

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	SEAS/GANAS Program
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<i>Dept/Program AVP</i>	Martin Castillo

1) **DEPT/PROGRAM MISSION**

(i.e., what are the goals that the dept/program will achieve?):

Dept/Program Mission Statement
Increase the number of Latina/o transfer students who persist and graduate from CSU East Bay with a baccalaureate degrees.

2) **ASSESSABLE STUDENT/PROGRAM OUTCOMES**

i.e., what measurable impact(s) will students demonstrate/achieve from involvement/interaction with the dept/program? List outcomes as needed.

Student Outcome Statement
Our program exists to Increase retention for Latinx students.
<i>Increase graduation rates for Latinx Students.</i>
<i>Increase academic success in the classroom.</i>
<i>Establishment of a cultural community to enhance a student's sense of belonging</i>

3) **SIGNATURE PROGRAMS/SERVICES**

i.e., what are the dept/program's key programs or services? Assign the relevant outcome(s) from #2 to its corresponding program/service.

Name of Signature Program/Service	Our program exists to Increase retention for Latinx students.	<i>Increase graduation rates for Latinx Students.</i>	<i>Increase academic success in the classroom.</i>	<i>Establishment of a cultural community to enhance a student's sense of belonging</i>
1-year cohort-based learning community that is paired with a success seminar GS Course	x	x	x	x
Intrusive academic counseling	x	x	x	
Cultural Engagement	x			x
Cultural Month celebration	x			x

4) ASSESSMENT ACTIVITY/DATA ANALYSIS

i.e., how has the department/program evaluated its effectiveness (e.g., surveys, dashboards, other assessment methods) in meeting the stated outcomes in #2? Please attach or link to the assessment activity/data analysis.

Type of Assessment	Our program exists to Increase retention for Latinx students.	<i>Increase graduation rates for Latinx Students.</i>	<i>Increase academic success in the classroom.</i>	<i>Establishment of a cultural community to enhance a student's sense of belonging</i>
<i>Pioneer Insights</i>	<i>The retention rate for CSU East Bay students- Latina/o and not Latina/o- who participates in GANAS is higher than for students who do not participate in the program. In comparison to the CSU East Bay transfers student population. Students participating are retained at a much higher ranging between 95%-100% in comparison to 83%-88% other Latinx transfer students.</i>	<i>The graduation rate for CSU East Bay students— Latina/o and not Latina/o—who participate in GANAS is significantly higher than for students who do not participate in this program. In comparison to the CSU East Bay transfer student population overall, Latina/o students who participate in GANAS are 10% more likely to complete college in 2 years upon transferring, 11% more likely to complete college in 3 years upon transferring, and 7% more likely to complete college in 4 years upon transferring.</i>	<i>The GPA rate for CSU East Bay students Latina/o and not Latina/o - who participate in GANAS is above than for students who do not participate in this program. In comparison to the CSU East Bay transfer population overall, Latina/o students who participate in GANAS.</i>	
<i>Corazon Project</i>				<i>For GANAS, one project that supports students' academic success is done through the first year of their cohort experience. The Corazon (heart) Project is a classroom-led</i>

				<i>activity that engages students in sharing their personal and narrative identity in a group-building setting. The Corazon Project has allowed students to express themselves individually and share part of their story with other classmates.</i>
<i>Student Survey Satisfaction survey, end of the year, working with counselors</i>	Started in the AY 23-24 Year	Started in the AY 23-24 Year		
<i>Opening year survey (specific to GANAS) - student needs (resources they are looking for, financial resources, off-campus support, career goals, student expectations, how to engage with the institution)</i>	Started in the AY 23-24 Year		Started in the AY 23-24 Year	Started in the AY 23-24 Year

4) **CONTRIBUTION TO DIVERSITY/EQUITY/INCLUSION**

i.e., how does the department/program contribute to enhancing a culture of DEI at CSUEB and what data have been collected/assessed related to advancing DEI?

