Programmatic Excellence & Innovation in Learning

PEIL Project Team Presentations
2013-2015 Week of Scholarship
Intent of the PEIL Grant Program

• Expansion of research and plans for generating new knowledge about improvements to undergraduate education

• New approaches to teaching that improve learning

• Adoption and dissemination of effective teaching practices campus-wide
• PEIL grants are intended to support faculty teams and departments committed to achieving widespread sustained improvement in undergraduate instruction using established best practices.

• Faculty teams and departments that received grants for the academic year will work to design, implement, and assess new approaches to teaching that will increase learning for at least one major/degree.
Ways of Looking

• Interactional Ethnography

• How individuals, and those with whom they interact, jointly construct, continuously improve and spread innovations in teaching and learning (Green & Castanheira)
Ways of Looking

• How technologies support and constrain the work, roles of individuals in identifying, selecting and embedding the use of technologies in projects, supporting use and improvements, with what outcomes/impacts, drawing on what knowledge/expertise, etc.
Ways of Looking

- Individual & collective learning lives – over time analysis of what actors in communicative contexts understand (Green, Skukauskite & Castanheira)

- Studying student learning in the context of teaching and understanding the consequences for students of being in classrooms with particular kinds of opportunities for learning (Yeager)

- Defining what counts as learning in different contexts (Weade)
2013-2014 Grantee Presentations

(15 Minutes Each)
ChaRM: Changing Remedial Math

Prof. Kevin Callahan and Prof. Julia Olkin
Math and Computer Science
CoS

Amanda Lien, Christopher Rozeville, Lindsay Wylie
Masters Students in Mathematics
Our Project

**What:** Overhaul Math 800, the first in a 3-quarter remedial math sequence. Create curriculum that relies on group work, exploration, student explanations, and content understanding rather than memorization.

**Why:** Half of CSUEB entering freshmen require remedial math. A third of these start at the beginning. Pass rates range between 20-75%. Comprehension can be minimal.

**Goal:** Improve pass rates of remedial math, and improve student math content knowledge.
Our Methods

- **Curriculum:** Create curriculum that combines in class worksheets with examples and highlights. Checkpoints, online and written homework, and assessments all require more explanations from students rather than just finding the right answer.

- **Success from elsewhere:** Incorporate ideas from SJSU, which has highest pass rate in the CSU system. Main idea: students must earn the right to take exams, and must get at least 70% on ALL exams in order to pass the course. Thus, no knowledge gaps.

- **Team work:** Collaborate closely with three math Masters students who are top teachers and performers.
Our Remedial Math Students

**Reading Ability:** a large percentage have difficulty reading (lack of practice, special needs, or ELL/ESL students)

- Problems with multiple steps – students fail to follow directions
- Students skip problems where they “explain in their own words.” Grammar and handwriting quite poor.

**College Skills/Student Efficacy:** students do not know what is required to be a successful college student.

- Lack of consistent work habits and organizational skills: difficulty keeping track of deadlines, organizing binders, turning in assignments, etc.
- Lack awareness of acceptable in-class behavior
- Lack consistent and timely attendance
- Unable to make a connection between work time inside/outside of class to success on exams.

**Low Math Moral:** a large percentage suffer from low self-esteem (student surveys).
Class Culture

• We incorporate several activities to create a class bond and connection to the instructor.
  – **Getting to Know You Activity**: class bonding to help with group work
  – **Student Contract**: increase commitment to the course and to each other
  – **Syllabus Activity**: group work involving going over the syllabus
  – **Writing Activity**: read mindset article about a growth mindset versus a fixed mindset. (“I’m really hard on myself. This article is what I needed to hear.”)
  – **Survey**: culture building homework to give feedback to instructor and address possible issues of resentment in remedial math.
Our Findings

• Students are responding well to the curriculum.
  – In-class worksheets for guided note-taking.
  – Strong use of visualization: pictures, hands-on materials, color-coding for Venn diagrams, etc.

• Document Camera:
  - Wonderful for ELL/ESL students, especially.
  - Very helpful that notes are typed up with designated places to fill in.
  - Great for sharing student work without redoing the problems on the board
Concrete Materials

- Two-color Chips: $+/−/×/÷$ positive/negative numbers

- Algebra Tiles
  - Adding/Subtracting polynomials
  - Multiplying/factoring polynomials
  - Solving algebraic equations
Next Steps

• Update course materials based on our Spring experience.
• Revise our Math 6005 course, which provides support to our grad TAs, so that they’ll be comfortable using this pedagogical approach starting next year.
• Along with the course evaluation, current students retake an attitudinal survey at the end of the course, to look for additional ways to improve our pedagogy.
• Track our current ChaRM math students to see how they do in Math 900 and 950 compared to other Math 800 students.
Next Year

- Starting this Summer, create a three-Quarter cohesive ChaRM course sequence which satisfies the year-long remedial math requirement.

- Create 12 exams, 4 per quarter. Students must get at least 70% on EACH exam in order to pass to the next quarter.

- This Fall, have half of our students, who place into Math 800, take the ChaRM sequence and the other half take 800-900-950. Compare the two cohorts for pass rates and attitudes towards mathematics.

