

Awards for Innovation in Higher Education
Application Submitted by CSU East Bay for the GANAS Program
January 2015

COVER PAGE

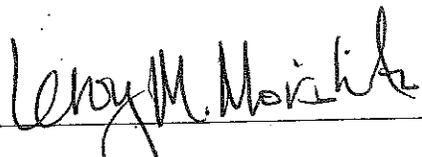
Coordinating Institution: California State University, East Bay

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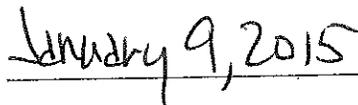
List of Participants: California State University, East Bay; The Puente Project, Center for Educational Partnerships, UC Berkeley; Contra Costa College.

Application Abstract: GANAS (Gaining Access 'N Academic Success) is an innovative, cohort-based program designed to create a successful transition to university life for Latino/a transfer students from California's community colleges. Since its launch at CSU East Bay (CSUEB) in Fall 2013, GANAS has demonstrated that intensive mentoring, advising, and strategic scheduling can have tremendous impact on the academic achievement of underrepresented students, their persistence and their progress toward BA attainment. Indeed, over two-thirds of the GANAS students who entered CSUEB in September 2013 have indicated that they will graduate in June 2015. Each month since its inception, CSU East Bay has conducted research and enacted changes to improve the efficiency and effectiveness of the GANAS program — refining critical program components such as counseling, peer mentoring, academic support, and a culturally-relevant curriculum. Students have reacted very positively to each program element and assisted CSU East Bay in molding the GANAS learning community and attracting new members. CSUEB believes that the GANAS model is scalable and replicable. It holds the potential to increase the number of BA degrees awarded to Latino/a transfer students and to other underrepresented student populations on university campuses throughout California.

Assurance and Signature: I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application.



Chief Executive Officer



Date

CONTEXT

1. Program Goals

GANAS (Gaining Access 'N Academic Success) is a cohort-based learning community designed to create a successful transition to university life for Latino/a transfer students from California's community colleges. Now serving its second cohort at California State University, East Bay (CSUEB), GANAS has demonstrated impact on underrepresented students' academic success, persistence and progress toward BA attainment.

The primary goal of GANAS is to *significantly increase baccalaureate degree attainment for transfer students from California's community colleges*. Although focused on the enrollment and retention of Latino/a students, GANAS is open to students of all ethnic backgrounds. The GANAS model is scalable and replicable, holding the potential to increase the number of bachelor's degrees awarded on campuses across California.

At the time of its launch in Fall 2013, GANAS was the *first* academic and student success program within the CSU system to target and serve Latino/a transfer students through culturally-responsive curricular and co-curricular activities. Modeled after the PUENTE Project that has been so successful in the community colleges, GANAS bundles multiple services and supports shown to be critical to the retention and advancement of student populations with historically low rates of degree attainment: cohort-based classes, culturally-relevant curricula, a college success seminar, intrusive academic counseling, tutoring, and peer mentoring. Coursework fulfills upper division General Education requirements and moves students toward their personal goals of degree attainment and graduate-level education. Research that documents students' progress and outcomes drive continuous and data-driven program refinements.

CSUEB's commitment to increasing timely baccalaureate degree attainment responds to troubling evidence of graduation rate inequities across the United States, in California, and within the CSU system. Fifty percent of Latinos/as who transfer from the California community colleges to a four-year institution enroll in a CSU, yet only 63 percent of these attain a BA within four years.¹ The barriers to degree attainment faced by these students are significant, and targeted strategies are needed to reverse the trend (see #2 below).

The goal of GANAS is aligned with the CSU Chancellor's effort to reduce gaps in graduation rates; Governor Brown's desire to support transfer from the State's 2-year to 4-year post-secondary institutions; and President Obama's goal that by 2020 America will have the highest proportion of college graduates in the world. With the success and expansion of innovative programs like GANAS, California will create equitable opportunities for diverse students to shape the future of our State and its workforce.

¹ "The State of Latinos in Higher Education in California," Campaign for College Opportunity, November 2013. Retrieved at: <http://collegecampaign.org/wp->

2. GANAS Student Profile

Since its launch in Fall 2013, GANAS has enrolled two cohorts totaling 71 students. Tables of these students' characteristics are included below:

Race/Ethnicity	Total	F	M
American Indian/Alaska Native	1	1	
Black/African American	5	4	1
Hispanic/Latino	53	46	7
Native Hawaiian/Other Pac Islander	2	2	
Not Specified	8	4	4
White	2		2
	71	57	14

Categories	Total	2013	2014
First-Generation College	60	30	30
Low-Income (Pell Grant Recipient)	40	23	17
DREAMer (AB 540 - Undocumented)	8	3	5
Former Foster Youth	1		1
Disabled	4	2	2
Veteran	0		

GANAS' targeted recruitment of historically underrepresented Latinos/as – while remaining inclusive of all first-year transfer students -- has resulted in a 75% Hispanic/Latino student population (and an additional 11% who have not specified race/ethnicity). Notable are the participation of first-generation college students (85%), and the strong representation of DREAMers. The largest and fastest growing population in California, Latinos/as are expected to become the majority racial and ethnic group by 2060; yet only 10 percent of Latinos/as in the State hold a bachelor's degree and 4 percent nationwide complete graduate or professional degree programs. Seven out of 10 of the State's Latino/a first-time college students enroll in a California community college. The transfer rate for Latino/a students is about half that of White students (14% compared to 29%), and Latinos/as who do transfer are twice as likely to transfer to a for-profit university as White transfer students (16% vs. 8%). At CSUEB, 27% of undergraduates are Latino/a, a population estimated to make up 48 percent of California's college-age population. On a promising note, Latino/a enrollment in CSUEB has seen rapid growth over recent years (an increase of nearly 50 percent from 2010 to 2012, from 357 to 610 first-time freshmen). Both targeted outreach and dedicated retention strategies will be needed to expand opportunities for this historically underserved population, and support at the critical time of transition from 2-year to 4-year institution will maximize the State's educational investment in these students' futures.

GANAS was created to address the multiple factors that disproportionately affect Latino/a

representation in higher education and ability to earn bachelor’s degrees, graduate within four years, get a good paying job and/or matriculate to graduate studies. First- and second-generation students, as a whole, are more likely to be low-income than their non-Latino peers and more likely to be “nontraditional” college students (i.e., students who enroll in college at an older age; attend part time; work while in school; and balance family responsibilities along with their coursework). While Pell Grant recipient data is included in the tables above to document low-income status (56%), student surveys show that 100% of GANAS students identify need for scholarship or grant assistance to meet financial needs. Interview and focus group data on GANAS cohorts confirm other population traits indicating high need for GANAS supports:

Category	Total %
Parent with a dependent child	22%
Working while enrolled in GANAS	81%
Working full-time	22%
Without a parent/guardian who attended college	93%
Without a family member who can help with college-related questions or issues	59%
Participated in PUENTE Project while in community college	22%

Student focus group data suggests additional factors affecting GANAS students’ entry and success in post-secondary education, including large distances between home and college, transportation barriers, lack of familiarity with college norms and protocols, and limited confidence in their ability to succeed in a college environment. The table of students’ community colleges of origin – included in Appendix B – shows that many students have traveled far from home to attend CSUEB.

Factors such as access to financial assistance, transportation subsidies and childcare may be influenced by changes to educational and social policies. Many of the barriers described above, however, require that students experience personal, practical and academic support that can be provided through effective college programs and services. By creating a sense of community and promoting a culture of success, as described in the sections below, GANAS equips underserved students with the tools and supports necessary to overcome common challenges and achieve their college and career goals.

INNOVATIONS:

3. GANAS Policies, Practices and Systems Prior to January 10, 2014

In 2010, concerned by the relatively low retention and graduation rates of Latino/a students, CSUEB faculty and administrators began to formulate a vision for a program to increase baccalaureate degree attainment among students transferring from the community colleges. Faculty and administrators formed a planning team to identify resources and research models that had demonstrated results for low-income, first-generation college students, aiming to define strategies that were sustainable and scalable, and that drew upon the strengths of CSUEB's Latino/a faculty members. They quickly identified an opportunity to adapt the PUENTE Project model. (See sidebar) PUENTE -- administered statewide by UC Berkeley's Center for Educational Partnerships -- was created in 1981 by a counselor and an English instructor at Hayward's Chabot College, CSUEB's closest and largest feeder community college. CSUEB's Executive Director of Student Outreach and Retention Services and faculty leaders with past involvement in PUENTE championed the decision to create a learning community for CSUEB's entering transfer students.

