



SFS² - APR

YEAR 1

[10/1/2023 - 9/30/2024]

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Co-Developed by Autumn Fabricant

LAND ACKNOWLEDGEMENT

CSUN recognizes and acknowledges the Sesevitam, the first people of this ancestral and unceded territory of Sesevenga that is now occupied by our institution; and it honors their elders, past and present, and the Sesevitam descendants who are citizens of the Fernandeano Tataviam Band of Mission Indians. We recognize that the Sesevitam are still here and we are committed to lifting up their stories, culture and community.

To learn more about the tribal community, please visit <https://www.tataviam-nsn.us>.

For information on CSUN's American Indian Studies program, visit <https://www.csun.edu/humanities/american-indian-studies/>.

EXPRESSION OF GRATITUDE

***WITH GRATITUDE, WE THANK YOU FOR
YOUR EXPERTISE, COLLABORATION, AND
CARE TO BUILD AN EVALUATION THAT
HELPS US UNDERSTAND THE IMPACT OF
OUR COLLECTIVE WORK.***



01

BACKGROUND

02

OBJECTIVES & DATA

TABLE OF CONTENTS

03

CONCLUSION & RECAP

04

RECOMMENDATIONS

01

BACKGROUND

Context and design

EVALUATION GOALS

- Support project implementation (formative evaluation)
- Produce empirical evidence to understand conceptual linkages between critical project components and relevant outcomes (summative evaluation)
- Enhance the understanding of the experiences of low-income, Latinx college students and faculty perspectives to shift institutional culture toward servingness and community on campus
- Comply with annual reporting requirements of the USDE and disseminate findings to campus communities and broader communities of practice and research

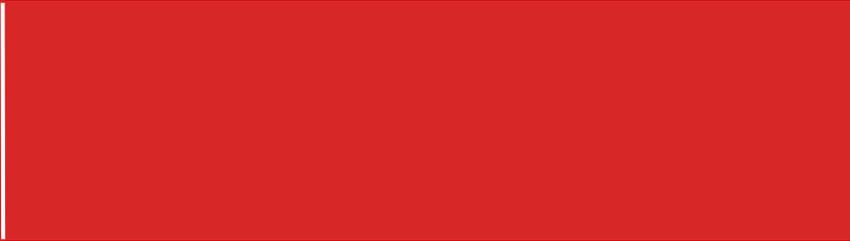
CONVERGENT MIXED-METHODS DESIGN

CASE STUDY DESIGN (Y1-Y5)

- 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, Undergraduate Research Student Self-Assessment (URSSA) & Mentor Collective data, faculty interviews, program data on student and faculty participation, institutional data on students, and Culturally Engaging Campus Environments (CECE) survey data

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
- Propensity score matching analysis to examine if there is a relationship between participation and outcomes



02

GRANT OBJECTIVES & DATA

Institutional and program data for
each performance measure

PROJECT OBJECTIVES

Objective 1: Increase enrollment and improve academic performance (retention and graduation rates) patterned in equity gaps.

Objective 2: Expand/enhance curriculum, research internships, and culturally-responsive, work-based learning experiences in in-demand industry sectors/employers.

Objective 3: Support and increase faculty capacity to plan and implement culturally responsive pedagogies, proactive advisement and mentoring.

Objective 4: Develop a servingness model and culturally enhancing academic experiences to support mental health, emotional wellbeing, and academic outcomes for Hispanic and low-income undergraduate students.

PERFORMANCE MEASURES

Objective 1: Enrollment & Academic Performance

PM 1.1: Enrollment

PM 1.2: Retention and completion

PM 1.3: Student and faculty participation in activities

Objective 2: Curriculum, Internships, & Work-Based Experiences

PM 2.1: Experiential learning opportunities

PM 2.2: Number of hybrid or virtual courses

PM 2.3: Number of partnering institutions

PM 2.4: Works independently, research interests/experiences, & early career

Objective 3: Faculty & Culturally-Responsive Pedagogies

PM 3.1: Professional development opportunities & participation

PM 3.2: Re-designed courses & students served

PM 3.3: Understand/use of culturally responsive & equity-focused pedagogy

Objective 4: Servingsness Model

PM 4.1: Peer-mentoring and positive peer environment

PM 4.2: Cultural validation and campus belonging

PM 4.3: Participation in workshops & experiences related to health/self-care

PM 4.4: Gains in health for student

OBJECTIVE 1: ENROLLMENT & ACADEMIC PERFORMANCE

PM 1.1: Enrollment

- CSUN: On track
- COC: On track
- LA PC: Not on schedule

PM 1.2: Retention & Completion

- CSUN: Retention - On track; Completion - Not on Schedule
- COC: Retention - On track; Completion - Not on schedule
- LA PC: Retention - On schedule; Completion - Met

PM 1.3: Participation

- CSUN: On track
- COC: On track
- LA PC: On track

OBJECTIVE 2: CURRICULUM, INTERNSHIPS, & WORK- BASED EXPERIENCES

PM 2.1: Experiential Learning Opportunities

- CSUN: On track
- COC: On track
- LA PC: On track

PM 2.2: Hybrid or Virtual Courses

- CSUN: Not on schedule

PM 2.3: Partnering Institutions

- CSUN: On track

PM 2.4: Research & Career Roles

- CSUN: On track

OBJECTIVE 3: FACULTY & CULTURALLY RESPONSIVE PEDAGOGIES

PM 3.1: PD Opportunities & Participation

- CSUN: On track

PM 3.2: Re-designed products & courses

- CSUN: On track

PM 3.3: Gains in understanding

- CSUN: On track

OBJECTIVE 4: SERVINGNESS MODEL

PM 4.1: Peer-mentoring & positive environment

- CSUN: On track
- COC: On track
- LA PC: On track

PM 4.2: Validation & Belonging

- CSUN: On track

PM 4.3: Health & Self-Care Workshops

- CSUN: On track
- COC: On track
- LA PC: On track

PM 4.4: Gains in health

- CSUN: On track



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OBJECTIVE 1

Increase enrollment and improve academic performance (retention and graduation rates) patterned in equity gaps.

OBJECTIVE 1: ENROLLMENT & ACADEMIC PERFORMANCE

Performance Measure 1.1:

The ***number of Hispanic and low-income undergraduate students enrolled will increase by 10% in 5 years*** over fall 2022 baseline.

Data Source: Institutional Data (baseline + current year) - annually

Performance Measure 1.2:

The ***number of Hispanic and low-income undergraduate students retained and who completed a program will increase by 10% and 20%*** respectively in 5 years from the fall 2022 baseline.

Data Source: Institutional Data (baseline + current year) - annually

Performance Measure 1.3:

The ***number of Hispanic and low-income undergraduate students and faculty participating in grant-funded activities will increase by 500*** in 5 years over the fall 2022 baseline.

