

## Black Student Success Council (BSSC)

Meeting Minutes

December 08, 2020

### Welcome

- Theresa and Debra welcomed everyone to the final meeting of the Black Student Success Council (BSSC) for the semester and expressed their appreciation and gratitude for the work that everyone is doing.
- Debra provided a few updates to the Council including:
  - Admissions and Records moved from Academic Affairs to the division of Student Affairs under Dr. Watkins.
  - Theresa has been elected as the Vice President of the Academic Senate.
- Debra also wanted to acknowledge the impact that the *Leveraging our Strengths* presentations are having on the work of the Council.

### ***Leveraging Strengths: Black Students & the CSUN Career Center***

- Nyla Dalferes and Hector Carrillo, EOP Counselor gave a presentation titled, *The Career Center and Black Student Success*.
- What we know about student success and career development:
  - For students of African descent, opportunities for social interaction help students to discover themselves, guide their direction, affirm their identity, give them access to role models that enable them to link their identity and career aspirations.
  - Experiential learning, mentoring, and building community are strong best practices students of African descent.
  - We know that when Black students visit the Career Center they are more likely to get full time employment. National statistics show that Black students do use their career centers, sometimes more than other students, but what we are finding is that we need to help encourage them to participate in experiential learning opportunities and paid internships.
  - Uncertainty about career aspirations is one of the reasons why students do not persist to program completion.
  - Participation in career services has been shown to positively impact graduation rates.
  - According to a 2016 post in *Diverse Issues in Higher Education*, "66 percent of Black graduates who visited the career services office were employed full time after graduation".
- The CSUN Career Center:
  - Assists students in clarifying life and career goals.
  - Prepares students for the transition from graduation to employment and/or graduate school.

- Assists students in learning the principles of life-long career management.
- The CSUN Career Center offers the following programs:
  - CareerLink
  - Handshake - National job search site
  - Peer Educators
  - Career counseling and coaching
  - EOP Career Program
  - Matty's Closet
  - Large and small networking events
  - Skill-building workshops
- Partnerships and Targeted Programs around campus include:
  - Academic First Year Experiences: U100 (Early Intervention Programing)
  - EOP Career Program
  - Academic Advising
  - Faculty Development
  - Colleges & Academic Departments: ECS, DNCOBAAE, HHD, Africana Studies Career Pathways
  - On-Campus Student Employment Committee: USU, HR, Financial Aid, TUC
  - CareerLink Targeted resources and Specialized Advice
  - Black Male Scholars
  - Living Learning Communities
  - Ask a Matador: Alumni Mentoring/Alumni Association
  - Affinity Group Programs: VRC, Pride Center, Resilient Scholars
  - Tailored presentations for student organizations: USU, Historic Black Fraternities and Sororities
- 48,362 represents the number of students, staff, faculty and off-campus individuals in 2019-2020 who are interacting with the Career Center on some level, including:
  - Handshake accounts
  - CareerLink registered users
  - Counseling/Advising sessions: General and EOP
  - Job Fair attendees
  - Employer information sessions
  - Social media followers
  - Internship and career-related part-time job report (JLD)
- 6% of CSUN students who identify as Black/African American are using our services. While students are engaging with the Career Center it is not at the depth that they need in order to get the paid internships that are available to them.
- More freshman are engaging with CareerLink (6%), while more seniors are using Handshake (8%).
- According to the National Survey of Student Engagement (NSSE) analysis by IR, 72% of CSUN students are employed. 28% work 30 hours or more per week. 5.28% identified as Black/African American.
- Nyla noted that students with paid internships earn \$10,000 more upon graduation than students who don't. Also, Black students are more likely to participate in unpaid internships than their White peers.

- EOP Career Programming (approximately 11% of EOP students identify as Black/African American)
  - Individual Career Appointments with an EOP Career Counselor
  - EOP Career Drop-Ins with EOP Career Peer Educators
  - Presentations/Workshops
  - Transitional Programs (Commuter Bridge and Residential Bridge)
  - U100 EOP courses including Fresh Start
  - EOP Milt and Debbie Valera Resilient Scholars Program
  - Resume and Interview Workshops
  - Additional Career Programming
  - EOP/Trio Student Support Services (SSSP)
- One of the goals in EOP is to engage the students and help them develop a sense of belonging.
- Successes include:
  - Diversity and Equity Innovation Grant (DEIG)
  - Technology advances reach more students with career exploration resources, employment opportunities, career management and virtual role models
  - EOP and academic advising collaboration efforts
  - Early Intervention Programs - Freshmen Seminar
  - Networking contacts and alumni eagerness to help
  - Employers leveraging CSUN's diversity
- Challenges include:
  - Students don't always see themselves modeled in career services personnel
  - Assessing impact of career initiatives across campus
  - Data on Black/African American students from entrance to college to transition to workforce
  - Engaging students in experiential learning
  - Confidence building opportunities
  - Communicating mentoring and networking opportunities
  - Online and virtual services as primary delivery methods
  - Assessing employer commitment to DEI
- Support and guidance, we can use from the Black Student Success Council include:
  - Collaborations, grants, and partnerships. Please include the Career Center in the planning phase
  - Early career engagement. Encourage involvement, offer extra credit and include career related assignments
  - Help students build career networks. Co-host alumni/employer panels and workshops
  - Help students reframe work experiences
  - Communicate mentoring opportunities
  - Attend career events/invite the Career Center to your career related events
- Theresa asked Nyla about the off-campus employment numbers mentioned (25% of our students working off-campus hours) and if we have a sense of the on-campus employment numbers? Janet Oh responded that the data Institutional Research has is based on student's self-report and, due to the multiple ways students are hired on-