- Interview the grad TAs for their perceptions of the program and how it is to teach ChaRM Math with the goal of improving training for instructor buy-in.
Using Structured Peer Review to Enhance Students’ Communications Skills

The Marketing Perspective
April 24, 2014
Dr. Sweety Law
Purpose

• Improve the written communication skills of CBE undergraduate students

• Develop and assess effective approaches to teaching communication skills, with an emphasis on writing, to business majors.

• Identify faculty members’ roles, actions, supports and constraints in relation to student learning
Methods

**Intervention:**

- 3-steps writing process
  - (i) Draft 1
  - (ii) Peer review
  - (iii) Revision graded

- Technology-enabled structured peer review tool
  (e.g. Blackboard-TII- Peermark, CPR)

- Writing assignments appropriate for CSUEB/CBE graduate
  1. Case-study memo
  2. Company research topic memo
  3. Minutes of meeting memo
  4. Letter (recommendation of Four-Square)
  5. Letter (employment)
  6. Group company research report m/s

- TA support – necessary given large class sizes and assignment feedback window
TO: Sweety Law, Professor of Marketing
FROM: Jennifer Lee, Student
DATE: March 3, 2014
SUBJECT: SPROUTS FARMERS MARKET PRODUCTS AND SERVICES

The Products and Services part for the Sprouts Farmers Market business report is complete.

Enclosure
Methods

**Measures:**

• Quantitative: Surveys – pre- /post- (self-reported)

Variable categories included their confidence in writing for business tasks, knowledge of research and process, knowledge of writing and reviewing writing, and ability to give/receive feedback

Qualitative: Pre-intervention diagnostic essay and assignments across the quarter

Faculty notes and artifacts
Findings (Fall 2013)

### MKTG 3495

<table>
<thead>
<tr>
<th>School Status</th>
<th>Usable cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>2.6% 1</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Junior</td>
<td>5.1% 2</td>
</tr>
<tr>
<td>Senior</td>
<td>89.7% 35</td>
</tr>
<tr>
<td>Open University</td>
<td>2.6% 1</td>
</tr>
</tbody>
</table>
| Other (please specify) | 1 |}

- Are you a currently working?
  - No: 35.1% 13
  - Working - full time: 29.7% 11
  - Working - part time: 35.1% 13

- Taken WST
  - Yes: 94.6% 35
  - No: 5.4% 2

- Over 47% are business majors
- Only 4 students of 37 respondents passed WST

### MGMT 4675

<table>
<thead>
<tr>
<th>School Status</th>
<th>Usable cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Sophomore</td>
<td>0.0% 0</td>
</tr>
<tr>
<td>Junior</td>
<td>8.1% 3</td>
</tr>
<tr>
<td>Senior</td>
<td>81.1% 30</td>
</tr>
<tr>
<td>Open University</td>
<td>10.8% 4</td>
</tr>
</tbody>
</table>
| Other (please specify) | 6 |}

- Are you a currently working?
  - No: 23.1% 9
  - Working - full time: 20.5% 8
  - Working - part time: 56.4% 22

- Taken WST
  - Yes: 46.2% 18
  - No: 53.8% 21
  - answered question: 46.2% 17
  - skipped question: 53.8% 22

Student Characteristics

- Only 4 students of 37 respondents passed WST.
Findings (Fall 2013)

Approx. 92% responding students found it useful to get peer reviews

Statistically significant higher levels of:

• Confidence in their writing skills in English

• Knowledge to modify their writing to be appropriate for the reader. E.g. change my style for a formal business report versus a letter to my supervisor requesting leave extension.

• Capacity to give 'criterion related feedback", i.e. telling someone how the draft matches up against the criteria given.
Unsolicited student feedback

~ It was a pleasure to be in your class, you are a very detailed and example driven professor, and that has allowed me to gain so much knowledge that I have been actually able to apply. Thank you, Charlene Ciruso

~ Increase peer review to 15 points – Hannah (excerpted from longer email)

~ ... On a lighter note, learning the different formats of business style writing has really been beneficial for me. I was one of the five interviewees out of twenty, to pass the writing skills test for Shutterfly Inc. There were several questions where we had to write emails to customers and make requests from other departments. The five of us who passed were offered the Live Chat position and the rest were put on phones. – Happy Thanksgiving! Riko Yap
Support/constraints

• Supports
  • TA assistance, course release, and tech support – Bernie Salvador
  • Program office

• Constraints
  • The Blackboard/Turnitin-PM interface is poor
    • Faculty grading view is chaos! Time lag to view papers, some go missing,
    • Peermark is structured for random pairing for reviews, suitable for large classes
    • For classes (35-45 students) with group projects requiring peer reviews -- not suitable
    • A lot of manual assignments have to be done each week
  • Rigid – Once you set the process in motion you cannot change/adjust for technical delay glitches, late submissions, student errors.
Faculty workload – *Excluding technology-glitches/outages*

- Creating rubrics as blue-print and in BB-PM (not exportable or printable)
- Structuring assignments in 3-step process within 10 weeks window of quarter system – Coping with LMS outages and glitches demands time and attention
- Class size and Grading: Reviewing the process of writing development is complex and time-consuming.
Faculty workload – very high!

