

Purpose & Agenda

The strategy sessions served as the official kick-off for a two-year project focused on student success. The project has a prevention/early intervention emphasis on those students who may not be accessing the food pantry or other support services on campus, but are experiencing some significant challenges that may present a barrier to academic achievement. The strategy sessions were our first step in developing a comprehensive needs assessment to understand the multiple and complex factors that support or hinder student success, with a special focus on food insecurity and housing instability. In the second year of the project, we will use the results of the needs assessment to develop, pilot, and assess an intervention. The hope is that this project will lead to new and innovative programs and/or policies that can support students at our university and beyond.

Two sessions were held on November 8, 2017 to collect ideas from a diverse group of CSU East Bay students, faculty and staff. Identical sessions were held in the morning and afternoon to accommodate varying schedules, with some modification in the opening remarks given speaker availability. Both sessions were facilitated by Co-Investigator Sarah Taylor.

The goal of the Strategy Sessions was to gather input from a wide variety of stakeholders on campus around barriers and facilitators of student success. The sessions were designed to engage stakeholders throughout the campus, while initiating the learning community specified in the proposal, and gaining a sense of participant interest in continued or more focused involvement. The input we received in these sessions is part of our participatory approach and is being used to inform the final research design and areas of focus. The sessions also produced materials that can be referenced at the project conclusion to show where we began and what new insights that were gained.

The sessions were open to all members of the campus community and were announced in the *Academic Affairs* and *LEEP* newsletters to ensure that the invitation reached all faculty, staff, and administrators. A total of 24 stakeholders attended the sessions, including 4 students, 3 faculty members, 13 administrators and 4 staff members.

Attendees were invited to share ideas through creative, hands-on activities intended to be accessible to diverse participants and elicit a large range of expression and interpretation. The agenda for the sessions was:

- Introductions
- Welcome and Project Purpose
 - Maureen Scharberg, Dean of Academic Programs and Services (*AM Session*)
 - Edward Inch, Provost (*PM Session*)
 - Patrick Lee, Consultant for the Stupski Foundation (*AM Session*)
 - Sarah Taylor, Project Co-Investigator and Associate Prof in Social Work
- Small group activity – pathways to student success
- Building a logical framework
- Suggestions and resources

Activities & Ideas Produced

Pathways to Student Success

Asterisks indicate items that resonated with stakeholders upon review and reflection on one another's work. Multiple asterisks indicate the number of people that added a star sticker to a given idea.

What Stands in the Way?	What Can Clear the Way?	The Destination: Student Success
<ul style="list-style-type: none"> ● Challenges in accessing Financial Aid***** ● Difficulty of using websites such as BaySync & FAFSA ● Stigma/not understanding college culture - students don't feel like they belong ● Lack of awareness understanding from faculty/staff regarding student's lives ● Work - both too much & not enough were identified as problems* ● Academic policies & procedures confusion ● Financial/housing* issues quality and insecurity** ● Family pressures* ● Transportation** 	<ul style="list-style-type: none"> ● Simplify instructions: e.g. BaySync, website, food pantry, access to information and resources. ● Communication - early and effective feedback and advising ● Advising* ● Outreach - Pioneers for HOPE, Alameda Food Bank, get resources to students ● Validate & help students build self-motivation* ● Community engagement - create "family" on campus* ● Financial Aid - cut out the middleman ● Mentors, Awareness ● Sleep Centers - 8 hours***** ● Emergency Housing ● Clubs & Organizations - EOP, AALE, ASI, ACEE, RAW ● Life/School/Work Balance* 	<p>Though all stakeholders believed improving retention and graduation rates was important, most also identified much broader goals for students across a variety of life domains, including:</p> <ul style="list-style-type: none"> ● Lifelong engagement in educational and career development ● A full and meaningful life ● Development of life skills* ● Problem-solving, planning, & organizational skills* ● Mental and physical health and wellness* ● Involvement as a community member and engaged citizen ● Pride in being a CSUEB Pioneer Leader*

