



8th Annual Educational Leadership Symposium

# LEADERSHIP IDENTITY: AT THE INTERSECTION OF WHO YOU ARE & WHAT YOU DO



# EDUCATIONAL LEADERSHIP



At the Intersection of  
Who You Are & What You Do

8th Annual Educational Leadership Symposium

January 27, 2018

University Student Union/USU

@CSULBCED | #LBLead18

# WELCOME

## A Message From Our Department Chair

Welcome to the 8th annual Educational Leadership Symposium and our focus on Leadership Identity. This annual event showcases the research and ideas of our doctoral students, master's students and faculty in a setting that fosters engagement and motivation to find the sweet spot between who we are and what we do. For most in our community, a commitment to education, equity and social justice is a part of who we are as people and an ethos that guides our practice. It is certainly something to be proud of and work to integrate even more strongly. As we have seen in the



world around us, who we are and what we believe in has real consequences for the communities we lead. While we hold the best of intentions and the most optimistic view of our own integrity and identity—without reflection and critical assessment, even at our best, we may not be doing the best for students, families and educational institutions. I hope we challenge ourselves and each other to really examine all the different elements that come together to make us who we are, so that we can be the kind of leaders that education in our region desperately needs.

Thank you to all the presenters— what a wonderful slate of scholars, leaders and students! It's wonderful to see the Center of Educational Effectiveness and Evaluation so well represented on the program. In a very short period of time CEEE has grown from an idea to a bustling center, working at capacity. Our alumni are also presenting today. It's a testament to their commitment that they continue to engage and contribute to the students behind them in the pipeline. We also have many students ready to talk about their research— I definitely am impressed that they are willing to share their early insights! And a big thank you to all of our guests from other universities and centers who are contributing today. Thank you to all of those who have made this symposium possible, your diligent work makes this a highlight of our year.



Thank you for attending and supporting our programming.

*100% of the registration proceeds will be used to fund the Educational Leadership Social Justice Scholarship awarded to exemplary CSULB Ed.D. graduate students.*

For more information on our faculty & programs, please visit:

[www.ced.csulb.edu](http://www.ced.csulb.edu)

# SYMPOSIUM COMMITTEE

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Cohort 7

**Kirst DeBiase Ed.D.**  
Alumni Fellow  
Cohort 7

**Robert Whitman, Ed.D.**  
Alumni Fellow  
Cohort 4

# SCHEDULE AT-A-GLANCE

**Registration & Continental Breakfast**  
8:30am—9:00am  
USU Beach Auditorium Foyer

**Welcome Address**  
9:00am—9:10am  
USU Beach Auditorium

**Session I**  
9:20am—10:05am  
USU 3rd Floor

**Session II**  
10:15am—11:00am  
USU 3rd Floor

**Session III**  
11:10am— 11:55am  
Grand Ballroom Foyer

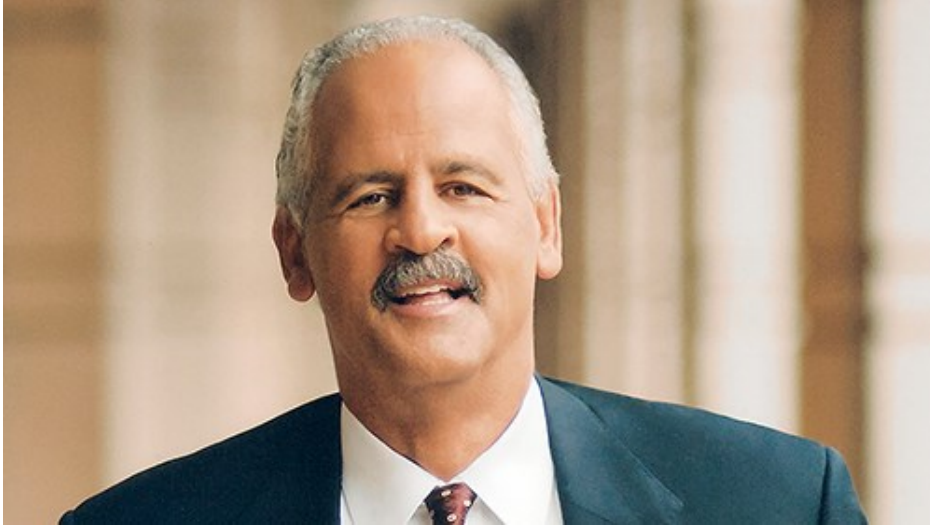
**Lunch**  
12:00pm—12:30pm  
Grand Ballroom

**Keynote Address**  
12:30pm—2:00pm  
Grand Ballroom

**Closing Remarks**  
2:10pm—2:30pm  
Grand Ballroom

# KEYNOTE SPEAKER

Stedman Graham | Best Selling Author, Educator, Entrepreneur



Stedman Graham is chairman and CEO of S. Graham & Associates, a Chicago-based management and marketing consulting firm that specializes in corporate and educational markets.

