SECURE for Student Success (S f S²)
Extended Advisory Team Meeting

July 09, 2024

Agenda

Welcome and Introductions

- Grant overview – Ramesh
- Project Activities

Community College Partners

- LA Pierce College – Elizabeth Cheung
- CoC – Amy Foote

CSUN Area Leads

- Faculty Community of Practice – Vartenie Aramali

CSUN Area Leads

- Undergraduate Research – Silvia Carpitella
- Student Workshops – Sahabul Alam
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- Discussion & Feedback – Extended Advisory Team
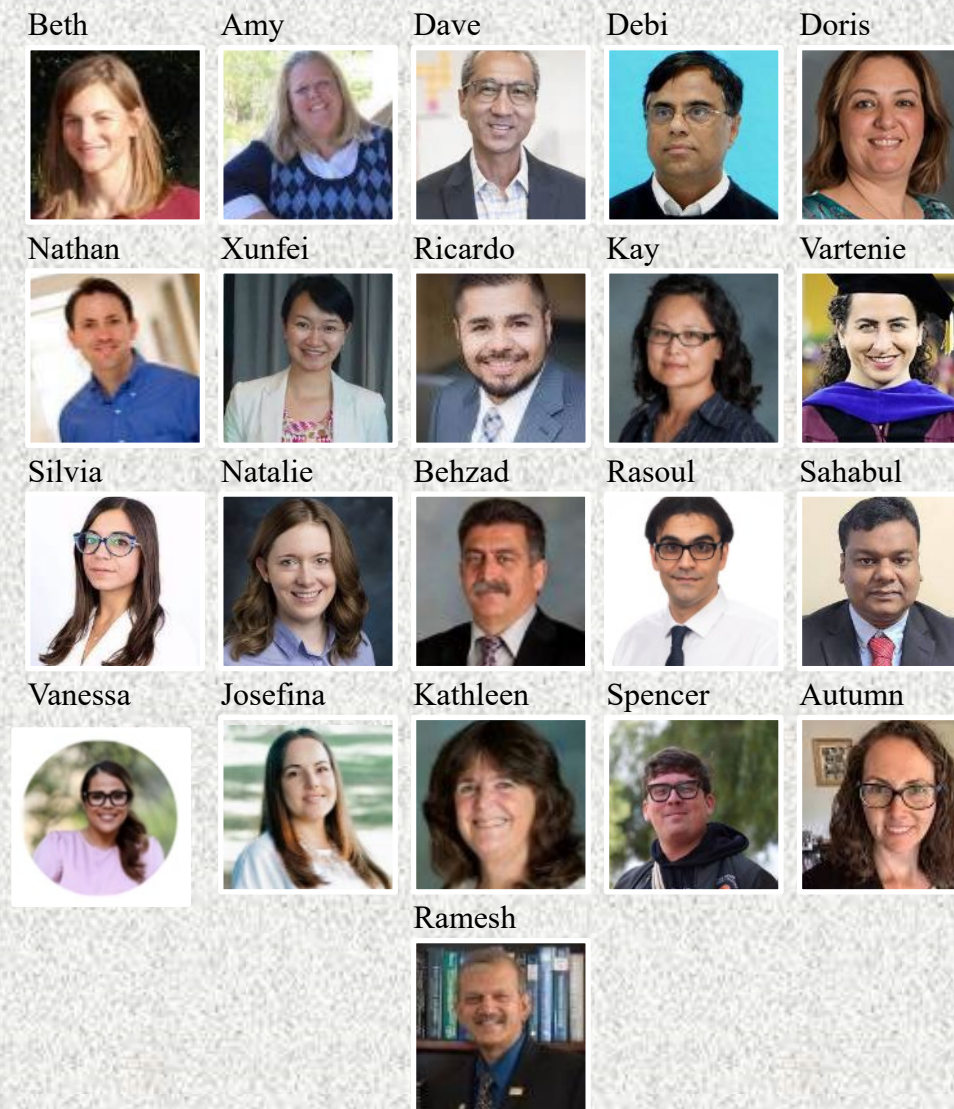- Adjourn

Extended Advisory Team

- ✓ **Joylaxmi Borah**, Vice Provost
- ✓ **Janet Oh**, Director, Institutional Research
- ✓ **Gabriela Chavira**, Director, Undergraduate Research
- ✓ **Danielle Spratt**, Director, Community Engagement
- ✓ **Freddie Sanchez**, Interim AVP Student Affairs, Equity & Inclusion (Representing William Watkins, VP Student Affairs)
- ✓ **Veronica Montoya**, Senior Director HSI National Initiatives, (Representing Amanda Quintero, Senior Advisor to the President for Inclusive Excellence)

- ✓ **Christina Mena**, Assistant Director, Alumni Relations & Engagement (Representing Nichole Ipach, VP University Relations & Advancement)
- ✓ **Grace Slavik**, Associate Executive Director TuC (Representing Rick Evans, Executive Director, TuC)
- ✓ **Colin Donahue**, VP Admin. and Finance
- ✓ **Melanie Bocanegra**, AVP Student Success

Unavailable

- • **Diane Guido**, AVP Faculty Affairs

The SfS² Project – Faculty/Staff Team

- Faculty/Staff from 5 colleges:
  - AMC – Arts Media & Communication
  - CECS – Engineering & Computer Science
  - CSM – Science & Math
  - EDU – Education
  - HHD – Health & Human Development

- Community College Partners
  - LA Pierce College
  - College of the Canyons

Beth Amy Dave Debi Doris

Nathan Xunfei Ricardo Kay Vartenie

Silvia Natalie Behzad Rasoul Sahabul

Vanessa Josefina Kathleen Spencer Autumn

Ramesh

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What is SfS²?

- *SfS²* – '**SECURE**' for Student Success

- 'Strengthening Equitable Culturally Responsive Environments' for Student Success

- Title V, Part A - Developing Hispanic Serving Institutions grant supported by the US Department of Education, Five year, $ 3 Million grant, awarded in October 2023.

- Award number P0231S0232, CFDA 84.031S

- 64 Proposals awarded nationwide including 5 from CSU.

- Project website: https://www.ecs.csun.edu/sfs2

Purpose of Program: The DHSI Program provides grants to assist Hispanic-Serving Institutions (HSIs) with expanding educational opportunities for, and improving the academic attainment of, Hispanic students. DHSI Program grants enable HSIs to expand and enhance the academic offerings, program quality, faculty quality, and institutional stability of colleges and universities that are educating the largest enrollment of Hispanic college students and help large numbers of Hispanic students and other low-income individuals complete postsecondary degrees.

CSUN's Road Ahead ⟷ SfS²

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

https://www.ecs.csun.edu/sfs2
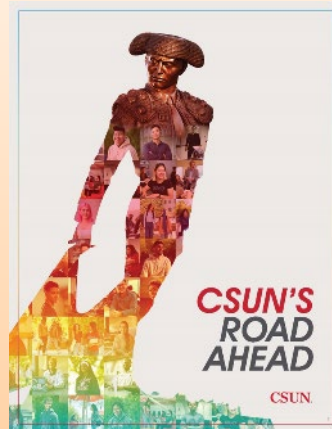
SECURE for Student Success – Project Objectives

- Increase enrollment, improve academic performance (retention and graduation rates) and reduce equity gaps.

- Expand and enhance curriculum, research fellowships, and culturally-responsive, work-based learning experiences in in-demand industry sectors.

- Support and increase faculty capacity to plan and implement culturally responsive pedagogies, proactive advisement and mentoring.