Class size and Grading: Reviewing the process of writing development is complex and time-consuming.

- 2 MKTG classes with a combined enrollment of 92 - 110 students each quarter – with 4-5 assignments each class.

- In a class of 60 students, with 4 assignments, 2 pages – single-spaced, reviewing and giving simply a competent level of helpful feedback takes minimum between 96 – 120 hours.

This works out to approximately 24 -30 minutes to review and provide comments on each paper (12 – 15 minutes each page). We read business writing/reports which concerns us in approximately 2-3 minutes a page.

- In a class of 35 students, 5 assignments, 2 pages – single-spaced, reviewing and providing comments on each paper takes between 67 – 90 hours which works out to minimum 22 – 30 minutes each paper (11 – 15 minutes each page)

- Reviewing peer reviews (3-4 sentences) was an added layer that also took time not accounted for in above calculation.
The Management Perspective
Dr. Asha Rao
CBE
Student Presenter: Michael Mirabal
Purpose

STUDENTS
Develop written communication skills
Ability to give and receive constructive feedback
Using electronic peer review tools – Peermark & Turnitin

FACULTY
Quality feedback to 150 students a quarter? Work smart...
A crowdsourcing model
Programmatic innovation
Identify factors that support and constrain faculty adaptation – resources?
TIMELINE

Summer 13
- Design

Fall 13
- Data collection
- Trial by fire

Winter 13
- Data Collection
- Reflect & Modify
- Peer Review Lite
- Focus group
- Analysis

Spring 14
- Data Collection
- Analysis
- Reports
“The peer review process, final round!”

© 2012 European Association of Science Editors
Fall 2013 International HRM Research based course (50 students)

Restructure standard country report
Weekly peer review reports

If its Tuesday = submit draft, Thursday = peer review, Saturday = revision, next Tuesday = leader integrates report for the week’s topic

Diagnostic + 5 interim individual reports plus revisions + 1 team leader report + 1 integrated team report = 100 pages/student

Faculty time - 10-20 hours per week
TA – about 6 hours a week

Students learned but... stressed, unhappy, writing overwhelmed the course content

Faculty time – (grading, developing rubrics) + Peermark, training students, reviewing, reviewing the reviewers, technical difficulties!
Winter 2014 – Peer Review “Lite”

- Reduced # of peer review assignments diagnostic +2.
- 50 pages
- One week between submission/revision,
- 4 weeks - peer review assignments
- Negotiations – experiential course (50 students)
- Reduced integration - Teamwork in self managed learning teams
- Faculty time – 10 hrs/week, TA 5-6
- Anonymous reviews, less grading, fewer rubrics, detailed rubrics & Peermark questions
- Structure - Reviews in lab
- Increase # of Peermark questions
- What do the students think?
Focus group comments

• We were thrown into the fire pretty much. We hit the ground running. We worked out all of the bugs, all of the issues.

• How strict the system was, or inflexible.

• Papers would be missing, then an hour later they would appear. You would have to keep checking in to see if it had become viewable.

• Last quarter the amount of papers and the new tool that we were using was way too overwhelming. Also the due date for the peer review was too stressful to handle, things like that. I went into thinking my peers weren’t going to give me constructive criticism. They were going to do it to get points. I started to realize that they were giving me really good feedback. They were actually telling me to change this around, this will sound.

• My group members, their writing evolved over the quarter.

• Writing the review helped me more. I was giving feedback.

• We had this girl in class from France the clock was set to France time. She screwed up the whole class one night, she was our team leader and she was supposed to turn something in ... and her clock was set 24 hours ahead. She missed it and there was nothing we could do.
What worked in T2?

- Last quarter, I had to peer review everyone’s paper. This quarter, we only had to peer review one. The quality going in this quarter was stronger and you could go into more detail. Thoroughly, more detail.

- I also think the questions that were on the side, the questions that were asked were more specific. You had to be more more detailed, so I feel like it forced the reviewer to answer the questions. The minimums were upped. This is what need to be corrected, that improves the quality of the feedback.

- This quarter was randomized. Like ABC was saying someone grading my paper who I didn’t know. I felt that I got really quality feedback: grammar everything. I think that that is what worked, making it randomized. I think that is what has to be done to make the flow more cohesive.

- It was better to get reviewed by someone outside of your group. It feels easier, you get that pressure. You could really say what you wanted.

- There was more time this quarter unlike last quarter, when you were trying to get everyone’s feedback in to make your point.
What did you learn?

