CSULB BLACK STUDENT SUCCESS
ACTION PLAN FRAMEWORK
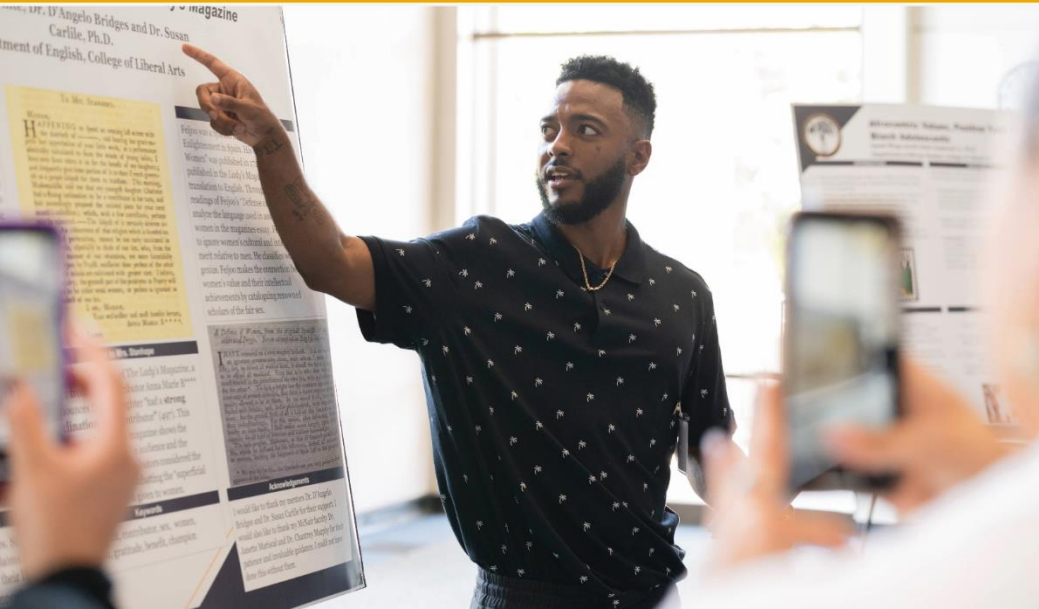
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PREFACE: DEFINITION OF BLACK STUDENT SUCCESS THROUGH THE CSULB LENS: THREE PERSPECTIVES

Black Student Leaders Definition of Black Excellence:
Black Excellence is community. A thriving community that uplifts and empowers its members, as they relentlessly pursue self-identity, with the understanding that one belongs and has a unique contribution to make on campus, in their careers, or in the world. At its core Black Excellence is an unwavering belief in self-worth, insistence on equitable treatment, and rejection of any narrative that diminishes our value. Black Excellence is the embodiment of resilience through trauma, confrontation of adversity, and perseverance through struggles while consistently pushing the boundaries of progress to achieve our goals[1].

Individual Definition for Black Excellence:
Transcending excellence to achieve the brilliance of Black Greatness. - In my opinion, I understand Black excellence to mean exceeding preassigned societal expectations for Black students, so that our students can enter careers of their choice, enabling them to realize their own "life success"[2]. The implication of this would mean that our students will be able to overcome institutional barriers (with confidence) through their mere excellence, as their skills and academic talent will be too excellent to ignore.

Institutional Definition for Black Excellence:
Intentional institutional commitment. A grounded and active commitment to Black Excellence requires three overarching assets:

1. Administrative policies generated from the Chancellor's Office and each campus that clearly places this as a priority commitment, interest, and calls on every campus to collaborate in achieving the goals set;
2. Resources, i.e., funds, materials, and experts, with Black Studies faculty and staff at the core of this inclusive body of experts; and
3. Programmatic initiatives that focus on the success of Black students but includes programs that relate them and Black faculty and staff to other students, faculty, and staff on campus[3].

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[1] *Black Leadership Council. (2023). Black Student Leaders' Definition for Black Excellence. California State University, Long Beach.*
[2] *John, A. (2019). Caribbean women and the Black British identity: Academic strategies for navigating an 'unfinished' ethnicity. Arizona State University.*
[3] *Karenga, M. (2023). Institutional investment in Black excellence: A framework. Black Student Success Inventory and Action Plan Submission from Africana Studies. California State University, Long Beach*

INTRODUCTION

Black Student Success (BSS) at Cal State Long Beach has been accelerated as a priority, in part, as recent disaggregated academic and student success data revealed significant equity gaps in Black student retention and graduation rates compared to their underrepresented and non-underrepresented peers. Although, the Beach has made limited strides in improving academic outcomes overall, CSULB acknowledges it must do better to specifically serve Black students, staff, and faculty. The BSS Inventory affirmed the need for substantial improvement as no university plan was apparent. The following CSULB Action Plan is evidence of our commitment to improving the opportunities, experiences, and outcomes for the Black Beach community.

Earlier this year, the Black Excellence Collegium (BEC) was formed through the dedicated efforts of CSULB's Black Faculty and Staff Association (BFAS) and the Office of the Provost. Inspired by a collaborative group of Latinx colleagues, El Concilio for Latinx Success, and their work on CSULB's Seal of Excelencia application, the BEC was established and endorsed by the Office of the President.

Upon notice from the Chancellor's Office that each campus must complete a BSS Inventory and Action Plan, the BEC was ready to lead the effort. As a result, a BEC core group prepared a comprehensive strategy to engage the entire campus in the inventory process was developed.

