

2018

# Report of the Task Force on African American Student Recruitment and Retention

CALIFORNIA STATE UNIVERSITY, SAN BERNARDINO  
AUGUST 2018

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## EXECUTIVE SUMMARY

In Fall 2017, Dr. Tomás D. Morales established the Task Force on African American Student Recruitment and Retention at California State University, San Bernardino (CSUSB). Consisting of students, staff, faculty, administrators, alumni and community members, task force members met throughout the 2017-18 academic year. Their charge was to analyze current recruitment and retention strategies for African American students, identify and implement best practices, and form collaborative community partnerships with the goal of creating an affinity for higher education, establishing pipelines, and increasing the African American student recruitment, enrollment, persistence and graduation rates at CSUSB.

The task force focused their efforts on four main areas, including admissions and student recruitment, retention programs, services and initiatives, and community partnerships, cognizant there was overlap between these categories. Information that was considered during the task force's efforts included literature on best practices, benchmarking data, student focus group events, community conversations, guest speakers, and various on-and off-campus stakeholder meetings.

Key recommendations included deliberate and dedicated outreach efforts to targeted populations, utilizing current students, alumni and university employees as informal recruitment partners. Intentional programs and services were suggested as well, which include employing additional retention specialists and multicultural center coordinators, adding mentorship programs, and offering financial assistance to increase retention of students. Lastly, since resources are limited, partnering with organizations that already offer college readiness programs and parent programs, existing student services entities, and formalizing pipeline programs are all recommended to increase recruitment, retention and graduation of African-American students.

As CSUSB formulates a strategic approach to grow the number of and retain African American students, increase diverse faculty and staff, provide support activities for students and build and maintain relationships with African American communities, the CSUSB campus will be further enriched, building CSUSB's reputation as a destination campus and a national leader in the educational success of African American students. Furthermore, the task force's findings and recommendations will assist CSUSB in meeting the goals of both the Graduation Initiative 2025 and the university's Strategic Plan.

## TASK FORCE: ITS CHARGE, MEMBERSHIP, AND ACTIVITIES

Dr. Tomás D. Morales, president of CSUSB established the Task Force on African American Student Recruitment and Retention (TFAASRR) in Fall of 2017. Its charge was to:

- 1) Conduct a thorough review and analysis of current recruitment and retention programs, services, and initiatives for African American students.
- 2) Identify and implement current best practices that would serve to increase the African American student recruitment, enrollment, persistence and graduation rates.
- 3) Identify community and regional-based organizations to develop and implement collaborative partnerships for the purpose of creating an affinity for higher education and establishing pipelines and pathways for recruiting, enrolling, retaining, and graduating African American students.

The University also asked the task force to review *Black Minds Matter: Supporting the Educational Success of Black Children in California*<sup>1</sup> as well as the white paper, *African American Males in the California State University: A Call to Address and to Permanently Close the Pernicious Access and Achievement Gaps*<sup>2</sup> and to consider how the university might respond to their findings.

The membership of the task force included CSUSB faculty, staff, undergraduate students, alumni and members of the African American community in San Bernardino. A list of the task force membership is provided in Appendix A.

The work of the task force encompassed the following:

- Review of the recommended literature.
- On January 19, 2018, met with Dr. James T. Minor, Assistant Vice Chancellor, Strategic Academic Success to review Graduation Initiative 2025 (GI 2025) and how the CSU African American Initiative works to meet GI 2025 goals.
- Collected and evaluated benchmarking data concerning success rates of African American students across all programs and majors at CSUSB.
- Evaluated college departments with highest numbers of African American Drop/Fail/Withdrawal/Incomplete (DFWI) rates.
- Evaluated college departments with African American faculty & African American representation across campus.
- Analyzed academic outcomes of African American students compared to their CSUSB peers.

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<sup>1</sup> Education Trust-West, (2015). *Black Minds Matter: Supporting the Educational Success of Black Children in California*. Oakland, CA.

<sup>2</sup> The California State University. United States. *African-American Males in the California State University: A Call to Address and to Permanently Close the Pernicious Access and Achievement Gaps*. California, 2016.

- Evaluated the rate which African American CSUSB graduates attend graduate school compared to their peers.
- Hosted a focus group event on March 1<sup>st</sup>, 2018 with CSUSB undergraduate students to learn from their experience through the recruitment, admission, and retention process (please refer to Appendix H for full transcript).
- Engaged community stakeholders via a Community Conversation on African American Student Success on May 14, 2018 to solicit feedback and gain insight on how CSUSB can better partner to serve the African American community in the Inland Empire and Coachella Valley. Please refer to Appendix I for a full listing of attendees.
- Held an African American student leader panel on May 7, 2018 to gain additional insight to inform recommendations. Please refer to appendix J for a list of participants.
- Took inventory of current services and initiatives that directly serve CSUSB's African American students as well as those that should enhance their services to capture more student engagement.
- Conducted meetings throughout the year to solicit feedback and input from on- and off-campus stakeholders.

In developing the recommendations, the task force focused on the following areas: admissions and student recruitment, retention programs, services and initiatives, and community partnerships.

Throughout its work, the task force actively listened to students as well as members of the African American community throughout the Inland Empire. The task force believes that if CSUSB is going to pursue sustainable initiatives to close the achievement gap, the efforts must be inclusive of the greater CSUSB community, be transparent, and based on Shaun Harper's Anti-Deficit Achievement Framework<sup>3</sup> (2010, 2012). "The framework inverts questions that are commonly asked about educational disadvantage, underrepresentation, insufficient preparation, academic underperformance, disengagement, and Black male student attrition,"<sup>4</sup> (Harper, 2012). Dr. Harper is founder and executive director of USC's Race and Equity Center and served as the keynote speaker at the GI 2025 Summit held in Long Beach on October 12, 2017.

## INTRODUCTION TO THE RECOMMENDATIONS

CSUSB is a regional public comprehensive university, located in the Inland Empire and serving approximately 21,000 students. In Fall 2016, African Americans represented six

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<sup>3</sup> Harper, S. R., (2010). An Anti-Deficit Achievement Framework for Research on Students of Color in STEM. New Directions for Institutional Research. DOI: 10.1002/ir

<sup>4</sup> Harper, S. R. (2012). Black Male Student Success in Higher Education: A Report from the National Black Male College Achievement Study. University of Pennsylvania, Graduate School of Education, Center for the Study of Race and Equity in Education.

percent of all CSUSB students. As a percentage of the overall student population, CSUSB serves the fourth highest number of African American students system-wide. And, of the 45 academic departments at CSUSB, 12 have African American faculty representation.

Based on data collected from the National Student Clearing House, 35% of African American students who were admitted to but did not enroll into CSUSB attended another CSU campus (refer to Appendix G for breakdown).

Consistent with the University's commitment to diversity, inclusion, and social justice as detailed in the university's strategic plan, the task force recommends that CSUSB sustain meaningful partnerships with African American community organizations through academic pursuits, partnerships, historical recognitions, community service, and enrollment efforts.

The task force conducted research into the activities of peer institutions; including CSU Fullerton, the University of Arizona, and Humboldt State (refer to Appendix B). It was concluded that CSUSB needs to formulate a strategic approach to grow the number of and retain African American students, faculty, and staff, provide support activities for students, and build relationships with African American communities that will enrich the campus and build CSUSB's reputation as a destination campus.

The following list is a compilation of recommendations of the four subcommittees. Since there was overlap among ideas from the subcommittees, the recommendations were aggregated into the following categories:

- Working Relationships with African American Community Organizations throughout the Inland Empire
- Alumni Engagement
- Professional and Scholarly Opportunities
- On-Campus Support Services
- K-12 Pipeline Efforts

It is the task force's hope that these recommendations will assist CSUSB in meeting the goals of GI 2025, the university's strategic plan, and to be a national leader in the educational success of African American students.

## RECOMMENDATIONS

### WORKING RELATIONSHIPS WITH AFRICAN AMERICAN COMMUNITY ORGANIZATIONS THROUGHOUT THE INLAND EMPIRE

Collectively, it was recognized that CSUSB's community partners were vast and willing to address the pertinent issues that affect African American students vis-a-vie, college readiness, recruitment and retention, targeted approaches, and our recommendations

and solutions encompasses the following areas: Overall Community Outreach and Intentional Efforts, K-12 Efforts, Community Colleges, Potential CSUSB Specific Recommendations and Solutions, and Community Partner Recommendations. Note that a preliminary inventory of African American student success and partnerships is provided in Appendix E. Accordingly, the following are the task force's recommendations:

#### OVERALL COMMUNITY OUTREACH & INTENTIONAL EFFORTS

1. Intentional, dedicated, relationship-based outreach to targeted populations – elementary schools, high schools, counselors (via counselor day), community organizations, churches, and parents (parental education is essential). “CSUSB must become high-touch.”
2. MOUs for schools/organizations with accountability measures.
3. Clearing House/targeted web presence for students, parents, and organizations.
4. Utilize current students (e.g. Black Faculty, Staff and Student Association (BFSSA); Pan African STEM Society (PASS); Student African American Sisterhood (SAAS); and Student African American Brotherhood (SAAB)) and alumni in outreach efforts.
5. Partner with organizations that offer college readiness programs; for instance the BLU Education Foundation.
6. Partner with organizations that offer programs for parents (including the African American Parent Advisory Committee (AAPAC) and STEM).
7. The University should formalize a partnership with National Black Grads and incorporate outreach programming on the same day as their event in order to engage students and families.

#### STRATEGIC PARTNERSHIPS

Successful recruitment efforts, particularly those targeted toward underrepresented populations, cannot be achieved solely by the Office of Admissions & Student Recruitment. Therefore, the committee recommends that the university encourage and support opportunities for strategic partnerships between Admissions and members of our on-campus and off-campus communities. We have identified necessary partnerships with the following constituencies:

- Academic colleges and departments
- Strategic Communications
- Alumni/Alumnae
- Parents and the larger community
- Faith-based organizations

#### PROFESSIONAL AND SCHOLARLY OPPORTUNITIES

1. Explore opportunities for faculty/staff to write grants with community partners to address pertinent issues that are salient and provide dedicated time to do so.
2. Hire Faculty Fellows for each college working in concert with retention specialists to provide intentional engagement to build academic resumes, mentoring, promote graduate school and make connections within the community to ensure the success of African American students.

3. We recognize that recruitment does not belong to one campus office. Rather, anytime CSUSB faculty and staff are engaged in the community, they may be presented with opportunities to showcase CSUSB, attract prospective students, and pass admissions information along to prospects. Therefore, **in partnership with the Office of Admissions, professional development opportunities should be created that empower faculty and staff to participate in the recruitment process, especially for African American student outreach.**
  - a. Message faculty and staff about recruitment opportunities while engaged in daily community life.
  - b. Establish “Recruitment 101” workshops for faculty and staff.
    - i. Summarizing the admissions process
    - ii. Providing an easy to recall 30 second “elevator speech” about ***How we define the future at CSUSB***
  - c. Ensure that CSUSB contact and information cards are readily available for faculty and staff who will be engaging with the broader community.
4. Communicate and design strategies with faculty colleagues in each college, particularly those with (a) high DFWI rates and (b) large enrollments of Black students.
5. Incentivize receiving training in culturally responsive systems of support (e.g., advising, mentoring, tutoring, research opportunities) with grant funding or merit in the FAR process.
6. Collaborate with the Faculty Senate to make meeting the needs of Black students a part of the FAR, RPT, or some other key process.
7. Provide training (chairs, deans, department heads, and coordinators) on data dashboards to ensure necessary and informed decisions are made regarding student success, in particular African American student success.

#### ON-CAMPUS SUPPORT SERVICES

An inventory was taken of current services and initiatives that directly serve CSUSB’s African American students as well as those that should enhance their services to capture more student engagement. The inventory includes services that are: academic, cultural, fraternal & sororal, student services, basic needs, student health, outreach, health and wellness, and special events/programming. The inventory may be found in Appendix C.

Throughout our work we engaged current students to gain insight about their student experience in order to determine which support services need to be enhanced or created to support their success at CSUSB. The recommendations below work to address both what we know of best practices for student success and learned from our students from their experiences.

