

***SECURE for Student Success (SfS<sup>2</sup>)  
Extended Advisory Team Annual Meeting - 2025***



**July 08, 2025**

SfS2 Extended Advisory Team

07/08/2025

*Photo-Courtesy: Spencer Hutchison*





## *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





## The Sfs<sup>2</sup> 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



Silvia



Natalie



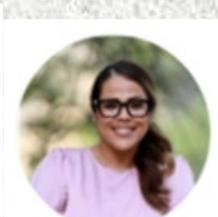
Rasoul



Sahabul



Vanessa



Josefina



Kathleen



Spencer



Tiffany



Ramesh





## *Agenda*

- **Welcome and overview of agenda -**

Ramesh

- **Approval of Minutes from July 2024**

### Project Activities

#### **Partners**

- LA Pierce College – Elizabeth Cheung
- College of the Canyons – Amy Foote
- Mentor Collective – Katherine Law

#### **CSUN Area Leads**

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- Student Workshops – Sahabul Alam

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## *Project Activities*

- Outreach and Recruitment
- Student services (Pre-and Post-Transfer)
- Summer Workshops
- Internships/Industry Engagement/Career Advisement
- Research Program - Support 50 UG students/year with research stipends
- Faculty and Industry Mentors – Support at least 10 faculty/10 industry mentors annually
- Peer Mentors - 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



# *Publications and Presentations – Year 1*

- **Year 1 Annual Performance Report**, [March 2025](#).
- **S. K. Ramesh, Nathan Durdella, Vartenie Aramali, and Rasoul Narimani**, "*Strengthening Culturally Responsive Teaching to Support Hispanic and Underrepresented Student Success: The SECURE for Student Success Project*", Leading Tomorrow: Educating Engineers for Innovation, Collaboration, and Entrepreneurship, Session I – Inclusive and Innovative, Track I.A, [ASEE-Pacific Southwest Conference, Pomona, CA, April 2025](#)
- **S. K, Ramesh, Vartenie Aramali, Nathan Durdella, Silvia Carpitella, Rasoul Narimani, Sahabul Alam and Ricardo Medina**, "*Unique Approach to Empowerment Evaluation at Hispanic-Serving Institutions: Diverse Perspectives and Practical Considerations in Partnering with Faculty*", Leading Tomorrow: Educating Engineers for Innovation, Collaboration, and Entrepreneurship, Session I –Inclusive and Innovative, Track I.A, [ASEE-Pacific Southwest Conference, Pomona, CA, April 2025](#)
- **Vanessa Hernandez and Vanessa Martinez**, "*Storytelling as an Act of Resistance: Journeys of Latinas Healing at HSIs as Higher Ed Professionals*", [AHSIE 17th Annual Best Practices Conference](#), Chicago, IL, March 2025.





## ***Presentations and Publications – Year 1 (contd.,)***

- **Brandon Ismalej, Matthew Smith, and Xunfei Jiang**, “*Machine Learning-based GPU Energy Prediction for Workload Management in Datacenters*”, 2025 IEEE 15th Annual Computing and Communication Workshop and Conference (CCWC), Las Vegas, NV, USA, [2025](#), pp. 01050-01054,doi: 10.1109/CCWC62904.2025.10903830.
- **2024 Undergraduate Research Symposium Brochure**, [Sep 11, 2024](#).
- **S. K. Ramesh**, “*Reflecting on Data : AIMS<sup>2</sup> & Sfs<sup>2</sup> Programs at CSUN*”, Evidence Based Practices Technical Assistance Workshop, Excelencia in Education, [October 11, 2024](#)



## *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?





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# *Los Angeles Pierce College*

## **MESA Peer Mentoring**

- 2024-25
  - 98 students assigned to a MESA peer mentor
- Summer & 2025-26:
  - 4 new mentors, 1 continuing
  - Summer training
  - Mentor involvement in MESA STEM Scholars Week







## LAPC Engagement in CSUN SFS<sup>2</sup> Project Activities

- Faculty Community of Practice
  - 2 LAPC faculty participating in cohort 2
    - Russell Swift, Biology
    - Jesus Huaman Contreras, Engineering
- Summer Undergraduate Research
  - 3 LAPC students participating in summer research projects







LAPC students at CSUN 5/31/25





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# *College of the Canyons*

## Goal/Objective 1: FY 24/25

- **Counseling:** support education plans and transfer preparedness (300 students)
- **Peer Mentor Program:** peer support and campus navigation (50 students)
- **Conferences:** student leadership and networking
  - SACNAS NDiSTEM – 5 students
  - SUMMA – 5 students
  - Women in Engineering – 5 students
  - MESA Student Leadership Retreat – 3 students
- **Outreach/Recruitment:** Welcome Day and Club Rush





# ***College of the Canyons***

## **Goal/Objective 2: FY 24/25**

- **Professional Development Workshops:** over 90 workshops
- **Internships:**
  - 12 students received internships
  - 3 students offered SECURE research
- **MESA Skills Lab/Summer STEM Skills Bridge Program:**
  - 12 students MESA Skills Lab
  - 22 high school senior graduates in summer STEM Skills Bridge Program



# *College of the Canyons*

## Goal/Objective 3: FY 24/25

### - **STEM Faculty involvement:**

- **Mentoring** – 12 faculty mentors
- **Cultural Relevant Pedagogy** – year-round online courses
- **DEI workgroups/committee involvement** – encourage faculty to attend





# *College of the Canyons*

## Goal/Objective 4: FY 24/25

### **- Mental Health Services:**

- Practitioner in center 2 times a week to support one on one meetings and support groups.
- Therapy Dogs 2x/month

### **- Other Support services/resources:**

- Tutoring and Academic Excellence Workshops
- Calculator and Textbook loan program



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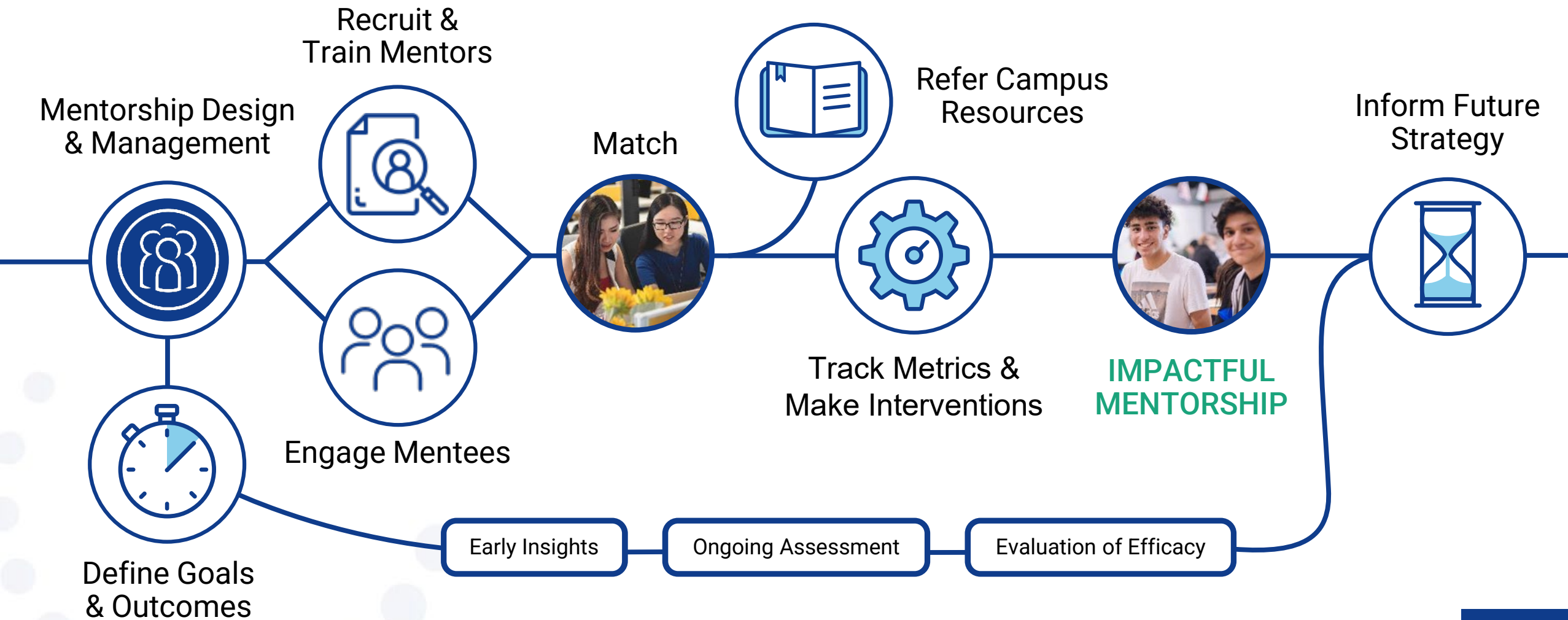
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# How Mentorship Works