1. Customized inventories were distributed to Division Vice Presidents, Deans, Department Chairs, and Academic Affairs Senior Leadership Team members to capture division and unit-level assessment. Participants were encouraged to provide authentic assessments to help create a better Beach for all students, including our Black students, and to consider the inventory as an opportunity to make a difference;
2. Interdivisional campus colleagues, with demonstrated diversity, equity, inclusion, and accessibility knowledge and experience were brought together as a workgroup to support the review and analysis of each inventory. Workgroup members were endorsed by their Division Vice Presidents and provided an honorarium;
3. Interdivisional university contacts and inventory leads were also identified to help coordinate and clarify inventory details;
4. Consultation and support were sought through BSS Inventory and Action Plan presentations to the Executive Leadership Team, Provost's Council, Academic Senate Executive Committee, Student Affairs Staff, Black Faculty and Staff Association, and Black Student Leaders;
5. Informational Zoom sessions were held on September 24, 27, October 3, 5, and 9; and
6. As a result of the BSS presentation, CSULB's Academic Senate Executive Committee elected to theme the fall Senate retreat (October 26), "Elevating Black Excellence at the Beach" with members of the BEC and BSS workgroup serving as retreat facilitators. Over 100 members of the campus community attended and engaged in honest and insightful conversation about Black Excellence at The Beach.

CSULB INVENTORY RESULTS

Sixty-six (66) completed CSULB BSS Inventories were submitted, a response that demonstrated strong campus-wide engagement and desire to contribute to change. There is an excitement shared around the proposition CSULB will decisively take clear and direct action to support and elevate Black Excellence. Dr. Keith Claybrook, associate professor of Africana Studies, Black Faculty and Staff Association co-chair and charter member of the forming Black Excellence Collegium noted "there is something about this moment that points to the possibilities to make a difference." This hopefulness was paired with the sobering need to ensure faculty and staff are prepared with the cultural knowledge and responsive skills to help reach CSULB's goals. Core inventory themes included:

Student Outreach & Recruitment
- Foci included middle school, high school, community colleges and HBCUs for graduate school
- Hiring culturally responsive advisors at the college level
- Alumni outreach and engagement

Faculty Recruitment & Retention
- Revise RTP processes
- Faculty and cluster hiring
- Racial equity focused RSCA support for faculty
- Increase compensation for part time and lecturer faculty (disproportionately BIPOC)

Curricular Matters
- Faculty professional development for DEIA and cultural competence
- Creating/revising curricula: culturally relevant content and pedagogical approaches
- Compulsory bias & DEIA training for students

Data & Planning
- Administering discipline and unit-based climate surveys
- Accessing appropriate and timely student institutional data
- Update strategic planning processes

CSULB BSS ACTION PLAN DEVELOPMENT

The CSULB BSS Action Plan has been developed and guided by literature-based and data-driven equity-minded principles. The CSULB BSS Action Plan features 4 initiatives that have been cross aligned with (1) applicable *Advancing Black Student Success and Elevating Black Excellence* report recommendations, (2) common themes revealed through the CSULB BSS Inventory results, (3) Beach 2030 strategic plan priorities and executable action zones, (4) the CSU's newly published Student Access and Success Beyond Graduation Initiative 2025 report. Student data generated from CSULB BSS Action Plan's 4 initiatives and other related work will be examined within the campus' formative student outcomes assessment framework, the Holistic Student Success Ecosystem. The Office of the Provost and the BEC partnered with the Office of Program and Institutional Effectiveness to develop the assessment framework and appropriate measures linking activities outlined in the action plan for the proposed 18-month implementation period.

Methodology

To honor shared governance and collect as much information as possible, the inventory was customized by division, unit, or department. All university divisions received an inventory. In the Division of Academic Affairs, all units (e.g. Academic Planning, Graduate Studies, Undergraduate Studies, etc.) and all department chairs received an inventory. Of the 66 completed inventories received from across the university, 60 were from Academic Affairs, including all 8 colleges and 46 academic departments; 3 from Student Affairs; and 3 from Administration & Finance. A team of six Black Excellence Collegium members analyzed and coded the responses to the open-ended portion of the inventory. Emergent and common themes from campus BSS Inventories dovetail with these independently identified foci aligned with specific BSS recommendations outlined in this action plan. The Provost Office and The Black Excellence Collegium partnered with the Office of Program and Institutional Effectiveness to develop the assessment framework and appropriate measures linking activities outlined in the action plan for the proposed 18-month period.

Supplemental CSULB Action Plan Component: Black Student Success/Excellence Seed Funding Subawards

The CSULB BSS Inventory campus-wide process resulted in robust engagement and illuminated opportunities to seed select unit-level ideas with high potential impact and scalability. To further fertilize campus-wide investment in the Black excellence movement, and provide a mechanism to pilot innovations with potential, a BSS seed funding subaward process is part of the CSULB's plan. These subawards will provide the opportunity to expand upon select unit level BSS Inventories that show promise for impact at more granular institutional levels and stimulate and support grassroots level investment in programming for BSS/Black excellence. For more information, see CSULB BSS Action Plan timeframe and budget sections.

CSULB Holistic Student Success Ecosystem

The CSULB Holistic Student Success Ecosystem Framework and Assessment Benchmarks borrows concepts from Bronfenbrenner's ecological systems model[4] that frames an individual's experience within environmental and time-based systems[5].

