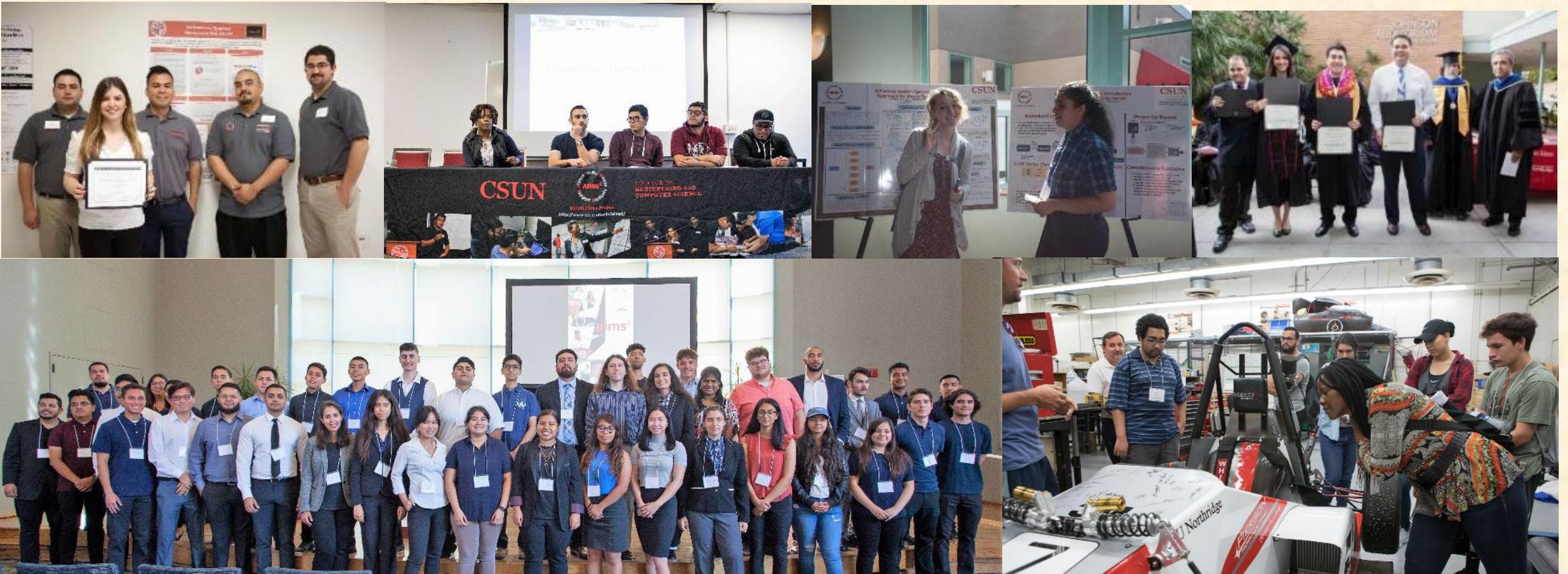# *"Strengthening Equitable Culturally Responsive Environments" (SECURE) for Student Success (S f S²)"*

S. K. Ramesh, Ph.D., FIEEE
Founding Director SfS² & Professor of Electrical and Computer Engineering

AGENDA

- Welcome and Introductions – Ramesh
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Project Objectives

- Increase enrollment, improve academic performance (retention and graduation rates) and reduce equity gaps. **(CPP 2(a), 2(b), 2(c), 2(d))**

- Expand and enhance curriculum, research fellowships, and culturally-responsive, work-based learning experiences in in-demand industry sectors. **(CPP 1(b), 2(d))**

- Support and increase faculty capacity to plan and implement culturally responsive pedagogies, proactive advisement and mentoring. **(CPP 1(c))**

- Develop a "Servingness" model and culturally enhancing academic experiences to support mental health, emotional wellbeing, and academic outcomes. **(CPP 1(a), IP)**

Project Impact

- We anticipate that our project will positively impact approximately 6,000 students at CSUN and our partner community colleges over the 5-year duration of the grant at an average cost of less than $ 500/student.