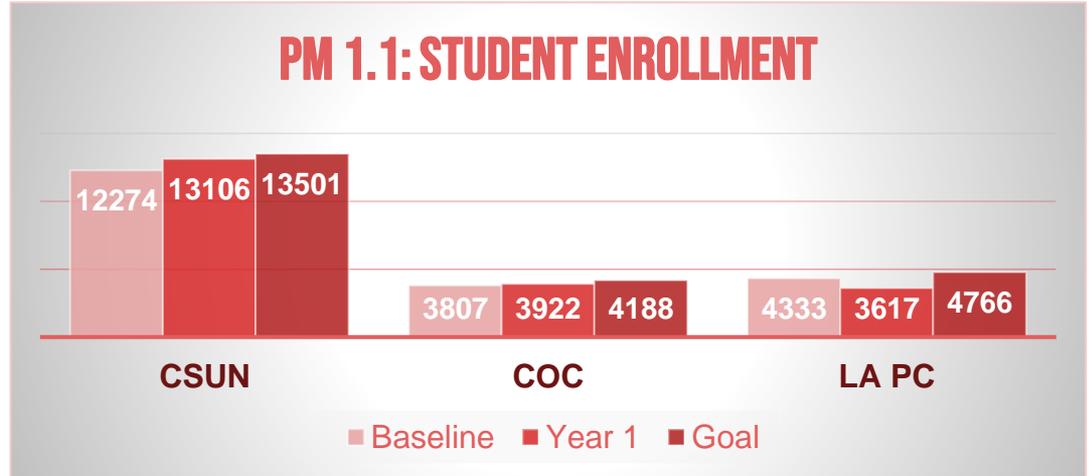
Data Source: Program Data - who is participating in general - annually

Note: Baseline adjusted based on data availability per site.

PM 1.1: STUDENT ENROLLMENT

- Focus on Hispanic and low-income student undergraduate enrollment by site
- Goal to increase enrollment by 10% from the baseline
- Fall 2023 is the baseline for CSUN & LA PC. Fall 2022 is the baseline for COC based on data availability.
- Hispanic & low-income undergraduate student enrollment goals for Year 5 (Baseline +10%):
 - CSUN: 13,501
 - COC: 4,188
 - LA PC: 4,766

	Baseline Date	Baseline Enrollment	Year 1 Date	Year 1 Enrollment	Change from baseline
CSUN	Fall 2023	12274	Fall 2024	13106	6.8%
COC	Fall 2022	3807	Fall 2023	3922	3.0%
LA PC	Fall 2023	4833	Fall 2024	3617	-16.5%



PM 1.2: RETENTION & COMPLETION

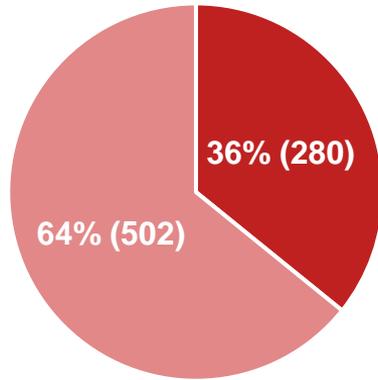
	Baseline Date	Baseline	Year 1 Date	Year 1	Change from baseline
CSUN - Retention	Fall 2022 – Fall 2023	3025	Fall 2024	3083	1.9%
CSUN - Completion - FTF	Fall 2017 – Spring 2023	1218	Fall 2018 - Spring 2024	1170	-3.9%
CSUN - Completion - FTT	Fall 2019 – Spring 2023	1502	Fall 2020 - Spring 2024	1505	0.2%
COC - Retention	Fall 2021 – Fall 2022	561	Fall 2022 - Fall 2023	572	2.0%
COC - Completion	Spring 2023	697	Spring 2024	622	-10.8%
LA PC - Retention	Fall 2022 - Fall 2023	508	Fall 2023 - Fall 2024	558	9.8%
LA PC - Completion	Spring 2023	474	Spring 2024	665	40.3%

- Focus on Hispanic and low-income undergraduate students by site
- Goal to increase retention by 10% and completion by 20% from the baseline
- Baseline dates were determined based on data availability and local definitions.

PM 1.3: PARTICIPATION IN ACTIVITIES

- Unduplicated headcount of low-income, Hispanic student participants & faculty participants
- Goal for all sites is 500 low-income, Hispanic student participants & faculty participants

TOTAL PARTICIPANTS

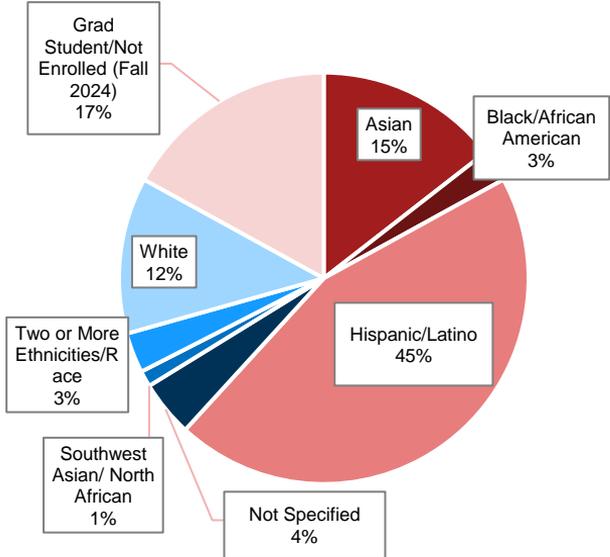


- Faculty or Low-income, Hispanic Student Participants
- Other Participants

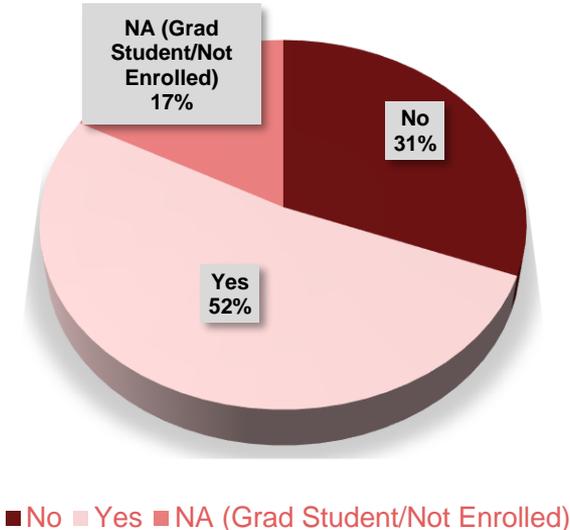
	Total Participants	Faculty or Low-income, Hispanic Student Participants
CSUN	329 (12 faculty + 317 students)	115 (12 faculty + 103 students)
COC	380	135
LA PC	73	30
Total	782	280

