7%).

Interactions with other students in block scheduling

Students were surveyed on how often they interacted with other students from their block outside of class. Eighty-three percent (83%) said they interacted with other students from their block at least once during the semester. This includes a fifth (19%) who said they interacted with other students daily, a quarter (25%) that said they interacted weekly, and 14% who said they interacted monthly. The remaining 25% said they interacted with other students from their block only once or twice in the semester.

Students in themed housing were significantly more likely to interact with students from their block scheduling than were students not in themed housing. Ninety-six percent (96%) of students in themed housing interacted with other students from their block scheduling, compared to 80% of students not in themed housing.

Staying in contact with other block students

The survey asked how likely students thought they would keep in contact with any other students from their block. A fifth (20%) said they were very likely to keep in contact and another two fifths (40%) said they were somewhat likely. The remaining students said they were somewhat unlikely to keep in touch (30%) or extremely unlikely (10%).

Choosing classes for Spring 2016

Students were asked if they had scheduled any of their classes with other students from their block. A total of 262 students responded to this question. Of those who responded, 35% said

they did schedule classes with other students from their block. The remaining 65% said they did not, including 22% who said no classes were available and 35% who were not interested. The remaining 8% listed other reasons for not scheduling their classes with other students from their block. Of those who listed other reasons, 24% said they wanted to graduate quickly, or had changed their major. Another 19% said they weren't sure which classes were blocked. The remaining 57% gave other answers or did not specify.

Focused on graduating or major

- Want to graduate as quickly as possible.
- I was just focusing in getting the classes I need to do in order to graduate.
- Changing Major (3x)

Unsure of blocking

- I don't know which two classes it was
- I don't know which two were the block classes.
- I'm not even sure which block I was in or what classes it included
- I never had a "blocked" schedule with the same group of people

Other

- We didn't contact each other with our schedules.
- By the time I could register, I could hardly get any classes
- Scheduled with roommates
- too impacted to deal with choosing classes together
- football
- none
- They were taking different classes entirely
- I didn't think about doing so
- didn't care.
- Not attending sjsu

Students with peer mentors were significantly more likely to schedule their Spring 2016 classes with other students from their block than were students who either did not have, or were unsure whether they had, peer mentors. Forty-two percent (42%) of students with peer mentors said they scheduled Spring 2016 classes with other students with their block, compared to 32% of students who did not have or were unsure of having peer mentors.

Peer Mentors

Students were asked if they had a peer mentor in their speech class during the semester. Thirteen percent (13%) said they did not know if they had a peer mentor or not. Of those who knew if they had a peer mentor or not, a third (34%) said they had a peer mentor and the remaining 66% said they did not. Students who said they had a peer mentor in their speech class were asked a number of follow-up questions regarding their experiences with their peer mentors; 94% answered these questions.

How often students met face-to-face with their peer mentor

Students who said they had a peer mentor were asked how often they met face-to-face with their mentor during the semester. Over four-fifths of these students (84%) said they met face-to-face with their mentor at least once during the semester. This includes two-thirds (65%) who met with their mentor once or twice, 11% that met monthly, 4% that met weekly, and 4% that met several times a week.

How often students interacted with their mentor outside of face-to-face

The survey asked how often students interacted in other ways with their mentor during the semester, such as email, text, or Facebook. About a third (31%) said they never interacted with their mentor over the semester. About two-fifths (43%) said they interacted once or twice. Sixteen percent (16%) said they interacted monthly, seven percent (7%) said weekly, and the remaining three percent (3%) said they did so several times a week.

Satisfaction

When asked how satisfied students were with their peer mentor, 78% said they were satisfied or very satisfied (55% and 23% respectively). The remaining 22% said they were neither satisfied nor dissatisfied. No student with a peer mentor reported that he or she was dissatisfied with his or her peer mentor.

Helpfulness

The survey asked students how helpful it was to have a peer mentor. Two-thirds (64%) said it was helpful, including 23% who said it was very helpful. Another third (34%) responded with “neutral” and only 3% (2 students) said having a mentor was unhelpful.

BUILD students found it significantly more helpful to have a mentor than did CELL students ($p=.017$). Nine-tenths (89%) of BUILD students found having a mentor helpful, including two-thirds (67%) who found it very helpful. In contrast, 61% of CELL students found having a mentor helpful, including 17% who found it very helpful.