#### People

1. Hire five Retention Specialists (RS) who reflect the students that he/she will serve for each college whose purpose is to track, retain, and assist students until they graduate with supervision by a Dean or VP.



2. The Office of Admissions and Student Recruitment has made considerable progress in enhancing recruitment efforts geared toward underrepresented students. But, at current funding levels, the Office is stretched to its limits. **We conclude that additional meaningful progress may only be accomplished with an investment in personnel in the following areas:**
  - a. 1 new admissions staff person
    - i. Dedicated exclusively to the recruitment of underrepresented populations
    - ii. This person would also supervise directly or indirectly additional new personnel identified below
  - b. 10 to 15 fully funded “Student Ambassadors” who will directly participate in outreach, recruitment, and onboarding efforts
  - c. 2 graduate assistants (minimum), specifically charged with supporting recruitment of underrepresented graduate students
3. Hire a coordinator for African American Student Affairs (refer to Appendix B)
4. Hire a Graduate Assistant to the Multicultural Coordinator for Outreach and Engagement (see Appendix D for proposed job description)

## Programs

1. Financial Aid and Scholarships
  - a. We suspect that many of our underrepresented prospective students choose to attend other institutions because of actual or perceived to be more attractive financial aid packages. This is believed to be particularly true for higher-ability students who may receive merit-based aid packages from other institutions. Given that the majority of aid at CSUSB is needs-based, we recommend:
    - i. Work intentionally with Development to secure philanthropic scholarship support specific to African American students who choose to attend CSUSB.
    - ii. Explore external foundation and grant opportunities that may support recruitment and retention efforts for underrepresented students.
    - iii. Work with the Office of Financial Aid and Scholarships to aggregate information on external scholarships for African American college students.
    - iv. Use Orientation (FTE and Transfer) to share information about resources for African American students. For example, hold a Black affinity group mixer during SOAR. Need participation from SAAB, SAAS, Black Student Union (BSU), BFSSA, Black Resident Scholars, the Pan African Student Success Center, and fraternities and sororities.
    - v. Collaborate with the advising centers in the colleges to create mentoring and tutoring programs within each of the five colleges specifically for Black/Latinx students to ensure retention and graduation.

- vi. Develop a financial management workshop to help students budget their financial aid and scholarships.

## **2. Pan African Student Success Center**

- a. Offer programming to explore intersectional identities (i.e., Afro-Latino programming through collaboration with the Latinx Center)
- b. In collaboration with BFSSA, organize cultural trips open for the campus community to attend
- c. Establish a Pan African Student Success speaker series

## **3. Communication/Messaging**

- a. Students often mentioned they were unaware of requirements, certain programs, services, and clubs/organizations. As such, we recommend increasing communications and marketing to promote student success and engagement
  - i. Hold students accountable to follow the “Your Success Checklist at CSUSB” (refer to Appendix F)
  - ii. Advertise events, programs, and services widely and across all platforms
  - iii. Launch a website for the Pan African Student Success Center (PASSC)

## **4. Junior and Senior Success**

- a. Create a Transfer Student Success Center to provide services and support to our transfer students
- b. Establish a mentorship program designed for juniors and seniors

## **5. Wellness**

- a. Offer wellness activities through the Counseling and Psychological Services Center (CAPS)
- b. CAPS and Student Health Center should consider programming within the Cross Cultural Center and PASSC on issues such as preventative medicine, racial battle fatigue, and coping strategies for stress and anxiety.

### **PIPELINE EFFORTS**

CSUSB should address the underrepresentation of African American students, staff, and faculty on campus, as each of these areas are interrelated. In order to create a positive and reaffirming campus culture for future African American students, faculty, and staff, the task force recommends:

1. Data indicates that prospective students are more inclined to accept their first offer of admission than they are later acceptances. Evidence also suggests that communication and messaging are critical in the space between admissions and enrollment, but too much communication can be counterproductive. The subcommittee recommends:

- a. Strategically and aggressively recruiting high-ability students from underrepresented populations
- b. Streamlining and expediting the admissions process so that CSUSB acceptances are the first to hit prospect mailboxes, especially for high-ability students
- c. Focusing on the space between admissions and enrollment to streamline messaging, and maintain *meaningful engagement* with admitted students throughout the intervening period

#### K-12 Efforts

1. Streamline admissions process/decision for targeted populations.
2. Formalize a pipeline program from middle school and beyond.
3. Identify specific counselor(s) responsible for A-G requirements and emphasize our President's Academic Excellence Scholars (PAES) program as a recruitment strategy for students, especially those seeking admission in impacted programs (e.g. nursing, social work, etc.).
4. Formalize pipelines that link TRIO programs/early outreach programs (Upward Bound, Talent Search, Gear Up and Ronald McNair Scholars) to help prepare students academically, socially and psychologically.

#### Community Colleges

1. Strengthen mentoring and cultural support/community building activities/organizations on campus – counseling and well-being support.
2. Dedicated funded position for intentional recruitment, retention and to ensure success.

#### CSUSB Specific Recommendations and Solutions

1. Increase African American faculty and staff that represent diverse student populations to build alliance.
2. Set recruitment, retention and graduation target goals with measurable outcomes and accountability along the entire process.
3. Utilization of Student Success Funds to fund some of these specific student success initiatives (e.g. recruitment, retention and programs that promote success for African American students).
4. A more comprehensive inventory within the two-county region is needed with additional resources to support such undertaking.
5. Enhance data dashboards to allow the separation of student data by race.
6. CSU Super Sunday – CSUSB African American students should participate in Super Sunday activities.
7. Continue to host SAAB Regional Conferences at CSUSB to increase visibility.

## Appendix A

### Task Force on African American Recruitment and Retention Members

**Rachel Beech, Ed.D.**, Assistant Vice President, Admissions and Student Recruitment

**Paulette Brown-Hinds, Ph.D.**, Publisher, Voice Media Ventures

**Jonathan Buffong**, Education Counselor, County of San Bernardino; President & CEO; Buffong Consulting

**Aaron Burgess**, Executive Director, Santos Manuel Student Union

**(Hon.) W. Amina Carter**, Assembly member (Ret.), Owner, Creative Business Services, Inc.

**Lori Caruthers-Collins, Ed.D.**, Assistant Director of Diversity Initiatives

**Claudia Davis, Ph.D.**, Associate Professor, Nursing

**Kathryn Ervin, M.F.A.**, Professor, Theater Arts

**Marc Fudge, Ph.D.**, Associate Professor, Public Administration

**Wil Greer, Ph.D.**, Assistant Professor, Educational Leadership & Technology

**Brian Haynes, Ph.D.**, Vice President for Student Affairs Student Affairs, TFAASRR co-chair

**Frances Ibeh**, President, Student African American Sisterhood (SAAS)

**Nicholas Jenkins**, President, Student African American Brotherhood (SAAB)

**Marisol Johnson**, Confidential Aide, Student Affairs

**Pamela Langford**, Director of Executive Affairs, Office of the President

**Julie Lappin, J.D.**, Chief of Staff, Office of the President

**Muriel Lopez-Wagner, Ph.D.**, Assistant Vice President, Institutional Research

**Al Mariam, Ph.D.**, Professor, Political Science

**Shari McMahan, Ph.D.**, Provost and Vice President for Academic Affairs, TFAASRR co-chair

**Polet Milian**, Diversity & Inclusion Resources Analyst

**Kennon Mitchell, Ph.D.**, Assistant Superintendent, Educational Services, San Bernardino City Unified School District

**Rafik Mohamed, Ph.D.**, Dean, College of Social and Behavioral Sciences

**Prince Ogidikpe**, Executive Vice President, Associated Students, Inc.

**Amanda Salazar**, Academic Advisor, Natural Sciences - Peer Advising

**Michael Salvador, Ph.D.**, Associate Dean, Palm Desert Campus

**Dina Walker**, CEO & President, BLU Educational Foundation; Member, Board of Education, Rialto Unified School District

## Appendix B



# HUMBOLDT STATE UNIVERSITY



## Coordinator, African American Center for Academic Excellence (AACAE)

Review: April 3, 2017

(Job #17-25) Coordinator, African American Center for Academic Excellence, SSP II, 3,537-\$5,028/month. Appointments are normally made at the beginning of the salary range. This is a full-time, benefited, 11/12 pay plan (work 11 months with pay and benefits over 12) probationary position within the Cultural Centers for Academic Excellence.

### Position Summary:

This position oversees the African American Center for Academic Excellence, which resides under the umbrella of HSU's Cultural Centers for Academic Excellence. The Cultural Centers for Academic Excellence is a unit comprised of multiple programs, including the MultiCultural Center (MCC), the Native American Center for Academic Excellence (or Indian Tribal and Educational Personnel Program, ITEPP), the Latinx Center for Academic Excellence, and the African American Center for Academic Excellence.

The Cultural Centers for Academic Excellence (CCAE) are committed to supporting the retention and academic success of historically underrepresented students by providing academic mentoring and support as well as facilitating opportunities for student faculty engagement. The Cultural Centers for Academic Excellence are culturally based support programs designed to provide HSU students with networks that blend cultural, community and faculty engagement with structured mentoring – to assist students in reaching their academic and career goals.

The Cultural Centers for Academic Excellence are a key component of HSU's many current initiatives to support retention and inclusive academic excellence, and are part of a larger campus focus on supporting a diverse, equitable and inclusive campus community. Humboldt State University is one of 23 campuses within the California State University (CSU) system, and is one of 18 CSU campuses to receive federal designation as a Hispanic-Serving Institution (HSI). About half of our total student population are Students of Color, and over half of our total student population are first-generation students.

For the Coordinator of the African American Center for Academic Excellence we are seeking a visionary leader who understands the challenges of historically underrepresented and first generation students, and who can help our campus meet our goal of fostering a campus climate that is broadly supportive of the success of African American students. The Coordinator will create and promote an inclusive culture for student success while providing the inspiration, vision, mentoring, and direction needed to assist students in achieving their personal, academic, and professional goals.

### DUTIES

#### Academic Mentoring and Retention Support

The Center Coordinator will design, implement and evaluate academic success strategies, programs, workshops, presentations and other innovative activities that provide academic support for students. The Coordinator will be responsible for developing interactive, authentic faculty engagement opportunities for students, both in the Center and around campus. The Coordinator will provide academic mentoring and guidance for students participating in the Center and track students' progress.

#### Lead work and Student Staff Supervision

The Center Coordinator will be responsible for coordinating the Center's operations and academic success strategies, facilitating and developing leadership development activities, and program assessment. The Coordinator will collaborate closely with the Coordinators of the other Cultural Centers for Academic Excellence to ensure the achievement of desired student learning outcomes. The Coordinator will submit program reviews, and will conduct assessments for quality improvement. The Coordinator will serve the diverse needs of the university community and will participate on appropriate university committees to foster an institutional climate supportive of the success of African American students. The Coordinator will supervise student staff.

#### Culturally Relevant Social Integration and Student Success Programming

The Coordinator will work closely with the MultiCultural Center in developing co-curricular programs to enhance students' personal, socio-cultural and professional development and growth. The coordinator will develop, implement and refine program activities with an emphasis on academics, career and personal planning and development, transition issues, time management and effective communication.

The Coordinator will participate in local, regional, state and national organizations on student success and stays current on educational trends, studies and best practices on retention/completion strategies for African American students.

The Coordinator will be responsible for raising awareness about and educating students on new opportunities, resources, programs, policies and procedures at Humboldt State University. The Coordinator will promote student participation in sponsored events and activities designed to enrich and enhance their personal and social well-being.

(Continued on reverse)

## Coordinator for African American Student Affairs, Dean of Students Office

### Position Details

#### Position Information

**Title** Coordinator for African American Student Affairs, Dean of Students Office

**Department** Dean of Students Office (9701)

**Location** Main Campus

#### Position Summary

##### About the Dean of Students Office:

The Dean of Students Office empowers global citizens who are ready to make a positive impact in the world. We set the standard for a dynamic campus community by creating a caring and inclusive learning environment and providing programs, services and resources that challenge and support the students, parents, staff, and faculty of The University of Arizona.

