

CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	SEAS/PIAA Program
<i>Dept/Program Lead</i>	Jose Padilla
<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 Asian American and Pacific Islander transfer students who persist and graduate from CSU East Bay with 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 API students.
<i>Increase graduation rates for API Students.</i>
<i>Increase academic standing 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 API students.	<i>Increase graduation rates for API Students.</i>	<i>Increase academic standing in the classroom.</i>	<i>Establishment of a cultural community to enhance a student's sense of belonging</i>
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 API students.	<i>Increase graduation rates for API Students.</i>	<i>Increase academic standing in the classroom.</i>	<i>Establishment of a cultural community to enhance a student's sense of belonging</i>
Pioneer Insights	<i>The retention rates of Transfer PIAA and APASS students consistently outperform those of non-PIAA or Transfer APASS peers, showcasing an 8-10% boost in the 2019 and 2020 cohorts. This improvement is credited to the comprehensive staffing of the Transfer-APASS program, underscoring the pivotal role of staffing in enhancing student retention. However, the 2022 data reflects a downturn, attributed to staff turnover within the program, emphasizing the significance of stable staffing for sustained student support and retention success.</i>	<i>Transfer PIAA and APASS students exhibited a slightly higher 2-year graduation rate than Non-PIAA Asian Transfers, with a marginal difference of 1.8%. While both groups showed relatively similar graduation rates, this minor contrast highlights a nuanced advantage for Transfer PIAA students in achieving timely graduation, underlining the importance of targeted support programs for specific student populations and the necessity of having a fully staffed program.</i>	<i>The Transfer PIAA program exhibited varying rates of students in good academic standing in comparison to Non-PIAA Asian Transfers over several semesters. Particularly noteworthy were the substantial differences observed in Fall 22 and Spring 23, where Transfer PIAA students showed lower percentages by 14.3% and 8.4%, respectively. These fluctuations suggest potential influences from continuous staff turnover and the program's inability to maintain full staffing levels, underscoring the necessity for stable support structures to foster consistent student success.</i>	
Opening year survey (specific to PIAA) - student needs (resources they are looking for, financial resources, off-	Survey responses from PIAA students overwhelmingly emphasized four primary needs, with Mental Health ranking highest at 29%, followed by Time Management, Tutoring Services, and Scholarships, along with		Survey responses from PIAA students overwhelmingly emphasized four primary needs, with Mental Health ranking highest at 29%, followed by Time Management, Tutoring	Survey responses from PIAA students overwhelmingly emphasized four primary needs, with Mental Health ranking highest at 29%, followed by Time Management, Tutoring Services, and Scholarships,

<i>campus support, career goals, student expectations, how to engage with the institution)</i>	Assistance in finding internships and research opportunities.		Services, and Scholarships, along with Assistance in finding internships and research opportunities.	along with Assistance in finding internships and research opportunities.
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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 PIAA Program continues to play a significant role in the recruitment of Transfer API students at CSU East Bay, where API students constitute the second largest demographic within our student body. The program's cultural programming is designed to facilitate a profound connection for student participants with their API heritage, enhancing their sense of cultural identity and community engagement.</p>	<p><i>Over 24% 2390 of the Campus population are made up of API students. About 7% or more participate in the PIAA program.</i></p>
<p>The PIAA program has expanded its programming beyond its participating students to engage the broader campus community through collaborative efforts with the Diversity and Inclusion Center, APIA Student Success Center, and the university's API Staff and Faculty Association. This collaboration aims to raise awareness of API culture across the campus community, fostering inclusivity and cultural appreciation university-wide.</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 of the engagement events.</p>
<p>PIAA remains dedicated to enhancing support for API students by actively promoting their engagement and academic success, aligning with CSU East Bay's Strategic Plan for Equitable Student Success. Through ongoing assessment and implementation of targeted initiatives, PIAA strives to contribute significantly to the achievement of equitable outcomes for API students within the university's overarching strategic framework.</p>	<p><i>The retention rates of Transfer PIAA and APASS students consistently outperform those of non-PIAA or Transfer APASS peers, showcasing an 8-10% boost in the 2019 and 2020 cohorts. This improvement is credited to the comprehensive staffing of the Transfer-APASS program, underscoring the pivotal role of staffing in enhancing student retention. However, the 2022 data reflects a downturn, attributed to staff turnover within the program, emphasizing the significance of stable staffing for sustained student support and retention success.</i></p> <p><i>The Transfer PIAA program exhibited varying rates of students in good academic standing in comparison to Non-PIAA Asian Transfers over several semesters. Particularly noteworthy were the substantial differences observed in Fall 22 and Spring 23, where Transfer PIAA students showed lower percentages by 14.3% and 8.4%, respectively. These fluctuations suggest potential influences from continuous staff turnover and the program's inability to maintain full staffing levels, underscoring the necessity for stable support structures to foster consistent student success.</i></p>