PUENTE demonstrates the value and importance of a culturally-informed learning community for first-year students; yet its research-based elements had never been adapted to address the needs of first-year University transfer students. CSUEB's investment of a Program Excellence and Innovation in Learning (PEIL) planning grant in 2013 and subsequent implementation grant in 2014 enabled the development of the GANAS program model and curriculum. The system-wide PUENTE Project staff embraced the design of the program, CSUEB faculty adapted curricula, and procedures, and personnel were put in place to recruit, enroll and support the first cohort.

The PUENTE Project

PUENTE is a cohort-based learning community now serving 40,000 students in 24 California counties through extensive writing instruction, sustained academic counseling, and personal mentoring. In the 61 community colleges with PUENTE programs, cohorts of students take a rigorous two-course English sequence and a personal development class, work closely with a PUENTE counselor toward goals outlined in an academic plan, and receive personal mentoring by professionals from the local community. For more than 30 years, PUENTE has helped underserved students achieve academic and career goals by holding high expectations, valuing cultural and social capital, and ensuring that students and their families have critical college-going information and guidance. PUENTE's emphasis on transfer from 2-year to 4-year colleges has demonstrated results: in 2009-10, the transfer rate of PUENTE participants was 56%, compared to 44% for all California community college students and 34% of educationally disadvantaged students.

Before the planning grant term had ended, in Fall 2013, GANAS had launched its first cohort. The original GANAS model incorporated three elements:

- **Coursework:** GANAS students fulfilled General Education breadth requirements through participation as a cohort in three upper-division GE courses that incorporated multicultural content. Students also participated in a one-unit GANAS Transfer Success Seminar each quarter, which covered topics such as study skills, transition to the quarter system, community building, career planning, applying to graduate school, accessing internships, leadership development and community service, and motivational speakers from the local Latino community.
- **Counseling:** One-on-one work with an assigned Counselor who helped students identify and achieve their academic, career, financial and personal goals; assisted with course selection and navigation at the University; and facilitated workshops on topics of interest.
- **Mentoring:** Support of a peer mentor who advised on college success, answered questions, made referrals to resources, and helped GANAS students to feel connected to the campus community.

GANAS participation was opened to all incoming transfer students willing to commit to participation for one academic year. The Fall 2013 cohort enrolled 35 students transferring from 22 California community colleges.

Beginning that first quarter and continuing through Spring 2014, the first cohort of GANAS students participated in surveys, interviews and focus groups to inform program delivery and refinement. In 2014, student persistence, completion and academic achievement data was also gathered and analyzed. A summary of the GANAS program's impact to-date is included in the response to #4 below, and lessons learned from this data analysis have been incorporated into the program design for subsequent cohorts.

Please see Appendix B for a GANAS timeline, brochure, model graphic and other relevant information.

4. GANAS Policies, Practices and Systems Changes Since January 10, 2014

GANAS Program Impact and Lessons Learned in 2014

2014 was an important year for GANAS, as it saw the first cohort's completion of the program's coursework and the second cohort's enrollment and launch. Data analysis during this year was revealing and critical to the continuous improvement of the model and its elements, as described below.

The strength and effectiveness of GANAS are evidenced by the following student outcomes achieved to-date:

- **Persistence:** From Fall 2013 to Spring 2014, GANAS students persisted at a rate of 97.14%, compared to baseline persistence rates of 90.09% for all Latino/a students, 88.92% for all other ethnicities, and 89.14% for all populations.
- **GPA:** The average Spring 2014 GPA for GANAS students was 3.26, significantly higher than the average GPAs of all undergraduate Latinos/as (2.85), all other ethnicities (2.96) and all populations (2.93) at CSUEB.
- **Academic Standing:** Four GANAS students were on academic probation at the end of the Fall 2013 quarter; however, following implementation of program improvements, no GANAS students were on academic probation at the end of the second and third term (Winter and Spring 2014).
- **Retention:** 100% of GANAS students who completed the program in Spring 2014 returned the following academic year (Fall 2014), compared with the average Year Two retention rate of 83% for all first-time transfer students.²
- **Degree Completion:** Data on GANAS students' two-year degree attainment will not be available until 2015; however, two-thirds of the 2013 cohort have filed for graduation in Spring 2015. This two-year graduation rate far exceeds the average for CSUEB first-time transfer students of approximately 35%.³

Student surveys, focus groups and interview data collected in 2014 indicates that GANAS resulted in increased student confidence because the program helped them navigate their college experience, supported their academic and social needs, and created new bonds with others students and faculty. **In the words of one GANAS student, "I feel... that the community we're building amongst ourselves and the support network, all that, has been the most help to me."** This sense of *familia* experienced by GANAS students is considered to be a major contributor to students' successful retention and timely degree completion.

An evaluation of the experiences of first-cohort GANAS students indicates that many participated in University activities considered to be valuable to their future academic and

² CSU ERSS Statistical Extract on CSU System undergraduate full-time are students attempting 12 or more hours in a term. Location: z:\sas\p gm\projects\retention\retention.report.sas

³ Ibid

career success. Students participated in faculty-student research and study abroad (Fall 2014), and as recruitment ambassadors, translators and guides for Spanish-language family orientations, and as GANAS Club officers.

GANAS successfully admitted and enrolled 36 new students in its second cohort starting in Fall 2014, bringing to 71 the total number of students served. Recruitment is now underway for the Fall 2015 cohort.

Refinement of the GANAS Program in 2014

Since January 10, 2014, GANAS has implemented changes to its original model, informed by research conducted during the program's first year and designed to improve student retention, persistence, and attainment of a bachelor's degree within two to three years. These changes are detailed below.

By Spring 2014, the initial GANAS cohort had completed the program's coursework and word had spread about this valuable opportunity for transfer students. Recruitment for Fall 2014 was facilitated by participants' testimonials, peer referrals, and the staff time of the GANAS Program Coordinator, and resulted for the first time in a waiting list of 24 students. To facilitate a smooth **application and enrollment process** for GANAS students, CSUEB's Admissions Department made several changes in 2014. By creating a dedicated student group, Admissions was able to flag applications and coordinate processing with the GANAS Program Coordinator. Building upon lessons learned from Fall 2013 and modeling established processes of the Educational Opportunity Program (EOP), Admissions no longer automatically denied GANAS applications due to missing paperwork; instead, program staff provided one-on-one support to help students navigate the transfer and matriculation process and acquire community college transcripts. Also, GANAS courses were given a unique designation that facilitated students' course selection and access. This supported enrollment process is now considered an essential factor in GANAS students' successful matriculation to CSUEB and enrollment into their learning community courses.

GANAS student support services were greatly enhanced in 2014, in response to analysis of student data from the Fall 2013 quarter. Greater attention is now given to the positive benefits of **community-building** among GANAS students and within the broader University. A program orientation delivered during the first week of classes has been expanded and refined, aiming to foster connections on campus as quickly as possible. GANAS' Latino/a faculty and staff members serve as encouraging role models and let students know that they are valued members of a diverse university community. Student surveys and interviews consistently indicate the extremely high value of these personal relationships during their critical first year.