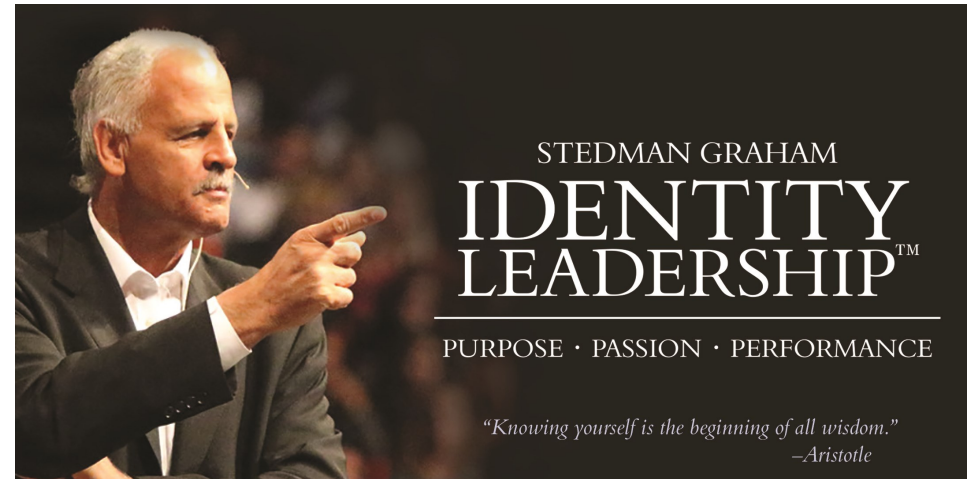
Graham delivers his identity message throughout the country and globally to corporations, professional associations, government and civic organizations, colleges and universities, and community groups.

Stedman Graham has authored 11 books, including two *New York Times* Best Sellers, *You Can Make It Happen: A Nine-Step Plan for Success* and *Teens Can Make It Happen: Nine Steps to Success*. His latest release, *Identity: Your Passport to Success*, was on the *Wall Street Journal* Best Seller list. He is currently working on his latest book, *Identity: Passport to Freedom*.

He served in the U.S. Army and played basketball professionally in the European League. Graham holds a bachelor's degree in social work from Hardin-Simmons University, a master's degree in education from Ball State University, and an honorary doctorate in humanities from Coker College.

# KEYNOTE ADDRESS

12:30pm—1:30pm | Grand Ballroom



## IDENTITY Leadership.

The philosophy of the Identity Leadership program is that you cannot lead anyone else until you can first lead yourself. Understanding the value of self-empowerment, self-mastery, and self-development is important, especially in our ever-evolving 21st century world we live in. **YOUR SUCCESS IS BASED ON YOUR WILLINGNESS TO BE A LEADER OF YOUR OWN LIFE.**

The best way to predict your future... IS TO CREATE IT..

Today, the evidence is everywhere. In no other time in history has there been a greater need for people to be leaders of their lives and claim their right as human beings, which includes the freedom to achieve their full potential.

With a strong sense of Identity you will:

- Enhance performance
- Define, plan and prepare with purpose and direction
- Overcome labels of race, gender and circumstance
- Build a foundation for growth and development
- Build leadership skills
- Develop emotional intelligence

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## Implementing a Institutional Research Curriculum

*Alejandra Priede, Ph.D., EDLD Faculty*  
*Paul Buonora, Ph.D., Chemistry Faculty*  
*Jingyan Wang, CEEE Graduate Assistant*

The National Institutes of Health (NIH), through the Building Infrastructure Leading to Diversity (BUILD) grant, gave California State University, Long Beach (CSULB) the opportunity to develop an undergraduate research curriculum to support the next generation of diverse researchers in biomedical and behavioral sciences in health-related fields. The research curriculum was designed to attract students to research careers and provide skill sets that prepare them to enter into graduate school.