- *Microsystem*-Immediate environment (home, school, peers, community)
- *Mesosystem*-Connections and interactions (with the different microsystems)
- *Exosystem*-Indirect environment (extended family, work, and neighborhood)
- *Macrosystem*-Social and cultural values (dominant beliefs and ideas)
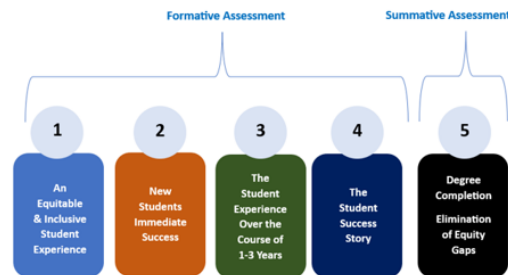- *Chronosystem*-Changes that occur over time

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[4]*Ryan, D. P. J. (2001). Bronfenbrenner's ecological systems theory. https://dropoutprevention.org/wp- content/uploads/2015/07/paquetteryanwebquest_20091110.pdf*
[5] *The Psychology Notes HQ. (2021, July 27). What is Bronfenbrenner's ecological systems theory? https://www.psychologynoteshq.com/bronfenbrenner-ecological-theory/.*

At the Beach, this model informs the development and delivery of student support programs and services that occur over the course of a student's educational experience while acknowledging their experience includes familial, campus, racial, social, economic, and political influences. Moreover, the model emphasizes the need to assess the effectiveness of the programs and services offered in support of holistic student success at critical junctures of the student experience to ground efforts in data and the ability to respond to students' diverse and changing needs.

The CSULB Holistic Student Success Ecosystem Framework & Assessment Benchmarks

Formative Assessment | Summative Assessment

1. An Equitable & Inclusive Student Experience
2. New Students Immediate Success
3. The Student Experience Over the Course of 1-3 Years
4. The Student Success Story
5. Degree Completion Elimination of Equity Gaps

Twelve Areas of Formative Assessment:

1. Outreach & Orientation
2. 1st Year Success
3. University & GE Learning Outcomes
4. Course GPAs & Equity Gaps
5. Average Unit Load
6. Holistic Advisement Utilization
7. Career Readiness Assessment
8. Curricular & Co-Curricular HIPs Outcomes
9. Academic Progression
10. Engagement
11. Sense of Belonging
12. Student Success Unit's Outcomes

The CSU Holistic Student Success Ecosystem is aligned conceptually with the new CSU student success vision and enrollment lifecycle model through identifying and assessing institutional outcomes along a trajectory of critical milestones, from recruitment to graduation.

Beach 2030
Beach 2030 is CSULB's strategic plan and guiding document that outlines five strategic priorities, one through four are represented in CSULB's Action Plan:

1. Engage All Students
2. Expand Access to Higher Education
3. Promote Intellectual Achievement
4. Build Community
5. Cultivate Resilience

Furthermore, these five priorities include seven action zones that are equally compelling and undergird how CSULB frames its efforts: (1) Build an Equitable and Empowering Culture; (2) Be a Student-ready University; (3) Reimagine Faculty; (4) Reimagine Staff; (5) Build a Growth Strategy; (6) Advance Partnerships for Public Good; and (7) Be a Future-ready University. The intentions included in these zones are also included in CSULB's BSS Action Plans.

The New CSU Student Success Vision

The CSU's new vision for student success (released October 2023) will be grounded in the CSU Cornerstones Report, Governor's Compact, and the Chancellor's Strategic Workgroups, resulted in strategic recommendations for the following areas: Sustainable Funding Model, Strategic Enrollment Management, Black Student Success, and Reimagining the Graduation Initiative.[6]

Advancement of the new CSU student success vision is proposed to be measured through four identified milestones for success along the student enrollment "lifecycle," from recruitment to graduation. Using this lifecycle as a model, the student experience/student journey can be measurably assessed to evaluate achievement of the CSU's student success and equity goals.

The New CSU Student Success Lifestyle from Recruitment to Graduation

Access	Thriving/Well-Being/Belonging
- Preparation - Recruitment - Financial Aid - Transition	- Mental Health - Basic Needs - Engagement - Debt-Free/Student Employment - Multiple On-Ramps to the University
Sustainability/Learning/Retention	**Mobility (Connectedness/Competency/Skill Building)**
- Faculty/Instructional Success - Appreciative/Coordinated/Holistic Advising - Majors, Sectors, and Pathways - Culture and Climate	- Internship Opportunities - Mentorship - Research - Graduate Pathways - Employability

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[6] *Student Access and Success Beyond Graduation Initiative 2025: Our Compelling Interest in Student Access and Success, CSU Division of Academic and Student Affairs, October 2023.*

IN SUMMARY

This campus discovery process (BSS Inventory), aligned with applicable CSU BSS recommendations, campus strategic priorities and student success frameworks (i.e., CSULB Holistic Student Success Ecosystem and the new CSU Student Success Vision student lifecycle benchmarks) have resulted in the development of the four (4) campus initiatives presented in the following CSULB BSS Action Plan.

