

Project GANAS:

Gaining Access N Academic Success

CSU EAST BAY

PIEL: PROGRAMMATIC EXCELLENCE AND
INNOVATION IN LEARNING

NON-WHITE PAPER 2013

Project GANAS Team:

Faculty: Luz Calvo, Jesus Diaz, & Lettie Ramirez

Staff: Diana Balgas, Melissa Cervantes, Evelia Jimenez, Jose Rocha,
Ricardo Avitia, & Martha Wallace

Project GANAS

Abstract

"Donde hay GANAS hay maña/Where there's a will, there's a way"
(Mexican proverb)

Gaining Access N Academic Success (GANAS) is a comprehensive rigorous program that has been designed to support Latinos that transfer from a community college to California State University, East Bay (CSUEB). GANAS has three goals: (1) Increase the recruitment, retention and graduation rate of Latino students; (2) Increase CSU East Bay's reputation among the Latino community with the goal of becoming a Hispanic-Serving Institution (HSI) and a Hispanic Graduating Institution (HGI); and (3) Support Latino students academically by engaging them in their new academic environment in an effort to reduce "transfer shock."

These will be achieved through the implementation of the three objectives of this innovative program: (1) Students will be supported as part of a cohort for a whole year. They will receive counseling, tutoring, financial aid workshops, and seminars around academic skills essential to succeed in their new university level courses; (2) Offer one class each quarter that will count toward GE upper division graduation requirements (pedagogy and content from a multicultural perspective); and (3) All students will be paired with a student mentor and faculty mentor.

Project GANAS:

Gaining Access N Academic Success

Student Learning and Success Focus

Introduce the areas of student learning and success that your project addressed.

Project GANAS received a planning grant during the 2012-2013 academic year, and has now received an implementation grant for the 2013-14 academic year. This past year, the GANAS Leadership team focus were in three major areas: (1) Recruitment effort, application and review, ending with cohort formation; (2) Development of classes, seminar, and website; and (3) Planning for Implementation – including registration and orientation.

#1: Recruitment, Application Review and Cohort Formation

The Fall 2012 quarter was used to continue the planning efforts that started in 2011. After careful review of successful programs for Latino students, it was determined that the PUENTE model that was started at Chabot College in Hayward was the most appropriate. As the Winter 2013 quarter started, the pressure was on to develop the program application that was going to be used to recruit and select students during the spring quarter.

The GANAS team developed an application for incoming transfer students to apply to the program through the GANAS website. All incoming CSUEB transfer students were notified of the new GANAS program via email sent from the PeopleSoft student administration system. There were over 60 applications to form the first cohort of 40. As we read the applications, all students shared their problems and struggles. All had been conditionally admitted to CSUEB and now they wanted to participate in Project

GANAS. After reading all of their introduction letters, we did not want to cut any of the students. Cutting students was a painful decision. We wish we could have accepted all of them.

We were looking to admit students to form a cohort that was diverse in terms of gender, sexuality, immigration status, socio-economic class, and national origin. Currently 38 have confirmed their acceptance in the program.

The GANAS Leadership Team believed the success of this program depended on the support the students will receive once they are registered at CSUEB. **However, at the present time, the GANAS Leadership Team is frustrated because students have received their conditionally admitted letter to CSUEB contingent upon the receipt of final documents, but their final transcripts have not been evaluated. We understand it takes from 6 to 10 weeks to evaluate the transcripts and make the final decision. If this is correct, our students will not be able to find classes or move to attend school.**

The first barrier was not our classes, tutoring or books, but registration. GANAS future students as well as the team are experiencing a very painful internal bureaucratic process.

#2: Developing Culturally Relevant Curriculum for Upper Division GE, Seminar and Website:

The 2012-2013 academic year was an exciting year because GANAS was beginning to establish roots as the classes were now going to be developed. The classes were molded to increase multicultural perspective and critical theory.

Timetable CSUEB 2013-2014 Academic Year

SPRING 2013	SUMMER 2013
Recruitment Selection	Plan Orientation, Assist students with admission issues/registration, Schedule speakers

FALL 2013	WINTER 2014	SPRING 2014
D4 ETHNIC STUDIES 3010	C4 ETHNIC STUDIES 3230	B6 BIOLOGY 3065
Transfer Success Seminar: 1 unit	Transfer Success Seminar: 1 unit	Transfer Success Seminar: 1 unit
Conduct survey/needs Assess academic skills Schedule faculty meetings	Continue survey Continue collecting data Schedule faculty meetings	Final Survey End of Yr. Final Assessment/Report Schedule faculty meeting
Meeting w/Mentor Student Faculty/Professional/Staff	Meeting w/Mentor Student Faculty/Professional/Staff	Meeting w/Mentor Student Faculty/Professional/Staff
Evaluate Class Focus Group	Evaluate Class Focus Group	Evaluate Class Focus Group

SPRING 2014	GANAS Club: ONGOING
GANAS Seminars and Planning Spring Conference/Recruitment Seminars with motivational speakers scheduled through- out the year.	Conference - Winter Graduation - Spring Registration for Fall 2015 - Spring

As soon as the classes and faculty were identified, the revision of courses began. The classes needed to be engaging and culturally relevant. We wanted the students to feel like a “community of practice; a familia” to feel welcomed and motivated.