Most beneficial aspects of the mentoring relationship

Students were asked in an open-ended question format what aspects of their mentoring relationship were most beneficial. Of the 79 students who said they had a peer mentor, 50 responded to this question (63%). The most frequently listed responses were social support, tutoring, and information. Fourteen students (28%) listed social support from their mentor as the most beneficial aspect of their mentoring relationship. Twelve students (24%) mentioned tutoring, either stating that their mentor provided tutoring or that their mentor directed them to tutoring services. Eleven students (22%) discussed getting information from their mentor, either in regards to their course or other aspects of college. Two students (4%) listed time management. Six students (12%) wrote other responses that did not fit into a category. Five students (10%) simply wrote “none” or “NA” in response to this question. A complete list of responses is provided below.

Social Support

- friendly, outgoing
- Friendliness
- friends
- Being able to talk to someone
- Just having someone there in case I needed help
- good communication, being open minded and friendly
- Asking if you need help
- Being able to talk to someone who cared enough to remember specifics of my life and schedule.
- PEER mentor listened and help me with my current situations, offered suggestions
- She was kind and actually wanted to help.
- confidence
- [She] was very approachable
- Talking to the mentor and clearing thoughts
- knowing they are there

Tutoring

- I was able to finding tutoring and learn how to survive college
- Email correspondence and group tutoring sessions set up by the tutor
- Being informed on how to convert a speech outline to a spoken delivery
- They provided quality input to help me improve my speeches as well as organized a class meeting at the library so we could all learn how to fully utilize our resources.
- ability to get feedback on speech
- Speech Help
- Going over the speech outline
- She told me some good ideas that I can talk on the class.
- She came into my Hum 1A class at least once a week and gave us information and held study sessions for our class.

- Her tutoring skills, patience to explain a concept
- Insight from an audience's perspective
- my peer mentor helped me get my grades up when i was falling behind.

Information

- She helped me understand what the teacher wanted and helped me to practice.
- Information
- Class guidance & their experience.
- Having someone there to answer any questions at any time
- Providing suggestions
- She was nice, she knew the course really well
- They knew the ins and outs of college life, it helped that they were close to our age
- Knowledge
- An easy to reach contact for help and guidance.
- She was also a student, so she was able to give great advice on what was happening on campus.
- Receiving advice and support from them was very nice.

Other

- Professional Help
- The conference that we had that was one on one
- The face to face meeting
- We got class credit for seeing them
- Meetings
- Helps on staying on track

None

- I didn't utilize my mentor at all.
- Nothing
- NA (3x)

Recommendations for the peer mentoring program

Students were also asked in an open-ended question format what recommendations they had for the peer mentoring program. Forty-three (43) out of the 79 students who said they had a peer mentor responded to this question (54%). Twenty students (47%) said they had no recommendations. Ten students (23%) requested more interactions with their mentors, or for more mentors to be more readily available. Four students (9%) requested tutoring. Three students (7%) expressed a desire to have mentors in the same major as they are. Three other students requested more information on the mentoring program. Finally, three students made other recommendations including a de-emphasis on emotional support, making it optional, and increased competence on behalf of the mentors. A full list of response is provided below.

Increased interaction and availability

- Make it available in more classes
- More student interaction
- Try to help the class get to know each other better.
- more
- having more peer program
- more checkups
- Making it more available to students, especially the location. Having it under North Garage made it seem less appealing due to the far walk.
- Encourage more one of one visits.
- more interactions.
- More times available for students who want to meet.

Tutoring

- Having easier access to speech rooms so you can practice speaking in front of a mentor and eventually a whole room.
- Having a period of time for tutoring
- Tutoring

- help working on the outlines.

Same major

- Mentors should be the same major as you.
- I would like mentor(s) who are in my major and majors I am interested in. It would be helpful to ask them about classes and what that major studies.
- Get me one for my major too, thanks.

More information

- explain it better
- Let us know of jobs and internships
- More explanation as to why we should reach out to the mentors.

Other

- Not all of us are in need of emotional help, so don't assume we are.
- teacher made it mandatory to interact with them, which made the experience more forced and less natural
- It would help if they actually knew what they were doing

There are not any recommendations that I can think of currently.

- None (7x)
- NA (6x)
- Nothing (3x)
- Nothing really
- I don't know.
- NO.