##### About Inclusion and Multicultural Engagement:

Staff within the Dean of Students' Inclusion and Multicultural Engagement area have expertise with African American, Native American, Asian Pacific American, Hispanic/Latino, LGBTQ+ and gender identity and gender justice issues and communities. Staff in the Inclusion and Multicultural Engagement area contribute to shaping an inclusive campus environment and supporting students' success as learners, leaders and citizens by creating culturally affirming programs and events that nurture a sense of belonging, build community, and encourage critical reflection of their own and others' personal and social identities, including intersections of identities.

##### About African American Student Affairs:

The mission of African American Student Affairs (AASA) is to facilitate a support system that helps students achieve academic excellence and an enriching African American cultural experience at the University of Arizona. AASA provides opportunities for students to learn more about leadership, equity, and creating community.

##### The mission at AASA is achieved through a focus on four key areas:

- Building community among currently enrolled students
- Providing personal and leadership development opportunities
- Advancing the on-going development of a culturally competent campus community
- Supporting diversity initiatives at the University of Arizona

##### Position Summary:

The Coordinator for AASA works closely with the Director for African American Student Affairs to facilitate a vibrant cultural center. The Coordinator guides and advises students in creating programs that offer opportunities for personal growth and leadership development. The Coordinator oversees programs and services dedicated to supporting an inclusive environment that fosters a sense of belonging for students from diverse backgrounds, and provides an opportunity to impact the larger University community's educational experiences.

*Outstanding UA benefits include health, dental, and vision insurance plans; life insurance and disability programs; paid vacation, sick leave, and holidays; UAW/AFSCME tuition reduction for the employee and qualified family members; state and optional retirement plans; access to UA recreation and cultural activities; and more!*

Accepting a new position is a big life step. We want potential candidates and their families to be able to make informed decisions. Candidates who are considering relocation to the Tucson or Phoenix area, and have been offered an on-site interview, are encouraged to use the free services offered by [Arizona & Regional Relocation Services \(ARRS\)](#). Ask your department contact to be introduced to ARRS prior to your visit.

## Coordinator for African American Student Affairs, Dean of Students Office (UPDATED)

### Position Details

#### Position Information

<b>Title</b>	Coordinator for African American Student Affairs, Dean of Students Office (UPDATED)
<b>Department</b>	Dean of Students Office (8701)
<b>Location</b>	Main Campus

#### Position Summary

**Please note:** The posting 'Review Date' has been extended to 6/26/18. Also, the 'Desired Start Date' has been changed to 05/28/18.

**About the Dean of Students Office:**

The Dean of Students Office empowers global citizens who are ready to make a positive impact in the world. We set the standard for a dynamic campus community by creating a caring and inclusive learning environment and providing programs, services and resources that challenge and support the students, parents, staff, and faculty of The University of Arizona.

**About Inclusion and Multicultural Engagement:**

Staff within the Dean of Students' Inclusion and Multicultural Engagement area have expertise with African American, Native American, Asian Pacific American, Hispanic/Latino, LGBTQ+ and gender identity and gender justice issues and communities. Staff in the Inclusion and Multicultural Engagement area contribute to shaping an inclusive campus environment and supporting students' success as learners, leaders and citizens by creating culturally affirming programs and events that nurture a sense of belonging, build community, and encourage critical reflection of their own and others' personal and social identities, including intersections of identities.

**About African American Student Affairs:**

The mission of African American Student Affairs (AASA) is to facilitate a support system that helps students achieve academic excellence and an enriching African American cultural experience at the University of Arizona. AASA provides opportunities for students to learn more about leadership, equity, and creating community.

The mission at AASA is achieved through a focus on four key areas:

- Building community among currently enrolled students
- Providing personal and leadership development opportunities
- Advancing the on-going development of a culturally competent campus community
- Supporting diversity initiatives at the University of Arizona

**Position Summary:**

The Coordinator for AASA works closely with the Director for African American Student Affairs to facilitate a vibrant cultural center. The Coordinator guides and advises students in creating programs that offer opportunities for personal growth and leadership development. The Coordinator oversees programs and services dedicated to supporting an inclusive environment that fosters a sense of belonging for students from diverse backgrounds, and provides an opportunity to impact the larger University community's educational experiences.

*Outstanding UA benefits include health, dental, and vision insurance plans; life insurance and disability programs; paid vacation, sick leave, and holidays; UNRS/UAU tuition reduction for the employee and qualified family members; state and optional retirement plans; access to UA recreation and cultural activities; and more!*

Accepting a new position is a big life step. We want potential candidates and their families to be able to make informed decisions. Candidates who are considering relocation to the Tucson or Phoenix area, and have been offered an on-site interview, are encouraged to use the free services offered by [Abana & Beyond Relocation Services \(ABRS\)](#). Ask your department contact to be introduced to ABRS prior to your visit.

The University of Arizona has been listed by Forbes as one of America's Best Employers in the United States and WorldatWork and the Arizona Department of Health Services have recognized us for our innovative work-life programs. For more information about working at the University of Arizona, please [click here](#).

#### Duties & Responsibilities

- Serve as a resource and referral agent to the members of the Black community

## Appendix C

CSUSB Task Force on African American Student Recruitment and Retention  
 Services and Initiatives Sub Committee  
 Inventory, Descriptions, and Recommendations

<b>Organization Name</b>	<b>Category</b>	<b>Description</b>	<b>Recommendation</b>
Pan African STEM Society	Academic	Our purpose shall be to increase educational and professional opportunities, stimulate the dissemination of valuable information to both students and the overall community and to provide social, cultural and volunteer activities that serve to enrich the undergraduate experience of students in the STEM disciplines at California State University, San Bernardino (CSUSB).	
Student African American Brotherhood (SAAB)	Cultural	<p>We, the members of the Student African American Brotherhood; in order to provide positive solutions to specific needs of Black males enrolled in college. To provide intentionally structured opportunities for Black males to take full advantage of their academic years and to better understand and practice their full responsibilities, rights, and privileges as future leaders and citizens of the United States. Provide educational, cultural, social, spiritual and intellectual programs that are grounded in theory that is culturally appropriate for Black males. Minimize the negative and accentuate the positive---presenting the brighter side to Black male students, do hereby establish these articles of organization and bylaws.</p> <p>In attainment of our objectives, we commit ourselves to the membership of the Student African American Brotherhood, which is the heart of the organization, to the betterment of our organization by focusing special attention on the needs and concerns of Black males in Higher Education, and to Black Male Development as a process.</p>	Tabling; events; outreach to community; high school outreach; Black and Brown Conference presence; Mentorship program; continue to host regional SAAB Conference to provide opportunities for students to showcase their great work and student engagement
Student African American Sisterhood (SAAS)	Cultural	Student African American Sisterhood (SAAS) is an inspiring organization dedicated to unifying African American women through the development of a sisterhood of distinction. SAAS seeks to positively impact the lives of its membership through creating supportive networks among African American females, encouraging and assisting with personal	Mentorship program



		and professional development, and providing strategies for educational attainment and success throughout the collegiate experience and beyond. The women of SAAS are committed to planning and implementing programs that empower not only themselves, but the community at large. SAAS members are encouraged to exemplify positive leadership and sisterhood in the academic environment and in the community. As sisterhood is built, women will be empowered personally, academically, socially, and spiritually.	
Pan African Student Success Center	Cultural	The Pan-African Center (PAC) promotes and supports a sense of self-worth by focusing on developing the following six areas: Academic Excellence, Cultural Awareness, Leadership Development, Personal Development, Proactive Civic and Community Engagement, and Civic Engagement for people of the African Diaspora.	PASSC should collect interest list from new entrants at upcoming SOAR sessions; mentorship program; Advisory Committee
National Pan Hellenic Council	Fraternal	The purpose of the NPHC is to foster cooperation and a positive and courteous discourse among its member organizations, focusing on matters of mutual concern, working collaboratively to improve the community and support academic excellence.	
Alpha Kappa Alpha	Fraternal	Alpha Kappa Alpha Sorority, Incorporated (AKA) was founded on a mission comprised of five basic tenets that have remained unchanged since the sorority's inception more than a century ago. Alpha Kappa Alpha's mission is to cultivate and encourage high scholastic and ethical standards, to promote unity and friendship among college women, to study and help alleviate problems concerning girls and women in order to improve their social stature, to maintain a progressive interest in college life, and to be of "Service to All Mankind."	
Iota Phi Theta Fraternity, Inc.	Fraternal	On September 19, 1963, at Morgan State College (now Morgan State University), 12 students founded what is now the nation's fifth largest, predominately African-American social service fraternity: The Iota Phi Theta Fraternity, Incorporated. The purpose of Iota Phi Theta Fraternity Inc. is "The Development and Perpetuation of Scholarship, Leadership, Citizenship, Fidelity, and Brotherhood among Men."	

		Our motto is “Building A Tradition, Not Resting Upon One.”	
Alpha Phi Alpha	Fraternal	<p>“ALPHA PHI ALPHA FRATERNITY, INC. DEVELOPS LEADERS, PROMOTES BROTHERHOOD AND ACADEMIC EXCELLENCE, WHILE PROVIDING SERVICE AND ADVOCACY FOR OUR COMMUNITIES.”</p> <p>The objectives of this fraternity shall be: to stimulate the ambition of its members; to prepare them for the greatest usefulness in the causes of humanity, freedom, and dignity of the individual; to encourage the highest and noblest form of manhood; and to aid downtrodden humanity in its efforts to achieve higher social, economic and intellectual status.</p>	
Omega Psi Phi	Fraternal	<p>Omega Psi Phi Fraternity, Inc. mission is to bring about union of college men of similar high ideals of scholarship and manhood in order to stimulate the attainment of ideas and ambitions of its members; occupy a progressive, helpful and constructive place in political life of the community and nation; and foster the humanity, freedom, and dignity of the individual; and aid downtrodden humanity in its efforts to achieve higher economic and intellectual status.</p>	
Zeta Phi Beta	Fraternal	<p>Zeta Phi Beta Sorority, Inc. was founded January 16, 1920, at Howard University, Washington, D.C. Zeta Phi Beta has 5 founders.</p> <p>Colors: Royal Blue &amp; Pure White</p> <p>Our Motto: "A community-conscious, action-oriented organization"</p> <p>Epsilon Sigma was chartered January 29<sup>th</sup>, 2004. Since 1972, Zeta Phi Beta Sorority and March of Dimes partnership has been impactful and successful.</p> <p>Zeta’s national and local programs include the endowment of its National Educational Foundation community outreach services and support of multiple affiliate organizations.</p> <p>“Finer Women Don’t Haze”</p>	
Delta Sigma Theta	Sorority	<p>Delta Sigma Theta Sorority, Incorporated is an organization of college educated women committed to the constructive development of its members and to public service with a primary focus on the Black community.</p>	

		<p><b>PURPOSE</b></p> <p>Delta Sigma Theta Sorority, Incorporated is a private, not-for-profit organization whose purpose is to provide assistance and support through established programs in local communities throughout the world. Since it's founding more than 200,000 women have joined the organization. The organization is a sisterhood of predominantly Black, college educated women. The sorority currently has 1,000 collegiate and alumnae chapters located in the United States, England, Japan (Tokyo and Okinawa), Germany, the Virgin Islands, Bermuda, the Bahamas, Jamaica and the Republic of Korea.</p> <p>The major programs of the sorority are based upon the organization's Five-Point Programmatic Thrust. More than ten thousand members typically attend Delta Sigma Theta Sorority, Incorporated's biennial national conventions, and each of the seven regional conferences (held during years when there is no national convention) typically hosts thousands of members. At its recent 51st National convention held in the District of Columbia, more than 38,000 members registered and attended.</p>	
Counseling and Psychological Services	Student Health	Counseling at CAPS offers a safe, confidential environment where one can share thoughts and feelings, explore concerns, gain awareness, and make appropriate changes. Married and unmarried students are welcome to participate in couples counseling as long as one member of the couple is a currently enrolled student. Group counseling provides a highly effective means of addressing personal concerns, either as a supplement to individual counseling work or in lieu of individual counseling.	Programming in PASSC to share coping strategies for stress, anxiety and other issues.
College Advising Centers	Academic		
Advising and Academic Services	Academic	The primary purpose of the academic advising program at California State University San Bernardino is to assist students in the development and implementation of meaningful educational plans that are compatible with their life goals. The program provides opportunities for students to assess their interests and academic abilities,	

		encouraging their fullest intellectual development. Students at CSUSB will receive ongoing support empowering them to accomplish their personal, educational, and professional goals.	
College of Arts & Letters (CAL) Peer Advising	Academic		
College of Business & Public Administration (CBPA) Student Service Center	Academic	The mission of the JHBC Student Success Center is to facilitate the transition from College to Career for all students (undergraduate and graduate), by providing a one-stop-shop which connects students to resources, community and programs that enhance their educational experience. This includes assistance with advising, campus processes and procedures, as well as career guidance, such as résumé review and internship assistance. Students also receive Connect, the College's newsletter which provides information regarding important dates, events, and internship opportunities.	
College of Natural Sciences (NSCI) Peer Advising Center (PAC)	Academic	The Natural Sciences (NSCI) Peer Advising Center (PAC) assist students in establishing educational goals and identifying support services to help meet those goals. Our professional and peer advisors are trained to help you make the most out of your undergraduate experience and meet degree requirements. Professional Advising at NSCI PAC provides individual guidance towards achieving realistic academic goals and making decisions regarding your academic career at CSUSB.	
College of Social & Behavioral Sciences: Mentor Advising Center (MAC)	Academic	The Mentor Advising Center (MAC) is committed to enhancing student development by encouraging growth in the areas of leadership, communication, self direction, and problem solving skills. Furthermore, the peer advising program is dedicated to facilitating meaningful interactions between peer advisors and advisees as they engage in various school-sponsored events. Most importantly, through this opportunity of service, peer advisors will be play a pivotal role in aiding student as they transition through the program.	
Black Residential Scholars (BRS)		The Black Residential Scholars program is a group of first year students whose living situation on campus includes curriculum that examines multiple areas of study, through the lens of the African American experience.	