Students will meet their upper-division GE requirements in these three courses:

FALL 2013: Ethnic Studies 3010 “Decolonize Your Diet: Food Justice in Communities of Color”

This course explores issues related to food justice in communities of color in the US.

Topics may include recovering knowledge about ancestral food, community gardens in

urban environments, or healing from Western diseases, such as diabetes and heart disease.

WINTER 2014: Ethnic Studies 3230 “Oral Traditions”

Critical examination of oral traditions, collective memory, folklore, and testimonial literature of America's multicultural experience. Emphasis on community dynamics, immigration, pop-culture, folklore, and family history.

SPRING 2014: BIO 3065 “Humans and Sex”

The genetic, hormonal and behavioral basis of sexuality in humans from conception to adulthood; developmental and behavioral variation; enhancement and suppression of fertility; genetic screening.

All GANAS students will also be required to enroll in a one-unit seminar, consisting of 10 workshops each quarter. The Fall quarter will focus on Study Skills, Transition to the Quarter System and Community Building. Winter quarter workshops will focus on Careers and Graduate School, as well as introduction to internships. Spring quarter workshops will focus on Leadership Training and Giving Back to the Community. Each quarter, the seminar will also host a motivational speaker from the local Latino community.

Website: <http://www20.csueastbay.edu/class/ganas/>

The website was created to help students obtain information about GANAS and apply to the program.



"Gaining Access 'N Academic Success"

"Donde hay GANAS hay maña"

"Where there's a will, there's a way"



About GANAS

GANAS is a new program at Cal State East Bay that targets and serves newly arrived community college transfer students. The GANAS model offers integrated academic and cultural approaches that welcome and socialize new transfer students while increasing their confidence, engagement, resiliency, academic success, persistence, and, ultimately, baccalaureate degree attainment rates. GANAS is open to all students. It provides a supportive environment that focuses on Latina/o and multicultural content.

- [Read More About GANAS](#)^[1] [Apply to GANAS!](#)^[2]

Benefits to Students

As a GANAS student you will receive the following benefits:

- Complete your upper-division GE (B6, C4, D4, and CGW) in a cohort during your first year at CSUEB
- Learn strategies for success in university and life
- Enhance your academic skills
- Receive counseling, tutoring, and financial aid workshops
- Be paired with a mentor
- [Benefits](#)^[3]

GANAS Program Requirements

- Enroll in one Upper Division GE course and a one-unit GANAS seminar every quarter your first year
- Meet with a GANAS counselor at least two (2) times per quarter
- Regularly meet with a GANAS mentor

#3: Preparation and Implementation- Registration and Orientation

GANAS is scheduled to enroll students during the Summer 2013 and start with first class and seminars Fall 2013. Registration problems are currently being addressed and resolved with the help of PEMSA staff. Now that the students have been selected, the student and faculty mentors, as well as a counselor have also been selected.

As the students begin their new life at CSUEB, they will be connected with a student peer mentor. The student mentor will share his/her experiences as a transfer students at CSUEB. The peer mentor will attend the success seminar and meet regularly with our students. In addition, the faculty mentors will also meet with the students and will support them as needed. In 2014 professionals recruited from the local community will mentor second-year GANAS students.

GANAS students will work closely with their counselor who will advise them, help them with registration, assist them to prepare academic plans to reach graduation as soon as

possible, as well as help develop academic and professional goals. Counselors will meet with students twice per quarter and track the students' progress periodically throughout the quarters. Frequent communication between GANAS instructors, counselors, and mentors will be imperative in helping GANAS students achieve academic success. The goal of GANAS is to "cocoon" (Gandara, 1995) our students with a network of culturally relevant instruction, intensive counseling, academic support, and mentoring.

However, the logistics to register our students and to have their transcripts evaluated has been a bureaucratic nightmare. **At this point (July 15, 2013), the success of GANAS depends on our students being evaluated and admitted, then available to register, provided the classes they need have space available.** Transfer students are not able to register until final documents are evaluated, which can take anywhere from 6 to 10 weeks. By the time they can register, many classes and labs are closed. We will continue to request support from PEMSA to review and accept GANAS students in an expedited way. Focus groups with current CSUEB students has found that registration, financial aid and getting tutored has been difficult for students. The success of GANAS first depends upon students enrolling at East Bay and if they are not notified until August, it is very difficult for them to move, find a home, and just as important, find classes that have room for them to enroll.

Example of one student's frustration.

Hello Lettie,

I look forward to meeting the GANAS team as well. I submitted my final transcripts on May 30 with a one day delivery. My transcripts should have been received at CSUEB on Friday, May 31. I still have not received any response or a registration date and time. I've already met with Andrea Weicker, from the Kinesiology department when I attended orientation on July 2. She set up a plan as far as what I need to take for my major classes. There is one class in particular

that I need to get into for sure this quarter, Biology 1403; however, the class already has 77 students enrolled and 22 people on the wait list. I'm not sure what I should do? The equivalent course is available at the JC I attended, Los Medanos College, although if I take it there it would interfere with the GANAS course this Fall Quarter. Is there anything I can do?