CSULB BLACK STUDENT SUCCESS ACTION PLAN

CSULB Action Plan Initiative	Alignments			
	BSS Recommendation(s)	Beach 2030: CSULB Strategic Plan Strategic Priorities & Action Zones	CSULB Holistic Student Success Ecosystem	New CSU Student Success Vision – Lifecycle
#1 *The A-G Middle School Success Project* **Supporting College Preparatory Success**	**BSS Recommendation 1:** Create and Implement an Early CSU Outreach Plan	**Strategic Priorities** 2 - Expand Access to Higher Education 4 - Build Community **Action Zones** 1 - Build an Equitable and Empowering Culture 2 - Be a Student-ready University 6 - Advance Partnerships for the Public Good 7 - Be a Future-ready University	**CSULB Holistic Student Success Ecosystem Benchmark(s):** 1 - An equitable and inclusive prospective student experience	**New CSU Student Success Lifecycle Benchmark(s):** <u>Access</u> (Preparation, Recruitment, Transition)
#2 *Guided Pathways to the Beach Major* **A 1st and 2nd Year UDC Majors Student Success Teams Advising Pilot**	**BSS Recommendation 3:** Develop a Comprehensive Retention and Persistence Strategy for Black Students	**Strategic Priorities** 1 - Engage All Students 4 - Build Community **Action Zones** 1 - Build an Equitable and Empowering Culture 2 - Be a Student-ready University 7 - Be a Future-ready University	**CSULB Holistic Student Success Ecosystem Benchmark(s):** 2 - New students' immediate success	**New CSU Student Success Lifecycle Benchmark(s):** <u>Sustainability/Learning/Retention</u> (appreciative/coordinated/holistic advising, majors, sectors, and pathways)
#3 *Black Beach for Life* **A Sustained and Interconnected Learning Community**	**BSS Recommendation 3:** Develop a Comprehensive Retention and Persistence Strategy for Black Students **BSS Recommendation 4:** Create Welcoming and Affirming Spaces **BSS Recommendation 7:** Invest in Black Faculty and Staff Support	**Strategic Priorities** 1 - Engage All Students 3 - Promote Intellectual Intelligence 4 - Build Community **Action Zones** 1 - Build an Equitable and Empowering Culture 2 - Be a Student-ready University 6 - Advance Partnerships for the Public Good 7 - Be a Future-ready University	**Holistic Student Success Ecosystem Benchmark(s):** 2 - New students' immediate success 3 – The student experience over the course of their 2-6 years 4 - The student success story 5 - Degree completion & elimination of equity gaps	**New CSU Student Success Lifecycle Benchmark(s):** <u>Access</u> (Transition) <u>Sustainability/Learning/Retention</u> (Culture and climate) <u>Thriving/Well-Being/Belonging</u> (Mental health, Basic needs, Engagement, Debt-free/student employment) <u>Mobility</u> (Internship opportunities, Mentorship, Employability)
#4: *DEIA Excellence in the Beach Classroom* **Equipping Beach Faculty for Inclusive Instruction for ALL Students**	**BSS Recommendation 5:** Develop and Implement Inclusive and Culturally Relevant Curricula	**Strategic Priorities** 3 - Promote Intellectual Intelligence 4 - Build Community **Action Zones** 1 - Build an Equitable and Empowering Culture 2 - Be a Student-ready University 3 - Reimagine Faculty 7 - Be a Future-ready University	**Holistic Student Success Ecosystem Benchmark(s):** 2 - New students' immediate success 3 – The student experience over the course of their 2-6 years 4 - The student success story 5 - Degree completion & elimination of equity gaps	**New CSU Student Success Lifecycle Benchmark(s):** <u>Sustainability/Learning/Retention</u> (Faculty/instructional success)

ACTION PLANS 1-4

CSULB BLACK STUDENT SUCCESS ACTION PLAN

Initiative #1: The A-G Middle School Success Project – Supporting College Preparatory Success

Maps to:
- BSS Recommendation 1: Create and Implement an Early CSU Outreach Plan
- Beach 2030 Strategic Priorities 2, 4, Action Zones 1, 2, 6, 7
- CSULB Holistic Student Success Ecosystem Benchmark(s): 1
- New CSU Student Success Lifecycle Benchmark(s): Access (Preparation, Recruitment, Transition)

Applicable BSS Recommendations and Criterion/a
BSS Recommendation 1   - The university has created a comprehensive early outreach plan beginning in middle school that promotes academic preparation and a pathway to college for all students, including Black students   - The university is engaged in partnerships with K-12 schools, nonprofits local community organizations to facilitate academic success in preparation for college   - The university hosts programs on campus for K-12 students to engage with CSU faculty, including faculty of color

CSULB BSS Initiative #1 Rationale

- There exist inequitable enrollments among populations of CSULB FTF who are LBUSD graduates:
     o 5-yr. avg: Black = 6%; Asian = 20%; Latinx = 55%
     o Black LBUSD HS graduates/all = 80%; Black LBUSD HS graduates/A-G completers= 50%
 - Completion of the A-G curriculum is required for CSU FTF enrollment
 - Regarding expansion/extension of the CSULB outreach pipeline, those universities that establish and maintain the most repetitive outreach to students and parents/guardians during school years are the ones to which students are most likely to decide to commit
 - This initiative aims to expand K-12 partnerships as envisioned in the new CSU student success vision (2023)
 - Black students from lower socioeconomic backgrounds who were exposed to Black teachers in elementary school were 29% less likely to drop out. For boys, the probability decreased to 39%, likely preventing them from entering the school to prison pipeline[7]
 - There are negative effects upon Black children related to not having Black teachers[8]
 - There are concerns about inequities in public-school disciplinary measures and the disproportionate effect for Black students[9]
 - Black teachers are observed to play a crucial role in the academic engagement, academics, and professional aspirations of Black students[10]

Initiative Goals Commencing Fall 2025
Institutional Goal: Achieve a 12% Black new student admission rate (baseline = 5%)   **CSULB Initiative #1 Goals:**

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[7] Gershenson, S., Hart, C. M. D., Lindsay, C. A., & Papageorge, N. W. (2017). *The long-run impacts of same-race teachers* (IZA DP No. 10630). Retrieved from IZA Institute of Labor Economics http://ftp. iza. org/dp10630. pdf.

[8] Griffin, A., & Tackie, H. (2017). Through our eyes: Perspectives from Black teachers. *Phi Delta Kappan, 98*(5), 36-40.