campus, we don't have all that information at this time. Janet noted that we are working on a report that shows that students who work on-campus in the department of their major show significantly improved outcomes verses students who work on-campus in areas outside of their major. Theresa followed up by asking if Janet foresees us being able to access this information regarding on-campus employment within the next year. Janet responded that while we have the data, the problem is trying to figure out how to merge the data from the various sources in a meaningful/usable way. Hopes to have more to share later in the year.

- Takiya Moore asked if we are doing anything to promote paid internships within the college offices since, as Janet noted, it is better for their performance? Nyla responded that this is an area that needs growth.
- Theresa asked about the possibility of having workshops for students regarding the impact of racial justice in the workplace. Nyla responded that we have not done any specific planning, but it is a space we are moving into in the future.
- Theresa asked about collaborating on workshops for students about translating work experience onto a resume. Abram noted that he is also interested in helping.
- Mechelle Best commented about an equity and diversity inclusion taskforce created by a state agency called CalTravel. Mechelle co-chairs a sub-committee on education and suggested partnering with CalTravel in regards to information on internships opportunities available.

### **Student Voices**

- Rocky provided an update on *Friends Giving Week*: The biggest challenge was getting students to engage in virtual events. The turkey drive was successful and 12-13 families were blessed with food baskets.
- Theresa requested that the information related to internships, Handshake, and the Career Center in general, could be passed on to student groups and orgs.
- Ryan recommended a crowd sourcing platform at CSUN called CSUN Funder at <https://csun.edu/alumni/maximize-your-fundraising-ease> to help student groups raise money.
- Ebony Martin shared upcoming events happening at the Black House, including a food drive for the Los Angeles Mission happening this month. She will resend the calendar to everyone.
- Breonica Flores stressed the importance of receiving donations for local shelters due to COVID restrictions and high demand at food banks. Follow Instagram for updates.

### **Leveraging Strengths: Black Students and CSUN Admissions & Records**

- Elizabeth Adams and Aaron Lindberg gave a presentation on Black Students and CSUN Admissions and Records.
- About Admissions at the CSU:
  - Each campus has a defined geographic service area and is required to give preference to students who are in that area.
  - Most campuses have regional impaction which give priority to students in that service area over other California residents.
  - Students are evaluated on their index score (FTF) or transfer GPA (FTT).
- The Basic Process:

- Students have between October 1 and November 30 of a given year to apply to the CSU for the following fall.
- They apply through a common application and can pick multiple CSU campuses to send the application.
- CSUN has not typically been open for Spring admissions for most new students with the exception of veterans, student athletes, and other special groups.
- We don't admit to Summer term.
- CSU Minimums:
  - For First Time Freshmen (FTF): completion of high school or equivalent with the A-G curriculum and a 2950 index.
  - For First Time Transfers (FTT): completion of 60 transferable baccalaureate level units; completion of the "golden four" with a grade of C or better (writing, speech, critical thinking, math/quantitative reasoning); and an overall GPA of at least 2.0 in those units.
  - 2020-21 admission for FTF is different because of the lack of standardized testing and is more heavily reliant on high school GPA and GPA in A-G. This will allow more students to be admitted this year, but may also place more students in the longer pathway through math and writing as a result.
  - Aaron noted that CSUN does not rescind admissions once a student is accepted.
- CSUN Specifics:
  - In addition to regional impactation, CSUN also has impacted majors.
  - Impacted majors include Kinesiology, Psychology, CTVA, Health Sciences (Public Health, Health Administration, Radiologic Sciences), Biology, Communication Studies, Finance and Accountancy, and Music.
  - Impacted majors (once approved) can admit students at a higher threshold than the CSU minimums.
  - Nursing is special, and only accepts transfer students.
  - Music is the only subjective major for admission due to the audition requirement.
  - Tier 1 students in non-impacted majors are admissible to CSUN at the CSU minimums.
  - This year, because test scores are not available, CSUN is using a multi-factor criterion for freshmen that includes questions about disadvantaged schools, parent's education, and parent's income. Additional points are given to students if they've taken additional courses in the A-G curriculum.
- The Enrollment Management process involves:
  - Planning for the entering class and setting goals
  - Working with SOAR to do targeted recruiting
  - Working with Academic Affairs to connect incoming class size, retention of current students, and graduation in managing scheduling and target
  - Anticipating and adapting to changing demographic trends
- Recent Changes to Enrollment Management at CSUN include:
  - Admissions and Records is now a part of Student Affairs under Dr. Watkins
  - David Dufault-Hunter is the Interim AVP of Enrollment Management
  - Enrollment Management includes SOAR, A&R, and Financial Aid
- The Enrollment Management Process is as follows:

- Once we know how many students will be admitted to the non-impacted majors, Institutional Research develops a dashboard to predict the yield of the impacted majors.
- UGS/EM consults with stakeholders (Department Chairs, Deans, Strategic Academic Planning Committees) to obtain general targets for impacted majors relative to both capacity in the major and predicted yield for the rest of the class.
- This year (first time since impactation adjustment) students who apply to an impacted major can switch to exploratory if they meet the CSU minimum.
- Elizabeth noted that one thing we can do to increase the number of Black/African American students who apply to CSUN is to work with high schools where we have a historical relationship. These high schools can be placed into Tier 1 even though they are not geographically in our Tier 1 service area.
- Historical Relationship Schools Include:
  - Berkeley High in Berkeley, CA
  - Bishop Montgomery High in Torrance, CA
  - Eleanor Roosevelt High in Corona, CA
  - Helix Jordan in La Mesa, CA
  - Lakewood High in Long Beach, CA
  - Leuzinger High in Lakewood, CA
  - Lawndale High School in Lawndale, CA
  - Oakland Senior High in Oakland, CA
  - Skyline Senior High in Oakland, CA
  - Polytechnic High in Long Beach, CA
  - West High in Bakersfield, CA
  - Compton College and El Camino College were just approved as historical relationship schools.
- Theresa asked if there was a certain point at which schools that we had a historical relationship with, because of changing demographics, are no longer in that category? Elizabeth noted that we will drop them off the list if those schools are not providing the student diversity that we are looking for. Gigi also added that historical relationship schools only include schools that would have otherwise been Tier 2 schools (not Tier 1).
- Debra asked about schools in the Oakland and San Diego areas that were recently removed from the list of historical relationship schools. Elizabeth replied that the reason they were dropped was because they were not yielding the number of students that we expected.
- Takiya Moore asked if we have data on the performance of students from contributing HS or CCC in the region? Elizabeth responded, yes, and we are using that data to reach out to specific students.
- Theresa noted that we now have a Bridges to the Future program on campus and approved innovation grant to expand that program called Bridges to the Future: Black Scholars Matter.

### **Black History Month**

- Theresa announced that we are looking for people who are interested in participating in the upcoming virtual Black History Month. Students have suggested themes that

include *The Black Family: Identity, Diversity, and Representation*, *Passing the Baton*, *Active Activism and Healing*.

- Nyla, Mechelle, Teiana, April, Jade, Mechelle, Takiya, the USU, and Black House coordinators would all like to participate.
- Mechelle Best discussed the possibility of incorporating an outdoor adventure tour in February that would include that idea of healing and self-care.
- Takiya suggested putting an emphasis on Black student retention and graduation.
- Ryan noted that Anthony Bennett is taking over Black Male Scholars. BMS will be having an event of February 17th on Entrepreneurship.

### **BSSC Focus Groups**

- Mechelle and Jessica provided an update on student focus groups.
- 12 sessions with 45 students total.
- Feedback was very positive. Students were very appreciative.
- Currently transcribing the focus groups.
- One idea is to extend the focus groups into spring to allow students who were not available to still participate.
- Jessica noted that some of the students expressed a desire to continue the conversation.
- Fall only included undergraduate students, but in spring we would like to include focus groups with graduate students.

### **Spring 2021 Meeting Dates/BSSC Year in Review**

- Spring meeting dates:
  - February 9th 3pm-5pm
  - March 2nd 3pm-5pm
  - March 30th 3pm-5pm
  - April 27th 3pm-5pm
  - May 11th 3pm-5pm (tentative)
- Black Student Success Council Goals and Strategies 2020-2021 include:
  - GI 2025 Graduation Initiative - Reducing Equity Gaps and High DFU Rates
  - Focus Groups - Elevating Student Voices - Building Community
  - Access and Engagement for Data Driven Outcomes
  - Impact of University 10 Point Plan
  - Health & Wellness
  - Branding, Marketing and Information Sharing
  - Leveraging BSSC Member Strengths
- Theresa and Debra noted that some of the things we did this semester that were successful included the *Call a Matador*, phone campaign to students, including “Student Voices” in our meetings, the BSSC branding, website, and marketing efforts, and the new *Leveraging Our Strengths* presentations. The next step is to encourage deeper connections with the BSSC and the campus community, and to continue to gain traction on our 2020-2021 Goals and Strategies, but we're all excited about the direction we are moving in.

### **Adjourn**