- The programs and services envisioned through the project will be institutionalized through CSUN's *Road Ahead* with measurable and accountable goals and aligning resources to ensure long-term collective success.
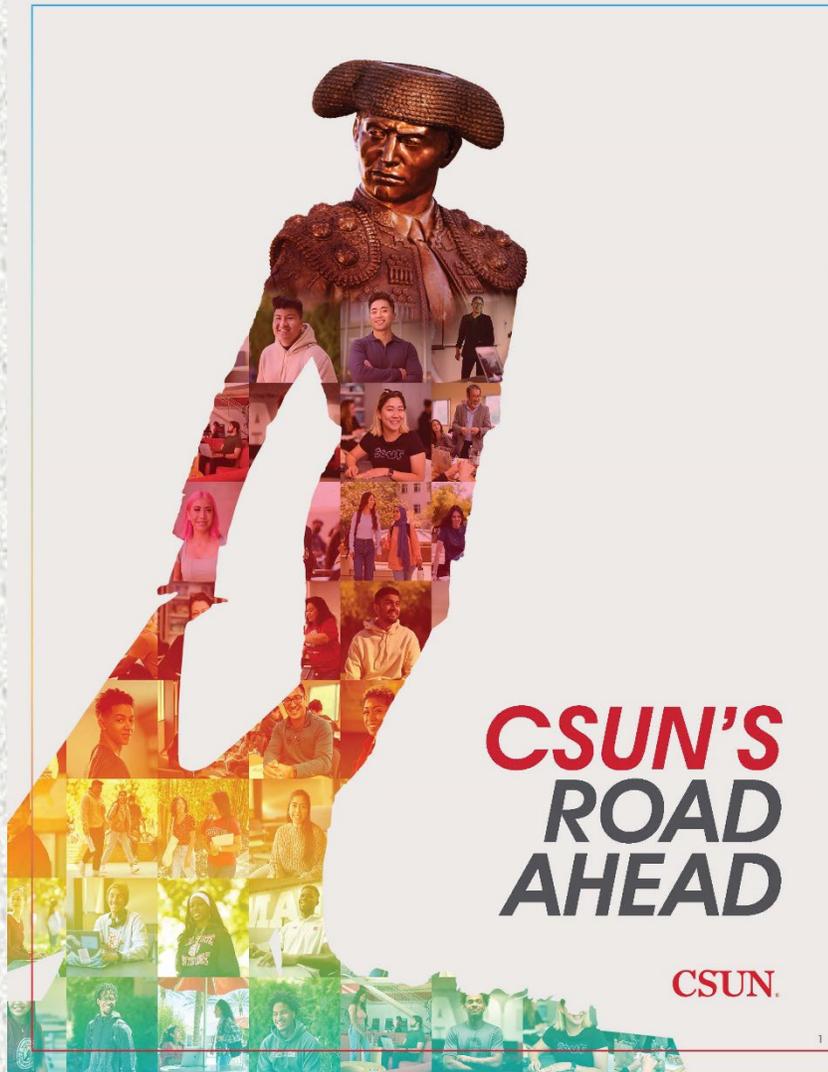
Strategic Directions and Priorities

- Honor our History and Aspire to a More Equitable Future

- Advance Academic Excellence

- Disrupt Systemic Inequities

- Facilitate Holistic Student Success

- Enhance Community Connections

- Strengthen Capacity for Institutional Transformation

CSUN'S ROAD AHEAD

CSUN.
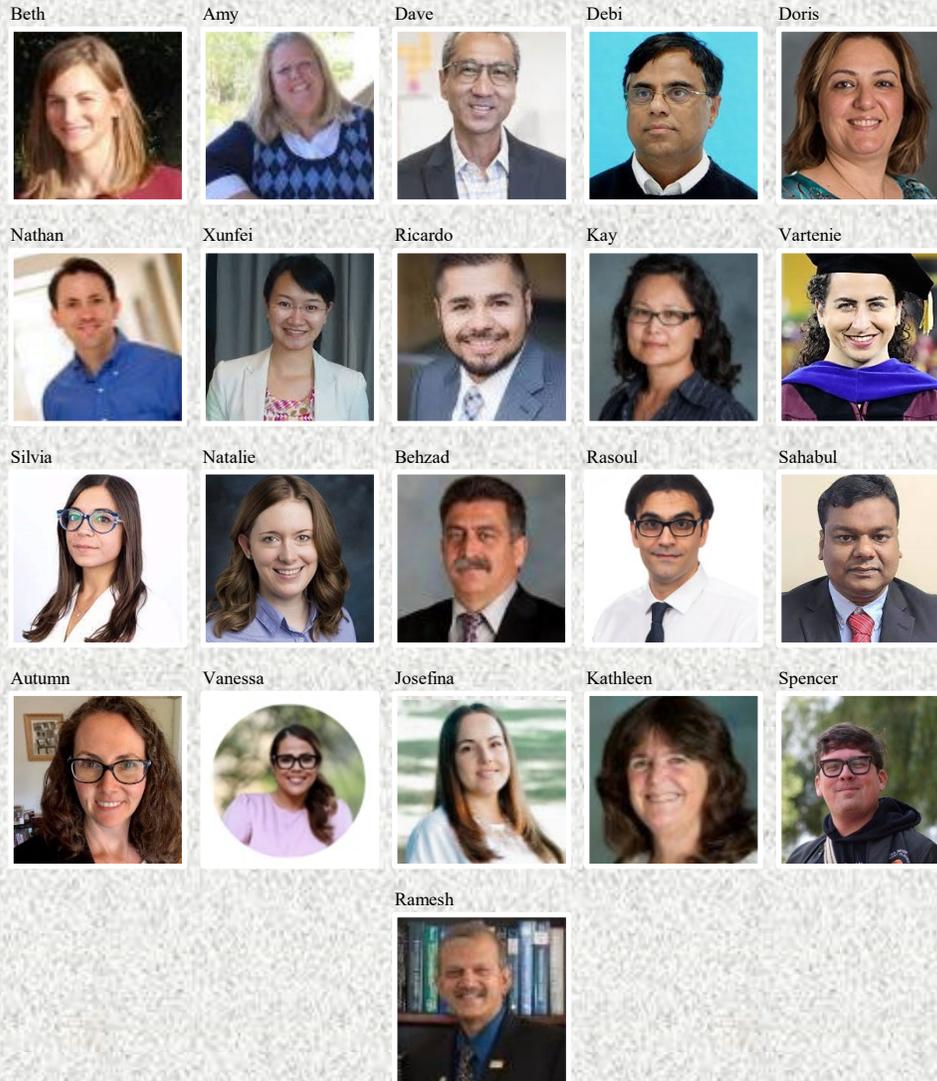
The SfS² Project – Faculty/Staff Team