<p>Recreation &amp; Wellness Center</p>	<p>Student Services</p>	<p>The mission of the Recreational &amp; Wellness Department is to provide a variety of safe and enjoyable programs and facilities to meet the diverse needs of the CSUSB community by creating a healthy social environment, enriching the quality of life and enhancing the educational experience.</p> <p>The Department of Recreational &amp; Wellness is committed to the missions of the university and the Division of Student Affairs. Department staff work to provide opportunities for personal and professional development through Adventure Programs, Aquatics, Intramurals, Sport Clubs, Fitness &amp; Wellness programs, Special Events, and open recreation.</p> <p>The Recreation &amp; Wellness Department is proud to offer the CSUSB Community a wide range of activities and programs to enhance physical fitness, learn new skills, engage in friendly sports competition, expand one’s knowledge base / comfort level, relieve stress, and to simply have fun! We welcome all enrolled CSUSB students, staff, faculty, and alumni regardless of age, gender, experience, and ability.</p>	<p>Offers work life balance that includes physical activity and other wellness activities. Recommendations include: expanding intramurals, the adventure program, service learning opportunities, and creating an SMSU Wellness Center. Programs will include meditation, co-facilitated by Counseling and Psychological Services department.</p>
<p>CSUSB's Student Mentorship Program</p>		<p>About Student Mentoring</p> <ul style="list-style-type: none"> <li>• Mission: The Student Mentoring Program at CSUSB fosters the success of undergraduate students through peer support programs that encourage academic excellence, campus connectedness and engagement, and the personal growth and development of participating students.</li> </ul> <p>Program Goals and Outcomes: Academic Excellence and Engagement</p> <ul style="list-style-type: none"> <li>• Students who participate in SMP will demonstrate an understanding of campus resources and proactively seek support.</li> <li>• Students who participate in the SMP will be engaged learners.</li> <li>• Students who participate in SMP will connect with faculty as mentors and advisors.</li> </ul> <p>Personal Growth and Development of Participating Students</p> <ul style="list-style-type: none"> <li>• Students who participate in SMP will demonstrate a growth mindset.</li> </ul>	

		<ul style="list-style-type: none"> <li>• Students who participate in SMP understand the importance of goal-setting for adult learners.</li> <li>• Students who participate in SMP will demonstrate organization and time management skill</li> </ul>	
<b>Courses</b>			
TA 462. African American Theatre and Drama (4 Units)	Academic	(GE=G2) A survey of the African-American theatre from its African origins in the oral tradition through contemporary trends, including issues of politics, race and gender in terms of the American theatre in general. Emphasis on African-American playwrights, companies and performers within their social and historical contexts.	
HUM 370. African Heritage in the Arts (4 Units)	Academic	Prerequisites: junior or senior standing (GE=C5, G1) The various threads of African culture (religion, myth, philosophy, literature, painting, sculpture, music) are traced from their origin on the African continent through their impact in the Americas from the 16th century to the present.	
HIST 340. African-American History, 1620-1865 (4 Units)	Academic	History of African-American people in the United States during the slave era. Examines the lives of slaves, the slave owners, and the system that bound them together as well as the place of free blacks in American society.	
HIST 341. African-American History, 1865-Present. (4 Units)	Academic	Social, cultural, political and economic history of African-American people from emancipation to the present. Places special emphasis on African-American agency, self-development and self-determination.	
HIST 346. Women in the Black Freedom Movement. (4 Units)	Academic	Examines the roles of women in the struggle for social justice and black equality in America. Treats the historical background to the movement including the key women activists of the civil rights decade, 1954-1964.	
HIST 385. Africa to 1500. (4 Units)	Academic	Deals with the main themes of African history to 1500: Ancient Egypt, the Mediterranean intercommunicating zone during the Phoenician, Greek and Roman empires, Christianity, trans-Saharan and other intra-African trading and exchange networks, Indian Ocean trading system, Islam and Islamization, development of African state systems and stateless sociopolitical constructs.	

HIST 386. Africa 1500 to 1870. (4 Units)	Academic	Deals with the main themes of African history in the period following western European expansion and the developing world trade system that resulted. Topics covered include African political development, development and abolition of trans-Atlantic slave trade, discussion of trans-Saharan and Indian ocean slave and commodity export trades, and comparison of various social systems that developed on the continent.	
HIST 387. Africa 1870 to Present. (4 Units)	Academic	Deals with the main themes of African history since 1870, including European partition of the continent, resistance to partition and colonial rule, systems of colonial rule in Africa, Christianity and Islam during the colonial period, independence movements, post-colonial states and development issues.	
HIST 388. The Rise, Decline and Legacy of Apartheid South Africa. (4 Units)	Academic	Development of racial segregation and apartheid policies in twentieth century South Africa. Explores the causes and consequences of the rise and collapse of apartheid.	
HIST 389. Images of Africa. (4 Units)	Academic	Examination of cultural construction of Africa through various forms of media created by Africans and non-Africans from the 17th Century to the present.	
HIST 449. Gender and Development in Africa. (4 Units)	Academic	Using gender as a central category of analysis, the course interrogates underlying assumptions, theories, and empirical issues related to economic development and globalization on the continent from the nineteenth century to present day in Africa.	
HIST 450. History of Southern Africa. (4 Units)	Academic	History of the region of Southern Africa, including early African settlement, including early African settlement, colonization, apartheid, independence and contemporary developments.	
HIST 451. The History of Health and Medicine in Africa. (4 Units)	Academic	Health and disease in Africa from the pre-colonial period to present day, the connection between science, medicine, colonialism, the construction of difference, and responses to western bio-medicine.	

ANTH 357. African Societies. (4 Units)	Academic	Emphasis on major problems of current interest to the cultural anthropologist. Topics include language affiliations and culture, history of the area, the local populations, their relations with each other and to outside societies, and the effects of culture change upon them through time.	
DAN 310A. World Dance Traditions: African. (2 Units)	Academic	Study and application of traditional dance forms from throughout the world. Technique and cultural context will be emphasized. Course may be repeated for credit. One hour lecture and two hours activity.	
DAN 200A. Studies in Dance: Jazz. (2 Units)	Academic	Prerequisites: KINE 150F or consent of instructor Movement study and body conditioning in specific dance styles. May be repeated for credit up to six units per topic. No more than 12 units may be used to satisfy graduation requirements.	
MUS 352. African American Music. 4 Units.	Academic	Historical development of the African American musical heritage.	
PSCI 301. African Politics. 4 Units.	Academic	Comparative examination of domestic and foreign politics of African governments.	
PSCI 352A. Minority Politics: Ethnic Politics. 4 Units.	Academic	Minority groups in the American political system. May be repeated as topics change.	
PSCI 352B. Minority Politics: African American Politics. 4 Units.	Academic	Minority groups in the American political system. May be repeated as topics change.	
PSCI 412. Civil Rights. (4 Units)	Academic	Jurisprudence of the 13th, 14th and 15th Amendments as articulated by the U.S. Supreme Court.	
PSCI 612. African Security. (4 Units)	Academic	Examination of security and defense issues of Africa.	



SSCI 316. Race and Racism. (4 Units)	Academic	Prerequisites: junior or senior standing (GE=D5, G1) An interdisciplinary and cross-cultural examination of the concepts of race, ethnic group, prejudice and racism which includes studies of changing prejudiced attitudes.	
SSCI 350. Roots of Modern Racism in America. 4 Units.	Academic	Prerequisites: junior or senior standing (GE=D5, G1) An interdisciplinary exploration of the roots of modern racism in America in the decades following the Civil War. The course will focus on the experiences of ethnic men and women and on the concurrent anti-Semitic, anti-Catholic and Americanization movements. The course will focus on the dynamics of these intergroup relations and their legacy for contemporary America.	
SOC 336. Black Women and Feminism. (4 Units)	Academic	Black women in America and their activities on behalf of women's rights; the interplay of racism and sexism within the women's movement. Prerequisite: SOC 100.	
SOC 341. Marriage and Family Among Blacks. (4 Units)	Academic	Forces affecting the black family, with emphasis on the roles assigned to individual members. Prerequisite: SOC 100.	
SPAN 652C. Seminar in Spanish- American Civilization: African Influences in Literature. (4 Units)	Academic	Prerequisites: graduate standing and SPAN 606, or consent of the graduate committee Advanced study of an important contemporary aspect of Spanish-American culture and literature. A maximum of eight units may be applied to the M.A. in Spanish.	
Black Student Union (BSU)	Academic	The purpose of the Black Student Union, BSU, is to promote activities of common interest, as well as cultural and educational benefits for the African/African-American student body. BSU is an organization dedicated to community service & outreach, cultural enrichment & awareness, and social activism and unity. This organization will provide a support system that will lead to academic success and serve as a voice for the African/African-American community at CSUSB.	

Financial Aid & Scholarships	Student Services		
Social Justice Summit	Special Events		
OrgSync		OrgSync is a Campus Engagement Network that connects your students to organizations, programs, and departments on campus in a private online community.	
Alumni Relations		<p>Today's Cal State San Bernardino alumni community includes more than 100,000 graduates—a number that is growing by 4,000 annually! You're in all 50 states and in more than 43 countries, making your mark in meaningful ways.</p> <p>Each of you is an important part of the 52-year-old educational heritage of Cal State San Bernardino and we want to strengthen that heritage by celebrating you and your accomplishments. If you are not receiving our newsletters, event information or magazine, please update your contact information and to let us know what's happening in your life.</p> <p>Whether you're here to look for events in your area, join an alumni chapter, plan a meetup for alumni in your area, or learn ways to boost your career, we invite you to look around and see how easy it is to find the information that matters to you.</p>	
The Career Center	Student Services		
The Obershaw Den	Student Services		
Basic Needs Initiative	Student Services	Pull from CO website	
Sodexo	Basic Need	Ensure all students have access to nutritious, balanced, and fairly priced food options.	
Pioneer Breakfast			
Super Sunday			Students should participate; nominate their pastor; help market & promote event; perhaps include student speaker

Freshman and Transfer Orientation			Recommended improvement
<b>Future Programs, Services, and Initiatives</b>			
High School Black Graduation	Student Services & Outreach		CSUSB should have a strong presence at the IE Black Grad to share services (health center, CAPS, CARE) offered to all students
Graduate Student Intern		<p>A graduate student intern should coordinate the efforts of the Cross Cultural Center, as well as work with the Women’s Resource Center, Queer and Transgender Resource Center, Osher Reentry Center to develop programming to include a “New Student Success Summit”</p> <p>The graduate student intern will co-chair a committee with a CSUSB manager to develop a program tailored to the success of our diverse student population. Each center will be encouraged and assisted to develop one program on their own and at least one in collaboration with another center to explore intersectionality.</p>	
Black Student Initiative Coordinator		A Black student initiative coordinator is needed to manage an awareness campaign, organize a coordinated and intentional mentorship program	

## Appendix D

### **Graduate Assistant to the Multicultural Coordinator for Outreach and Engagement**

The Santos Manuel Student Union's Cross Cultural Center plays an integral role in the intellectual and cultural life of the CSUSB students to promote cultural awareness across the CSUSB campus. Under the supervision of the Multicultural Coordinator, the Graduate Assistant for Outreach and Engagement will facilitate and help plan various initiatives, programs, services, and activities to enhance and foster personal and intersectional identity awareness and development.