This study aims to present the challenges and successes of the implementation of the research curriculum at CSULB, provide lessons learned, and provide evidence of the successful implementation. The findings reveal that the total number of students enrolled in the research courses and the sections offered have increased every semester, especially the Interdisciplinary Approaches to Health Disparities course. In addition, the percent of non-BUILD students enrolled in the courses has been increasing exponentially from the fall 2015 to fall 2017, which shows growing research interests of non-BUILD students. Furthermore, students indicate their likelihood of enrolling in a Ph.D. has increased after taking these courses. Finally, findings show the courses' effectiveness in preparing students to communicate scientific information, to succeed in advanced coursework or thesis work, and to apply for graduate school, as well as the courses' increased contribution to students' professional and personal development.

# SESSION I

9:20am—10:05am | USU 3rd Floor

Paper Session I

Rm.303

## Teachers for Social Justice: The Promise of Transformative Expectations for Urban Chicanx/Latinx Youth

*Dr. Leticia Rojas, Ed.D. Alumni, Cohort 5*

Drawing on the concept of transformative expectations — that is, the instructional practices that demonstrate teachers belief systems for the educational justice and empowerment of Chicanx/Latinx youth — this qualitative study explored the expectancy effects of nine classroom teachers with social justice commitments in a school district in California. Through semi-structured interviews, teacher journaling, and artifacts of classroom practices, this study points to the importance of teacher disposition and socialization in developing classroom expectations, as well as of conceptualizing academic rigor, social capital, empowering curriculum, and teacher caring from perspectives of justice to support students in meeting or exceeding their instructional goals. Teachers reported these four expectancies as important strategies for bringing social justice into the classroom, thereby prompting discussions of the future directions of teaching for social justice.

# SESSION I

9:20am–10:05am | USU 3rd Floor

Paper Session I

Rm.303

## Preparation of the 21st Century Technological Skills for Teachers in Linked Learning Institutions

*Fabian Rojas Ramirez, CSULB Ed.D. Candidate, Cohort 9*

"Linked learning is an approach aimed at raising the success of high school education with the idea that education should be relevant to students by helping them answer the question "Why do I need to know this?" And better know the world of work. The purpose of this study is to better understand the perception of teachers in Linked Learning Master program about their training in technological skills, to identify the technological skills teachers, need to prepare students to meet the demands of the 21st Century. This is a qualitative study that analyzes the process of training of the candidate teachers in the development of the skills of the 21st century, determining the level of knowledge and integration of technologies of teacher educators and candidates. The research questions to guide this study are: How do university professors in a Linked Learning graduate program incorporate 21st Century Learning Skills in technology? And How do secondary teachers in a Linked Learning focused graduate program incorporate 21st Century Learning Skills in technology in their classroom settings?. This study is a qualitative study that analyzes the training process of candidate teachers in the development of technological competencies, determining the level of knowledge and integration of the technologies of teacher educators and candidates for teachers."

# SESSION III: POSTER SESSIONS

11:10am–11:55am | Grand Ballroom Foyer

## Perceptions of Belonging for First Generation Women in Engineering

*Melissa Norrbom, CSULB Ed.D Student, Cohort 10*

This poster uncovers the experiences of two first-generation women who have the compounded challenge of also pursuing a more rigorous engineering degree and how they interpret their sense of belonging at a four-year public institution. The purpose of this ethnographic study (Glesne, 2016) was to explore the perceptions of first-generation undergraduate women's sense of belonging at a four-year university. The research question chosen for this study was: What are the experiences of first-generation undergraduate women pursuing an engineering degree at a four-year university? Findings suggest first-generation women in engineering have both positive and negative perceptions of self, social and family interactions impact their self perceptions, and the university environment affects their sense of belonging.

Keywords: Women, first-generation, STEM, engineering, belonging

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## Moving to the Top: The Professional Experiences of African American Women Middle Level Managers

*Melanie Mitchell, CSULB Doctoral Candidate, Cohort 9*

There is extensive research on new professionals in student affairs and senior student affairs officers; however, there is limited qualitative research on middle level managers, specifically African American women employed at four-year predominantly White institutions. In fact, middle level managers of color look to secure higher level positions in higher education to address their concerns with access and representation at colleges and universities. Moreover, it is important to examine why institutions of higher education are less diverse, specifically pertaining to intersections of race and gender as one moves up the student affairs ladder. This dissertation research study will illuminate the voices of African American women middle level managers who aspire to be senior student affairs officers.