Core team
Faculty and Staff from AMC, CECS, CSM, EDU, and HHD

Partner Community Colleges
LA Pierce College
College of the Canyons

SfS2 Inaugural Meeting

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Pierce College Project Activities

- Peer Mentors for MESA students
  - Integrate with Pierce Peer-to-Peer Mentor Program
  - Fund 30 hours/week each year (2-3 mentors, 10-15 hours/week each)
- Promote CSUN events and undergraduate research to Pierce students
- Promote CSUN-led PD workshops to Pierce faculty
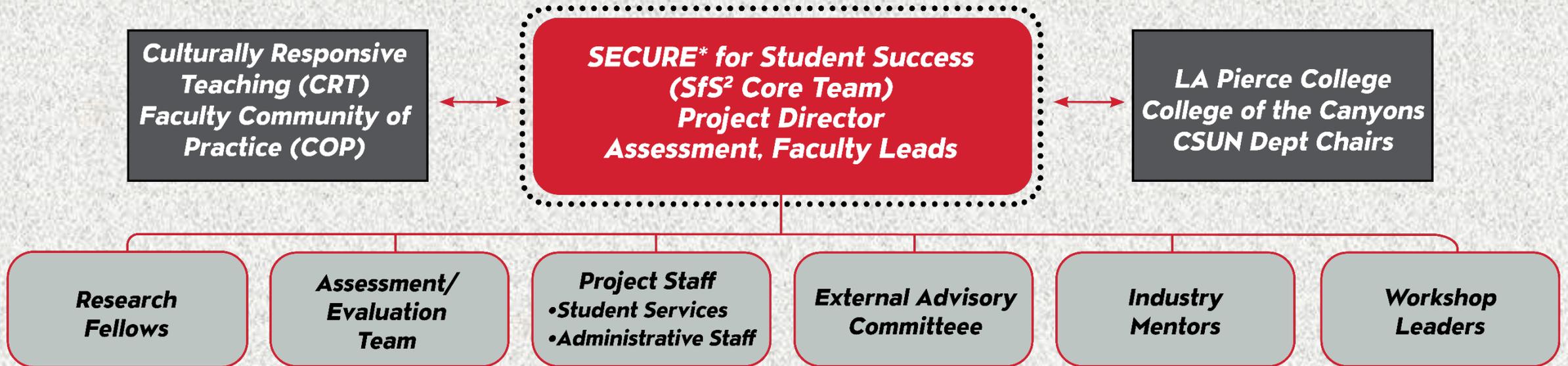- Collaborate with CSUN project team

College of the Canyons Project Activities

- Support part-time counselor, student tutors, and data analysis to enhance retention and completion for our MESA students.

- Expose our students to regional and national STEM conferences. Travel, housing and registration to Women in Engineering, SACNAS, and other STEM related conferences will be provided.

- Peer Mentors for MESA students/Possible peer mentoring with CSUN undergraduates.

- Announce and encourage MESA/COC students to engage in CSUN summer undergraduate research and Symposium.

- Encourage and support COC STEM faculty to participate in CSUN professional development/Culturally Relevant Pedagogy workshops to COC faculty. Share COC CRP opportunities with CSUN faculty.

Core Team

Culturally Responsive Teaching (CRT) Faculty Community of Practice (COP)

↔

SECURE* for Student Success (SfS² Core Team) Project Director Assessment, Faculty Leads