<p>Contribution to/Impact on DEI</p>	<p><i>Data/Evidence of contribution/impact</i></p>
<p>The GANAS Program continues to contribute to the enrollment of transfer Latina/o students at CSU East Bay. Latina/o/x make up the largest population of our student body. Through its cultural programming the program seeks to provide student participants a connection to their Latina/o/x roots.</p>	<p>Over 10% 1158 of the Campus population are made up of Transfer Latinx students. About 10% or more participate in the GANAS program.</p>
<p>GANAS has been able to broaden its programming intended only for its participating students to now the campus community with its collaboration with the Diversity and Inclusion Center and Latinx Resource Center. Bringing Latina/o/x culture awareness to the campus community.</p>	<p>Ten engagement programs through the 22/23 academic year. Five collaborations with other campus entities and outside sources. Over 500 students in attendance through all the engagement events.</p>
<p>GANAS continues to strengthen the support Latina/o/x students by promoting engagement and academic success as part of CSU East Bay's Strategic plan for equitable student success.</p>	<p><i>CSU East Bay students—Latina/o and not Latina/o—who participate in GANAS graduate significantly higher than for students who do not participate in this program. In comparison to the CSU East Bay transfer student population overall, Latina/o students who participate in GANAS are 10% more likely to complete college in 2 years upon transferring, 11% more likely to complete college in 3 years upon transferring, and 7% more likely to complete college in 4 years upon transferring.</i></p> <p><i>The retention rate for CSU East Bay students- Latina/o and not Latina/o- who participates in GANAS is higher than for students who do not participate in the program. In comparison to the CSU East Bay transfers student population. Students participating are retained at a much higher ranging between 95%-100% in comparison to 83%-88% other Latinx transfer students.</i></p>

5) **EVIDENCE OF EFFECTIVENESS/AREAS OF GROWTH**

Key Takeaways	<i>Assessment findings that justify effectiveness/area of growth</i>	<i>Implications for practice/Next steps</i>
<p><i>GANAS has supported Latina/o students through the intentional action of creating spaces of belonging, where students can be their authentic selves. GANAS honors Latina/o students’ culture through events that connect students with their Latinx heritage and empowers them to share their stories. In turn, GANAS allows students to share their stories and create a bond as una familia. The program has allowed us to remove barriers and obstacles that many Latinx students continue to face.</i></p>	<p><i>Students and counselor testimonial, attendance number of events offered,</i></p>	<p>Creating an assessment process at the beginning and end of the first year of the cohort to understand the students needs and measure if those needs were met.</p>
<p><i>By having staff and faculty that understand them in both academic and cultural ways, the educational experiences of Latina/o students can be much more meaningful and impactful.</i></p>	<p><i>The proportion of Latinx Staff is reflective of the population of students. CSU East Bay students—Latina/o and not Latina/o—who participate in GANAS graduate significantly higher than for students who do not participate in this program. In comparison to the CSU East Bay transfer student population overall, Latina/o students who participate in GANAS are 10% more likely to complete college in 2 years upon transferring, 11% more likely to complete college in 3 years upon transferring, and 7% more likely to complete college in 4 years upon transferring. Trying to build out ways to connect student’s experience in participation in the group.</i></p>	<p>Offering the opportunity for students to assess the staff and faculty that have supported them through the participation in the program. This will allow us to address any gaps needed to better serve the students.</p>
<p>Retention and graduation rates are higher for Latinx students who are the largest population on campus. Work has mostly been focused on transfers.</p>	<p><i>CSU East Bay students—Latina/o and not Latina/o—who participate in GANAS graduate significantly higher than for students who do not participate in this program. In comparison to the CSU East Bay transfer student population overall, Latina/o students who participate in GANAS are 10% more likely to complete college in 2 years upon transferring, 11% more likely to complete college in 3 years upon transferring, and 7% more likely to complete college in 4 years upon transferring..</i> <i>In comparison to the CSU East Bay transfers student population. Students participating are retained at a much higher ranging between 95%-100% in comparison to 83%-88% other Latinx transfer students.</i></p>	<p>The addition of Frosh students to the program will allow us to focus on all Latinx undergraduates entering the university.</p>