# SESSION I

9:20am—10:05am | USU 3rd Floor

## Session I

Rm.304

## Making It Up As We Go: Leadership Challenges and Accomplishments During the Development of a New Department

*Dr. Molly Mande-Dodgen, Ed.D Alumni, Cohort 8*  
*Alexandra Abel, Student Success Advisor and Faculty Writing Tutor, Marymount California University*  
*Alex Talavera, Academic Advisor, Marymount California University*

This panel will discuss the recent restructuring of Marymount California University's (MCU) Advising Department, Career Services, and Learning Center into a single Center for Real World Learning. Traditionally these services stand independently and only intertwine when necessary. However, like many colleges and universities, MCU is moving to better emphasize "real world" learning and funding services that support job skills, internships, and service learning, and the administration believed that having these departments in one location would better provide students with "real world" learning experiences and opportunities.

As the panelists discovered, coexistence of these three services under one roof required (and continues to require) constant evaluation and adaptation of the functions and missions of each service. This has been further complicated by the fact that MCU is one of the first campuses to create this type of center, so there were no models upon which we could base the development of our center.

Consisting of two new student worker-turned administrators and one full-time administrator, this panel will share experiential and survey data to illustrate the experience of this departmental merger, including the benefits and challenges of a collaborative relationship with other support departments, the place of these services with the recent push for more "real world" learning centers, and the experience of leadership within a changing landscape. The information discussed during this panel can provide a framework and/or suggestions for administrators in other merging departments, specifically those that offer support to students in different areas.

# SESSION I

9:20am—10:05am | USU 3rd Floor

Session I

Rm.305

## Organic Leadership and High-Performing Teams

*Dr. Lisa Mednick-Takami, Ed.D Alumni, Cohort 8*  
*Dr. Laura Manyweather, Ed.D Alumni, Cohort 8*

Leadership is a highly valued commodity (Northouse, 2013). Cashman (2008) asserts leaders today must be authentic, while Maxwell (2008) argues the toughest person to lead is oneself. Given the numerous leadership models scholars describe (e.g. servant leadership, transformational leadership, etc.), how do we make sense of these models and define our own unique leadership style? How do we take our organic definition of leadership and translate it into the work of high-performing teams? Lisa Mednick Takami, Ed.D. and Laura Manyweather, Ed.D., EDLD alumni, have grappled with these questions as managers at two California Community Colleges. This interactive workshop will provide participants an opportunity to reflect on their leadership style using the literature as a stepping stone to defining their organic leadership approach. Workshop participants will also learn tools on how the presenters have used organic leadership to develop high-performing teams within the reality of networked organizations (Eddy, Sydow, Alfred, et. al, 2015).

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## Examining Sense of Belonging and Campus Connectedness among STEM Learning Community Students & PEER Mentors

*Kalvin Ogbuefi, CEEE Graduate Assistant*  
*Marie Montoya, CEEE Graduate Assistant*  
*Graham Bowers, CEEE Graduate Assistant*  
*Ericka Baldwin, Ph.D., EDLD Faculty*

The Center for Evaluation and Educational Effectiveness (CEEE) explores the academic perceptions of STEM students and peer mentors in the CSULB Excellence through a Community of Engaged Learners (EXCEL) learning communities program. Using quantitative and qualitative survey data from freshman, transfer, and peer-mentor students in the EXCEL program, this study examines their perceptions of campus connectedness and sense of belonging in their college, major, and STEM field.

The EXCEL program is one part of CSULB's U.S Department of Education Title III, Part F HSI-STEM grant. One-unit learning community experience courses are offered to freshmen and transfer students in the College of Engineering (COE) and the College of Natural Sciences & Mathematics (CNSM). Freshmen within a learning community also enroll in the same math and chemistry course, to create a cohort-based community of STEM learners. Participating students are assigned peer mentors and are offered tutoring for STEM courses, workshops, and events. Workshops aim to assist students with effective time management, testing and writing skills, as well as connect them to on-campus resources such as scholarships, internships, and research opportunities.

For this study, we aim to highlight two areas: campus connectedness and sense of belonging. This project takes on a mixed-methods approach to explore the profiles of incoming students and their mentors, and how these students interact with each other, faculty, the campus, and the STEM field. Equally important, we will examine race/ethnicity, gender, and socioeconomic differences and its relationship to campus connectedness and sense of belonging.



# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## Early Indicators of Risk: How to Identify Students on the Brink

*Julie Sparks, CSULB Ed.D Student, Cohort 11*

Many school districts have introduced programs for students that have academic difficulties while transitioning into middle and high school. However, districts are challenged to identify at-risk students using a system of predictive indicators before high school. When school districts wait until high school to identify students that are at-risk for failing, they have missed the opportunity to intervene and increase the probability for student success. This quantitative study will examine a longitudinal database from a school district to analyze the possible variables at the elementary level that influence academic success through their academic career. Possible variables include but not limited to attendance, discipline, grades, and district testing.

The research questions include:

1. How do the early individual predictors influence elementary students' K-12 academic success?
2. How do the early institutional predictors influence elementary students' K-12 academic success?

# SESSION I

10:15am—11:00am | USU 3rd Floor

## Session I

Rm.306

## Evaluation 101: A Beginner's Guide to Evaluating Programs

*Dr. Don Haviland, ELDL Faculty & CEEE Director*

*Dr. Avery Olson, ELDL Faculty & CEEE Associate Director*

Want to learn the basics of program evaluation in no time? This workshop will walk you through the basics of program evaluation, from defining your evaluation questions, to identifying the data you'll need to collect, to sketching out a workplan. You'll leave with handouts you can use to help organize your thinking for an evaluation you might want to do in the future. We encourage you to come to the workshop with an idea of an educational program (e.g., AVID, a leadership development program) that you are familiar with and might like to evaluate in the future!

# SESSION II

10:15am—11:00am | USU 3rd Floor

Session II

Rm.303

## Still We Rise: Liberation Through Education for Formally Incarcerated Students

*JaQuea Willis, SDHE Graduate Student,  
Graduate Researcher OURS,UROP*

*Theresa Tsao, SDHE Graduate Student*

*Program Specialist, Santiago Canyon College,*

*Joe Louis Hernandez, SDHE Graduate Student,*

*Student Equity Success Coach, Mt. SAC & Rio Hondo College*

*Ojorlimieyenju Onnekikami, SDHE Graduate Student*

This presentation will provide an overview of the initiatives that some higher educational institutions have already begun implementing, modeled after current student support program and services. Due to the mass incarceration in the state of California and the US, discussions on the role that education may play in the lives of individuals who are returning home after being incarcerated have prompted the creation of programs such as Project Rebound in the California State University (CSU) system and it is being institutionalized at various CSU campuses. Additionally, the Underground Scholars Initiative in the University of California (UC) system adds to the growing number of such programs in California. Campuses in the California Community College (CCC) system are the entry point to higher education for many formerly incarcerated students. Ultimately, attendants will gain a greater understanding of how to best serve formerly incarcerated students while addressing their specific needs.

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## BUILD Learning Community Development and Evaluation

*Tracey Stafford, CEEE Graduate Assistant*

*Alejandra Priede, Ph.D., EDLD Faculty*

*Jesse Dillon, Ph.D., Biological Sciences Faculty*

The Center for Evaluation & Educational Effectiveness (CEEE) poster highlights the development and evaluation of the California State University, Long Beach (CSULB) Building Infrastructure Leading to Diversity (BUILD) Program's Learning Communities (LCs). We explore how the CSULB BUILD program has expanded academic access to more diverse communities, reduced gaps for underrepresented minorities in biomedical and behavioral science fields, and increased retention of students. Furthermore, our research illustrates our praxis and overall knowledge of Learning Communities' impact on higher education students' personal gains related to research, likelihood of pursuing a PhD, and satisfaction with the LCs. Finally, our poster includes a reflection on LC implementation and empirically based lessons learned for program improvement. Findings validate Learning Community models' positive influence on student academic experiences in behavioral and biomedical science education and research, supports expanding LC models outside of BUILD programing, and provide evidence sustenance for coordinating a center for undergraduate research.