↔

LA Pierce College College of the Canyons CSUN Dept Chairs

- **Research Fellows**
- **Assessment/ Evaluation Team**
- **Project Staff**
  - Student Services
  - Administrative Staff
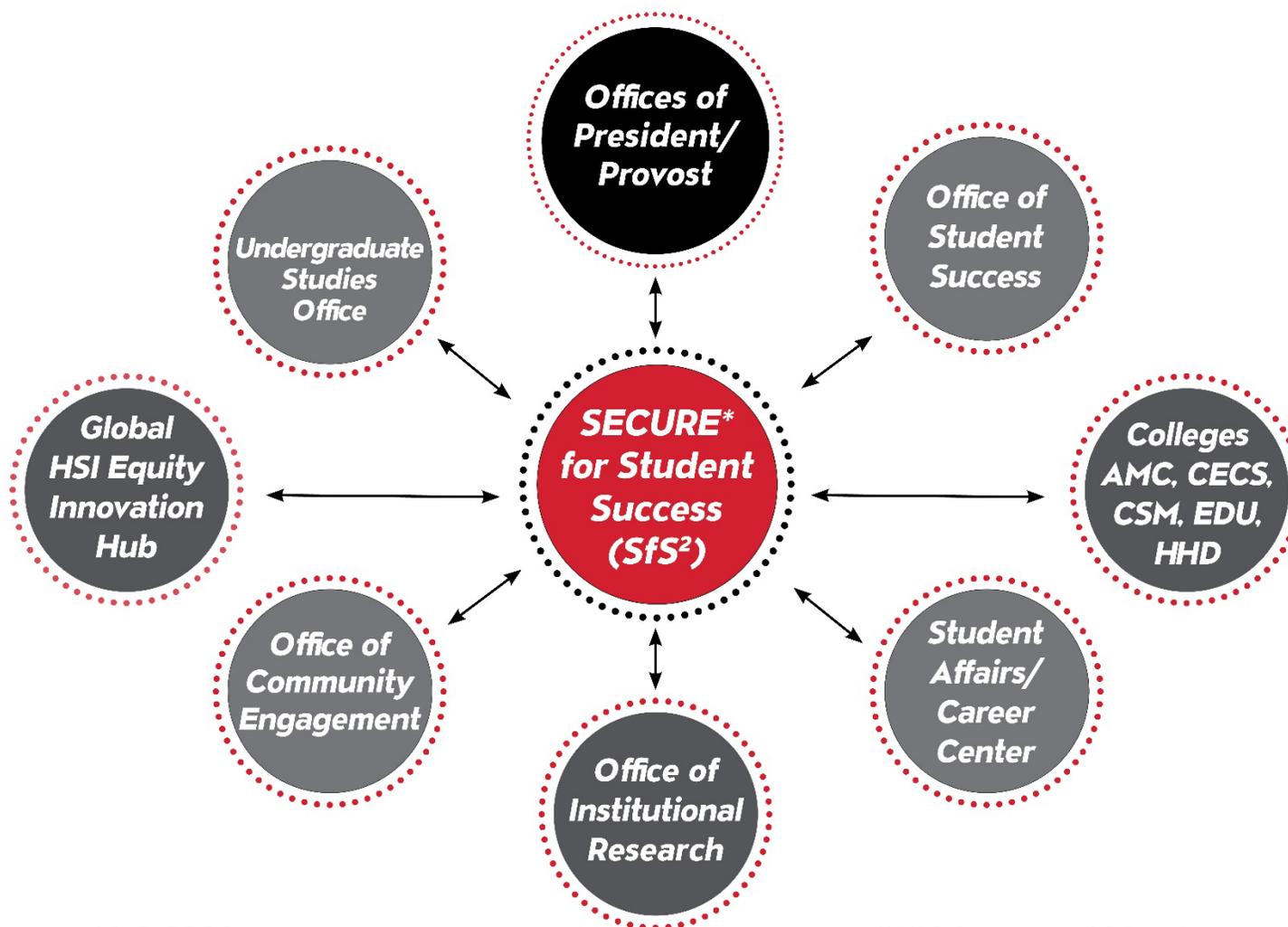- **External Advisory Committeee**
- **Industry Mentors**
- **Workshop Leaders**

*Strengthening Equitable Culturally Responsive Environments

Extended Team

Confirmed:

Jackie Stallcup
Colin Donahue
Melanie Bocanegra
Diane Guido
Danielle Spratt
Janet Oh
Gabriela Chavira
Veronica Montoya
Grace Slavik
Christina Mena
Freddie Sanchez

Project Activities

- Outreach and Recruitment

- Student services (Pre-and Post-Transfer)

- Summer Workshops

- Internships/Industry Engagement/Career Advisement

- Research Program - Expect to support 50 UG students/year with research stipends

- Faculty and Industry Mentors – Expect to support at least 10 faculty/10 industry mentors annually

- Peer Mentors - Expect to support 40 peer mentors/year with stipends

- Undergraduate Research Symposium/Curriculum Enhancement/Development

- Workshops on CRP, Multi-cultural competency

- Faculty professional development – CRP Community of Practice

- Family Involvement

Project Activities (continued)

- Annual workshops (led by Dr. Gina Garcia)
  - "Assessing Culturally Enhancing Curriculum & Pedagogy at HSIs
  - "Developing Social Justice Curriculum in Hispanic Serving Institutions."
- Support 10-12 faculty/year to revise courses and implement changes in curriculum

Project Support

- **Faculty Leads (3 units of reassigned time per academic year)**
  - Anticipate four (4) faculty leads, one for each of the project's main themes
- **Faculty Mentors supervising summer research projects ($ 4 K summer stipend)**
  - Anticipate supporting up to10 faculty per year
- **Faculty Community of Practice ($ 2.5 K/year per faculty)**
  - Anticipate supporting 10 – 12 faculty annually to work on CRT on their selected course(s). Stipend will be paid in two installments, with $ 1 K for attending the workshop, and $ 1.5 K upon implementation of changes and presentation at annual convening.