- Develop a "Servingness" model and culturally enhancing academic experiences to support mental health, emotional wellbeing, and academic outcomes.

LOGIC MODEL FOR STRENGTHENING EQUITABLE CULTURALLY RESPONSIVE ENVIRONMENTS (SECURE) FOR STUDENT SUCCESS:
Using a Servingness Model to Support Hispanic and Underrepresented Students

sfs² SECURE for Student Success

PROBLEMS	RESOURCES/INPUT	ACTIVITIES	OUTPUTS	OUTCOMES: SHORT-TERM	IMPACTS/OUTCOMES: LONG-TERM

PROBLEMS

Current Conditions
- Racialized and gendered spaces on campus (Isolation)
- Lack of effective outreach (Pre-transfer student needs)
- Lack of resources for student needs (mentoring, writing, research, internships)
- Navigating, negotiating campus services/processes
- Balancing work/personal/family commitments
- Students do not see themselves reflected in the major, curriculum, and instruction
- Need to revise/update curricula to meet workforce needs
- Lack connections to successful role models in business and industry

Current Practices
- Limited student contact with faculty outside of class/in research settings
- Research participation and academic support restricted to few students
- Limited opportunities for peer/faculty relationships
- Few student career-related connections
- Academic supports tend not to include student cultural ways of knowing
- Limited curricular and instructional culturally-enhancing approaches

RESOURCES/INPUT

Financial Support
- Student direct financial support and research support

Academic Support
- Review courses/track and support students/Counseling

Intellectual Resources
- Faculty researcher training, disciplinary lenses, and intersectional identities
- Student cultural and academic backgrounds
- Advisory board member affiliations

Mental Health & Wellbeing Resources
- Mental health and physical health support services
- Post-COVID support services

Family Involvement
- Family and home life for study and support

Alumni & Industry Partners
- Alumni, advisory board members, and employers with intersectional identities and career connections
- Industry Mentors

ACTIVITIES

Faculty Mentoring
- Faculty mentoring students with intersectional identities
- Faculty-led student meetings and pre-professional events

Peer Mentoring & Support
- Pre- and post-transfer peer-peer tutoring and mentoring
- Student writing support
- Race- and gender-conscious mentoring

Academic Support
- Academic workshops
- Writing, Research, Internships
- Learning Communities

Student Research
- Faculty summer/annual research

Career Preparation
- Student career workshops and professional association meetings
- Support to professional events designed for women and minoritized students

Mental Health & Wellbeing
- Self-care workshops, culturally-validating events
- Campus referral services

Family Involvement
- Family orientation, pinning ceremony, Annual Research Symposium, Grad Celebration

Faculty Development
- Faculty development/curricular alignment workshops with culturally-enhancing pedagogy

OUTPUTS

Student-Faculty Mentoring Relationships
- Increased contact between diverse faculty and students
- Weekly meetings with faculty mentors in a culturally-relevant learning environment
- Student-faculty interaction in professional settings
- Academic advising/Career counseling with faculty

Servingness Transfer Student Support
- Peer /industry mentors who understand how to support Hispanic and low-income pre- and post-transfer students
- Social events focused in cultural validation
- Post-COVID mental health services for return to campus/hybrid/online modalities

Career and Pre-Professional Experiences
- Career workshops and culturally-relevant professional association events/activities

Student Research Projects
- Student development of projects for the Annual Research Symposium

Culturally-Enhancing Pedagogy
- Faculty "Community of Practice"
- Annual faculty workshops with course updates with cultural dimensions of learning

OUTCOMES: SHORT-TERM

Student Sense of Belonging on Campus & in the Major for Hispanic and Low-Income Students
- Development of academic self-confidence and academic self-efficacy in a culturally validating support system
- Enhancement of sense of belonging; help overcoming impostor syndrome
- Faculty development in culturally-enhancing pedagogy

Hispanic and Low-Income Student Academic Success
- Enrollment, academic success
- Retention (gateway course success) and on-track degree completion
- Development of aspirational and navigational capital
- Curricula reflect equity-minded teaching and cultural dimensions of learning

Research Skills Development for Hispanic and Low-Income Students
- Development of research skills and attitudes
- Linguistic capital in career fields

Career Preparation Skill Development for Students
- Development of skills and professional contacts to secure employment and career advancement
- Social capital in transition to workforce or graduate studies

IMPACTS/OUTCOMES: LONG-TERM

Culturally-Enhancing Academic Culture
- Validating and belonging in academic programs for Hispanic and low-income students with intersectional identities
- Faculty practices that welcome and serve students

Hispanic and Low-Income Student Degree Completion, and Post-Graduation Success
- Development of long-lasting, culturally-enhancing relationships with faculty and students to support successful student outcomes and graduate school/career needs
- Development of long-term cultural validation for higher education/research

Culturally-Enhancing Student Career Development for Hispanic and Low-Income Students
- Successful placement and promotion in careers in local and regional career fields
- Network of alumni who serve as role models for the next generation of students preparing for careers

SECURE Servingness Model for Hispanic and Low-Income Students
- Pre- and post-transfer model to serve culturally diverse student needs

Current Assumptions:
1. Current institutional climate (HSI) and department/program culture
2. Partnership engagement and cross-divisional institutional support

Context (External Factors):
1. Disciplinary training/research orientation of CSUN faculty and industry/emerging workforce needs
2. Institutional changes across campus and emerging Global HSI Equity Innovation Hub – CSUN's *Road Ahead*
3. Broader societal focus on equity, diversity, and inclusion in challenging systemic oppression

Assessment Data
1. Posttest survey data of student research with faculty
2. Institutional data on racial and gender equity gaps in degree completion
3. Personal interviews with students and faculty and structured journal data from students

Assessment Data
1. Posttest survey data on undergraduate research participation
2. Focus Group and journal data on career development, cultural validation, etc.
3. Interview data on equity-minded teaching

Area Faculty Leads

Faculty Leads

- Research Fellows Program

- Peer Mentor Program

- Faculty Community of Practice

- Student Workshops and "Servingness" Model

Roles/Responsibilities

- Outreach/Recruitment for specific program

- Assist w/organizing program specific events

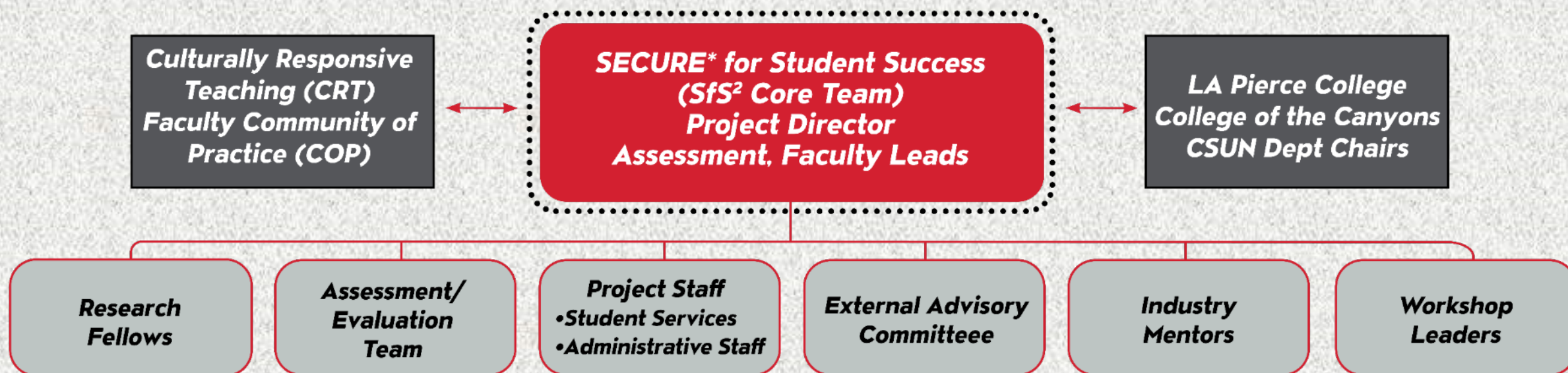- Assessment – Conduct surveys/Collect data for Project Assessment