## Engage Students Authentically

**Connect** students with relevant, identity-aligned mentors

**Support** target student populations at critical times in their higher education experience

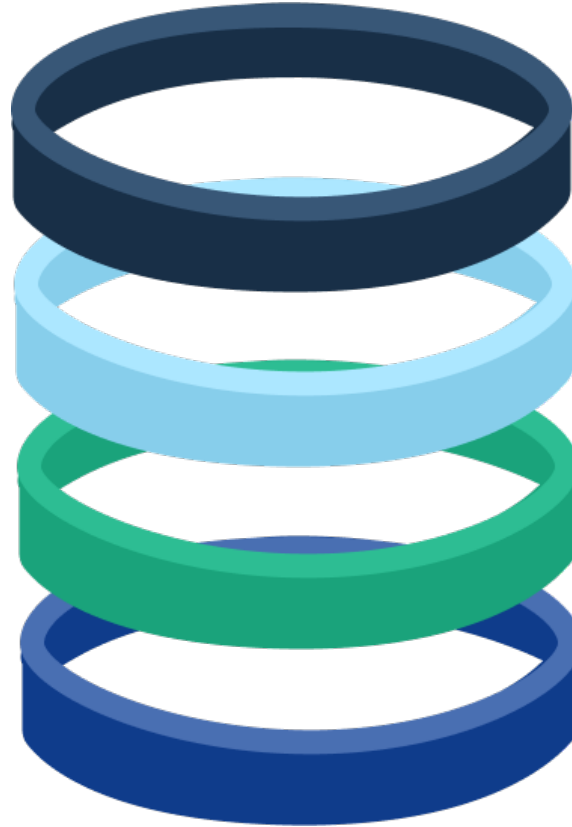
**Prepare** well-trained, informed & supported participants to achieve a successful mentorship experience



## Uncover Actionable Insights

**Assess** and foster student success factors at key points in the student experience:

Sense of Belonging  
Academic Self-Efficacy  
Academic Help-Seeking  
Career Decision Self-Efficacy



## Supercharge Student Success

**Act** on student provided data individually and in aggregate

**Interpret** aggregate results of top concerns and topics during key time periods in the campus experience



## Optimize Administrative Capacity

**Maximize** program impact by leveraging technology to scale

**Monitor** the mentorship journey to identify patterns in student success based on students' key traits, experiences and/or goals:

Melt | Retention | Completion





# Participation & Engagement

## Matching, Rematching & Communication



**69**  
matching hours



**619**  
communication hours



**53.10**  
Mentorship Score



**59**  
total flags

## Participation & Engagement

**43**

Mentors Hired & Trained

**203**

Mentees Matched

**1604**

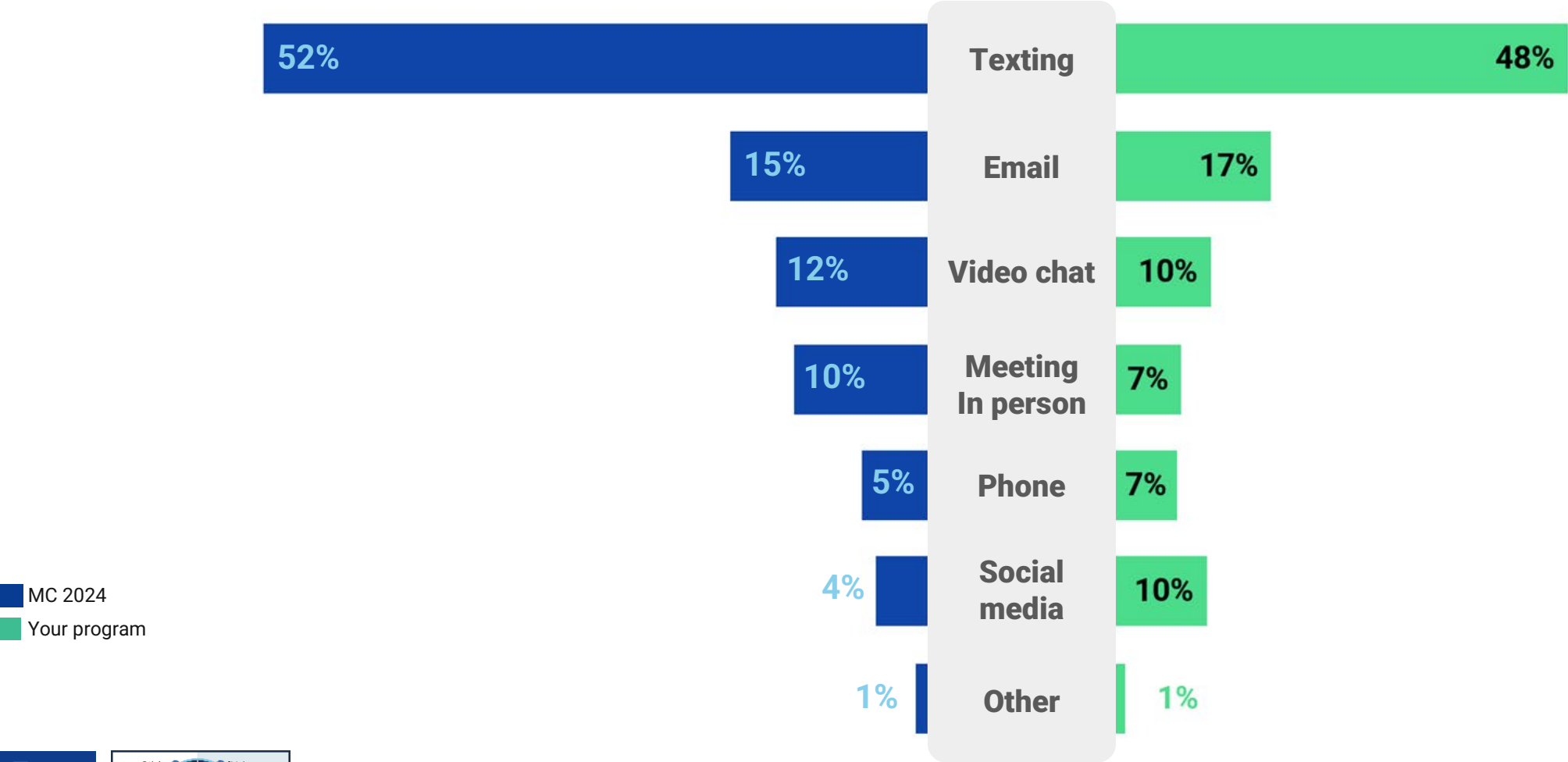
Conversations Logged

**3586**

SMS Messages Exchanged



# Human Connection & Technology



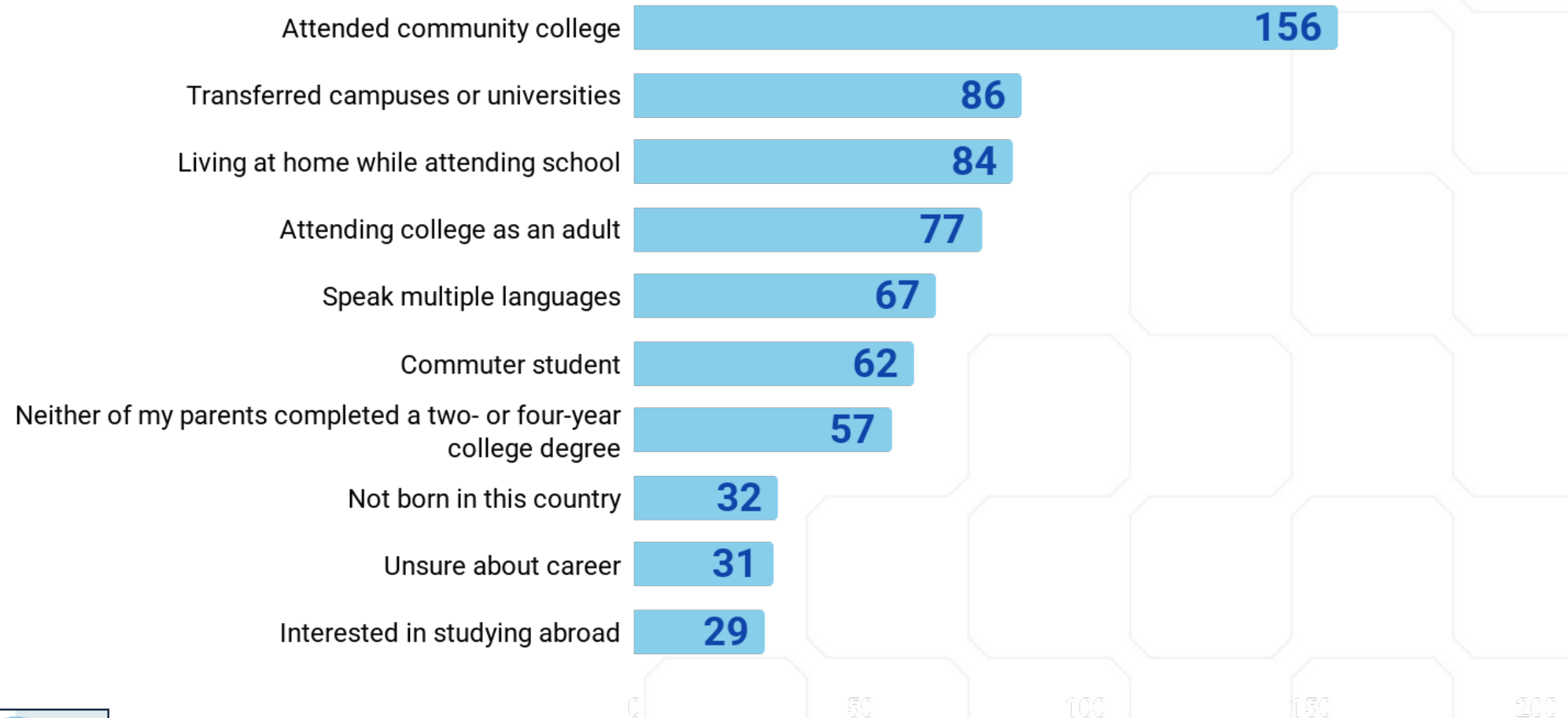
MC 2024  
Your program



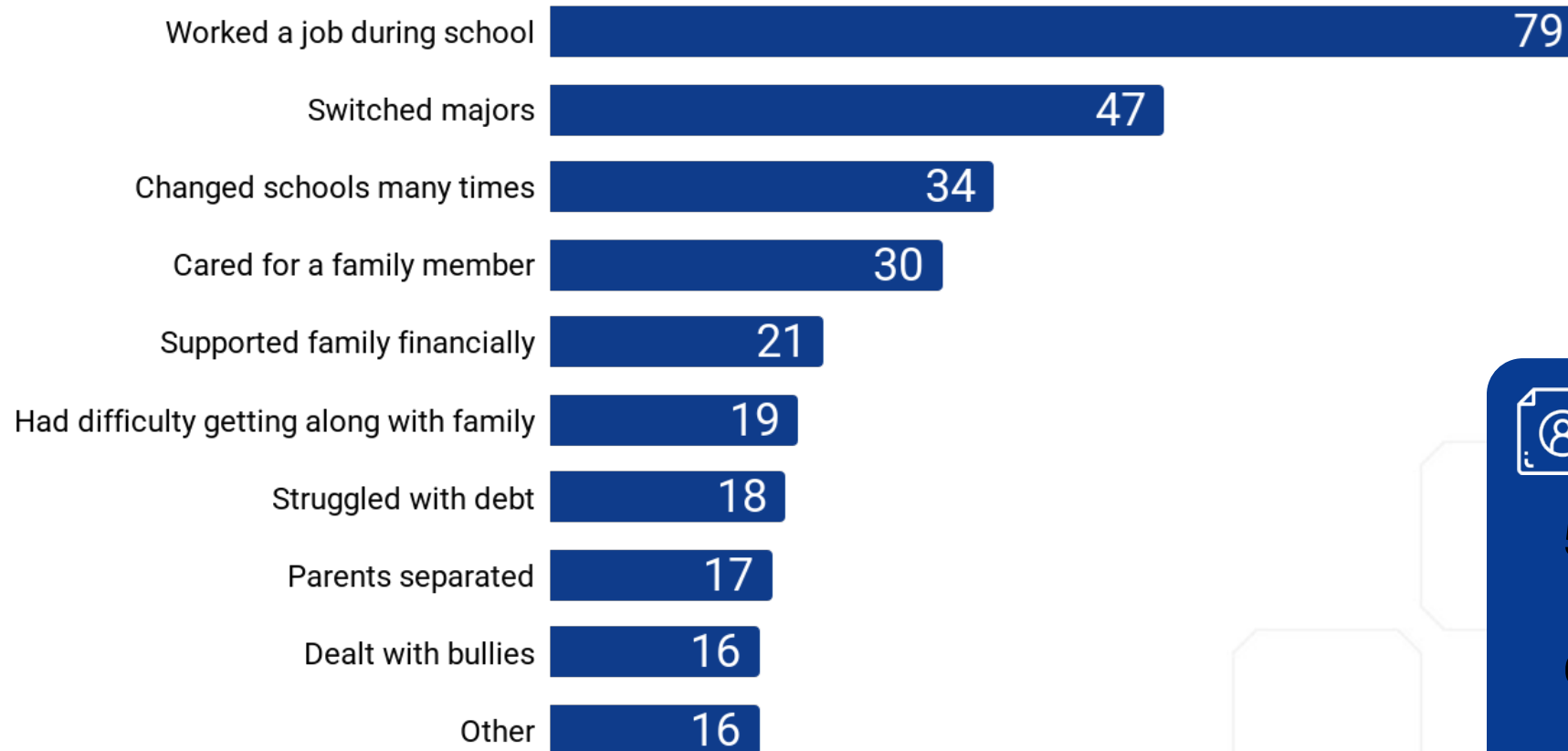


# CSUN Sfs2 mentees 2024

## Student traits & interests



# The Unique Journeys of Your Students



## RARER MENTEE EXPERIENCES

- 5** Is single parent
- 6** Overcame substance abuse
- 7** Currently have children



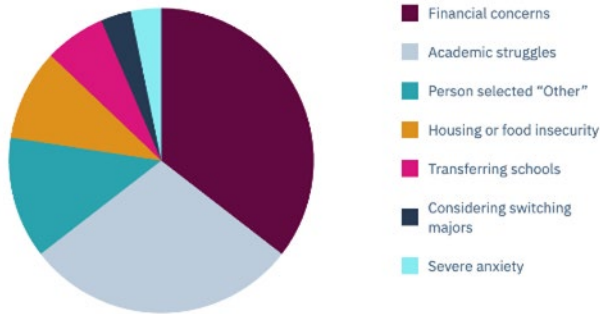


# Student Support

Data point

Priority Flag Topics

Click on a data point to see more information.

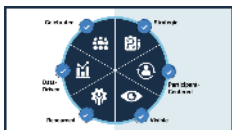


This graph shows what topics have been priority flagged in your program. Because one flag can be tagged with multiple topics, ONE priority flag may show up under multiple slices of this chart.

- Josefina Gudino is the main recipient of all flags in the program.
- Flags are leveraged for immediate response & support as well as to identify trends throughout the academic year.
- We can configure your settings to allow flag routing to specific people/departments based on topic.