Student Support

- **Summer Student Research Stipends**
  - Up to 50 students will receive $ 1 K each in stipends for summer research. Typically project duration is 8 weeks.
- **Peer Mentor Stipends**
  - Up to 40 students will receive $ 2.5 K each in stipends annually.
- **Industry Mentors**
  - Up to 10 industry mentors with a stipend of $ 2 K each annually
- **All stipends paid in two installments**
- **Supplies for Symposia and Student Workshops -** $ 18 K annually

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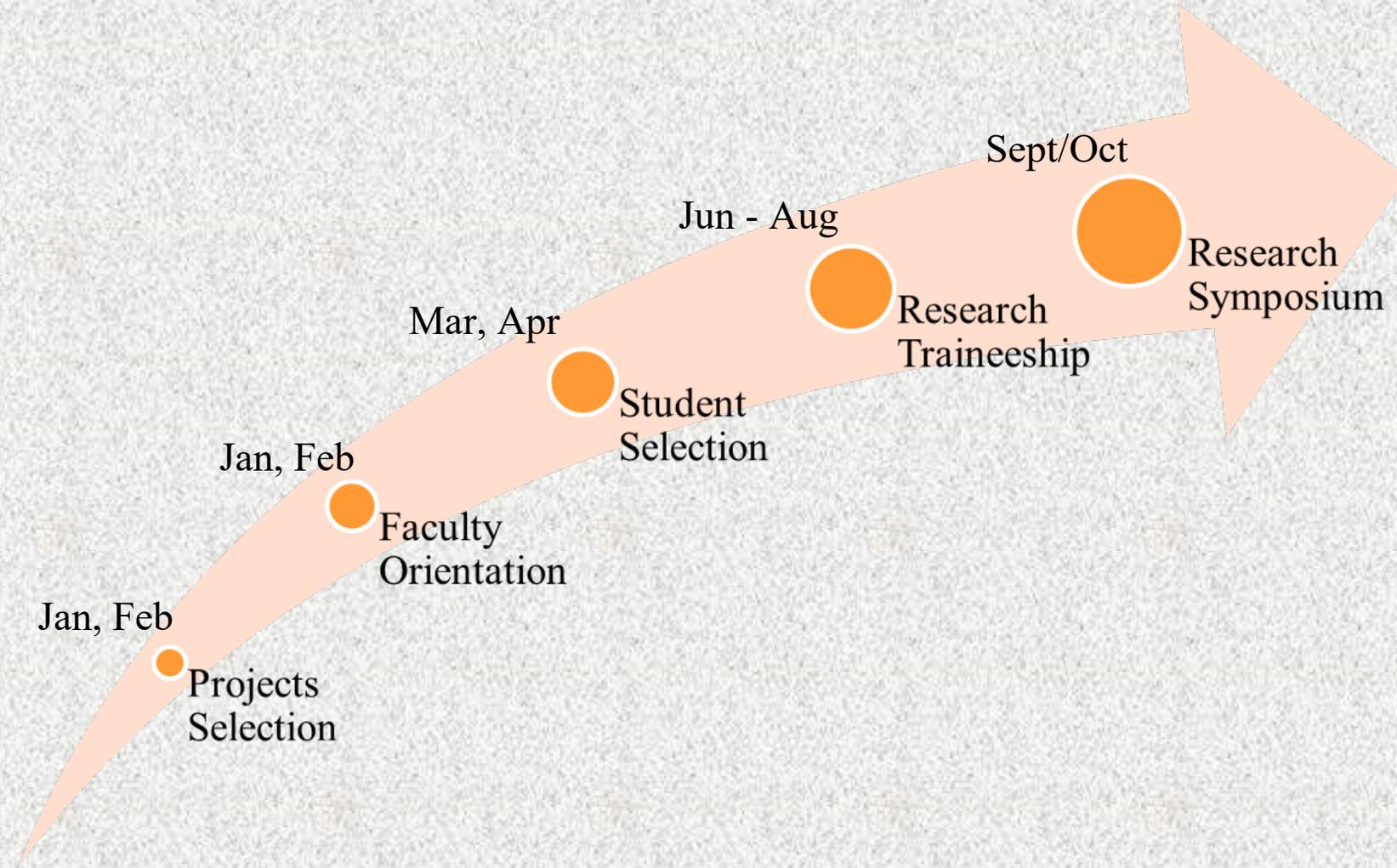- Project Assessment and Evaluation – Nathan Durdella

Undergraduate Research Program

- Advertise and select faculty projects– Jan, Feb

- Orient faculty on project needs, services, and deliverables – Jan, Feb

- Advertise projects and select students– March, April

- Student Research Projects (Summer) – June, July, August

- Annual Research Symposium – September/October

Undergraduate Research Program

Sept/Oct — Research Symposium

Jun - Aug — Research Traineeship

Mar, Apr — Student Selection

Jan, Feb — Faculty Orientation

Jan, Feb — Projects Selection

Undergraduate Research Program

The research traineeship will take place during summer. $ 4 K and $ 1 K stipends are expected respectively for faculty and students.