This position is for students enrolled in a Master's of Education/Higher Education program through an accredited institution. This is a 1 year, part-time graduate assistantship.

#### **Responsibilities:**

- Assist Multicultural coordinator with events planning, including the establishment of a public events calendar;
- Develop marketing campaigns and strategies for outreach initiatives;
- Create new campus partnerships with faculty, staff and student organizations;
- Oversee and enhance social media outlets;
- Measure attendance, satisfaction and other feedback for planned events
- Promote events at the local, regional, and national levels;
- Other duties as assigned.

#### **Learning Objectives:**

- GA will be able to collect, organize and manage event-planning data that includes operational details, points of contact, costs, marketing materials and contract information.
- GA will develop marketing campaigns that effectively and broadly promote events using multiple social media platforms, campus communications resources and physical materials.
- GA will cultivate partnerships with faculty, academic departments, student organizations, colleges/schools and administrative teams, collaboratively developing activities and events of interest to the campus community.
- GA will oversee student assistants to manage multiple social media platforms, evaluating outreach and engagement and determining best practices for engagement efforts.
- GA will evaluate attendance, participation and satisfaction of attendees to activities and events using surveys, qualitative methods and other feedback methods.
- GA will establish a high level of proactive engagement and teamwork both internally and externally to the cross cultural center and campus personnel

#### **Required Qualifications:**

- Experience with event planning and social media communications;
- Excellent written and oral communication skills;
- Ability to work with a diverse public;
- Ability to work in a team environment.

#### **Preferred Qualifications:**

- Experience in Student Affairs.

## Appendix E

### Inland Empire Initiatives and Activities to Support African American Student Success

Initiative/Activity	Description	Community/Educational Partner/s
A <sup>2</sup> MEND (African American Male Education Network & Development)	African American male administrators who foster institutional change within the community college system	College of the Desert
African American Initiative		Victor Valley High School
African American Parent Advisory Committee (AAPAC)		Moreno Valley USD
AVID Classes for African American Students		Moreno Valley USD
Black Student Advocate		
Blueprint for Action		Riverside County Office of Education
College Board		
College Career Guidance Initiative		Moreno Valley USD
College Success Initiative		
College to Career Success		Coachella Valley (OneFuture???)
Congregations United for Prophetic Engagement (COPE)		
Gents Alliance		Coachella Valley (OneFuture???)
Early Academic Outreach Program (EAOP)	College readiness program for educationally and/or economically disadvantaged students to become eligible for postsecondary education upon high school graduation	UC Riverside
Footsteps to Freedom		Moreno Valley USD
HBCU College Fair		Moreno Valley USD
Innovative Ed		Moreno Valley USD
Minority Introduction to Health Sciences (MITHS)		Loma Linda University????
National Black Grads		
PSAT	for all 10th graders countywide	County of San Bernardino
Riverside County Office of Education Collaborative		Moreno Valley USD, Riverside County Office of Education
Riverside County Race to Submit Day	FAFSA completion countywide	Riverside County Office of Education
Seshat		
Sigma Beta Xi		
Social Justice Equity Council		Rialto USD
STEM Academy		UC Riverside

# Your Success Checklist at CSUSB

Use academic support (tutoring, writing center, supplemental instruction, faculty, SSD, summer catch-up)

Use personal well-being resources like counseling, health, rec sports, clubs, faculty, staff, and peers support.



first year

**Pick two**

Completion of Critical Thinking, Math, Oral Communication, and Written Communication



second year

**One high impact practice**

Take a service learning, first year seminar, living learning residential experience, or community based learning



**Complete 45 units**

Take a minimum of 15 units towards your degree each term



**Pick two**

Completion of Critical Thinking, Math, Oral Communication, and Written Communication



third year

**One high impact practice**

Take a writing intensive course, diversity/global learning, internship, study abroad, or learning community



**Complete 45 units**

Take a minimum of 15 units towards your degree each term



fourth year

**Pick a major**

Visit career center or think of graduate school

**Complete 45 units**

Take a minimum of 15 units towards your degree each term

**One high impact practice**

Take an undergraduate research, capstone course/project, internship, study abroad, or writing intensive course in your major.

**File a grad check**

**Complete 45 units**

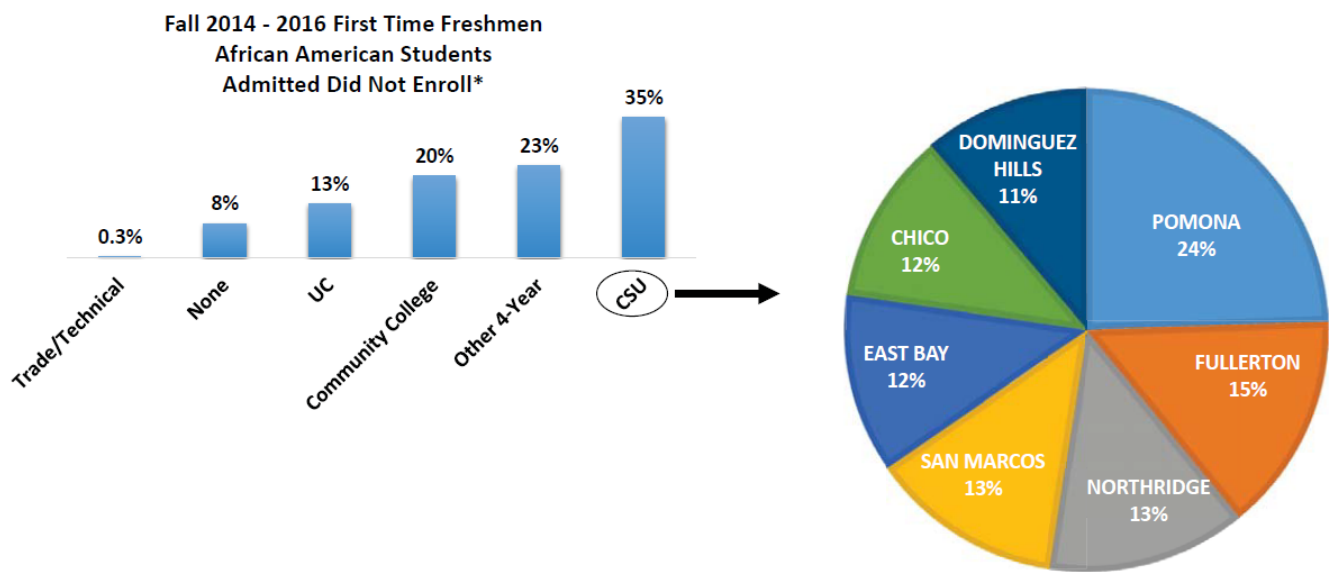
Take a minimum of 15 units towards your degree each term



Congratulations!

brought to you by :  
Task Force on African American Student Retention

## If not CSUSB, where did they go?



\*Data source: National Student Clearinghouse [www.studentclearinghouse.org](http://www.studentclearinghouse.org)

## Appendix H

### Transcript from March 1<sup>st</sup>, 2018 Student Focus Group Event

**Moderator:** First, I just want to thank our students for being here and really sharing their voice and their story. This experience is really about understanding the totality of your experience before CSUSB, currently, and then hopefully what this will lead to in the future. Thank you for being here. There are no right or wrong answers. Just act like no one is in the room. There is a microphone if needed.

We're excited we have a diverse group of students around class rank, around cities they're from, majors, involvement, and employment. We're just going to start with them sharing their name and their class standing.

Student 1, 1<sup>st</sup> year, Transfer Student, Junior

Student 2, 4<sup>th</sup> year

Student 3, 4<sup>th</sup> and final

Student 4, 4<sup>th</sup> year, Senior

Student 5, 3<sup>rd</sup> year

Student 6, 3<sup>rd</sup> year

**Moderator: So we're just going to start with you all telling us about your experience through the admission process and what led you to CSUSB? Anyone can start.**

**Student 1:** My admission's experience was pretty straight forward. I knew exactly where I wanted to go. I applied to one college and one college only. I got accepted. I made sure I had the grades for it. It's all I talk about with my friends, with my faculty and staff members at my previous school. Even the teacher that I consider one of my mentors; she's an English teacher of mine. She's an Alumni of Cal State as well so she was my biggest fan when she found out I was coming to this school. She definitely helped me in my process of getting here. As well as I worked for my college student success and equity so I had a big forehand in getting started with the application and making sure that everything was on time and on schedule. That's how my experience came to Cal State.

**Student 2:** I will say for me, my experience actually started in high school. I applied to Cal State in high school and got accepted, but I refused to go here straight out of high school because I knew I wasn't ready for that university level. I knew that my mindset wasn't at that level yet so I declined and went to Riverside Community College, stayed there for two and half years and I got my AA degree in Math and Science and then that's when I reapplied and came back to Cal State.



**Student 3:** For me, if we're being 100% honest, I'm coming from the Chaffee Joint Unified school district and I really didn't see a lot of advertisement coming from Cal State, San Bernardino. It was a lot more Cal Poly Pomona for me. So my senior year, I wasn't really encouraged to go to college in all honesty. And I thank God for my mom because she's the one that really pushed me. We got the waiver so I applied to four Cal States: Cal poly Pomona, here, Northridge and LA. And yeah that was really pretty much it. She forced me to apply. I ended up here and that's my story. Now that I'm here of course it's a whole different story. I understand Cal State San Bernardino, love Cal State San Bernardino, but in all honesty I never even heard of the University before, as a high school student.

**Student 4:** For me, I heard about Cal State, San Bernardino through AVID; this was actually one of our tour stops for college. This wasn't my first choice, but I did get accepted to other schools such as Cal Poly, Pomona and I chose this school to be honest because it was cheaper for me at the time because my parents made too much money so this was the more convenient choice. And then, too, the environment here was really nice and I like being outdoors and right next to the mountains. I love the wind.

**Student 5:** The same kind of goes for me. I came here with AVID. I went to a few school. I applied to a few. But really I've always been - I had a very big family so that was very impactful in me deciding to go here. I'm from Victorville, the High Desert area, so I didn't really want to be too far away from my family. It was like either here or Chico or go really far and I decided to go here and I'm happy that I did.

**Student 6:** I grew up in San Bernardino all my life and I knew about Cal State, San Bernardino because I live right over here and one of the main reasons I came over here was because of my family. I have a really big family that constantly needs me. So I applied to other schools like Morehouse and Cal Poly, Pomona and got accepted to those schools , but really, mostly I wanted to be right near my family because I feel like that's where home was and I really and I really wanted to be where my home was.

**Moderator: Thank you all for sharing those responses. So the next question is, just looking back, what do you know now that you wish you had known then in terms of your application and your admission to CSUSB?**

**Student 6:** I went to Middle College High School and that school really prepared me for the college experience and college admission and stuff like that. So I pretty much kind of already knew what I was getting into and what I was doing when it came to that part.

**Student 5:** I would say the same. AVID really helped make sure that we were pretty on track with understanding everything that was going on.

**Student 1:** For myself, before I got to California State University, I had never been here until our campus tour and then SOAR registration. I had only been twice before I got here -it was the campus tour and it was SOAR registration. I felt that if I knew more about the school and about what we offer, that I could have winged more of my friends

to come to this school in that aspect. Whenever I told my friends that I'm going to Cal State, you know, they were like, "ok. We'll see you" because they never thought they would be here as well. But I think that if I would have had more - the only research that I had done on the school was my own research that would hinder my degree and everything like that. But I think that what I know now, I would have got to more of my peers and we would have been here as well.

