TIPPING POINT Student Success Summit **ELEVATING BLACK EXCELLENCE**

Welcome!

Kate McCarthy, Vice Provost for Undergraduate Education & Academic Success Kaitlyn Baumgartner Lee, Assistant Vice President for Student Success Initiatives & University Advising



The CSU System / Why the CSU Matters / Graduation Initiative 2025

Apply Donate News Careers Contact X f 🖸 🎯 🝳

GRADUATION INITIATIVE 2025

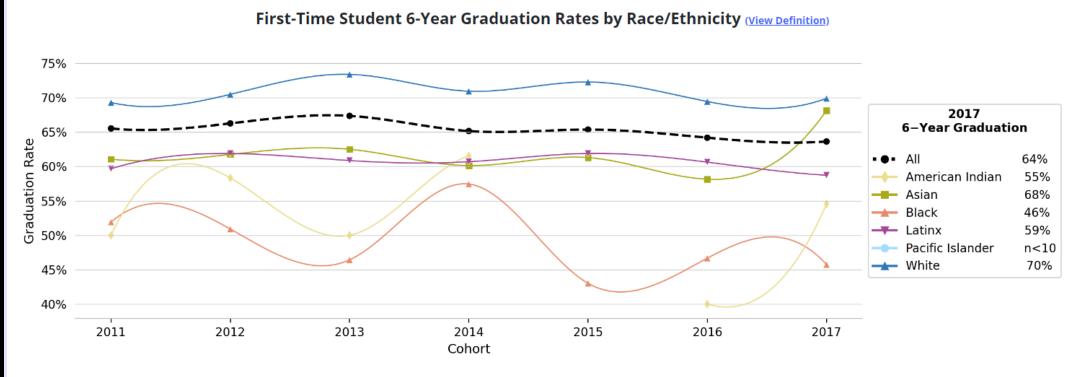


Student Group	2015	2023	2025 goal
4-year first- time	19%	35%	40%
6-year first- time	57%	62%	70%
2-year transfer	31%	41%	45%
4-year transfer	73%	79%	85%



Student Group	2015	2023	2025 goal
4-year first-time	26%	35%	41%
6-year first-time	64%	64%	74%
2-year transfer	31%	43%	43%
4-year transfer	76%	78%	86%

from graduation rates to equity gaps



Explore This Dashboard



Advancing Equity Project

Graduation Initiative 2025

- Annual objectives -
- Measurable outcomes
- Timelines and deliverables
- Coordination and cross-team collaboration

- Design and Implement College-Based Equity Plans
- Pilot Critical Success Course Model
- Implement Comprehensive Student Success Team Model
- Align and Expand Peer Navigation and Mentoring
- Remove Identified Barriers through Policy and Process Review

a focused Tipping Point summit



ADVANCING BLACK STUDENT SUCCESS AND ELEVATING BLACK EXCELLENCE IN THE CSU A CALL TO ACTION

> THE CHANCELLOR'S STRATEGIC WORKGROUP BLACK STUDENT SUCCESS REPORT

www.calstate.edu

Whose gap is it, anyway?



Advancing Innovation

Fusion NFC Start-up Chip-based Business Cards (your gift today!)

Student development team members Noah Ross (L) and Ivan Monreal (R)

Autumn Alaniz-Wiggins, Associated Students President "Not Just Numbers: Black Student Success at Chico State"



Not Just Numbers

Elevating Black Excellence at CSU, Chico





Safe Spaces Finding a Job Managing Racism and Microaggressions Sense of Belonging **Cultural Sensitivity Community Engagement** Access to Resources Lack of Representation



In the face of societal disparities and historical inequities, black students have to show resilience beyond measure.

ADEMIC ADVISING PRUG



What can staff and faculty do to combat these challenges, and show allyship?

In a data-driven world, how should we develop metrics to measure the unmeasurable, such as happiness, stress, and sense of belonging?

What can staff and administrators on campus do to start to heal our institution and toward Black Student Success in the CSU system?