## Top 3 Priority Flag topics

2024-25: Financial concerns, Academic struggles, Other



# Early Indicators of Persistence

## NON-COGNITIVE INDICATORS

### Make this data actionable...

- Share with advisors
- Provide mentor with resources
- Cross-tabulate with GPA and/or course achievement
- Direct flags to tutoring center
- Microsurvey check-in
- Invite students to events

**16** incoming mentees report  
**low** Sense of Belonging

**4** incoming mentees report  
**low** Academic Self-Efficacy

**8** incoming mentees report  
**low** Academic Help-Seeking

**8** incoming mentees report  
**unlikely** to meet with advisor







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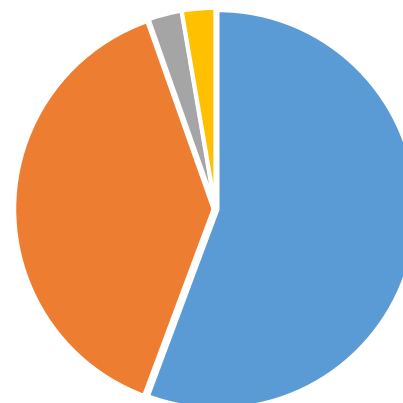
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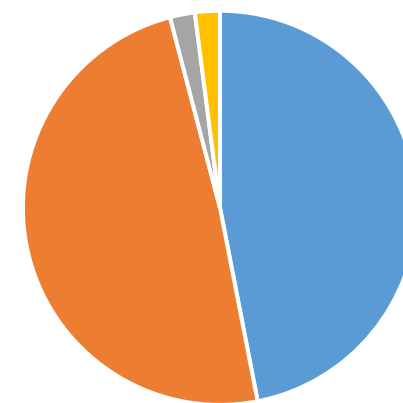
# *Mentoring Program – 2024 - 2025*

- 43 Peer Mentors
  - Stipend of \$2500/year
  - Provide support and guidance to incoming transfer students
- Mentor and Mentee populations are similar in composition

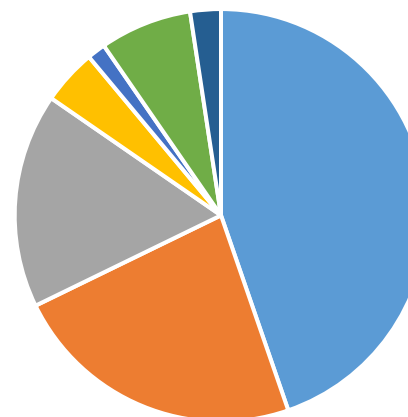
Mentees



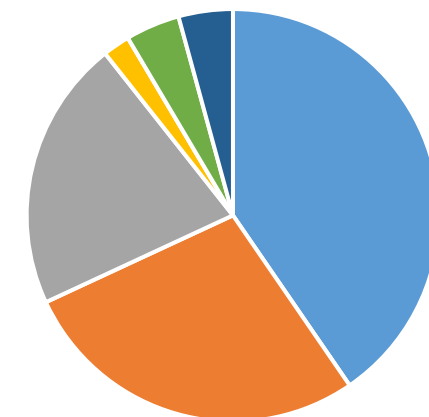
Mentors



■ Female  
■ Male  
■ N/A (Prefer NTA)  
■ Non-Binary



■ Hispanic/Latino  
■ White (Non-Hispanic)  
■ Asian American  
■ African American  
■ Native Amer/Alaska  
■ Other  
■ N/A (Prefer NTA)

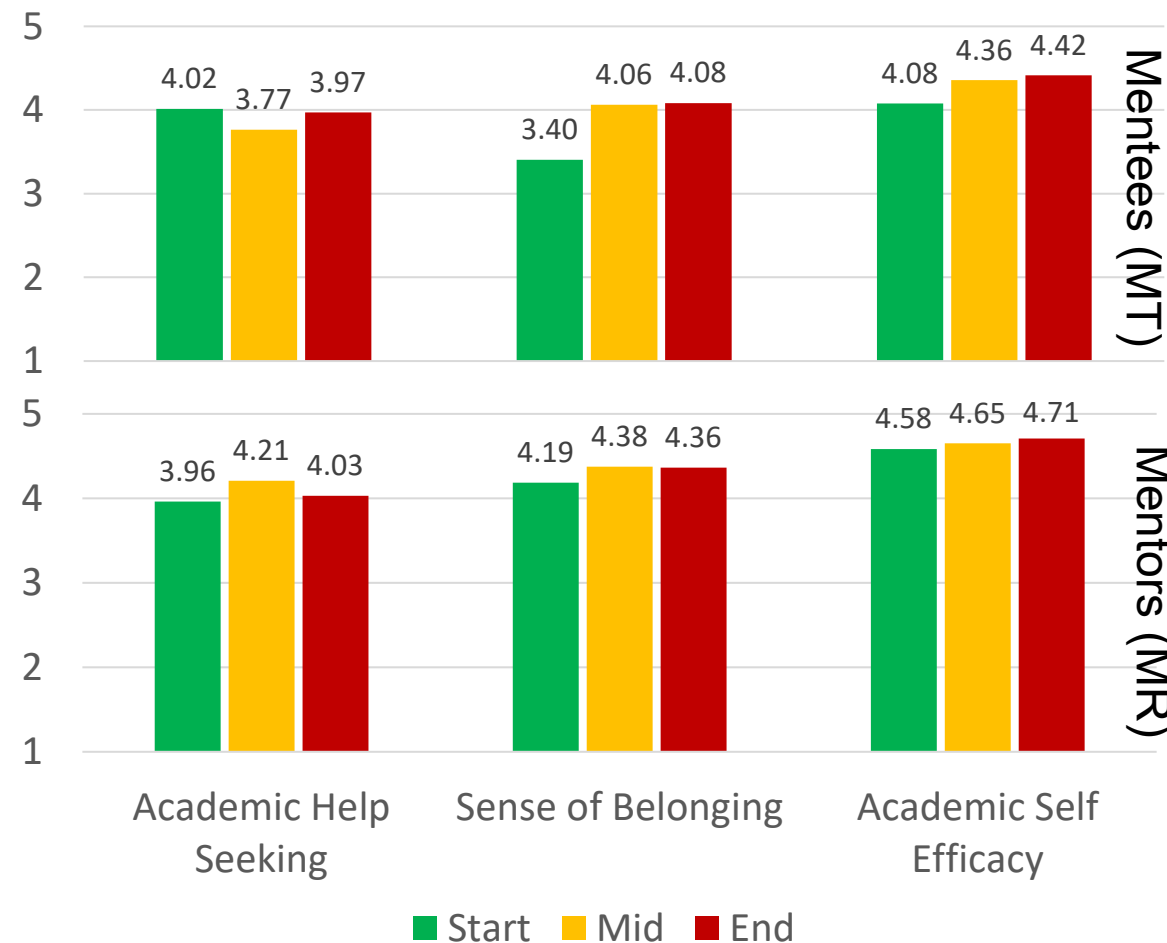






## *Mentoring Program – 2024 - 2025*

- Academic help seeking (\*4)
  - Little/no change (MT=-1%, MR=2%)
- Sense of belonging (\*3)
  - Signif. increase for mentees (MT=20%)
  - Slight increase for mentors (MR=8%)
- Academic self efficacy (\*3)
  - Slight increase for both (MT=8%, MR=3%)





# *Mentoring Program – Planning 2025-2026*

- Mentor recruiting
  - Interviewed 13 Peer Mentors for 2025-2026
    - Our team had some difficulty recruiting mentors in Spring (to start in Fall)
    - Orientation meeting in the summer
    - Begin matching as mentees sign up (rolling basis)
  - Will conduct another round of recruitment in early Fall
    - Goal: 40 peer mentors
    - Advertise in Mid-August, Interview in September, Fully integrated by late Sept. or early Oct.
- In the process of inviting incoming transfer students to join program as mentees





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# *Student Workshops 2024-2025*

## **Pathway to Career Workshop: Sep. 10, 2024**

- Got the inside scoop of the STEAM Career Day held on September 24, 2024
- Discovered tips for creating a standout resume that grabs employee's attention
- Learned how to confidently approach industry professionals and make a lasting impression
- Explored Career Center Resources
- 62 students participated

## **Career Connect Workshop: Oct. 31, 2024**

- A half-day event featuring a panel discussion on Personal Branding
- Panel Discussion with Industry Experts moderated by Dr. Dave Moon featuring:
  - Bala Prasanna (IBM), Ruby Cisneros (L.A. Tech), and Nick Longo (Longo Designs Inc.).
- Interactive Personal Branding Workshop segment allowed participants to apply branding concepts in real time.
- The event drew 36 attendees