**Student 3:** So I work in the Office of Admissions as a tour guide so there's a lot of stuff that I know now that I didn't know before- a lot of really cool resources that we have here at our campus, of course. And now I see all the different opportunities and how much our staff and faculty really do care about our students here. I have experienced that on multiple occasions with different people so had I known that then, I definitely would have been like oh yeah, for sure I'm going to Cal State, San Bernardino!

**Student 4:** For me it was more of, I didn't have a choice. I'm a first-time so my parents were really on me about going to school so I had to know everything about every single campus that I was applying to before I applied. So this school, I knew everything about it. I knew it was convenient, close to home. I knew my parents wouldn't have to struggle trying to get me to come to school. Then also, too, that the environment here at this school is really enjoyable. I love the outdoors and having the mountains right next to me, that's just awesome, I love it. So that's why I think it kind of helped me make the decision to come here.

**Moderator: So there seems like there's different levels of preparedness in the process in coming to CSUSB so if you all can maybe talk about - some people felt more prepared, some people felt less prepared, what helped you to be prepared or what do you feel like you could have done to be more prepared in the process?**

**Student 2:** I'll say that I think coming from RCC, I felt like I didn't really have anybody from Cal State to really show me a path to actually get here. A lot of the stuff that I did to apply and all that stuff was just off of my knowledge in general and from my sister because my sister graduated from here, but she moved out of state so every now and then I would call her, but I didn't have anybody within the actual campus to go and talk to, to actually see how to go through the process. I mentioned before that I had an AA degree in Math and Science. When I came here not really any of those classes added to my initial degree because, before, my initial degree was Chemistry, but none of those science classes that I took actually added towards any progress so when I came here it was as though I was roughly like a sophomore. So when I came here, I had to start back from the beginning again just to get back to normal status, you know? So I think knowing what I know now, I probably would have just entering into RCC, I probably would have just chosen a different degree. I probably would have went for Biology instead. They actually have their own Chem. degree, so they have their own Chem. Associate's Degree as well, but I probably would have went to into Biology or just taken those classes knowing more to actually help me get a higher status when I transferred into here.

**Student 1:** The Community College and the University aspect of getting ready- I know in the Community College level you're more hands on when it comes to seeing a counselor and things like that. They push you towards, "where do you want to go after this", but they always made me fearful of that transition when you get into a University. They said that "you won't have that kind of connection – there's going to be so many more students – take advantage of it here." But I felt quite opposite when I got here. Day one I felt in home and hands on with the people and stuff. A few people in this room played a big hand in the reason why I am still at this college. That's the hands on approach that we need as students. I know that it's easy to get lost in a 20,000 head school, but I felt on this campus that I've been in good hands since I got here.

**Student 3:** I feel like, especially my first two years, I could have been better prepared managing adult life. I was working two jobs at one time and I've always been a full time student. I used to work at Ross and I had to drop my Ross job just because my grades were starting to suffer a little bit and I was really just trying to manage you know a lot of things between like school, and work and life. So I definitely could have benefited from something or some other resource helping me on how to manage all of these new responsibilities, you know coming into becoming an adult.

**Student 5:** Speaking to that point, because when I first came here in 2015, that was when I started working and I didn't really know too much about- that was my first job at Del Taco right down the street. So as far as time management, I was always at work so that kind of hindered my success in my first quarter because I wasn't really sure- I felt like I had to be working and you know it kind of put all these other things and responsibilities on the back burner. Time management was a really big thing I wish I would have had.

**Student 4:** Yeah, I would have to go on his point as well with the time management. I wasn't really aware, because you know you turn 18 and you feel like you're an adult now, like oh I'm cool, I could do whatever I want, you know? But in reality, like when you come to college, you can't. It's your either going to sit here and take the time to learn this material or you're wasting time and money. Seriously. And for me, I think me working is kind of what took away from it, so I kind of had to take a step back and realize that this is something that I'm helping set my future so I had to look more into ok, who can I get to help me with this process? Who can I get to help me transition? And there was no one really there, so I kind of had to do it on my own for the most part. I talked to counselors and they would help me with my schedule here and there, but there was no one really besides the support of my family to get me to the next step. At least to pass the classes.

**Student 6:** When it came to me, like I said I went to Middle College High School and that's the program to where you go to high school and you go to college. So when it came to me, time management, I was always able to work around that and then coming from Middle College I came to here and as soon as I came here, I met Mr. Haynes and then he was able to introduce me to Mr. Roberson and then Mr. Roberson was able to

hook me up with a job doing maintenance so I was doing maintenance and I was always working and going to school. So time management to me was, it was never really a problem coming up here because I was already kind of prepared for it because of the school I went to. I think the one thing I always had problems with was because even though I have a family, I don't really have that much support because I don't really have anyone to really go to when I need help school-wise or even emotional-wise. But other than like I said, time management I was able to work around it because of the program I was in and the situation in life that I was always in.

**Moderator: Thank you. So new question, what does it mean to be an African American student at CSUSB?**

**Student 4:** I always feel like the odd man out, I'm going to be honest, because in every class I've taken, it's always been one, which is me. So I never felt in a way comfortable in my classes especially in History class because they would like whenever African American history came about, I would always be looked at first before other students in a way. So for me, being the only Black person in the school, kind of made me feel uncomfortable for the most part. I mean there's other around campus and I know BSU, but even when I tried to do BSU my first year, I didn't have the time to do it and then, too, it was more like everyone was already friends so they weren't trying to include people, if you want to say.

**Student 2:** I'll say for me, it's more when it comes to the classrooms, because just like [Student 4], I would always be one of the only people in the Chem. classrooms, but I saw that as more of a challenge. I always took that as "challenge accepted", you know? Everybody looks at me, I'm the only Black person in the classroom, like, oh you're not going to do that well, but I always see that as I'm going to disprove you and I am smarter than everybody else in this room. You know, so I used that as my motivation to actually excel more and even though we do have like a small number of African American students in here, I do feel that it helps tie in American beauty for us. You know, we all pretty much see each other and know each other and in general I think it helps bring in a family aspect to Cal State.

**Student 5:** To speak on that, I was actually excited for this question because coming from the High Desert, I've always been one of the few Black people in my classrooms in High School so personally coming here, I can definitely relate to being one of the only few in the classroom, but at the same time, speaking on what Student 2 just said, I don't think I've ever really felt like a sense of self, like I know I'm Black and I know what comes with that, but it wasn't until I got to Cal State where I actually went, dang, I'm African American, I'm Black, I'm a young Black man, I'm doing this and it really helped me feel like more- I think I felt more proud about who I am and where I come from coming to school here.

**Student 1:** For myself, I never saw myself as an African American student until I got to California State University, San Bernardino. I always thought of myself as just a student.

Before I got here when I said I'd only been here the two times before school started, I never saw Black people; I never saw any African Americans on campus. Over the summer, before school started, it was always, not a fear, but I felt like I'm just going to be in class and at home, I didn't think I was going to resonate with anyone on campus, but when I got here and got introduced to people immediately, people like Student 2, I fell right into a family and I knew how important it was to be an African American student then. That's when I honed it in on myself. Coming from the High Desert like some of us, I've always practiced recruitment in school. I feel like I have a big enough knowledge and big enough energy to sway people that higher education is the way so it was when I got here that I honed that energy in on how I could recruit more African American students and how can we raise our visibility on campus as well as in the classroom, so I've been practicing that since day one. Here with my fellow African American Student Brotherhood members, as an African American student, I see the difference in the classrooms. I'm a front-of-the-classroom student, I've always been, and I feel that my teachers put more on me because I love to do my homework. I love to read. I love to have assignments done so when I come into class I can raise my hand, I want to be the first one to know the answer. That's the student I am when I get to class, but I feel that the pressure's on when I get there. The other students, I feel that they have more of an "its okay if they don't answer, but Student 1 better answer". That's the energy I get from my teachers. "Challenge accepted" because I'm going to have to answer. I'm going to do the readings. I'm going to prepare for class, but it does seem like more attention is on me when I'm in my classrooms. I don't know if I bring it to myself because I'm sitting in the front, but I feel like more of the other students have more of a lenient side to them when it comes to being prepared for class. I feel like I have to be on it every single time, every single class.

**Student 3:** I also did feel like I have to prove myself with my work. Also, with joining Org BSU, I did feel the same as [Student 4]. I felt like people were already cliqued up and this really might just be internally, but I did feel like people were already cliqued up. Starting off I didn't, to be honest, I didn't really know much about my own culture. There's a lot that I've been learning recently, especially and I just felt like because of that, that was kind of a barrier between me and the others.

**Student 6:** Coming to CSUSB, like I said, the school I went to definitely wasn't dominated by Black people, it was definitely dominated by Latinos and Caucasians so coming to this school, I was already kind of prepared to see something like that because where I was already coming from I had already seen like I'll already be the only Black person in the classroom, but I've never seen that as a bad thing. I've always seen it as I'm doing something with my life. I'm in a position right now to where it's like, I'm doing better and bettering myself. Like, Middle College I was able to get college credit while being in High School and even though I was the only Black person around, I seen that as oh, well, I'm the only Black person around doing what I need to do. So when I come over here, I'm just like, I'm the only Black person around, I'm still doing what I got to do. I see Black people, but they don't want to go to college sometimes and then I see the

Black people who do want to come to college and they're doing it, they're doing them. They're getting A's, they're getting B's , they're studying a lot, you know? So I 've always seen it as like, like how you said, challenge accepted, at the same time you know, I'm just seen it as, I'm just doing what I need to do. I'm in a good position. I don't need to be out there in the streets doing any negatives. So that's how I take it.

**Moderator: Thank you, all. So I'm kind of hearing a theme this internal voice that you talked about like proving yourself or "challenge accepted". I just want to hear more about what's telling you that you have to prove yourself? Or the internal voice, where's it coming from?**

**Student 1:** I think it stems from the low ratio of African Americans on my campus. Because there's not that many of us, it already seems like we're in the sense of failure or we're not going to make it. I think that's what powers me to screw my head on a bit tighter to make sure that not only I, but my peers, we all hold each other accountable in the sense of our education. Make sure we study together and if we don't, make sure we check on each other. That's just a thing that we built amongst each other. And I know I'm brand new here, but I immediately jumped into a family so that's the vibe that I got and that's the vibe that I set out with the peers that I meet as well.

**Student 6:** I personally think that it stems from my parents. My parents always tell me, "you got to do good, you got to be better so study hard, study right." So I'll really say it comes from mostly my parents. My parents are the ones that push me to do pretty much stuff like this so I would say my parents.

**Student 3:** For me I would say in High School, I had a pretty diverse group of friends and I was like the only Black friend and I just feel like certain comments that people make towards you and they might not even notice that it's kind of demeaning, but I think that sticks with you, unfortunately. I think that's what played a part for me- all these comments and me just feeling like I have to rise above or I have to prove something like I'm a step behind everyone was how I felt.

**Student 2:** To add on that, two things that stood out for me. One is that in general, when I was in elementary school, I literally had teachers, like third-fourth grade teachers, telling me that I wasn't going to be anything. I always used that as motivation to pretty much to hit a level of success and go back to them and just say, "hey, I'm something awesome, what are you going to say now." There's that and then too, being a Nigerian, my parents played a huge influence. They don't accept anything less than a 3.0 and if you get a B, they were like why didn't you get an A? You know? They persuaded me very well to make sure that no matter what I was good at, whether it was sports or anything like that , the most important thing to obtain is your degree and then from there you can go on and do anything else you want to do.

**Student 5:** Speaking to being the only Black friend, I can relate to that with even my friend groups from back then and some now. I've always prided myself even as a little kid in like elementary, I'll speak about elementary, of what I could do by myself, things

alone and then I was always a smart kid, but I was the smart Black kid. So it kind of disassociated me from other Black kids that people wouldn't even consider as smart or whatever. So as far as proving myself, it was always like well now I have to show, because my schools were predominately white in the High Desert, so now I have to prove myself against everyone else. I'm just trying to do what's good for me. I'm not trying to be the smart Black guy, I'm not trying to make anyone else feel down, just trying to do what's good for you.