Autumn Alaniz-Wiggins

AS Student Body President

she/her/hers

2019 Retention Rates

Retention Rate-Chico	Year 1-2	Year 2-3	Year 3-4	4 Year Graduation
Black	68%	61.9%	43%	13.10%
White	86%	75.5%	65%	41%

Graduation Rates by Cohort Year

Graduation Rate- 4 Year	2014	2015	2016	2017	2018	2019
Black	14.90%	15.10%	14.40%	11.70%	15.60%	13.10%
White	38.80%	43%	42.20%	40.50%	42.60%	41%
Graduation Rate- 6 Year	2014	2015	2016	2017		
White	70.90%	72.30%	69.40%	69.90%		
		e e e e e e e e e e e e e e e e e e e	46.70%	45.70%		

It means that fewer than 1/6 of our Black students who start their journey with hope and ambition make it to their graduation day in 4 years.

For the other 5/6, it means dreams are deferred and potentially unfulfilled.





Forget these numbers.

They do not tell you about the daily experiences of these students – the sense of isolation in a lecture hall where they see few faces that resemble theirs, the subtle yet pervasive feeling of being an outsider in a community they should call home. Black student experiences are not just numbers. Questions

asked on

Instagram

01

Where do you experience the most microaggressions on campus? 02

What has been an area of stress to interact with on campus?

03

Who/What/Where have you heard or told other students to avoid on campus?



Proactive Habits for authentic connections

1. Ask students about their stories and their goals 2. Ensure that their basic needs are met or that they have resources to attain them 3.Follow up 4. Mentorship & Sponsorship 5. Professional Development 6.Learn about the Legacy you

inherit

Learn about the legacy you inherit

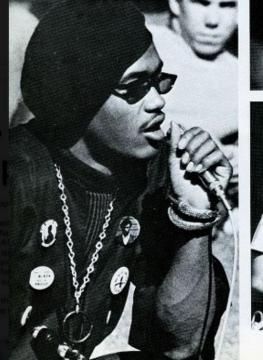
Black historian, revolutionary speak

Two elements of the black struggle for civil rights appeared at Chico State on successive days in late October

The first was Amado Soriano (below), a young militant from the flav Area. His appeal was to college students: "You hate the power structure and so do we, so why fight each other?" After a hat was passed around to finance Soriano's trip home, Spriano spent the rost of the alternoon in a small discussion group sealed in the quad. Over 1,000 Chico Staters heard Kenneth Goode. Har right) a level

scholar and authority on Negro history embellished in suit, yest and tie the next day. An army of blacks ancircled the crowd. His wants were not much different than Soriano's, though they had

more pollsh. He said integration was impossible and the burden was on the students to commit themselves to humanity







NAACP Protests Showing Of 'Birth of a Nation'

ter of the National Association tors of the film. for the Advancement of Colored People (NAACP).

A request to cancel the show- scenes, the movie is considered ing of the film was made during a classic. "You cannot ignore a meeting March 18th between history," Dr. Gregg said. "You members of the People To Peo- cannot just pretend that Grifple film series committee and fith never made this picture." representatives of NAACP, The also attended by Day COLD to the Also

"Birth of A Nation" will be International Film Festival, is shown at Chico State in spite to be shown to adults only under of protests from the local chap- an agreement with the distribu-

It was noted by Dr. Gregg that regardless of objectionable According to Dr. Donald Gerth,

Concerns of Some Black Students

- 1. More Black faculty and staff should be hired (n all of th departments on campus, especiall in the English, Math. are Computer science departments.
- 2. The Educational Equity Service program should be restructured and restaffed if necessary, with more Black represern tation.
- 3. The Administration should hire more Black non-academic personnel in more than minimal jobs. This is so there will be greater Black representation at all level.
- 4. An investigation of the athletics dept. the basketball, football, and the baseball teams specifically - both male and female.
- 5. More cultural events put on by the university. For example, Black plays, Black musicians, and Black corrections.
- 6. A restructuring of the A.S. radio station, KCSC.
- 7. The University should provide more video tapes, cassette tapes, and books on important Black leaders, history, and expression.



"THERE IS ANGER in all suppressed people. I see it in my Blackness hildren, even in the way they dance - I hear it in the blues

Author of Black Rage speaks on the problem behind racism By M. C. NAYLOR

Assistant Editor

Speaking Monday night in the little theater was Dr. Henry Cobbs, well known psychiatrist and coauthor of Black Rage. His topic was "The Black Man On Campus. "If you want to help the black situation," says Cobbs, "start talking about racism on campus. This is as revolutionary as is marching.