BREAKDOWN OF CSUN STUDENT PARTICIPANTS

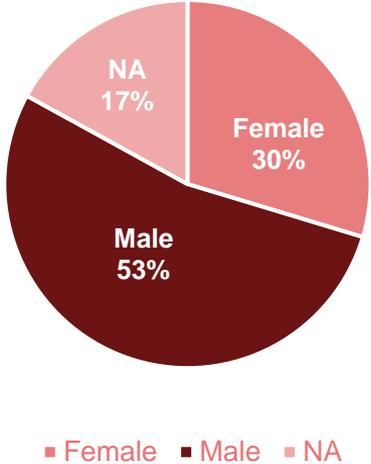
RACE/ETHNICITY



PELL GRANT



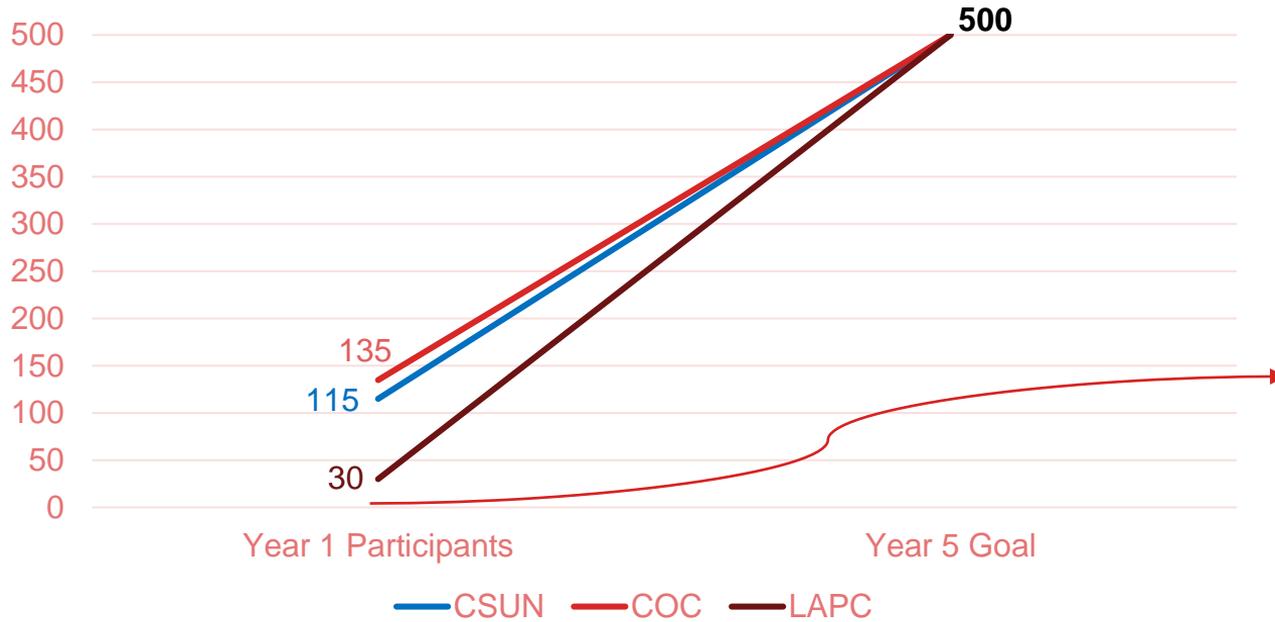
GENDER



Note: This includes all 317 CSUN student participants. Race/ethnicity and Pell grant information from CSUN's Institutional Research.

Y1 PARTICIPANTS AND Y5 GOAL

PM 1.3: PARTICIPATION IN ACTIVITIES



280
Faculty or Low-income, Hispanic Student Participants across all 3 sites

Note: The *number of Hispanic and low-income undergraduate students and faculty participating in grant-funded activities will increase by 500* in 5 years over the fall 2022 baseline (0).



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OBJECTIVE 2

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

OBJECTIVE 2: CURRICULUM, INTERNSHIPS, & WORK-BASED EXPERIENCES

Performance Measure 2.1:

The number of Hispanic and low-income undergraduate students who participated in ***experiential learning opportunities will increase by 500*** in 5 years over year 1 project baseline

Data Source:
Program Data - annually

Performance Measure 2.2:

The number of undergraduate-level ***courses that are hybrid or virtual will increase by 10 per year over the year 1 project baseline.***

Data Source: Institutional Data - annually

Performance Measure 2.3:

The number of ***partnering institutions that support work-based learning experiences*** for Hispanic and low-income undergraduate students ***will increase by 10 in 5 years over the year 1 project baseline***

Data Source: Program Data - annually

Performance Measure 2.4:

Gains in reports of ***ability to work independently, develop research interests, enhance research experiences, and early career roles for Hispanic and low-income undergraduate students will increase by 5%*** annually over the year 1 project baseline

Data Source: URSSA Survey, structured journals, participatory photography, interviews - annually & Y2/4

PM 2.1: EXPERIENTIAL LEARNING OPPORTUNITIES

PM 2.1: EXPERIENTIAL LEARNING OPPORTUNITIES



- Data collected at all 3 sites
- Unduplicated headcount of low-income, Hispanic student participants
- Experiential learning opportunities include: research internships, peer mentoring, and industry mentoring
- Participant goals for Year 5 (Yr 1 +500)
 - CSUN: 584
 - COC: 518
 - LAPC: 530
- **Reported separately with a goal of adding 500, but 132 low-income, Hispanic student participants across all three sites**

PM 2.2: NUMBER OF HYBRID OR VIRTUAL COURSES

- Institutional data collected for CSUN
- Includes the distinct count of courses (0-400 level) that are hybrid or online courses in Fall 2023 and Fall 2024
- Goal for Year 5: 658 (Baseline +10)
- Not on track to meet this currently

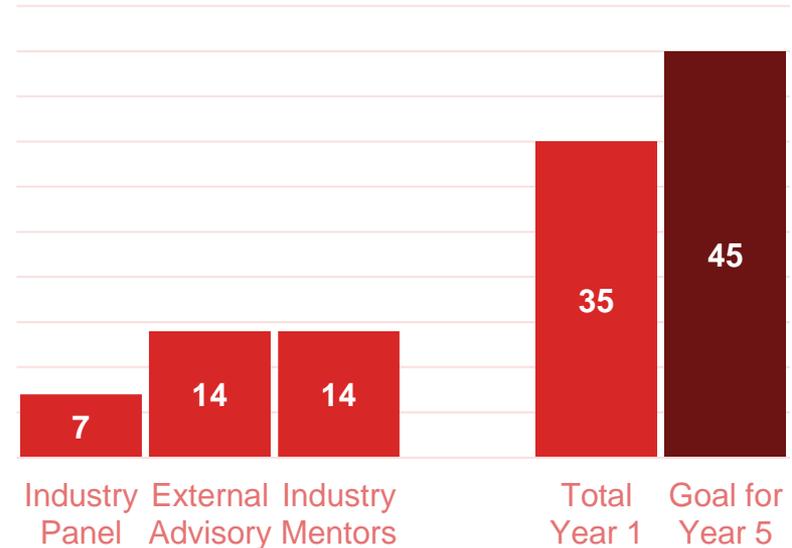
PM 2.2 NUMBER OF HYBRID OF VIRTUAL COURSES (CSUN)



PM 2.3: NUMBER OF PARTNERING INSTITUTIONS

- Partnering Institutions supported industry panels, program advising, and industry mentoring
- Data is collected programmatically
- **Year 1: 35 Total**
 - Industry panel: 7
 - External advisory: 14
 - Industry mentors: 14
 - Mentored 23 CSUN students who are close to graduation
- **Goal for Year 5: 45**
- **Goal to increase by 10 from the year 1 baseline and on track for goal**

PM 2.3: NUMBER OF PARTNERING INSTITUTIONS (CSUN)



PM 2.4: WORKS INDEPENDENTLY, RESEARCH EXPERIENCES, & EARLY CAREER

(1 OF 4)