Selected students will receive official notification.

Feel free to reach out anytime for information: silvia.carpitella@csun.edu

Sept/Oct
Research Symposium

Jun - Aug
Research Traineeship

Mar, Apr
Student Selection

Jan, Feb
Faculty Orientation

Jan, Feb
Projects Selection

Selected faculty will join an orientation aimed at clarifying project needs, services and deliverables.

Participant faculty are expected to submit a short research proposal for evaluation. Up to 10 projects will be selected for each academic cycle.

CSUN
COLLEGE OF ENGINEERING AND COMPUTER SCIENCE

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Peer Mentoring

- Advertise and recruit peer mentors – Jan, Feb
- Orient peer mentors on project needs, services, and deliverables – Jan, Feb
- Mentor Training, Mentor/Mentee matching– March
- Monitor progress– Aug-Dec (fall), Jan – May (spring)

Industry Mentors (Career Development)

- Advertise and recruit industry mentors – Mar, Apr
- Orient industry mentors on project needs, services, and deliverables – Mar, April
- Mentor Training, Mentor/Mentee matching– April, May
- Monitor progress– Sum 23, Aug-Dec (fall), Jan – May (spring)

Peer Mentors Program - Description

- Junior/Senior students will be selected/invited/recruited to be a peer-mentor for incoming freshmen and transfer students

- Peer mentors will help incoming students acclimate to the CSUN Campus, provide resources, provide informal advise, and intervene when the peer mentee needs additional help/resources

- Peer mentors will be compensated: $2,500/yr (stipend at the end of each semester $1250/semester)

- Mentors will interact through MentorCollective (same platform used by Univ. peer mentoring program – CSUN MentorConnect, and previously by AIMS[2])

- Mentors will have ~3-5(?) mentees

Peer Mentors Program - Activities

- Jan – Feb: Advertise and recruit peer mentors
  - Need help advertising program to juniors/senior students in your classes
  - Digital communications (mass e-mail & website) & posters
  - In-person presentation (Student Orgs)
- Jan – Feb: Invite mentee/participants
  - Initially we are targeting transfer students
- Feb – March: Peer mentor orientation
  - Discuss project needs, services, and deliverables
- March: Mentor Training & Mentor/Mentee matching
- Spr 24 – Fall 24: Monitor progress, scale/invite more mentors

Industry Mentors (lead by S.K. Ramesh)

- **Description:** Professional mentors (recent graduates and/or those with experience) will guide students as they transition from being a student to being a professional

- **March – April:** Advertise and recruit industry mentors

- **March – April:** Mentor orientation
  - Discuss project needs, services, and deliverables

- **Apr – May:** Mentor Mentor Training, Mentor/Mentee matching

- **Sum 24 – Spr 25:** Monitor progress

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Student Workshops / Servingness Model

- Orientation of transfer students – Biannual (June – Yr 1, Dec/Jan/June from Yr 2)
  - Coordinate with CC partners and Student Affairs
- Industry Panels – Biannual (Feb, Oct)
- Workshops on Counseling, Mental Health, Emotional well being – (Mar,Sep)
  - Coordinate with Student Affairs, Counseling
- Workshops on Career Development – Quarterly (Jan, April, July, Oct)
  - Coordinate with Career Center
- Student Success Workshops (Writing, Math, Time Management, Fin. Aid) – Summer

Student Workshops Program - Proposed

➢ Introduce incoming first-time transfer students on how to succeed at CSUN

- o Orientation sessions (recruit transfer admits to attend)
- o Connect with and learn from each other
- o Introduce CSUN as their home base

➢ Professional development activities

- o Industry panels
- o Workshops on career development
- o Workshops on study skills, time management, writing, Fin. Aid
- o Workshops on student technology resources

➢ Personal development activities

- o Workshops on health and safety (physical and mental)
- o Counseling, emotional well being

Student Workshops Program - Activities

❖ Orientation of transfer students – Biannual

- Aug – Sep
- Dec – Jan

❖ Industry panels – Biannual

- Feb, Oct

❖ Workshops on counseling, mental health, emotional well being – Biannual

- Mar, Oct

❖ Workshops on career development – Quarterly

- Jan, Apr, Sep, Nov

❖ Student success workshops– Summer

- Example: Writing, Math, Time Management, Fin. Aid, Technology Resources

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Faculty Community of Practice

- Advertise and recruit faculty to participate – Jan, Feb

- Orient faculty on project needs, services, and deliverables – Jan, Feb

- Faculty participants identify courses for enhancement, revision – Jan, Feb

- Expert Workshops, Training on Equity minded teaching – March, April

- Workshops on 'Servingness' model, DEI, multi-cultural competency – July (Year 1), January/July from Year 2