Cobbs, in a speech centered around the hypothesis that, historically, the American mental set is built around exploitation and slavery, said that we cannot ignore this atti-

"It is categorically impossible to talk about the Negro problem in the United States with-out talking about white racism." But Cobbs also said that we must under-

stand just what racism is before we can combat it. It is more than segregation. Racism is a mental attitude where a certain sector of the population becomes "niggerized." The ranks of society close in on them if they are

different. "Even in the professsorial-student relationship, the student sometimes gets niggerized," said Cobbs.

Most people, said Cobbs, disregard his-tory in an evaluation of the Negro problem. But it must be considered, for the American But it must be considered, for the American National character was set and formed by instilling in early Americans the ideal of conquest and rule. The white history is one of conquest over darker peoples — starting with the Indians. "Exploitation," says Cobs, "is part of the fabric of the American culture. Slavery is inherent in the American attitude

Cobbs said that we see more articulation and more dialogue about racism and the black and more diatogue about racism and the white situation, but no real changes in the white structure. "Black people have increassingly been honest with themselves. Black people are tailing it like it is Rut their white counter are telling it like it is. But their white co

parts are not." And don't get the idea that only And don't get the idea that only people like Eldridge Cleaver are angry, said Cobbs. "All black people are angry, even up-tight middle-class black psychiatrists, or black students sitting in the audience.



Not everything that is faced can be changed, but nothing can be changed unless it is faced. –James Baldwin

Keynote Address

Kimate Richards, Senior Strategic Architect, Amazon Web Services (Mechatronic Engineering, 2005)



Student Panel: "Young Males of Color Cultivating Cultural Change"

Panelists: Tyrek James Edwards, Chris Sullivan, Humberto Partida, Ermelindo Salgado Hernandez Facilitator: Darnell Lee





ATH ANNUAL CSU YOUNG MALES OF COLOR CONFERENCE

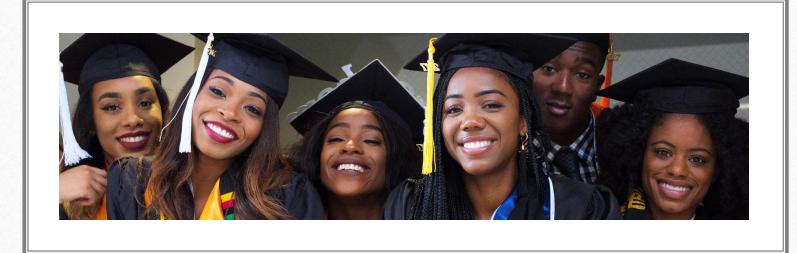


PROGRAM OCTOBER 9-10 | SAN DIEGO STATE CSUYMOC.ORG/CONFERENCE23

movement break!

Lateasha Meyers, Assistant Professor of African American Studies, Department of Multicultural and Gender Studies



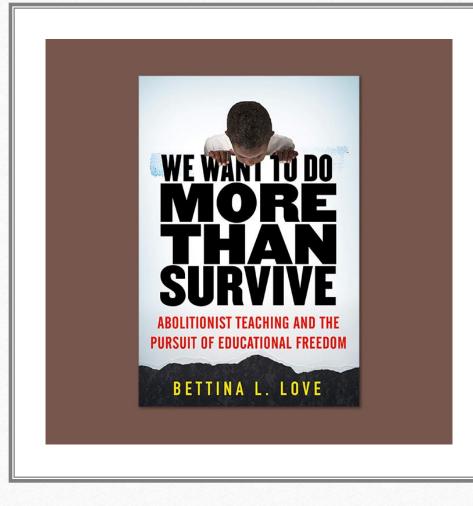


Elevating Excellence: A Holistic Journey to Black Success & Well-Being

Lateasha Meyers, Ph.D.

Is Education Still the Great Equalizer?

Education, then, beyond all other divides of human origin, is a great equalizer of conditions of men—the balance wheel of the social machinery."-Horace Mann 1848



More then Survival

- Black women stand as the most educated minoritized group.
- It's crucial to acknowledge the challenges Black women frequently encounter, including sexism, racism, and classism, as they pursue their educational achievements.
- This highlights the need to create nurturing environments where Black students can not only survive but also thrive academically and personally.