Thank You,

*NetId
Cell #*

PS: I've also returned a voicemail I received. I believe her name was Janelle Rhodas.

Good news: This student was lucky, we were able to talk to the professor, get her on the waiting list in this essential class and lab. However, we don't know if we will be able to do the same with other students who may experience similar problems.

Additional Barriers CSUEB Students are experiencing:

A Focus Group conducted in Spring 2013 revealed the following information:

1. Most students do not have anyone in their family who can help them.

- **Is there a person in the family who can help you?**

Parents – 6 Siblings – 1 Cousin – 1 Sorority – 1 No one – 13

2. Most are obtaining loans, Latinos have the highest loan amount of other groups.

- **Did you receive financial aid? If yes, did you receive a loan? Work-study? Scholarship?**

Loan – 18 Work-study – 6 Scholarship – 10 None – 1 Blank - 1

3. Majority of parents have not attended school and are unable to guide their children.

- **Are any of your parents/guardians college graduates? Which ones? Where did they attend college?**

Yes – 1 No – 25 Blank - 1

Present your learning outcomes and relate them to the CSUEB Institutional Learning outcomes

GANAS has several outcomes and objectives that address CSUEB Institutional Learning Outcomes.

GANAS graduates will be able to demonstrate cultural competency and community engagement

Objective 4.1: Participants will enroll in one culturally relevant course per quarter.

Objective 4.2: Students will be invited to participate in the GANAS Club, which encourages community involvement.

Outcome 4.1: (ILO: Diversity and Thinking and Reasoning) Students will value diverse perspectives and learn effective strategies to address complex challenges in their community.

Outcome 4.2: (ILO: Collaboration) Faculty will use collaborative teaching methods in their courses

GANAS students come from diverse backgrounds and vary in age from 21 to 36, we believe this will add the richness in class discussions. GANAS is closely aligned with the mission of the university: “Cal State East Bay welcomes and supports a diverse student body with academically rich, culturally relevant learning experiences which prepare students to apply their education to meaningful lifework, and to be socially responsible contributors to society.” We are making good on our promise to “support”

diverse students with a culturally relevant learning experience. All classes and seminars will have this as their mission.

Research

Give an overview of what your team has learned about your learning focus from the available scholarship. This could include theories, models, and research findings that provide a foundational understanding for CSUEB colleagues.

Research has proven that students thrive in small learning communities. Project GANAS is designed so students in the program will be “cocooned.” A term coined by Gandara (1995). In GANAS students will participate in small learning community where they will receive the support they need in an effort to prevent them from dropping out. Students in the GANAS cohort will gain confidence to succeed at the university level as they are mentored by experienced CSUEB high-achieving peers. This will change the latest data available from the CSU Chancellors Office, which has the 6-year graduation rate for the 2004 cohort of Latino community college transfer students at 63.0%. Project GANAS aims to increase this rate by 7 percentage points, to 70%, for the 2012-13 Project GANAS participants and over a future 6-year period. The GANAS design team believes that if the students are supported academically, and counseled appropriately they will be more likely to graduate.

The plan to support the students includes: culturally relevant classes, a seminar class, and a GANAS Learning Community/Center. In this center, the students will not be lost in between offices, they will have a successful experience as they receive support in

one centralized and coordinated center. Project GANAS will focus on helping transfer students who are often out of their comfort zone due to changes of school, from semester to quarter, maybe away from their families, different curriculum, etc.

Another variable that has been shown to contribute to student persistence for Latino/a students is college climate. Findings by Nora and associates (i.e., Cabrera and Nora 1994; Cabrera et al. 1993; Nora and Cabrera 1996) established the negative impact that discriminatory behavior, both in and outside of the classroom, has on the persistence decisions of Hispanic students. Moreover, Logerbeam et al. (2004) found that Latino/a students who perceived their campus as ethnically diverse (such as a Hispanic Serving Institution) were more likely to persist in college. Students from EB that participated in focus groups, expressed their dissatisfaction in regard to faculty who does seem to care. Students reported they needed more support. For example, by the time they need tutoring, there are no tutors available. All people sign up for tutors at the beginning of the semester whether they need it or not. Leaving those that need it at the middle of the semester without any help. Also, the tutors only work until 5pm, leaving most of our students who work and only come to campus after 5pm without any support.

In addition, research by Suarez (2003) suggested that support from staff members was important to the success of Hispanic community college students.

Researchers focused on Latino/a success have also considered the impact of more culturally relevant social experiences, including participation or leadership in community service. For example, borrowing from Putnam's (2000) notion that participation in civic activities represents a form of social capital, recent findings by Nunez (2009) demonstrate a direct relationship between students' obligations to give back to the

community and Latino/a students' sense of belonging. Similarly, Hurtado and Carter (1997) found that membership in a social-community organization was significantly related to Latino students' sense of belonging in the third year of college. Project GANAS students will be given the opportunity to tutor in Hayward Promise Neighborhood schools.

Describe what you have learned from researching best practices at CSUEB and other institutions.

