

GI 2025 & Identity-Based Resource Centers

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Building an Equity Rich Culture



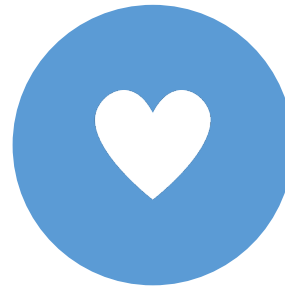
High Impact Pactices



Community Engaged
Justice



Inquiry Driven Culture



Intellectual and Cultural
Humility

Equity Mindedness is central to Student Success

Data Informed

Race Conscious

Student Centered

Institutionally Focused

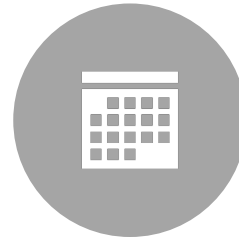
Systematically Aware



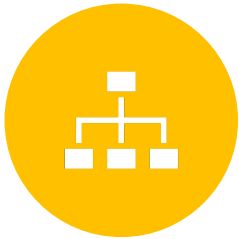
GI 2025 Equity Priorities



Priority 1: Re-engagement/
Reenrollment URM Students



Priority 2: Summer and Winter
Sessions/Block Scheduling



Priority 3: Digital
Degree Planner



Priority 4: Administrative Barriers
to Graduation



Priority 5: Reducing Equity Gaps in High DFW
Rate Courses/Gateway Course

Priority #1- Reengagement and Reenrollment of Underserved Students

- Reflecting a nationwide trend aggravated by the pandemic, student retention has decreased at various CSU campuses—particularly among students of color.

Metrics for Tracking Progress:

- Establish categorical year-to-year retention targets for each campus.
- Establish campus reclamation targets for students who departed after their first and second year.

Campus	Fall 2019 First-Year Cohort	
	Number of URM Students No Longer Enrolled by Third Year	Percent of URM students Not Retained
Bakersfield	432	37%
Channel Islands	149	28%
Chico	296	28%
Dominguez Hills	780	38%
East Bay	328	38%
Fresno	543	27%
Fullerton	521	20%
Humboldt	148	41%
Long Beach	585	23%
Los Angeles	820	31%
Maritime Academy	22	35%
Monterey Bay	144	24%
Northridge	906	28%
Pomona	430	22%
Sacramento	655	31%
San Bernardino	641	28%
San Diego	290	17%
San Francisco	574	33%
San Jose	376	27%
San Luis Obispo	99	12%
San Marcos	339	27%
Sonoma	202	30%
Stanislaus	320	30%
Grand Total	9,600	28%

URM Race and Gender Breakdown

Race	Female	Male	Total	% Lost	% 2019 Cohort
African American					
American	69	48	117	38.5%	6.4%
Latino/a	394	403	797	25.5%	65.7%
Grand Total	465	451	916		

Non URM: Breakdown

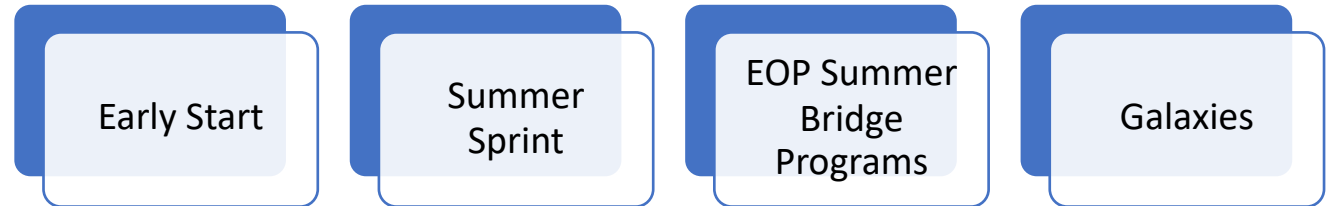
Race	Total	% Lost	% 2019 Cohort
Asian American	36	9.6%	7.9%
White	91	14.3%	13.4%
Grand Total	127		