Themed Housing

Students were asked if they were in themed housing. Four-fifths (79%) said they were not, including 43% who said they lived off campus and 36% who said they lived on campus but not in themed housing. Of those who lived in themed housing, a quarter (24%) said they were in BUILD, about two-fifths (44%) said they were in CELL, and the remaining third (32%) said they were in another themed housing community. Students who said they were in themed housing were asked a number of follow-up questions about their experiences; 93% of students in themed housing completed these follow up questions.

Satisfaction

Students in themed housing overall satisfied in their themed housing. Almost 90% said they liked being in themed housing a lot (43%) or somewhat (45%). Another 8% said they liked being in themed housing a little and the remaining 4% said not at all.

Interaction with other students from themed housing

The survey asked students in themed housing how often they interacted with other students from their housing during the semester. Two-fifths (39%) said they did so several times a week, and another fifth (18%) said they interacted with other students weekly. Eight percent (8%) said they interacted monthly and 31% said they did so once or twice a week. Only 4% said they never interacted with other students from their themed housing.

Engaging in activities organized by themed housing

Students were asked how often they engaged in activities organized by their theme housing over the semester. A quarter (25%) of students said they never engaged in activates organized by their housing. Half (51%) said they did so once or twice a month. The remaining students said they did so monthly (14%), weekly (4%), or several times a week (6%).

How much themed housing helped students persist in their major

Students in themed housing were asked how much being in themed housing helped them persist in their major. Half of students in themed housing said it helped them a lot or a somewhat (20% and 29% respectively). A fifth said it helped them a little (18%) and the remaining third (33%) said it did not help them at all.

How housing provided an academically and socially supportive environment

Students in themed housing were also asked to list the ways in which their housing provided an academically and socially supportive environment for them. Students chose from a pre-defined list or could write in any other ways their housing helped them.

The most commonly listed way in which themed housing provided an academically and socially supportive environment for students was that “it was easy to get involved in study groups with other students” from their themed housing. This statement by over half of respondents (55%). Other frequently endorsed statements include “I felt a sense of belonging” (43%), “I felt that the staff of the themed community was supportive” (41%). A full list of statements is provided below, along with the percentage of students that selected each one.

Percentage of students who selected each statement

Answer	%
It was easy to get involved in study groups with other students in my themed community	55%
I felt a sense of belonging	43%
I felt that the staff of the themed community was supportive	41%
The themed community supported my academic achievement	39%
The themed community allowed me to have intellectual discussions outside of class	35%
The themed community provided an intellectually stimulating environment	31%
I attended social events with other members of my themed community	25%
I attended SJSU athletics events with other members of my themed community	24%
Other, please specify	12%

Six students (12%) also listed other ways that themed housing helped support them.

- I became better friends with my roommates/floor mates as we all had similar classes.
- I was part of the rainbow village but I did not choose to be on this floor. The people I met were nice but it did not have an effect on my major.
- I got in by waitlist so I did not necessarily belong.
- Everyone is really artsy and self-expressive, fun and friendly.
- None.

Two of these items showed significant between-group differences with respect to peer mentor status. Students with peer mentors were more likely than students without peer mentors, or who did not know whether or not they had peer mentors, to say that themed housing helped them get involved in study groups. Two-thirds (67%) of students with peer mentors said themed housing helped them get them involved in study groups with other students in their themed housing, compared to 21% of students who did not have, or did not know if they had, peer mentors. Similarly, 33% of students with peer mentors said their themed community allowed them to have intellectually stimulating discussions outside of class, compared to 21% of students who did not have, or did not know if they had, peer mentors.

There was a significant difference between students in the BUILD and CELL themed housings. A significantly larger proportion of BUILD students attended SJSU athletic events with other members of their themed housing, compared to students in CELL. About half of BUILD students (46%) attended SJSU athletic events with other members of their housing, compared to just 13% of CELL students.

Academic Advising

The survey asked students about their experiences with academic advising at SJSU. Students response rates to these questions ranged from 245 to 237 responses, out of the 262 students who began the survey (94%-90%).

Students in themed housing were significantly more satisfied with their academic advising. Four-fifths (82%) of students in themed housing were satisfied with their academic advising,

including 22% who were very satisfied. Three quarters (73%) of students not in themed housing were satisfied, including 10% who were very satisfied.