SUMMER 2024: SNAPSHOTS



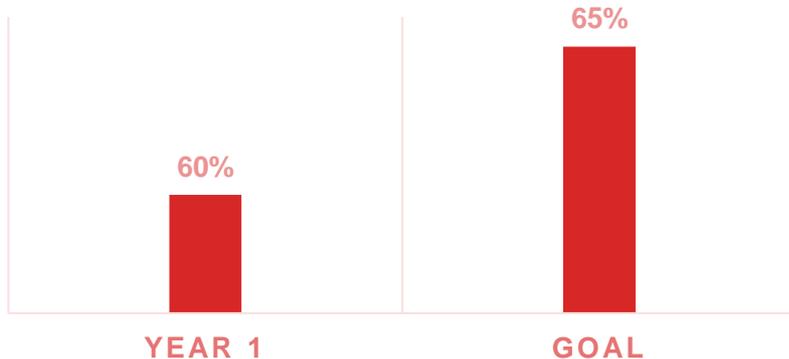
Summer 2024 Overview of Research Internships

- Students had opportunity to participate in summer research
- Summer 2024 by the numbers:
 - Faculty: 9
 - Opportunities: 10
 - Students: 33
- **PM Goal:** Increase ability to work independently, develop research interests, enhance research experiences, and early career roles by 5% annually over the year 1 project baseline
- Measured via **Undergraduate Research Student Self-Assessment (URSSA)** survey

PM 2.4: WORKS INDEPENDENTLY, RESEARCH EXPERIENCES, & EARLY CAREER

(2 OF 4)

PM 2.4 WORKS INDEPENDENTLY, RESEARCH EXPERIENCES & EARLY CAREER



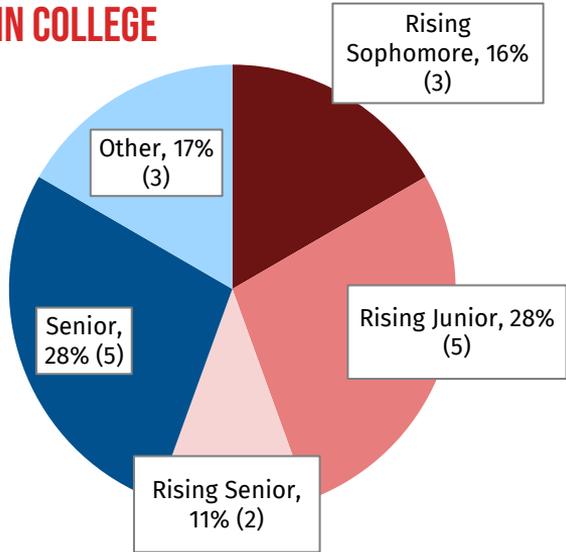
- URSSA survey was distributed at the end of the Summer 2024
- **Focus question:** How much did you GAIN in the following areas as a result of your most recent research experience? **Understanding what everyday research work is like.** (No Gains-1, A Little Gain-2, A Moderate Gain-3, Good Gains-4, A Great Gain-5)
- 12 out of 20 students (60%) self-reported good gains and great gains.
- **Goal:** 65%

PM 2.4: WORKS INDEPENDENTLY, RESEARCH EXPERIENCES, & EARLY CAREER

(3 OF 4)

Who are the Summer 2024 URSSA survey respondents?

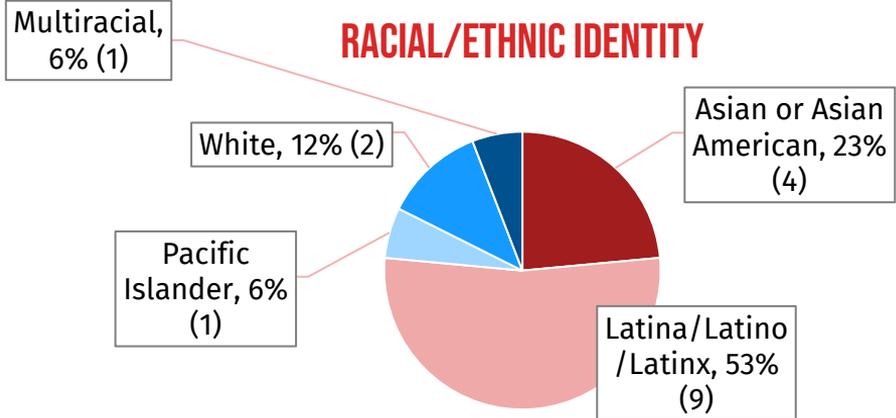
YEAR IN COLLEGE



GENDER IDENTITY



RACIAL/ETHNIC IDENTITY



Note: Number of respondents vary by survey item.

PM 2.4: WORKS INDEPENDENTLY, RESEARCH EXPERIENCES, & EARLY CAREER

(4 OF 4)

	Question	Type	Number	Percentage
Early Career Roles	During your research experience HOW MUCH did you: Feel like a scientist or engineer. (None-1, A Little-2, Some-3, A Fair Amount-4, A Great Deal-5)	A Fair Amount/A Great Deal	12/18	62%
	Rate how much you agree with the following statements. My research will facilitate my access to early-career opportunities. (Strongly disagree-1, Somewhat disagree-2, Somewhat Agree-3, Strongly Agree-4)	Somewhat Agree/Strongly Agree	16/17	94%
Works Independently	How much did you GAIN in the following areas as a result of your most recent research experience? Ability to work independently (No Gains-1, A Little Gain-2, A Moderate Gain-3, Good Gains-4, A Great Gain-5)	Good Gains, A Great Gain	15/20	75%
Develop & Enhance Research Experiences	Rate how much you agree with the following statements. Doing research confirmed my interest in my field of study. (Strongly disagree-1, Somewhat disagree-2, Somewhat Agree-3, Strongly Agree-4)	Somewhat Agree/Strongly Agree	17/17	100%
	How much did you GAIN in the following areas as a result of your most recent research experience? Confidence in my ability to contribute to science/engineering. (No Gains-1, A Little Gain-2, A Moderate Gain-3, Good Gains-4, A Great Gain-5)	Good Gains, A Great Gain	14/20	70%

RESEARCH

INTERNS

Silvia Carpitella

FEEDBACK FROM STUDENTS (URSSA SURVEY)

- “I’m considering research more than before. Previously I wanted to work on physical projects, but now I’m considering research.”
- “It made me realize the vast field that I can go into. It also encouraged me to take at least up to a Masters program in the future.”
- “Opened my horizons and introduced me to higher level course work. I now know what to expect from graduate courses and their rigor.”
- “I plan to continue my degree and apply for more research positions. I found that doing research is very fulfilling in many regards.”

POST-SYMPOSIUM SURVEY: IMPORTANCE OF PROJECT OBJECTIVES

Frequency count of post-symposium survey respondents, Importance of project objectives, Summer 2024

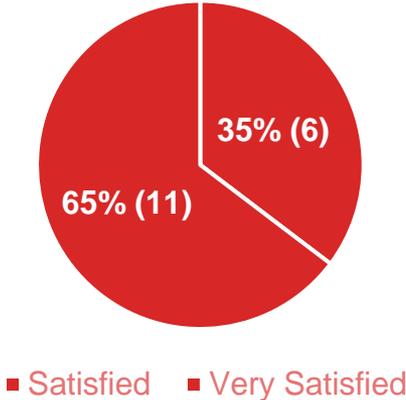


Scale: Not at all important, Unimportant, Neutral, Important, Extremely Important

Note: Number of respondents vary by survey item.