• It helped me express my thoughts
• We learned lots in the class. At the time it was a big mass and I didn’t know how to process it. Now, looking back at it, I learned a whole bunch of stuff.
• It mold(s) you own kind of writing. I would read other peoples essays and notice that they have an interesting style. I like how theirs flows over mine. So I would go back and change my paper.
• A lot of times, I was not clear as to how I was going to frame stuff. And then I would read somebody else’s. Now, I can frame mine like it too.
• Because you are reading someone else’s work and you can see that it is really good work. You see what they can change, feedback. Now, you can go back to your paper and you can look at it differently. While yours is looked at by a completely different set of eyes.
• Before I wouldn’t even look at my paper. I would just submit it. I would just spell check it and that was it. When I know that it is going to get reviewed by someone else. Now, I take that extra time. If I change this idea, how is this person going to take it.? Are they going to mark me down for this? How is my spelling?
• Use it in GE
• I think I learned a lot last quarter. Working with different cultures the classes are very diverse. These are the real world experiences that I have learned being a business major you are going to have to work with people with these pressured deadlines. With people who are not going to work or aren’t going to be as motivated as you or not as articulate as you.
• Engage students in innovation on pedagogy – they are the end users

• Give students and faculty time to innovate and learn - Steep learning curve in one quarter
  
  – “I learned over time - Last quarter, I think that ideas for me did not generate as easily. This quarter, I feel like I can be given a topic and start writing about it. “

• Engage with Blackboard and Turnitin

• Resources needed – Time, TA, Training, Tech support

• Continue the project
LOOKING FORWARD

Summer 2014
- Publish
- Survey
- Qualitative
- Pedagogy
- Turnitin

Fall 2014
- Programmatic change
- Expand use in CBE
- Training
- Continue research and track change

Winter 2014
Collaborate across campus

Spring 2014
- Review and innovate
GANAS

Gaining Access ‘N Academic Success

Programmatic Excellence and Innovation in Learning (PEIL) Presentation
April 24, 2014
“Donde hay GANAS, hay maña”

“Where there's a will, there’s a way”
In 2010, a group of Latino/a faculty and staff began meeting informally to discuss how to better serve our Latino/a students

<table>
<thead>
<tr>
<th></th>
<th>Gilberto Arriaza, CEAS Educational Leadership</th>
<th>Melissa Cervantes, SA GANAS Program (formerly with Upward Bound)</th>
<th>Lettie Ramirez, CEAS Teacher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ricardo Avitia, PEM Enrollment Development</td>
<td>Jesus Diaz-Caballero, CLASS Modern Languages</td>
<td>Jose Rocha, PEM Enrollment Development</td>
<td></td>
</tr>
<tr>
<td>Diana Balgas, SA Retention Services</td>
<td>Evelia Jimenez, AA Academic Advising and Career Education</td>
<td>Jose Salceda, SA Educational Opportunity Program</td>
<td></td>
</tr>
<tr>
<td>Luz Calvo, CLASS Ethnic Studies</td>
<td>Emmanuel Lopez, SA EOP Admissions and Summer Bridge</td>
<td>Martha Wallace, PEM University Scheduling</td>
<td></td>
</tr>
</tbody>
</table>
We studied data and looked for “best practices” and successful programs. After study and discussion, we decided we wanted to begin by developing a program to target retention of Latino/a transfer students. We drew from key aspects of the successful Puente program.
GANAS Timeline

2010-12:
• Latino/a faculty and staff meet and study disparities in Latino/a students retention rates. We also study what other colleges and universities are doing to meet Latino/a student needs.
• We apply for a PEIL planning grant in Spring 2012

2012-13:
• PEIL Planning Grant: We develop our GANAS plan and begin recruiting students to the program
• In Spring, we admit our first cohort
• In summer, we hire Melissa Cervantes to be the GANAS Coordinator

2013-14:
• PEIL Implementation grant plus Chancellor’s Grant
• Our first cohort begins in FALL 2013!
• GANAS Counselor, Evelia Jimenez, joins team
### Quick Look at Latino/a Student Data

<table>
<thead>
<tr>
<th>California’s Changing Demographics</th>
<th>Educational Gap</th>
<th>Transfer and Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Latinos/as represent <strong>39 percent</strong> of the population</td>
<td><strong>7 of 10</strong> Latino/a high school graduates enroll in a community college</td>
<td><strong>14 percent</strong> of Latinos/as who begin at a CCC transfer to a 4-year university, compared to 29 percent of whites</td>
</tr>
<tr>
<td>Remain largest and fastest growing population</td>
<td>Latinos/as have the <strong>lowest college completion rates</strong> – compared to all ethnic groups</td>
<td>At CSUEB – <strong>A 12 percentage point gap</strong> exists in 3-year transfer graduation rates</td>
</tr>
<tr>
<td><strong>A third</strong> of college students are Latino/a</td>
<td><strong>10 percent of Latinos/as</strong> have earned at least a bachelor’s degree (among the 25 and older)</td>
<td><img src="%7B%7D" alt="Bar chart showing college completion rates for Latinos and Whites" /></td>
</tr>
</tbody>
</table>
Overview

GANAS is an innovative access and retention program that aims to smooth the process of transition for new community college transfer students to Cal State East Bay (CSUEB) and increase the baccalaureate degree attainment of program participants.