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

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

Offices of President/Provost

Office of Student Success

Undergraduate Studies Office

Global HSI Equity Innovation Hub

SECURE* for Student Success (SfS²)

Colleges AMC, CECS, CSM, EDU, HHD

Office of Community Engagement

Office of Institutional Research

Student Affairs/Career Center
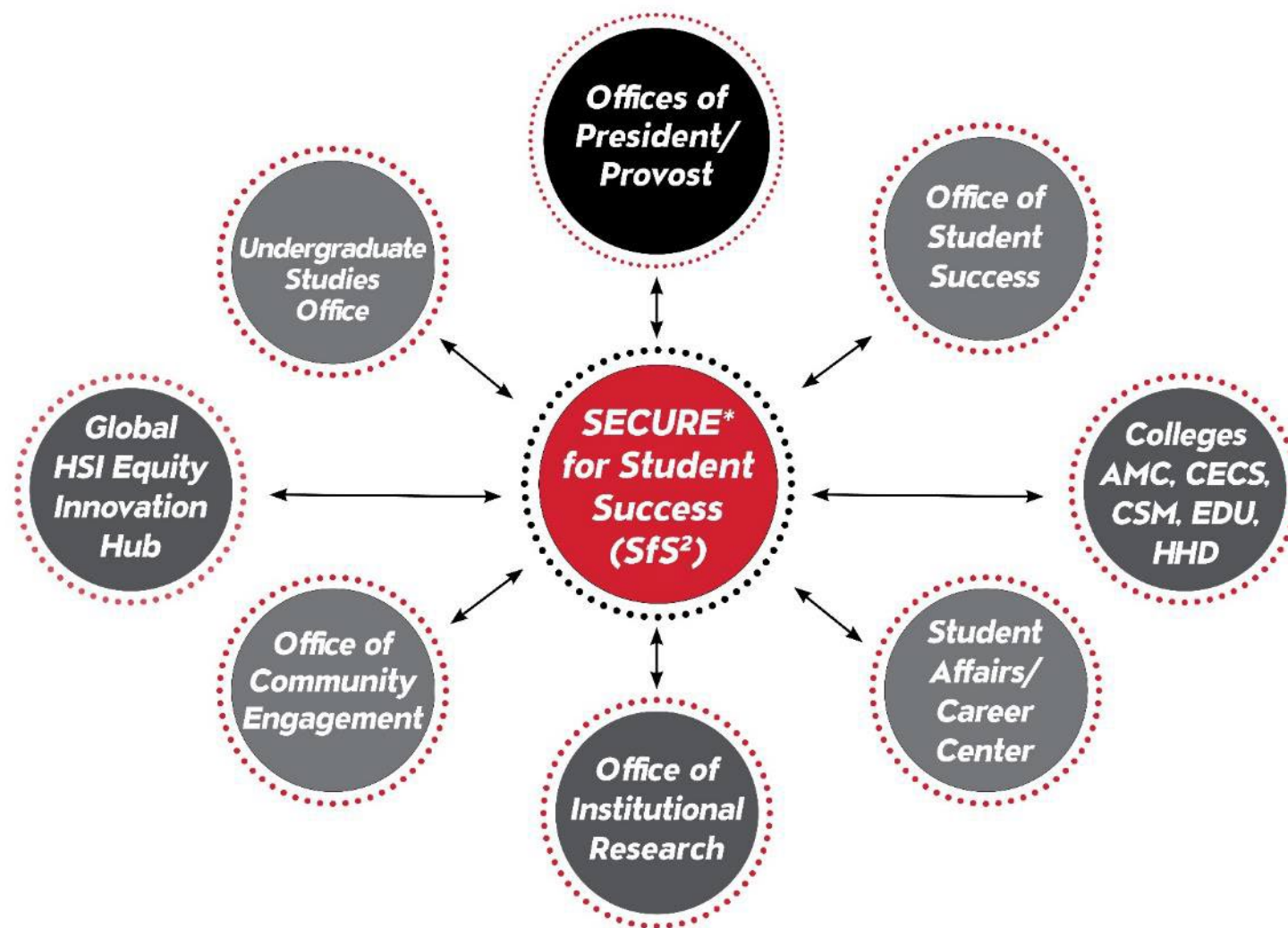
External Advisory Committee

- ✓ **Cindy Anderson**, CEO Alula Consulting & Engineering for One Planet (EOP) Strategy Consultant

- ✓ **Chris Erickson**, Consultant, Blue Origin

- ✓ **Erin Hong**, Engineering Manager, Aerospace Corporation

- ✓ **Balaji Iyer**, Director, Naval Air Systems Command, NAVAIR

- ✓ **Naomi Palmer**, JPL Fellow, Office of Safety and Mission Success, Jet Propulsion Laboratory

- ✓ **Felix Rabinovich**, Vice President, ATIMS

- ✓ **Lisa Sachs**, Managing Principal Emeritus, Cumming Group, Chair-Elect, Applied and Natural Sciences Accreditation Commission, ABET

- ✓ **Will Edmunds**, Chair, Radiation Technology, Loma Linda University

- • **Luis Carbajo**, HR Director, Vaughn Next Century Learning center

- • **Sharon DeVivo**, President, Vaughn College

- • **Fernando Guarin**, Distinguished Member of Technical Staff, Global Foundries & IBM

- • **Tom White**, Chief Resource Officer, Network for Global Innovation (NGIN), Professor, Art Center College of Design

- • **Fatima Colorado**, Manager, Distribution Planning Engineering, Portland General Electric

- • **Sunand Bhattacharya**, Associate Vice President, Design & Innovation Strategies, Boston College

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.

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Los Angeles Pierce College

- Spring 2024: MESA peer mentoring pilot
  – 2 peer mentors
- Expanding MESA peer mentoring for fall
  – 5 peer mentors, 1 serving as lead
  – Training through July 19 (25 hrs total)
  – All new MESA students in fall to have assigned peer mentor

Los Angeles Pierce College

- 7 Pierce students applied for SfS² CSUN summer research projects

- Pierce marine biology instructor participating in 1st cohort of SfS² Community of Practice

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College of the Canyons

Goal/Objective 1:

- **Counseling:** support education plans and transfer preparedness

- **Peer Mentor Program:** peer support and campus navigation

- **Conferences:** student leadership and networking

- **Outreach/Recruitment:** Resource fairs, Discovery Days, High School outreach

College of the Canyons

Goal/Objective 2:

- **Professional Development Workshops:** over 50 workshops a semester

- **Internships:** Summer 2024 ~ 10 students received internships

- **MESA Skills Lab/Projects:** ~ 12 students fall and spring and 6 students in summer

bridge program

College of the Canyons

Goal/Objective 3:

- **STEM Faculty involvement:**

Mentoring – 8 faculty mentors

Cultural Relevant Pedagogy – year round online courses

DEI workgroups/committee involvement

College of the Canyons

Goal/Objective 4:

- **Mental Health Services:** practitioner in center 2 times a week to support one on one meetings and support groups

- **Other Support services/resources:** tutoring, academic excellence workshops, and calculator and textbook loan program

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Faculty Community of Practice (FCOP)

Advertisement to Faculty ✓

Faculty Recruitment ✓

Annual Showcase

Faculty Engagement

Training/Workshop(s) ✓
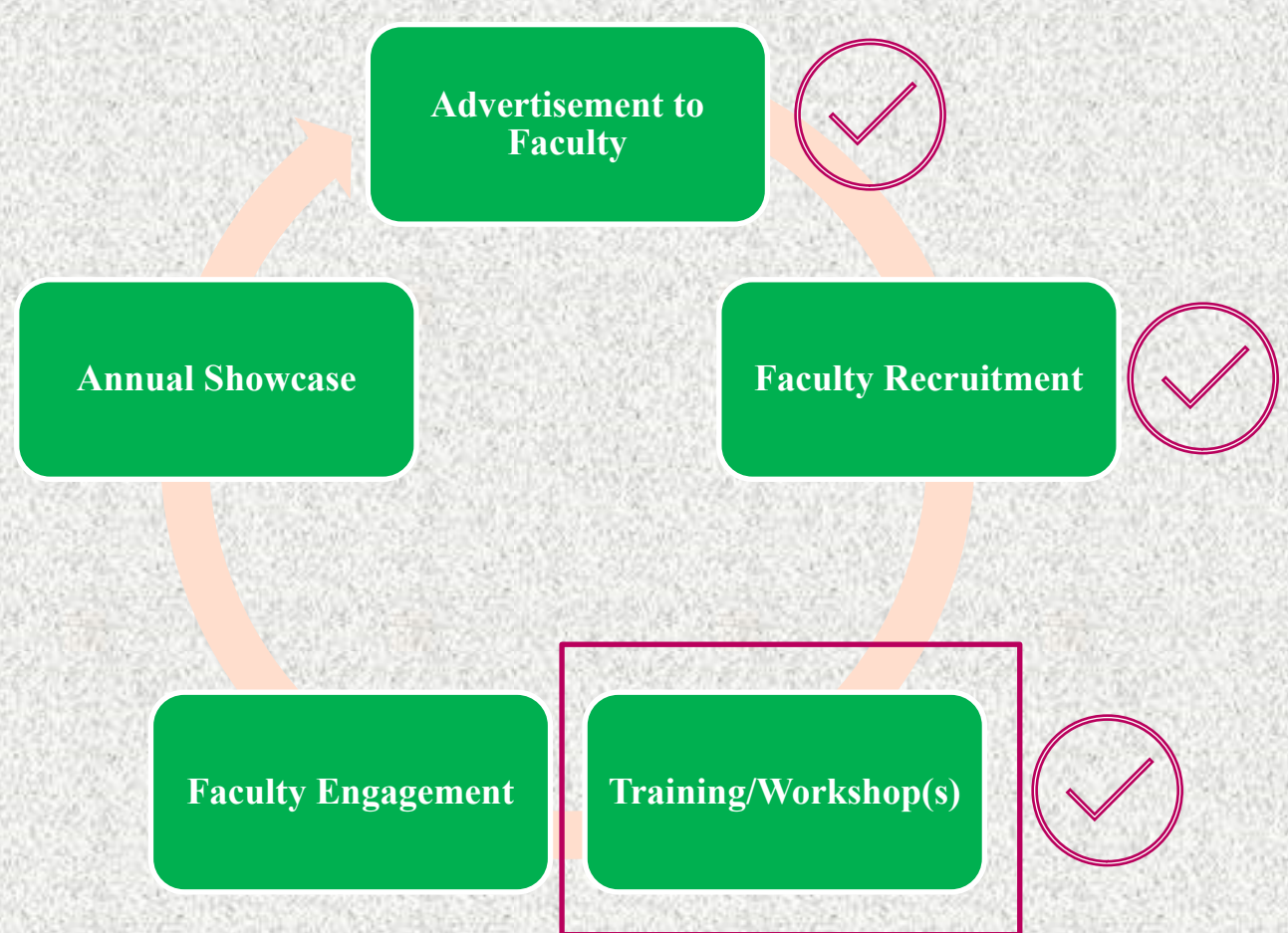
Figure V1: Cycle 1 started and in-progress

Faculty Community of Practice (cont.)

Spring 2024
- Feb-March: Faculty advertisement & recruitment
- March-May: Training/Workshops
- Faculty course redesign plan

Fall 2024
- Aug-September: Cohort reunion
- Faculty course redesign implementation

Spring 2025
- Annual community of practice showcase

Figure V2: Cycle 1 details

Dr. Garcia's Keynote

- March 29, 2024
- We had around 30 attendees
- Special thanks to those who supported organizing this

DEFINING SERVINGNESS IN PRACTICE AT HISPANIC SERVING INSTITUTIONS

MARCH 29, 2024
10 a.m. – 12 Noon
USU Northridge Center
California State University, Northridge

COST: Free to CSUN Faculty, Staff and Students.
REGISTRATION IS REQUIRED.
[The system will accept registrations on a first-come first-served basis, subject to space availability. Confirmations will be sent to all registered attendees.]

SCAN TO REGISTER

KEYNOTE SPEAKER

DR. GINA ANN GARCIA

Dr. Gina Ann Garcia is a professor in the School of Education at UC Berkeley. Her research centers on issues of equity and justice in higher education with an emphasis on understanding how Hispanic Serving Institutions (HSIs) embrace and enact an organizational identity for serving minoritized populations. She explores the experiences of administrators, faculty, and staff at HSIs and the outcomes of students attending these institutions. As an equity-minded scholar, she tends to the ways that race and racism have shaped institutions of higher education.

Dr. Garcia is the author of Becoming Hispanic-Serving Institutions: Opportunities for Colleges & Universities for which she won the American Association of Hispanics in Higher Education Book of the Year Award in 2020 and the editor of the book Hispanic-Serving Institutions in Practice: Defining "Servingness" at HSIs. Her newest book, Transforming Hispanic Serving Institutions for Equity and Justice was released in Spring 2023 and is now available.

She has delivered over 150 public lectures and workshops across the country and consults directly with HSIs to work towards organizational transformation. She is also the host of the popular podcast ¿Qué pasa, HSIs? and founded the Cal HSI Center which advances HSI research that informs practice and policy.

Dr. Garcia graduated from California State University, Northridge with a bachelor's degree in marketing, the University of Maryland, College Park with a master's degree in college student personnel, and the University of California, Los Angeles with a Ph.D. in higher education and organizational change. She is a proud alumna of a HSI and was a Title V Coordinator at Cal State University, Fullerton which drives and motivates her research and praxis.

SfS²
SECURE for Student Success

SECURE for Student Success*
Strengthening Equitable Culturally Responsive Environments for Student Success: Using a Servingness Model to support Hispanic and Underrepresented Students

For additional information visit: ecs.csun.edu/sfs2

*"SECURE for Student Success" is supported by the United States Dept. of Education FY 2023 Title V, Part A, Developing Hispanic-Serving Institutions (DHSI) Program five-year grant, Award Number P031S230232, CFDA Number 84.031S. However, the contents of this presentation do not necessarily represent the views of the US Department of Education, and you should not assume endorsement by the Federal Government.