PUENTE model has been in existence since 1981. It was created by Felix Galaviz, a Chabot Counselor with Pat McGrath, an English Instructor. This program has helped support over 400,000 underserved students thrive academically. The major components of PUENTE also guide GANAS, they are writing, counseling and mentoring. PUENTE has won numerous awards and continues to hold the hand of many community college and high school students. Project GANAS at CSUEB will be the first program at a University campus that will follow this model.

Pilot culturally relevant pedagogy and curriculum

GANAS will support these students who are transferring to CSUEB by recognizing their strengths and creating experiences that value students' cultures, in addition to being meaningful and relevant. Students bring with them culturally-based ways of doing, seeing, and knowing; in response, culturally relevant/responsive teachers find ways to scaffold those cultural experiences in order for the students to gain additional meaning

and ultimately be successful. The culturally relevant/responsive teacher emphasizes the "funds of knowledge" (Moll, 1992) or cultural capital (Bourdieu, as cited in Lareau, 2001) developed in students' homes and communities, thereby encouraging academic achievement.

The first class in the program is Ethnic Studies 3999 - Decolonize Your Diet: Reclaiming Ancestral foods. In 2011, Dr. Calvo piloted this course on food justice in Ethnic Studies. Students enjoyed this course and especially appreciated the community-building aspect of studying food. Upon discussion, it was decided Dr. Calvo's food justice course could be the first class that will be combined with a writing seminar. This keystone course will be used to meet upper division GE requirements, build academic skills, and build community. The concurrent seminar will include, but will not be limited to, career advice from professionals in the field, motivational speakers, tutoring and mentoring.

Recommendations for Practice

Describe the implications of your findings, coupled with the background review, for learning and student success at CSUEB. Provide your scenario of what excellence and innovation related to your learning outcomes could look like.

Some things we can recommend that co-curricular programs take to help first generation/underserved students are:

1. Provide excellent customer service to students (and referrals) so students can learn about and take advantage of the many resources we have on campus; students

need to feel welcome and that we care about their success. Students need to be notified where their application is in the total admission process.

2. Connect first generation/underserved students to on-campus cultural clubs and social-community organizations or to culturally relevant community service.

Engagement/feelings of belonging lead to persistence. Students are overwhelmed when they start school and often do not know what are their options in relation to clubs, and other activities. Most of CSUEB students work, the clubs are a luxury, these need to be designed to meet the needs of working students.

3. On-going Cultural sensitivity training for tutors working in Student Center for Academic Achievement since they offer writing and math tutoring services. Tutors need to be available after 5pm. Additional tutors need to be added for those that need help during exams or in the middle of the quarter.

4. Hire mental health professionals at the Health Center who are familiar treating people of diverse cultures. Family expectations, role of religion in the culture, gender roles, sexual identity issues, etc., are different depending on a student's culture.

Thanks to the GANAS Leadership Team:

Dr. Gilberto Arriaza, Educational Leadership;

Ricardo Avitia, Enrollment Development;

Diana Balgas, Student Retention Services;

Dr. Luz Calvo, Ethnic Studies;

Melissa Cervantes, Upward Bound;

Dr. Jesus Diaz-Caballero, Modern Languages and Literatures;

Evelia Jimenez, AACE;

Emmanuel Lopez, EOP Admissions and Summer Bridge;

Dr. Lettie Ramirez, Teacher Education;

Jose Rocha, Enrollment Development;

Jose Salceda, EOP; and

Martha Wallace, University Scheduling.

Special thanks to Jenelle Rodas, student at CSUEB.

References

Arizona State

<http://sts.asu.edu/>

Census Bureau. (2012). State & county Quickfacts: California. Retrieved April 11, 2012, from <http://quickfacts.census.gov/qfd/states/>

CSUEB Institutional Research:

<http://www.csueastbay.edu/ira/>

GANAS webpage with all the resources/links

<http://www20.csueastbay.edu/class/ganas/Resources.html>

Gandara, P. (1995). *Over the Ivy Walls*. Albany: State University of New York Press.

Moore, C. & Shulock, N. (2010). *Divided we fail: Improving completion and closing racial gaps in California's community colleges*. Sacramento, CA: Institute for Higher Education Leadership & Policy. Retrieved September 12, 2011 from http://www.csus.edu/ihelp/PDFs/R_Div_We_Fail_1010.pdf

Portland State Ganas: Gaining Awareness & Networking for Academic Success

<http://www.pdx.edu/dmss/LSS/GANAS>

PUENTE (2012). About PUENTE. Retrieved November 14, 2012

<http://PUENTE.ucop.edu/about/>

<http://www.puente.net/>

U.S. Census 2010: California. <http://2010.census.gov/2010census/data/> U.S. Census 2010, American Fact Finder, Demographic Profile Summary.