Priority 2: Expand Summer/Interession Credit Opportunities for URM students

Campus	Fall 2019 First-Year Cohort	
	Mean CSU Units Earned by URM Students After Two Years	Number of URM Students Remaining in Cohort
Bakersfield	55.3	722
Channel Islands	51.5	383
Chico	51.2	765
Dominguez Hills	49.6	1,283
East Bay	49.9	525
Fresno	52.7	1,438
Fullerton	52.4	2,074
Humboldt	48.1	216
Long Beach	53.3	1,931
Los Angeles	54.1	1,795
Maritime Academy	70.0	40
Monterey Bay	53.8	449
Northridge	53.5	2,374
Pomona	51.4	1,493
Sacramento	52.8	1,477
San Bernardino	53.5	1,650
San Diego	58.5	1,460
San Francisco	50.6	1,143
San Jose	52.8	1,037
San Luis Obispo	86.9*	712
San Marcos	48.6	908
Sonoma	56.2	462
Stanislaus	51.8	733

*Quarter units

Goal: Closing equity gaps in credit accumulation



Priority 3: Ensure Equitable Access to Digital Degree Roadmaps: Every CSU student will have access to and adoption of a real-time digital degree planner

Metrics for Tracking Progress:

- Create an internal measure of CSU students, by campus, who are actively using a digital degree planner by fall 2022.
- Complete transcript audits for all **first-time freshmen and transfer students** prior to registration for their first term at the CSU.
- Develop an infrastructure plan to maintain accurate degree maps and course availability
- Ensure that every first-time student has access to and enrolled in General Education A2/B4 courses in their first year. Enrollment tracked by campus to establish improvement targets.
- Automate degree audit and clearance for students.

Priority 4: Eliminate Administrative Barriers to Graduation: Each CSU campus shall, with an equity-centered framework

- revise drop for non-payment policies
- re-evaluate registration hold policies and
- reform the graduation filing process.

Assess how existing policies may have disparate impacts or derail academic progress in unintentional ways.



Priority 5: Identify the top high enrollment critical major pathway courses with higher than average equity gaps as defined by DFW rates.



PUBLISH
(INTERNALLY) AN
ACTIVE LIST OF
HIGH-ENROLLMENT,
HIGH-DFW
COURSES WITH THE
LARGEST EQUITY
GAPS TO ESTABLISH
BENCHMARKS



ESTABLISH
IMPROVEMENT
RATES BY
COURSE.



TRACK AND
PUBLISH
PROGRESS OVER
THE NEXT THREE
TERMS THE
COURSES ARE
OFFERED.

- Institutional Research
- Faculty Development
- Provost Office/Office of Student Success
- College Success Teams
- Departmental Meetings
- Student Affairs