**Student 4:** I think my motivation probably stems from home because that's a big part of everyone's life is home; what you learned and your morals and whatever you grew up with, the way you came up is what motivates you. I have always been that one in my family, my friends, even here, that always does the best. That's not even to rub it in anybody's face, it's just to challenge myself because I know I can do better and I'm hard on myself. If I'm not getting that "A" I'm like, ok, I know I could have done something better. I know I probably should have put more effort into studying, like, I have the ability to do it. I also think being Black as well I have more of a weight on my shoulders to be better. Because of the competitions, not really competition, but competition for myself. To be that top, like, I want to be the Valedictorian, walk across that stage, giving out that speech, I want to be that person. It's hard to get there, but you know. Hopefully. Maybe soon.

**Student 1:** Just to add on to what I reference earlier, just being a student versus being an African American Student, I'm from Jacksonville, Florida, from the south where it's predominately Black and white. That's just it, there's no middle line. Before I moved here, I heard about how diverse it was, but it wasn't until I got here, I saw with my own eyes, I understood what it was to be Black, coming from the south. When I used to be, when I was just like my peers, now my peers are nothing like myself now, so in the South, me going to school in the south was a no. I had to move to California because I didn't have the support there. My friends, like I said I was like my friends, they weren't thinking about higher education changing their lives. It was just stagnant. It was just in the zone, in that one zone we were in. Basically it was where we're from. Moving to California and realizing that you become an example when you take that chance on your own to further your education, you become that example and that's what I felt the world was missing. Younger people being examples towards each other and younger people starting to raise that bar and starting to raise that standard. Not just being Black itself, but as far as being Black and raising that bar and setting that example for your little cousins and your peers because I get a lot of people that call and say "oh my God, I'm so proud of you, you moved across the country and changed your entire life, you're nothing like you were when you were here." That's great to hear, but I want that motivation, I want you to say, I'm going to do the same thing, that's the example I try to live by. As an African American student, when I got here to California, it wasn't about seeking out more African Americans, but it was definitely about pushing each other. Seeing how we didn't take our education that seriously in the South, when I moved here and had a chance to further my education, I definitely take it seriously and I definitely

want to rub off as let's all make it out of here together. Let's all be that next bar, that next historical figure, that next example for the younger people coming up under us.

**Moderator: What has CSUSB done well for you all, how has CSUSB supported you?**

**Student 5:** Even just aside from education, because I do love the education I've been getting here, but there was a time when I, thinking back to my first year, there was a time when I felt like, dang, am I going to actually finish? Am I going to keep going? Is this really what I want to do and I really appreciated CSUSB as well as the higher level of education system because I can only imagine if I didn't come here, I probably wouldn't have gone to school. Imagining where I would have been then, I wouldn't have known what I was doing and it gives you a chance to – me personally, I feel like, I've been able to make mistakes and CSUSB has forgiven me for those mistakes, and you know, we're going to work with you and I'm here happy to say that I have turned it around. It gave me a lot of time to grow up. It shows you how young you really are when you go from being the big man on your High School to coming here and it's like, you're a small fly on the wall in the grand scheme of things and it helped me grow up a lot. Figuring out what I want to do and what I actually have dreams of becoming and so I'm grateful for being here to be honest to be able to figure that out.

**Student 3:** I definitely got a lot of support from staff and even a sense of support from professors; that's really helped me. A lot of it has to do with my job on campus, there's a lot of professional development that I've gotten from working on campus, a lot of mentors that I've gotten, Marisol is one of them. Also, living on campus has really helped me, all the different resources that are available, a lot of opportunities that have been presented to me that I would have never even imagined. My first time on a plane was because of a program here my sophomore year so a lot of doors opened, my perspective has definitely changed, I've grown a lot and I do have to give a lot of that to working on campus and networking and all that people that have come and supported me.

**Student 1:** For myself, how has CSUSB helped me? It allowed growth. A lot of the times we get into these positions where this is the rule; this is the bar; this is what you're allowed. When I got here, I felt that there was always room for improvement and my voice actually mattered. That's what struck me. This institution itself, just to have a room like this one, where students get to actually voice their experiences and their time spent on campus, this is another example of growth. Things that are not maybe directly going to affect us students now, but may be a helping hand to the students coming behind us; that's growth. Those are the type of experience that are going to help us in the world to come, after graduation, after our degree, these experiences are going to help to take us further than your degree can actually take you. So just the aspect of allowing you to voice and feel and be a part of that's what I love about CSUSB.



**Student 2:** My experience is pretty much like what Student 1 said. It helped shape the leadership role in me. I'll say entering into Cal State I went from being someone who didn't speak much at all, to being now a part of Student Brotherhood, to being a VP, to having dinners with President Morales and Dr. Haynes, and even being part of the committee that established the Pan African Center. Looking back at all the accomplishments that I've obtained, it's just me, five six years ago would have never stepped up to this plate, you know? I would have never done any of this speaking. I felt like once I came here, I met people like Evelyn Knox who pretty much helped pull out the leader in me, pull out the person who she saw I could be and she helped me pull that out and she told me I could be something better than what I am now. So overall, it just helped bring out the leader in me.

**Student 6:** For me, it was faculty and staff who helped me out a lot. They made you feel like you belong. They made me feel like a sense of family. They always were there for me. Even last year I had a Jones' fracture and I had to get surgery for it and I was getting a texts from my whole entire department. They were all asking me how I was, "is everything okay? Is my leg getting better?" It was a real dark time in my life because it really made me feel like dang I could get hurt at this age? I'm 20 going down with a Jones' fracture. So it was all that. And they all came and you know how people are they come and say, "You got crossed over didn't you?" But they joked about it, they made me laugh about it, they made me feel really good, and now I'm here still. Still pushing it.

Student 4: I think what helped me and why I enjoy coming here is the faculty. There was this one professor, he was like, "in order for you to do good here, you're going to have to do it by yourself" and that's what literally helped me because it motivated me to go out there and learn it by myself. Not necessarily by myself, but look for those resources that are available here to help me do better, help me to become a better leader, and help me to become a better communicator, a better friend, and supporter. I think that faculty is pretty much the key for me in why it's so enjoyable coming here because when they say things in class, like "you have to do it for you to get this grade" or I don't know, "attendance is necessary" or whatever the case may be, I'm like "okay, yeah, I'm going to do it" because I know at the end, I'm earning something. I'm earning something just based on them telling me that every day. And you know you don't get people all the time that care because the professors- I had a conversation one time with them one day and I told them it's becoming really hard for me to keep up, to stay aware of what assignments are coming up because at the time I was taking five classes, I don't know why. Anyway, they were like don't stress yourself out, take your time, you finish school when you need to finish school and I took that into consideration and it kind of helped me to take a step back, realize where I'm at and grow up in a way. Like it's my job. This is what I wanted to do so I'm going to take the necessary steps to do it and that professor helped me. They gave me guidance. I can email them right now, they're like, "You can do it. You got it. You can do it. Just do it. If you need help, let me know. I can give you a reference" or whatever. I think that's what helped me out.

**Moderator: So Students 4 and 6 talked about faculty and staff. For the rest of you, how do faculty and staff play a role in your success here at CSUSB?**

**Student 5:** I'm a part of the EOP program and like I said, in my first year when I felt like it was just a lot of stuff. Stuff happens. I felt like I wasn't going to be able to go anymore, my counselor Ms. Patricia Hunt, God bless her. She would talk to her director and we would always make sure that we met and there was one time when I had been placed on probation and I didn't know if I was going to make the necessary terms to make it, and I was like dang, Ms. Patricia, it was fun while it lasted. But no, she spoke to I believe Mario and they worked it out to where they were like, "no, you got to get it together" and I was very appreciative of her sticking out her neck like that for me because she didn't have to do that because she was pretty much taking responsibility for well if he doesn't get it right this time, well then that looks bad on you, and that put a lot of pressure. I didn't want to make her look bad. So she's helped me. The faculty here is very engaged with the students and what goes on. It's a very beautiful thing.

**Student 1:** Yes, Student 5, the faculty and staff here are engaged with the students. My experience started before I actually got to school here. It was the recruiters in the Admissions Office, Chris Bohse and Brandon Landrum. They both visited Barstow Community College on a number of occasions and I would always tell them, "I'll see you. I'll see you there." That was my challenge accepted. That was my way of saying, I'm definitely going to get accepted into this college, but not only accepted, they saw the different things I was doing at my last school and I told them, before I even got here, I can't wait to get involved at my next college. I can't wait to stick my hands, my ideas, my opinions into all the different things they probably already have going on to see what we can do. Again, this is only my second quarter here and I get to sit in a room with so many people. That's powerful in this campus and that has played such a hand in my experience here as well. Again, challenge accepted, I'm excited to be here.

**Student 3:** I have to relate it back to my job on campus. I had my supervisors, one came up to me and was like "hey, so you're graduating in June that means you have to start looking for jobs around here." He took my resume. He looked it over for me. He helped me out with my resume, just really supportive. Basically, when I'm looking for jobs or when I need advice, I can go to my supervisor and he'll help me out with all of that. The support is definitely there and they do instill confidence in myself to just keep pushing and they always remind me that not long ago they were in my exact same position and that's motivating to me.

**Student 2:** Like I said before, you know of course Evelyn Knox, she helped provide motivation for me to make sure I keep pushing forward and no matter how hard the classes may get that you can get passed this; we've all been through the same situation and we can get passed this. People like Ms. Tamara who runs the Osher Adult Reentry center, she gives me a lot of support because I have my own business. I'm a baker so I have my own bakery and she supports any kind of desserts that I bake. She always wants to be the first to try them. She really supports me and motivates me saying, "you

can really take this and grow; you can really make something great.” It’s a huge support system that Cal State San Bernardino gives to me which I love.

**Moderator: So Student 5 talked about EOP being a place that you can go to for academic support. For other people where do you go to for academic support and where do you go for social support?**

**Student 1:** I was not here for the initial Pan African Center opening up, but I am thankful that it’s here. That’s my in between classes, when I’m free, when I’m all studied up, I get to go, I get to see all of my friends, my peers, as well as all of the staff members that work in that office. It’s your chance to catch up, it’s your chance to even motivate. A lot of the time that’s where we catch up between classes. That’s where we catch up. The Student Union itself is just a perfect area for a student. We get to eat, we get to get to lounge, and we get to study. Without that building itself, I think you wouldn’t see as much foot traffic as in class- home, class- work. Without that Student Union, that unity in there, that’s the support I look forward to, that where I go to study, that’s where I go to call on my friends for study groups. We hang out in there, but the Pan African Center itself, that’s the biggest key to my support aside from faculty and staff, aside from academics, when you want to motivate your friends and your peers to stay focused, to just be more on school, we push resources off on to each other as well. Things that I know that others may not know, I can get them that information; they can come and bring me information as well. So the Student Union itself is the biggest success that I’ve had so far on this campus.

**Student 6:** I want to say, it kind of keep me focused, I would say the student assistants at the Student Union actually kind of helped me out a lot. The staff has helped me out a lot too. They keep up with me saying, “How are your grades? How’s everything going?” But when it came to me for academics, because like I said I’d be the only African American in class, I always feel like I have to work by myself and then coming from where I come from, I always did work by myself. I always worked really hard and then if I fail, ok, at least I tried, and then I keep working even harder again, but for academics, I just never really had anyone that really helped me out because it’s more of like I try to work really hard for myself, because I feel like I just don’t need no one else in my opinion.

**Student 3:** For my academics, I would definitely have to agree with you as well, a lot of it, I just tried to figure out on my own. Google. You know, you have to make it work and you have to figure it out. Besides me figuring it out on my own, I will say that our Mentor and Advising Center, for short we call it the MAC, they really do, they really have helped me out. Basically, it’s really just peer advising. So I will say they played a huge part in me graduating in four years as well.

**Student 2:** To add onto that, I really think that I’ve always tried to work out the situation myself, but I will say people, besides me working it out by myself, there have been staff who actually make sure I get my stuff done. My advisors for Student African American

Brotherhood, Anthony Roberson, Brandon Landrum, Damarea Parker, they would always constantly be on my head making sure, “Hey, did you pass that test?” I’m like how did you even know I had a test? I don’t know how they do, but somehow they do. They’re always motivating; they’re always pushing me to make sure I graduate, they’re always telling me the end goal is to graduate. No matter all the stuff that we’re doing here, the end goal is to graduate so make sure you get all these grades done, all this stuff done. The events and all that stuff comes second. Make sure you graduate. So I’ll say academic support, they really continue to push me and make sure I do great. And then like what Student 1 said, the Student Union in general is a great place for social support in general.