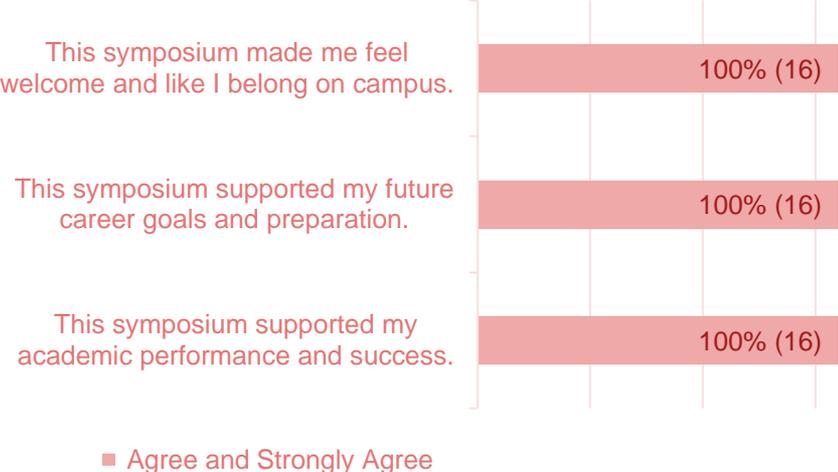
POST-SYMPOSIUM SURVEY: OVERALL SATISFACTION & AGREEMENT

Frequency count and percentage of post-symposium survey respondents, Student's Overall Satisfaction with the Research Symposium, Summer 2024



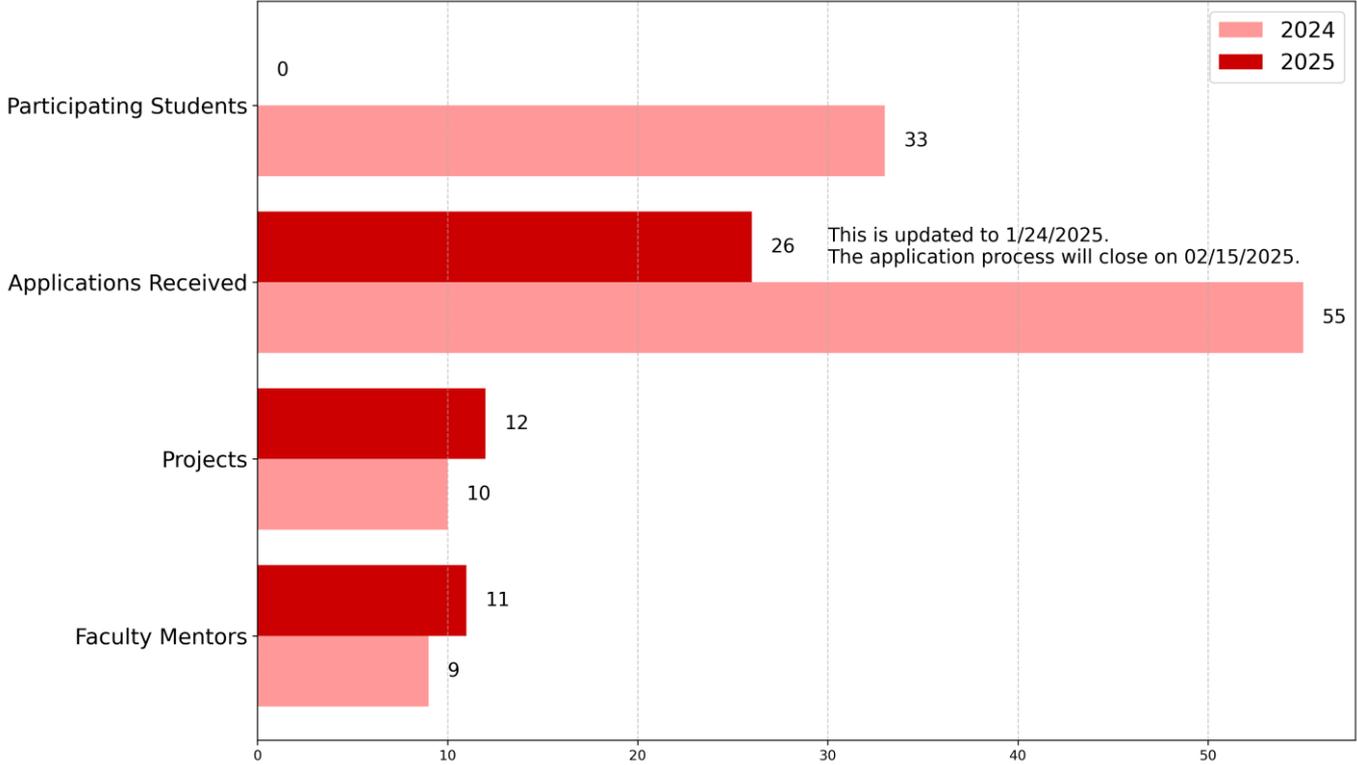
Scale: Very Unsatisfied, Unsatisfied, Satisfied, Very Satisfied

Frequency count of post-symposium survey respondents, Student's Agreement, Summer 2024