# *Student Workshops 2024-2025*

## **Undergraduate Research Workshop: Feb 06, 2025**

- An interactive workshop designed to help students get started on their research journey!
- Experts from Office of Undergraduate Research (OUR) shared insights on
  - How to conduct research
  - Research opportunities for undergraduate students
  - Available Research grants
- Students also learned how to join a research team as part of the SfS<sup>2</sup> grant
- 18 students participated

## **Career Development Workshop: Mar 28, 2025**

- A half-day event featured an opening keynote (45 minutes) on Personal Branding, followed by Speed Interview sessions (90 minutes)
- Gained hands-on experience through speed interviews and received actionable feedback to build confidence and polish communication skills
- Empowered participants professional skills, and tools to navigate the evolving career landscape
- Collaborated with the Career Center at CSUN
- 13 industry guests from leading industries conducted the interviews, 24 students attended





# *Student Workshops 2024-2025*







*Student Workshops 2024-2025*  
**Onboarding of Transfer Students**  
*August 14 2025, 1:00 PM to 3:00 PM*  
*Johnson Auditorium*

**Event Highlights**

- Discover the roadmap to academic success at CSUN
- Get information about financial literacy and scholarships
- Learn more about the DPR and degree planner
- Understand academic policies and degree requirements
- Get informed about available mental health and wellness services
- Learn about student clubs and organizations
- Get information about the internship opportunities



# *Student Workshops 2024-2025*

## Summary

- 5 workshops successfully organized throughout the year
- 133 students benefitted, gaining valuable insights for academic and career success
- 30+ industry and academic professionals shared their expertise and guidance
- Professionals represented leading industries, including Aerospace, Teledyne, Northrop Grumman, IBM, L A Tech, Longo Design Inc.





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# *Faculty Community of Practice 2025*

## **Relevant Data**

- 15 faculty members participating in the cohort
- Faculty from 9 departments across 5 colleges
- 2 in-person workshops and 3 online workshops so far for professional development
- Started in Spring 2025 and ends in Spring 2026
- Recruitment conducted in Fall 2024
- 17 distinct courses being redesigned to enhance student learning
- Focus on improving teaching practices, inclusivity, and student engagement
- Present at ASEE conference April 11<sup>th</sup>.

## **Highlights**

- Orientation event organized January 29, 2025
- Dr. Angela Trego workshop (March 7)
- Every Learner Everywhere online workshop series (Feb 14, Feb 28, and Mar 14)
- Curriculum development workshop (April 18)
- FCOP 2024 cohort showcase (April 18)
- FCOP Cohort II Summer Assignment



# *Faculty Community of Practice 2025*

Schedule for the FCOP Events in Spring 2025:

## **FCOP Three-Part Workshop Series with "Every Learner Everywhere" (Online):**

- Session 1: Friday, February 14th, 12:00–2:00 PM
- Session 2: Friday, February 28th, 12:00–2:00 PM
- Session 3: Friday, March 14th, 12:00–2:00 PM

## **In-Person Workshop with Dr. Angela Trego:**

Friday, March 7th, 9:00 AM–2:30 PM at the Orchard Center

## **In-Person Workshop with Drs. Richard Olawoyin, Tahira Reid-Smith, Shally Juarez, and Jamie Cristal:**

Friday, April 18th, 9:00 AM–4:00 PM at the Orchard Center





# *Faculty Community of Practice 2025*

Faculty completed a reflective assignment after each workshop in the Spring semester to apply workshop insights to their specific courses.

## **Summer 2025 Assignment**

- Faculty will submit a comprehensive redesign plan:
  - Identified which teaching initiatives they plan to implement.
  - Outlined strategies to assess impact (e.g., quantitative metrics, student feedback).
  - Shared long-term instructional improvement goals.

## **Fall 2025 Follow-Up**

- Final assignment due at the end of Fall semester:
  - Faculty will report on implementation experiences.
  - Reflections will include effectiveness of the redesign and proposed adjustments for improvement.



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# *2024 Undergraduate Research Program*







# 2024 Undergraduate Research Program

## Feedback from students...

- “Im considering research more than before. Previously I wanted to work on physical projects, but now im 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.”







# 2025 Undergraduate Research Program



Project Title	Professor	Project Information
Prediction of Part Manufacturing Costs Using Machine Learning in Machining Processes	<a href="#">Dr. Sepideh Abolghasem</a>	<a href="#">Click here for information.</a>
Improving Durability and Reliability in Phase-Change Memories Using Adaptive Learning Algorithms	<a href="#">Dr. Marjan Asadinia</a>	<a href="#">Click here for information.</a>
Obstacle detection, classification, and localization using deep learning and Convolutional Neural Networks (CNN)	<a href="#">Dr. Tohid Sardarmehni</a>	<a href="#">Click here for information.</a>
Reaching consensus in group decision-making for collaborative agreement in business and academic environments	<a href="#">Dr. Silvia Carpitella</a>	<a href="#">Click here for information.</a>
Towards Secure Healthcare IoT Networks: Anomaly Detection Framework for Safeguarding Medical Devices and Patient Information	<a href="#">Dr. Rashida Hasan</a>	<a href="#">Click here for information.</a>
Testing and Improving Low-Cost Electrical Resistivity Tomography (ERT) System	<a href="#">Dr. Ricardo Medina</a>	<a href="#">Click here for information.</a>
Comparative Study of Precast Pretensioned and Post-Tensioned Concrete Girders for Highway Bridges	<a href="#">Dr. Shawn Sun</a>	<a href="#">Click here for information.</a>
Design and Testing of a Simple Digital Communication System using Software-Defined Radio (SDR) N210	<a href="#">Dr. Md Sahabul Alam</a>	<a href="#">Click here for information.</a>
Building an Automated Framework for Analyzing Different Electric Vehicle Load Profiles on Power Electric Grid	<a href="#">Dr. Rasoul Narimani</a>	<a href="#">Click here for information.</a>
Energy-efficient Workload Scheduling in Datacenters	<a href="#">Dr. Xunfei Jiang</a>	<a href="#">Click here for information.</a>
Point-based Approach for 3D Vehicle Detection and Classification for Roadside for Traffic Flow	<a href="#">Dr. Xunfei Jiang</a>	<a href="#">Click here for information.</a>
The Effects of Occupational Dose on Radiographers During Portable Examinations	<a href="#">Dr. Doris Abrishami</a>	<a href="#">Click here for information.</a>

