

# CSUEB Student Affairs Assessment Report Template

<i>Name of Dept/Program</i>	SEAS/PIAA Program
<i>Dept/Program Lead</i>	Jose Padilla
<i>Dept/Program AVP</i>	

2) **ASSESSABLE STUDENT/PROGRAM OUTCOMES**

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

**Student Outcome Statement**

Our program exists to Increase student learning outcomes in the area of *Business Administration* by providing a high-quality, student-centered education that prepares graduates for the workforce. The program is designed to meet the needs of the local business community and to provide a pathway to success for all students.

3) **SIGNATURE PROGRAMS/SERVICES**

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

<b>Name of Signature Program/Service</b>	Our program exists to Increase retention for API students.	<i>Increase graduation rates for API Students.</i>	<i>Increase academic standing in the classroom.</i>	<i>Establishment of a cultural community to enhance a student's sense of belonging</i>
Intrusive academic counseling	x	x	x	
Cultural Engagement	x			x
Cultural Month celebration	x			x 4

**4) ASSESSMENT ACTIVITY/DATA ANALYSIS**

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

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



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

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

<b>Contribution to/Impact on DEI</b>	<i>Data/Evidence of contribution/impact</i>
<p>The PIAA Program continues to play a significant role in the recruitment of Transfer API students at CSU East Bay, where API students constitute the second largest demographic within our student body. The program's cultural programming is designed to facilitate a profound connection for student participants with their API heritage, enhancing their sense of cultural identity and community engagement.</p>	<p><i>Over 24% 2390 of the Campus population are made up of API students. About 7% or more participate in the PIAA program.</i></p>

The PIAA program has expanded its programming beyond its participating students to engage the broader campus community through collaborative

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**AREAS OF GROWTH** (i.e., what have your assessment results/findings showed re: your assessment results indicated about the ways that you can improve/enhance your program? 3 takeaways related to effectiveness/areas of growth and identify what next steps you would like to take related to your takeaways.

	Assessment findings that justify effectiveness/area of growth	Implications for practice/Next steps
<p>students by feel a</p> <p>heritage, of ed by</p> <p>h.</p>	<p>Students and counselor testimonial, attendance number of events offered,</p>	<p>Creating an assessment process at the beginning and end of the first year of the cohort to understand the students needs and measure if those needs were met.</p>

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The introduction of a new API success course schedule for Spring 2025 -2.1 (6)-(6r)-(691(1)5

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