Scale: Strongly Disagree, Disagree, Agree, Strongly Agree

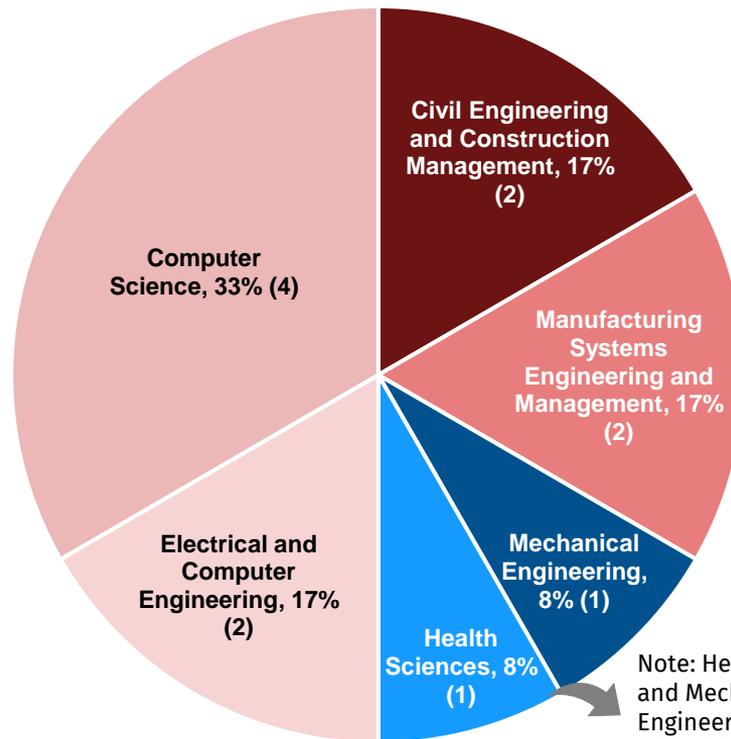
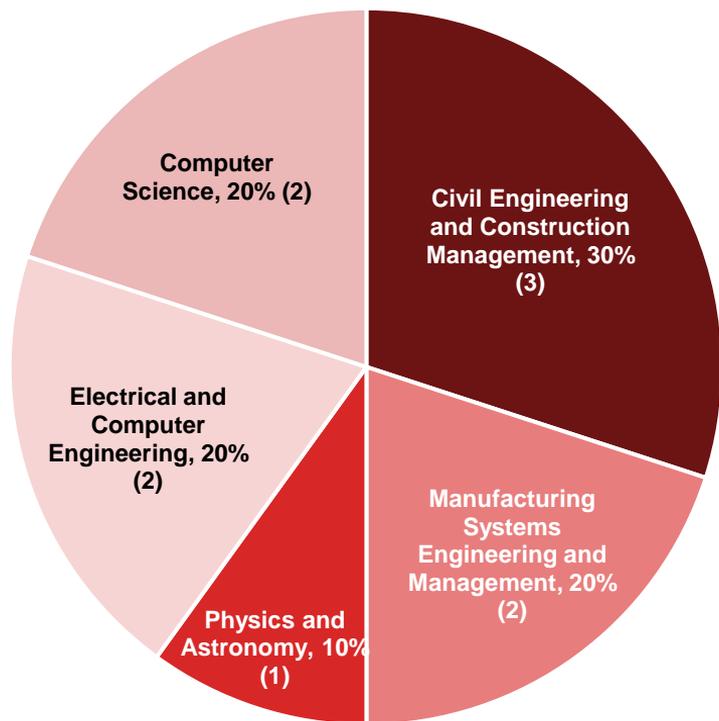
COMPARISON BETWEEN 2024 AND 2025 EDITIONS



Note: The number of 2025 participating students will be updated after the application closes and students are selected.

COMPARISON BETWEEN 2024 AND 2025 EDITIONS

2024 *DEPARTMENT OF SELECTED PROJECTS* *2025*



Note: Health Sciences and Mechanical Engineering are newly added departments.



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OBJECTIVE 3

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

OBJECTIVE 3: FACULTY & CULTURALLY-RESPONSIVE PEDAGOGIES

Performance Measure 3.1:

The ***number of professional development opportunities*** for faculty to enhance understanding and use of culturally responsive ***pedagogies will increase by 50 and the number of faculty participating in trainings will increase by 100*** in 5 years over the year 1 project baseline

Data Source: Program Data - who participated & how many - annually

Performance Measure 3.2:

The ***products of faculty*** who participate in professional development that enhance understanding and use of culturally responsive pedagogies in re-designed courses will ***increase by 100, serving 6,000 students in 5 years over the year 1 project baseline***

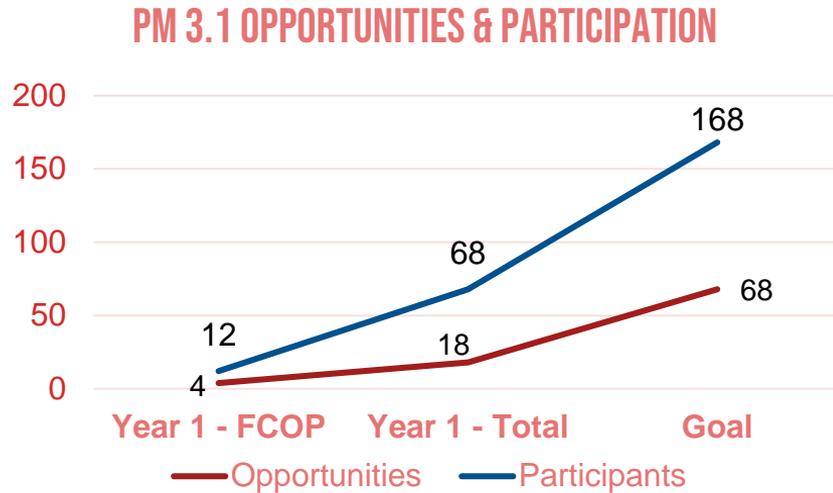
Data Source: Program Data - how many - annually

Performance Measure 3.3:

Gains in reports of ***understanding and use of culturally responsive and equity-focused pedagogy by faculty will increase by 5%*** after participating in workshops

Data Source: Faculty Interviews (Qualitative) & workshop surveys – annually & Y2 & 4

PM 3.1: PROFESSIONAL DEVELOPMENT OPPORTUNITIES & PARTICIPATION



Culturally-Responsive Professional Development Opportunities:

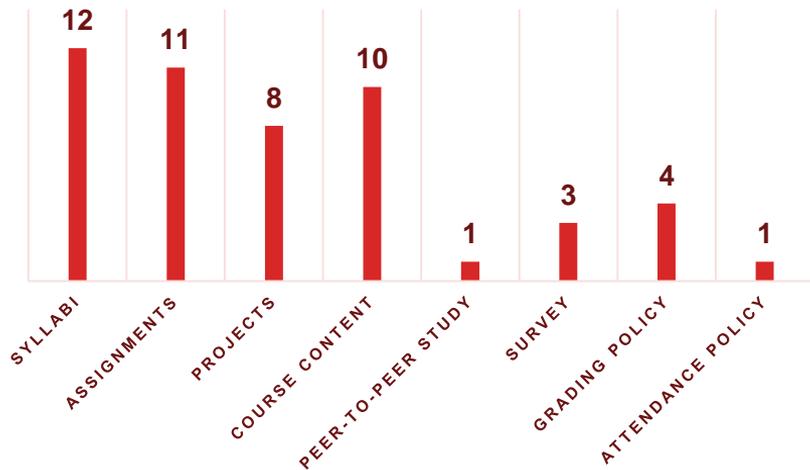
- 4 Opportunities with FCOP (includes keynote on 3/29/24 and meetings)
- 18 Total PD Opportunities (includes 14 FacDev Opportunities that the FCOP participated in)
- **Goal for Year 5 is 68 (Yr 1 baseline+50) and on track for goal**

Culturally-Responsive Professional Development Participants:

- 12 faculty with FCOP (includes keynote on 3/29/24 and meetings)
- 68 Total duplicated headcount (includes 12 FCOP + participants from keynote)
- **Goal for Year 5 is 168 (Yr 1 baseline+100) and on track for goal**

PM 3.2: PRODUCTS, REDESIGNED COURSES, & STUDENTS IMPACTED

TYPES OF PRODUCTS



Year 1: 50 Products (baseline)
Year 5 Goal: 150 Products
On track for goal

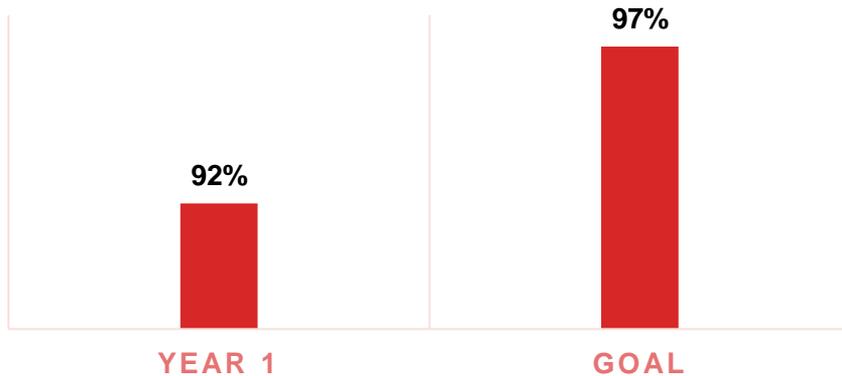
FALL 2024 COURSES & STUDENTS



Year 1: 13 courses served 601 unduplicated students
Year 5 Goal: 6,000 students
On track for goal

