

## **2021 Seal of *Excelencia* Application California State University, Fullerton**

### **Background on Seal of *Excelencia***

*Excelencia* in Education's mission is to accelerate Latino student success in higher education. We are committed to significantly increasing the number of Latino students obtaining college degrees by 2030 in partnership with institutions. As part of this commitment, *Excelencia* in Education established the Seal of *Excelencia*, a national certification for institutions that strive to go beyond enrollment to better SERVE Latino students.

To support and reinforce institutional capacity to better serve, *Excelencia* developed a framework that integrates essential components of transformation into a comprehensive institutional strategy for SERVING students. This framework represents learning from over 20 years of working with higher education institutions and is grounded in *Excelencia*'s research, identification of evidence-based practices, and extensive collaboration with a large network of leaders committed to the common cause of Latino student success.

### **Purpose of Seal of *Excelencia***

Latino college completion is improving but is not happening fast enough to close gaps in degree attainment. Purposely, the Seal of *Excelencia* distinguishes institutions SERVING Latino students with intentionality and impact. The Seal of *Excelencia* application aligns with the three core areas of Seal of *Excelencia* framework: data, practice, and leadership.

In 2020, *Excelencia* announced its second cohort of institutions receiving the Seal of *Excelencia* certification. To learn more about 2020 Seal of *Excelencia* certified institutions, [click here](#).

*Excelencia* is committed to working in partnership with institutions to share and learn strategies that align data, practice, and leadership as a community of learners to accelerate Latino student success. Further, we recognize that developing the ability to serve Latino students enhances the capacity of institutions to serve all students.

### **How to Prepare for the Seal of *Excelencia***

Institutions applying for the Seal of *Excelencia* will share their story of intentionally serving Latino students by providing the following:

- A data snapshot of Latinos being served at the institution;
- Strategies with corresponding practices and/or programs that are aligned to institutional data and show impact on Latino student success; and
- Leadership strategies that overtly demonstrate institutional commitment and intentionality to SERVE Latino students.

### **Key Dates for Seal of *Excelencia***

June 15: Applications are due by 5pm EST.  
July 30: Finalists for the Seal of *Excelencia* will be informed.  
August: Finalists will be asked to participate in an interview with *Excelencia*.  
October 27: Seal of *Excelencia* certified institutions will be publicly announced in Washington, DC.

**Certification is acknowledged by *Excelencia* for three years. Institutions certified with the Seal of *Excelencia* in 2021 will have the opportunity to reapply for this certification in 2024.**

**For More Information on the Seal of *Excelencia***

**If there are questions about the Seal application or to request technical assistance, please contact us at [Seal@EdExcelencia.org](mailto:Seal@EdExcelencia.org).**

## SECTION 1: VERIFICATION

### Presidents for Latino Student Success (P4LSS)

Presidents for Latino Student Success (P4LSS) is a diverse group of college and university presidents and chancellors who have committed to making their institutions learning environments where Latino students thrive. They are part of the *Excelencia* in Action network and collaborate with *Excelencia* in Education to leverage collective expertise and resources, foster partnerships, and amplify current efforts at the national level.

Note: If your institution is not on the list, please contact our Constituency Engagement team at E- Action@EdExcelencia.org for more information about the P4LSS network. If you have any questions about the Seal application, contact the Seal team at Seal@EdExcelencia.org.

## SECTION 2: CONTACT INFORMATION

**Institution Name:** California State University, Fullerton  
**State:** California  
**Institution Type:** 4-year, public  
**HSI Status:** Yes  
**Primary Contact:** Elizabeth Zavala-Acevez  
**Title:** Associate VP Student Affairs  
**Email Address:** ezavala-acevez@fullerton.edu

**By entering the president's name and email address below, your institution agrees to an interview session with *Excelencia*, if selected as a finalist for the Seal of *Excelencia* certification in 2021.**

**President Name:** Framroze Virjee  
**President Email:** [presidentvirjee@fullerton.edu](mailto:presidentvirjee@fullerton.edu)

## SECTION 3: BACKGROUND

**Provide an overview of your institution, including the community and student populations you SERVE. (500 word maximum)**

California State University, Fullerton (CSUF), founded in 1957, is a comprehensive, four-year public university. It is the only California State University (CSU) campus in Orange County, where nearly 35% of the population is Hispanic/Latinx, more than 36% of residents are aged 18 to 44, and about 37% have bachelor's or advanced degrees.

As one of the largest campuses in the CSU system, CSUF is an affordable yet rigorous teaching and research institution for a diverse population of more than 41,000 students and serves as an intellectual and cultural center for Southern California.

CSUF offers 55 undergraduate and 55 graduate degrees, including a doctorate in education and doctor of nursing practice. The Titan experience extends beyond the classroom, with mentoring, training, and work opportunities designed to launch global careers. To ensure graduates are workforce ready, CSUF partners with the local community to provide research opportunities, internships, and other hands-on learning experiences for students.

The university is a Hispanic-Serving Institution and the No. 1 destination for community college transfer students among California public universities (CSUF Office of Assessment and Institutional Effectiveness, 2019). The campus embraces and works to support its

steadily growing Latinx student population, which currently constitutes 46.2% of the student body.

Surrounding school districts, including Santa Ana Unified School District and Anaheim Union High School District, are among the top feeder campuses for first-year and transfer students and are predominantly Latinx. The university's outreach to such cities, school districts, and community colleges encourages Latinx students to expect a transformational education at CSUF and even consider graduate school and doctoral programs.

CSUF's dedication to serving underrepresented communities is reflected in its accolades: 57% of CSUF bachelor's degree recipients are first-generation university graduates. The university is No. 2 in the state and No. 4 in the nation for awarding bachelor's degrees to Hispanic students and No. 1 in California for awarding bachelor's degrees to underrepresented students (Diverse, 2020; Hispanic Outlook on Education, 2020).

CSUF is second in the nation for awarding bachelor's degrees to Hispanic students in business administration and management, as well as communications and journalism; third in the nation for awarding degrees to Hispanics in communication disorders and sciences, education, public administration, and social service professions; and fifth in the nation for awarding degrees in fitness studies, psychology, and visual and performing arts (Diverse, 2020).

CSUF ranks in the top 5% of Money magazine's "Best Colleges for Your Money," and No. 3 in students' social mobility, according to Education Reform Now.

The university's student population is 46.2% Hispanic and 48.5% underrepresented students, with the distribution being 18.5% White, 22% Asian/Pacific Islander, and 2.1% Black/African American. The university is eighth in the nation in Pell Grant recipients, and about 70% of students receive financial aid.

**How has the pandemic affected your students, especially your Latino students? (300 word maximum)**

Many of CSUF's Latinx students were deeply impacted by the coronavirus pandemic, requiring financial assistance due to job losses and changes in family income. The campus' Tuffy's Basic Needs Services Center saw a significant increase in student requests for help and quickly provided food assistance, temporary housing, hygiene products and emergency financial support. In true "Titan family" fashion, the university, faculty, staff and donors also came together to assist such students, raising \$415,000 for the Titan Emergency and Basic Needs Fund. Students also benefited from emergency federal aid. Among the recipients of the Higher Education Emergency Relief Funding (HEERF I) that the university received, 46% were Latinx; for HEERF II, 51% were Latinx.

During the pandemic, students also received financial assistance through the Center for Scholars, in which 70% of students in its programs are Latinx: Abrego Future Scholars Program for first-generation college students (86%), Nicholas Academic Scholars Program (89%), Sun Scholars Program (71%), Guardian Scholars Program for current and former foster youth (57%) and merit-based President's Scholars (28%). The center received nearly 200 emergency requests for mental health services and financial assistance for food and

housing costs, books and utility bills. Donor support removed financial barriers so Latinx students could remain focused on their education.

When the university transitioned to remote instruction, many Latinx students faced the digital divide, lacking the technology needed to be successful in a virtual learning environment. CSUF quickly distributed devices to students, including laptops and MiFi hotspots. Information Technology serviced 5,796 student requests — 36.6% of which were from Latinx students — for devices, including MiFis, headsets, webcams, iPads and cell phones.

**What has your institution done with the CARES Act funding (federal grant) to support your Latino students during the pandemic? (300 word maximum)**

As of August 2020, the university received and disbursed \$20,510,756 in Higher Education Emergency Relief Funding (HEERF I) to 27,480 students, 46% of whom were Latinx. In spring 2021, the university awarded \$20,112,450 in HEERF II to 29,766 students; 51% were Latinx. Students were required to have a FAFSA on file, be eligible for Title IV and be enrolled in a degree program. Funds were disbursed on a tier system based on a student's expected family contribution (EFC) and financial need.

Other CARES Act funding was used for expenses related to the transition to distance education; faculty and staff training; and reimbursements for student housing, parking permits and other technology for virtual learning.

As federal legislation did not include California Dreamers and Deferred Action for Childhood Arrivals students, CSUF set aside institutional funds to provide funding to 710 undocumented Latinx students.

Before the CARES Act approval in March 2020, the Office of Financial Aid distributed \$8.4 million in additional emergency State University Grant funds to 2,000 students by increasing the maximum expected family contribution dollar value. In April 2020, an additional \$2,269,365 in State University Grant funds were distributed to 294 students. Students who had not filed a FAFSA, specifically DACA and undocumented students, were directed to the Dean of Students Office or the Titan Dreamers Resource Center for other campus resources.

To support California Dreamers, CSUF allotted institutional funding and awarded 805 California Dream Act applicants \$1,868,420 in emergency aid comparable to CARES Emergency Grant amounts for FAFSA filers. The campus awarded 781 California Dream Act students \$310,150 in California Disaster Relief Funding, and an additional \$41,000 to 82 California Dream Act and international students who were excluded from CARES emergency grants.

**Describe any enrollment fluctuations caused by the pandemic and the impact on services and support to Latino, and all, students. (300 word maximum)**

Fortunately, the pandemic did not negatively impact the university's enrollment. CSUF's enrollment increased, particularly among students in local service areas and students pursuing graduate degrees or teaching credentials. This trend is the same for Latinx students: In fall 2019, CSUF enrolled 39,868 students, with 43.8% being Latinx. In fall 2020, CSUF enrolled 41,408 students, of whom 46.2% were Latinx.

The university prioritized the continued offering of student services amid the pandemic and was prepared to support the increased enrollment. CSUF promptly moved as many student services as possible — including support for academic success, wellness, mental health, special needs, food, and housing insecurity — to a virtual format. One example was the launch of You@Fullerton, a free online platform providing wellness, academic and community-building resources for students, in addition to offering telehealth services and free COVID-19 testing for students.

The Faculty Development Center offered professional development for faculty to bolster their online/virtual learning and teaching skills, and 750 faculty took part to enhance students' academic experience.

CSUF recognized the financial impact on students and ensured that Latinx and other underrepresented students received access to technology by offering devices and access to MiFi. Students were also offered refunds on items such as housing and parking permits and support through emergency grants offered via Financial Aid (see previous question). In a campus-wide survey conducted in spring 2020, nearly 60% of students shared they were satisfied with the support they received in their transition to virtual instruction, and 63% of students agreed CSUF did a good job in helping them adapt to the changes brought on by COVID-19. The Office of Financial Aid and Student Business Services also pushed back registration payment deadlines to allow students more flexibility to avoid disenrollment from course registration.

**REMINDER:**

**The purpose of the application is to capture your institution's story of transformation into an institution that intentionally SERVES Hispanic students. If you have additional information important to your institution's story, please feel free to add in Section 11 (Final Comments).**

## SECTION 4: ENROLLMENT

**Fast fact: In 2018-19, Latinos were the second largest group enrolled in higher education (21%) compared to Whites (54%), African Americans (13%), and Asians (7%).**

**Enrolling Latino students is needed before an institution can intentionally SERVE Latino students in college. This section provides an opportunity to share your institution's efforts in enrolling Latino students.**

### **Fall Enrollment – Undergraduate \***

<b>Fall Enrollment - Undergraduate*</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>% change 2016 to 2021</b>
<b>Full-time</b>						
All students	27994	28475	27936	28820	29721	6
Hispanic students	11786	12371	12279	13276	14364	22
<b>Part-time</b>						
All students	6582	6687	6924	6515	7254	10
Hispanic students	2648	2846	2968	2880	3389	28

\* Fall Enrollment data includes the headcount of undergraduate students enrolled in the institution in the fall of the academic year. In IPEDS, enrollment data includes total fall enrollment at the undergraduate level and includes Grand Total and Hispanic Total race/ethnicity variables.