<http://factfinder2.census.gov> U.S. Department of Education, National Center for

Education Statistics, Common Core of Data (CCD), "State Non fiscal Public

Elementary/Secondary Education Survey", 2009-10, v.1b. www.nces.ed.gov/ccd U.S.

http://online.santarosa.edu/homepage/mflett/Psych1A_Articles/Hispanic_Student_Success_Factors.pdf

GANAS Team Contact Information:

Email: ganas@csueastbay.edu

Website: <http://www20.csueastbay.edu/class/ganas/>

Diana Balgas, Student Retention Services; 885-4573

diana.balgas@csueastbay.edu

Dr. Luz Calvo, Ethnic Studies; 885-3851

luz.calvo@csueastbay.edu

Melissa Cervantes, Upward Bound; 885-2615

melissa.cervantes@csueastbay.edu

Dr. Jesus Diaz-Caballero, Modern Languages and Literatures; 885-3390

jesus.diaz@csueastbay.edu

Evelia Jimenez, AACE; 885-4680

evelia.jimenez@csueastbay.edu

Dr. Lettie Ramirez, Teacher Education; 885-2388

lettie.ramirez@csueastbay.edu

Jose Rocha, Enrollment Development; 885-2130

jose.rocha@csueastbay.edu

Martha Wallace, University Scheduling.

martha.wallace@csueastbay.edu

GANAS Leadership Team Bios

Diana Bargas is the Executive Director of Student Retention Services at California State University, East Bay. She has more than 19 years of experience in higher education, as an educator and administrator. In her current role, she provides administrative oversight to Academic Advising and Career Education, Educational Opportunity Program (EOP), Summer Bridge, two federal TRiO programs, and the Renaissance Scholars Program for former foster youth. Diana serves on a number university-wide committees and advisory boards that include the: Student Success and Assessment Committee, Graduation Initiative Team, WASC Student Success Committee, University Undergraduate Advising Council, A2E2 University-wide Activities and Program Subcommittee, Pioneer Data Steering Committee, SFSU Latino Educational Progress (LEP) Working Group, and as division liaison to the Academic Senate's Faculty Diversity and Equity Committee (FDEC).

Diana is a doctoral candidate in Educational Leadership at San Francisco State's Graduate School of Education. Her research interests include why race and class

remain strong predictors of students' educational attainment, particularly in degree completion rates. She holds a BS in Business Administration and an MS in Counseling from California State University, East Bay.

Dr. Luz Calvo is an associate professor in the Department of Ethnic Studies at Cal State East Bay. Dr. Calvo received their PhD in the History of Consciousness at UC Santa Cruz, an MA in Political Science from UCLA, and an AB in Politics from Princeton University. Dr. Calvo's current research focuses on decolonization as a practice, with an emphasis on food justice, ancestral knowledge, and indigenous epistemologies.

Melissa Cervantes is the Director of the Upward Bound Program at CSU East Bay. She has been working with CSUEB's Upward Bound for the last six years, rounding out her 13-year career working with TRiO Programs. Melissa earned her MA in Counselor Education from San Jose State, her BA in Social and Behavioral Sciences from CSU Monterey Bay, and her AA in Liberal Studies from Ohlone College. As a former community college transfer student, Melissa has a personal connection with the GANAS vision. She has helped develop the programmatic side of the project pulling from her experience as a counselor and director of an educational equity program. She is passionate about serving students and she is looking forward to contributing to the success and growth of GANAS students as they transition here to CSU East Bay.

Professor Jesús Díaz-Caballero is an Associate Professor in the Department of Modern Languages & Literatures at Cal State East Bay. After receiving a degree at the University of San Marcos in Lima, Peru, he migrated to the US as a graduate student

and he received his Ph.D. in Hispanic Languages and Literatures from the University of Pittsburgh in 2001. Before joining the faculty at Cal State East Bay in 2005, he taught at the University of Oregon at the graduate and undergraduate levels. He has published several articles in different journals and participated in national and international conferences relating to Latin American literature and culture. Professor Diaz-Caballero focuses his courses on the study of the relationship between social history, literature, and different cultural traditions of Latin America. He contributed to the creation of the project GANAS website and is interested in how mentoring, migration stories, bi-literacy and service learning could impact the education of first generation Latino students.

Evelia Jimenez has been working as an Academic Counselor for 18 years, 12 of them at CSUEB. She has an M.A. in Education. She enjoys guiding college students through their educational journey to ultimately earn their degree, especially first generation Latino students such as herself. Evelia's role in GANAS is to guide students through their graduation requirements and career goals and help them become successful as they transition to CSUEB.

Dr. Lettie Ramirez received her Ph.D. from University of Texas at Austin and has been on the faculty of CSU East Bay since 1994. She was hired part time in the Department of Teacher Education and part time in the Department of Educational Psychology to teach Educational Psychology. She has developed numerous programs and has obtained over 11 million in funding to help support teachers professional development. Her areas of research are English language learners, multicultural education, and the education of Latinos in our schools. Dr. Ramirez has co-authored two

books and is currently serving as Vice-President for American Association of Colleges for Teacher Education in California Council of Teacher Education and is also on the board of the California Association for Bilingual Education.