Awareness of where to get academic advising

Students were asked if they knew where to get academic advising during the semester. Ninety-four percent of students responded to this question. Out of those that responded, three quarters (77%) said they did, while the remaining 23% said they did not.

How often students sought academic advising

Students were asked how often they sought academic advising during the semester. As with the previous question, 94% of students answered this question. A fifth of students (19%) said they never sought out academic advising. About three-quarters (72%) said they sought academic advising 1-2 times during the semester. Another nine percent (9%) said they sought out academic advising 2-5 times. Only one student (<1%) said they sought it out six or more times during the semester.

Academic advising availability

Students were also asked if academic advising was available to them when they needed it, on a five-point scale ranging from never to always. Two hundred forty-four students (93%) responded to this question. Over half said it was available always (30%) or almost always (29%). Another quarter (27%) said it was sometimes available. The remaining students said it was almost never (10%) or never (5%) available.

Satisfaction with academic advising

The survey asked students to rate on a four-point scale, from very satisfied to extremely dissatisfied, how satisfied they had been with academic advising. Two hundred four-five (94%) students responded to this question. Three quarters of students were satisfied (62%) or very satisfied (13%). The remaining quarter was dissatisfied (19%) or very dissatisfied (7%).

In addition, students were asked how much their advising helped them with four different academic areas: being a successful student, planning future coursework, thinking about career

options, and getting information about research opportunities or experience. The response rates for these four items were 241, 240, 239, and 237 students respectively. Students rated how much their advising helped them with each outcome on a ten-point scale, ranging from very little to very much. Only the first and last point on the scale were labeled with descriptive terms- the eight points in the middle were simply listed with numeric values.

Students gave the highest rating to “plan your future coursework,” with an average rating of six. A quarter (26%) rated the helpfulness of academic advising for this activity to be a nine or a ten. The activity with the lowest rating amongst students was “getting information about research opportunities or experiences,” which received an average rating of 4.2 and received a rating of nine or ten from 10% of responding students. “Be a successful student” and “thinking about career options” were rated in the middle, with average ratings of 5.2 and 4.5 respectively. Fifteen percent (15%) gave a rating of nine or ten to “be a successful student” while 11% gave a nine or ten rating to “thinking about career options.”

Student ratings of the helpfulness of advising

To what extent has your advising HELPED YOU:	1	2	3	4	5	6	7	8	9	10	\bar{x}
Be a successful student	21%	2%	5%	6%	19%	12%	8%	11%	5%	10%	5.2
Plan your future coursework	16%	4%	4%	4%	14%	10%	11%	12%	11%	15%	6
Think about career options	29%	5%	8%	6%	15%	10%	9%	7%	5%	6%	4.5
Get information about research opportunities or experiences	31%	8%	9%	6%	15%	8%	5%	8%	4%	6%	4.2

Students in themed housing gave significantly higher ratings regarding the extent to their advising helped them think about career options and get information about research opportunities, compared to students not in themed housing. Students in themed housing gave an average rating of 5.4 when asked to what extent their advising helped them think about career options, compared to those not in themed housing who gave an average rating of 4.2.

Likewise, students in themed housing gave an average rating of 5.2 regarding how much their advising helped them get information about research opportunities or experience, compared to students not in themed housing who gave an average rating of 3.9.

Meeting with Faculty

How often students tried to meet with faculty during office hours

Students were asked how often they tried to meet with faculty during office hours during their last semester. A total of 245 students responded to this item (94%). Of those who did, a quarter (24%) said they never met with faculty during office hours. An additional 62% met with them 1-2 times (41%) or 3-5 times (21%). The remaining 14% met with them 6-9 times (8%) or 10 plus times (6%).

Students who listed SJSU as their first choice met with faculty during office hours significantly less frequently than students who did not. Only 25% of those who listed SJSU as their first choice met with faculty during office hours, compared to 42% of those who did not.

How available faculty were during office hours

Students were surveyed on how available their faculty were during office hours over the course of the semester. Two-hundred forty-five students responded to this question (94%). Students rated their faculty's availability on a four-point scale ranging from a lot to not at all. Almost half (45%) rated their faculty's availability as a lot, and another 44% rated it as somewhat. The remainder rated their faculty's availability as a little (9%) or not at all (2%).