### **Enrollment Strategy**

**Describe your institution's strategy for intentionally SERVING Latino students through enrollment. (400 word maximum)**

The foundation of CSUF's enrollment strategy is the university's strategic plan, which values and prioritizes access to higher education; student success; service to the local region; and commitment to diversity, equity and inclusion.

The university intentionally reaches out to Latinx students and communities in Southern California and beyond through culturally relevant modalities. Outreach prepares prospective Latinx students, families and communities on admissions requirements and financial aid through literature, materials, workshops, webinars and bilingual staff, as well as via the Parent and Family Spanish website. Campus tours are offered in English and Spanish, and work is underway on a Prospective Students microsite in both languages.

CSUF actively leverages relationships and builds sustainable partnerships with local high schools and community colleges in Latinx communities like Santa Ana and Anaheim, focusing on outreach, recruitment and enrollment, and providing support services from the pre-prospect stage through enrollment. When new partnerships or grants arise via federal grants and TRIO programs, CSUF targets partnerships with school districts and community

colleges that have sizable Latinx student populations. Additionally, the university works with economically disadvantaged Latinx communities to increase Latinx student enrollment by providing access, support and services and removing college access barriers for students and their families. Such services offered by the Center for Educational Partnerships were recently recognized as an Example of Excelencia finalist in 2020.

CSUF administrators and staff partner with local Latinx organizations, such as Los Amigos and JOYA Scholars, and national ones like the Hispanic Association of Colleges and Universities to further serve Latinx students through enrollment.

The university's success in securing grant funding for Project RAISE, a Department of Education Title III HSI-STEM grant focused on increasing the number of Latinx and low-income students in STEM disciplines, as well as securing funds for TRIO programs such as Upward Bound, GEAR UP and Educational Talent Search to serve largely populated Latinx communities, speaks to CSUF's commitment to Latinx enrollment. Through TRIO programs and collaborations such as the Santa Ana Partnership, Anaheim Educational Pledge and Fullerton Educational Partnership, CSUF works with K-12, community college and other stakeholders to create a pipeline of services that promote and increase Latinx student enrollment. As a result, about half of fall 2020 newly admitted students were Latinx — a number that has continuously risen since 2015 due to CSUF's outreach efforts and support services to Latinx communities.

### **Representation**

**Identify up to 3 academic majors where Latinos are underrepresented at your institution. Describe your institution's strategy to intentionally SERVE Latino students by increasing their representation. (400 word maximum)**

Latinx students at CSUF are underrepresented in business administration, engineering, and biological science; however, representation has increased due to a combination of efforts. In 2018, 46.2% of biological science students were Latinx, increasing to 49.6% in 2020. Mechanical engineering increased representation from 41.3% in 2018 to 52.7% in 2020, while business administration increased from 34.9% in 2018 to 38.5% in 2020.

In biological science, several programs — Research Careers Preparatory program, Maximizing Access to Research Careers, Minority Health and Health Disparities Research Training Program, Bridges to Stem Cell Research, and Southern California Ecosystem Research Program — engage students in undergraduate research, which is strongly linked to improved retention and graduation rates for underrepresented students, including Latinx.

The College of Engineering and Computer Science (ECS) organizations and initiatives support Latinx students. The Center for Academic Support in Engineering and Computer Science supports first-generation students, 68.42% Latinx, in ECS majors. In the Engineering Ambassadors Network Program designed to improve the communication skills of young engineers and inspire the next generation of STEM majors, 29.41% are Latinx. Advancing Student Success by Utilizing Relevant Social-Cultural and Academic Experiences for Undergraduate Engineering program is dedicated to increasing Latinx representation in STEM.

The College of Business and Economics offers the Latino Business Student Association and

the National Society of Hispanic MBAs. The college's career center collaborates with DIRC to offer culturally relevant programs like "Entrepreneurship Workshop with Latinx/Titan Dreamers" and "Your Identity and Workplace Culture – Harmonizing Both."

CSUF also seeks grant-funded opportunities like Project RAISE, a regional alliance in STEM education. Partnering with eight local community colleges, Project RAISE integrates services and experiential activities (summer research, RAISE Transfer Program, peer advising, tutoring) to increase the number of Latinx and low-income STEM students in programs as well as their retention and graduation rates.

In the College of Education, the Center for Careers in Teaching's Men of Color in Education program helps increase the representation of male Latinx and African American future teachers through culturally relevant academic advising and career counseling and providing a space that fosters belongingness and inclusion.

Furthermore, the university's Male Success Initiative, Diversity Initiatives and Resource Centers (DIRC), Student Success Teams, and assistant deans of student affairs provide culturally relevant support to address Latinx students' needs and foster a sense of belonging. Support provided includes individual appointments, intentional programming surrounding identities, and socio-emotional support.

### **Service Area**

**Does the Latino undergraduate representation at your institution mirror the Latino representation in your local service area? Programs and Practices**

Yes

**Describe up to three specific programs/practices that support your institution's progress on Latino student enrollment (aligned to your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).**

#### **Practice 1**

##### **Description: (150 word maximum)**

The cities of Anaheim, Fullerton, and Santa Ana have many historically underserved and low-income populations, with over 80% of students receiving free or reduced lunches. CSUF's outreach efforts with these communities through the Anaheim Pledge, Santa Ana Partnership, and Fullerton Partnership provide significant support for Latinx students in local high schools and community colleges. A CSUF staff member is assigned to each high school and community college to support the admissions and enrollment process. The staff member helps Latinx students and families understand higher education options through one-on-one advising, pre-admissions, financial aid, and application and workshops. The Center for Educational Partnerships and Outreach and Recruitment intentionally pursue partnerships that focus on K-12 districts and community colleges with substantial Latinx populations. In addition, CSUF provides extensive professional development for the counseling teams at these institutions to offer the most up-to-date information on admissions and campus resources for Latinx students.

##### **Evidence of Effectiveness: (150 word maximum)**

For the past three years, the number of Latinx students enrolling at CSUF has consistently increased, indicating that the partnership strategy is effective. In fall 2018, 1,918 partnership students enrolled and 57% (1,097) identified as Latinx. The fall 2019 cohort enrolled 1,964 students from partnership schools, and 59% (1,169) were Latinx. During the fall 2020 application cycle, 1,971 students enrolled at CSUF from partnership schools, 60% (1,192) of whom were Latinx.

By providing K-12 and community college counseling teams with professional development each year, CSUF has found that students are better informed throughout the college application process. These partnerships allow CSUF to engage with Latinx students and their families before enrollment through such events as Parent College Information Nights or College Signing Days. These engagements allow families and students to develop a connection with CSUF before they arrive on campus.

## **Practice 2**

### **Description: (150 word maximum)**

As a Hispanic-Serving Institution, recruiting Latinx, first-generation and underrepresented students is a priority for Outreach and Recruitment at CSUF. The team educates and provides admissions assistance to prospective Latinx Titans and their families from pre-prospect through enrollment. Outreach and large recruitment events are offered in English and Spanish, and other methods include emails, workshops, virtual platforms, social media, marketing collateral, printed collateral and phone banking. Outreach and Recruitment reaches out to the Latinx community in local school districts with high Latinx populations by participating in the Santa Ana College KinderCaminata, Los Angeles Cash for College, Family Education Day at CSU Northridge, Christ Our Redeemer Summer Enrichment Academy, and other regional college fairs and community events. Outreach and Recruitment hosts campus tours and programs for prospective Titans through events like Kids to College, which expose Latinx students in kindergarten through community college to higher education.

### **Evidence of Effectiveness: (150 word maximum)**

Not only has the percentage of Latinx students applying to CSUF increased, but the number of Latinx students enrolling has as well.

In 2018-19, Outreach and Recruitment engaged almost 38,000 prospective students through services offered by six counselors and 38,500 campus tours. For fall 2019, CSUF received 75,016 applications, of which 52% (38,857) were Latinx students. From the applicant pool, 8,757 students ultimately enrolled, 48% (4,224) of whom were Latinx.

Despite the pandemic, in 2019-20, outreach efforts engaged 33,825 prospective students, families and community members through college fairs, community college visits, presentations and virtual events. The fall 2020 cycle yielded 71,279 applications, with 53% (37,829) from Latinx students. In fall 2020, 10,077 students enrolled at CSUF, 51% (5,181) being Latinx.

## **Practice 3**

### **Description: (150 word maximum)**

76.6% of the city of Santa Ana's population is Latinx, with 45.2% of Latinx households living below the poverty line, according to the U.S. Census Bureau. In partnership with Santa Ana

College, the Innovation Scholar program was launched in fall 2015 to enhance college completion and success for Santa Ana residents. Graduates from a Santa Ana Unified high school or transfers from SAC can participate in CSUF's Innovation Scholars if they enroll full time, demonstrate an unmet financial need of \$2,000+ and have a 2.5 GPA or higher. All scholars receive assistance submitting the FAFSA or California Dream Act before the priority deadline. To support students' transition to CSUF, they meet 1:1 with the Center for Educational Partnerships Coordinator; attend at least one university event; and are connected with campus resources such as academic advising workshops, Student Leadership Institute or Supplemental Instruction.

**Evidence of Effectiveness: (150 word maximum)**

Innovation Scholars has supported 142 students (98% Latinx) since the program's inception. It supports enrollment by increasing college affordability, a common barrier for Latinx students. Further, Innovation Scholarships provide additional support to undocumented Latinx students who often have high unmet financial needs but are ineligible for federal funding. Innovation Scholars has awarded over \$185,000, and 36% of scholarship recipients have been undocumented Latinx.

To sustain Innovation Scholars, CSUF received \$1 million from Santa Ana College (part of a \$5 million award they received) to establish a scholarship endowment for the program. The university has committed to matching funds and partnering with SAC and Santa Ana Unified School District, which remain high feeders for CSUF. From 2018-20, CSUF enrolled 653 SAUSD graduates (85% Latinx), and 1,445 SAC transfers (69% Latinx).

## SECTION 5: RETENTION

**Fast fact: For the latest student cohort (Fall 2018), Latino students' first-year retention rate (returned to their same institution for their second year) is 64% and their first-year persistence rate (returned to any institution for their second year) is 72%.**

**Once enrolled, institutions intentionally SERVING Latino students are invested in retaining them and providing support for students to persist in their educational program. This section provides an opportunity to share your institution's efforts in retaining Latino students.**

### Retention/Persistence Rates \*

Retention Data*	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
<b>Full-time</b>						
All students	89%	87%	88%	89%	89%	0.00%
Hispanic students	87%	86%	87%	88%	88%	1.15%
<b>Part-time</b>						
All students	65%	64%	73%	65%	71%	9.23%
Hispanic students	58%	59%	69%	59%	69%	18.97%

\* Retention rate data measure the rate at which students persist in their educational program. For four-year institutions, this is the percentage of first-time bachelor's (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Retention rate data include full-time and part-time retention rates.

OR

Persistence Data**	2016 cohort	2017 cohort	2018 cohort	2019 cohort
<b>Full-time</b>				
All students				
Hispanic students				
<b>Part-time</b>				
All students				
Hispanic students				

\*\* Persistence rate is measured by the percentage of an entering fall student cohort who return to college at any institution for their second year, while the retention rate is the percentage of students who return to the same institution.

### **Retention/Persistence Strategy**

**Describe your institution's strategy for intentionally SERVING Latino students by increasing their retention/persistence (aligned to your data provided). (400 word maximum)**

Supporting student retention in every program and service offered has become a campus-wide priority since the university committed to decreasing equity gaps for underrepresented students, including Latinx students, in its 2013 and 2018 strategic plans and in response to the California State University's Graduation Initiative 2025. CSUF ensures admitted Latinx students receive the necessary resources and support to thrive and persist toward graduation with unobstructed pathways through such efforts as establishing Student Success Teams and Centers for each of the eight academic colleges. These teams include a retention specialist, graduation specialist, career specialist, faculty and staff advisers, and assistant deans who implement strategies to strengthen academic advising. SSTs offer career advising, develop tailored graduation/retention campaigns using student success dashboards and create student-centered spaces.