5) **EVIDENCE OF EFFECTIVENESS/AREAS OF GROWTH** (*i.e., what have your assessment results/findings showed re: departmental/program effectiveness, or what have your assessment results indicated about the ways that you can improve/enhance departmental/program effectiveness?*). **List at least 3 takeaways related to effectiveness/areas of growth and identify what next steps (e.g., actions, audiences to share findings, etc.) you would like to take related to your takeaways.**

Key Takeaways	Assessment findings that justify effectiveness/area of growth	Implications for practice/Next steps
<p><i>PIAA has demonstrated its commitment to supporting API students by purposefully cultivating inclusive environments where students feel a sense of belonging and can express their true selves. Through culturally affirming events, PIAA celebrates API students' heritage, empowering them to share their narratives and foster a sense of community. By addressing barriers and challenges experienced by API students, the program plays a pivotal role in fostering an environment that supports their academic and personal growth.</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>When staff and faculty possess a nuanced understanding of API students, encompassing both academic and cultural perspectives, it significantly enhances the depth and impact of the educational experiences for these students. This comprehensive understanding enables educators to tailor support and instruction to align with the unique needs, backgrounds, and aspirations of API students, fostering more meaningful and impactful learning outcomes within the academic setting.</i></p>	<p><i>The retention rates of Transfer PIAA and APASS students consistently outperform those of non-PIAA or Transfer APASS peers, showcasing an 8-10% boost in the 2019 and 2020 cohorts. This improvement is credited to the comprehensive staffing of the Transfer-APASS program, underscoring the pivotal role of staffing in enhancing student retention. However, the 2022 data reflects a downturn, attributed to staff turnover within the program, emphasizing the significance of stable staffing for sustained student support and retention success.</i></p>	<p>The introduction of a new API success course schedule for Spring 2025 is crafted to aid students in their inaugural year, tackling the unique hurdles of transitioning to a four-year institution. This course is geared towards delivering holistic academic and transitional support customized to the requirements of API students, bolstering their capacity to effectively navigate the rigors of higher education, both academically and personally. By offering tailored curriculum and resources, the API success course endeavors to establish a solid groundwork for student achievement and retention within the university environment.</p>
<p>Retention and academic standing among Transfer APASS and PIAA Students demonstrate higher levels compared to non-Transfer APASS and PIAA students. However, recent data indicates a slight decline in both areas, attributed to the program's high turnover rate and understaffing.</p>	<p><i>The retention rates of Transfer PIAA and APASS students consistently outperform those of non-PIAA or Transfer APASS peers, showcasing an 8-10% boost in the 2019 and 2020 cohorts. This improvement</i></p>	<p>Overall, addressing staff turnover, maintaining comprehensive staffing, enhancing support structures, and strengthening program sustainability are essential steps for ensuring continued</p>

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success and retention of Transfer APASS and PIAA students. By prioritizing these areas, programs can effectively support students in navigating the challenges of higher education and achieving their academic goals.