Faculty helpfulness

The survey asked students how helpful faculty were when they met with them during the semester. A total of 235 students answered this question (90%). Students rated their faculty's availability on a four-point scale ranging from a lot to not at all. Two-fifths (41%) rated their faculty's helpfulness as a lot, and another 43% rated it as somewhat. The remaining students rated it as a little (8%) or not at all (7%).

Satisfaction with the quality of faculty interactions

Students were asked how satisfied they were with the quality of their faculty interactions during the semester. Students were asked to rate their satisfaction on a four-point scale ranging from very satisfied to very dissatisfied. The majority were satisfied with their faculty interactions, with 58% saying they were satisfied and another 29% saying they were very satisfied.

How much faculty make students feel welcome at SJSU

The survey asked students to indicate how much they agree with the statement “the faculty in my classes make me feel welcome at SJSU.” Students rated this statement on a four-point scale ranging from strongly agree to strongly disagree. Two-hundred forty-five students responded to this question (94%). Almost all students (95%) agreed with this statement, including 33% who strongly agreed and 62% who agreed. Only 5% of students disagreed with this statement, and no students strongly disagreed.

How much course faculty helped students succeed in their classes

Students were also asked to indicate how much they agreed with the statement “my course faculty helped me succeed in my classes during Fall 2015.” A total of 245 students responded to this question (94%). Two-thirds (66%) agreed with this statement, and another quarter (23%) strongly agreed. Eleven percent (11%) disagreed with this statement, and only one student (<1%) strongly disagreed.

Final Thoughts

Students were asked if there was anything else they wanted to say about their first semester at SJSU. Seventy (70) students responded to this question (27%). A full list of responses is provided below.

- I made a lot of friends this semester because i was surrounded by familiar faces.
- N/a
- no

- Too much financial burden on me and my family.
- nope
- no
- I made a lot of friends and now can walk around campus not being a stranger but apart of the community finally.
- I was paired with many other engineers in my floor in my English class and the group that we made was very welcoming and fun.
- Block scheduling was way harder than it could be
- I dropped out
- I would recommend that this institution teach students how to plan out a proper schedule for the duration of their academic career. This way, not so many students will graduate so late as compared to other schools.
- I think it would be better if you combine ENGR 10, Math, Physics 50, and CMPE 30/equivalent ME/CS/major start course together into a 13 unit course. That way people don't get distracted and choose multiple GE's for first semester and get delayed graduation. Then you can organize people with the math level they are starting at and then make blocks from that.
- Need more support for off campus freshman. I was very lost first semester and did not know who to talk to.
- I loved the humanities honors professors I received. They all made my transition very likable.
- No
- N/A
- more classes!
- Living off-campus made it hard to fully engage in the SJSU spirit. I hardly have incentives to use any of the resources on campus due to lack of time wanting to be on campus.
- Nothing of importance
- Good
- N/A

- My first semester with a specific instructor, I had felt as though she was being racist towards me and this kept me from learning to my best ability. This also prevented me from wanting to attend this class.
- Awesome!
- I had a terrible experience and will be leaving after this semester ends. I would not recommend this school to anyone looking to have an enjoyable social life, since most students commute. Academic advising was extremely difficult to receive and I still have not received proper advising, although on many attempts.
- no
- No
- no
- nope.
- I really like my first semester at SJSU. I really like the school and the classes I am taking last semester and this semester. I really like SJSU.
- No.
- classes need to be less impacted when it comes to scheduling
- CS46A is poorly designed and sets students up for failure, ENGR10 is not engaging at all and seems arbitrarily organized, MATH32 with Wasin So was amazing and very informative/helpful, COMM20 with Morgan McKnight was eh
- No.
- nothing
- It was nice, until second semester came along and now I'm failing and I don't know what to do, please help.
- Tell future freshman to check rate my professor when signing up for classes.
- n/a
- I could of done so much better
- Advising should be open more often
- N/A
- No