SfS2 Extended Asvisory Team Meeting

Dr. Garcia's Workshop

- March 29, 2024
- FCOP members attended
- Workshop assessment questionnaire conducted
- Focus was on: "Defining Servingness in Practice at Hispanic Serving Institutions"
  - Discussed her book
  - Laid out a multidimensional conceptual framework for understanding "Servingness"
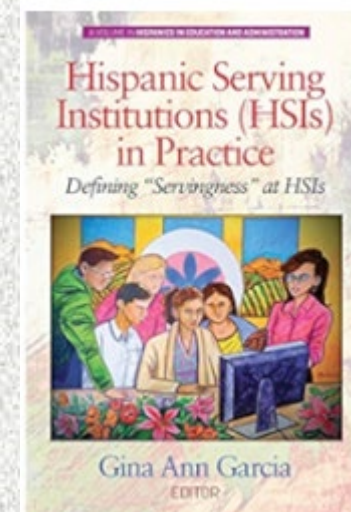
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Summer Internship

GOALS

- **Skills Development**. Students are trained in experimental techniques, data analysis, literature review, and presentation development.

- **Contribution to Research**. By collecting new data, analyzing existing datasets, or developing theoretical frameworks, the aim is for students to produce work that advances the understanding of their field.

- **Personal Growth and Exploration**. Encouraging students to step out of their comfort zones, face challenging problems, and explore new ideas can help them develop confidence, resilience, and a deeper passion for their chosen field of study.

LOGISTICS

- Students will receive $ 1 K each in stipends for summer research.

- Typical project duration is 8 weeks (10 hours per week), between June and August.

- Meetings are taking place regularly and they are organized in person or via zoom by faculty mentors.

Selection of Projects and Applications

- Ten projects have been selected on significant research topics, led by experienced faculty members.

- The Faculty Orientation Event took place on April 12th in person. The Students Orientation Event took place on May 15th via zoom.

- Feel free to navigate our website to learn more: www.ecs.csun.edu/sfs2

Summer 2024 Research Projects with CSUN Faculty Mentors

Project Title	Professor	Project Information
New Patterns for Evaluation and Optimization of Performance Level of Enterprises (NewPEOPLE)	Dr. Silvia Carpitella	Click here for information.
Literature in Civil Engineering and Construction Management	Dr. Vartenie Aramali	Click here for information.
Machine Learning-based Energy Prediction for Workload Management in Datacenters	Dr. Xunfei Jiang	Click here for information.
3D Vehicle Detection and Classification for Roadside for Traffic Flow Monitoring	Dr. Xunfei Jiang	Click here for information.
Solving physics equations with neural networks	Dr. Yang Peng	Click here for information.
Optimizing Inter-Satellite Optical Communication System Through the Integration of Turbo Codes	Dr. Md Sahabul Alam	Click here for information.
Investigating the impact of Electric Vehicles on Power Distribution Systems	Dr. Rasoul Narimani	Click here for information.
A data-driven framework for automated classification of machining manufacturing processes	Dr. Sepideh Abolghasem	Click here for information.
Developing Low-Cost Geophysics-Based Instruments	Dr. Ricardo Medina	Click here for information.
Time-dependent Working Stress Analysis of Precast Prestressed Ultra-high Performance Concrete Bridge Girders	Dr. Shawn Sun	Click here for information.

Selection of Projects and Applications

- We received 55 applications, that were double checked to confirm eligibility (47).

- When filling in their applications, students were given the opportunity to select any/all project(s) they would like to work on.
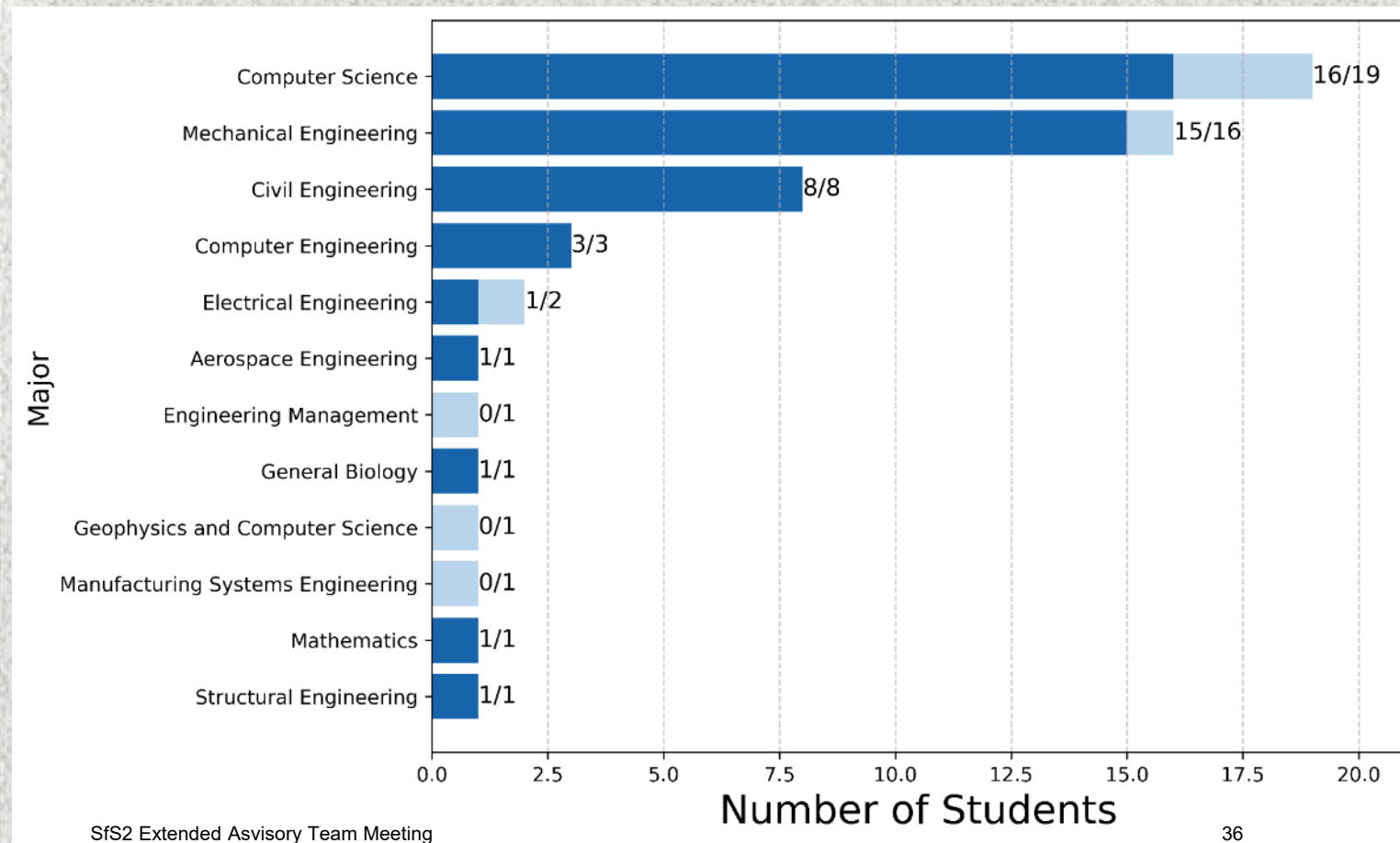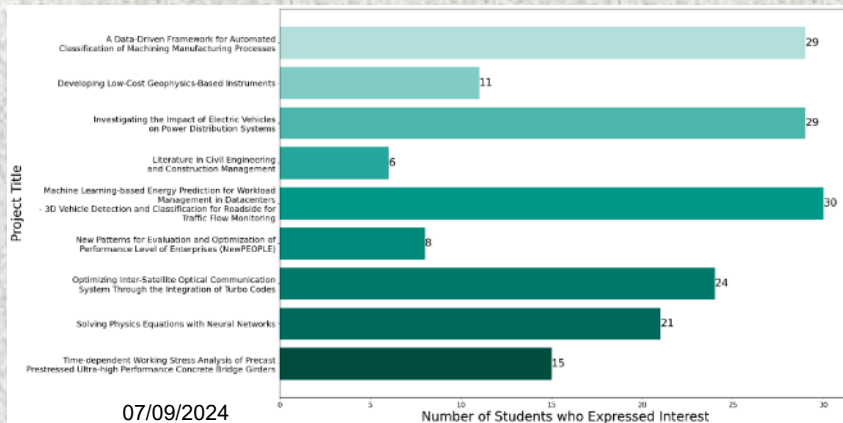
Selection of Projects and Applications

- We received 55 applications, that have been double checked with relation to eligibility criteria (47).