Brainstorming Activities and Outcomes to Build a Logic Model

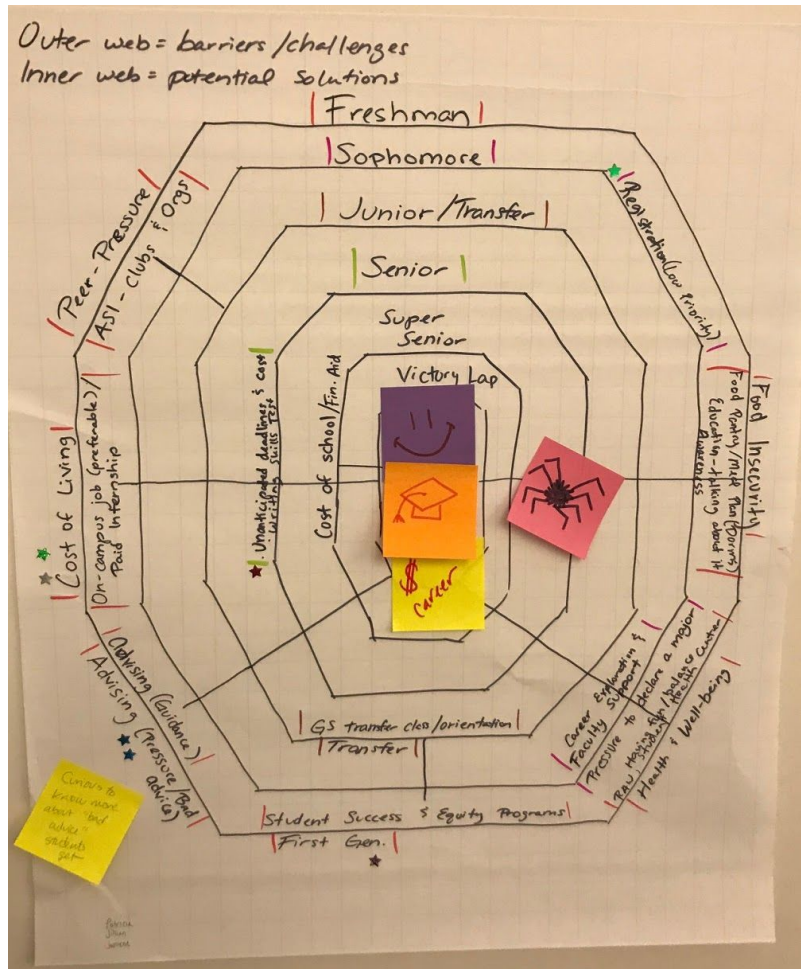
Given the limited time and varying experience with logic models in the group, most logic model suggestions focused on possible activities, with many helpful ideas that fit better within the pilot intervention phase of the grant. These activity ideas will be considered in the summer, along with the data from the needs assessment. These preliminary logic model ideas will be incorporated into a final logic model for the project.

Possible Activities	Possible Outcomes
<p>Year 1: Needs Assessment:</p> <ul style="list-style-type: none"> ● Survey/Focus Groups: students, faculty, staff <ul style="list-style-type: none"> ○ Food choices on campus ○ Students who use support services ○ Student time distribution/workload ○ First Generation students ● Identify similar schools that are successful at addressing barriers & identify their best practices assess how students use support systems ● Gen Ed presentation & brainstorm (to gather input from students in gen ed classes) ● Assess: <ul style="list-style-type: none"> ○ why students leave ○ inventory current support systems* ○ \$\$ needed by students populations ● Analysis of types of reports that are submitted to East Bay Cares have faculty training similar to the one for DACA students to support food/housing insecure students ● Track success of students in orientation teaching workshops 	<ul style="list-style-type: none"> ● Improved financial support communications to students "emergency" job bank to quickly get students jobs ● No homeless students ● Improved retention & 4 year grad rate* ● Institutional barriers are removed to integrated help ● Student resume line/evidence of internship completion