- good experience
- More hand graded work instead of online access codes for assignments would be nice
- Lackluster, San Jose is not nearly as vibrant as other cities of its size. Very disappointing.
- no
- I wish I had been given options to what I can do in the future
- I had easy classes and no problems
- Your engineering program and professor yuseffi suck.
- no
- It was fun
- N/A
- No
- I wish I would have known more about advising programs beforehand, such as EOP and Aspire. I am now in Aspire, but I missed out on the opportunity during my first semester.
- I am really happy with my first semester. Not just because I found my interest I want to study, but also joint an organization I would like to put my effort into.
- no
- It was a beneficial semester where i was able to adjust to college life and had many opportunities for on campus involvement and support.
- I used to be a 4.3 GPA student in high school and last semester I got a 1.8 which really threw me off and stressed me out. I think it is mainly attributed to being so lonely and lack of social interaction. Most of my time is either spent at home with family or in school studying/doing solitary activities. It really disturbed my overall well being and as a result I feel like my academics were affected. As a commuter, SJSU doesn't seem to look for ways to make us feel like part of the community. There should be social events that are affordable for students and appealing, such as retreats or dances. Something social that all can participate in because most of the events that I heard of seemed pretty boring.
- SJSU needs to bring more awareness to the resources on campus for Freshmen and Transfer Students

- It was hard for me to understand how Canvas works at first and i really fell behind, it would have been helpful to have it explained to me before classes started.
- the computer science and engineering club is very helpful and the dance team SJSU SAHAARA made me feel welcome.
- It was interesting.
- Everyone in SJSU is very helpful and welcoming!
- I noticed the professors somewhat gave less attention either because we are freshman and they think we need to learn that way or because I was an athlete and they wanted to exemplify the idea that all athletes don't get special attention.
- No
- No
- All but one of my professors were great.
- No.
- I really like the professors and SJSU.
- Went to peer connections for once and probably never again due to the experience.
- First semester was new but very interesting.

Appendix B

SJSU PROJECT SUCCEED

Retention Analysis Report 2016

Matching Analysis

Both the Full Project Succeed and Blocked Classes Intervention groups were matched with students from the rest of their cohort to create matched control groups. Tables 5 and 6 show the baseline equivalence analyses on students' demographic and pre-intervention performance variables, comparing the treatment groups with the rest of the cohort (no matching) and the matched comparison group.

Table 5. Baseline means, p-values, and effect sizes for each covariate between the Full Succeed Suite group, the rest of the cohort, and the matched control group.

	Full Succeed Intervention	Rest of Cohort	Matched Control	Full Succeed vs. Rest of Cohort		Full Succeed vs. Matched Control	
	<i>Means</i>			<i>p-value</i>	<i>Effect Size</i>	<i>p-value</i>	<i>Effect Size</i>
SAT	1104	1056	1137	< 0.05*	0.29	0.10	-0.21
HS GPA	3.47	3.40	3.52	0.08	0.18	0.31	-0.13
	<i>Percentages</i>			<i>p-value</i>	<i>Effect Size</i>	<i>p-value</i>	<i>Effect Size</i>
Female	40	55	45	< 0.05*	-0.35	0.50	-0.11
URM¹	32	34	21	0.71	-0.05	0.05 ⁺	0.33
STEM²	61	24	61	< 0.05*	0.96	1.00	0.00

⁺ marginally significant at alpha < .10

^{*} statistically significant at alpha < .05

¹ Underrepresented minority status

² STEM major

The What Works Clearinghouse considers baseline differences of effect sizes between 0 - .05 to be equivalent, between .05 - .25 to be within statistical correction, and above .25 to be non-equivalent.

This baseline analysis suggests that the Full Succeed Suite group is not equivalent on a variety of variables when compared to the rest of their cohort. However, after matching, the Full Succeed Suite is mostly equivalent to their matched control group.

Table 6. Baseline means, p-values, and effect sizes for each covariate between the Blocked Classes group, the rest of the cohort, and the matched control group.

	Blocked Classes	Rest of Cohort	Matched Control	Blocked Classes vs. Rest of Cohort		Blocked Classes vs. Matched Control	
				<i>p-value</i>	<i>Effect Size</i>	<i>p-value</i>	<i>Effect Size</i>
	<i>Means</i>						
SAT	1095	1056	1102	< 0.05*	0.24	0.27	-0.04
HS GPA	3.48	3.40	3.50	<0.05*	0.21	0.30	-0.04
	<i>Percentages</i>						
Female	34	55	43	< 0.05*	-0.51	< 0.05*	-0.23
URM	30	34	26	< 0.05*	-0.09	< 0.05*	0.13
STEM	64	24	42	< 0.05*	1.04	< 0.05*	0.54

* statistically significant at alpha < .05

Model Outputs

Below are tables presenting full results of regression analyses, described in the body of the 2016 Annual Report.