To further support retention efforts for Latinx students, CSUF offers targeted programs like the Center for Scholars, Latinx Resource Center, Abrego Future Scholars, Titan Dreamers Resource Center for undocumented students, Male Success Initiative-Fullerton for men of color, Tuffy Graduation Scholars, and I Am First for career exploration among first-generation students. These programs provide cohort-model and wraparound support that research shows are impactful for Latinx students.

The university focuses on supporting academic progress by establishing learning communities and addressing bottleneck barriers to student success. Bottleneck barrier work includes digitizing such processes as online petitions to change majors, withdrawal forms, or medical leave forms. CSUF focuses on GE course availability and eliminating as many holds as possible to keep students progressing. Other efforts include transitioning from deficit-based practices that most often impact Latinx students, such as removing unnecessary holds, changing terminology from "academic disqualification" to "academic notice," and enhancing complex course registration systems with updated technology.

Financial support has been integral in increasing student retention; therefore, CSUF has developed completion and summer completion grants to provide students funds to promote progress to degree.

CSUF also prioritizes student well-being and health in addition to academic success, dedicating staff to services such as a Care Services team to support students facing academic, behavioral, emotional, or physical distress and a Basic Needs Center to support unforeseen hardships. Other strategies to benefit Latinx students include developing culturally responsive interventions and programs dedicated to focusing on equity and opportunity gaps for underrepresented, first-generation, and Pell-eligible students.

## **Programs and Practices**

**Describe up to three specific programs/practices that support your institution's progress in intentionally SERVING Latino students through retention/persistence (aligned to your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).**

### **Practice 1**

#### **Description: (150 word maximum)**

The Male Success Initiative-Fullerton (MSI) supports the retention of male Latinx students, a population underrepresented in higher education; 41.5% of students at CSUF are male, 17% of which are Latinx. Directly supporting men of color, MSI-Fullerton enriches participants' college experience, provides academic support and helps alleviate academic-related financial barriers through experiences that foster a sense of belonging while strengthening academic skills. In fall 2020, 48% of MSI-Fullerton participants identified as Latinx. MSI-Fullerton students participate in monthly programming, coaching sessions, mentoring and community service. Developing a sense of brotherhood is a vital component of the program that directly impacts retention and persistence, as demonstrated by research on student development. MSI-Fullerton also provides scholarships to support engagement with academics and the campus. A fairly new program, MSI-Fullerton already is demonstrating its importance in supporting Latinx student success.

#### **Evidence of Effectiveness: (150 word maximum)**

Over a three-year period, retention rates for brothers (students in the program are called brothers) in the MSI-Fullerton program are higher than the retention rate for male students universitywide. Among Latinx male students, retention is higher in year one and three, and similar in year two. The average year one retention rate of MSI-Fullerton brothers is 96% and 92% for Latinx brothers, compared to 85% for males universitywide and 84% for Latinx males. The year two retention rate for MSI-Fullerton brothers is 88% and 76.5% for Latinx brothers, versus 79% for all males and 76.5% for Latinx male students. Year three retention for MSI-Fullerton brothers is 88% and 75% for Latinx brothers, while it's 74% for males across the university and 70% for Latinx male students. Furthermore, year after year, MSI-Fullerton brothers consistently agree that MSI-Fullerton contributes to their sense of belonging and success at CSUF.

### **Practice 2**

#### **Description: (150 word maximum)**

The Tuffy's Graduation Scholars program is a four-year degree completion program established to support a fall 2019 cohort consisting of first-year, first-generation, Pell Grant recipients and underrepresented communities — more than half of whom are Latinx. The program employs comprehensive and culturally conscious advising and programming model to support student success. During the 2019-20 academic year, programming included 27 culturally relevant workshops with topics on academic success strategies, financial planning, wellness, leadership, career preparedness and identity development. Students also participated in one-on-one meetings with a program coordinator and assistant dean of student affairs. As incentives to participate, scholars received a laptop and \$200 for printing, books or other academic expenses. This program is sustained with funding from the CSU's Graduation Initiative 2025 aimed at eliminating equity gaps for underrepresented students.

**Evidence of Effectiveness: (150 word maximum)**

Retention is a measure of effectiveness for Tuffy's Graduation Scholars. While students are a group with additional barriers, they persist at the same rate as the overall student population. Of 759 Tuffy's Graduation Scholars students in fall 2019, 89% continued into the fall of 2020. 73% of the fall cohort was Latinx, 88% of whom were retained to fall 2020. Campuswide, retention was 89.5% and 89% among Latinx students. Importantly, the program offers high levels of engagement for participants. Tuffy's Graduation Scholars provided 3,051 in-person contact points to 735 of the 759 students (76.3% Latinx), representing a 97% engagement rate. Survey data shows that 91.7% of scholars state that meeting with a GE or major adviser each semester is helping them stay on their academic path. Of the 253 survey respondents, 241 were identifiable by ID number, of which 70% were Latinx.

**Practice 3****Description: (150 word maximum)**

First-time, Latinx freshmen are often overrepresented in academic probation in the College of Humanities and Social Sciences. To better understand these students' needs and support them, the college's Student Success Team employed a survey outreach campaign in fall 2020. Based on survey responses, the college developed programming to help address student concerns and challenges they were facing. Respondents received a follow-up email with information on campus resources and were offered an advising appointment with a retention specialist. Students were invited to participate in workshop sessions centered on Latinx and first-generation identities, ranging from student leadership to academic and career planning. The goal was to address barriers that could lead to Latinx students' academic probation. Upon reviewing the positive impact of the outreach after fall 2020, the College of Humanities and Social Sciences expanded outreach to include transfer students from the fall 2020 cohort and continued in spring 2021.

**Evidence of Effectiveness: (150 word maximum)**

The program's effectiveness is measured by the feedback received from students and by CSUF GPA after the academic year. A student with a 2.0 GPA or higher is considered in good academic standing, while a student who falls below a 2.0 is placed on academic notice. Results for the fall 2020 term showed that 100% of Latinx students who participated in outreach in the fall 2020 term enrolled for the spring 2021 semester, and 94% of Latinx students who participated remained in good academic standing for spring 2021. Results for the spring 2021 semester outreach will be determined at the end of the term, and one-year retention will be measured in fall 2021. First-Year Experience/Learning Communities

**Does your institution offer a 1st year experience program or learning communities?**

Yes

**If yes, do participants for either of the programs mirror the student population?**

Yes, and first-year experience/learning communities have a much higher percentage of Latinx students. For fall 2020, 64.6% were Latinx compared to the university Latinx population of 46.2%.

## SECTION 6: TRANSFER

**Fast fact: Latino students who transferred to another institution (43%) were more likely to transfer to a public two-year institution (Fall 2011 cohort).**

**Many undergraduate Latino students take courses at multiple institutions. This section provides an opportunity to share your institution's efforts in transferring Latino students (in/out).**

### Transfer \*

Transfer In*	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
<b>Full-time</b>						
All students	3050	2898	2790	3115	3607	18%
Hispanic students	1198	1103	1131	1288	1633	36%
<b>Part-time</b>						
All students	1073	946	915	1015	1260	17%
Hispanic students	435	386	389	468	590	36%

\* Transfer-in students are those who enter the reporting institution for the first time but are known to have previously attended another postsecondary institution.

Transfer Out**	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
<b>Full-time</b>						
All students	0	0	0	0	0	0%
Hispanic students	0	0	0	0	0	0%
<b>Part-time</b>						
All students	0	0	0	0	0	0%
Hispanic students	0	0	0	0	0	0%

\*\* Transfer-out students are those who leave the reporting institution to attend another postsecondary institution.

### Transfer Strategy

**Describe your institution's strategy for intentionally SERVING Latino students who transfer in and/or out (aligned to your data provided). (400 word maximum)**

CSUF has been the No. 1 destination among California public institutions for community college transfer students (CSUF Office of Assessment and Institutional Effectiveness, 2019). CSUF's strategy for serving transfer students includes committing to creating a transfer pipeline for Latinx community college students. The university leverages

partnerships with local community colleges that enroll many Latinx students, such as Santa Ana College, Fullerton College and Cypress College. In fall 2020, 1,255 transfer students enrolled at CSUF from these three institutions; 56% of them were Latinx.

Developing relationships with community colleges is another strategy for serving Latinx transfer students. For example, Outreach and Recruitment provides admissions workshops and 1:1 advising appointments to nine local community colleges that predominantly enroll Latinx students. These outreach services ensure that students receive support navigating transfer and articulation requirements that often become challenging systemic barriers during the transfer enrollment process.

As a Hispanic-Serving Institution, CSUF is responsible for ensuring that Latinx transfer students have the necessary resources and support services to thrive and persist toward graduation with unobstructed pathways. Therefore, a third strategy includes reducing financial barriers and implementing intentional advising to ensure transfer students complete a degree in two years while receiving academic and career preparation. CSUF offers several scholarships specifically for transfer students (see Institutional Support section). Such tailored programs as Transfer Student Orientation, mandatory transfer student advising, and support through college-specific Student Success Teams and centers provide needed support for Latinx transfer students.

Cohort-based programs that provide intentional and culturally relevant support for transfer students include the Educational Opportunity Program's Transfer Student Summer Bridge, Veteran Ambassador Program, and Men of Color in Education and Titan Future Teachers program. CSUF secures grants that help with the transfer student process as well, such as Project RAISE, which is focused on increasing the number of Latinx and low-income students in STEM disciplines.

Vital to the success of Latinx transfer students is ensuring timely degree completion and career preparation, a strategy employed through CSUF's Graduation Initiative 2025 efforts. Some examples include developing a transfer cohort of the I Am First: Career Exploration program, which prepares first-generation students with career and leadership skills for entry into the workforce. Other opportunities for post-graduate preparation include the McNair Scholars Program, which aims to increase the number of Latinx and underrepresented students in graduate programs; and Titan Scholars Program, which assists first-generation, underrepresented transfer students prepare for graduate school.

### **Institutional Support**

**Does your institution provide financial aid targeted for students transferring in, or that could potentially transfer out?**

Yes

**If yes, explain how your transfer numbers or pathways have been impacted? (100 word maximum)**

CSUF's partnership with local community colleges through the Santa Ana Partnership, Anaheim Educational Pledge and Fullerton Partnership have created a supportive transfer pipeline to CSUF. The financial resources and supplemental support to students have led to strong transfer numbers. In fall 2020 alone, 1,255 transfer students enrolled at CSUF from

these institutions, 56% of them being Latinx. CSUF also offers scholarships specifically tailored to transfer students, such as the CSU Southern California Edison Transfer Scholarship, Glorya Welch Scholarship, Tom Pasqua Memorial Scholarship, Art Alliance Scholarship for Junior Transfers, and Joe and Voiza Arnold Transfer Student Scholarship.

### **Programs and Practices**

**Describe up to three specific programs/practices intentionally SERVING Latino students who transfer in and/or out (aligned to your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).**

#### **Practice 1**

##### **Description: (150 word maximum)**

Since 2017 the number of Latinx veterans at CSUF has increased from 35.3% to 40.2%, many of them transferring from local and high Latinx-enrolling community colleges. However, transitioning back into education after completing military service is many times a challenge on its own. The Veteran Ambassador Program was developed to specifically support the successful transfer of veteran students to CSUF. Using an asset-based perspective, the program provides prospective military-connected students with group and individual application workshops, advising, campus visits and counseling opportunities with Veteran Peer Ambassadors. Research demonstrates peer-to-peer support to be impactful during the transition process and creates opportunities for community building. With that, peer ambassadors intentionally provide support to help navigate the intricacies of Veterans Affairs certification, educational benefits documentation and other transfer needs. Additionally, military-connected transfers benefit from the personal experiences of peers and build community before arriving on campus.