Through a collaborative effort with the Peer Mentoring Program, the GANAS staff developed and planned the initial **peer mentoring** concept. Building upon the University's established freshmen model, which placed upper division students in the Transfer Success Seminar classroom to assist the instructor with designing and presenting lesson plans and

building relationships with first-year students and welcoming them on campus, did not work well with the GANAS cohort. GANAS students indicated that the mentors placed in their seminar did not adequately recognize and acknowledge their prior educational experiences in the community colleges. So, beginning in Winter 2014, mentors became available to students outside of class, on an as-needed basis. Student feedback to this important change was positive. Hoping to further refine this approach, GANAS staff then researched successful peer mentoring models such as Grand Valley State University's Latino Male Scholars Program and Hermanos mentoring initiative.⁴

For Fall 2014, it was decided to recruit and hire six GANAS participants from the inaugural cohort to mentor new students from the incoming cohort. In an effort to form an identity of its own, the peer mentoring component of the GANAS Program was named Hermanos/as. The selected mentors attended a mandatory weeklong Hermanos/as training and were assigned a mentoring "caseload" of 6 students each. The mentors now meet with the students biweekly to ease the transition to the University, review and plan for course requirements, share time management techniques, and check in on assignments and exams. The mentors also serve as an additional source of information on college resources, community support services, and career pathway opportunities. Mentors meet weekly with the GANAS Program Coordinator and receive on-going training and support from the Director of Counseling Services on how to address mental health and other needs. Feedback to-date has been positive from both mentors and mentees, and GANAS will continue to adapt and improve what could become a model for universities nationwide.

CSUEB has also refined the **academic support services** available to improve learning outcomes for GANAS students. At the end of the Fall 2013 quarter, four students in the original GANAS cohort were on academic probation, prompting faculty and staff to question what more could be done to support their success. The transition from a semester to a quarter schedule was identified as one of students' top concerns, requiring study skills they had not developed in the community colleges. Beginning in 2014, GANAS introduced PASS (Peer Assisted Study Sessions), offered three times weekly in the program office. Here, students access study skills workshops, peer and Counselor support, and referrals to tutoring.

Additionally, an Early Alert system was instituted, requesting of faculty that they provide mid-quarter updates on all GANAS students' progress and inform staff immediately of any student's academic concerns. Students on academic probation are required to meet with the GANAS Counselor biweekly, first to assess their academic needs and contributing factors to low grades, and then to oversee the steps needed to get back on firm footing. Since the implementation of these expanded supports, no GANAS students have been placed on academic probation.

GANAS unique **instructional practices** continue to be refined, as the core group of faculty and staff that established the program continues to guide its improvement and growth.

⁴ See <https://gvsu.edu/oma/hermanos-9.htm> for information about the Hermanos program.

Curriculum has been newly developed for the three required General Education courses, which launched in Fall 2013, Winter 2014 and Spring 2014:

- Ethnic Studies 3010 (fulfills upper division General Education requirement for Social Science (Area D4): Decolonize your Diet – Food Justice in Communities of Color (4 units)
- Ethnic Studies 3230 (fulfills upper division General Education requirement for Humanities (Area C4): Oral Traditions (4 units)
- Biology 3065 (fulfills upper division General Education requirement for Science (Area B6): Humans and Sex (4 units)

Each of these courses pilots the use of culturally-relevant instructional pedagogy to engage students who have not had previous exposure to upper division coursework in biology, health and nutrition, and cultural studies. The Oral Traditions course, for example, is a critical examination of community dynamics, immigration, folklore, oral tradition and America's multicultural experience that fosters inquiry and self-awareness through challenging academic content. Contextualized emphasis on basic reading, writing and science skills prepares students for the rigor of the University. Informed by the instructional model of the PUENTE Project, CSUEB is breaking new ground in the development of culturally-informed curriculum for first-year transfer students. Lessons learned in the coming years will make valuable contributions to post-secondary education and student academic success initiatives.

2014 brought deepening levels of **institutional support** for GANAS that will prove to be essential to the program's scalability and sustainability. Key administrators have not only been vocal proponents of the model on campus; they have also made themselves available to students in ways that demonstrate the University's commitment to their success. Notably, CSUEB's Acting Vice President for Student Affairs has been present at GANAS events, hosted panel presentations, and taken time to get to know the GANAS students on a personal level. The University's Chicano/Latino Staff and Faculty Association has also made itself available to GANAS students, providing networking opportunities and offering scholarships to encourage the next generation of campus leaders.

GANAS: An Emergent Model for the State and the Nation

As the program's key elements are adapted and refined, and as evidence of their effectiveness mounts, GANAS is emerging as a model approach to increasing the bachelor's degree attainment of community college transfer students with barriers to University success. GANAS builds upon the evidence-based learning community model, which has seen significant investment in the California community colleges through the Career Advancement Academies (CAA) initiative, the PUENTE Project, and others. The initial launch of cohort-based, support-service-enriched programs can be costly for colleges, requiring investment in faculty coordination, curriculum and materials development, and marketing; yet CSUEB and others have demonstrated that they may realize improved student success and long-term cost savings for the colleges and, more importantly, for

students by using this model. At the campus level and statewide, the most successful of these innovations now present opportunities for scaling, leveraging investment, and increasing degree completion.

The learning community model is not new to CSUEB: since 1998, the University has increased retention rates by grouping incoming Freshmen with shared interests and career objectives into clusters of thematically-linked courses in the Humanities, Natural Sciences or Social Sciences. GANAS is ground-breaking, however, because it institutes a package of evidence-based instructional and student support practices for community college transfer students, and for a population at high risk and of high priority to the University. The result is a first-year transfer experience at CSUEB that is embracing and conducive to course success, persistence to subsequent quarters, degree completion and advancement into the regional workforce.

5. GANAS Policies, Practices and Systems Changes Anticipated to be Implemented after January 9, 2015

As the GANAS model continues to be refined, and as evidence of its effectiveness is gathered, it will be a key to the future expansion of historically underrepresented students' degree attainment and career advancement. With a second cohort now entering its Winter quarter, CSUEB is laying plans to reach greater numbers of students through an ever-improving GANAS program. Recruitment for Fall 2015 aims to **expand enrollment** to 70 new students in two cohorts. This will require that the two cohorts come together in a single Biology class, which will still be smaller in size than the typical 180- to 200-student class. Other classes will remain capped at 35, maintaining the small learning community experience valued by the earlier cohorts and complying with Academic Senate policy regarding advanced writing assignments. The intent of the expansion is not only to bring the benefits of GANAS to greater numbers of students, but also to begin to reduce the cost per student of the pilot effort.

Beyond the 2015-2016 academic year, several changes are anticipated and will require additional planning. These proposed changes to policies, practices and systems include:

- **Identify additional financial and service supports** for GANAS students. CSUEB has proposed to become a participating institution in TheDream.US, a national scholarship fund for DREAMer students not eligible for federal financial aid. GANAS staff are also building networks with regional employers and organizations offering paid internships and worksite visits to enhance students' career readiness.
- Expand curriculum and activities to **develop students' graduate school and career readiness**. Responding to the high numbers of current GANAS students with interest in graduate-level education and higher-skilled occupations, counseling and classroom instruction will integrate presentations and practical information related to career pathways and regional program offerings.
- Adapt the program to **serve other targeted transfer student populations** at CSUEB, namely African-Americans. A working group meets regularly to explore the potential for this program and necessary recruitment, curriculum and support service adaptations. A challenge to be overcome is the relatively limited number of African-American faculty and counselors on campus, since the cultural competency of GANAS personnel is considered to be a critical factor in the program's success.
- Develop a sister program to **address the needs of Latino/a sophomore students**. CSUEB submitted a proposal this year to the U.S. Department of Education Hispanic Serving Institution STEM (HSI-STEM) grant program to launch GANAS STEP, an adaptation of GANAS to improve retention and graduation outcomes for Latino/a freshmen interested in STEM careers. GANAS STEP will provide a three-step sequence of developmental math courses in a learning community context, complemented by mentoring and other support services, to address troublingly low Latino/a student retention rates following the freshman year.
- **Replicate GANAS at other CSU campuses**, with peer support and technical assistance provided by CSUEB, which will require relationship-development and the

securing of pilot replication sites. The PUENTE Project – in particular its original site at Chabot College in Hayward -- will contribute experience and lessons learned through the expansion of this now-statewide community college program. Catch the Next, a scaled version of PUENTE that was recently launched in Texas, will also serve as a model for statewide infrastructure and expansion.⁵

- **Establish a “living-learning community”** in a residential facility near the CSUEB campus, where students will live together and share common space during their participation in GANAS. Early input from GANAS students suggests that this would greatly enhance the experience of inclusion in campus life and alleviate transportation issues; however, it would require initial capital investment by the University that is not yet committed.
- **Form and lead a Community of Practice** for culturally-informed transfer student success programs and services. CSUEB has already initiated a partnership with DeAnza Community College's LEAD (Latinos in Education at DeAnza) organization, which currently serves 700 students. In addition, GANAS will have a very exciting new partnership with Contra Costa College, an HSI-serving institution. As GANAS is scaled and replicated across California, a Community of Practice infrastructure will enable continuous shared learning and peer staff support for policies of significance to the State and to all post-secondary education systems

The intended impact of the above proposed changes is to grow the successful GANAS model to serve additional cohorts of Latino/a and other historically under-represented transfer students, at CSUEB and statewide. An additional intended impact is the improvement of the program, so that participating students may achieve increasingly better results. Finally, for CSUEB and other participating institutions, an intended impact is expanded capacity and professional development supporting GANAS' sustainability and replication.