Table 7. Logistic regression results of Full Succeed Suite vs. Matched Control with retention as dependent variable.

	<i>B</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.61	0.28	5.73	0.00
Succeed	1.18	0.40	2.96	0.00
isFemale	-0.21	0.35	-0.60	0.55
SAT (centered)	0.00	0.00	2.67	0.01
URM	-0.62	0.38	-1.65	0.10
HS GPA (centered)	1.28	0.51	2.50	0.01

Table 8. Logistic regression results of Blocked Classes vs. Matched Control with retention as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	2.06	0.13	16.11	0.00
Succeed	0.18	0.13	1.38	0.17
isFemale	0.32	0.14	2.28	0.02
SAT (centered)	0.00	0.00	2.14	0.03
isSTEM	0.15	0.13	1.11	0.27
URM	-0.58	0.14	-4.14	0.00
HS GPA (centered)	1.09	0.19	5.86	0.00

Table 9. Logistic regression results of Full Succeed Suite vs. Rest of the Cohort with retention as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.92	0.11	17.17	0.00
Succeed	0.16	0.35	0.47	0.64
isFemale	0.19	0.13	1.48	0.14
SAT (centered)	0.00	0.00	0.83	0.41
isSTEM	0.33	0.16	2.05	0.04
URM	-0.67	0.13	-5.11	0.00
HS GPA (centered)	0.90	0.17	5.37	0.00

Table 10. Logistic regression results of Blocked Classes vs. Rest of the Cohort with retention as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.95	0.10	18.97	0.00
Succeed	0.20	0.12	1.66	0.10
isFemale	0.24	0.11	2.20	0.03
SAT (centered)	0.00	0.00	1.96	0.05
isSTEM	0.20	0.13	1.62	0.11
URM	-0.62	0.11	-5.54	0.00
HS GPA (centered)	1.04	0.15	7.13	0.00

Table 11. Regression results of Full Succeed Suite vs. Matched Control with Spring '16 GPA as dependent variable.

	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	2.87	0.06	46.06	0.00
Succeed	-0.03	0.08	-0.40	0.69
isFemale	0.28	0.08	3.46	0.00
SAT (centered)	0.00	0.00	3.01	0.00
URM	-0.01	0.09	-0.12	0.90
HS GPA (centered)	0.82	0.11	7.35	0.00

Table 12. Regression results of Blocked Classes vs. Matched Control with Spring '16 GPA as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	3.03	0.03	117.97	0.00
Succeed	-0.04	0.03	-1.46	0.14
isFemale	0.13	0.03	4.66	0.00
SAT (centered)	0.00	0.00	6.64	0.00
isSTEM	-0.17	0.03	-6.29	0.00
URM	-0.18	0.03	-6.06	0.00
HS GPA (centered)	0.67	0.04	18.03	0.00

Table 13. Regression results of Full Succeed Suite vs. Rest of the Cohort with Spring '16 GPA as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	2.94	0.02	121.84	0.00
Succeed	-0.04	0.07	-0.65	0.52
isFemale	0.14	0.03	4.86	0.00
SAT (centered)	0.00	0.00	7.32	0.00
isSTEM	-0.11	0.03	-3.33	0.00
URM	-0.19	0.03	-6.00	0.00
HS GPA (centered)	0.62	0.04	16.72	0.00

Table 14. Regression results of Blocked Classes vs. Rest of the Cohort with Spring '16 GPA as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	2.99	0.02	136.91	0.00
Succeed	-0.04	0.03	-1.76	0.08
isFemale	0.12	0.02	5.18	0.00
SAT (centered)	0.00	0.00	8.85	0.00
isSTEM	-0.17	0.03	-6.76	0.00
URM	-0.18	0.03	-7.29	0.00
HS GPA (centered)	0.63	0.03	20.41	0.00

Table 15. Regression results of Full Succeed Suite vs. Matched Control with units taken as of end of Spring '16 as dependent variable.