##### **Evidence of Effectiveness: (150 word maximum)**

With the addition of a dedicated staff member to the Veteran Ambassador Program in spring 2021, data collection efforts have improved substantially. The spring 2021 semester is the first semester to collect specific information on program recruitment efforts. In spring 2021, a total of 101 potential transfer students received Veteran Ambassador Program services. Out of the 101, 42 enrolled in spring 2021, 50% (21) of them Latinx. End-of-year survey data revealed positive experience data from students involved in the program. 75% of Latinx student respondents shared that the program was a significant factor in their choice to attend CSUF. 100% of Latinx respondents involved with the Veteran Ambassador Program shared that they felt connected to the CSUF campus community, and 100% shared that they felt a sense of belonging at CSUF. Furthermore, 100% of Latinx student respondents in veteran programs shared that their transition into CSUF was easy and smooth.

#### **Practice 2**

##### **Description: (150 word maximum)**

The College of Education supports transfer students in becoming educators before, during and after their Titan experience. Two programs developed to increase enrollment and representation of Latinx and underrepresented students in teaching are Titan Future Teachers and Men of Color in Education. Both are learning communities that support the academic success of Latinx and underrepresented students. A dedicated adviser supports potential future teacher transfer students and connects them to Titan Future Teachers and Men of Color in

Education to build community early in their Titan journey. Both programs include culturally relevant sessions focused on the experiences of Latinx professionals in education, such as the webinar “Standing Proud: Becoming an Anti-Racist Teacher.” College advisers support students when transferring out by ensuring that the information students need about pathways to teaching is available, no matter where they complete their degree. This practice puts students first, not graduation initiatives.

**Evidence of Effectiveness: (150 word maximum)**

About 50% of the students supported by Titan Future Teachers and Men of Color in Education are transfer students, typically transferring to CSUF from regional community colleges, most of which have high Latinx populations. Over half of transfer students in Titan Future Teachers are Latinx: 56% Latinx members in 2018, 61% in 2019 and 51% in 2020. Apart from using enrollment of Latinx students, Titan Future Teachers also uses retention and graduation rates to measure its impact on Latinx student success. Although many factors impact retention and graduation, Titan Future Teachers Latinx transfer members have a strong retention and graduation rate. The average one-year retention for the 2018 and 2019 cohorts is 96%, while the two-year graduation average is 56%.

**Practice 3**

**Description: (150 word maximum)**

Research shows that Hispanic and low-income students are underrepresented in STEM fields. Project RAISE is a Department of Education Title III HSI-STEM grant awarded to CSUF in October 2016 for developing a regional alliance in STEM education to help such students complete STEM degrees. Through seven activities and partnerships with community colleges, Project RAISE works to increase the number of Hispanic and low-income STEM students as well as their retention and graduation rates by incorporating activities such as the RAISE Transfer Program. Program participants receive priority registration, orientation, meetings with peer advisers and support through the Transfer Resource Center. They can also engage in one of eight 10-week, paid STEM summer internships, and CSUF faculty mentor students from partner community colleges in eight-week, immersive summer research experiences. Students are given a \$5,000 stipend for participating, and they present their research at the Summer Research Symposium.

**Evidence of Effectiveness: (150 word maximum)**

Effectiveness is measured by increased representation and graduation of Latinx and low-income students in STEM. Over the past five years, Latinx students in STEM at CSUF increased by 9%, from 31% in 2015 to 40% in 2020. Graduation rates for Latinx students in STEM have also seen a substantial increase, with the first-year student, six-year graduation rate increasing from 33% for the 2008 cohort to 61% for the 2014 cohort. For Latinx transfer students, graduation rates have increased from 51% for the 2008 cohort to 64% for the 2014 cohort. CSUF has also seen an increase in Latinx transfer students participating in Project RAISE, with 37% participation in 2018-19 to 41% in 2020-21. Survey data shows that Project RAISE helped 95% of participants become familiar with CSUF support services. In addition, 93% shared that they learned how to achieve STEM goals, and 92% shared an increased motivation to earn STEM degrees.

## SECTION 7: SUPPORT FINANCIALLY

**Fast fact: Latinx students are more dependent on federal financial aid than institutional or state aid. In 2015-16, more than half (56%) of Latinx students received federal aid compared to state aid (29%) and institutional aid (19%).**

**Financial aid helps make college affordable for all students — especially Latinxs. This section provides an opportunity to share your institution’s efforts in supporting students financially.**

### Financial Support \*

Financial Support	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
Total Student Population	38258	38343	38827	38879	40151	5%
<b>Federal Pell Grant Aid<sup>1</sup></b>						
All Students	17649	18891	18670	18621	18739	6%
Hispanic Students	9212	10146	10122	10520	11007	19%
% Overall	46	49	48	48	47	2%
% Hispanic	52	54	54	56	59	13%
<b>Federal Student Loans<sup>2</sup></b>						
All Students	11272	10802	10109	9566	7549	-33%
Hispanic Students	5132	5040	4777	4679	3655	-29%
% Overall	29	28	26	25	19	-34%
% Hispanic	46	47	47	49	48	4%
<b>Federal Work-Study<sup>3</sup></b>						
All Students	329	288	370	481	343	4%
Hispanic Students	190	167	237	296	221	16%
% Overall	1	1	1	1	1	0%
% Hispanic	58	58	64	62	64	10%

<sup>1</sup> Federal Pell Grant data measure the percent of undergraduate students awarded Pell Grant aid. The Pell Grant program provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

<sup>2</sup> Federal loan data measure the percent of undergraduates awarded federal student loans. Loans to students include any monies that must be repaid to the federal government for which the student is the designated borrower. They include all Title IV subsidized and

unsubsidized loans and do not include PLUS and other loans made directly to parents or students.

<sup>3</sup> Federal Work-Study data measure the percent of undergraduate students awarded Federal Work-Study. The Federal Work-Study program provides part-time jobs to eligible undergraduate students with demonstrated financial need, allowing them to earn money to help pay education expenses.

### **Financial Support Strategy**

**Describe your strategy for intentionally SERVING Latino students by supporting them financially (aligned with your data provided). (400 word maximum)**

CSUF supports the success of its Latinx students by offering federal and state financial aid, need and merit-based scholarships, and through direct and indirect monetary support. In the 2019-20 academic year alone, CSUF awarded over \$31 million in aid, with 56% of Latinx students receiving Pell grants.

CSUF has invested in increasing the number of its Latinx students who complete financial aid submissions and leverages technology to review processes, expedite financial packages and ensure early award disbursement. Through newly implemented financial aid campaigns and step-by-step workshops offered in both English and Spanish, CSUF saw an increase in FAFSA completions. 32,734 students completed the 2020-21 FAFSA by the priority deadline; 52% of submissions were from Latinx students. The 2021-22 FAFSA saw a 2% increase in submissions, with 34,771 students completing it (54% Latinx). In addition, CSUF was successful in increasing the amount of federal and state grant funding awarded by \$10 million and in reducing student loan intake by \$2.4 million.

CSUF places an emphasis on eliminating financial and administrative barriers to ensure the continued persistence of Latinx students. To support students who do not have funding through their final semester, CSUF offers Graduation Initiative 2025 grants to ensure academic progress. The university has increased its flexibility with payment options, offering installment payment plans for example. Further, CSUF allocates state funds and scholarships to help support its California Dream Act students. To remove administrative barriers that can inhibit progress toward graduation, CSUF extends deadlines where feasible, works with Student Business Services to avoid disenrollment and uses GI2025 resources to facilitate graduation completion among Latinx students.

CSUF addresses equity gaps for Latinx students through philanthropically funded scholarship programs, such as the Male Success Initiative (men of color), Guardian Scholars Program (former foster youth) and Abrego Future Scholars (first-generation). Offering financial assistance and holistic, strengths-based programming, CSUF's scholarship programs promote the academic, personal and career successes of its Latinx students.

CSUF also offers non-financial support through its basic needs services, which includes emergency housing, personal hygiene products, professional clothing and food assistance. Further, CSUF prioritizes non-monetary services that support students' financial well-being, such as laptop and mobile hotspot checkout programs, low-cost cellphone programs, downloadable course materials and free software offerings. These non-financial resources allow CSUF to support students holistically.

### **Institutional Financial Support**

**Does your institution offer institutional financial support (i.e., scholarships, loans, campus employment) specifically to Latino students?**

Yes

**If yes, explain if it is public or private funding, and if the aid has grown over time. (100 word maximum)**

CSUF pursues philanthropic investment in support of its Latinx students. For more than 30 years, CSUF has hosted the Hispanic Scholarship Golf Tournament supporting the Abrego Future Scholars program, which primarily serves Latinx students, as well as the Abrego Endowment, which is nearing the \$1 million mark. Through a partnership with the Santa Ana College Foundation, CSUF offers scholarships to students from Santa Ana Unified School District and Santa Ana College (high-enrolling Latinx institutions) through its Innovation in Higher Education program. Further, CSUF supports undocumented Latinx students through the California Dream Loan program and Titan Dream Fund.

### **Programs and Practices**

**Describe up to three specific programs/practices intentionally SERVING Latino students by supporting them financially (aligned with your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).**

#### **Practice 1**

##### **Description: (150 word maximum)**

Consistently over the past four years, more than 50% of Latinx students at CSUF were Pell-eligible, about 50% received federal loans, and over 60% received work-study. This data demonstrates many of CSUF's Latinx students require financial support. Tuffy's Basic Needs Center (TBNC) is one space that provides direct and indirect monetary support to students struggling with financial hardships. The center offers direct monetary assistance through its Student Assistance Emergency Grant program, which provides grants to students whose financial needs are not met through scholarships, loans or other financial aid awards. TNBC also offers indirect monetary support such as temporary housing and food assistance. Students inquiring about basic needs services connect with staff who work closely with them to fully understand their financial needs and provide appropriate support. CSUF also has worked to promote awareness of TNBC through news stories, on social media, and the student portal.

##### **Evidence of Effectiveness: (150 word maximum)**

Over the past three academic years, student use of such resources as temporary housing, food assistance, and emergency grants has increased. In 2016-17, the center's inaugural year, one student received a Student Assistance Fund for Emergencies (SAFE) grant, six received temporary housing, and six received food assistance. Of these 13 recipients, 54% were Latinx. In 2019-20, 353 students received a SAFE grant (58% were Latinx), 13 received temporary housing (38% Latinx), and 182 received food assistance (53% Latinx). TBNC services have expanded with partnerships and philanthropic donations. For example, CSUF has partnered with Second Harvest Food Bank of Orange County to provide a CalFresh Outreach Coordinator who visits campus once a week and helps CSUF students enroll in CalFresh benefits. In addition, faculty, staff, and donors help sustain the services of TBNC by raising \$415,000 for the Titan Emergency and Basic Needs Fund.

## Practice 2

### **Description: (150 word maximum)**

The Center for Scholars (CFS) supports student success through a combination of scholarship aid, comprehensive programming, and wraparound services. Every academic year, cohort-based scholar programs serve nearly 500 students; over 60% are Latinx. Although each program is slightly different, the center holistically supports first-generation, former foster youth, and other underrepresented students, emphasizing financial support. Abrego Future Scholars, for example, specializes in supporting students' transition to college, particularly for students who have experienced economic, environmental, or educational disadvantages. Each scholar group has designated advisers who regularly meet with students to assess their needs and provide academic and socio-emotional support. Each program also has access to emergency funding that alleviates financial pressures related to basic needs and provides other support services such as specialized academic advising, student life activities, mentoring, and campuswide connections. Through this direct and indirect financial support, the Center for Scholars enables students to focus on their academics.

### **Evidence of Effectiveness: (150 word maximum)**

CSUF is dedicated to increasing direct financial support to students served by CFS. Through proactive fundraising efforts, nearly \$4 million in direct financial support has been raised to support students in the CFS programs, a 20% increase over the last three academic years. Of the almost \$4 million provided to students in CFS, Latinx students received about 44% in 2018-19, 48% in 2019-20, and 52% in 2020-21. Furthermore, the program sees strong persistence rates for CFS students, with 93.5% of Latinx students in 2017, 94% in 2018, and 91% in 2019 persisting to the next academic year. First-year retention rates are also essential to note, with a 91% average year-one retention rate for first-year Latinx students involved in CFS in 2017, 2018, and 2019. The average year-two retention rate for first-year Latinx students in CFS during 2017 and 2018 is 91.5%.