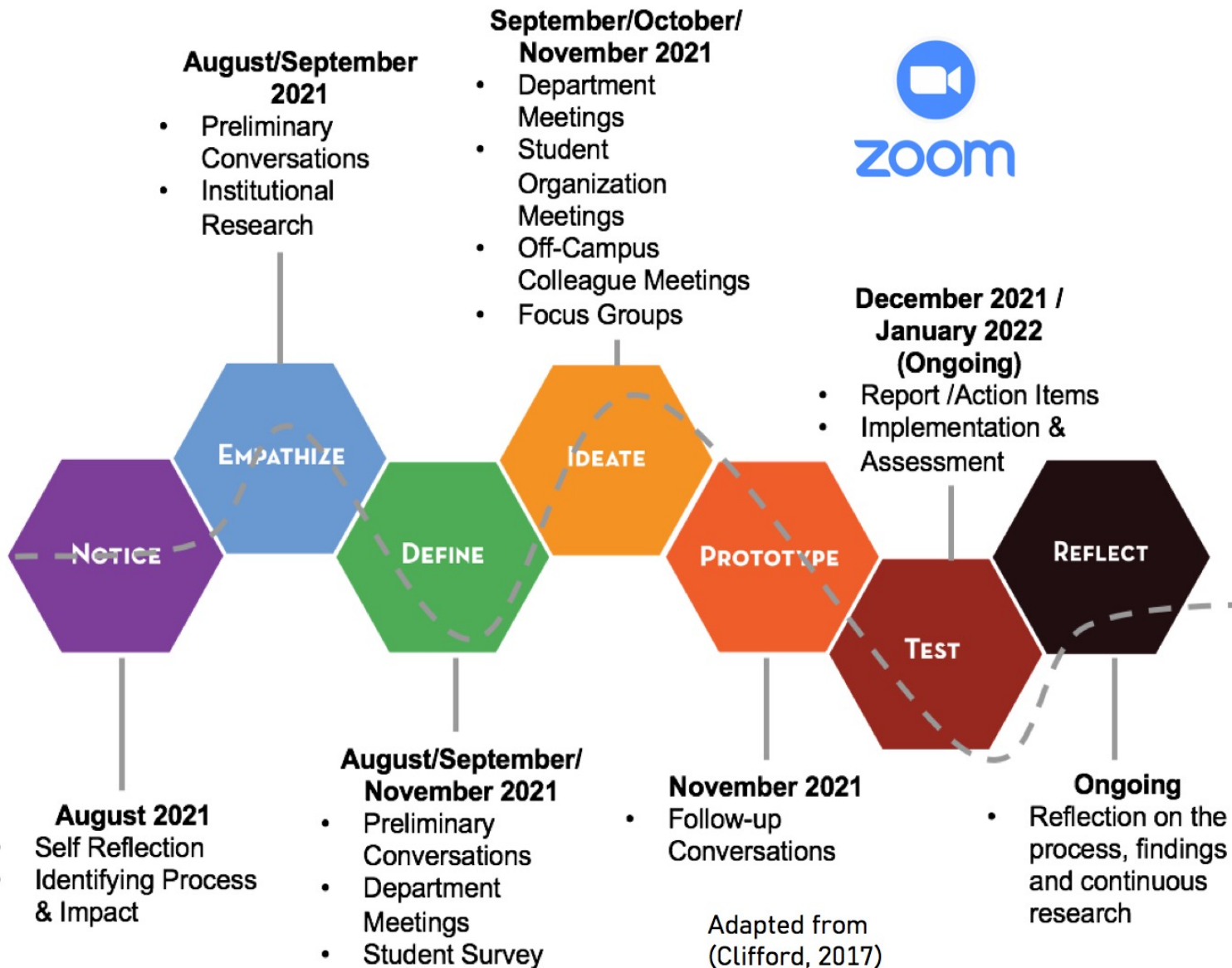
Priority #5: Course Success Rates Equity Gaps

- Students in Good Standing
- Students on Academic Notice/DQ
 - Repeat Courses – have to wait
 - Satisfactory Academic Progress

- Reapply - Criteria for readmission by college/dept/major not transparent
- Don't accept some pre-reqs from CC
- Tseng college can't promise courses – 2 weeks late to register

- Don't accept some pre-reqs from CC

What can we do? Fall 2021-Spring 2022 Research on Identity-Based Resource Centers was conducted.



Total Participants

- 75 meetings and focus groups
- 274 unique CSUN individuals participated in the meetings
 - 82 Students
 - 192 Faculty/Staff/Admin
- 427 Student Surveys Completed
- 14 off-campus colleagues

Research Team

Faculty/Staff PIs
 Marquita Gammage
 Freddie Sánchez

Students
 Kaylee X. Josefina
 Kamau Pruitt
 Tracee Porter
 Naim Mohammed

Recommendations

Priority 1

Ethnic Identity-Based Resource Centers

- Black & African Diaspora Center
 - Asian, Pacific Islander & Desi American (APIDA) Resource Centers
 - Latinx/a/o Resource Center
 - Native Resource Center
 - South-West Asian & North African (SWANA) Resource Center
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- Additional Priority:
 - Project Rebound Center
 - Prayer, Reflection & Meditation Space

"CSUN needs to be more intentional about amplifying and enhancing diverse student success. Resilient Scholars fought for Project Rebound not the institution." (Student Focus Group)