Building upon the program's successful launch, GANAS personnel and CSUEB leadership believe that these proposed changes will help to attract additional funding and partnerships needed to realize the potential for major expansion. CSUEB's President, Provost, Associate Provost, Executive Director of Student Outreach and Retention Services, and Associate Vice President of Research and Professional Development are committed to the success and expansion of GANAS at CSUEB and beyond. The University dedicated discretionary grant dollars as seed funding for the program and has identified sustainable funds to secure its future. The institutionalization of the learning communities is evidence of CSUEB's commitment to this model of excellence in instruction; GANAS takes this approach to another level through its customization to serve a particularly high risk/high priority population. CSUEB will continue to dedicate financial resources, staff time, and institutional leadership to further the goals of GANAS. See Appendix A for letters from the CSUEB President and from Contra Costa College to indicate their support.

⁵ Please see <http://catchthenext.org/our-program/>

6. Impact of GANAS on the Average Cost to Award a Bachelor's Degree

Helping Latino/a students realize the dream of completing a college education can have a profound impact on individuals, their families, businesses and the regional economy. According to the Bureau of Labor Statistics,⁶ individuals with a bachelor's degree experience an unemployment rate 3.5% lower than those with only a high school diploma and 2.1% lower than those with an associate's degree. Median weekly earnings of bachelor's degree holders are hundreds of dollars more than the earnings of individuals with a two-year degree. Aggregated across a region, the impact of these increased earnings and productivity contribute to substantial economic growth, including increases in real GDP per capita and in real wages per worker.⁷

The GANAS program aims to speed up time to degree, with savings realized by both the student and the University. For the GANAS student, attainment of a Bachelor's Degree within 2 years of transfer from a community college means that tuition expenditures amount to only \$13,000, as compared to an average transfer student's tuition expenditures of \$19,000, and reduces the chance that a student will reach the federal time limit on financial aid eligibility. The University's investment in a student's education is typically greater than a student's expenditures, and by limiting the number of "lingering" students, the institution opens up courses, support services, and financial aid to others in need. From the perspective of the State, GANAS leverages the significant investment already made in the student's community college education while further advancing their progression toward the goal of a 4-year degree.

At present, the GANAS program requires additional resources per student as compared to regular General Education course enrollment. The average cost to educate each student each year at CSU East Bay is \$14,394. Because classes are smaller, assistance is more intrusive, and there are expanded social opportunities, the average cost to educate a student enrolled in GANAS courses was \$4,800 higher per student during the program's initial year. This higher cost of GANAS transfer student instruction is more than offset by the savings in tuition-to-degree expenses when a GANAS student attains a baccalaureate degree in two years, estimated at \$6,000 as described above. Eventually, by expanding the number of students who participate in GANAS as described in #5 above, CSUEB will bring the University's cost per student even lower without compromising the quality of the program nor its impact.

Thus, not only does GANAS impact retention and increased degree attainment; it also improves the return on investment made by the student, the State and the University. It significantly lowers the cost to the student in terms of tuition, it increases the likelihood of graduation, and it can have long-term impact on earning power and success for both the student and state. Please see Appendix E for a summary of this calculation.

⁶ http://www.bls.gov/emp/ep_chart_001.htm

⁷ <http://assets1.b.milkeninstitute.org/assets/Publication/ResearchReport/PDF/Matter-of-Degrees-FR.pdf>

7. Risks or Tradeoffs Associated with GANAS Implementation

CSUEB has not identified significant risks or tradeoffs for students enrolled in GANAS. The program contributes to students meeting Upper Division General Education and major requirements without additional time or expense. For a limited number of students whose major requires GE courses to be completed within the department, GANAS is not recommended. GANAS is by no means a requirement for entering transfer students, but is rather an "opt in" choice for those who value the support it provides and desire to graduate in a timely manner.

For CSUEB, investment in GANAS must be weighed carefully against allocation of resources toward other strategic priorities. The additional funding necessary to deliver instruction and services to GANAS students amounts to approximately \$4,800 per student per cohort-year. (See #6 above) To date, funding has been available through various State and University discretionary grant programs whose priorities closely align with those of GANAS, several of which now provide stable, on-going financial support. (See #10 below) Given the significant impact GANAS is projected to achieve on the two-year degree attainment rates of under-represented, transfer students – and the resulting cost savings to the University and, most importantly, to students – the investment of these funds in GANAS fulfills the strategic priorities of the University, the State and the nation. Please see the working action plans of CSUEB which states these priorities:

<http://www20.csueastbay.edu/about/strategic-planning/academic-plan.html>

The GANAS program, while open to all eligible community college transfer students, has targeted the Latino/a population. As expansion and replication are considered for future years, CSUEB must consider the trade-off of targeting Latino/a students or broadening the reach of this model to additional underrepresented groups. A working group is currently dedicated to exploring the potential of adapting the program to serve African-American students. CSUEB will develop an expansion plan in the coming year that builds upon the strength of GANAS, both to meet evident demand among greater numbers of Latino/a students and to serve African-American students and others. In the future, the model may be replicated widely to meet the needs of any identified student group or of the wider transfer student population.

SUSTAINABILITY:

8. Strengths and Assets Encouraging a Culture of Innovation and Adaptability

GANAS' emergence at CSUEB exemplifies a deep institutional commitment to diversity and to the delivery of culturally-relevant education for historically underrepresented students, designed to support their retention and degree attainment. A major area of strategic focus over the coming five years, student equity programs such as GANAS are widely recognized as keys to the University's successful attainment of its student equity goals. These goals are also furthered by the long-standing Faculty Diversity and Equity Committee (FDEC), which meets regularly to conduct campus climate surveys, analyze data, and propose solutions to issues of equity on campus; and by the Office of Diversity and its newly created Diversity Center, which deliver multicultural extracurricular programming, including speakers, celebrations and discussion circles for faculty, staff and students. The University's Advancement Office has proposed the creation of an Endowment Fund to address barriers to retention of underrepresented students, an initiative still in planning stages that will expand the institution's menu of innovative solutions to student barriers.

GANAS was developed through a rigorous and inclusive process that engaged Latino/a faculty and staff from multiple CSUEB departments over a two-year period from 2010 to 2012. The team conducted extensive research to identify (1) disparities in Latino/a students' retention and completion rates, and (2) strategies implemented by other colleges and universities to meet Latino/a student needs, including the PUENTE Project. With seed funding committed by the University, faculty developed a plan for addressing needs of Latino/a community college transfer students through the launch of GANAS. This model of participatory, evidence-based program design is central to CSUEB's culture of problem-solving and innovation.

While faculty-level inspiration and collaboration have been essential factors in GANAS' success, it has also depended upon an unprecedented level of collaboration between the Provost's Office (Academic Affairs) and the University's Student Affairs division, which brought together the resources and expertise necessary for the program's launch. GANAS quickly attracted institutional and financial support from the Chancellor's Office (see response to #10 below) as it has potential to serve as a model for all 23 CSU campuses.

Today, GANAS faculty and staff are utilizing tools provided by the University of Southern California's Center for Urban Education (CUE) to refine the program model and push for even greater impact on student outcomes and equity. CUE's toolkit has been used to map program innovations and milestones toward goals, and to conduct qualitative inquiry to better understand the factors influencing student success. GANAS will continue to benefit from the assistance and expertise of CUE as the program evolves.