GANAS IS OPEN TO ALL STUDENTS!
Students in GANAS participate in a **one-year cohort experience** paired with a **transfer success seminar**, **intensive counseling**, and **mentoring**. Students will **complete their upper division GE** by taking three successive courses during their first year at CSUEB. Faculty who are **culturally responsive and committed to student success** teach the GANAS courses.
GANAS coursework supports and strengthens the academic and cultural experience of students by utilizing Latina/o and multicultural content in courses and providing culturally responsive support services that promote student success and retention. GANAS students will fulfill upper division G.E. Breadth Requirements by enrolling and completing the required GANAS courses during the first year.

<table>
<thead>
<tr>
<th>QTR 1 – Fall 2013</th>
<th>QTR 2 – Winter 2014</th>
<th>QTR 3 – Spring 2014</th>
</tr>
</thead>
</table>
| Ethnic Studies 3010 (4 units)  
*Decolonize Your Diet*  
Area UD D4: Social Science | Ethnic Studies 3230 (4 units)  
*Oral Traditions*  
Area UD C4: Humanities | Biology 3065 (4 units)  
*Humans and Sex*  
Area UD B6: Natural Science |
| General Studies 3011 (1 unit)  
*Transfer Success Seminar*  
Area F: Performing Arts | General Studies 3012 (1 unit)  
*Transfer Success Seminar*  
Area F: Performing Arts | General Studies 3013 (1 unit)  
*Transfer Success Seminar*  
Area F: Performing Arts |
We have collected qualitative and quantitative data

- **Statistics**—retention rates, GPAs, academic probation, demographic data
- **Surveys**—assessing satisfaction with program components, barriers, overall campus climate
- **Focus Groups**—Open ended questions on transition to CSUEB, GANAS program, student needs and barriers
Demographics of GANAS Cohort 2013

- Female: 81%
- Male: 19%
- Latina/o: 90%
- Multi-Racial: 10%

Programs:
- Business: 2
- Criminal Justice: 4
- Forensic Chemistry: 1
- Health Science: 4
- History: 1
- Human Development: 3
- Kinesiology: 2
- Liberal Arts: 1
- Nursing: 1
- Political Science: 2
- Psychology: 6
- Recreation and Hospitality: 1
- Sociology: 2

California State University
East Bay
GANAS Cohort

The GANAS Cohort 2013 started FALL quarter with 33 students from 23 different community colleges.

<table>
<thead>
<tr>
<th>Community College Name</th>
<th># Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berkeley City College</td>
<td>1</td>
</tr>
<tr>
<td>Canada College</td>
<td>1</td>
</tr>
<tr>
<td>Chabot College</td>
<td>3</td>
</tr>
<tr>
<td>Chabot College / Ohlone College</td>
<td>1</td>
</tr>
<tr>
<td>Chaffey College</td>
<td>1</td>
</tr>
<tr>
<td>City College of SF</td>
<td>3</td>
</tr>
<tr>
<td>College of San Mateo</td>
<td>1</td>
</tr>
<tr>
<td>College of Siskiyous</td>
<td>1</td>
</tr>
<tr>
<td>Contra Costa College</td>
<td>2</td>
</tr>
<tr>
<td>De Anza College</td>
<td>2</td>
</tr>
<tr>
<td>Diablo Valley College</td>
<td>3</td>
</tr>
<tr>
<td>El Camino College / Chabot College</td>
<td>1</td>
</tr>
<tr>
<td>Evergreen Valley College</td>
<td>1</td>
</tr>
<tr>
<td>Hartnell Community College</td>
<td>1</td>
</tr>
<tr>
<td>Las Positas College</td>
<td>1</td>
</tr>
<tr>
<td>Long Beach City College</td>
<td>1</td>
</tr>
<tr>
<td>Los Medanos College</td>
<td>2</td>
</tr>
<tr>
<td>Merritt College</td>
<td>1</td>
</tr>
<tr>
<td>Monterey Peninsula College</td>
<td>1</td>
</tr>
<tr>
<td>Ohlone College</td>
<td>1</td>
</tr>
<tr>
<td>Orange Coast College</td>
<td>2</td>
</tr>
<tr>
<td>San Joaquin Delta College</td>
<td>1</td>
</tr>
<tr>
<td>Skyline College</td>
<td>1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>33</strong></td>
</tr>
</tbody>
</table>
2013-14 Cohort

SPRING 13
• We admitted 45 students to the cohort

FALL 2013:
• 31 students matriculated
• 30 students finish the quarter (1 dropped out)

WINTER 2014
• We add 5 students to the cohort and 2 students leave GANAS but stay at CSUEB (Leaving 33 in cohort)
• 33 students finish the quarter

SPRING 2014
• 32 students in the cohort (1 takes time off to work to raise money to return to school)
Academic Standing

• After FALL 2013, three (3) of our students were on academic probation. Evelia worked closely with the students and by the end of WINTER, none of our continuing cohort students were on probation!