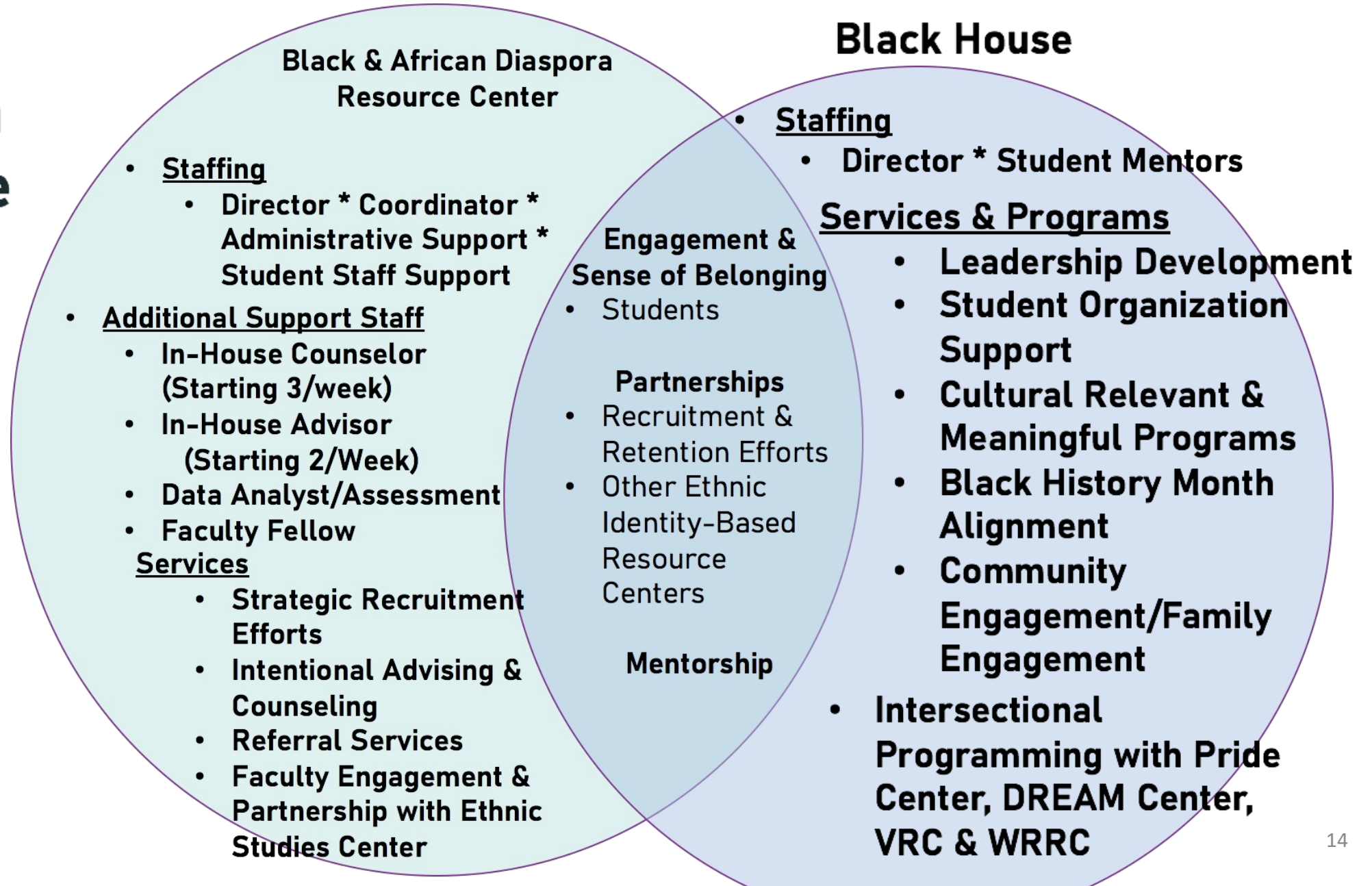
"We need a SWANA (South-Southwest Asian and North African), also Iranian-American center. A place for cultural celebrations to create community with each other." (Student Survey Respondent)

"People who are needing support services, we need to figure out how we can support APIDA students' emergency needs." (Student Focus Group)

"Murals in Chicano Studies folks really enjoy – in Mexican history, murals have history. Communities use murals to beautify to be political – murals in space throughout campus – not just the centers." (Department Meeting)

Black & African Diaspora Resource Center & Black House

Example in Action



Recommendations

Priority 2

THRIVE Center

- Center Adult & Re-Entry Student Resource Area
- First-Generation Student Resource Area
- Parent Scholars Resource Area
- Transfer Student Resource Area

"As a first gen I feel lost and without guidance. I also feel like CSUN did not handle the pandemic well. It was a missed opportunity and as a student I felt completely alone."
(Student Survey)

"No resources for adults- it's difficult to get through when you're an older adult. Maximize the utility of the experience – have the ability to connect to come forward and get things done." (Student Focus Group)