## Practice 3

### **Description: (150 word maximum)**

Over the last three years, on average, 1,355 disenrollments occurred due to non-payment of tuition each term, and 47.3% of these disenrollments were Latinx students. To support students with financial concerns, particularly students from low socioeconomic status, Student Business Services developed the Fullerton Payment Plan. The plan provides students financial flexibility, allowing them to pay for their education in a manageable way instead of in a lump sum, a practice that has previously led students to disenroll. Two types of payment plans exist: standard and customized. The customized plan is offered to students who did not meet their regular payment plan or balances in prior terms. Student Business Services meets with these students to review resources and create an individualized plan catered to their financial needs.

### **Evidence of Effectiveness: (150 word maximum)**

Over the past three academic years, a total of almost \$1 million (\$946,595.26) in funds due were moved into a customized payment plan for 1,343 students. 40.1% (549 out of 1,343) of these were Latinx. Understanding that financial barriers impact enrollment and graduation, providing alternative financial support services like flexible payment plans is crucial. In particular, for Latinx students who have shared through survey data that they have additional financial responsibilities such as taking care of siblings or elders, the flexible payment plans

can make the difference between enrolling and not. 38.4% (211 out of 549) of the Latinx students who received a customized payment plan over the past three academic years were enrolled in 2020-21. Without the flexibility of the Fullerton Payment Plan, many of these students would no longer be enrolled due to financial barriers.

**SECTION 8: REPRESENTATION: Faculty, Administration, and Staff**

**Fast fact: In 2017-18, there were over 700,000 faculty teaching at all institutions of higher education. Latinos represented 5% of full-time faculty. At Hispanic-Serving Institutions, Latinos represented 17% of full-time faculty.**

**Increasingly, Latino students are advocating for more faculty, administrators, and staff that represent them and their experiences. This section provides an opportunity to share your institution's efforts for representing Latinos in faculty, administration, and staff.**

**Representation \***

<b>Faculty, Administration, and Staff Representation</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>	<b>% change 2016 to 2021</b>
<b>Faculty Full-Time<sup>1</sup></b>						
All faculty full-time	1016	1026	997	1007	1018	0%
Hispanic faculty full-time	80	92	92	102	108	35%
% Hispanic	7.9	9	9.2	10.1	10.6	34%
<b>Faculty Part-Time<sup>2</sup></b>						
All faculty part-time	1067	1112	1054	1108	999	-6%
Hispanic faculty part-time	110	125	112	128	129	17%
% Hispanic	10.3	11.2	10.6	11.6	12.9	25%
<b>Faculty Tenure<sup>3</sup></b>						
All faculty	827	817	813	832	838	1%
Hispanic faculty	70	72	78	84	91	30%
% Hispanic	8.5	8.8	9.6	10.1	10.9	28%
<b>Administration<sup>4</sup></b>						
All administrators	262	256	255	263	268	2%
Hispanic administrators	41	47	47	46	51	24%
% Hispanic	15.6	18.4	18.4	17.5	19	22%
<b>Staff<sup>5</sup></b>						
All staff	1624	1648	1632	1654	1529	-6%
Hispanic staff	450	465	484	510	474	5%
% Hispanic	<b>27.7</b>	<b>28.2</b>	<b>29.7</b>	<b>30.8</b>	<b>31</b>	<b>12%</b>

<sup>1</sup> The definition of full-time faculty is determined by the institution. Please provide your definition below: Full-time instructional faculty are those having FTE of 0.99 and greater.

<sup>2</sup> The definition of part-time faculty is determined by the institution. Please provide your definition below: Part-time instructional faculty are those having FTE of less than 0.99

<sup>3</sup> The definition of tenure is determined by the institution. Please provide your definition below: The number consists of all instructional faculty who are tenured or are on tenure-track status

<sup>4</sup> The definition of administrators is determined by the institution. Please provide your definition below: They are defined as those on the Management Personnel Plan.

<sup>5</sup> The definition of staff is determined by the institution. Please provide your definition below: It consists of all staff that are not on instructional faculty status and not an administrator.

### **Representation Strategy**

**Describe your institution's strategy for addressing the representation of Latino faculty, administration, and staff (aligned with your data provided) to intentionally SERVE Latino students. How does this compare with the strategy you implement with all faculty? (400 word maximum)**

CSUF's commitment to recruiting and retaining high-quality and diverse faculty, staff, and administration has been a goal in past and current university strategic plans.

The university's recruitment strategies aim to increase the number of tenured or tenure-track faculty, concentrating on historically underrepresented groups like Latinx. Advertising strategies include using diversity job boards, pipeline programs like the National Registry of Diverse & Strategic Faculty, and professional associations like the Society for the Advancement of Chicanos/Hispanics.

CSUF takes stock of recruitment, promotion, and retention actions at least once per year. Also, refining employee demographic data collection and analysis efforts has enabled CSUF to measure employee demographics against changing student demographics from year to year.

A second strategy includes assessing the university environment via campus climate surveys and establishing benchmarks for faculty and staff safety, belonging and retention. Based on this data, CSUF shapes its Latinx faculty, administration and staff retention efforts to meet campus goals and advance its mission to effectively serve Latinx students.

Engagement is the third strategy for increasing Latinx faculty/staff representation and supporting Latinx student success. CSUF has several identity-based faculty/staff associations that promote community-building, networking and faculty/staff belonging. The associations also encourage collaboration between faculty and staff to further promote service to Latinx students. Associations include the Chicano Latino Faculty Staff Association, Researchers and Critical Educators, and the Undocumented Allies Faculty and Staff Association. Student-centered spaces like Diversity Initiatives and Resource Centers (DIRC), which promote community-building and showcase the work of faculty/staff, are partners. DIRC houses five identity-based resource centers, including the Latinx Community and Titan Dreamers. DIRC and its centers build communities; foster a sense of belonging; promote self-discovery; and serve as a hub for resources in inclusive, cultural

and identity-affirming spaces. DIRC is a pivotal partner in serving Latinx students through engagement opportunities that also increase faculty/staff representation. Through collaborative programs with faculty/staff, students have the opportunity to develop a professional network while learning about their work, their stories and ultimately seeing themselves represented on campus.

CSUF is committed to ensuring that the demographics of the student population are reflected in its faculty/staff. Increasing the representation of underrepresented groups such as Latinx faculty/staff has been an area of continued growth for the university, but one in which there is still work to be done.

**Have you identified where Latino faculty are concentrated at your institution by academic status and discipline?**

Yes

**If yes, what are the top academic status and disciplines where Latino faculty are represented? (100 word maximum)**

The top four disciplines where tenure/tenure-track Latinx faculty are represented are: communications (7), Chicano/a studies (6), kinesiology (5), and modern languages/literatures (5). Latinx tenure/tenure-track faculty also are represented in other disciplines across most colleges, including art, biological science, biochemistry/chemistry, elementary/bilingual education, secondary education, social work, sociology, mathematics, liberal studies and American studies.

The top academic statuses for faculty in these disciplines range from professor (18), to associate professor (7) and assistant professor (23).

**Programs and Practices**

**Describe up to three specific programs/practices that increase representation of Latino faculty/staff to intentionally SERVE Latino students (aligned to your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).**

**Practice 1**

**Description: (150 word maximum)**

The Latinx Community Resource Center hosts culturally relevant engagement opportunities for the campus, in order to create an inclusive environment that engages with history, culture, and equity issues surrounding the Latinx community. The center plays an integral role in fostering a sense of belonging while increasing the representation of Latinx professionals and scholars, a high priority for a Hispanic-Serving Institution. The series "Platicas with Professionals," hosted three to four times per semester, showcases Latinx faculty/staff. Platica topics have included "Dear Brown Girl: A Journey of Self-Healing Through Community Accountability" and "Am I Professional Enough?" The Platicas allow faculty, staff and students to have candid conversations around the Latinx identity and how it influences professional journeys. Such activities highlight and represent Latinx stories that nurture students' sense of belonging and impact their success.

**Evidence of Effectiveness: (150 word maximum)**

100% of Latinx student participants in the Platicas shared that they felt welcomed and had a sense of belonging. 100% said that they developed a skill that they would use later in life, such as critical thinking (53%), community engagement (46%) and navigating social environments (38%). One participant shared, “It gave me hope that you can continue to advocate for the genuine betterment of [the] community while trying to navigate a more professional job search.”

37 faculty and staff members, about 40% of which are Latinx, engaged with Diversity Initiatives and Resource Centers (DIRC), including the Latinx Community Resource Center, in the 2019-20 academic year. Such faculty and staff representation is of crucial importance not only due to the impact on student success, but for the retention of faculty and staff. Of the faculty and staff engaged with DIRC in 2019-20, 100% continued to work at CSUF in 2020-21.

**Practice 2****Description: (150 word maximum)**

CSUF’s strategic faculty recruitment and hiring initiative supports representation of Latinx faculty and administration. The initiative infuses high-impact practices into the search process by providing colleges and departments with in-depth training and support on such topics as diversification of applicant pools, anti-bias techniques, and equitable and inclusive candidate evaluation. This benefits Latinx students by raising awareness of the importance of diversity, equity and inclusion among faculty; demonstrating the university’s commitment to inclusive excellence in candidate applications; and increasing the overall number of Latinx faculty on campus. CSUF sustains the strategic faculty recruitment and hiring initiative with a full-time position dedicated to this work (faculty diversity officer), \$5,000 allocated to departments for each faculty search, and continuous improvement of the associated workshops and training sessions. To date, 191 participants have engaged in the search committee training sessions.

**Evidence of Effectiveness: (150 word maximum)**

The minority faculty new hire rate has risen from 22% in 2017 to 53% in 2020. In spring 2021, 22.2% of newly hired faculty were Latinx. Despite this progress, Latinx hires are not yet at the desired level. However, strides have been made on making hiring practices more equitable. For example, in this current recruitment cycle, 100% of 33 searches required a diversity statement from all applicants. In the previous cycle, approximately 40% of searches used this practice. Before the initiative, all searches required reference letters as a part of the initial application. Acknowledging the inherent power and privilege that come with reference letters, fewer departments now require them; in fact, only one position out of 33 asked for them at the applicant stage.

**Practice 3****Description: (150 word maximum)**

The Faculty of Color Learning Community (FOCLC) aims to support the retention of faculty of color. FOCLC provides a space to unpack the institutional nuances that impact faculty of color in their trajectory to retention, tenure and promotion through full professor status. Through FOCLC, faculty identify common barriers and develop strategies to foster successful scholarship, teaching and service requirements that aid retention, tenure and promotion to full professorship. FOCLC offers a variety of experiences, including retreats and workshops on

topics related to successful scholarship. The community is open to all faculty, and events are hosted throughout the academic year. Participants have a common understanding of the impact that their race/ethnicity brings to the community and agree to a shared understanding that the FOCLC is an anti-racist space. FOCLC thrives on a collaborative, community model. Funding is requested every fiscal year to support the program's events and operations.

**Evidence of Effectiveness: (150 word maximum)**

FOCLC hosted four sessions in fall 2020 and three sessions along with one retreat in spring 2021. 90.4% of attendees shared that topics discussed were extremely relevant and 100% of attendees commented that the quality of the sessions were excellent. Three themes emerged from the series' post surveys: 1) learning how to navigate professional responsibilities, 2) learning about one's racial identity in the workplace and 3) feelings of connectedness to FOCLC. One participant shared, "I will bring more mindful attention to the ways in which I intentionally acknowledge anti-Blackness and racism in my classroom and in my interactions with colleagues (versus not seeing or letting it slide because it's too uncomfortable to address). I will voice my expectation that Black faculty, students and staff need to be at the table to discuss anti-racism efforts."

## SECTION 9: COMPLETION

**Fast fact: Nationally, in 2017-18, the graduation rate for Latino students was 33% at two-year institutions and 51% at four-year institutions. Additionally, the six-year completion rate for Latino students in the fall 2014 cohort was 36% for those who started at two-year institutions and 59% for those who started at four-year institutions.**

**Completion data includes undergraduate first major awards/degrees earned by Latinos at the bachelor, associate and certificate levels. This section provides an opportunity to share your institution's efforts in Latino students' college completion.**

### Degree Completion \*

Completion Data*	2016-17	2017-18	2018-19	2019-20	2020-21	% change 2016 to 2021
<b>Certificate</b>						
All students	0	28	150	14		
Hispanic students	0	4	35	6		
<b>Associate's</b>						
All students	0	0	0	0	0	0%
Hispanic students	0	0	0	0	0	0%
<b>Bachelor's</b>						
All students	8450	9038	9661	9420		
Hispanic students	3142	3660	3815	3915		

\* Completions include the number of credentials awarded at the undergraduate level in a specific academic year. In IPEDS, completion data include undergraduate first major awards/degrees conferred by CIP (Classification of Instructional Programs) code 99 (grand total) and Grand Total and Hispanic Total race/ethnicity variables. In IPEDS, awards include certificates less than one academic year, certificates of at least one, but less than two academic years, associate degrees, and bachelor degrees.