- When filling in their applications, students had the possibility to indicate more than one project they would like to work on.

- 35 students have been assigned to the available projects on the basis of the preferences they indicated during the application process. 5 of these students have been assigned to two projects.

Distribution of students across project application counts
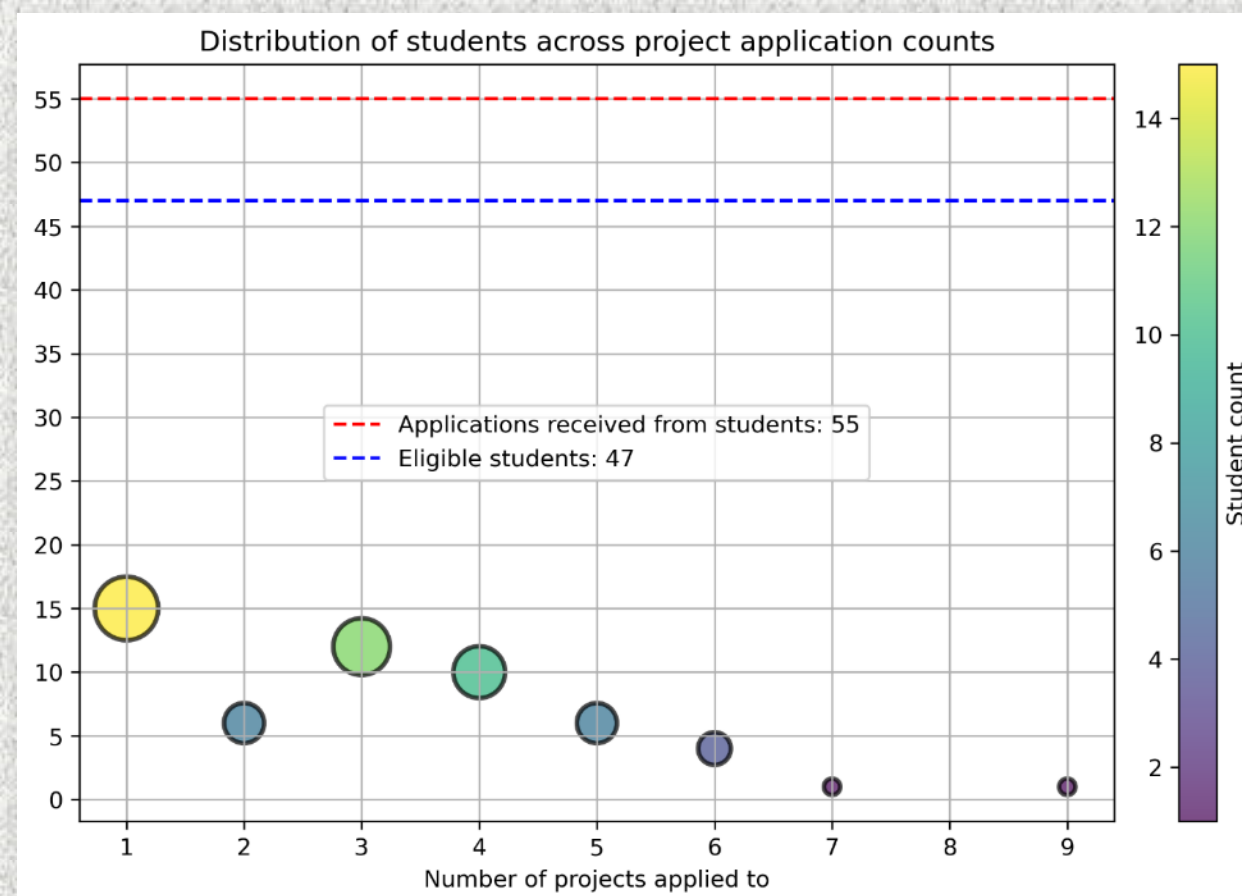
Matching Selected Applicants to Projects

	Dr. Silvia Carpitella	Dr. Vartenie Aramali	Dr. Xunfei Jiang	Dr. Yang Peng	Dr. Md Sahabul Alam	Dr. Rasoul Narimani	Dr. Sepideh Abolghasem	Dr. Ricardo Medina	Dr. Shawn Sun
Alex Mendoza									Alex Mendoza
Brandon Ismalej			Brandon Ismalej	Brandon Ismalej					
Brandon Sani	Brandon Sani							Brandon Sani	
Brenda Zaragoza		Brenda Zaragoza							
Carlo Dela Cruz							Carlo Dela Cruz		
Cass Bigler	Cass Bigler								
Christopher Henry					Christopher Henry			Christopher Henry	
Daniel Garcia Aguilar					Daniel Garcia Aguilar	Daniel Garcia Aguilar			
Davit Gasparyan				Davit Gasparyan					
Erik Jensen						Erik Jensen			
Fernando Ramirez		Fernando Ramirez							
Francisco Hernandez					Francisco Hernandez				
Garcia Elijah							Garcia Elijah		
Hagop Khatcherian									Hagop Khatcherian
Haik Aslanyan									Haik Aslanyan
Jahn Aquino						Jahn Aquino			
Jesus Garcia							Jesus Garcia		
Jimwell Castillo			Jimwell Castillo						
Jordan Aviles	Jordan Aviles								
Jose Escobar							Jose Escobar		
Jose M. Valencia Cardoza									Jose M. Valencia Cardoza
Juan Rodriguez				Juan Rodriguez		Juan Rodriguez			
Justin Canas					Justin Canas				
Katsuki Yasuda								Katsuki Yasuda	
Leonardo Graciano									Leonardo Graciano
Logan DeHay						Logan DeHay			
Luis Cedeno			Luis Cedeno						
Malcolm Lovelace		Malcolm Lovelace							
Martha Jauregui					Martha Jauregui				
Matthew Smith			Matthew Smith						
Pauline Tran	Pauline Tran								
Shari Salas								Shari Salas	
Stepan Karapetyan				Stepan Karapetyan					
Teo Dominguez			Teo Dominguez						
Ulises Garcia							Ulises Garcia		

Summer Internship

Canvas site w/individual research project pages organized to facilitate communications and monitor progress

Research Symposium

- **Open to the cohort, invited guests, and the public**

- **Date: September 11, 2024**

- **Time: 1 PM – 6 PM**

- **Venue: USU Northridge Center**

- **Poster session: 1:15 PM – 2: 30 PM (Set up from 1 PM)**

- **Oral Presentations: Begin at 2:30 PM**

- **All student RA's and faculty research mentors are expected to attend the entire symposium**

Research Symposium

Some images from previous research symposia (AIMS² program 2011-2022)

SfS2 Extended Asvisory Team Meeting

Evaluation: Background and Methods

Students are receiving regular updates and being encouraged to engage in evaluation activities along the way.