- Faculty pilot CRT techniques in their courses – Aug-Dec (fall), Jan – May (spring)

- Faculty propose changes to courses/develop/offer new courses - Ongoing

- Annual Faculty CoP showcase – Early fall

Faculty Community of Practice

Vartenie Aramali at SfS2

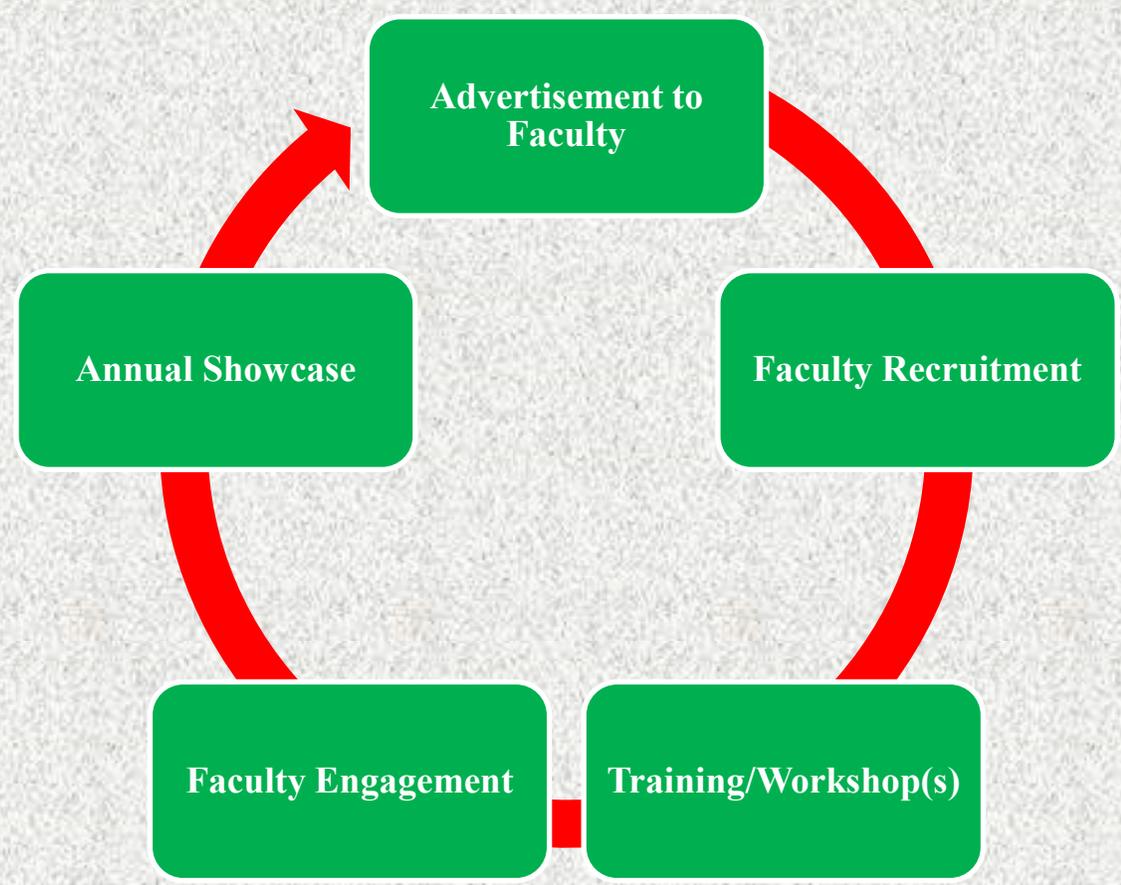Figure V1: Overview of the Process

(Process cycle: Advertisement to Faculty → Faculty Recruitment → Training/Workshop(s) → Faculty Engagement → Annual Showcase →)

Faculty Community of Practice (cont.)

Spring
- Feb-March: Faculty advertisement & recruitment
- March-May: Training/Workshops
- Faculty course redesign plan