GANAS has already been recognized as a leading edge program by the Hispanic-Serving Institutions National Program. As Regional Director, Juan M. Alvarez Program Officer wrote, "I would like to invite you and the GANAS team to host a workshop... centered

around the importance of developing innovative initiatives to support the retention of underrepresented students at both the 2 and 4 year colleges. Also, to share the best practices of what has led GANAS to be a successful program at CSU, East Bay.”

Looking toward the future, the GANAS team continues to meet to develop new programs and services to improve degree completion. Research and analysis has broadened to include colleagues in the Math Department, in order to examine data on the impact of remediation on the retention of students of color and low-income students. As interest in the unique needs of sophomore students has grown, the team has developed the GANAS STEP model, described in section #5 above. The institutional commitment and infrastructure evident at CSUEB will support the continued design and implementation of pilots such as GANAS, with the potential to demonstrate successes of importance to public education systems statewide and across the nation.

CSUEB’s well-established partnership with the statewide PUENTE Project has been a source of technical assistance, effective practices and guidance that continues to foster adaptation and growth and sets precedent for the future expansion of GANAS. Replication of the model will rely upon an extended network of champions both within the University and across California. The culture of evidence-based practice and innovation both within CSUEB and at PUENTE suggests the potential of scalable impact.

CSU East Bay continues to look for new partners who share our vision. CSU East Bay President Leroy Morishita holds two meetings annually with community college presidents from throughout the San Francisco Bay Area. During those summits, the GANAS model has been presented and connections have been created with DeAnza and Contra Costa Colleges (among others). Provost James Houpis has been in contact with the chief academic officers of other CSU campuses who have expressed interest in possibly replicating the GANAS success program. As word spreads about the program, we anticipate attracting several new partners and supporters.

9. Stakeholder Engagement Strategies

A recognized strength of GANAS is the involvement of a broad base of advocates committed to the program's success and sustainability. Within the University, the Office of Student Outreach and Retention Services, which oversees GANAS, works closely with the Vice President of Student Affairs to secure the annual budget and to elevate GANAS priorities to the institutional level. The Associate Provost and the Vice President of Student Affairs participate in regular planning and coordination meetings necessary to integrate GANAS within the fabric of the University. At the start of the 2014-2015 academic year, CSUEB's President Leroy M. Morishita presented on GANAS to the CSU Board of Trustees, to demonstrate ways the University evaluates its investments in innovative programming to improve student success.

GANAS' academic leads continue to champion the program and participate in documentation of its substantial return on investment. Faculty members conduct independent curriculum development and – in partnership with GANAS staff and other instructors -- play critical roles in the design and implementation of the highly-collaborative program model. Faculty have facilitated student focus groups and quantitative data collection, as well as gathered anecdotal information about the strengths and challenges of the program.

Collaboration across CSUEB departments contributes to the success of GANAS students, and classroom presentations feature an array of campus programs and services. Faculty collaborate across departments to design and deliver cohort-based instruction. Faculty and staff work especially closely with Smooth Transitions, a branch of the University's Student Life and Leadership Program, that provides dedicated assistance to transfer students and produces the New Student Transfer Guide.

GANAS also engages **business leaders** with interest in supporting Latino/a student success. Working with CSUEB's Alumni Programs, GANAS has engaged companies run by Latino/a alumni in workshop presentations. We anticipate that these engagements will lead to internships and other formal work-based learning opportunities. Emerging partnerships with industry will be deepened toward this end and will contribute toward students' career pathway progression.

GANAS maintains a visible presence in the community, statewide and nationally, fostering support for programming that improves graduation rates for historically underrepresented university students. In 2014, GANAS was recognized by the Chabot College PUENTE Project for "providing a pipeline for community college transfer students." Also this year, GANAS was selected among 217 competitors from 26 states for one of five Honorable Mentions in the bachelor's degree category for the Examples of *Excelencia* in Education award, announced in Washington D.C. Examples of *Excelencia* is the United States' only national initiative to systematically identify and promote evidence-based programs effectively boosting Latino/a enrollment, performance and graduation.

10. Sustainability of GANAS Within Existing Financial Resources

GANAS' unique instructional model and exceptional level of student support incurs costs beyond CSUEB's standard per student cost of \$14,394⁸; however, the University has demonstrated capacity to implement and sustain GANAS without new funds from the state or students, with costs per student expected to decrease over time. In 2013-2014, the GANAS budget of \$157,245 – or under \$4,800 per student – included costs of a full-time Coordinator, a part-time Admissions Assistant and Academic Counselor, coordination time for faculty, culturally-relevant instructional materials, marketing, and the delivery of three upper-division GE learning community courses (4 units each) and three Transfer Success Seminars (1 unit each). The incremental costs per GANAS student are a strategic investment by CSUEB, which maintains a rigorous internal process of resource allocation to deliver quality programming, limit cost per student, and support institutional change conducive to the learning, success, and persistence to graduation of a diverse student body.

The 2013-2014 GANAS budget included \$157,245 from the Chancellor's Academic and Student Success Programs (ASSP) fund and a \$70,000 Programmatic Excellence & Innovation in Learning (PEIL) grant from the CSUEB Office of the Provost. ASSP dollars were dedicated to a full-time coordinator, 50% FTE counselor position, staff professional development, marketing materials, and general operational costs. The PEIL grant supported faculty instructional time and release time for curriculum development. The PEIL investments convinced CSU East Bay to provide permanent funding for the GANAS Program.

Additionally, CSUEB will continue to support GANAS through the Chancellor's Office's ASSP fund, which has become permanent since the initial grant was received. The University has identified its Academic Access, Enhancement and Excellence (A2E2) Fee as a source of sustainable program funding. A2E2 funding will support counseling, mentoring and tutoring, freeing ASSP funding to cover instructional and student outreach and recruitment expenses.

As GANAS is scaled and replicated, sustainable funds from the Chancellor's and Provost's Offices will continue to support critical student support services and instructional costs. Beyond securing sustainable public funds, CSUEB has demonstrated its growing ability to attract private investment due to its community engagement efforts, commitment to building and leading collaborative partnerships, and innovative programs such as GANAS. Evidence of CSUEB's strength in this area is a recent award from Bayer of \$600,000 to support STEM education, as well as ongoing organizational support from Bechtel, Jr. Foundation. Flexible private contributions such as these will continue to support innovation and program improvement.

⁸ See http://collegemeasures.org/4-year_colleges/state/ca/compare-colleges/cost-per-student/ for cost per student detail.

EVALUATION:

11. GANAS Evaluation and Use of Feedback to Inform Future Change

As improvements are made to refine the GANAS approach, CSUEB has established a method of evaluating the impact of these changes on the program's primary goal: to *significantly increase two-year baccalaureate degree attainment for transfer students from the community colleges*. GANAS personnel develop and review quarterly data reports, which inform program planning and improvements such as those made to-date. Quantitative measures monitored quarterly include: **Number of transfer students** enrolled in GANAS; **one-year retention rate**; **GPA** during GANAS participation; **two-year** graduation rate; **three-year** graduation rate; **time to degree** attainment

GANAS has described success in terms of the elevation of GANAS student outcomes above baseline outcomes determined for transfer, Latino/a and White populations. Success measures include the following:

- One-year persistence rates for GANAS students will be at least equivalent to White transfer students (currently 84%).
- GANAS new cohort participants will attain a higher average GPA than both the new general transfer and Latino/a populations at CSUEB, or a minimum average GPA of 3.0.
- Achievement gap between Latino/a and White transfer students (4 percentage points) will be reduced by increasing GANAS students' two-year and three-year graduation rates to 50% and 75%, respectively.
- The average length of time to degree attainment will be reduced for GANAS students, resulting in a reduction in average cost to award a baccalaureate degree.