Education as a Site of Violence



For many Black girls, schools are toxic, traumatizing places where they receive mixed messages about who and what is valued - Carter Andrews et al., 2019.

Anti-Blackness in Education

"Deficit narratives of Blackness are associated with low academic expectations, failures and shortcomings, and they limit the ways Black students are imagined, engaged, and educated" (Williams et al., 2019, p. 562).



Centering Critical Race Theory

Counter-Storytelling





Imagining Holistic Excellence



Flourishing Through Community



"In the symphony of progress, Black excellence is the conductor, guiding the harmonies of education systems towards a crescendo of knowledge. Nurturing minds with wisdom, we compose a future where wellness is the key note, creating a melody of empowered individuals and flourishing communities."

Fostering Frameworks for Black Excellence

Black Student Success: Chico State Action Plan

Vice President for Student Affairs Isaac Brundage University Diversity Officer Joseph Morales



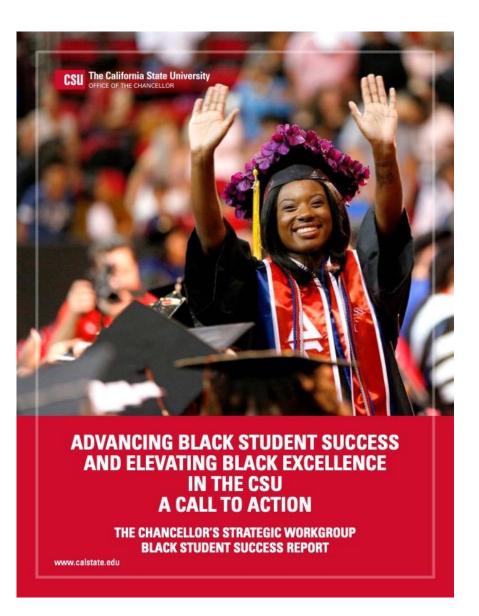
Graduation Initiative 2025 (GI 2025) has contributed to increasing graduation rates systemwide, yet equity gaps persist. Specifically, Black student enrollment and persistence continues to decline precipitously in the CSU.

Currently there's less than a 50-50 chance Black students will graduate from the CSU.

Charge for Workgroup

Our charge as a workgroup was to examine what is critical and essential for the CSU to become a national leader in advancing Black student success.

> Thomas A. Parham, Ph.D. Saúl Jiménez-Sandoval, Ph.D.



Academic Senate Resolution, Appendices A & B (10/22/2020)

A. BFSA Strategic Plan, 2013-14

- 1. Create and implement a concrete, multi-year plan to recruit black faculty and staff.
- Provide Black Faculty and Staff Association with an annual operating budget to help support its ongoing as well as future efforts....
- 3. Bring to campus influential black speakers, lecturers, and scholars in order to expose the larger campus community to a wide range of ideas.
- Develop a campus-wide fundraising and friend raising campaign to support efforts and programming geared toward faculty, staff, and students of color.
- 5. Develop a formalized mentoring and/or support network to address the professional needs of black faculty and staff.

B. BFSA Strategic Plan, 2018-19

- 1. Provide a BFSA operating budget to support programming for the professional development of our members and on-campus events for students....
- 2. Outreach and retention of Black faculty and staff.
- 3. Address retention of our Black students.
- 4. Develop programs to address the USC Study on Serving Black Students.
- 5. Establish more partnerships with high schools that primarily serve Black students.
- 6. Fully fund black graduation.

Recommendations from the CSU

Strategies to Directly Support Black Student Success

Supporting Black students begins with supporting academic preparation and a college-going mindset at the earliest stages of the academic journey. Recommendations include the creation of systemwide plans regarding early outreach, enrollment and student retention. Creating welcoming and affirming spaces once students arrive on campus is also a key strategy in supporting Black student success.