Martha Lucero Wallace, Director, University Scheduling, began working at CSU East Bay in 2001. With an entrepreneurial background she has focused on implementing new technologies that enhance business processes and provide improved services to students. Martha earned her MS Ed – Technology Leadership from CSUEB in 2005. She has served as liaison with local community colleges, serves as a Hearing Officer for the Office of Student Development and Judicial Affairs, and is as member of the Chicano Latino Staff & Faculty Association - CLSFA. Martha helped shape the vision of GANAS as a cohort program, has provided data analysis, web development and communications to implement this exciting new program to improve student success at CSUEB.

Appendix: Summary of Focus Group Responses:

Do you feel good about coming to school? Why or why not?

- Yes, I love school.
- I feel comfortable in coming to CSUEB. I feel safe on campus. I believe my voice can be heard on campus.
- I like my flexible schedule. I like the campus and how classes are small. I can meet classmates and form study groups.
- Yes, I am accomplishing my dreams, but on campus there isn't much of an awareness of Latinos/as
- School makes me feel like I am contributing to my community in a positive way. Continuing my education also makes me feel that I am succeeding for my race and gender and person.
- Yes, but it took me 4-5 years to finally get this feeling. There were too many personal obstacles distracting me from my education. It took time to get centered with myself, gained more self-awareness, and then I was able to appreciate and truly apply my education.
- Yes, but sometimes I feel like we don't have much support.
- Yes, because I like doing something good for myself.
- I actually have fun all the time, and when it comes to class I pay attention.
- It has been one of the best experiences for me.
- Yes, it helps me, but I tend to stress out easily.
- I am thankful to have the opportunity of getting an education, and moving closer to my future career goals.
- Yes, because I feel like I have not only made my goals come true, but also my family's as the first one to graduate from high school and to go to college.
- Yes, because I feel that education will give me better opportunities.
- I like coming to school because I know that my future depends on it.
- I definitely feel good about school because I feel that I'm taking advantage of the opportunity my parents have worked so hard to give me. I enjoy learning and being surrounded by other students' opinions and ideas.
- Yes, because I'm becoming someone. I'm working hard to become a better-educated person. I'm doing well for myself. Also, I know that I am making my family proud.
- Yes, I know that education is a means to an end.
- Yes, because all my life I was taught to do good in school and to obtain good grades.
- I do feel good about coming to school. I am aware that in today's society, it is crucial to attend school. I am the first woman in my family to go to college and the first ever to go away from home for college.
- Yes, I feel good because I'm working to have a better future.
- Yes, because I have done something that I wasn't expected to do and because it is easier to fail.
- I definitely feel good about coming to school. Especially considering the fact that I am the first in my family to attend any school higher than high school.
- Of course, because it's beneficial for me so I can graduate one day, and become a person with a degree.
- I do feel good about coming to school, a four-year university to be exact because I am gaining knowledge and experience to better my future. I'm able to better the lives of my family and my future family, as well. It feels good to break the stereotypes and do something good with my life.

Is your favorite subject the one in which you receive the best grades? Why do you think this is?

- Yes because the professors are very engaging and they make their teaching so that it touches students.
- My favorite classes are those that I do well in.
- I feel like I put more passion and effort into the subject I excel in.
- Yes because it interests me and I want to research more about the subject.
- Well, activity classes are the classes in which I have excelled. I don't know that grades are reflective of a student's success in a class. I love my major classes; still the best grade that I've received is a B. I think there are so many factors to learning, and a grade to me isn't the best way to respect that. I'm dyslexic and ADD, which is why I excel in activity classes. But, I don't think it makes me any less successful.
- Yes because I understand it like the back of my hand. I was able to make relationships and associations with what I was learning to what I was experiencing in everyday life. Application was critical.
- Yes because I enjoy the class and the professor makes it interesting.
- No, it's not.
- No, actually I've really struggled in some of my major's courses because I am not familiar with any of the material.
- My favorite subject is the one I get better grades in. I think it is because I don't feel like I am being forced to learn it. I love learning new things about my favorite subjects.
- Yes, I am an art major, and don't have the motivation to pay attention in other subjects.
- Yes, currently I am receiving the best grades in my interpersonal communications class. I find this subject to be very interesting and beneficial to learn.
- Criminal justice is my favorite course and future career. I feel my grades are better because I actually am more focused and interested in the material, and I want to learn more information.
- Yes, because I tend to listen more and absorb more information when it interests me.
- Yes, I think I get good grades in my favorite subject because it interests me and challenges the way I think.
- I would say that my favorite subject is the one I get the best grades in because I love English literature and writing, and I've excelled in that particular subject.
- Yes. I think that is because I actually do the work because I am more passionate about it.
- Yes, they are usually my major classes. I know it's because it's what I enjoy doing. I am learning because it is what eventually I will make a living out of.
- Yes, but I also receive great grades in my other classes as well. But I think it's because my interest in the topics is what keeps my attention.
- Yes because I enjoy the class and am curious to learn more and take what I learn and use it in the real world.
- Yes because I have the most interest in it and I tend to do well in things that I am passionate about.
- I think it is because it is the one you enjoy learning about the most.
- Math, because I know there will always be a solution. I just have to get there.
- Yes because it's something that interests me.