Year 2: Pilot Interventions

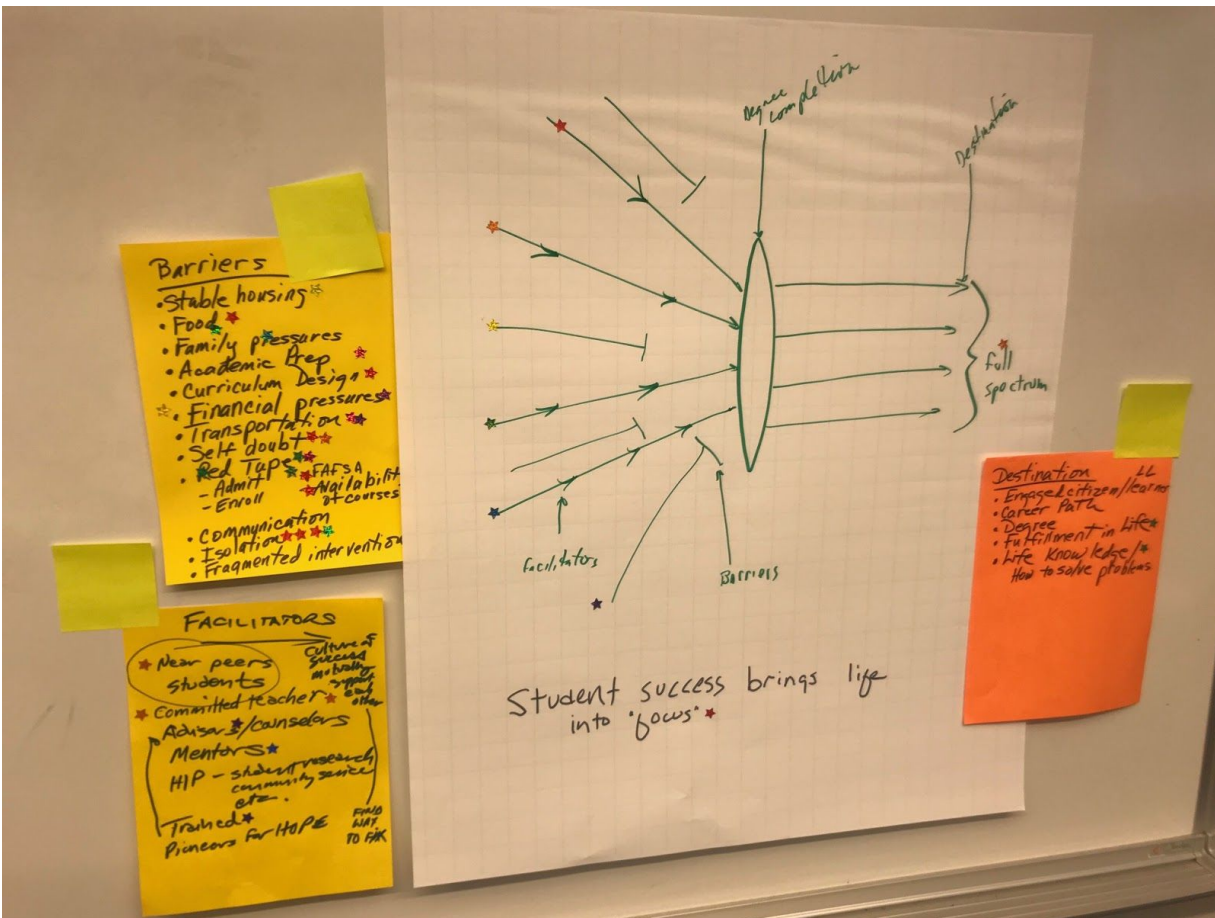
- Student Ombudsperson**
- An "emergency housing" place where students can stay in crisis/emergency**
- Outreach
 - Cal Fresh
 - Affordable housing groups*
- 24 hour crisis line
- Mandatory advising*
 - Financial Aid
 - Academic
- Create jobs, internships, and other opportunities for students to keep
- Integrated helpers who can assist students in need (social work)
- Paying it forward
- Comprehensive pro-active advising
- Multiple information kiosks staffed by "wizards" who have solid, accurate information & guidance**
- A way for staff/faculty to donate/directly assist students in need anonymously

Example Illustrations of the Destination (Student Success), Barriers, and Facilitators