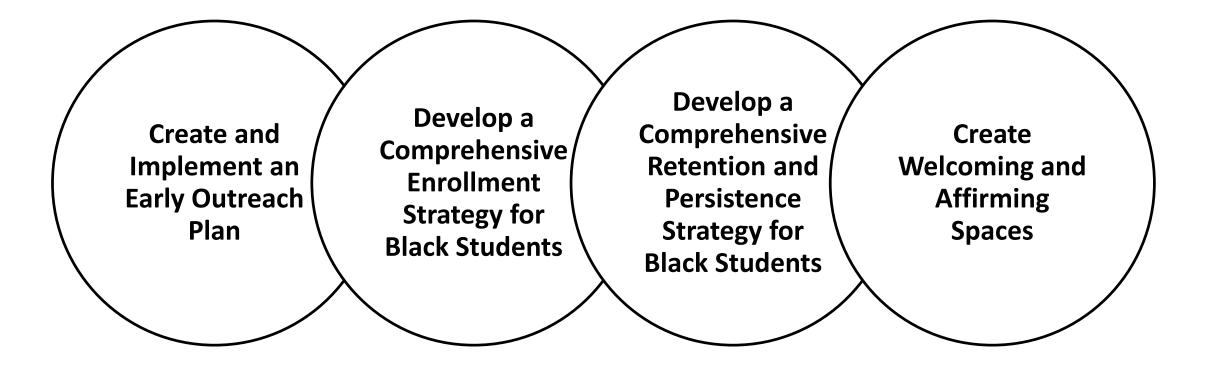
Strategies to Support Faculty and Staff

Faculty and staff play an important role in Black student success. Recommendations to support them in this effort include: development of inclusive and culturally relevant curriculum and training; prioritizing and standardizing Black faculty and staff recruitment; investing in faculty and staff support services; and allocating resources to support Black faculty scholarly work and professional development interests.

Strategies for Systemwide Infrastructure to Support Black Student Success

In addition to university-level strategies, the report also includes systemwide recommendations including: the development of an enrollment marketing plan for Black students; a systemwide structure to leverage data-driven practices; systemwide policies for unprofessional conduct; the creation of a Central Office for the Advancement of Black Excellence; and the convening of a systemwide advisory group to advance this work moving forward.

Supporting Black Student Success at Chico State*



*From Advancing Black Student Success and Elevating Black Excellence (2023)

Supporting Faculty and Staff at Chico State*

Develop and Implement Inclusive and Culturally Relevant Curriculum Standardize and Increase Black Faculty and Staff Recruitment and Support

Invest in Black Faculty and Staff Support Incorporate Black Student Success in Faculty and Staff Evaluations

*From Advancing Black Student Success and Elevating Black Excellence (2023)

Building Infrastructure for Black Excellence at Chico State*

Implement (or align) a Comprehensive Enrollment Marketing Campaign Develop (or align) a Structure and Process for Data-Driven Practices

Create (or align) Policies on Addressing Unprofessional Conduct

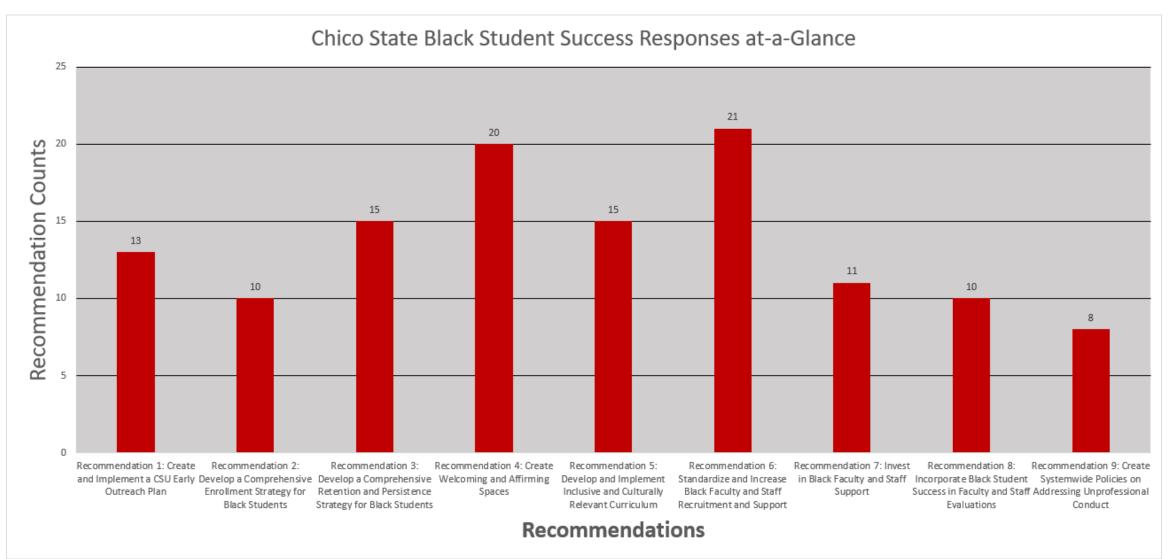
Create (or align) Structures for Systemwide Accountability