- I tend to do well in all my classes. Although I do believe that I put more effort into those classes that I find as my favorites. I think this is because I find the subjects much more interesting.
- No, my favorite subject does not have to do with my grade. I like courses and materials in which I actually learn. I do however love every aspect of my criminal justice major. But I am open to new concepts that I wouldn't have ever thought I would enjoy. For example, psychology.

Do you feel like teachers are interested in you and your work as a student?

Yes – 15 Some – 11 Blank – 1

- I've always felt my teachers make themselves available.
- Not all teachers here at CSUEB. I've only had three professors who actually care about the students.
- I've made friends with some of my activity professors. As far as lecturers, I think they are stretched so thin, they find what they look for in an assignment, and move on.
- They see potential. It's only when I take initiative to meet during office hours then they spend more time with me.
- Most of them.
- I don't think all teachers are, but a few that I have presented myself to, do take an interest.
- Yes, as an art major, their criticism is involved.
- I like to give as much participation in my classes as possible.
- Some care by talking to me and telling me I could do so much better than what I am doing right now.
- Some do because they can see potential.
- Some of them do.
- Most of the teachers I've had throughout my academic career have been helpful and caring.
- Sometimes, at times I feel like the teachers that take the time to know my name are more invested.
- My major professors are usually of great help and always offer their assistance.
- Some teachers here are truly focused on helping their students succeed.
- If we show an interest in class, teachers are always willing to help us learn.
- I think they are.
- Some teachers make the effort, while others don't even know your name.
- Some teachers, yes; they show that they want to be there.
- Some are, some aren't. Sometimes there are professor who five loads of work because they're interested but some don't bother to help if a student has questions.
- Yes, I actually do. There are some that seem like they aren't but it's rare when I have a professor like that.
- I do. The school is so big and the professors see so many new faces all the time, yet they are open to helping me through office hours and letters of recommendation.

What does a professor do in or out of the classroom that makes you interested in your studies?

- Attends school related activities that are put on by students.
- They provide their experiences in their field. My professors also state why it's important to gain experience, or what they did/studied when they were in college.

- I like when the professor uses current events and engages the class rather than simply feeding us information.
- One of the things that show interests from a professor is when they engage students and not just teach the information, but actually explain it and apply it.
- One of my professors is a part time therapist. I think I identify him because of how honest he is. He mentioned that if he were a full time therapist, he'd probably burn out. I like that he was so honest about that because it's something I'm interested in pursuing. He's also interested in what we say, and makes a lecture course a discussion.
- Makes the class curriculum easy to understand. I had a professor that made use react to hundreds of pages a week of reading, and then write a one page paper answering broad, complex questions. That was not easy.
- Answers my questions when something is not clear. Offers extra help.
- Involves the class, uses group work, and gives interesting lectures.
- Gets engaged with us at times, and just doesn't lecture at us.
- When they share personal experiences from outside the classroom; when they share relevant current events.
- Regardless of the subject, the thing that gets me interested in a subject is the professor's passion for it. I love being in a class with a happy, energetic professor who shares her passion rather than just lecturing.
- When we learn different techniques in a class, using exercises, and outside work or assignments that involve us.
- Professors that make students participate and get involved makes the classes more beneficial and easier to obtain information.
- One of my professors is in charge of a club at school that talks about my future career and I get to practice things and see how the career works.
- They focus more on creativity and do drown us in so many assignments.
- When they provide office hours and really take the time to explain things you have questions about.
- I tend to respect my professors and want to listen to them more when they are generally passionate about the subject they teach or just teaching in general.
- When a professor keeps in touch and suggests classes to take. In the classroom, when a professor is invested in you succeeding by checking in with the class about academic issues.
- The ones that make me interested are the ones who don't just base their lectures off a PowerPoint. They include various sources and ways of teaching such as discussions, media clips.
- Show their passion for the materials, as well as making it fun and/or interactive.
- Teaches with passion.
- A professor that is passionate about the subject that they teach, or a professor that makes it clear that they want you to pass or do well makes me interested in the subject.
- Some teachers make the effort, while others don't even know your name.
- Some teachers, yes, they want to be there, in the classroom.

What does a professor do in or out of the classroom that makes you discouraged in your studies?

- They just lecture and don't let the students speak.
- When you go in for assistance in their office hours, and make you feel that what you need help in, you should know already.

- When a professor simply reads off a PowerPoint. I also get discouraged when the professor doesn't answer emails, or make himself available. Then I don't feel connected to them.
- The main thing is when the professors that I've had just tell me to read the book or just use a PowerPoint. This discourages me from wanting to know the material.
- I think this is going to be a biased answer. I have a professor who is very involved in the community. However it seems that because she is so strongly set in her ideas that she is looking for a right answer. I don't think we have the same political views, so I'm not too eager to participate in discussions.
- Sometimes they don't explain things well.
- Just lectures, talks.
- Require outside class participation. I had a professor that did live lecture every week that we had to watch online, on top of going to class each week. I literally did not have the time to watch the extra lectures.
- Not taking the time to explain or demonstrate the importance of the material at hand.
- Not being engaged, poor at keeping office hours.
- When I feel like they're including too much in a lecture and there's a lot to learn, especially how to do a certain technique.
- Professors who don't respond to emails.
- They don't help the students when we ask questions or they tell us to ask our classmates for help, or to pay more attention in class.
- When they are not flexible with the work, and give no credit for effort.
- If they take forever to respond to an email, it really frustrates me because I would more initiative from them.
- I feel discouraged when professors are closed off and bring a bad attitude into the classroom.
- In the classroom when they have the mentality that no one will do well in their class.
- Boring professors who just read off their PowerPoint.
- Teach strictly from the textbook.
- Nothing.
- A boring teacher who doesn't really care about his/her students.
- Doesn't give time to their students, or helps them when they are struggling.
- Treats us like another college kid that doesn't matter.
- Rejection and not much interested in us.
- When their lessons in class don't have anything to do with the course.
- I do not like professor who do not make themselves available for questions, or don't explain the course expectations well.