"A quiet studying space for student parents, near a space where they can put down their kids temporarily in a nearby childcare facility." (Faculty/Staff Focus Group)

Recommendations

Further Call To Action

- Building a Welcoming, Equitable & Inclusive Campus Culture
 - Welcome Center
 - Diversifying Faculty & Leadership
 - Anti-Racism & Cultural Training
 - Center for Ethnic Studies
- Maintaining & Sustaining High Impact Programs
- Equitable Financial Aid & Housing Structures
- Supportive Transportation Services

*"We need training for faculty and staff to be able to engage the diversity of our students. Training on cultural humility and race consciousness."
(Faculty/Staff Focus Group)*

"Need more advertised support for class registration. Many students take semesters off because of financial aid because they don't know the process. Some drop out and take a semester off because they miss financial aid deadlines." (Student Focus Group)

"Having faculty training on cultural competence would help because one of my white professors was talking about a racially sensitive issue and didn't discuss or give proper recognition to the impact it had rather than what happened which made me feel out of place as a student of color." (Student Focus Group)

Phasing-In Approach

▪ Spring/Summer 2022

- Black House Support
(Pilot Black Resource Center Components)
 - Develop Strategic Partnerships with UCS
 - Counseling Support at Black House (2/Week)
 - Academic Advising Support (2/Week)
 - Work with At-Promise Students
 - Work with SOAR on Intentional Recruitment Process
 - Develop Partnerships Across Campus on Black Resources (HUB)
 - Start conceptualizing the Ethnic Identity-Based Resource Center Cluster (Sierra Hall)

▪ Fall 2022 – Spring 2023

- Pilot on Cultural Houses
 - Chicano House
 - Hire Full-Time Director
 - Glen Omatsu House
 - Hire Full-Time Director
 - La Casita
 - Hire Two- Part Time Positions
- Assist in the creation of strategic plan for Ethnic Identity-Based Resource Centers
- Develop Strategic Partnerships On and Off-Campus
- Develop Counseling & Advising Strategies for Pride Center, DREAM Center & Veterans Resource Centers (Operationalize the Plan)
- Start Conceptualizing the creation of the Thrive Center

More Information on the Identity-Based Resource Centers Project & Updates?



Contact Us

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Resources for Support:

CSUN Campus
Care Recovery
[https://www.csun
.edu/revitalize](https://www.csun.edu/revitalize)

Faculty Development:

<https://www.csun.edu/undergraduate-studies/faculty-development>

Academic Advisement:

<https://www.csun.edu/undergraduate-studies/academic-advisement>

Tech Support:

<https://www.csun.edu/covid-19/covid-19-information-students-academic-support-services>

You@CSUN

<https://you.csun.edu>

CSUN with a Heart (Basic Needs resources):

<https://www.csun.edu/heart>

Student Life and Support:

<https://www.csun.edu/csunasone/student-life-and-support>

Peer Support Programs (Mentoring and Tutoring):

<https://www.csun.edu/matador-momentum/mentoring-and-peer-programs-csun-z>

What Does Success Mean to you?

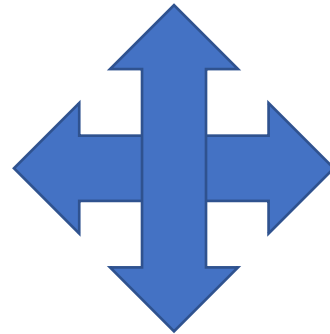
Examples of Survey Responses April 2020

- "All CSUN students, regardless of citizenship, ethnicity, family history, socioeconomic status, prior education, physical or mental ability--or any other personal, educational, demographic, or economic difference--have an equitable opportunity to thrive as learners and complete their degrees without undue financial or academic obstacles imposed by the campus." - Faculty Response
- "Student Success means being not only a successful student, but also taking the knowledge learned in school and applying them in everyday life. To give back to the community or becoming a mentor to those that are starting college. This is what Student success should be." – Student Response

What Does Success Mean to you?