*From Advancing Black Student Success and Elevating Black Excellence (2023)

Methodology & Listening Sessions

- After receiving the Advancing Black Student Success and Elevating Black Excellence Report, the President's cabinet met with members of the Black Faculty and Staff Association.
 - The meeting was an opportunity for the President and cabinet to listen to the concerns of Black faculty and staff to discuss the report and steps for planning and implementation.
- Prior to the meeting, Black students were sent a modified version of the inventory and asked to select their top three recommendations for university wide action items.
- Simultaneously, Black faculty and staff were sent the full inventory and asked to provide input.
- Both data sets were reviewed by a committee made up of two Black faculty members, two Black staff members, three Black students, and two cabinet members.

Survey Results | Students



Methodology & Listening Sessions

- From this review the below action items were selected.
 - Develop a Comprehensive Retention and Persistence Strategy for Black Students
 - Create Welcoming and Affirming Spaces
 - Standardize and Increase Black Faculty and Staff Recruitment and Support
- Each committee member was asked to provide input by giving strategies to achieve each item.

Action Item #1 - Develop a Comprehensive Retention and Persistence Strategy for Black Students Chico Day in the Community

- Implement Chico Day in the Community as an outreach initiative to intentionally engage with communities, families, and organizations that serve or represent minority communities
- Develop a strategic enrollment plan for Black students that includes outreach in the regional communities, strategic areas statewide, and regional K-12 school districts

Action Item #1 - Develop a Comprehensive Retention and Persistence Strategy for Black Students Chico Day in the Community (continued)

- Implement a Community Organization Luncheon to engage with community partners who serve Black students and other underserved or underrepresented populations
- Ongoing meetings with regional community, school districts and superintendents
- Designate Black students, faculty and staff to serve as recruiters for Black students in Northern and Southern California

Action Item #2 – Create Welcoming and Affirming Spaces

- Opening of the Black Student Resource Center
- Programming that supports the retention and success of Black students, such as academic support, counseling, and events, such as mural development, pop-up barbershop and braiding
- Continue supporting University initiatives that serve Black students: Men of Chico, Black Leadership Mentoring Program, and Women of Excellence
- Training and implementation of an advising model that supports the success of Black Students

Action Item #3 – Standardize and Increase Black Faculty and Staff Recruitment and Support

- Create and implement a concrete, multiyear plan to recruit and retain Black faculty and staff (i.e., an equity-focused infrastructure to support EDI institutes for leadership, inclusive teaching for faculty, EDI forums for staff, and an annual campus-wide inclusive excellence academy)
- Provide Black Faculty and Staff Association with an annual operating budget to help support its ongoing, as well as future, efforts. Fully fund Black graduation
- Bring to campus influential Black speakers, lecturers, and scholars to expose the larger campus community to a wide range of ideas

Action Item #3 – Standardize and Increase Black Faculty and Staff Recruitment and Support (continued)

- Develop a campus-wide fund-raising and friend-raising campaign to support efforts and programming geared toward faculty, staff, and students of color
- Develop a formalized mentoring and/or support network to address the professional needs of Black faculty and staff

Thank You

President Steve Perez

Campus Commitment and Call to Action



Many thanks!

- Tipping Point Planning Team: Brandi Aranguren, Anna Flores, Diane Ramalia, Terese Howell, Cara Campbell, Tyrek Edwards, Sophia Torres
- Creative Media and Technology
- University Communications
- University Public Engagement
- Fusion NFC



Join us in Selvester's Café immediately following the program for Happy Hour and conversation

CELEBRATING COMMUNITY AND CREATIVITY JOIN US AFTER TIPPING POINT FOR TASTY TASTINGS, MUSIC AND ENGAGEMENT Selvester's Cafe