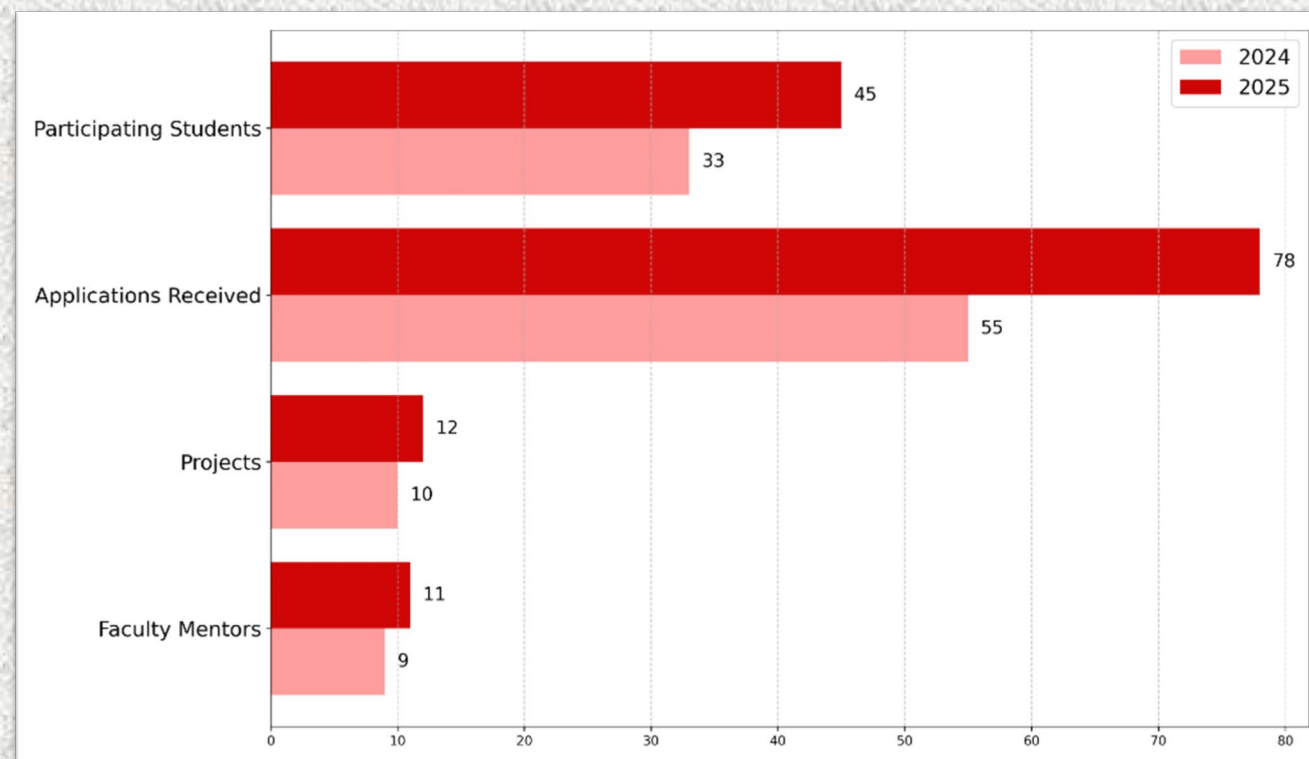






# *2025 Undergraduate Research Program*

- Faculty Orientation Event, April 16<sup>th</sup>, 2025
- Student Orientation Event, April 23<sup>rd</sup>, 2025
- Students have been assigned to projects according to their preference and based on Faculty rankings
- Research internships that began in early June are currently ongoing
- A dedicated Canvas course is available
- Students are encouraged to actively engage in evaluation activities
- Research Symposium, September 26<sup>th</sup>, 2025





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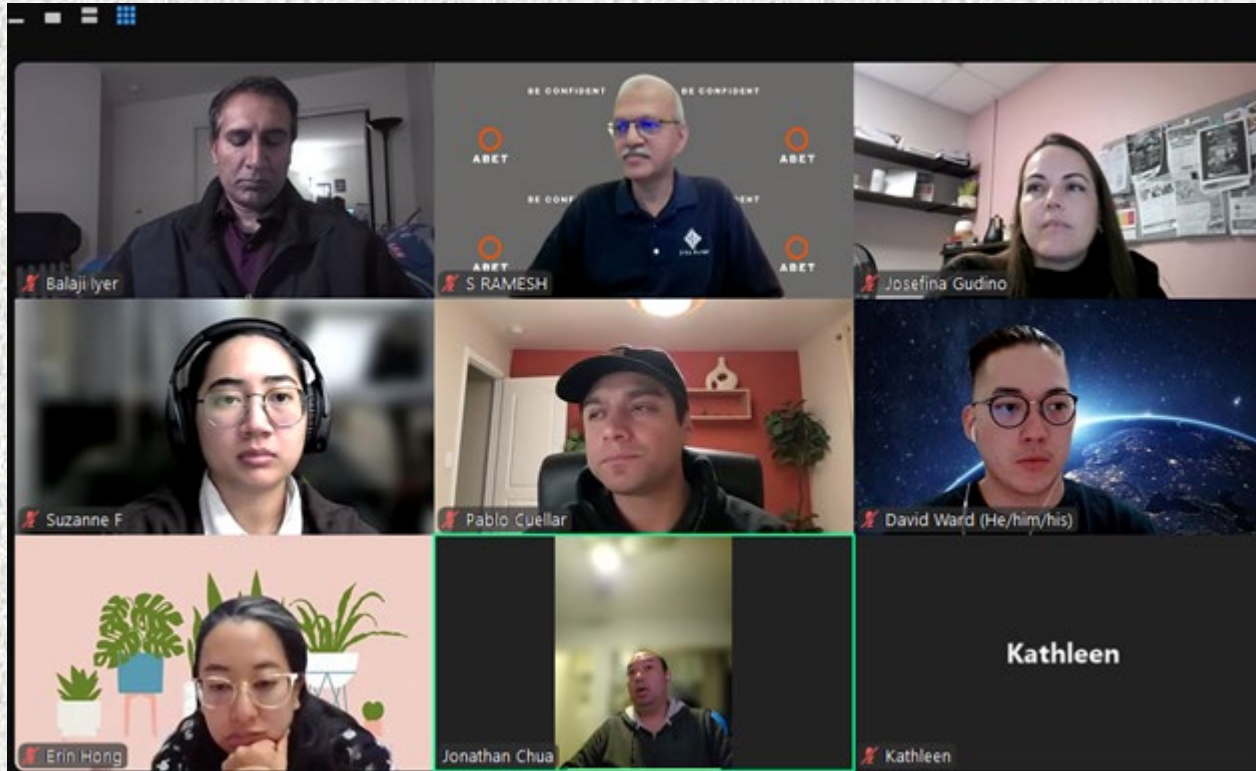
#### **CSUN Area Leads**

- Faculty Community of Practice – Rasoul Narimani
- Undergraduate Research – Silvia Carpitella
- **Pilot Industry Mentoring Program (Year 1) - Ramesh**
- **Project Assessment and Evaluation (Year 1) – Nathan Durdella**
- **Discussion and Feedback – Extended Advisory Team**
- Adjourn



# *SECURE for Student Success (SfS<sup>2</sup>)*

## *Pilot Industry Mentoring Program*



07/08/2025

SfS2 Extended Advisory Team



## *Industry Mentoring Program*

- **GOAL: Support career and professional development of CSUN students**
- Program ran from Sep 2024 – May 31, 2025
- Invited students graduating in fall 2024/spring 2025 (minimum GPA 2.8)
  - Students receiving invitations – 1176
- Pilot: 13 Industry Mentors and 23 Mentees
- Each mentor committed to working with 3-5 students (mostly virtual)
- Communications, Leadership, Workplace expectations (industry specific), Professional Development
- Mentor Annual Stipend (per grant proposal) - \$ 2,000
  - 4 mentors elected to serve pro bono





## *Nuts and Bolts*

- Online orientation – Sep 20
- Two mid-term online meetings fall/spring (1 hour)
  - December 12, 2024 and April 14, 2025
- Staff support – Josefina Gudino (Program) / Kathleen (Admin)
- Canvas site for program
  - Each mentor had a dedicated group page to connect/communicate with their mentees
- <https://canvas.csun.edu/courses/166593>
- Survey to assess program effectiveness – Late April / Early May



## *Agenda*

- **Welcome and overview of agenda - Ramesh**
- **Approval of Minutes from July 2024**

### Project Activities

#### **Partners**

- LA Pierce College – Elizabeth Cheung
- College of the Canyons – Amy Foote
- Mentor Collective – Katherine Law

#### **CSUN Area Leads**

- Peer Mentoring – Ricardo Medina
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# SFS<sup>2</sup> - APR

YEAR 1

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

July 2025

**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: Servingness 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





**Sfs<sup>2</sup>**

# 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.

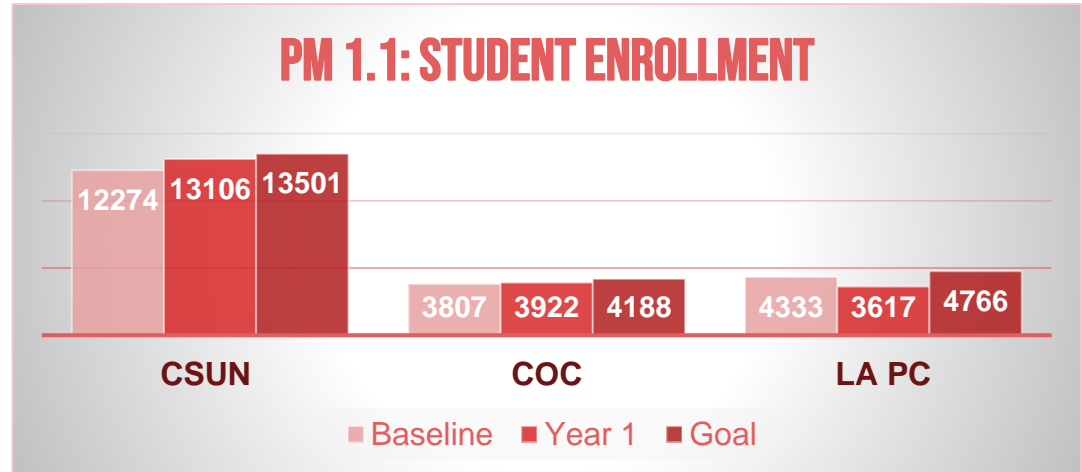
**Data Source:** Program Data - who is participating in general - annually

