

[Appendix 5.11 Sample of Programs providing supported to targeted student populations](#)

[TRIO ASPIRE](#)

ASPIRE is a Student Support Services TRIO Program and is federally funded through the United States Department of Education as part of the 1964 Education Opportunity Act and became part of the SJSU campus in 1978. It serves low income, first generation students and students with disabilities, as well as eligible foster or former foster care youths. These students are often characterized by lower SAT scores, higher failure rates on university placement exams, lower grade point averages, and lower retention and graduation rates. The ASPIRE Program provides an aggressive service plan to support the long-range goals of participants including: Freshman Year Experience, advising, cultural enrichment, study skills courses, graduate school planning, needs assessment, tutoring, career development, and financial aid guidance. The program submits a Federal Annual Performance Report each year.

Additionally, the program sets extremely challenging objectives which are assessed and documented in the Federal Annual Performance Report each year. The 2012-2013 recent report showed that SJSU's program has surpassed stated goals and national averages. The retention rate for participants was 88.8%, compared to 57.6% nationally and 49% for eligible underrepresented students. In addition, 91.9% of SJSU participants remained in good academic standing (not on probation or disqualified), compared to 64% of eligible underrepresented students. Finally, the 55.46% of participants graduated within 6-years, compared to the national rate of 28% of eligible students and 27% for SJSU eligible underrepresented students.

[TRIO McNair](#)

The McNair Scholars Program began at SJSU and has since recruited 267 low-income and first generation students and individuals whose groups are underrepresented at the doctoral level. McNair students design and conduct independent research under the guidance of a faculty mentor, present their findings in an oral presentation and publish their research in the McNair Research Journal. In 2011-2012, 100% of participants completed independent research, 90% graduated with three years of starting the program (students must have completed 30 units in order to apply), and 80% of participants enrolled in a post-graduate program by the fall term of the academic year immediately following graduation. Also, 23.5% of McNair participants obtained a doctoral degree within 10 years of conferral of their bachelor's degree. Appendix X provides a list of degrees obtained and institutions conferring those degrees.

[MESA Engineering Program](#)

MEP is an educational support program that provides services to educationally/economically disadvantaged students seeking completion of their first bachelor's degree in engineering or computer science. The program is part of a statewide network of partnerships between the MESA (Mathematics, Engineering, Science Achievement) Statewide Office, host universities, industry partners and various engineering associations. The program's goal is to increase the number of high caliber, industry-ready graduates from educationally and/or economically disadvantaged background completing degrees in Engineering or Computer Science at San José State University. This is accomplished by providing peer mentoring, personal and academic development workshops, a freshmen orientation course,

community-building events, academic advising, collaborative-learning study jams, and study skills development. Participants are prepared for employment through resume development, mock interviews, and industry networking events. New SJSU Engineering or Computer Science freshmen or transfer students who are considered disadvantaged (e.g., first-generation college student, low income).

MARC

The MARC program has existed for 26 years at SJSU and has received funding from competitive grants from the NIH and NSF.. The primary goal of the NRSA MARC U-STAR training program is to improve the academic preparedness and research training in biomedically-related fields for underrepresented, honors undergraduates. Doing so will increase the number of SJSU students entering Ph.D. and combined Ph.D. degrees in the biomedical sciences. Specifically, the program seeks to prepare students to: (1) Perform authentic, meaningful, innovative research; (2) Perform well academically and do the work necessary to develop competitive applications to graduate school; (3) Train our students to do well in graduate school. Students work in mentor/mentee pairs to perform authentic, meaningful, innovative research; yield an average of at least one presentation of mentee research at a professional conference for each second-year MARC Trainee per year; increase the overall average number of publications in peer reviewed journals for both SJSU Faculty Mentors and for the MARC students relatively to an appropriate historic comparisons; and have students perform well academically and do the work necessary to develop competitive applications to graduate school and subsequently do well in graduate school. The 6-year graduation rate for MARC participants is 100%, 43 of the MARC graduates are currently enrolled in graduate or professional programs (29 PhD, 2 MD/PhD, 4 in post-bac, 7 Master's programs).

Educational Opportunity Program (EOP)

In April 1969, the California Legislature passed Senate Bill 1072 (the Harmer Bill) which established the Educational Opportunity Program (EOP) at the California state institutions of higher learning. EOP promotes college access to campuses of the CSU and provides retention services to enrolled university students who participate in EOP.

EOP is designed to improve student academic support of low-income and educationally disadvantaged students. An EOP student has the potential to perform satisfactorily in the CSU but has not been able to realize this potential because of economic or educational background. The program provides admission, academic, and financial assistance to EOP-eligible undergraduate students.

SJSU EOP serves over 1,500 students per semester including Guardian scholars who are students from the foster care system, which became part of EOP in Spring 2011. EOP offers a plethora of services to students, including a tutoring program, a mentoring program and a specialized graduation and retention initiative for African-American and Latino males called 'I Can, I Will,' in addition to academic advising.

In early 2010, EOP retention and graduation rates were significantly below university average. An external review by the Offices of Student Affairs and Academic Affairs of EOP suggested that poor student performance could be linked to a lack of formal EOP admission process (it was determined

solely on socio-economic status and GPA) and stigma associated with identifying with EOP. It was recommended that EOP be centrally located on campus and receive an infusion of resources, advisors and programming. As a result, EOP was moved from the Student Affairs unit to the Academic Affairs unit with a new director and the EOP framework was revised based on San Diego State University's successful EOP and Guardian Scholars (foster youth) program. Rich programming and caring advisors have been successful in increasing graduation and retention rates. Their retention and graduation rates have increased (LINK). In October 2013, EOP hosted a campus event, "I am EOP" that celebrated the success of their students—the themes of their stories were overcoming obstacles to achieve a college education at SJSU and how the EOP community supported their efforts.