Photography group sessions

URSSA
Undergraduate Research Student Self-Assessment

Post-event Survey

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Student Workshops

- First Quarter (Ending March 31st)
  - Hosted Panel with Industry (February 27)
- Second Quarter (Ending June 30th)
  - Transfer Thrive Workshop (May 22)
- Third Quarter (upcoming)
  - Workshop for incoming Transfer students (July 26)
- Fourth Quarter
  - Career Development Workshop (Oct 17 or Oct 31)

Industry Panel

An ALUMNI panel discussion on LIFE IN INDUSTRY

TUESDAY FEB. 27, 2024

5:00 to **6:45 PM** • Johnson Auditorium, Jacaranda Hall

AZMYNE ASAD
BS EE '23
RTX CORPORATION,
RAYTHEON
DIVISION

JASON BACON
BS CM '10
ACCO ENGINEERED
SYSTEMS

ALAN CRUZ
BS ME '22
EATON
AEROSPACE ITD
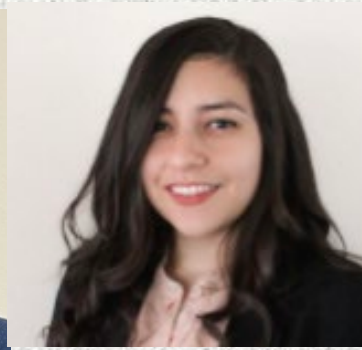
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KIMLEY-HORN

SUZANNE FISHER
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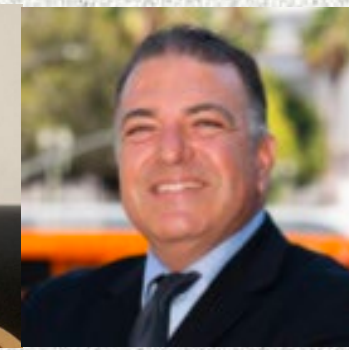
CARLOS RODRIGUEZ
BS CE '96, MSEM '00
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DEPARTMENT OF
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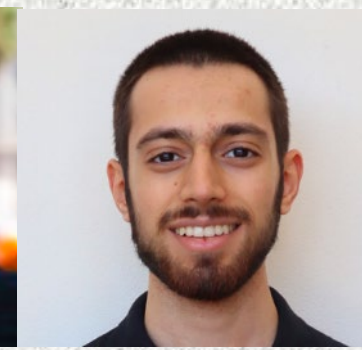
GARABED SIMITIAN
BS ME '22
NORTHROP
GRUMMAN

Transfer Thrive Workshop

ROADMAP to Academic Success for Transfer Students

Wednesday May 22, 2024

12:00 to **1:45 PM • Johnson Auditorium, Jacaranda Hall**

Panelists:

- ❖ **DR. ROBERT MCILHENNY**, COMPUTER SCIENCE
- ❖ **DR. ASHLEY GENG**, ELECTRICAL & COMPUTER ENGINEERING
- ❖ **DR. HAMID JOHARI**, MECHANICAL ENGINEERING
- ❖ **DR. RICARDO MEDINA**, CIVIL ENGINEERING & CONSTRUCTION MANAGEMENT
- ❖ **DR. DEBI PRASAD CHOWDURY**, PHYSICS & ASTRONOMY
- ❖ **DR. DORIS ABRISHAMI**, HEALTH SCIENCES
- ❖ **MARIA VALITON**, DIRECTOR. STUDENT SERVICES CENTER/EOP CENTER
- ❖ **JESSICA TRUJILLO**, GRADUATION & RETENTION SPECIALIST

Upcoming Student Workshops

Transfer Transitions Workshop

Navigate the Path to Success for Transfer Students

Friday July 26, 2024

9:00 AM to **12:00 PM** • **Johnson Auditorium, Jacaranda Hall**

Tentative Agenda

➢ Welcome Remarks by Dr. S K Ramesh

➢ Financial Literacy and Scholarships by Bhernard Tila (Financial Literacy Specialist)

➢ Degree Progress Report and Transfer Credit by Tatiana Ortega (Assessment Specialist)

➢ Enhancing Study Skills by Jessica Trujillo (Graduation & Retention Specialist)

➢ Mental Health and Wellness Steve Silver (Counselling Service Specialist)

Career Development Workshop (Oct 17 or Oct 31)

Agenda

Welcome and Introductions

- Grant overview – Ramesh
- Project Activities

Community College Partners

- LA Pierce College – Elizabeth Cheung
- CoC – Amy Foote

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- Faculty Community of Practice – Vartenie Aramali

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- Adjourn

Peer Mentoring Program

- **GOAL: Foster a sense of belonging, increase retention and degree completion of Mentors and Mentees**

- Help transfer students acclimate to CSUN by providing mentorship, guidance and information about: student services, campus resources, and academic programs

- Provide social/academic/programmatic support

- Identify times when mentees (transfer students) are in need of other campus resources → "Early Warning System"

Peer Mentoring Program

- Peer Mentoring Program launched Spring (March) 2024

- Partnering w/Mentor Collective (long-term partner from AIMS^2 program and currently supporting CSUN's campus wide Mentor Connect program)

- **Peer mentors**
  - Received 46 applications (14 applicants not eligible)
  - 18 Mentors were hired (24 invited)
  - Will recruit additional 22 peer mentors in Fall 2024 (goal of 40 peer mentors)

SfS² PEER MENTORING PROGRAM

The SfS2 peer mentoring program aims to foster a sense of belonging and increase retention and degree completion of students enrolled at CSUN in selected majors

Peer mentors will provide social and academic support to new CSUN transfer students to help transfer students with getting acclimated to CSUN and help prepare them for the requirements necessary to succeed in their respective majors

As a peer mentor you will gain valuable organizational, interpersonal, and personal development skills

Peer mentors work closely with faculty and staff to support students

Mentor Eligibility:
- Undergraduate: 2.8+ GPA
- Graduate: 3.3+ GPA
- Enrolled Full Time
- U.S. Citizen or Permanent Resident
- *Preference given to students who have faced or are facing social, cultural, educational, or economic barriers in STEM

Peer Mentor Stipend: $2,500/year

Apply Here: https://bit.ly/sfspm2324

Questions? Email:
Dr. Ricardo Medina (ricardo.medina@csun.edu)
Dr. S.K. Ramesh (s.ramesh@csun.edu)

Deadline to apply: March 1st, 2024

"'SECURE for Student Success" is supported by the United States Department of Education FY 2023 Title V, Part A, Developing Hispanic-Serving Institutions (DHSI) Program five-year grant, Award Number P031S230232, CFDA Number 84.031S. However, this program does not necessarily represent the views of the US Department of Education, and you should not assume endorsement by the Federal Government.