Name up to three barriers that prevent you from participating fully in your studies.

- Financial, more resources for AB 540 undocumented students
- Motivation, distractions outside of school (family, roommates), knowledge or understanding of material
- As of now, I have not encountered barriers. A barrier that I could think of that could affect me is transportation. I live across the bridge and need to have a functioning car.
- Professors, work, being involved so much on campus that I forget I came to college for my education.
- I think one barrier is my learning disability
- Work, not much support, and unaware of programs on campus

- Can't concentrate all the time, get distracted easily, give up at times
- Work, not aware of all programs available
- I have to work full time to pay for school. Personal life and everyday obstacles like relationships. I overload myself sometimes, and that hinders my ability to focus on each class individually.
- Work, home life, relationships
- Fear of getting the answer wrong, embarrassment over asking the wrong thing, worried about failure
- My pride; I don't like asking for help. My tendency to procrastinate and leave things to the last minute.
- I stress easily, financial aid problems due to being in my fifth year, distance from family as my parents are still against me being here.
- Money, family, learning
- Time, lack of interest, hard to understand
- Personal problems
- Sometimes I give up when I'm frustrated, sometimes I lack motivation
- Work, relationships, independence
- Laziness. At rare times my motivation seems to disappear, but then I push myself and it comes back. School debts scare because I owe a lot of money.
- None. However the fact that my mother is ill and that I'm doing everything on my own distracts me at times.
- Paying for books and other money I owe because financial aid doesn't cover all my costs. Being with my family.
- My family is so far away and it distracts me when I get homesick. However, being at home distracts me more because there are always family events and other distractions. Stressing about money.
- Time management, not understanding the material, distractions
- Time
- Difficulty understanding, insecurity, distracted easily
- Insecurity, fear of being wrong, shyness
- Money, distance from family, mobility
- Financial obstacles (tuition is too high); books are too expensive
- Money. Have to pay out of pocket because the Cal grant doesn't cover all tuition costs; parking permit is really expensive and discouraging.

What type of support (activities/resources) might assist you in succeeding at CSUEB?

- Would like to see more resources like scholarships and other funding.
- Financial support. Latino/a center. Latino/a welcome day at CSUEB
- Having a mentor would be a great resource; support groups on campus; programs that do more to help students who are not doing well in their studies
- More awareness of programs; there are many programs out there that I am not aware of unless I research or ask around; then I get into feeling the information is not readily available
- Some resources that help me at CSUEB are being involved in different clubs and organizations.
- More available resources to help students, like clubs
- My sorority sisters and looking towards my future

- Clubs, teachers, counselors, other students who know more about the school
- I use the school's free tutoring. I go days without sleeping. Create study groups to help take the load off my shoulders
- My sorority has been my biggest support system. I don't know what I would do without them
- SCAA, AACE, EOP, going to office hours
- Scholarships as well as grants
- Being involved in a club/organization; getting more involved in school; asking for help from teachers, friends, and sorority sisters
- More resources that are free; having courses be more fitting with material
- Being involved in campus life pushes me to keep my grades up; counselors; peers/sorority sisters
- Theta Lambda Psi has been one of my greatest motivations and helped me during my college years
- Library, my sorority, my family's support, available counselors
- Scholarship, workshops
- SCAA, EOP, family/friends
- Awareness. I think if you know you're not alone, you're more likely to succeed.
- Tutoring, subject workshops
- More assistance in terms of resources like tutoring. More encouragement for successfully participating in academics.

How is your experience at CSUEB different from your transfer college experience?

- Not involved as much as I used to be at Chabot; feel less a part of the school; classes are harder and the quarter system is different than semester
- Seems to me like there is less support at CSUEB and students are more on their own. I see less networking.
- I feel more challenged at CSUEB. At community college, I felt my GE classes were merely like an extension of high school.

Did you work? Part time? Full time?

No – 5 Fulltime – 6 Part time – 16

- I worked part time during my sophomore year. I was able to manage to do well in my studies and at work.
- Haven't had a job yet in my life.
- Yes, full time as an insurance and financial adviser.
- Three part time jobs
- I work part time on campus, about 20 hours a week.
- I had one part time job two years ago.
- Part time, two jobs
- As a tutor/note taker on campus for a quarter
- In the summer only
- Not at the beginning, but I do now.
- I started working part time, but now I work full time.