	<i>B</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	25.81	0.44	59.07	0.00
Succeed	0.69	0.54	1.27	0.20
isFemale	0.07	0.56	0.13	0.90
SAT (centered)	0.01	0.00	3.79	0.00
URM	0.15	0.68	0.22	0.83
HS GPA (centered)	1.87	0.77	2.44	0.02

Table 16. Regression results of Blocked Classes vs. Matched Control with units taken as of end of Spring '16 as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	25.02	0.19	129.03	0.00
Succeed	0.82	0.20	4.13	0.00
isFemale	0.18	0.21	0.85	0.40
SAT (centered)	0.01	0.00	14.53	0.00
isSTEM	-0.04	0.20	-0.21	0.83
URM	-0.93	0.23	-4.01	0.00
HS GPA (centered)	2.28	0.28	8.09	0.00

Table 17. Regression results of Full Succeed Suite vs. Rest of the Cohort with units taken as of end of Spring '16 as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	24.31	0.18	135.19	0.00
Succeed	1.41	0.51	2.80	0.01
isFemale	0.13	0.21	0.61	0.54
SAT (centered)	0.01	0.00	16.17	0.00
isSTEM	0.31	0.24	1.31	0.19
URM	-0.81	0.23	-3.47	0.00
HS GPA (centered)	1.56	0.28	5.52	0.00

Table 18. Regression results of Blocked Classes vs. Rest of the Cohort with units taken as of end of Spring '16 as dependent variable.

	<i>Estimate</i>	<i>SE</i>	<i>t</i>	<i>p</i>
Intercept	24.68	0.17	147.81	0.00
Succeed	0.82	0.19	4.29	0.00
isFemale	0.03	0.18	0.19	0.85
SAT (centered)	0.01	0.00	18.27	0.00
isSTEM	-0.03	0.19	-0.16	0.87
URM	-1.00	0.20	-5.13	0.00
HS GPA (centered)	1.87	0.24	7.86	0.00

Table 19. Logistic regression results of Full Suite vs. Matched control with retention as dependent variable, with interaction term for Treatment and isFemale variables.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.78	0.31	5.77	0.00
Succeed	0.57	0.50	1.13	0.26
isFemale	-0.53	0.40	-1.34	0.18
URM	-0.65	0.38	-1.72	0.09
SAT (centered)	0.00	0.00	2.74	0.01
HS GPA (centered)	1.30	0.52	2.52	0.01
Succeed*isFemale	1.44	0.84	1.72	0.09

Table 20. Logistic regression results of Full Suite vs. Matched control with retention as dependent variable, with interaction term for Treatment and STEM variables.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	0.65	0.37	1.76	0.08
Succeed	1.71	0.55	3.12	0.00
STEM	1.66	0.45	3.68	0.00
URM	-0.60	0.40	-1.50	0.13
SAT (centered)	0.00	0.00	1.47	0.14
HS GPA (centered)	1.06	0.54	1.96	0.05
Female	0.08	0.38	0.21	0.83
Succeed*STEM	-1.39	0.81	-1.72	0.08

Table 21. Logistic regression results of Full Suite vs. Matched control with retention as dependent variable, with interaction term for Treatment and URM variables.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.70	0.30	5.71	0.00
Succeed	0.81	0.50	1.62	0.11
URM	-0.87	0.44	-1.99	0.05
SAT (centered)	0.00	0.00	2.53	0.01
HS GPA (centered)	1.32	0.52	2.53	0.01
Female	-0.24	0.36	-0.69	0.49
Succeed*URM	0.89	0.82	1.10	0.27

Table 22. Logistic regression results of Full Suite vs. Matched control with retention as dependent variable, with interaction term for Treatment and HS GPA variables.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.61	0.28	5.69	0.00
Succeed	1.19	0.43	2.77	0.01
HS GPA (centered)	1.27	0.56	2.24	0.02
SAT (centered)	0.00	0.00	2.65	0.01
URM	-0.62	0.38	-1.64	0.10
Female	-0.21	0.35	-0.60	0.55
Succeed*HS GPA	0.08	1.36	0.06	0.95

Table 23. Logistic regression results of Full Suite vs. Matched control with retention as dependent variable, with interaction term for Treatment and SAT variables.

	<i>Estimate</i>	<i>SE</i>	<i>z</i>	<i>p</i>
Intercept	1.63	0.29	5.72	0.00
Succeed	1.02	0.43	2.35	0.02
SAT (centered)	0.00	0.00	2.71	0.01
HS GPA (centered)	1.24	0.52	2.40	0.02
URM	-0.61	0.38	-1.60	0.11
Female	-0.22	0.36	-0.63	0.53
Succeed*SAT	0.00	0.00	-0.82	0.41