**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%





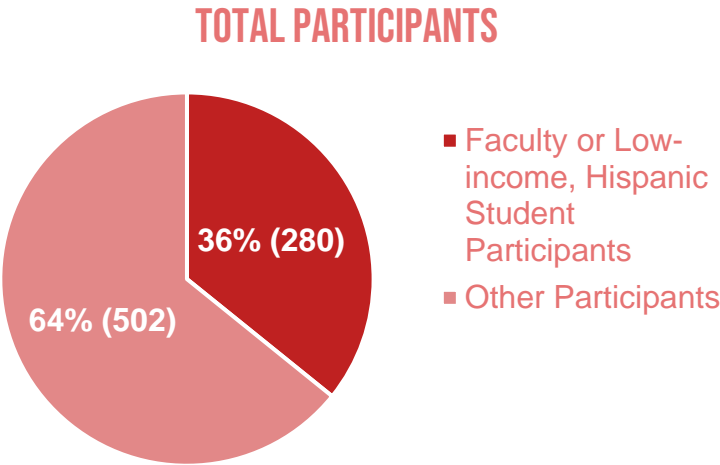
# PM 1.2: RETENTION & COMPLETION

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

- 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
CSUN	329 (12 faculty + 317 students)	115 (12 faculty + 103 students)
COC	380	135
LA PC	73	30
Total	782	280



**sfs<sup>2</sup>**

## **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

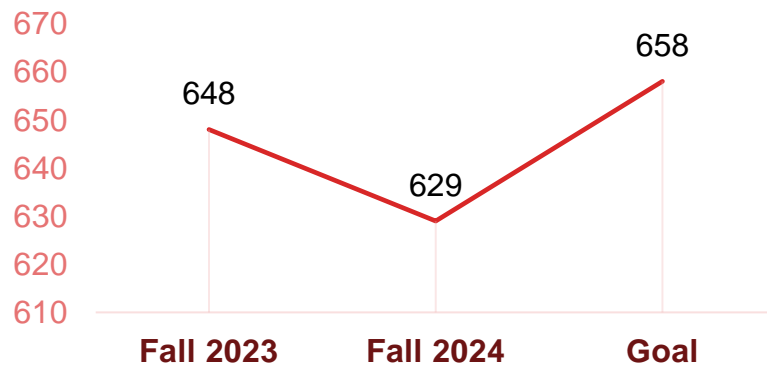


- Data collected at all 3 sites
- Unduplicated headcount of low-income, Hispanic student participants
- Experiential learning opportunities include: research internships, peer mentoring, and industry mentoring
- Participant goals for Year 5 (Yr 1 +500)
  - CSUN: 584
  - COC: 518
  - LAPC: 530
- **Reported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

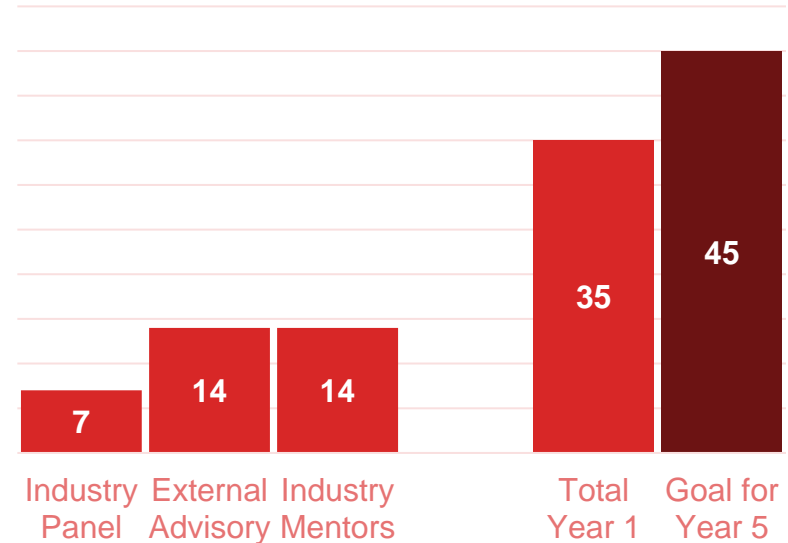




# PM 2.3: NUMBER OF PARTNERING INSTITUTIONS

- 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 3)

## SUMMER 2024: SNAPSHOTS



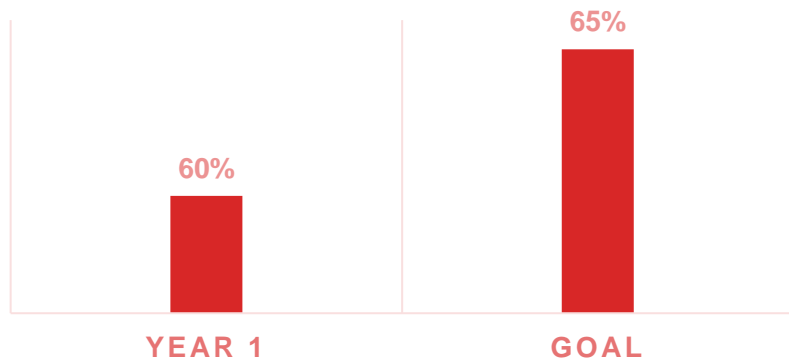
### Summer 2024 Overview of Research Internships

- 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 3]

## 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 3)

	Question	Type	Number	Percentage
Early Career Roles	During your research experience HOW MUCH did you: <b>Feel like a scientist or engineer.</b> (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. <b>My research will facilitate my access to early-career opportunities.</b> (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? <b>Ability to work independently</b> (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. <b>Doing research confirmed my interest in my field of study.</b> (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? <b>Confidence in my ability to contribute to science/engineering.</b> (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%



## 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:**

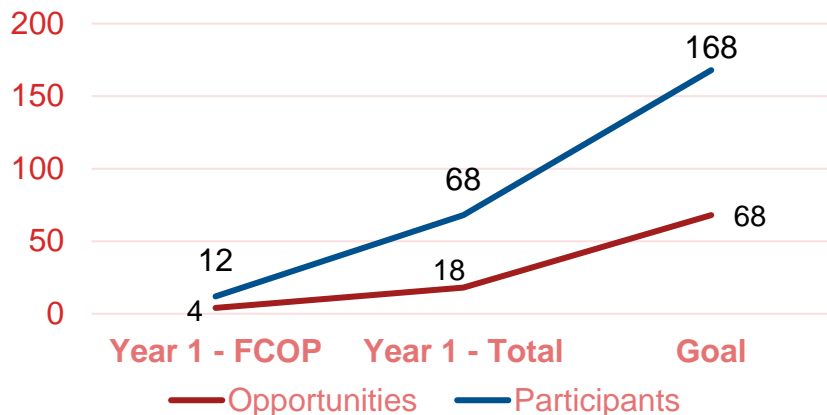
Gains in reports of ***understanding and use of culturally responsive and equity-focused pedagogy by faculty will increase by 5%*** after participating in workshops