OR

Completion Rates**	2012 cohort	2013 cohort	2014 cohort
<b>Full-time</b>			
All students	67.80%	69.00%	68.70%
Hispanic students	63.40%	66.80%	67.50%
<b>Part-time</b>			
All students	41.10%	40%	50.00%
Hispanic students	35.90%	35.80%	48.40%

\*\*The completion rate includes three and six-year outcomes for a cohort of students who began postsecondary education in fall of the selected year (three for community colleges, and six for colleges/universities)

### **Completion Strategy**

#### **Describe your institutional strategy for intentionally SERVING Latino students to support completion (aligned with your data provided). (400 word maximum)**

In 2015, the CSU system launched Graduation Initiative 2025, a plan to increase graduation rates, eliminate equity gaps in degree completion and meet California's workforce needs. CSUF was one of the first CSUs to commit to increasing graduation rates for freshmen and transfer students by 2023. The university dedicated specific resources to increase graduation rates and eliminate the equity gaps that impact marginalized students — specifically Latinx students, other underrepresented students and Pell recipients. CSUF developed a strategic plan goal focused on degree completion, with multiple strategies to accomplish it.

First, the university engaged in deep inter-divisional and cross-divisional collaboration to provide students with holistic advisement and personalized support, including culturally relevant interventions taking all aspects of Latinx identities and experiences into consideration. The innovative effort established in 2016 was called Student Success Teams (SST). SSTs are a circle of professionals providing wraparound services to meet student needs through degree completion. SSTs include a retention specialist, graduation specialist and career specialist, among others. The teams provide advising and graduation planning support, change of major assistance and transcript articulation. They also facilitate academic success workshops on degree requirements, tutoring and career preparation. SSTs provide non-academic support by helping students navigate campus resources and plan their careers. This cross-divisional community of expert student support personnel has won national awards: NACADA Outstanding Advising Program of the Year, 2016; NASPA Promising Practices Award, 2017; Educational Advisory Board Return on Education Award, 2019.

SSTs also support another degree completion strategy: increasing interventions that focus on eliminating equity gaps and identifying impediments to degree completion. Students most likely to be impacted by outdated academic barriers and practices are underrepresented and Pell recipients. Considering that CSUF is an HSI and that over 50% of Pell recipients are Latinx, addressing these barriers is crucial. Over the last five years, CSUF has implemented interventions (highlighted in the practices below) to increase degree completion equitably and ensure a smooth transition into the workforce. Such efforts have increased the six-year freshman graduation rate for Latinx Pell recipients from 55.1% to 64.9% and the six-year freshman Latinx graduation rate from 58.8% to 67.5%.

CSUF's commitment to supporting Latinx degree completion is evidenced by ranking No. 4 in the nation by *Diverse* magazine for awarding bachelor's degrees to Hispanic students. To date, CSUF has 52,484 living, degreed alumni coded in its system as Latinx.

**Are Latino students completing at the same rate as other students at your institution?**

No

**If no, how is your institution addressing this gap? (100 word maximum)**

Latinx six-year graduation rates have increased from 58.8% to 67.5% over the last five years, but CSUF's overall rate is 68.7%. The university is developing graduation roadmaps, incentivized campaigns to encourage 15 semester units and educating students on the financial benefits of decreasing time to degree. Summer grants are awarded to eligible freshmen (42% of whom are underrepresented) to achieve 30 units in their first year. Graduation specialists work to increase the number of students achieving graduation benchmarks by reviewing each student's graduation plans and outreaching to students who may require additional support.

**Programs and Practices**

**Describe up to three specific programs/practices intentionally SERVING Latino students to support completion (aligned to your data provided). For each, include a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact, class).**

**Practice 1**

**Description: (150 word maximum)**

Students nearing graduation candidacy can miss deadlines or be deficient in unit, GPA or course requirements. These structural barriers can delay graduation dates and limit access to postgraduate opportunities or entry into the workforce. Graduation specialists noticed that students eligible for graduation were not applying for a review of their degree audit a year in advance, as recommended. To support students in navigating structural barriers that most often impact Latinx and other underrepresented students, CSUF implemented mandatory advising for all students who have earned 75-84 units, later expanding it to students with 85-89 units. Mandatory Academic Advising Workshops (MAcAW) are hosted by the graduation specialists to help students interpret their degree audit, apply for graduation and map a plan for their graduation date. These sessions give students an enhanced advising experience where they can acquire valuable information and guidance and prepare for a realistic graduation date.

**Evidence of Effectiveness: (150 word maximum)**

Developed in 2014, MAcAW has expanded to advance the GI 2025 efforts with support from the creation of the SSTs. Since its inception, 8,034 students have participated in MAcAW advising, 43.2% of whom are Latinx. As of summer 2020, 80.6% of MAcAW students graduated, with 42.9% being Latinx. Students shared that MAcAW "was definitely helpful, and it made me feel more confident about my academic plan for the next few semesters in order to graduate on track."

The use of intentional advising campaigns, roadmaps and graduation benchmarks ensures a timely and successful transition into the workforce. The success of these efforts is evident by the increase in the six-year freshman graduation rate for Latinx Pell recipients from 55.1% to 64.9% and the six-year freshman Latinx graduation rate from 58.8% to 67.5% over the last five years.

## Practice 2

### **Description: (150 word maximum)**

While improvements were made in response to Graduation Initiative 2025, graduation rate gaps remained for Latinx students and underrepresented populations. CSUF identified that the most impactful intervention for increasing graduation rates and helping seniors prevent delays from entering the workforce was at the last phase of the educational journey. Further analysis of graduation data revealed some students were not graduating as scheduled due to needing a few units to complete their degree. Completion Grants provide funding to students just shy of graduating in the spring to take needed units in summer instead of the fall semester. With summer extension courses costing more than the academic year tuition, they often are inaccessible for low-income students — including Pell-eligible students, over 50% of whom are Latinx. Completion Grants allow students to walk in the spring and graduate in the same academic year they were scheduled to graduate.

### **Evidence of Effectiveness: (150 word maximum)**

Since 2019, CSUF has awarded 200 Completion Grants per year. Of 400 grant recipients from 2019 and 2020, 95% graduated in the academic year they were scheduled to graduate. For 2021, 174 grants have been awarded, with the remaining held to support students' post-finals or with last-minute needs. The Student Success Teams anticipate that all 200 grants will be awarded. The percent of grants going to Latinx students has increased since 2019. In 2019, 45.7% (96 out of 210) of grant recipients were Latinx. In 2020 it was 46.6% (96 out of 206), and so far in 2021, 47% (82 out of 174) of recipients are Latinx.

## Practice 3

### **Description: (150 word maximum)**

In reviewing retention data, CSUF discovered that students who stopped out were not likely to return. Common reasons for non-enrollment were financial obstacles and family obligations. Research shows that students most impacted by financial barriers are underrepresented and Pell-eligible, a significant concern for CSUF considering it is an HSI and over 50% of Pell-eligible students are Latinx. CSUF enacted an Outreach to Non-Enrolled campaign each January and July (before the following semester) with dedicated staff in each college — 12 retention and 10 graduation specialists — to support re-enrollment. Specialists call previously enrolled students who have not registered for the next semester to understand why and to connect them with financial and academic resources to support re-enrollment. They discuss the benefits of re-enrolling and reducing time to degree, including long-term financial impacts. The intentional outreach is a personalized touch, helping students feel a sense of belonging.

### **Evidence of Effectiveness: (150 word maximum)**

Effectiveness is demonstrated by the number of students who re-enroll due to the outreach by the specialists. This is crucial considering term-to-term persistence directly impacts time to graduation.

The campaign's average re-enrollment rate is 32%; however, in 2020-21, the average re-enrollment rate jumped to 52%. Specialists outreached to 3,051 non-enrolled students, of whom 55.8% were Latinx. 1,549 students re-enrolled, of whom 57.8% were Latinx students. This data demonstrates that intentional outreach efforts like the Outreach to Non-Enrolled campaign support Latinx completion. Before January 2021's outreach campaign, disaggregated data was not collected effectively. Efforts to gather this information have since been put in

place.

## **SECTION 10: LEADERSHIP**

**Fast fact: The institutions in *Excelencia's* P4LSS network enroll and graduate 1 in 5 Latinos in the U.S.**

**Leadership is defined in many ways. For the Seal, leadership is defined institutionally. Institutional leadership for SERVING Latino and other post-traditional students integrates multiple components (i.e., mission and strategy, data and practice, human resource practices, communications, and institutional culture) of an institution.**

### **Mission and Strategy**

**Mission and strategy refer to aspects of the institution's mission and strategy that are articulated and implemented to intentionally include Latino students' success.**

### **Institutional Mission**

**Share your institutional mission and describe how it addresses SERVING Latino students. (250 word maximum)**

Mission: California State University, Fullerton enriches the lives of students and inspires them to thrive in a global environment. Learning is preeminent at CSUF. CSUF aspires to combine the best qualities of teaching and research universities where actively engaged students, faculty and staff work in close collaboration to expand knowledge. CSUF's mission and goals are to ensure preeminence of learning; provide high-quality programs that meet the evolving needs of its diverse students, community and region; and create an environment where all students have the opportunity to succeed.

As an HSI, Latinx students are at the core and considered in all aspects of the university's operations from pre-admissions to graduation. CSUF's mission speaks to fostering an environment for success and meeting student needs so that they not only learn, but thrive and enrich the community around them. CSUF creates this environment with robust and inclusive resources like clubs, cultural-based support services and programs like the Latinx Community Resource Center; targeted workforce readiness programs like the Latino Communications Institute; *Al Día*, the student-run newscast in Spanish; opportunities to engage with Latinx faculty/staff/alumni; and targeted retention and graduation efforts such as the Tuffy's Graduation Scholars.

CSUF continues to identify ways to enhance service to Latinx students. One new initiative is the translation of key enrollment websites such as Outreach, Admissions, Financial Aid, and Orientation into Spanish to ensure that prospective students and families have access to information as they apply and enroll at CSUF.

### **Institutional Strategy**

**Highlight up to three strategies that describe how your institution is intentionally SERVING Latino students (i.e., strategic plans, initiatives).**

**Strategy 1 (250 word maximum):**

CSUF is committed to removing barriers to college access and having culturally relevant experiences that speak to the needs of Latinx students.

CSUF employs inclusive and culturally relevant outreach efforts that serve the Latinx

community from the pre-prospect phase to enrollment and beyond. 31.5% of CSUF students are first-generation college students, the majority of them Latinx.

Outreach efforts and staff understand the specific needs of first-generation Latinx communities and address such topics as financial barriers, college affordability and resources. CSUF also understands the importance of familial involvement for many Latinx communities. Outreach offers workshops and information sessions during evenings and weekends that allow more families to participate. To further enhance these outreach efforts, CSUF is working to translate websites with critical information on admissions, financial aid and informational materials into Spanish.

CSUF's most significant yield event, Experience CSUF: Become a Titan, engages Latinx students and families successfully by meeting participants' linguistic preferences. In 2021, this virtual yield event offered newly admitted students and families opportunities to engage with CSUF through workshops and live chats in English and Spanish. The event had 488 total unique views for the Spanish language presentations, such as Información sobre el Centro de Carreras (204) and Ayuda Financiera: Sigüientes Pasos para Estudiantes Aceptados (149).