PM 3.3: UNDERSTAND/USE OF CULTURALLY RESPONSIVE & EQUITY-FOCUSED PEDAGOGY

PM 3.3 GAINS IN UNDERSTANDING



Gains in understanding will increase by 5%:

- Survey administered to the Faculty Community of Practice in Spring 2024 after after Dr. Gina Garcia's workshop on March 29, 2024 from April 8, 2024 to May 23, 2024.
- Focused on this question: **The overall workshop enhanced my understanding of culturally responsive pedagogy.** (Strongly Disagree-1, A Disagree-2, Neutral-3, Agree-4, Strongly Agree-5)
- **Mean:** 4.38 (Scale of 1-5)
- **92%** of the faculty agreed or strongly agreed, which forms the **YR 1 baseline**

FACULTY COMMUNITY OF PRACTICE

Rasoul Narimani

FACULTY FEEDBACK ON COMMUNITY OF PRACTICE

- "Dr. Garcia's workshop highlighted the importance of adapting teaching methods to create an inclusive and equitable environment where every student feels valued and respected."
- "Promoting diverse perspectives in course materials and classroom discussions has given my students a broader understanding of the subject while fostering personal growth."

FACULTY FEEDBACK ON COMMUNITY OF PRACTICE

- "Interactive methods like group projects and case studies have significantly enhanced student engagement, allowing them to learn from one another's viewpoints."
- "Redesigning assignments with greater transparency, as inspired by the workshop, led to increased student participation and improved grades."
- "The insights from the workshop have reinforced my commitment to fostering an inclusive and supportive environment that enables all students to succeed."



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OBJECTIVE 4

Develop a servingness model and culturally enhancing academic experiences to support mental health, emotional wellbeing, and academic outcomes for Hispanic and low-income undergraduate students.

OBJECTIVE 4: SERVINGNESS MODEL

Performance Measure 4.1:

Gains in ***reports of peer-peer interaction, peer-mentoring, and positive peer environment***, including shared identity and experiences of students who participated in grant-supported services will ***increase by 5% annually*** over the year 1 project baseline

Data Source: Mentor Collective data/survey, participatory photography, interviews - annually & Y2/4

Performance Measure 4.2:

Gains in ***reports of cultural validation and campus belonging*** for students who participated in grant-supported services will increase by ***5% annually*** over the year 1 project baseline

Data Source: Mentor Collective data/survey, workshop surveys, participatory photography & interviews - annually & Y2/4

Performance Measure 4.3:

The ***number of students participating in grant-funded workshops, activities, and experiences related to mental and physical health and self-care will increase by 500*** in 5 years over the year 1 project baseline

Data Source: Program Data - annually

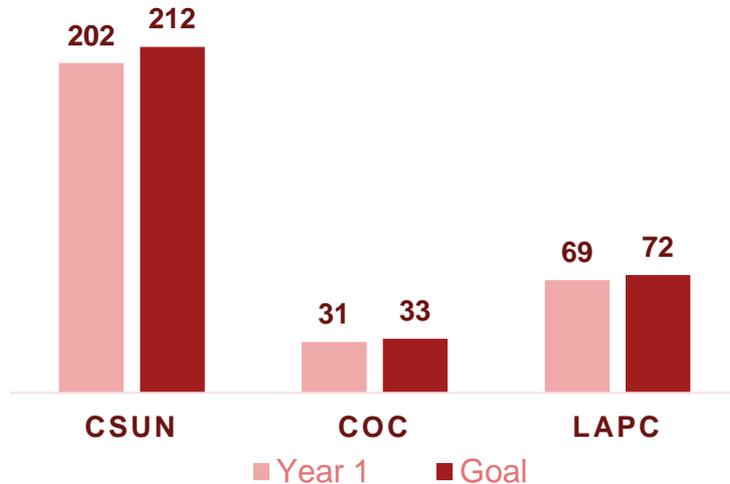
Performance Measure 4.4:

Gains in reports of mental and physical health for undergraduate students who participated in grant-supported services will increase by 5% annually over the year 1 project baseline

Data Source: workshop surveys, participatory photography and interviews - annually & Y2/4

PM 4.1: PEER-MENTORING & POSITIVE PEER ENVIRONMENT

HEADCOUNT OF MENTORS & MENTEES



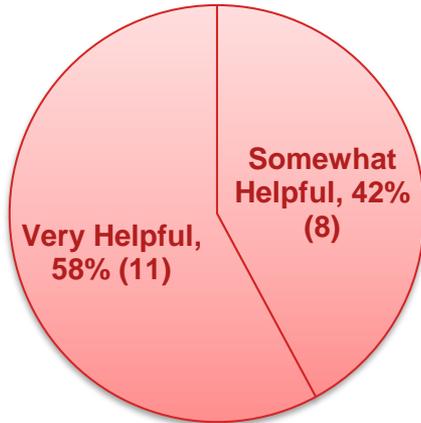
- Data collected at all 3 sites as unduplicated headcount of student participants
- Experiential learning opportunities include: research internships, peer mentoring, and industry mentoring
- Participant goals for Year 2 (Yr 1 +5%)
 - CSUN: 212
 - COC: 33
 - LAPC: 72
- **Reported separately with a goal of increase by 5% annually over the year 1 project baseline, but total across three sites is 302, so on track for goal**

COLLEGE OF THE CANYONS PEER MENTORING FEEDBACK

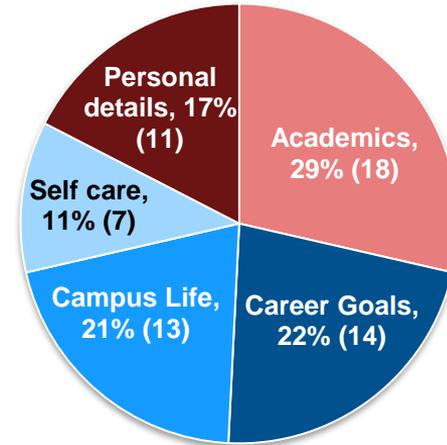
- “My mentor was amazing as she helped me apply to an internship that I thought I would never get. She gave me the confidence I needed to get into my field.”
- “I learned so much from my mentor who helped and taught me how to look for scholarships to help me financially.”
- “Having a peer mentor was an amazing experience as he helped me when I thought I was not going to pass my Calc 1 class and he encouraged me to seek out tutoring in MESA I did and I not only passed but I ending up with a B. I am not great in math so I am extremely grateful. I think I would like to give back and be a peer mentor next semester to help others.”