In addition to tracking students' quantitative indicators of enrollment, GPA, retention and graduation, GANAS will also collect qualitative data to determine whether changes to the model are achieving impact and to inform future change. An intended outcome of GANAS is that students will gain a sense of community among fellow students and staff at CSUEB, contributed to by the experience of culturally relevant support services and peer mentoring. Surveys, focus groups and interviews will evaluate the attainment of this outcome, and will also address the following research questions:

1. What are the reasons why Latino/a transfer students are not graduating at the same rates as their White counterparts? In what ways does GANAS address these barriers?
2. How do GANAS' core program elements impact academic and graduation outcomes? (cohort-based instruction, culturally-relevant curriculum, intrusive counseling, peer mentoring, tutoring/study hour, culturally-competent faculty and staff, sense of *familia* among cohort members)

12. Target Outcomes

The table included in Appendix H provides target outcomes for GANAS for academic years 2015-2016 through 2018-2019 for each of the measures identified in #11 above. Baselines are derived from the most recent data available. Included is a chart of CSUEB Latino Transfer 4-, 3-, 2-year graduation rates.

The GANAS outcome metrics were selected by staff through an assessment of available data on the overall student population, transfer student population, ethnic subpopulations, and GANAS students. Baselines were derived by the University's Office of Institutional Research, Analysis and Decision Support, which continues to serve as a source of comparative data and analysis. GANAS staff have open access to Management Information System (MIS) reports on student enrollment, GPA, retention, completion and graduation. Surveys, focus groups and interviews have been a regular occurrence for the first and second cohorts and will continue to provide valuable qualitative data. This evaluation approach was designed by the GANAS staff team, with expertise and oversight provided by the Office of Research and Sponsored Programs. Research methods should be easily replicated by community colleges and universities statewide using readily available student data.

GANAS is committed to providing the field of post-secondary education with evidence of the strategies that work to improve degree attainment rates for historically underrepresented students. The rigorous tracking of data and documentation of lessons learned will make a valuable contribution to the body of evidence we need to inform future practice. In the words of Sarita Brown, president of *Excelencia* in Education,

"As one of this year's Honorable Mentions, GANAS is doing critical work meeting the challenge of improving higher educational achievement for Latino students. No longer should policymakers and institutional leaders ask how to improve college success for Latinos – We have the largest accumulation of proven examples and tested strategies that show them how. Today's question is do leaders have the will to put these practices into action.



CALIFORNIA STATE
UNIVERSITY
E A S T B A Y

Office of the President

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January 9, 2015

Committee on Awards for Innovation in Higher Education
State of California
Department of Finance
915 L Street
Sacramento, CA 95814

To the Committee on Awards for Innovation in Higher Education:

As President of California State University East Bay, I am pleased to provide this letter of support for the Gaining Access 'N Academic Success (GANAS) application for the Award for Innovation in Higher Education.

Now in its second year of deployment, GANAS' strategy of offering intrusive advising, cohort-based classes, and a learning community shows great promise for enhancing the ability of Latino/Latina students to receive a university diploma within two years of completing their work at California's community colleges. Early results have shown increased persistence, improved academic performance, and greater retention—all significant outcomes in addressing graduation rates. GANAS' targeted approach utilizes best practices of high impact programs and is directly aligned with our university and CSU system-wide strategies. More importantly, the GANAS model is scalable and replicable, which will inform and positively affect our other academic support programs.

Our campus is committed to expanding access and enhancing our students' educational experience, ensuring their prospects for success as professionals in their field and as lifelong learners. Collaborative and innovative programs such as GANAS are essential to closing the graduation gap for our underrepresented students and are deserving of support.

Thank you in advance for your review and consideration of our submission.

Sincerely,

Leroy M. Morishita, Ed.D.
President



January 7, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee on Awards for Innovation in Higher Education.

I am pleased to write this letter of support for the GANAS program at the California State University, East Bay.

Puente partnered with the GANAS during the early stages of the program, and we have continued our partnership over the last 3 years. During this time, Puente and GANAS have collaborated on numerous events, such as outreach efforts, faculty engagement and professional development conferences. In addition, GANAS staff and faculty have attended Puente's professional development trainings as both participants and workshop presenters.

The Puente Project and GANAS share a common mission and philosophy- both programs strongly believe on an asset based approach that builds on students' social and cultural capital. Furthermore, Puente and GANAS have also had numerous discussions about student recruitment, as well as, have had an opportunity to share best practices of how to successfully serve first generation underrepresented college going -students.

Puente is particularly struck by the GANAS staff and faculty commitment and dedication to the students. They are consummate team players, and are always willing to do more than their share to ensure students are successful. Lastly, Puente is equally impressed with the GANAS program and their early success. The Puente students, who are enrolled in the GANAS program have benefitted tremendously, and many of them are looking forward to graduation, and some are considering graduate school. Furthermore, the Puente site teams have also benefitted from GANAS generosity. The GANAS program has hosted many of the sites from both Northern and Southern California.

We are grateful to our partnership with GANAS, CSUEB and we look forward to our future work together.

Sincerely,

Julia Vergara
Director of Training and Programs
Puente Project
University of California Berkeley



CONTRA COSTA COLLEGE

a premier community college right in your backyard

January 8, 2015

California Department of Finance
Education Systems Unit-Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

RE: Support for California State University, East Bay's Application for the Governor's Innovation Award

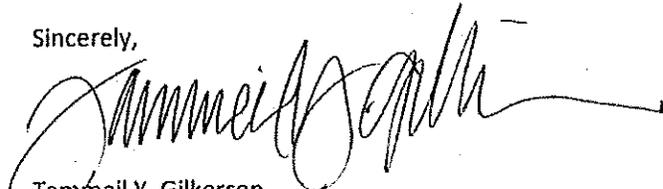
Dear Selection Committee:

I am writing in support of the application for the GANAS program at California State University (CSU), East Bay. As a designated Hispanic Serving Institution, Contra Costa College serves over 40% Latino/a students each year in achieving their academic and career goals. In a service area encompassing West Contra Costa County, many of our students will be the first in their families to earn their associate's degree and transfer to a four-year college or university. To this end, strengthening partnerships and pathways for our students is a key goal.

The GANAS program at CSU East Bay is one of those critical pathway partnership enabling our students to successfully complete a baccalaureate degree within two to three years of transferring. The initial success of GANAS underscores that the support services and academics have been thoughtfully developed to support the needs of Latino/a students. This program has the potential to be a powerful resource for our students as they transfer.

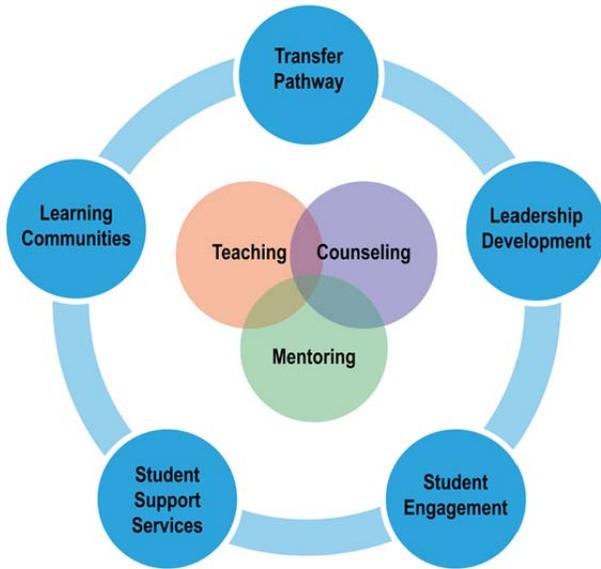
Contra Costa College has enjoyed a strong partnership with CSU East Bay for many years. We are confident that the GANAS program's innovative approach will continue to help numerous students succeed and look forward to working with them in the future.