### **Strategy 2 (250 word maximum)**

Since 2013, CSUF's strategic plans have called for closing equity gaps and increasing graduation rates — directly impacting Latinx student success. The current 2018-23 strategic plan calls explicitly for increasing interventions to support retention efforts with a focus on equity and closing equity gaps. Current strategies to reach this goal include Student Success Teams (SSTs), equity plans from each college, and participation in High Impact Practices (HIPs). HIPs participation has reached 13,284 students in the past three years, 49% of whom are Latinx, and has resulted in an average learning gain of about 12%. As showcased in previous sections of this application, SSTs can be found in each college and are composed of academic and co-curricular experts, including retention and graduation specialists, dedicated to serving students.

College equity plans include creating classroom environments that positively impact students' success. CSUF has started to move away from using deficit-based language that often impacts the experience of Latinx students. One example is campus nomenclature for GPAs below the minimum required for good standing. This term will change from "academic probation" to "academic notice." For many Titans, the term "probation" has a negative connotation, whereas "academic notice" expresses that the student has been notified of the need to increase their GPA. This effort was spearheaded by student leaders in Associated Students Inc.

### **Strategy 3 (250 word maximum):**

Intentionally serving Latinx students is at the forefront of the work by CSUF leadership all across campus. There is a clear vision and a commitment to supporting Latinx students that flows from the president and his cabinet to campus leaders who make direct decisions that impact Latinx students.

The campus' commitment to serving Latinx students led to forming a cross-divisional Seal of Excelencia Working Group. Members of the working group were strategically selected

from the recommendations of the president and his leadership cabinet. The group, chaired by an Associate Vice President of Student Affairs, has members from all divisions and meets bi-weekly. The team's focus is not just to prepare the Seal of Excelencia application but also to use the application and information gathered to provide recommendations to the President and Cabinet on areas of improvement to best serve Latinx students. Additionally, with the data collected, an HSI comprehensive report will be developed and used to promote transformational programs and develop a HSI strategic plan in tandem with university goals.

Other leadership commitments to serving Latinx students include Titans Together, a campus-wide initiative targeting racism and injustice and addressing campus climate issues that impact the Latinx experience. Titans Together has led to the establishment of CSUF's Guiding Principles for Social Justice and initiated several such programs as Critical Conversations: Healing Through Community. The Guiding Principles include the goal to amplify CSUF's HSI designation, a crucial step toward better serving Latinx students.

### **Data and Practice**

**Data and practice refer to how disaggregated data (by race and ethnicity) and institutional practices are aligned to inform initiatives that improve Latino student success throughout the institution.**

#### **How does your institution use data and practice to inform your decision-making “day to day?” (300 word maximum)**

CSUF is committed to examining and measuring Latinx student success, using various metrics and data to identify gaps, and enhancing programs key to its educational mission. Four campuswide data practices inform CSUF's decisions about students on a day-to-day basis. In each practice, data can be disaggregated by Latinx students, allowing better understanding of their specific experience and needs, and helping to identify systemic barriers that impact their success.

The first data practice is assessment. Every program is encouraged to regularly conduct student learning outcome assessments, which drive pedagogical improvement. Every seven years, academic programs undergo a comprehensive review that examines for quality from multiple perspectives, with student success indicators like retention and graduation as part of the process. Performance outcomes are also an essential part of CSUF's assessment practice. Co-curricular units primarily use assessment data from performance outcomes to improve the student experience. Academic and co-curricular programs are encouraged to use assessment data to ensure there are no gaps for any groups, including Latinx students.

The second data practice is student success-related dashboards. Multiple dashboards displaying student success-related data are available to campus constituents to help monitor progress. For example, faculty dashboards show data at multiple levels (course, program, department, college, university) and can be disaggregated by demographic variables, including race/ethnicity. Programs disaggregate data in order to identify gaps and plan strategies to address them.

The third is the newly developed graduation predictor tool that projects students' probability of graduating in four years and helps identify students who can benefit most

from additional support. Action plans based on this tool have been developed in four of the eight colleges and will begin this year.

The fourth is the set of Graduation Initiative 2025 progress indicators which are reviewed on a regular basis at both the systemwide and campuswide levels.

**How do your institutional efforts to use data and practice to increase Latino student success improve success for all students? (400 word maximum)**

The intentionality of using data to inform practice, particularly on a day-to-day basis, allows CSUF to think critically about serving Latinx students while improving success for all students. Data at CSUF is gathered from various avenues and shared widely through homegrown student success dashboards, faculty-student success dashboards, a graduation prediction tool and Tableau. These dashboards provide predictive analytics that help the campus launch specialized campaigns and help support students who are most at risk of not graduating. Other dashboards include trend data like major migration patterns and demographic trends by academic college, degree plan or ethnicity that help inform student progress. Using this data, strategic measures are made to eliminate equity gaps for Latinx students and equity gaps in general. As stated in our graduation and retention sections, CSUF has increased our Latinx student graduation rate by almost 10% in the past five years. These measures have also resulted in the increased success of all students.

For example, after two years of collecting annual Student Success Center (SSC) utilization information, the Office of Assessment and Institutional Effectiveness launched a new SSC Dashboard. The dashboard shows collective and individual college/area utilization data, ethnicity and gender breakdown, and cohort-based retention and graduation rates. Using such data, intentional student success initiatives and retention/graduation efforts were developed to decrease equity gaps for underrepresented groups such as Latinx students. Despite the intentionality of reaching equity, the whole campus has benefited from such actions. Over the past five years, the four-year graduation rate has increased by 10.6% and the six-year graduation rate has increased by 7.6%. Equity gaps have decreased over the last five years by 70% for underrepresented students and 72% for Pell students. For Latinx students, six-year graduation rates have increased from 58.8% to 67.5% over the past years. Outreach strategies resulted in a 32% re-enrollment increase in five years. Additional course support has increased by 46% in two years.

**Data by Race/Ethnicity**

**Does your institution submit student race/ethnicity data to the National Student Clearinghouse (NSC)?**

Yes

**If yes, how does your institution use this NSC data to inform your institutional practices? (100 word maximum)**

NSC data inform admission, retention and post-graduation engagement strategies. CSUF uses NSC data to identify admitted students' enrollment patterns in other institutions if they choose not to enroll at CSUF, allowing the development of strategies to improve yield. The university uses NSC data to examine student destinations if they leave CSUF, providing an understanding of what contributes to student attrition and facilitating partnership with feeder institutions to strengthen the pipeline. NSC data allows tracking of alumni enrollment in

graduate or professional schools and the acquisition of supplemental information to determine alumni employment outcomes (in conjunction with Emsi).

### **Human Resource (HR)**

**Human resource refers to how recruitment, onboarding, and professional development (especially for faculty) prioritize serving Latino students and the institutional community.**

**Describe how your institution intentionally incorporates SERVING Latino students in its human resource strategies (i.e., recruitment, hiring, and onboarding of faculty, administrators, and staff) and what evidence you have that it is working. (400 word maximum)**

Serving Latinx students, equity, and inclusive excellence drive CSUF's human resource strategies. The Division of Academic Affairs and college deans collaborate to ensure that each college is recruiting and retaining diverse faculty who understand and advocate for Latinx student success.

Recruitment advertises open positions on diverse higher education job boards and has expanded postings with the National Registry of Diverse and Strategic Faculty and professional associations like the Society for the Advancement of Chicanos/Hispanics. Faculty positions are shared among department chairs at select HSIs and professional associations and conferences. CSUF assesses the effectiveness of its recruitment by surveying applicants, asking where they found job postings. Racial, ethnic and gender diversity of applicant pools between years is monitored. Hiring strategies include diverse search committees with cross-campus representation.

During onboarding, employees participate in the Introduction to Racial Equity Module (IREM), allowing a better understanding of racial equity, particularly at CSUF, through the lens of history, self-awareness and interpersonal relationships. Topics include the experience of underrepresented students like Latinx. From October 2020 to April 2021, 483 faculty/staff participated in the module. Work is underway to ensure existing faculty/staff complete the module as well. Post-session survey data shows that participants have increased self-awareness and an interest in sharing knowledge gained with their teams/peers (including engagement in the campus-wide initiative on racial equity and justice).

Diversity statements exist within the campus, outlining the expectation that applicants have a sophisticated understanding and experience working in communities with high numbers of individuals from underserved groups, including Latinx. The institution requires a Candidate Statement on Commitment to Inclusive Excellence for all tenure-track faculty applicants. Position announcements include language expressing particular interest in candidates with experience in multicultural environments or Hispanic-serving/minority-serving institutions. These practices are currently being adapted to staff and administrator recruitment processes.

The Faculty Development Center (FDC) provides programming for new full-time and part-time faculty throughout their first year. As part of faculty onboarding, Diversity and Inclusion partners with the FDC to provide information regarding campus affinity groups like the Chicano/Latino Faculty Staff Association and provide a workshop titled, "Engaging Beyond Diversity: Fostering a Classroom of Inclusion." Topics include defining "diversity," "inclusion" and "accessibility" and how practices can be implemented to support students in

the classroom. Faculty also are provided with an overview of CSUF, its student population and an overview of the campus' status as an HSI.

**Describe how your professional development strategies prepare your faculty to more intentionally SERVE Latino students and how you know they are working. (400 word maximum)**

CSUF offers professional development opportunities for faculty to serve Latinx students through the Faculty Development Center (FDC) and Human Resources, Diversity & Inclusion. Six of eight colleges have diversity, equity and inclusion (DEI) committees (one has opted instead to include DEI efforts in all key work of the college). These committees focus on shifting policies and practices to ensure inclusive college climates for all. They have reframed faculty search processes, examined college missions to ensure a focus on DEI, and provided a forum for students to suggest improvements to the college's climate and educational experience of Latinx students.

The FDC prioritizes serving Latinx students by providing professional development for faculty throughout their career. First-year, tenure-track faculty participate in the eight-module course, "Equitable Pedagogy," which covers culturally relevant pedagogy, building an inclusive classroom, transparent teaching, problem-based learning, active learning and non-traditional assessments. It concludes with new faculty creating a pedagogy portfolio. FDC has also designed two INCLUSIVE certificates that require 12 hours of professional development and a reflection. Some course content includes, "Latinx Graduate Students Belonging in the Classroom," "Mentoring Men of Color," "How to be an Anti-Racist: Putting Principles Into Practice," "White Fragility" and "Immigrant College Students: Where and How Do We Belong?"

Another CSUF DEI task force is identifying content for curricular expansion beyond Eurocentric paradigms, which widely benefits Latinx students. In the College of Humanities and Social Sciences, faculty with expertise in addressing equity, diversity, justice and community transformation have come together to develop the Collective for Justice, Equity and Transformation (CoJET). CoJet offers faculty literary, visual and auditory resources on such topics as anti-racism pedagogy, healing justice and microaggressions, to enhance students' classroom experience.

The pandemic provided a unique opportunity to advance faculty professional development in online/virtual learning and teaching. During summer 2020, over 780 faculty participated in a variety of campus-designed programs, Quality Matters courses and an ACUE micro-credential course in online teaching and learning. This effort will continue in summer 2021 with a variety of multi-day courses for designing and creating online and hybrid courses. CSUF will support faculty with professional development for transitioning back to face-to-face teaching and improving skills in community building, student engagement, and access and accessibility. Analysis shows that student performance remained the same or improved during spring 2020 and fall 2021, suggesting efforts to support learning and teaching have helped mitigate the negative impact of the pandemic on student success.

**Does your institution's performance review for faculty, administrators, and staff include elements related to Latino student success?**

No

**If yes, describe what elements related to Latino student success are included in the performance review? (100 word maximum)**

As part of a 23-campus system, CSUF must abide by pre-negotiated evaluations per Collective Bargaining Agreements. Therefore this is not part of the evaluation forms for faculty and staff. However, the president has charged each division to incorporate diversity, equity, and inclusion goals as part of each employee's yearly performance goals and incorporate them as part of the annual evaluation process. These goals vary by department and focus on assessing and implementing DEI efforts to meet the needs of diverse students, including serving Latinx student needs. Administrators are held responsible for supporting efforts to achieve these goals.

**Are measures to increase Latino representation among faculty, administrators, and/or staff in your recruitment and hiring included in your institution's strategic plan?**

Yes

**If yes, what are your benchmarks for progress and what progress has been made in Latino representation? (150 word maximum)**

CSUF tracks the percentage of Latinx faculty for all ranks across the university using self-reported data. The university tracks the percentage of Latinx in new faculty hires (25% in 2020). The development of additional benchmarks and metrics for assessing the impacts of diversity programming, education and strategies in the recruitment and hiring cycle are underway, including conducting focus groups with departments that have had recent success in diversifying their applicant and hiring pools.