Peer Mentoring Program

- **<u>Peer mentees</u>**
  - Invited 619 students as peer mentees in mid-April 2024 (Spring 2024)
    - Transferred Fall 2023 or Spring 2024
    - **27 Students signed up as mentees** (before June 19th)
  - Invited 1493 students as peer mentees in mid-June 2024 (Summer 2024)
    - Transfer students with declared "intent to register" transferring Fall 2024
    - **24 Students signed up as mentees** (after June 19th)
  - Total 51 mentees

Peer Mentoring Program – Student Matching

- Mentors and mentees take a matching survey, which mentor collective uses to match mentees and mentors – based on profiles

- Once matched, mentors and mentees have full access to a library of **Discussion Guides** shared across the Mentor Collective network

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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 in communities of practitioners and contribute to the scholarly discourse

- 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 convergent 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, CECE, and 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

Project Assessment and Evaluation Activities

FALL 2023 & SPRING 2024

- Met with Faculty Leads, Support Staff, and CC Leads to refine assessment processes and evaluation
- Operationalized Performance Measures to support evaluation
- IRB protocol submission and approval
- AEA proposal submitted
- Participant and grant activity databases
- Interim Progress Report (IPR) Section A
- Started project activity assessment (workshop questionnaires)

SUMMER 2024

- Working with IR for institutional data
- Collaboration for Culturally Engaging Campus Environments (CECE) in Year 2 & 4
- Started participatory photography group sessions, guided photo journal entries on Canvas, and an individual interviews
- Undergraduate Research Student Self-Assessment (URSSA) survey administered annually (last 2-3 weeks of August) to any student who participates in faculty research
- Outlining APR & preparing for Fall

Performance Measures and Outcomes

Objective 1: Enrollment & Academic Performance	
Performance Measure	**Data & Data Sources**
PM 1.1: Student Enrollment (CSUN, COC, LA Pierce)	We are working with CSUN's, COC's, and LA Pierce's Office of Institutional Research, to produce the 2022-23 enrollment data for Hispanic and low-income students. We will have accomplished this goal when enrollment numbers are 10% more than the baseline.
PM 1.2: Retention and Completion (CSUN, COC, LA Pierce)	We are working with CSUN's, COC's, and LA Pierce's Office of Institutional Research, to produce the 2022-23 fall retention data and program completion data for Hispanic and low-income undergraduate students. We will have accomplished this goal when retention numbers are 10% more than the baseline and completion numbers are 20% more than the baseline.
PM 1.3: Participation in Activities (500) (CSUN, COC, LA Pierce)	This is a headcount of students who participate. As of 3/31, COC has met this, LA Pierce College has had 70, and CSUN has 57.

Performance Measures and Outcomes

Objective 2: Curriculum, Internships, & Work-based Experiences	
Performance Measure	**Data & Data Sources**
PM 2.1: Experiential Learning Opportunities (CSUN, COC, LA Pierce)	Through undergraduate research, experiential learning opportunities and industry mentoring, our goal is to increase Hispanic and low-income student participation in experiential learning opportunities by 500 in over the year 1 baseline. As of 3/31, there were 14 at CSUN.
PM 2.2: Number of Hybrid/Virtual Courses	We are working with CSUN's Office of Institutional Research to produce the 2023-2024 hybrid or virtual undergraduate course amounts for the year 1 project baseline. Once we have the baseline, then the amount of undergraduate hybrid or virtual courses will increase by 10 each year.
PM 2.3: Number of Partnering Institutions	We are working with partnering institutions to support industry panels, mentoring, and program advising. These data are collected programmatically. As of 3/31, there were 22 . Our goal is to increase by 10 over year 1 baseline.
PM 2.4: Works Independently, Research Interests/Experiences, & Early Career	37 students are participating in summer research with 9 faculty researchers. The URSSA survey will be distributed at the end of the Summer 2024 term to all the undergraduate research participants. This will create the 1-year baseline.

Performance Measures and Outcomes

Objective 3: Faculty & Culturally Responsive Pedagogies	
Performance Measure	**Data & Data Sources**
PM 3.1: Professional Development Opportunities & Participation	Through a faculty community of practice and professional development opportunities on culturally-responsive pedagogy, our goal is to increase faculty participation in trainings by 100 and the amount of opportunities for faculty by 50 over the year 1 baseline. This will be measured institutionally and programmatically. As of 3/31, there were 31 faculty and staff who participated in SfS[2] PD opportunities.
PM 3.2: Redesigned Courses (Goal 100 courses serving 6,000 students)	Project data on which courses are being redesigned are collected programmatically. CSUN's IR will determine how many students enroll in the redesigned courses. We anticipate that there will be 12 redesigned courses in Fall 2024.
PM 3.3: Understand/Use of Culturally Responsive & Equity-Focused Pedagogy	Through the faculty community of practice and professional development related to understanding and use of culturally responsive and equity-focused pedagogy, our goal is to increase gains in reports of understand and use of these pedagogies for faculty by 5%. This will be measured via workshop questionnaires and through faculty interviews.

Performance Measures and Outcomes

Objective 4: Servingness Model & Culturally Enhancing Academic Experiences	
Performance Measure	**Data & Data Sources**
PM 4.1: Peer Mentoring & Positive Peer Environment (CSUN, COC, LA Pierce)	Goal to increase gains in reports of peer-peer interaction, peer-mentoring, and positive peer environment by 5% each year from the year 1 project baseline. We will use headcount, the Culturally Engaging Campus Environments (CECE) survey Mentor Collective assessment tools, and participatory photography and interviews to measure.
PM 4.2: Cultural Validation & Campus Belonging	Goal to increase gains in reports of cultural validation and campus belonging for undergraduate students by 5% each year from the year 1 project baseline. Data sources include: workshop questionnaires, Mentor Collective assessment tools, and the CECE survey, and participatory photography and interviews.
PM 4.3: Participation in Workshops & Experiences Related to Health/Self-Care (CSUN, COC, LA Pierce)	Our goal is to increase student participation in workshops, activities, and experiences related to health and wellbeing by 500 in 5 years. This is a headcount of students who participate. As of 3/31, COC has 97, LA Pierce College has had 7, and CSUN has 0.
PM 4.4: Gains in Health for Students	Goal to increase gains in reports of mental and physical health for undergraduate students by 5% each year from the year 1 project baseline. This baseline is informed by workshop questionnaires, the CECE survey which includes a Mental Health Module, and participatory photography and interviews.

Next Steps in the Evaluation

Summer
- URSSA & finish group sessions
- Prepare for fall data collection - workshop questionnaires, research symposium, mentoring
- Begin to analyze data – questionnaires, URSSA survey, student interviews & images

Fall
- CSUN Faculty Leads & CC Leads Meet Individually with Evaluation Leads
- APR draft development
- Continued data collection and prepare for CECE administration

Spring
- Finalize APR draft
- Interviews for FCOP & Mentoring
- Continued program data collection, including CECE & prepare for summer data collection

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General questions for your consideration

1. What is your assessment of our performance to date with reference to the objectives of our Title V grant? (based on a review of the meeting materials and presentations)

2. Are there any opportunities that we need to address as we look ahead to next year?

Extended Advisory Team

- ✓ **Joylaxmi Borah**, Vice Provost
- ✓ **Janet Oh**, Director, Institutional Research
- ✓ **Gabriela Chavira**, Director, Undergraduate Research
- ✓ **Danielle Spratt**, Director, Community Engagement
- ✓ **Freddie Sanchez**, Interim AVP Student Affairs, Equity & Inclusion (Representing William Watkins, VP Student Affairs)
- ✓ **Veronica Montoya**, Senior Director HSI National Initiatives, (Representing Amanda Quintero, Senior Advisor to the President for Inclusive Excellence)

- ✓ **Christina Mena**, Assistant Director, Alumni Relations & Engagement (Representing Nichole Ipach, VP University Relations & Advancement)
- ✓ **Grace Slavik**, Associate Executive Director TuC (Representing Rick Evans, Executive Director, TuC)

Unavailable

- • **Diane Guido**, AVP Faculty Affairs
- • **Colin Donahue**, VP Admin. and Finance
- • **Melanie Bocanegra**, AVP Student Success

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