[9] Wood, L., Harris III, F., Howard, T. C., Qas, M., Essien, I., King, T. (2023, October 27). *Suspending our future: How inequitable disciplinary practices disenfranchise Black kids in California's public schools.* Black Minds Project. https://bmmcoalition.com/wp-content/uploads/2021/02/SuspendingOurFuture-6-1.pdf

[10] Lewis-Brownfield, C. F. (2022). *Disappearing Acts: The Declining Numbers of African American Teachers in Public School Settings* (Doctoral dissertation, University of the Pacific).

- Build capacity toward increasing CSU and CSULB student-readiness[11] among all LBUSD students, including Black students:
  - Establish initial partnership with at least 4 LBUSD middle schools (25%) as initiative activity sites (Total = 16 LBUSD middle schools)
  - Engage at least 75 parents/guardians in targeted program activities
  - Engage at least 300 middle school LBUSD students in 2-4 specific activities:
    - Aim for at least 65% Black student participation
    - 22-23 LBUSD middle school enrollment = 9897[12]; LBUSD Black students at 12.6%; projected LBUSD Black middle school student pool = 1,247; 300 students engaged in 2-4 activities = 300 @ 25%

Activity Elements

- Beach faculty and staff engagement with LBUSD students, teachers, and families
- In consultation with parents/guardians and the community, support awareness raising, education, and advocacy to eliminate the inequitable disciplinary rates of Black students
- Alignment with existing Long Beach College Promise by including outreach/program support for high school transition and enrollment
- Engagement of 300 students in 2-4 activities, which may include combinations of on-site A-G course academic enrichment and support, CSULB student near-peer tutoring/mentoring, LBUSD to CSULB curriculum enrichment, mental health and wellness awareness, parental/guardian information sessions, community resources, high school readiness seminars, cultural activities, CSULB faculty visits, pre-HS advising, Beach campus activities (to be finalized by CSULB-LBUSD work groups)
- Development of middle school student participant outcomes metrics over next 3 yrs., beginning with grades 7-8 in fall 25 (to be finalized by CSULB-LBUSD working teams):
    - No./% engaged in 2-4 initiative activities
    - No./% parents/guardians engaged in targeted activities
    - No./% entering high school by fall 2028
        - No./% enrolled in high school A-G curriculum by fall 2028
- Establish processes to annualize student outcomes data in the Holistic Student Success Ecosystem

Campus Unit (s)
Office of the President, CSULB Office of the Superintendent, LBUSD Office of the Provost, CSULB VP of Student Affairs **AA Units** - IR&A - Select colleges and departments **SA Units** - Outreach - Multicultural Affairs **Partnerships** - Long Beach College Promise - BFAS, BEC, CLA/Africana Studies - BFAS, BEC, BRC, BPASH - Student on-site   Other(s) as determined

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[11] McNair, T. B., Albertine, S., McDonald, N., Major Jr, T., & Cooper, M. A. (2022). *Becoming a student-ready college: A new culture of leadership for student success.* John Wiley & Sons.

[12] *Data from the California Department of Education, retrieved from Ed-Data.org on 10/20/2023.*

CSULB BLACK STUDENT SUCCESS ACTION PLAN

Initiative #2 *Guided Pathways to the Beach Major – A 1st and 2nd Year UDC Majors Student Success Teams Advising Pilot*

Maps to:
- BSS Recommendation 3: Develop a Comprehensive Retention and Persistence Strategy for Black Students
- Beach 2030 Strategic Priorities 1, 4; Action Zones 1, 2, 7
- CSULB Holistic Student Success Ecosystem Benchmark(s): 2
- New CSU Student Success Lifecycle Benchmark(s): <u>Sustainability/Learning/Retention</u> (appreciative/coordinated/holistic advising, majors, sectors, and pathways)

BSS Recommendation 4 Criterion/a
- The university has implemented a retention and persistence plan based on disaggregated data that includes course success rates for Black Students and other student groups with similar retention gaps - This retention and persistence plan has a personalized student support model based on needs and a case management approach for follow-up - This retention and persistence plan includes enhanced advising based on best practices

CSULB BSS Initiative #2 Rationale

- Despite in-range entering high school GPAs, Black undeclared (UDC) students' 1st yr. retention rates avg. 5 percentage points lower:
  - High school GPA Black UDC students = 3.31; all UDC students = 3.48 (7 yr. avg.)
  - 1st yr. Black student retention = 77.27% (6 yr. avg); all students = 83.11% (6 yr. avg)
    ▪ Of note, the Fall 2020 Black UDC 1st yr. retention rate (51.72%) was nearly 30 percentage points lower than avg. of other students (81.93%)
o This initiative aims to pursue increasing major selection through a proactive advising network - Student Success Teams (SST) - as a retention/success strategy:
  - Advising is an evidence-based retention strategy. Academic advising plays a critical role in persistence, retention, graduation, and overall student success[13]
  - According to a 2016 NACADA report, "To reach African American students, the use of the intrusive or proactive advising approach often is effective"[14]
o The initial student success teams model of focus will be the CSUF student success teams model: Data-driven, early-alert focused, coordinated proactive advising involved case-based teams of specialists[15]

Initiative Goals Commencing Fall 2025

<u>Institutional Goals</u> (Commencing Fall 2025):
o Increase and sustain major declaration to 50% avg. among all CSULB UDC students, including Black students
  - Black students baseline=32.20% (7 yr. avg.); other students baseline=29.12% (7 yr. avg.)
o Increase and sustain major declaration to 80% avg among all CSULB UDC students, including Black students
  - Black UDC students = 61.36% (7 yr. avg.); other UDC students = 63.69% (7 yr. avg.)

