Project GANAS :
Gaining Access N Academic Success

CSU EAST BAY

PIEL: PROGRAMMATIC EXCELLENCE AND

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

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

The

Timetable CSUEB 2013-2014 Academic Year

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

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

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

The website was created to help students obtain information about GANAS and apptAT9c -01002 T0 -

Benefits to Students

As a GANAS student you will receive the following benefits:

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

GANAS Program Requirements

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

#3: Preparation and Implementation- Registration and Orientation

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

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

However, the logistics to register our students and to have their trans[(act/Tw -6(nt)2(s)46(ev)17(al)ua

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

Thank You,

NetId
Cell #

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

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

Additional Barriers CSUEB Students are experiencing:

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

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

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

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

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

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

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

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

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

Yes – 1 No – 25 Blank - 1

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

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

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

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

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

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

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

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

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

Research

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

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

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

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

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

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

Pilot culturally relevant pedagogy and curriculum

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

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

2. Connect first generation/underserved students to on-campus cultural clubs and social-community organizations or to culturally relevant community service. Engagement/feelings of belonging lead to persistence. Students are overwhelmed when they start school and often do not know what are their options in relation to clubs, and other activities. Most of CSUEB students work, the clubs are a luxury, these need to be designed to meet the needs of working students.

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

Melissa Cervantes, Upward Bound;

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

Evelia Jimenez, AACE;

Emmanuel Lopez, EOP Admissions and Summer Bridge;

Dr. Lettie Ramirez, Teacher Education;

Jose Rocha, Enrollment Development;

Jose Salceda, EOP; and

Martha Wallace, University Scheduling.

Special thanks to Jenelle Rodas, student at CSUEB.

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http://sts.asu.edu/

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CSUEB Institutional Research:

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

GANAS webpage with all the resources/links

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

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GANAS Team Contact Information:

Email: ganas@csueastbay.edu

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

Diana Balgas, Student Retention Services; 885-4573

diana.balgas@csueastbay.edu

Dr. Luz Calvo, Ethnic Studies; 885-3851

luz.calvo@csueastbay.edu

Melissa Cervantes, Upward Bound; 885-2615

melissa.cervantes@csueastbay.edu

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

jesus.diaz@csueastbay.edu

Evelia Jimenez, AACE; 885-4680

evelia.jimenez@csueastbay.edu

Dr. Lettie Ramirez, Teacher Education; 885-2388

lettie.ramirez@csueastbay.edu

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

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

Melissa Cervantes is the Director of the Upward Bound Program at CSU East Bay. She has been working with CSUEB's Upward Bound for the last six years, rounding out her 13-year career working with TRiO Programs. Melissa earned her MA in Counselor Education from San Jose State, her BA in Social and Behavioral Sciences from CSU Monterey Bay, and her AA in Liberal Studies from Ohlone College. As a former community college transfer student, Melissa has a personal connection with the GANAS

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

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

Appendix: Summary of Focus Group Responses:

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

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

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

- Yes because the professors are very engaging and they make their teaching so that it touches students.
- My favorite classes are those that I do well in.
- I feel like I put more passion and effort into the subject I excel in.
- Yes because it interests me and I want to research more about the subject.
- Well, activity classes are the classes in which I have excelled. I don't know that grades are reflective of a student's success in a class. I love my major classes; still the best grade that I've received is a B. I think there are so many factors to learning, and a grade to me isn't the best way to respect that. I'm dyslexic and ADD, which is why I excel in activity classes. But, I don't think it makes me any less successful.
- Yes because I understand it like the back of my hand. I was able to make relationships and associations with what I was learning to what I a sodBavorngtelatngs unde asYe-2(oc)-2(i)at it5d ( )Tj10.00

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

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

Yes – 15 Some – 11 Blank – 1

- I've always felt my teachers make themselves available.
- Not all teachers here at CSUEB. I've only had three professors who actually care about the students.
- I've made friends with some of my activity professors. As far as lecturers, I think they are stretched so thin, they find what they look for in an assignment, and move on.

- I like when the professor uses current events and engages the class rather than simply feeding us information.
- One of the things that show interests from a professor is when they engage students and

- When a professor simply reads off a PowerPoint. I also get discouraged when the professor doesn't answer emails, or make himself available. Then I don't feel connected to them.
- The main thing is when the professors that I've had just tell me to read the book or just use a PowerPoint. This discourages me from wanting to know the material.
- I think this is going to be a biased answer. I have a professor who is very involved in the community. However it seem

- Can’t concentrate all the time, get distracted easily, give up at times
- Work, not aware of all programs available
- I have to work full time to pay for school. Personal life and everyday obstacles like relationships. I overload myself sometimes, and that hinders my ability to focus on each class individually.
- Work, home life, relationships
- Fear of getting the answer wrong, embarrassment over asking the wrong thing, worried about failure
- My pride; I don’t like asking for help. My tendency to procrastinate and leave things to the last minute.
- I stress easily, financial aid problems due to being in my fifth year, distance from family as my parents are still against me being here.
- Money, family, learning
- Time, lack of interest, hard to understand
- Personal problems
- Sometimes I give up when I’m frustrated, someti1(e)11(t)-7(t4(k)-1a5)-6(a) 0 Td g5-7(i)3(on)1nu( )Tj -0.002

- Clubs, teachers, counselors, other students who know more about the school
- I use the school's free tutoring. I go days without sleeping. Create study groups to help take the load off my shoulders
- My sorority has been my biggest support system. I don't know what I would do without them
- SCAA, AACE, EOP, going to office hours
- Scholarships as well as grants
- Being involved in a club/organization; getting more involved in school; asking for help from teachers, friends, and sorority sisters
- More resources that are free; having courses be more fitting with material
- Being involved in campus life pushes me to keep my grades up; counselors; peers/sorority sisters
-