**Communications**

**Communications refers to aspects where internal and external communications are leveraged to share information making the intentionality to serve Latino students clear.**

**Describe how your institution communicates intentionally SERVING Latino students through internal and external communications. (400 word maximum)**

Cal State Fullerton uses multiple communication vehicles to serve Latinx students and their families by employing Spanish, actively participating in organizations and partnerships, and communicating information relevant to Latinx students on such topics as admissions, orientation, financial aid, housing, student life and other services available to ensure Latinx students feel connected to the school and peers.

Programs are offered in Spanish at large events such as Experience CSUF: Become a Titan and New Parent Orientation. CSUF is currently evaluating which websites are most useful to our Latinx families (using analytics and surveys at events) and offering translation. Websites like the CSUF Parent and Family website are translated and other important sites are in process.

The university intentionally recruits leaders who are fluent in Spanish to support Spanish-speaking stakeholders. Outreach and Admissions have Spanish-speaking staff to assist prospective students and families in all steps of the college admissions journey.

The campus' award-winning newscast (best in nation at student media competitions), Al Día, is staffed by Latinx students and broadcasts the latest news, in Spanish, to the campus and community. At the launch event of the university's \$200 million philanthropic campaign, Al Día students led "red-carpet" interviews which provided access to and experience with high-level elected officials. CSUF's Latino Communications Institute (LCI), a workforce development program for Latinx students, is a hub for local Latinx information. During the pandemic LCI partnered with CSUF's School of Nursing to broadcast critical health information to the Latinx community in Spanish.

CSUF takes leadership roles in, is an active member of, and partners with external organizations that support the Latinx community. This involvement allows CSUF to share the Latinx Titan story and support Latinx student success. The university maintains board positions in organizations such as the Orange County Hispanic Chamber of Commerce; National Hispanic Businesswomen of Orange County; and chambers of area cities like Santa Ana, where 76.6% of the population is Latinx. CSUF is deeply engaged with grassroots organizations such as Los Amigos, devoted to enhancing opportunities for the local Latinx community. In partnership with the Mexican Consulate, CSUF students curated the Colores de Vida art exhibit, which visually communicated the opportunities for Latinx students at CSUF and Latinx contributions to the community.

### **Engagement**

#### **Describe how your institution's leadership engages with Latino/Hispanic faculty to intentionally SERVE Latino students. (150 word maximum)**

Campus leaders meet bi-monthly with roughly 40 Latinx/Chicanx faculty across all colleges and ranks to innovate and improve student and faculty success for the Latinx/Chicanx community. Such open-door, multi-channel communication provides an important way for faculty to discuss issues directly with leadership. Feedback from faculty has already resulted in changes such as a planned fall 2021 public art project that will feature Latinx/Chicanx art on screens throughout campus and connect the artists to faculty and students for curricular purposes. The conversations also have generated an increase in collaborative research. Group members have summer funding from the Office of Research and Sponsored Projects to craft proposals for external support of significant scholarly/creative projects among Latinx/Chicanx faculty on critical areas of concern. The conversations allowed faculty to learn current campus structures and imagine ways to move those toward greater inclusivity as well.

#### **Describe how your institution's leadership engages with Latino/Hispanic student groups and associations to intentionally SERVE Latino students. (150 word maximum)**

Leadership has an open-door policy, making their contact information available and directly engaging with students throughout the year at events, on campus, and via meetings with student organizations. For example, the Vice President for Student Affairs hosts student roundtables to gather feedback on the student experience.

Leadership also engages with student leaders like Associated Students Inc. (ASI) which consists of 32 student leaders. During 2019-20, 43% of elected student leaders were Latinx. To ensure a diverse group of student leaders, involvement opportunities are marketed to departments and student organizations such as Mesa Cooperativa.

Mesa is a student council composed of Latinx student clubs with the goal of unifying Latinx student organizations. MESA was founded by Latinx students and faculty and collaborates on cultural, social and educational events such as Dia de los Padres, Las Posadas and Bienvenida, events often attended by campus leadership.

### **Outreach**

**Does your institution outreach to the Latino/Hispanic community?**

Yes

**If yes, highlight one or two outreach strategies your institution has implemented and how it intentionally SERVES the Latino community. (100 word maximum)**

CSUF hosts an annual Hispanic Heritage Month for the local community, including celebrations with community partners and prominent Latinx community leaders. CSUF's Center for Healthy Neighborhoods serves the Latinx community in Fullerton with free programming and services in Spanish. In January 2020, the Mexican Consulate hosted an art exhibit "Colores de la Vida" featuring art created and curated by CSUF students. Other community outreach includes Cash for College, providing financial aid resources in Spanish in collaboration with community leaders and organizations.

### **Institutional Culture**

**Institutional culture refers to how the institution articulates authentically its intentionality in SERVING Latino students, including how it is cultivated and supported.**

**Describe how your institution ensures Latino representation in your leadership team that mirrors your Latino student population (i.e., President's cabinet, Deans, faculty senate, and student government association). (400 word maximum)**

The leadership team is intentional when recruiting and retaining Latinx professionals, believing that students must be able to see themselves in the makeup of campus leadership. As a campus committed to diversity, equity and inclusion, an HSI and AANAPISI-eligible institution, each cabinet member has been tasked with reviewing the composition of their leadership teams and taking steps to ensure they are reflective of the students CSUF serves. The president's cabinet is currently composed of 10 members, three of whom are Latinx. The university's new provost is committed to increasing Latinx representation on her staff; a recently appointed inaugural vice provost is Latinx.

The provost mentors and meets with several faculty groups to help improve the representation pipeline: department chairs; three ethnic studies chairs (a separate mentorship group she leads aside from the regular chairs meeting); new faculty in leadership-building programs via the Faculty Development Center; and the Latinx/Chicanx faculty working group. The provost aspires to have Latinx/Chicanx faculty apply for and be considered strong candidates for academic affairs positions that may emerge.

Latinx representation is seen on the leadership teams of most of the colleges and divisions at the director, associate director and assistant director levels. It is common to see Latinx representation across campus in a variety of leadership roles, and many are CSUF alums. Currently, 1,738 of CSUF faculty/staff are CSUF alums with similar

life stories as current students.

Latinx/Chicanx faculty and staff are also represented in leadership roles such as Academic Senate and the Chicano/Latino Faculty Staff Association. Currently, Latinx/Chicanx faculty/staff make up half of the Academic Senate.

During 2019-20, 43% of elected ASI student leaders were Latinx. These students also work with campus leadership to ensure that faculty/staff demographics mirror the demographics of the student population.

**Does your institution have an inclusive and supportive campus climate that reinforces intentionally SERVING Latino students?**

No

**If yes, how do you know your campus climate is intentionally SERVING Latino students? (100 word maximum)**

Following a racialized campus crisis in fall 2019 involving the Black student body, CSUF initiated a deep analysis into the experiences of students from racial/ethnic minority groups. Recognizing the interconnectedness of oppression across marginalized groups, in spring 2020, CSUF publicly committed to transparency and accountability in improving the campus climate by establishing Titans Together, a campuswide initiative to create a more diverse, equitable and inclusive CSUF. It is an amalgamation of CSUF's DEI efforts — past, present and future — that underscores the university's collective and ongoing commitment to improving the campus climate for Latinx and all students.

**Workforce**

**Describe your institution's career services that link Latino students to the workforce and success post- graduation. (400 word maximum)**

The CSUF Career Center helps students prepare for career success and incorporates culturally relevant practices into its programming. Of the 7,262 students who use the Career Center, 40.9% are Latinx. In 2020, the center was recognized by the National Association of Colleges and Employers for its Diversity, Equity and Inclusion Employer Ally Training.

CSUF cultivates relationships with Latinx leaders in the community to create networking opportunities for students in programs like the Titan Takeover Job Shadow Program. The program was developed to support first-generation and Latinx students — who often do not have the social and cultural capital to leverage networking opportunities — and equip them with tools and confidence before they pursue an internship. Titan Takeover, which served 150 students in 2019, aims to provide students with an opportunity to explore various career paths and gain firsthand insight into a company's culture, structure and operations. Students obtain an "insider look" at an organization that provides them with information about job responsibilities and the skills needed to succeed.

Some center events and panels are specifically designed to serve and connect Latinx students with CSUF alumni and employers in preparation for entry into the workforce:

“Latinx Healthcare Panel,” “Design Your Life for First-Generation Students,” “The Road to Success: Experience of Men of Color in Graduate School” and “Slice of Advice: Latinx Arts Alumni Panel.”

The I Am First program provides first-generation students with tools, connections and resources that empower them to pursue and achieve their career and academic goals. The program uses a cohort-based model for freshmen/sophomores, transfer students and juniors/seniors. The I Am First program equips first-generation college students with knowledge and tools to enhance confidence and career readiness, but a key objective of the program also is to provide a sense of belonging in each cohort. Intentional programming connects cohort members with CSUF alumni, staff, faculty, administrators and employers who identify as first-generation college students themselves. The program normalizes the challenges of first-generation college students and encourages them to build a community with their peers.

**Does your institution stay in touch with your Latino alumni and their progress in the workforce?**

Yes

**If yes, how are you keeping in touch and what are some takeaways/findings? (100 word maximum)**

Recent initiatives to strengthen Latinx alumni and CSUF are the Titan Pro Network and the Alumni Outcomes database. The latter provides CSUF with alumni-specific labor market data, which can inform future engagement efforts. Titan Pro Network is a CSUF-specific, LinkedIn-style network where students and alumni connect and build identity-specific communities. Several times a year, the Career Center connects Latinx alumni with current students through alumni panels and information sessions such as “Slice of Advice” and the Latinx Arts Alumni panel. These programs allow CSUF to see where alums are going post-graduation and how they contribute to the community.

**HSI Funding Support**

**Does your institution currently have a Hispanic-Serving Institution (HSI) grant from federal agencies like ED, NSF, USDA, or DoD?**

Yes

**If yes, what are the areas of focus for the grant? (100 word maximum)**

The HSI grants at CSUF focus on the following topics:

- Project RAISE: Regional Alliance in STEM Education
- Establishing Roots to Grow STEMs: Building Capacity in a College of Natural Sciences and Mathematics
- Exploration of Factors that Pose Barriers to Students Seeking Educational Support and Their Relationship to STEM
- CSUF Dwight David Eisenhower Transportation Fellowship Program (DDETFP) 2020
- A Next Generation High-Performance Computing Cluster for Research and Teaching at a Primarily Undergraduate Hispanic-Serving Institution
- Building Capacity: Advancing Student Success in Undergraduate Engineering and Computer Science

**Honors College**

**Does your institution have an Honors College/Program?**

Yes

**If yes, do participants in the Honors College mirror the student population?**

No

**Latino/Chicano Studies**

**Does your institution have a Latino/Chicano Studies Program?**

Yes

**SECTION 11: FINAL COMMENTS**

**Overall Comments for the Review Committee**

**Are there any additional details or comments you would like to share with the review committee that we haven't already asked in the application? (200 word maximum)**

CSUF is one of the largest CSUs in California yet receives the least funding from the CSU system. Despite this, CSUF is one of only two CSUs on track for completing the Graduation Initiative 2025 goals:

Leading the way in innovative student success efforts is part of CSUF's culture. In 2014, CSUF established the Titan Dreamers Resource Center, the first CSU to establish a Dream Center to support undocumented students in their pursuit of higher education. Similarly, in 2017, CSUF was the first CSU to establish a comprehensive Basic Needs Center, to identify and serve students experiencing an unforeseen hardship, emergency, crisis, or catastrophic life events. All of these efforts demonstrate the university's commitment, determination, and leadership in serving Latinx students.

While much of this application has focused on undergraduates, CSUF also supports Latinx students at the graduate level. One critical program is Project UpGRADS (Utilizing and Promoting Graduate Resources and Access for Disadvantaged Students), a five-year, \$3 million grant from the U.S. Dept. of Education's Title V, pt. B, PPOHA program to increase the number of Latinx and other disadvantaged students who enroll, persist, and complete a graduate degree at CSUF.