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[13] *Museus, S. D., & Ravello, J. N. (2010). Characteristics of academic advising that contribute to racial and ethnic minority student success at predominantly White institutions. NACADA journal, 30(1), 47-58.*

[14] *Harrell, C. (2016). Advising African American students. https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advising-African-American-Students.aspx*

[15] *The Power of Intentionality: Cal State Fullerton's Student Success Teams & Gap-closing Campaign Pilots, circa 2018.*

o   Increase 1st yr. retention rates by among all CSULB UDC students, including Black students
-   1st yr. Black UDC student retention = 77.27% (6 yr. avg.); other 1st yr. UDC students = 83.11% (6 yr. avg.)
-   Increase A2/B4 completion in yr. 1 by 5 percentage points among all CSULB UDC students, including Black students
-   A2: Black UDC students = 85.98% (7 yr. avg.); other UDC students =76.73% (7 yr. avg.)
-   B4: Black UDC students = 48.48% (7 yr. avg.), other UDC students =52.61% (7 yr. avg.)

CSULB BSS Initiative #2 Goals (Commencing Fall 2025):
-   One hundred percent (100%) of 1st yr. FTF UDC students, including Black UDC students, will be entered into a SSTs database
    -   Fall 22 UDC: HC = 1,552; FTES = 1,276
    -   At least 70% of all 1st yr. FTF UDC students will be assigned to a designated SST care network
    -   At least 80% of Black 1st yr. UDC students will engage in the SSTs model
-   Of those, at least 80% of Black 1st yr. UDC students will remain engaged in the SSTs model through the 2nd yr.
-   At least 60% of 1st yr. FTF UDC students will be prescribed a pre-Major Map
-   At least 70% if 1st yr. FTF UDC will be eligible for entry into their selected major (GPA, MSDR/DPR based eligibility)
-   One hundred percent (100%) of 1st yr. FTF UDC students will enroll in COUN 191: Careers and Personal Exploration, which includes educational and career planning, exploration of personal characteristics and individual differences, decision making, goal setting, and job/career search preparation
-   At least 85% of the SSTs staff and participating faculty advisors will engage in professional development including culturally conscious and responsive-based advising[16] and building advising relationships[17]

Activity Elements

-   Using a case-based model, students will have an assigned SST to serve as the primary academic support network throughout their first 2 yrs. (academic advisor as SST leads)
    -   Assess current advising infrastructure – program reviews, annual assessment reporting
    -   Recommendations from the 2021 NACADA review
    -   Recommendations from the Advising Task Force
-   Development of pre-Major Maps (UDC student IEDs; SST approaches to be centered on customized pre-Major Maps for UDC students)
-   SSTs will utilize the EAB coordinated care network platform for monitoring and triaging services, including academic advising, majors exploration, student life & wellness, tutoring, veterans services, writing support, Beach Central (enrollment services one-stop shop)
-   Will leverage the new Black Beach for Life continuous learning community to connect 1st yr. UDC majors to co-curricular student engagement (see CSULB BSS initiative #3)
-   Establish processes to annualize student outcomes data in the Holistic Student Success Ecosystem

Campus Unit (s)

UCUA
College Advising Teams
Academic Senate
GEEC
BMAC
CAPS
ATS
IR&A
Career Services
Outreach/SOAR experience
Beach Central

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[16] Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race ethnicity and education, 8(1), 69-91.
[17] EAB. (2023). The student success playbook: 14 recommendations to improve student outcomes and ensure financial sustainability across the next decade. https://eab.com/research/student-success/custom/student-success-strategy-playbook/

CSULB BLACK STUDENT SUCCESS ACTION PLAN

Initiative #3: *Black Beach for Life – A Sustained and Interconnected Learning Community*

Maps to:

- BSS Recommendation 3: Develop a Comprehensive Retention and Persistence Strategy for Black Students
- BSS Recommendation 4: Create Welcoming and Affirming Spaces
- BSS Recommendation 7: Invest in Black Faculty and Staff Support
- Beach 2030 Strategic Priorities: 1, 3, 4; Action Zones 1, 2, 4, 6
- Holistic Student Success Ecosystem Benchmark(s): 2-5
- New CSU Student Success Lifecycle Benchmark(s): Access (Transition); Sustainability/Learning/Retention (Culture and climate); Thriving/Well-Being/Belonging (Mental health, Basic needs, Engagement, Debt-free/student employment); Mobility (Internship opportunities, Mentorship, Employability)

BSS Recommendation and Criterion/a
BSS Recommendation 3 - The university has implemented a retention and persistence plan based on disaggregated data that includes course success rates for Black Students and other student groups with similar retention gaps - This retention and persistence plan includes at least two high-impact practices that support Black student persistence and retention **BSS Recommendation 4** - The university has a Black Resource Center - The university employs culturally competent mental health professionals - The campus features Black-designed and inspired spaces **BSS Recommendation 7** - The university has allocated resources to support faculty scholarly work and/or professional development specifically related to their work with affinity groups and cultural associations, including those with a focus on Black culture and tradition

CSULB BSS Initiative #3 Rationale
- Black student retention rates demonstrate an equity gap compared to all students and are among the lowest of all CSULB populations: Fall 22   o   1st yr. Black student retention = 76.6%; all students = 85.5% - With the exception of 2-yr. transfer graduation rates, Black student retention and graduation indicators track in colinear trends - Research has shown the positive impact of faculty diversity on underrepresented minority students, with Black and Latinx college students more likely to persist and graduate if they have professors and role models who look like them[18] - Associations between positive, sustained engagement with students' aspirational capital[19], support for developing scholarly identity[20] - Black students can benefit from up to 2 HIPs through this initiative[21]