• For WINTER Quarter, 24 of 32 GANAS students had a GPA of 3.0 or higher and 3 students had GPAs above 3.75.
## Preliminary Data: Retention

<table>
<thead>
<tr>
<th></th>
<th>FALL 2013 enrolled</th>
<th>Returned WINTER 2014</th>
<th>% Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td>All transfers</td>
<td>2,221</td>
<td>2,036</td>
<td>91.67</td>
</tr>
<tr>
<td>Latino/a transfers</td>
<td>424</td>
<td>387</td>
<td>91.27</td>
</tr>
<tr>
<td>GANAS</td>
<td>33</td>
<td>32</td>
<td>96.96</td>
</tr>
</tbody>
</table>
Some Observations From Year 1

- Students have overcome significant challenges to get to our campus and they want those challenges to be recognized.

- The cohort model paired with culturally relevant curriculum and team-building activities work to form family bonds among the students.

- Our students value the support they receive from each other.

- In general, students have an favorable view of CSUEB.
Campus Climate Question

"There are Role Models for me on campus"
Frequency Bar Chart

- Strongly Disagree: 5
- Disagree: 2
- Agree: 8
- Strongly Agree: 17

The above bar chart represents the answers from question number 1 ("There are Role Models for me on campus") from the Winter Quarter 2014 GANAS Program Survey.
Expected Level of Education

GANAS Program from the 2013-2014 Academic Year
Students' Expected Level of Education to Complete in Lifetime.

- Masters: 50%
- Bachelors: 25%
- Doctoral: 25%

Bachelors
Masters
Doctoral
Focus Group Highlights
Building Community

“I feel what is helpful is that the community we're building amongst ourselves and the support network, all that, has been the most help to me.”

—Female GANAS Student, Focus Group 2/11/14
Making *Familia*

“I feel like you and Melissa are like my *tías* (aunties) or something (group laughter). I mean I feel that connection...it’s the support that’s being provided to us that is making us feel welcome.”

—GANAS Student, Focus Group 2/26/14
How are GANAS classes different from your other classes?

“Well, it’s a more comfortable environment. Like when we have conversations in class we could be very open about any subject because we’ve talked about like intense stuff. Whatever is said in GANAS, stays in GANAS. So it’s a more comfortable environment ‘cause we’ve became like family now.”

—GANAS Student, Focus Group 2/26/14
GANAS Study Hour
Luz Leads Talking Circle
Tentative Conclusions

◆ Creating a functional cohort is a “hands on” activity involving team building, conflict resolution, building trust, talking circles, and individual problem solving.

◆ Students place a high value on a faculty and staff who take the time to get to know them and their struggles.

◆ The biggest support to students is other students. In GANAS, students have each other.

◆ ....we will be tracking retention data over time and expect to see improved retention and graduation rates.
Thank you!

The GANAS team is grateful for the support we have received from PEIL.
Appendix – Charts and Graphs
California’s Changing Demographics

**2010**
- Latino: 38.0%
- White: 40.0%
- Asian: 13.0%
- Other: 3.0%
- Black: 6.0%
- American Indian: 0.4%

**2060**
- Latino: 48.0%
- White: 30.0%
- Asian: 13.0%
- Black: 4.0%
- Other: 4.0%
- American Indian: 0.4%

Source: California Department of Finance
March 2014 – A Historic Month

Latinos Become the Majority in California

Source: California Department of Finance
California Bachelor Degree Holders

Just 10% of Latin@s have completed college with a BA

Source: U.S. Census Bureau, 2010 1-Year American Community Survey, Table B20004
California Public Postsecondary Enrollment …

*Ethnicity and Race, Fall 2012*

Sources: California Community Colleges, 2013; California State University, 2013; University of California, 2013.
Latin@ CCC Transfer Rates

Just 14% of Latin@s who begin at a CCC transfer to a 4-year university

CSUEB’s Enrollment Surge (2009-2013)

Over the past 5 years, Latin@ undergraduate enrollment increased 61%
CSUEB’s Latin@ CCC 3-Year Graduation Rate, Cohort 2009

A 12 percentage point gap exists between Latin@ and white transfer students when examining graduation within 3 years.
PEIL DIVERSITY AND SOCIAL JUSTICE FACULTY FELLOWS PILOT PROJECT AND TEACHING GUIDE

Sarah Taylor
Colleen Fong
Rose Wong

Week of Scholarship Presentation, April 24, 2014
PROJECT TEAM

Faculty Mentors:
- Sarah Taylor (PI)
- Colleen Fong (Co-PI)
- Dianne Rush Woods

Faculty Fellows:
- Duke Austin
- Sukari Ivester
- Grant Kien
- Nidhi Mahendra
- Andrew Wong

Teaching Guide Developers
- Rose Wong (Co-PI)
- Eileen Barrett
- Ken Chung
- Derek Jackson Kimball
- Shirley Yap

Planning Grant Data Analyst
- Julie Beck

Student Assistants
- Meleana Akolo
- Brian Alexander
- Tammy Moon
- Lee Porscha Moore
- Maria Yescas

Research Assistants
- Terezia Orosz
- Kate Shaheed
ADDITIONAL COLLABORATORS

Difficult Dialogues Consultant
Gale Young

Training Facilitators
Julie Beck
Elizabeth Cheuka
Mary D’Alleva
Kyzyl Fenno-Smith
Colleen Fong
Alison Richardson
Jonathan Stoll
Sarah Taylor
Jessica Weiss
Andrea Wilson
Dianne Rush Woods