Student Centered

- Holistic Growth/Achievement
 - Overcoming Obstacles
 - Community Engagement
 - Joy and Pride in achievement
- Student Outcomes
 - Degree Attainment
 - Retention
 - Attain and apply skills
 - Find a passion/future career



Institutional Responsibility

- Holistic Student Support
 - Bolster Confidence/Self-Efficacy
 - Honoring the individual journey
 - Safe and Caring Environment
- Institutional Outcomes
 - Degree Attainment
 - Retention
 - Attain and apply skills
 - Find a passion/future career

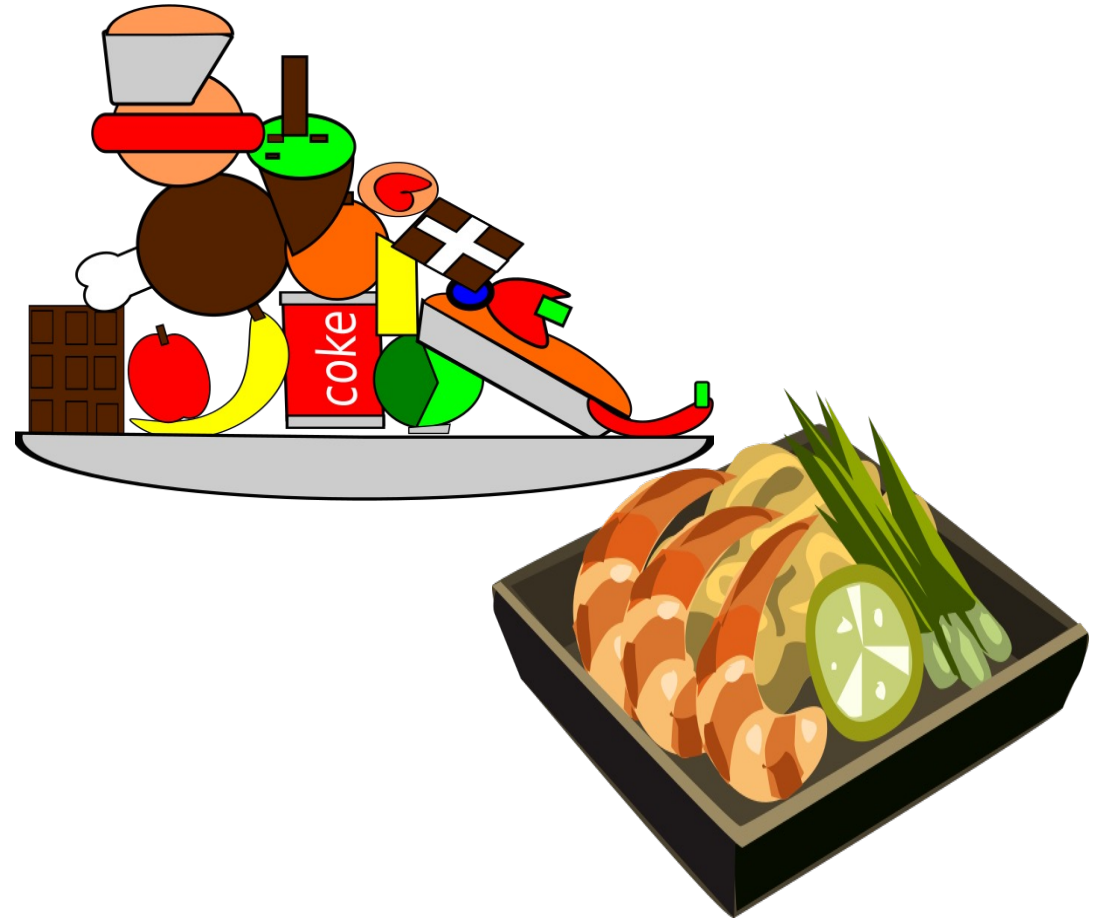
Student Success: Working Definition

Vision: "All CSUN students, regardless of citizenship, ethnicity, family history, socioeconomic status, prior education, physical or mental ability--or any other personal, educational, demographic, or economic difference--have an equitable opportunity to thrive as learners and complete their degrees.

How: "CSUN is committed to supporting every member of our campus community by providing the environment and resources needed to overcome any administrative, financial or academic obstacle and reach their full potential."

The Office of Student Success

- Common language around “student success”
 - Equity, Equality, Diversity, Social Justice, Equity Gaps
- Shared Vision and Mission to around student success
- Share and facilitate “best practices” aimed at closing persistent equity gaps



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