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## From Punitive Discipline to Restorative Justice: Building Community Among Black Youths

*Eleanor Murray-Walker, CSULB Ed.D. Candidate, Cohort 9*

Restorative Justice (RJ) is used to counter the negative zero-tolerance policy. The zero-tolerance policy addresses school discipline, suspension, and expulsion. It imposes strict non-negotiable consequences. However, this punitive approach widened its scope to encapsulate minor offenses. Students of color, specifically Black male students are disproportionately suspended from school. Restorative Justice is a positive based approach to discipline which supports the socio-emotional and behavioral development of students. RJ transforms school culture by focusing on fairness, justice, and developing a sense of accountability. Participatory Action Research provides a systematic approach to qualitative research. Fifteen Black male 10th grade students will participate in a 5 week restorative justice group. The researcher will design lessons, facilitate weekly restorative circles, and conduct semi-structured interviews. Participants will engage in Community Building Circles to show how restorative justice directly impacts the success of Black male students.

# SESSION II

10:15am—11:00am | USU 3rd Floor

## Session II

Rm.304

### Helping Foster Youth Access Higher Education

*Tasha Iglesias, Academic Advisor, California Southern University*  
*David Booze, Registrar, Cypress College*  
*Nellie Hernandez,, Dependency Investigations Senior Social Worker, Department of Social Services Supervisor, Orange County*  
*Stephany Glover, ELD Instructor, LAUSD*

Foster youth are one of the most vulnerable populations in the United States. Although research shows that Foster Youth want to attend college, less than 20% access higher education and of this population, less than 3% graduate with a bachelor's degree. Barriers to accessing higher education include: lack of knowledge about the admissions process, lack of support from peers, college staff or mentors, homelessness and several other real or perceived barriers. Understanding real and perceived barriers, along with what social networks and community resources are available, and/or needed can help foster youth both access and graduate from higher education.

## SESSION II

10:15am—11:00am | Student Union 3rd Floor

### Paper Session II

Rm.305

#### Leadership for Social Justice in Schools in Mexico, New Zealand, and Spain

*Dr. Charles Slater, EDDL Faculty*

*Patricia Silva, Universidad of Lleida*

*Serafin Antunez, University of Barcelona 18*

The intent of this study was to examine school directors who expressed interest in providing a socially just environment to welcome marginalized students. The countries selected were Mexico, New Zealand, and Spain.

The philosophy of the International Study of Leadership Development Network has been grounded in social justice and has connections to the work of several recent studies (Crawford, 2017; DeMatthews, Edwards, & Rincones, 2016; Louis, Murphy, Smylie, 2016; Santamaría, 2014; Shields, 2016; Sugrue, 2005; Theoharis, 2007, 2010). The work of Shields (2016) has guided the project to see leadership from a critical perspective.

The first question was what international and national factors were influencing diverse groups in schools? From the perspective of teachers, what were the needs of different groups in the school community? From the point of view of the school director, what interventions were important to address the needs of students and parents?

Banks (2017) surveyed global migration issues around the world and proposed a citizenship typology. The level of participation varies across several levels, which he calls “failed citizenship,” “recognized citizenship,” “participatory citizenship,” and “transformative citizenship.”

A common protocol was used to collect three sources of data for this study. In the first protocol, each country completed a description of the major national and state educational policies. A second interview protocol was used to gain the point of view of a teacher. A third protocol was used to interview the principal. The data were examined for common themes among the schools in each country.

## SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

### What’s My Line? Understanding the Role of Performing Arts in Higher Education

*Jenny Jacobs, CSULB Ed.D. Student, Cohort 10*

The performing arts (dance, music, and theatre) are known to cultivate skills, capacities, and qualities such as: creativity, critical thinking and communication skills; empathy and thoughtful inquiry; interpersonal and self-reflection; and connections to the world beyond. Students who study the performing arts experience opportunities to cultivate skills vital to careers, in any number of fields, demanding innovation, leadership, collaboration, and ingenuity. Despite evidence that studying the performing arts results in the development of essential outcomes, factors such as funding limitations, politically-driven discipline hierarchies, and myths that ‘more practical’ studies guarantee employability, educators and students often experience performing arts studies as less valued than others. A hierarchical organization of educational fields and subjects, implies disintegration within the very purpose of higher education. This qualitative study explored factors that contribute to the perceptions of the role of performing arts curricula and programs from the perspectives of academic affairs leaders at comprehensive universities. The following research questions guided the study: (1) how do academic affairs leaders perceive, understand, and shape the role of the performing arts at their institutions? (2) how do Academic Affairs leaders make decisions regarding the inclusion or exclusion of performing arts curricula and programs on their campuses? Findings from this study revealed that, whether understood explicitly by academic affairs leaders or not, the performing arts not only meet fundamental institutional goals but are also appreciated by Academic Affairs leaders. Findings imply that while the performing arts are appreciated, the value of these disciplines may need to be communicated differently.

# SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

## Campus Cares: College Students Utilizing a Food Pantry

*Connie Moreno Yamashiro, CSULB Ed.D Student, Cohort 10*

Preliminary numbers suggest 1 in 5 students experience food insecurity (Crutchfield, 2016). Food insecurity has presented an increasingly problematic obstacle for students pursuing a college degree throughout the nation. Students' health, wellness, and academic achievement have all been compromised due to being food insecure (Dubick, Mathew, & Cady, 2016). College campuses have begun to address the epidemic of college food insecurity by developing and operating a campus food pantry (College and University Food Bank Alliance, 2017).

Creating an on-campus food pantry is a popular intervention to address food insecurity, yet there is limited research on the effectiveness food pantries provide (Maroto, 2013). This study seeks to understand the experiences of college students who utilize an on-campus food pantry. Through this poster session, the student voice will be highlighted and implications for practice and research will be shared.

# SESSION II

10:15am—11:00am | Student Union 3rd Floor

## Session II

Rm.306

## Community College: Understanding the Experiences of Latino Males

*Dr. Gabriela Castaneda, Ed.D. Alumni, Cohort 7*

The objective of this workshop is to increase an understanding of the experiences and contributing factors that affect Latino male students' (LMS) attainment of a community college education or transfer to 4-year institutions. A study was conducted at Hidden Hills College (HHC; pseudonym) is a large California community college located in an urban setting in Southern California. HHC is primarily a commuter campus and a Hispanic serving institution, regionally accredited by Accrediting Commission for Community and Junior Colleges (ACCJC). The major findings showed that in relation to challenges experienced by LMS in the pursuit for an associate's degree or transfer to a 4-year institution are cultural expectations, parents' lack of understanding, financial hardship, lack of time, and lack of academic preparation. The study also revealed that in relation to strategies used by LMS in their efforts to pursue an associate's degree or transfer to a 4-year institution are aspirations for a better future, family support, motivation, and campus resources. Recommendation for policy and practice focused on improving and promoting higher education for Latino males, as well as recommendations for further studies are presented

## SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

### Support Systems for Black Women in STEM Disciplines

*Tashiana Bryant Myrick, CSULB Ed.D Student, Cohort 11*

The purpose of this general qualitative study was to explore the support systems for Black women in Science Technology Engineering, and Math (STEM) disciplines at four-year universities. In this study, the researcher defined support systems as programs, services, personal resources, and relationships that contribute to persistence at a university in good academic standing (cumulative 2.0 grade point average and above). Using an anti-deficit achievement framework (Harper, 2010) to develop the interview protocol, the participants interviewed discussed their pre-college experience, their undergraduate journey in STEM, and provided insight on their post-college aspirations. The findings highlighted social capital, Institutional support, and self-efficacy as themes for systems of support in their educational journey. These support systems help Black women excel academically, graduate, and persist to STEM careers or graduate studies. This study provides an outline of how educators, policy makers, and practitioners can better support efforts to increase the representation of Black women in STEM starting as early as elementary school, where young girls start to develop an interest.

## SESSION III: POSTER SESSIONS

11:10am—11:55am | Grand Ballroom Foyer

### Diverse Student, Diverse Faculty? A 30 Year Trend Analysis of Faculty Hiring and Diversity in the CSU Systems

*Adeline Wolfe, School Psychology Student,*

*CEEE Graduate Assistant*

*Samantha Sommer, School Psychology Student,*

*CEEE Graduate Assistant*

*Avery B. Olson, Ph.D.— EDLD Faculty*

*Misty Sawatzky, Ph.D.— EDLD Faculty*

Despite the significant benefits of a diverse faculty on the recruitment, advisement, mentoring, and experience of all students, institutions of higher education have been experiencing enormous shifts in the proportion of underrepresented minority (URM) students and faculty. This study analyzed demographic and hiring data trends over a 30-year period for faculty and students in the CSU system in an effort to investigate the level of success in hiring URM faculty over time. The researchers examine the demographic trends in the CSU systems for URM faculty and students, the changes in representation between 1987 and 2017, and compare the concentrations of URM faculty to URM students. Findings reveal that the representation of URM faculty does not reflect the population of enrolled URM undergraduate students in the CSU system. Policy recommendations for active recruitment and hiring of URM faculty in the CSU system are offered, as well as faculty retention practices.