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



# PM 3.1: PROFESSIONAL DEVELOPMENT OPPORTUNITIES & PARTICIPATION

## PM 3.1 OPPORTUNITIES & PARTICIPATION



### Culturally-Responsive Professional Development Opportunities:

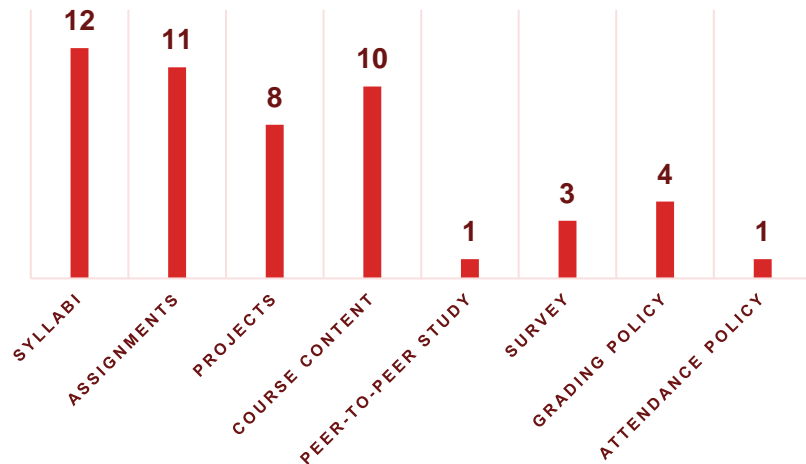
- 4 Opportunities with FCOP (includes keynote on 3/29/24 and meetings)
- 18 Total PD Opportunities (includes 14 FacDev Opportunities that the FCOP participated in)
- **Goal for Year 5 is 68 (Yr 1 baseline+50) and on track for goal**

### 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



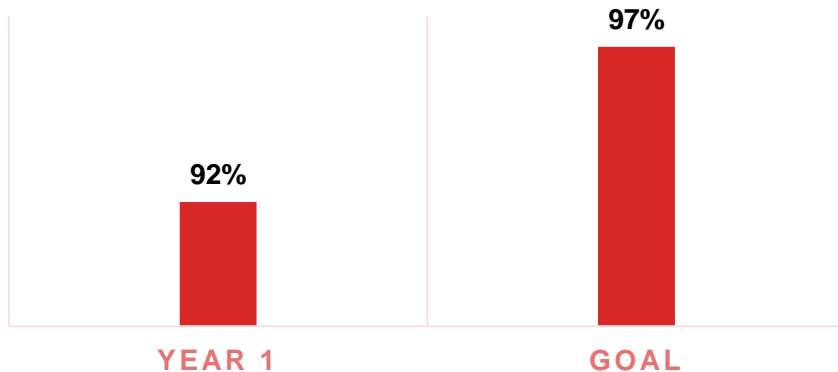
**Year 1:** 13 courses served 601 unduplicated students

**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**





**sfs<sup>2</sup>**

# 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

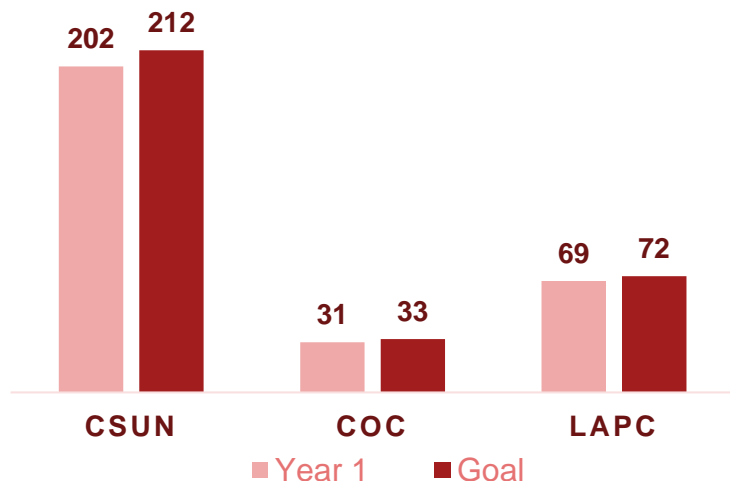
## Performance Measure 4.4:

***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

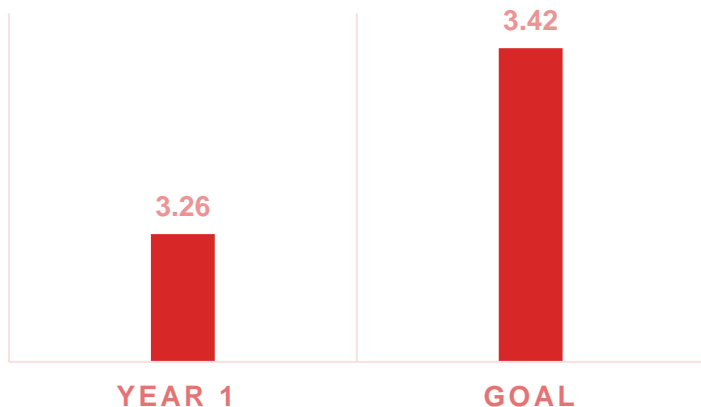


- Data collected at all 3 sites as unduplicated headcount of student participants
- Experiential learning opportunities include: research internships, peer mentoring, and industry mentoring
- Participant goals for Year 2 (Yr 1 +5%)
  - CSUN: 212
  - COC: 33
  - LAPC: 72
- **Reported separately with a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



# PM 4.2: CULTURAL VALIDATION AND CAMPUS BELONGING

## PM 4.2: GAINS IN CULTURAL VALIDATION & CAMPUS BELONGING

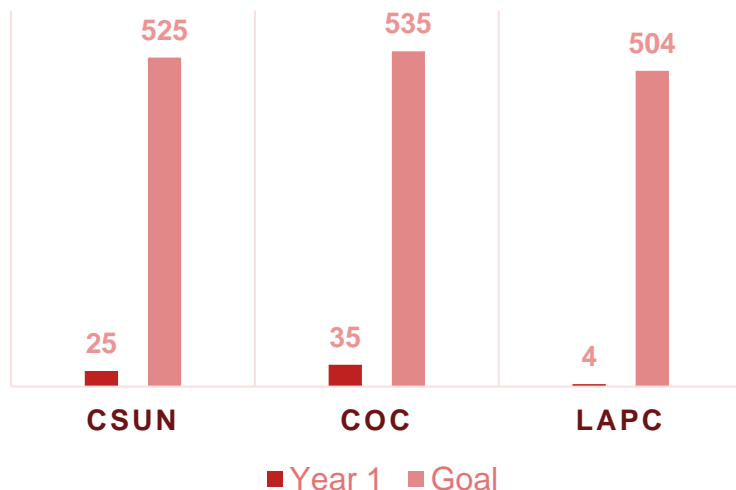


### Reports of cultural validation and campus belonging will increase by 5%:

- 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

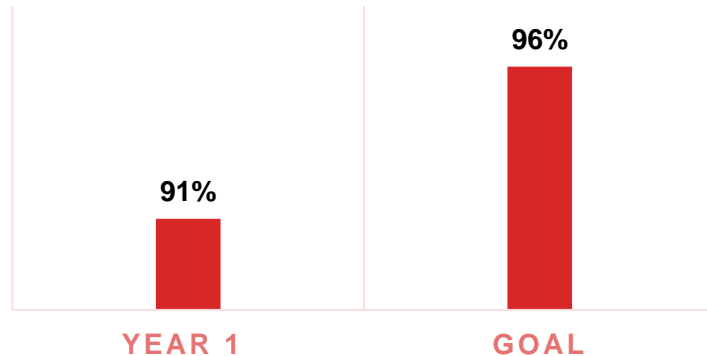
## PM 4.3: PARTICIPATION IN HEALTH/SELF CARE WORKSHOPS



- 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 respondents 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?

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.





## *Agenda*

- **Welcome and overview of agenda - Ramesh**
- **Approval of Minutes from July 2024**

### Project Activities

#### **Partners**

- LA Pierce College – Elizabeth Cheung
- College of the Canyons – Amy Foote
- Mentor Collective – Katherine Law

#### **CSUN Area Leads**

- Peer Mentoring – Ricardo Medina
- Student Workshops – Sahabul Alam

#### **CSUN Area Leads**

- Faculty Community of Practice – Rasoul Narimani
- Undergraduate Research – Silvia Carpitella
- Pilot Industry Mentoring Program (Year 1) - Ramesh
- **Project Assessment and Evaluation (Year 1) – Nathan Durdella**
- **Discussion and Feedback – Extended Advisory Team**
- Adjourn



## *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?



## *Agenda*

- **Welcome and overview of agenda - Ramesh**
- **Approval of Minutes from July 2024**

### Project Activities

#### **Partners**

- LA Pierce College – Elizabeth Cheung
- College of the Canyons – Amy Foote
- Mentor Collective – Katherine Law

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- **Adjourn**





# Background Information





## *What is Sfs<sup>2</sup>?*

- **Sfs<sup>2</sup>** – ‘**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.