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[18] *Stout et. al, 2018. The relationship between faculty diversity and graduation rates in higher education. Intercultural Ed. 29 (3), pp 399-417.*

[19] *Yosso*, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. Race ethnicity and education, 8(1), 69-91.*

[20] *Jett, C. C. (2022). Black Male Success in Higher Education: How the Mathematical Brotherhood Empowers a Collegiate Community to Thrive. Teachers College Press.*

[21] *Finley, A., & McNair, T. (2013). Assessing underserved students' engagement in high-impact practices.*

- Most LCs are for a short duration; this initiative's rationale is rooted in associations between positive, sustained engagement with like/near identity influencers (peer, faculty, staff, alumni) and Black student sense of belonging, retention, and academic success

Initiative Goals Commencing Fall 2025

Institutional Goal (Commencing fall 2025)
- Reduce the 1st yr. retention rate equity gap between all 1st yr. students and Black students by 5 percentage points within 3 yrs. (measurable by fall 2028)

CSULB BSS Initiative #3 Goals:
- At least 80% of DSA Summer Bridge Black students will continue to participate in BBFL learning community (Summer Bridge N = 100)
- At least 80% of all FTF Black student will participate in the BBFL learning community (including > 80% of Summer Bridge 100)
  - Fall 22 cohort FTF Black student enrollment = 209
- At least 75% of retained Black students will continue participation in the BBFL learning community for the duration of their CSULB experience
- At least 90% of BBFL participants will engage in 2 or more experiences per yr.
- One hundred (100%) of BBFL participants will engage in at least 1 HIP (BBFL is a HIP) and at least 70% will engage in > 2 HIPs.
- At least 25 Black faculty, staff and Beach alumni will contribute to BBFL activities annually
- At least 75% of BBFL student participants will take the PERMA Profiler annually for assessment of spectrum developments along the 5 PERMA domains of wellbeing (positive emotion, engagement, relationships, meaning, and accomplishment)
- At least 2 additional assessments of belonging will be identified in lieu of or addition to the PERMA Profiler

Activity Elements

- 1st yr. through degree completion learning community, featuring a pipeline of level-specific, measurable experiences (HIP)[22]
- **BBFL Principles:** Based on Centering Blackness. Emphasis on culturally relevant knowledge and culturally-informed pedagogy that centers Black experiences; and their commitment to Black cultural validation via connecting with Black communities and Black students' backgrounds[23]
- Early start (summer): Black Excellence at the Beach summer program for 100 incoming Black students with its measurable outcomes (already established)
- **Year 0:** Black Excellence 3D Tour. Incorporates current students, staff, faculty and alumni highlighting what makes the Beach the best choice for black students through resources and intentional programming directed at their success.
- **All Years:** Black Excellence F2 Food and Fun (e.g., Volleyball Game with Food, ASI Beach Kitchen -Cooking for Life)
- **Year 1:** Black Pan African Scholars House (residential); in-house mentoring and/or a Black Scholars cohort of Beach XP with peer mentoring component. Black Scholars cohort of Beach XP was structured with one of the two courses being from Africana Studies. Integrate MSI, BRC, and SisterFriends into the Black Scholars Cohort activity time experience of BeachXP to support mental health through their college transition. Bring Black student organizations into the activity hour to help create community and sense of belonging. Black faculty and staff to visit to connect with students. Attend the Black Alumni Gala at the successful end of their first yr. to connect with local alumni and community supporters, use as an opportunity to connect students with alumni mentors. Alumni mentors charged with checking in on their mentees by text or facetime every couple of weeks to ask them how they are doing. (HIP)
- Black Excellence Specialized Financial Aid Workshops dedicated to Black Excellence
- **Year 2:** Move all students into either Catalyst for Change or LBCIP in fall semester of second yr. so they all have paid internships (HIP). Identify students interested in doing either student abroad or HBCU exchange in spring semester (HIP). Employ (pay) students to accompany outreach for events targeting Black prospective students and to participate in yield efforts.
- Offer LinkedIn Professional Photo Sessions
- **Year 3:** Pay students to mentor first and second yr. students (through Black and Pan African Scholars House and through Beach XP Black Scholars Cohort.) Continue internships.
- Take on leadership roles in Black student organizations, ASI, Housing RAs and sit on scholarship committees for Catalyst for Change. Introduce information on graduate school through Grad Studies and on career prep through the Career Development Center including Black Excellence Resume for your Future. Conduct as a personalized, mentored

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[22] *Kuh, G. D. (2008). Excerpt from high-impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities, 14(3), 28-29.*
[23] *Williams et. al, 2021. Centering Blackness: An examination of culturally affirming pedagogy and practices enacted by HBCU administrators and faculty members. Innovative Higher Ed. 46, 733-757*

experience.