Sincerely,



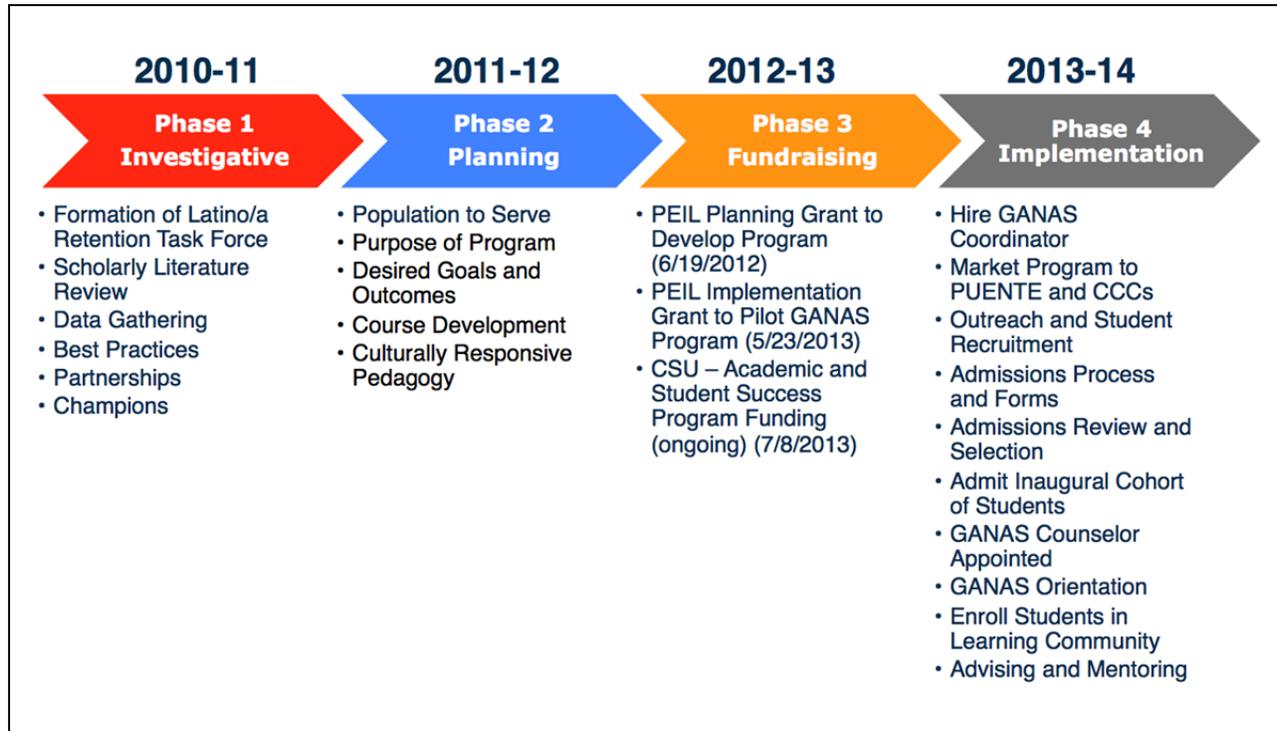
Tammeil Y. Gilkerson
Vice President of Academic & Student Affairs

CSU East Bay GANAS Program
Innovation in Higher Education 2015 Award Application
Appendix B: GANAS Framework



CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix B: GANAS Timeline

GANAS Timeline - Planning to Implementation



CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix B: GANAS Brochure



What is the GANAS Program?

GANAS is an innovative access and retention program that aims to smooth the process of transition for community college transfer students to Cal State East Bay (CSUEB) and increase the baccalaureate degree attainment of program participants. GANAS supports its students and addresses the challenges they face as they enter CSUEB. GANAS enables students to integrate their home identities with their school identities by creating a sense of familia (family) within the cohort.

Program Requirements

- Must be an incoming Fall transfer student
- Must make a full commitment to the GANAS program for one academic year

- Enroll in one required GANAS upper division GE course per quarter during the first year
- Enroll in an one-unit GANAS *Transfer Success Seminar* every quarter during the first year
- Regularly meet with a GANAS mentor
- Meet with a GANAS counselor at least two (2) times per quarter

Coursework

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. Students will participate in a year-long upper division cohort-

based learning community that consists of general education courses and a *Transfer Success Seminar*. The seminar will help students connect with other transfer students, learn the new environment, find the resources to be successful, explore major and/or career interests, and develop strategies for getting involved on campus — it's the GANAS how-to course for life after transferring to Cal State East Bay. GANAS students will fulfill upper division G.E. breadth requirements by enrolling and completing the required GANAS courses during the first year.

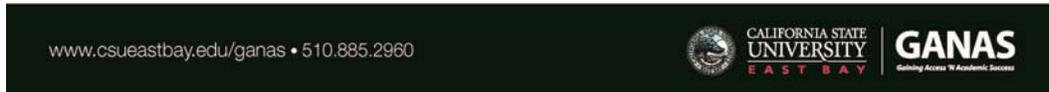
Counseling

GANAS students work one-on-one with their assigned counselor who assists

them in achieving their academic and personal goals. Counselors aid students in clarifying their academic, career, financial, and personal concerns. They assist with course selection and academic advising; and facilitate workshops on various topics.

Mentoring

Mentors assist GANAS students in making a successful transition to Cal State East Bay. GANAS students are paired with a mentor who can answer questions and refer students to resources they need to achieve their full potential. Mentors also organize activities designed to help GANAS students get connected, make friends, and learn the in's and out's of being an upper division student.



Program Benefits and How to Apply

Program Benefits

- Culturally relevant GANAS courses
- GANAS transfer seminar course
- Mentoring
- Specialized one-on-one counseling to prepare for graduation
- Academic enrichment activities
- Support from fellow GANAS students

How to Apply to GANAS

PLEASE NOTE: GANAS Program only accepts new CSU transfer applicants for the Fall term

Step 1 — apply online to Cal State East Bay

CSU Application Priority Filing Period	
Upper Division Transfer	Opens October 1st each year. Subject to close anytime after November 30th

Step 2 — submit three (3) GANAS forms: priority deadline is March 2nd each year

Forms can be downloaded from www.csueastbay.edu/ganas-application

- **Complete GANAS application** (applicants must answer all questions)
- **Submit essay responses** (we recommend approximately 300 words per question)
- **Submit one (1) letter of recommendation** (letter of recommendation from someone familiar with your previous academic work or who can comment on your background, experience, capacity to succeed and motivation)

Documents submitted after March 2nd will still be accepted based on space availability. The selection committee is looking to select a diverse cohort of students. Please note that many factors will be taken into consideration when choosing the cohort. We encourage all interested applicants to apply. Only completed applications will be reviewed.



GANAS

Gaining Access 'N Academic Success

Student Success Program for New Transfer Students



25800 Carlos Bee Blvd., Hayward, CA 94542
 Office: 510.885.2960 Fax: 510.885.4887
 E-mail: ganas@csueastbay.edu

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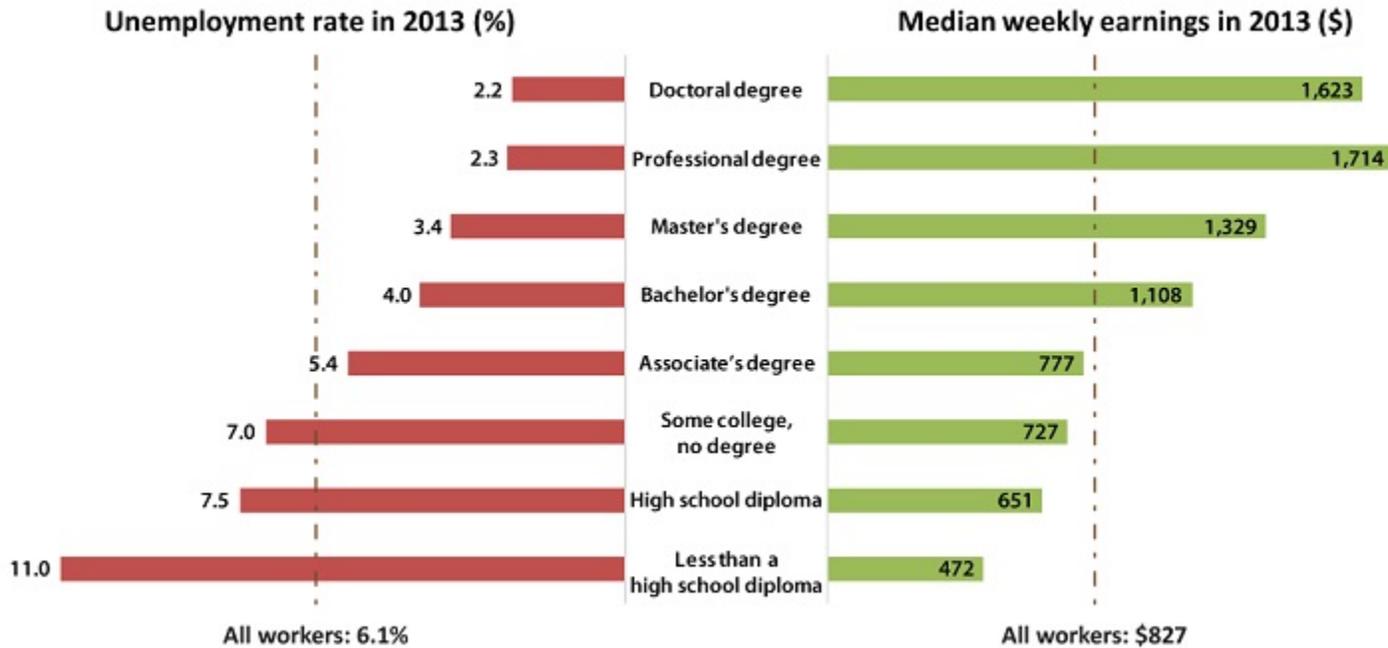


CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix G: Table of GANAS Students' Colleges of Origin

College Name	Cohort 2013	Cohort 2014	Total
Berkeley City College	2	2	4
CSU Monterey Bay		1	1
Cañada College	2		2
Chabot College	4	8	12
Chaffey College	1		1
City College of SF	3		3
College of San Mateo	1	1	2
College of Siskiyous	1		1
Contra Costa College	2		2
Cuesta Community College		1	1
De Anza College	2	1	3
Diablo Valley College	3	2	5
El Camino College	1		1
Evergreen Valley College	1	1	2
Glendale College		1	1
Hartnell Community College	1		1
Heald College		1	1
Las Positas College	1	2	3
Long Beach City College	1		1
Los Medanos College	2	4	6
Merritt College	1	1	2
Modesto Junior College		1	1
Monterey Peninsula College	1		1
Norco College		1	1
Ohlone College	1	2	3
Orange Coast College	2		2
San Diego City College		1	1
San Joaquin Delta Community College	1	2	3
Santa Rosa Junior College		1	1
Skyline College		1	1
Solano Community College	1	1	2
Total	35	36	71

CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix B: U.S. Earnings and Unemployment Rates by Educational Attainment

Earnings and unemployment rates by educational attainment



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
 Source: Current Population Survey, U.S. Bureau of Labor Statistics, U.S. Department of Labor

CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix E: Impact of GANAS on the Average Cost to Award a Bachelor's Degree

	Non-GANAS Student	GANAS Student	Savings per GANAS Student
Transfer Student Average Tuition Cost to Degree	\$19,000	\$13,000	+\$6,000
University Cost of Average Transfer Student's First Academic Year	\$14,394	\$19,194	-\$4,800
Net Savings			+\$1,200

CSU East Bay GANAS Program
 Innovation in Higher Education 2015 Award Application
Appendix H: GANAS Program Target Outcomes 2015-2019

Outcome Measure	Baseline Data	2015/2016 Goals	2016/2017 Goals	2017/2018 Goals	2018/2019 Goals
GANAS Participation	35 new participants (1 cohort) plus continuing	70 new participants (2 cohorts) plus continuing	70 new participants (2 cohorts) plus continuing	70 new participants (2 cohorts) plus continuing	105 participants (3 cohorts) plus continuing
Retention: One-year persistence rates for GANAS students will be at least equivalent to White transfer students	Average 1-year persistence rate (2008-2012) for Latino transfer students is 79.9%. For White transfer students it is 82.4%. (2.5 point gap)	One-year persistence rates for GANAS 2014 cohort will be at least 82.4% or equivalent to 2014 White transfer students	One-year persistence rates for GANAS 2015 cohorts will be at least 82.4% or equivalent to 2015 White transfer students	One-year persistence rates for GANAS 2016 cohorts will be at least 82.4% or equivalent to 2016 White transfer students	One-year persistence rates for GANAS 2017 cohorts will be at least 82.4% or equivalent to 2017 White transfer students
Graduation Rate/Degree Completion: Reduce achievement gap between Latino/a and White transfer students by increasing GANAS students' two-year and three-year graduation rates	Average 2-year graduation rate (2009-2011 CSUEB cohorts) for Latino transfers is 33.7%. For White transfers it is 37.7%. (4 point gap) Average 3-year graduation rate (2008-2010 CSUEB cohorts) for Latino transfers is 59.6%. For White transfers it is 63.6%. (4 point gap)	Compared to university rates, GANAS 2013 cohort will exceed both Latino and White transfer students by graduating at a rate of 75% or more in three years.	Compared to university rates, GANAS 2014 cohort participants will exceed both Latino and White transfer students by graduating at a rate of 50% or more in two years, and GANAS 2013 cohort at a rate of 75% in three years.	Compared to university rates, GANAS 2015 cohort participants will exceed both Latino and White transfer students by graduating at a rate of 50% or more in two years, and GANAS 2014 cohort at a rate of 75% in three years.	Compared to university rates, GANAS 2016 cohort participants will exceed both Latino and White transfer students by graduating at a rate of 50% or more in two years, and GANAS 2015 cohort at a rate of 75% in three years.
GPA: GANAS new cohort participants will achieve a higher average GPA than both the new general transfer and Latino/a populations at CSUEB, or a minimum average GPA of 3.0	Average GPA for transfer population (S14): 3.06 Average GPA for Latino/a population (S14): 3.02	GANAS 2015 cohort participants will achieve a higher average GPA than that of new 2015 transfer and Latino/a populations, or a minimum average GPA of 3.0	GANAS 2016 cohort participants will achieve a higher average GPA than that of new 2016 transfer and Latino/a populations, or a minimum average GPA of 3.0	GANAS 2017 cohort participants will achieve a higher average GPA than that of new 2017 transfer and Latino/a populations, or a minimum average GPA of 3.0	GANAS 2018 cohort participants will achieve a higher average GPA than that of new 2018 transfer and Latino/a populations, or a minimum average GPA of 3.0

Outcome Measure	Baseline Data	2015/2016 Goals	2016/2017 Goals	2017/2018 Goals	2018/2019 Goals
<p>Long-term Goal: Reduction in average length of time to degree attainment after transferring for GANAS students, resulting in reduction of average cost to award a baccalaureate degree,</p>	<p>29% of Latino CCC transfers to CSUEB graduated with their bachelor's degree within 2 years after transferring, a total of 55% within 3 years after transferring, and a total of 64% within 4 years after transferring (Cohort 2009). See Appendix H: CSUEB Latino CCC Transfer 4-, 3-, and 2-Year Graduation Rates.</p>	<p>Track years to baccalaureate degree attainment after transferring for each GANAS cohort two years and beyond.</p>	<p>Continue to track years to baccalaureate degree attainment after transferring for each GANAS cohort two years and beyond.</p>	<p>Continue to track years to baccalaureate degree attainment after transferring for each GANAS cohort two years and beyond.</p>	<p>Continue to track years to baccalaureate degree attainment after transferring for each GANAS cohort two years and beyond.</p>
<p>Qualitative Goal: GANAS students will gain a sense of community among students and staff at CSUEB, contributed to by the experience of culturally relevant support services and peer mentoring.</p>	<p>Focus Groups and Evaluations conducted in 2013-2014 year with cohort 1.</p>	<p>Continued evaluation and interviews to document participant experiences and measure sense of community and value of GANAS services.</p>	<p>Continued evaluation and interviews to document participant experiences and measure sense of community and value of GANAS services.</p>	<p>Continued evaluation and interviews to document participant experiences and measure sense of community and value of GANAS services.</p>	<p>Continued evaluation and interviews to document participant experiences and measure sense of community and value of GANAS services.</p>

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 Innovation in Higher Education 2015 Award Application
Appendix H: CSUEB Latino CCC Transfer 4-, 3-, and 2-Year Graduation Rates