Fall
- Aug-September: Cohort reunion
- Faculty course redesign implementation

TBD
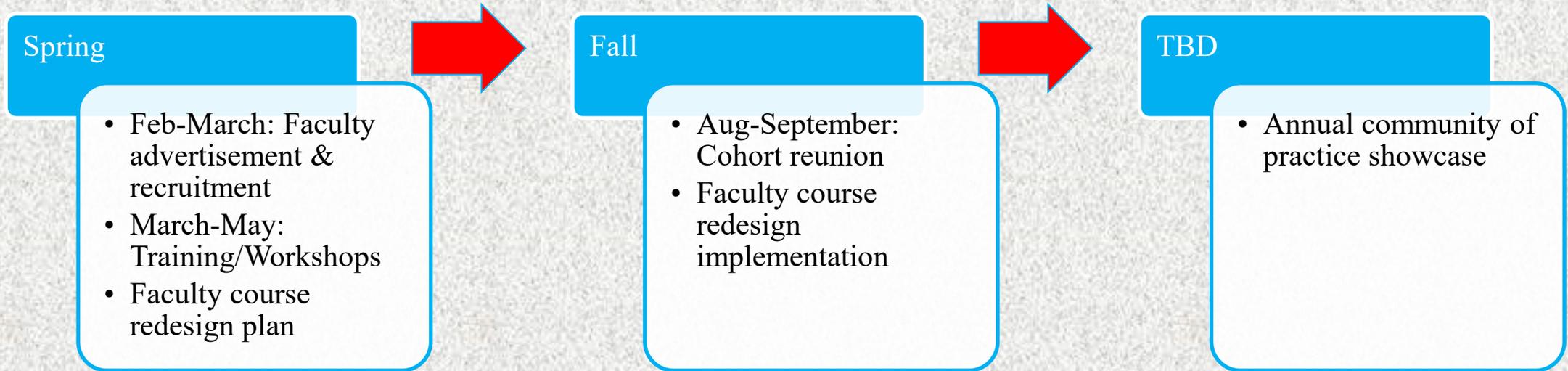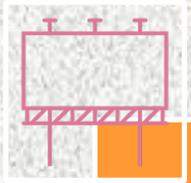- Annual community of practice showcase

Figure V2: Overview of the Process's Timeline

Faculty Community of Practice (cont.)

Advertisement
- Google sheets
- Email
- Expectations, needs, deliverables are clear & stated
- → Faculty recruitment: Up to 10 teaching faculty per cycle

Training/Workshops
- Invite guest speakers & host workshops
- Workshop(s) between end of teaching period & start of final exams
- Focus on Equity-minded/HSI teaching, Servingness, DEI, & multi-cultural competency
- Collaborate with Faculty Development

Faculty Engagement
- Engaging discussions during training
- Professional development
- Preparation of course redesign plan for identified course(s)
- Implementation of course changes (e.g., syllabus, assignments, culture, timeline, exams and/or others)
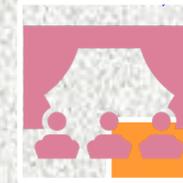
Annual Showcase
- Feedback from the "field"
- "Show-off" of lessons learned
- Faculty interview
- Faculty presentation

Figure V3: Overview of the Process's Details

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(S)fS2 Evaluation Goals

- Support project implementation (formative evaluation)

- Produce empirical evidence (summative evaluation) to understand the conceptual linkages between critical components of the project and relevant outcomes

- Enhance the understanding of the experiences of low-income, Latinx college students and faculty perspectives to shift institutional culture to best serve this student population

- Comply with annual reporting requirements of the USDE and disseminate findings to campus communities and broader communities of practice and research

Evaluation Framework

PURPOSE

To examine the relationship between: Hispanic and low-income student participation that utilizes a culturally affirming, servingness model

AND

(a) cultural validation and belongingness,

(b) academic success and program completion,

(c) academic career preparation, and

(d) mental and physical health and emotional wellbeing.

RESEARCH QUESTIONS

1. What key variables are associated with Hispanic and low-income student success?

2. How does a culturally-enhancing model associate with changes in Hispanic and low-income student sense of cultural validation, academic and research skills development, and academic career preparation?

3. How does a servingness model shape Latinx and low-income student mental and physical health, emotional wellbeing, and academic outcomes?

FRAMEWORK

- Guided by critical race theory (CRT) and a community cultural wealth model

- Center the voices of Students of Color and focus on the capital students bring

- Multiple strategies to facilitate an inclusive, culturally-responsive evaluation study

- Participatory evaluation framework uses a mixed-methods approach with formative and summative evaluation components

Convergent Mixed-Methods Design

CASE STUDY DESIGN (Y1-5)

- Formative evaluation
- Explores how participation shapes academic experiences, sense of belonging and mattering, cultural validation, academic and research skills development, and academic career
- Data sources include: student interviews, journals, participatory photography, URSSA & Mentor Collective data, faculty interviews, program data on student and faculty participation & institutional data on students

QUASI-EXPERIMENTAL DESIGN (Y5)

- Summative evaluation
- Examines the relationship between student participation in project activities and student experiences and outcomes
- Data sources include: institutional and program data using equivalent comparison groups to describe the groups and to see the central tendencies for the academic outcomes
- Correlational statistics to examine if there is a relationship between participation and outcomes

Next Steps in the Evaluation

January
- Review Evaluation Guide & Box Folders
- CITI Training & IRB Protocol Development
- Evaluation Team Meeting (mid-January)

February - March
- CSUN Faculty Leads & CC Leads Meet Individually with Evaluation Leads (monthly)
- Review & Finalize Instrumentation
- Finalize & Submit IRB protocol (mid-March)

April - May
- Respond to IRB Comments for Final Approval
- Continue to Meet Individually (monthly)
- Begin Program Data Collection & Prepare for Summer Data Collection