LA PIERCE END OF SEMESTER SURVEY – PEER MENTOR ITEMS

HOW HELPFUL HAS IT BEEN TO HAVE A MESA PEER MENTOR?



WHICH TOPICS HAVE YOU AND YOUR MENTOR DISCUSSED? (CHECK ALL THAT APPLY)



Note: 19 Total Survey Respondents

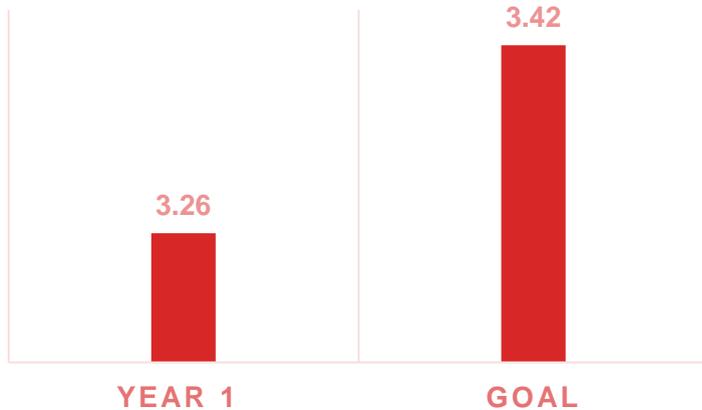
LA PIERCE END OF SEMESTER SURVEY – PEER MENTOR ITEMS

What did you find helpful or enjoy about having a MESA peer mentor?

- “During our meeting she gave me great advice on my semesters and what to look forward to. She also helped me out by encouraging me to participate in workshops and put myself out there...I feel I have learned much more about myself and my interests now.”
- “I enjoyed having someone relatable to talk to regarding the application process. I also appreciated the resources regarding transferring I was provided with.”
- “I really appreciated how my mentor took the time to introduce me to a variety of internships and scholarships, carefully explaining each opportunity and helping me determine if I met the requirements.”

PM 4.2: CULTURAL VALIDATION AND CAMPUS BELONGING

PM 4.2: GAINS IN CULTURAL VALIDATION & CAMPUS BELONGING



Reports of cultural validation and campus belonging will increase by 5%:

- Mentor Collective Assessment used
 - Administered to 96 students at start of mentoring program
- Focused on this question: **I feel like I am an important member of my school's community.** (Min=1 - low, Max=5 - high)
- **Mean = 3.26** (STD=1.04) forms the **YR 1 baseline**
 - Students were neutral and slightly leaned toward agreements
- **Goal for next year: 3.42** (Y1 + 5%)

PM 4.3: PARTICIPATION IN WORKSHOPS & EXPERIENCES RELATED TO HEALTH/SELF CARE

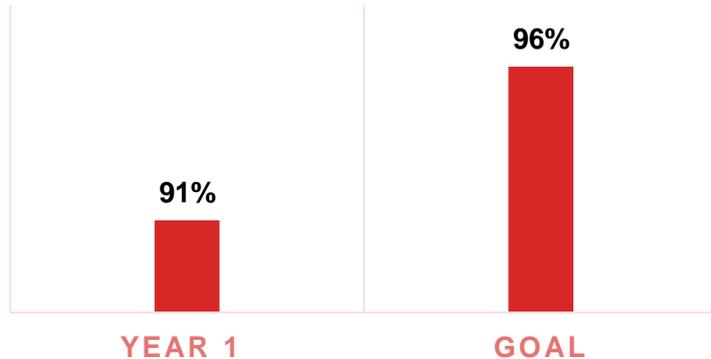
PM 4.3: PARTICIPATION IN HEALTH/SELF CARE WORKSHOPS



- Data collected at all 3 sites
- Unduplicated headcount of student participants
- Participant goals for Year 5 (Yr 1 +500)
 - CSUN: 525
 - COC: 535
 - LAPC: 504
- **Reported separately with a goal of 500 + Yr 1, but 63 student participants across all three sites**
- **Reported as a single performance measure, on track to meet this currently**

PM 4.4: GAINS IN HEALTH FOR STUDENTS

PM 4.4: GAINS IN STUDENT HEALTH

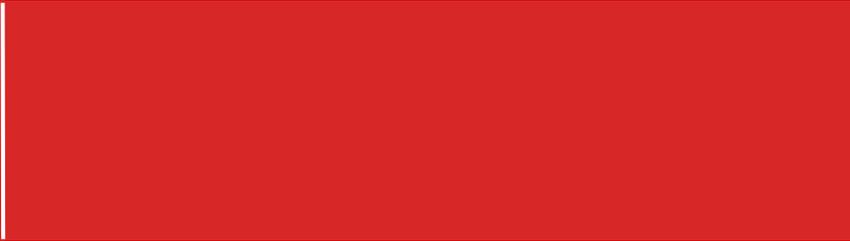


Gains in student mental and physical health will increase by 5%:

- Survey administered after each CSUN student workshop with a total of 45 respondents
 - 2/27/24: Industry Panel
 - 5/22/24: Transfer Thrive
 - 7/26/24: Transfer Transitions
 - 9/10/24: Career Info
- Focused on this question: **This workshop supported my mental health and emotional wellbeing** (Strongly Disagree-1, Disagree-2, Agree-3, Strongly Agree-4)
- **91%** of the strongly agreed or strongly agreed, which forms the **YR 1 baseline**



03



CONCLUSION

Recap of Objectives

RECAP OF OBJECTIVES

OBJECTIVE 1: ENROLLMENT & ACADEMIC PERFORMANCE

- Enrollment, retention, and completion is mixed, but there is limited direct control of these institutional data
- Project participation is strong across all three sites, but lower percentage of Hispanic/low-income participants across sites and female participants at CSUN

OBJECTIVE 2: CURRICULUM, INTERNSHIPS, & WORK-BASED EXPERIENCES

- Experiential learning opportunities, including workshops, are a strength
- Industry partners and research interns are strong
- Virtual/hybrid courses is not on track, but there's limited direct control

OBJECTIVE 3: FACULTY & CULTURALLY RESPONSIVE PEDAGOGIES

- FCOP is a clear strength and success
- Consider ways to broaden participation or extend products of faculty

OBJECTIVE 4: SERVINGNESS MODEL

- Peer-mentoring & positive environment is on track and a strength
- Focus on expanding or further integrating health and self care into workshops
- Impact of participation on mental health appears to be strong



04



RECOMMENDATIONS

For year two and beyond

RECOMMENDATIONS

SIGN INS & SURVEYS

Consistently collect data on participants by institutional role (PM 1.3)

RETHINK HYBRID/VIRTUAL

How does PM 2.2 align with the project? Do we need to rethink a new outcome condition tied directly to the project?

PARTICIPATION

Outreach and recruitment of low-income, Hispanic students and female student (PM 1.3)

MULTIPLY FACULTY PRODUCTS

Consider how to share products to reach more classes and students. For example, can products be used in a FacDev session? (PM 3.2)

BUILD ON STRENGTHS

Research interns & mentorship programs (PM 2.1, 2.4, & 4.1)

HEALTH & SELF CARE

Find ways to embed into other grant activities or plan workshops focused on health (PM 4.3)

THANK YOU!

Questions?

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