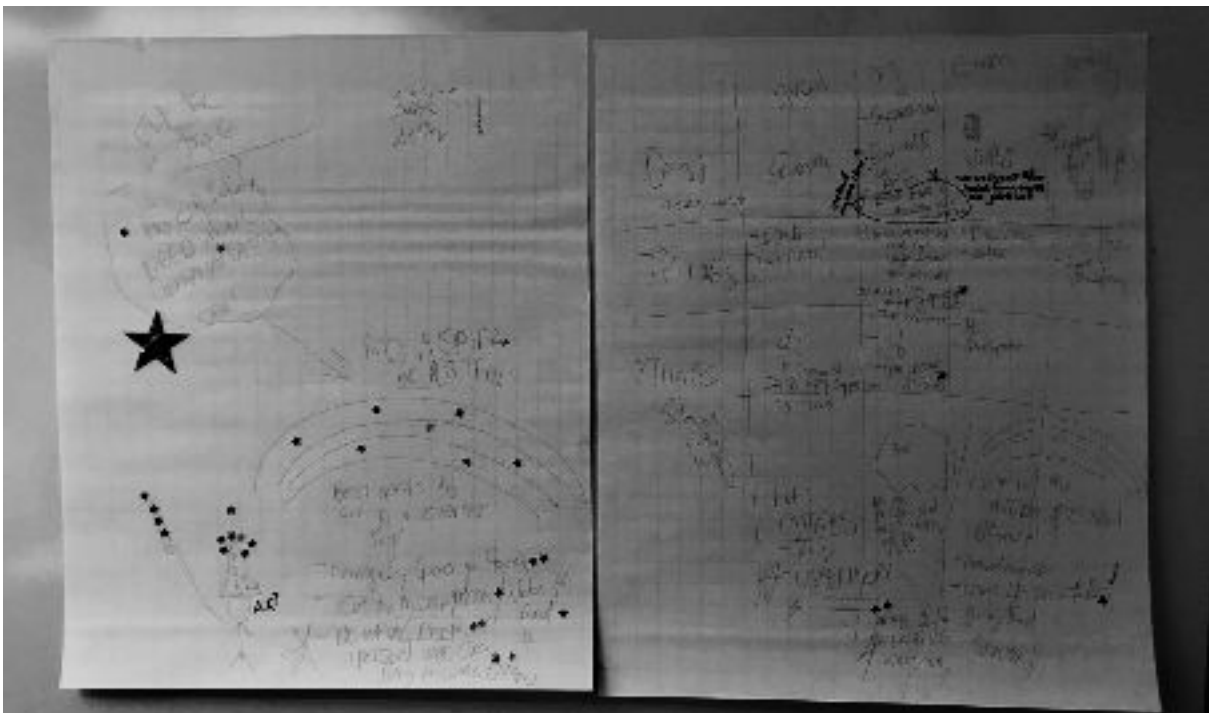


Spider Web Metaphor

Lens Metaphor - For a "full-spectrum" Life



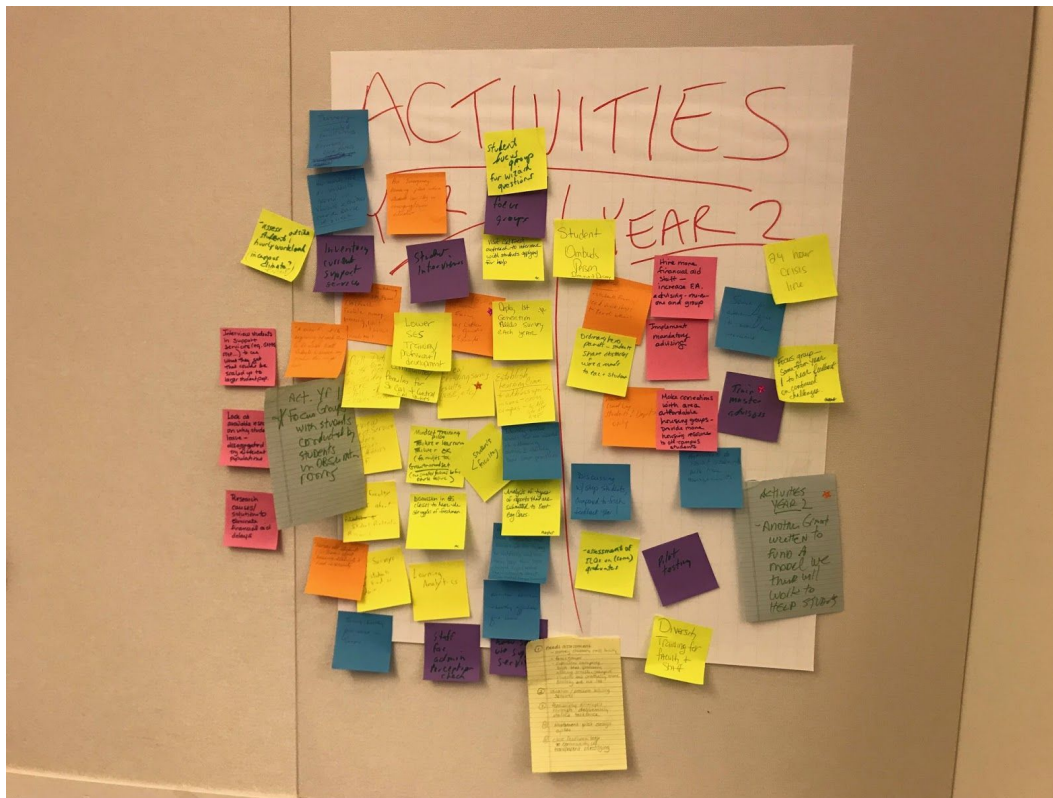
The "Fog of Information" is a barrier; the destination is "Per Aspira Ad Astra" - Our motto - "Through Adversity to the Stars. A "Wizard of Information" can help break through the fog.



Presenting Illustration for Student Success



Activities Year 1 & Year 2



Gallery Walk



Presenting Illustration for Student Success