Advisory Board Members
Diana Balgas
Luz Calvo
Marguerite Hinrichs
Michael Lee
Maxwell Davis
Ann Fajilan
Nina Haft
Pat Jennings
Jose Lopez
Annie Manning
Maria Nieto
Jonathan Stoll

PEIL Staff: Mary Anne Brady, Stephanie Couch, Angelica Garcia, Jodi Servatius, & Beth Yeager
This project addresses CSUEB’s need to:

- Infuse diversity and social justice (DSJ)-oriented education into coursework to realize the DSJ institutional learning outcome (ILO)
- Build faculty members’ capacity to integrate DSJ into their teaching by providing them with pedagogical tools and resources, support structure, and incentives.
- Develop innovative and effective pedagogical tools and resources and institutional support structure necessary for building faculty members’ capacity to integrate DSJ into their teaching and realizing the DSJ ILO.
SPECIFIC PROJECT GOALS

- Develop, implement, and evaluate a pilot faculty mentorship program that supports faculty in infusing DSJ-oriented pedagogies into their courses.

- Create a DSJ Pedagogy Development Guide (first edition) that explains basic objectives and concepts of DSJ pedagogy and teaches faculty to incorporate DSJ pedagogies into their courses.

- Serve as a catalyst for the formation of an ongoing DSJ learning community (i.e. faculty, students, staff, community)
Back row, from left: Tammy Moon, Sukari Ivester, Duke Austin, Brian Alexander, and Andrew Wong; Front row, from left: Lee Porscha Moore, Grant Kien, Maria Yescas, and Meleana Akolo. Missing: Nidhi Mahendra.

Red denotes Student Assistant
FACULTY FELLOW PROJECTS

- Duke Austin – Collaboration with Oakland International HS
- Sukari Ivester – DSJ-oriented pedagogical approaches
- Grant Kien – Infusion of DSJ content into teaching of research
- Nidhi Mahendra – Health disparities module
- Andrew Wong – DSJ-oriented service learning activities
Pedagogy Guide

DSJ Pedagogy at CSUEB
- An Institutional Learning Objective
- Our Faculty & Students
- History of DSJ Efforts
- Background on DSJ Teaching Guide
- Contacts

Diversity & Social Justice Teaching Guide

A First Glimpse
- Conceptualizing DSJ Pedagogy
- Basic Principles
- First Steps All Faculty Can Take
- Five Instructors’ Examples of Incorporating DSJ

How We Can Engage
- Building Our Personal Capacity
- Entering Into Difficult Dialogues
- Building Our Institutional Capacity & Human Resources

In Your Discipline
- Business & Economics
- Letters, Arts & Social Sciences
- Math
- Sciences

DSJ Research at CSUEB
- Institutional Needs & Linkages (Julie)
- Students’ Viewpoints (Sarah)
- What Our Syllabi Show (Colleen/Rose)

Resources
- TBA
- TBA
- TBA

Contact Information
Matt Damon
Director
(555) 555-5555

George Clooney
Administrative Support Coordinator
(555) 555-5555

Sandra Bullock
Director
Center for Community Engagement
(555) 555-5555
LI 2800
Hours: 8:30 - 4:30
Monday - Friday

NEXT STEPS

- Alex Mavda Presentation on Implicit Bias on May 6, 6-8 PM
- Complete data collection and analysis
- Prepare and submit final report, due in July 2014
- Write and submit additional peer-reviewed presentations and articles based on:
  - 2012-2013 Focus group findings *(Journal of Ethnographic & Qualitative Research)*
  - 2012-2013 Syllabi analysis and/or key informant interview findings
  - 2013-2014 Faculty Fellows program
  - 2013-2014 DSJ Teaching Guide
- Explore possibilities for continuing and expanding upon this work, including STEM Faculty Fellows Program, continued development of DSJ Teaching Guide, and other supports for faculty to integrate DSJ-related content and approaches into their teaching and research.
APPENDIX:
DSJ-ENHANCED COURSES AND RESEARCH QUESTIONS & DATA
An important goal of ANTH 3800 is to help students acquire knowledge of diversity and intercultural understanding. The service-learning option gives them an opportunity to apply this knowledge to promote equity and social justice in their community.
“Cool VS Koo” was written for anthropology 3800: language and culture.

The activity was originally conceived as a companion for covering Ebonics (African American Vernacular English).

The project soon grew into a more interactive activity. Where students would have the opportunity to interact and discuss how they interpret language through cultural distinctions.

Students responded very positively to the activity, focus, however was an issue.