- **Year 4:** Attend the Circle of Change Leadership Development Conference. Participate in workshops on overall and financial futures. Offer Black Excellence Graduation Stoles. Attend the Black Alumni Gala as near completers. Network for job opportunities and prepare to be Beach alumni.
- Establish processes to annualize student outcomes data in the Holistic Student Success Ecosystem

Campus Unit(s)
Division of Student Affairs
Enrollment Services
Outreach
Black Resource Center
Multicultural Resource Center
Black Pan African Student Housing
ASI
USU
Career Development Center
Counseling and Psychological Services
Africana Studies
Beach XP
Faculty Affairs
Faculty Center
ORED
IR&A
University Library
Center for Community Engagement and the Academic Internship Office
Graduate Studies
Division of Administration and Finance
Staff Development
University Relations and Development

CSULB BLACK STUDENT SUCCESS ACTION PLAN

Initiative #4: DEIA Excellence in the Beach Classroom – Equipping Beach Faculty for Inclusive Instruction for ALL Students

Maps to:

- BSS Recommendation 5: Develop and Implement Inclusive and Culturally Relevant Curricula
- Beach 2030 Strategic Priorities 3, 4; Action Zones 1, 2, 3, 7
- Holistic Student Success Ecosystem Benchmark(s): 2-5
- New CSU Student Success Lifecycle Benchmark(s): Sustainability/Learning/Retention (Faculty/instructional success)

BSS Recommendation 1 Criterion/a
- The university has established a mandatory faculty development program for serving students from diverse cultural backgrounds, including Black students - New faculty orientation includes strategies to improve pedagogy and inclusivity in the classroom - Faculty have funded opportunities to participate in discipline specific professional development to develop and implement inclusive and culturally relevant curriculum in the classroom

CSULB BSS Initiative #4 Rationale

- CSULB serves a highly diverse student body: Fall 2022
    ○ HC = 38,273
    ○ FTES = 32,413
    ○ **Ethnicity:**
       - Black = 3.6%
       - Hispanic/Latinx = 47.0%
       - Asian = 20.6%
       - White = 16.0%
       - 2/More Races = 4.3%
    ○ **Sex/Gender**
       - Female = 58.7%
       - Male = 41.0%
       - Non-binary = 0.2%
    ○ **Pell Eligibility:**
       - Pell = 56.1%
       - Non-Pell = 43.9%
 - CSULB faculty body is comparatively less diverse than student body: Fall 2022
    ○ HC = 2510
    ○ FTEF = 1655
    ○ **Ethnicity:**
       - Black = 5.1%
       - Hispanic/Latinx = 13.2%
       - Asian = 17.6%
       - White = 54.3%
       - 2/More Races = 2.3%
    ○ **Sex/Gender**

- Female = 53.0%
- Male = 46.6%
- Non-binary = 0.4%
- Inclusive excellence is vital because faculty and students do not leave their values, cultures, genders, and ethnicities at the door when they enter to teach and learn[24]. Rather, they bring all those identities with them into the learning experience
- Many educational experiences in the classroom are based on the white, heterosexual, male culture, often leaving students of color, women, and members of gay, lesbian, and bisexual communities isolated in their learning. Faculty are often unaware of their bias in favor of the dominant culture [25] and in many instances their adherence to the dominant culture creates a barrier to learning[26]
- Faculty members often cite barriers to implementing inclusive practices, including their own perceived lack of competence in diversity related aspects of curriculum and pedagogy, fear of the unknown, lack of skills for managing classroom conflict, fear of being labeled as radicals if they promote inclusive excellence[27] faculty are concerned about being labeled as radicals if they promote inclusive excellence and training in implementing inclusive excellence[28]

Initiative Goals Commencing Fall 2025

Institutional Goals (Commencing Fall 2025)
- Decrease non passing rates in select courses by 5 – 8% for all enrolled students, including Black students
- Narrow GPA equity gaps in select courses by within at least 80% differential between total enrolled and Black enrolled students

CSULB BSS Initiative #4 Goals:
- Establish a baseline for the number of faculty certified in culturally responsive pedagogy (CRP) for successive increase annually.
- Establish baseline metrics on course outcomes between CRP trained faculty vs. non CRP trained faculty
- Establish baseline metrics on course outcomes among participating faculty pre- and post CRP certification in identical course preparations.
- Establish baseline metrics on qualitative perceptions on CRP among students and CRP faculty

Activity Elements

Principles: A framework for inclusive excellence that has five dimensions[29]: (1) intrapersonal awareness, (2) interpersonal awareness, (3) curriculum transformation, (4) inclusive pedagogy, and (5) inclusive learning environments

Activities Summary:
Create a new certificate program on inclusive and culturally relevant pedagogy (CRP) in the classroom
- Create a comprehensive inventory of current professional development (PD) offered through the Faculty Center
- Develop CRP certificate program (e.g., courses, announcement/communication, participant stipends, facilitators, etc.)
- Develop course content for semester-long CRP certificate program
- Research option for digital badge
- All new TT and lecturer faculty will be introduced to the certificate program during the Fall 24 orientation
- Design a survey to administer to students in "equitized" courses to obtain their perceptions of the various equity principles employed in the CRP Program.

[24] Chesler, M., Lewis, A., & Crowfoot, J. (2005). Challenging racism in higher education: Promoting justice. Oxford, UK: Rowman & Littlefield.

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[29] Salazar, M., Norton, A. and Tuitt, F. 2010. 12 weaving promising practices for inclusive excellence into the higher education classroom. To Improve the Academy (TIA) 28, 208-226.

- Establish student outcomes data analysis approach
- Confirm CRP/non-CRP faculty course outcomes
- Pre/post CRP faculty participant course outcomes
- SPOT surveys: 1) CRP/non-CRP faculty; 2) Pre/post CRT training among participating faculty
- Qualitative student surveys
- Participating faculty qualitative surveys
- Faculty participants will be invited to provide anonymized grade rosters for their course offerings
- Conduct CRP assessment and student survey of courses taught by the current faculty cohort
- CRP assessment and student surveys will be reviewed, analyzed, and recommendations will be integrated into the next cohort's certificate program
- Compare multi-section course equity gap data, non-passing rates and course GPAs between CRP certified/non-CRP certified faculty
- Examine course data for participating faculty pre- and post CRP certification in identical course preparations

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