The College of Social and Behavioral Sciences is initiating several programs that seek to improve persistence and reduce the opportunity gap in student success. While there is no single solution, there are several responses that are consistent with the literature on student performance and with best practices that have produced measurable improvements.

**CSBS Faculty Engagement and Student Success Steering Committee**

In order to recruit faculty and departmental support, the Student Success Initiative in CSBS is a college-wide priority. The Dean and Associate Dean, in collaboration with Department Chairs, will visit each department to discuss the university student success initiative and to encourage and facilitate faculty engagement and support. In addition, to emphasize the importance of faculty and departmental participation in the initiative, student success efforts in the college will be overseen by a college team including representatives from each department:

- Stella Theodoulou, Dean*
- Matt Cahn, Associate Dean*
- Sheila Grant, Special Assistant to the Dean
- Sylvia Macauley, Administrative Fellow
- Ani Harutyunyan, Director of CSBS Student Services

Department Representatives, including:

- Theresa White (AFRS)
- Gisela Lanzas Quintana (ANTH)
- Vickie Jensen (CJS)
- Steve Graves (GEOG)
- Miriam Neirick (HIST)*

Keiko Hirata (POL)
Omar Ruvalcaba (PSY)
Lori Cambell (SOC)
Michael Carter (SOC)*
Ward Thomas (URBS)

*CSBS Representatives to Campus Student Success Committee

**Data Champions**

College will utilize 5 data champions paid for by Academic affairs who will focus on a granular level on student progress through majors to identify opportunities for improving pathways and restructuring majors to advance students more quickly. These efforts will focus on high DFU courses. CSBS Data Champions include:

- Michael Carter (SOC)
- Elise Fenn (PSYCH)
- Sara Berzenski (PSYCH)
- Jonathan Martinez (PSYCH)
- David McCarty-Caplan (SWK)

**Achievement Coach and Retention Specialists**

National best practices identify targeted coaching as essential support for students not making satisfactory academic progress. The university is investing in 10 retention specialists across the campus, with two specialists assigned to CSBS. The retention specialists will focus on Graduation Rates in the first year (‘17–’18) and on retention generally in following years. In addition, the college will hire an Achievement Coach who will focus entirely on reducing the opportunity gap among our students. (lead: Ani Harutyunyan)
Advisement
The literature demonstrates that advisement is a key factor in student retention and satisfactory academic progress. The college will supplement its existing advisement profile through the following initiatives:
(lead: Ani Harutyunyan & Department Chairs)
- Faculty Undergraduate Mentors - Enhanced Faculty Advisement at the departmental level with specified faculty reassigned to work with students who have failed to make satisfactory academic progress in one of three areas: DFU in a key predictive class, deficient SAP, or deficient GPA; Reassignment will equal 45 - 48 units per AY
- Intrusive (mandatory) advisement during the academic year will be explored for all students as resources allow (possibly tied to incentives such as student assistantships);
- Peer Advisors from MSW Program will provide targeted interventions for students identified as at-risk of non-retention (4-5 to start, growing to 8-10 in ‘17-’18);
- The college will pursue a culture of lifelong mentorship & advisement to continually engage students;
- Financial Literacy workshops (Face to Face) for students will be explored to mitigate the financial pressures many students face.

Departmental Engagement and Mentoring
Departments are the cornerstone to student success. Best practices include continuous faculty engagement with students both in and out of the classroom environment and active mentoring of students by faculty. And, departments are best able to provide a meaningful academic home and supportive learning community for students. Because departments know their students best, each department will develop its own plan of department-specific initiatives directed at student retention and engagement. To support this, the college will provide resources and training to departments.
(leads: academic departments)

Student Success Lab
The College will establish a space for students to study, network, and engage each other in Sierra Hall. Taking the lead from the Library’s Learning Commons, the Student Success Lab provides a comfortable space in the college to support student learning.

Reaching Out to Men or Color
Faculty have identified two programs that focus on the opportunity gap of men of color. The Minority Male Mentoring (M³) program is funded by the Campus Quality Fee (CQF) to provide mentoring for minority male freshmen, including bonding and team-building, resilience and wellness evaluation and training, peer mentoring, and weekly group sessions addressing broad social, emotional and life-skills needs. (leads: Boris Ricks (POLS); Alejandra Acuna (SW); Jolene Swain (SW); Jonathon Martinez (PSYCH).

The Student African American Brotherhood (SAAB) is a national organization established to enhance the experiences of and instill a “spirit of care” in African American males in high schools, colleges and universities around the country. The creation of a SAAB Chapter at CSUN will facilitate mentoring, networking, and support. SAAB members are required to tutor and mentor high school, middle school and elementary students as a way to seed the same caring spirit that SAAB promotes. (lead: Cedrick Hackett)
Classroom Best Practices
The college will invest in, and facilitate, the identification and development of best practices for inclusive pedagogy, including: (lead: Sheila Grant)

- Link to Campus Faculty Development efforts to incorporate engaged and active learning in our classrooms;
- Establishing a mid-semester evaluation for all students at risk of DFU;
- Commitment to building social cohesion across college through learning communities;
- Cultural competencies as a foundation of our pedagogy;
- Increased Student/Faculty Research, Internships, and other HIPs;
- Engaging students as members of a learning community, including
  - Welcoming new students to campus
  - Inviting college advisement teams into classes
  - Affirmatively inviting students to visit faculty office hours

Creating a Culture of Inclusive Excellence and Faculty Engagement
It is not enough to be diverse, we must be inclusive. That is, we must create learning environments that are inclusive of all of our students. Most of our classes now incorporate active engagement in learning, rather than passive listening. Many of our classes incorporate high impact practices. Aligning best practices with our specific challenges requires a culture of continual improvement toward inclusive excellence. (leads: academic departments)

Specific initiatives to mobilize a culture of inclusive excellence includes:

- Encourage faculty to participate in FLCs and other Faculty Development Programs;
- College-specific Speakers to initiate college conversation on inclusive excellence;
- Workshops on cultural inclusivity and inclusive learning;
- Distribution and discussion of individual achievement gap data;
- Continued progress on diversifying faculty and retaining faculty of color;
- Continual improvement of faculty cultural competencies;

Tutoring
Tutoring will continue with a renewed effort to align tutoring projects with graduation, retention, and opportunity gap goals:

- College Writing and Statistics Lab (lead: Andy Ainsworth)
- Writing Across the Disciplines (lead: Miriam Nierick)
- Africana Studies Writing Lab (lead: Tom Spencer-Walters)
- The Michael Patterson History Writing Center (lead: Department of History)

College Website on Student Success
The College will establish a web-based resource to archive the literature and best practices around student performance, persistence, graduation, and reducing the achievement gap. The site will include: (lead: Larae Brown)

- Archive of Literature and Best Practices;
- Examples and Cases from CSBS;
- Resources for Students and Faculty;
- Comprehensive links to other campus resources;
Co-Curricular Engagement – Building a Sense of Place for Students

In an effort to build a sense of place for students and to encourage strong personal connections between students and between students and faculty, the college will facilitate:

- Regular meetings with faculty mentors;
- Social mixers for students with dean and chairs;
- Engaged involvement with Student Orientation by faculty, chairs, and administrators;

Professional Development

The College will invest in Faculty Professional Development by sending faculty teams to AACU 2017 Diversity, Learning, and Student Success Conference (3/16-18/2017 in Jacksonville FL) and NCORE 2017 (5/30-6/3 Fort Worth TX). Faculty teams will report back and share content to the broader faculty on primary themes and best practices.