The overall tone of the exercise created a safe space. Social casting and language signifiers were not covered as originally intended. The assignment calls for grounded focus and pushing students to consider hard topics.
Bringing Students from Oakland International High School
Duke Austin’s SOC 4800: “Crossing Borders, Crossing Boundaries”
Student Assistant: Meleana Akolo
SOCIAL PSYCHOLOGY
Sukari Ivester with Student Assistant Lee Porscha Moore

CO-CREATED SYLLABUS

JOURNALING

JIGSAW LEARNING

DSJ PEDAGOGY
Goals for the Winter Quarter:

• Infuse diversity and social justice language in Qualitative Research
• Help student discover the circumstances under which oppression is constructed/reproduce in every day media experiences
• As a student assistant the goal was to identify from the perspective of a student, tools that are necessary to educate and bring awareness of many social issues that tend to be overlooked or not properly discussed using the resource that the University has to offer as well as the community

Tools used to meet goals:

• Surveyed students Day 1 on their perspective of diversity and social justice using Poll Everywhere
• Introduced tools using Power Points that gave students ideas to use in their research, i.e., Cycle of Socialization, Cycle of Liberation, Discussion of Social Media.
Infusing health disparities content into a core course on neurological disorders

Nidhi Mahendra & Student Assistant Tammy Moon
Communicative Sciences & Disorders
(Speech Language Pathology)

Activities
- Baseline evaluation of Knowledge about health disparities
- Development and delivery of health disparities module in SPPA 4868
- Fact/myth instructional activity
- Discussion board reflections on health disparities
- Feed-forward loop connecting course on neurological disorders and course on diversity issues
How do the DSJ Faculty Fellows Pilot Program and the DSJ Pedagogy Development Guide support the infusion and integration of DSJ-related teaching?

What are some of the most promising components of the project for student learning and faculty development?
### RESEARCH QUESTIONS AND DATA: DSJ FACULTY FELLOWS PROGRAM

<table>
<thead>
<tr>
<th>Questions</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did the DSJ Faculty Fellows change their course content and/or approach to teaching?</td>
<td>• “Before and after” syllabi <em>(collected)</em></td>
</tr>
<tr>
<td>• How did the Student Assistants apply their DSJ-training in their work with students?</td>
<td>• Course portfolios, including audio and video excerpts, student work, photos, activity examples, and more <em>(collected)</em></td>
</tr>
<tr>
<td>• What new opportunities for learning related to DSJ were offered to the students in the selected courses, and what evidence is there that they took these opportunities?</td>
<td>• Interviews and/or written self-evaluations with Faculty Fellows and Student Assistants <em>(in process)</em></td>
</tr>
<tr>
<td></td>
<td>• Post-course survey with students <em>(scheduled for early May)</em></td>
</tr>
</tbody>
</table>
## RESEARCH QUESTIONS AND DATA: PEDAGOGY GUIDE

<table>
<thead>
<tr>
<th>Questions</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is faculty’s evaluation of the utility of the Guide (first edition)?</td>
<td>• Site analytics (scheduled to begin once site is officially released)</td>
</tr>
<tr>
<td>• What do faculty see as being further useful to develop in the Guide?</td>
<td>• User survey (scheduled to begin once site is officially released)</td>
</tr>
<tr>
<td>• How much did the Guide help or inspire faculty to develop their knowledge and skills for infusing courses with DSJ pedagogical approaches and to attempt to infuse a course(s) with DSJ pedagogical practices?</td>
<td></td>
</tr>
<tr>
<td>• How did faculty across the campus use the Guide?</td>
<td></td>
</tr>
</tbody>
</table>
### RESEARCH QUESTIONS AND DATA: DSJ LEARNING COMMUNITY

<table>
<thead>
<tr>
<th>Question</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>What contribution did the DSJ Pilot Program make to forming a sustainable DSJ learning community comprised of faculty, staff, students and community organizations/members?</td>
<td>Group process session and notes at retreat scheduled for May 9</td>
</tr>
</tbody>
</table>
Questions, Answers & Potential Next Steps

(Participant Discussion)
Introduction of 2014-2015 Grantees
Environmental Restoration and Monitoring Service Learning as a Tool of Interdisciplinary Education

- This project will engage students from Hospitality, Recreation, & Tourism and Earth & Environmental Sciences general education courses in an environmental restoration service learning experience.

Principal Investigators:  
Mary F. Fortune, Department of Hospitality, Recreation, & Tourism  
Michael S. Massey, Department of Earth & Environmental Sciences  
David R. Stronck, Department of Teacher Education

Quantitative Reasoning Success in Economics

- This project addresses the needs of students in introductory economic courses who frequently lack the required quantitative skills necessary to succeed in these classes.

Principal Investigators:  
Jane Lopus, Department of Economics  
Julie Glass, Department of Mathematics
Service Learning and Student Achievement in the CSUEB Financial Literacy Program

- This project will assess the impact of service learning on students enrolled in a course on financial literacy.

  Principal Investigators:  
  David Murray, Department of Accounting and Finance  
  Neil Librock, Department of Accounting and Finance

The ChaRM BC Project: an Extension of Changing Remedial Math

- The purpose of ChaRM BC is to extend the ChaRM model (ChaRM A) developed and researched as part of the 2013-14 PEIL grant program, from one quarter to a full year.

  Principal Investigators:  
  Julia Olkin, Math and Computer Science  
  Kevin Callahan, Math and Computer Science
Thank You

For more information:
PEIL@CSUEastbay.edu
(510) 885-7335
www.csueastbay.edu/peil