**Student 4:** For Academic help, luckily for me I was a business major, so I had Jack Brown Business Hall so I’d be in there all the time. They probably for the most part know me by name now, so I would always go to them for help in academic advising anytime I had a question about a schedule, several times and they would always help out and try their best to see what they could help me with or what classes or maybe programs I can get into to help me go further. As far as social, between work, school, and homework, it was like a once a month thing, so when that once a month came, it went pretty crazy. Sometimes, I’d be in here, I’d meet up with close friends of mine and then sometimes I’d just be at home watching TV for the most part just because you know you just get so tired. 7 days a week, you’re just like ok. I need a break. It’s a break. So I’d just be at home for the most part.

**Moderator: Any programs or services that you wish CSUSB had that you don’t currently see on this campus?**

**Student 2:** They have a lot. They offer a lot.

**Student 1:** They do offer a lot, but I think that in order to improve the recruitment of African American students here, I think that it would be in our school’s best interest to use our Black leaders and things that we have on campus to push out into our community as far as the high schools and different programs that we could push for after school programs. I wish we had something on campus that would train us so we can work with high school students and things like that; that we can get right in the grit with them in their Junior year - Senior year of high school to have them come over. We had a chance to speak at the Black Leadership Symposium and we asked all the kids what their biggest fear about transitioning over from high school and they said they didn’t think that they could make it. They didn’t think that they could afford it. They feared being homeless, like dropping out. These were real fears and as a Black man, I experienced those fears as well so for me to get in and get comfortable in a University setting, especially a campus that is not predominantly Black, I feel that I am at home and at ease where I can bring that tension down for them and persuade them that higher education is the way and California State University of San Bernardino is the path.

**Student 3:** Well working in the Office of Admissions, we do have our recruiters that go out and try to recruit students, but I'd even thought of maybe getting a group of recruiters that African Americans do relate to because it really does make a difference when you see someone that looks like you and maybe just going out to different high schools' BSU meeting and maybe just reaching out through that because I feel like us getting out there, it's such a well percentage of us and that goes for all Cal State, if we just put ourselves out there and go to like BSU meetings or whatever meetings at different high schools, I think that would make a really good impact on recruiting African American students.

**Moderator: What about keeping them here and helping them graduate? Are there programs and services that you wish you saw that would help you graduate or get to the finish line because we're all kind of talking about recruitment but what about retention?**

**Student 2:** I think in general maybe adding more classes, that's one thing that's always the key. I think when it comes to certain series, like I was in the Organic Chemistry series and I didn't pass the first set, but they don't have the first set in winter. I had to wait a whole, all the way until fall just to take it again and you know that's pushing back my graduation time to the point that even right now, I'm just now focusing on my other major so I can make sure I have that done and then come back to it later. I feel as though they should have more options, even if you don't pass the first time, it's almost like you're being punished for not passing. You have to wait an entire year to do it again and I think that's one thing that just keeps pushing back the graduation time.

**Student 4:** I think not necessarily a program, but more notifications to students letting them know there are programs here. To be honest, I never knew of brotherhood (SAAB) or sisterhood (SAAS); I never knew of these things until today actually and so I didn't know that that support was actually there for me. A lot of the events that we have, I don't know what's going on. Like one day I'll come out of class and there will be a crowd of people and I'll be like okay, what's going on? Is there an event I need to know about? Then I don't have the time to go so I'm like I got to go to class, I can't party with you, I got to go. So I think more notifications to students, letting them know that there is a place for support, not necessarily a place for support, but a place for you to relax and ease your mind because for us students, I think we put a lot of stress on ourselves to pass the classes and I think that that would help out a lot, just knowing that there's something there that we can go to if we had the time to do it.

**Moderator: So in talking about relaxing and taking care of yourself, how do you all take care of yourselves? How do you stay well? How do you make sure you have the energy you need to keep moving forward? How do you do that?**

**Student 6:** Well, for me, like I said, I came off of a Jones' fracture this time last year and around that time I was actually 250 lbs., so for me ever since it healed, I've been working out a lot, playing basketball a lot, and I went down from that to I'm 175 right

now and it's been actually helping me focus and maintain myself. So I'd say probably exercising, sports, stuff like that. It kind of does really help in the long run.

**Student 1:** I unfortunately don't have time to take care of myself. I work and I'm involved heavily on campus and I love going to class, I love doing my homework, so I make time for those things, but the gym is a pleasure I can't afford right now even at the school. I just don't have the time to go across the street. I'd rather be in my bed reading or on campus reading. That's actually my go to. My advisors tell me all the time, I need to rest. They encourage me to rest, but I'm afraid to rest. I think I've gathered enough speed to stay on the path that I'm on, I'm not sure if it's going to hinder me in the future, but I think I'm on top of it at the moment. I'm happy with the way my schedule is. I like it so I wouldn't want to slow down.

**Student 3:** For me, I'd have to say, just my mental wellness, I rely a lot on my personal relationship with God. That's really what I lean on and I just have to remind myself that there wasn't a situation that He didn't bring me out of so that's what I lean on.

**Student 4:** For me personally, I don't really have time to pamper myself so I like to do hair on my free time. I like different styles. I come to class every week with a different hair style and my friends are like, what's going on? That's what I like to do on my free time. I'll do that. I know it's kind of like, what? But that's how I relax and get stress free.

**Student 2:** Yeah, to add on to what Student 6 said, the Rec Center is more of my stress reliever. If I have any tension from class or anything, I just go over there and exercise just helps relieve a lot of my stress.

**Student 5:** I love taking long walks. I love walking and listening to music. That's what I do. In High School I'd always have to walk, we didn't have a car, so I'd always have to walk to school and the thing that always helped me to get to school fast was always just to tune out everything else and just listen to my music, so now even now there's a lot of times where I'll just be walking around the campus with my Beats in just listening to music in general. Just thinking about whatever I need to think about. Just getting my thoughts collected and then you know, my feet start hurting. Walk until your feet hurt.

**Moderator: When you started as CSUSB, how many years did you expect to be here until you graduated.**

**Student 1:** For me, I expected two years, but once I got comfortable, I definitely wanted to push myself to that master's. I didn't not want my master's until I got here. I thought that my bachelor's was enough school for me and not even having obtained it yet, I really want my master's and maybe once I get my master's, it will push me to my PhD, but I do want that master's. I, as a fan of higher education and a future educator myself, my master's is what I'm going to need to get there so I decided for that journey as well and that's what pushes me to keep my grades up and to be that example on campus just to keep that family aspect going with the African American students on campus as well as the Latinos. I don't think we're underrepresented, I just think there's not enough

of us, you know staff wise, faculty wise and student wise. There's just not enough of us so when I see anyone, "Hey how are you? Where are you going?" That's my go-to. I love you guys. I definitely want to spend more time here. I thought I was graduating in 2019, but that's just a bachelor's, I'll still be here.

**Student 6:** For me my goal was always to graduate in 2018, but as I started school and the realization came that okay, you can't take every class that you need when you need it, and at the time I had two concentrations so it would have taken me five years, so I decided to not stress myself out and continue on with one concentration. I will be graduating this year, but it would have been five years, so it would have been 2019 for me.

**Student 2:** Coming from RCC, I thought two years as well until roughly after my first year, I figured out that Chemistry was not for me. I needed to find something that made me happy; that's why I went to the Real Estate and Business Department. Now I'm set to graduate in one more year here, then I'm set to graduate.

**Student 5:** You know I was really excited just thinking you know, I'm going to go in there and then in just four years, I'm going to bust that out and then after that first year I was like, man, it might take me six. You know? And then getting back into the swing of things, I started to realize that my path is for me and it's going to take me how long it needs to take me and stop trying to fit into everyone else's mold of well, you need to be doing it at this pace. No I don't. I like to break everything down and say well, this is how it's supposed to be going for me right now. Am I doing the best I can? Yes. Am I trying? Am I doing what I got to do? Yes. So, I think I'll be out of here by 2020, I mean I don't want to be here for the semester system so I'll definitely get out of here before that. I guess that ties back into the wellness question, I just always try to make sure I'm doing it the way I have to be doing it for me, because if I'm doing it the way I want to do it then it shouldn't be too stressful.

**Student 1:** I came from the semester system so I thought the quarter system would be easier because it was less weeks of school, but it was more work. It was definitely more work. My teachers and I've always seen myself as a smart guy, my teachers did too, but they said, "You don't know. 10 weeks is not enough time". It was when I got here that I decided to slow that down, slow that down to 2019 graduation date. I don't think I've slowed down, I think I'm still on track, it pushed me to go a little further, so I'll still be here for the semester system, but I came from a semester system so I'm ready for it again.

**Student 6:** For me I was technically out of here in possibly two to three years, but then like you know things started to happen. I wasn't thinking that nothing could happen, I was going to be done by 2019 and everything was going to run smoothly, which it was a first, like the first two years. But then like I said the second year, towards the end of it is when I got my foot fracture and then people I know started to die. All of that stuff started to happen and it can really make you step back and then my grades started to suffer a

little bit. They didn't suffer too much, but I believe I can still get out of here by 2019, but I'm not aiming for 2020, but like I said, things could just happen.

**Student 3:** They told us our graduation year in the beginning, so mine was 2018 and really I was just focused on just doing my work and just doing me and nothing else really. I went into my advising appointment and basically she told me, "this is your last year to graduate" and I wasn't even really keeping track of my grad date, I was just really doing what I was supposed to be doing, taking the classes that I needed and staying on my studies, so when she told me that I could graduate in June, I was like, what? I wasn't ready, but yeah, just staying buckled down with studies.

**Moderator: Has everyone heard the saying, it takes a village to raise a child? Good. When you think about your village of either community members or organizations outside of the CSUSB, what role do they play in supporting you here in your journey here at CSUSB? Whether it's mentors or church or whatever, how did the community support you here in your success here at CSUSB?**

**Student 2:** You say it takes a village and I really agree. I've seen everybody in my family, my aunties they're all very proud of me and they're asking me, "Student 2, when do you graduate?" and I'm like, I'm going to get there. We're all the same family. We're all the same blood so seeing their level of success and even furthering it, seeing you know, if they can do it, why can't I?

**Student 5:** I like that. I like what he just said the, "if they can do it, why can't I?" because I've always tried to think about myself like that because I come from, I'm the third youngest of 12. I'm 21 and I've just felt like in my family, personally there's not a lot of people who have gone onto higher education. I think it was just me and my sister. She went to CSULA. She graduated. My older brother, he came here but he dropped out so now it's just me and my sister and I'm going to try and finish, but I just feel like growing up seeing everyone in my family and no bash to them, but they've gotten so accustomed to this level of mediocrity where it's like, it is what it is and this is our life. I never wanted to accept that. Why shouldn't one of us be one of the people who goes out there and just does something very big? My family supports me, but they kind of talk down on you to push a little bit like. "I don't know what you're going to do after" and I'm like, "well, I'll show you what I'm about to do after." Yeah so that's for me.

**Student 4:** I think mine stemmed from my family and the faculty members here. A lot of them challenged me to finish it so that made me want to challenge myself to finish school. I am the first in my immediate family to finish school so I kind of have my younger sibling looking at me like "oh okay if my sister can do it, I know I can do." Their support and their looking at me as a role model so now I really have to prove myself and show them that they can do it too. My faculty member here have helped me in telling me that you have resources out there, use them. Use your resources you have available. Use them. Network. Communicate. Email someone. I had to learn that everyone is there to answer your questions. Everyone's always going to be there to answer your



questions. That's something I had to get over because there was a fear- I didn't want to ask a stupid question. I felt insecure for asking a stupid question, but it's like I don't know the answer. So I had to build up the courage to ask the question that seemed stupid, but no question is a stupid question and that's what a lot of the faculty members taught me. I think that they helped me out in that process because I was able to get a lot of the answers I needed to keep going.

**Student 6:** For me, I want to say my dad is a big part of it. Ever since he was a kid, he's always been working his butt off trying to make ends meet. He worked so long without a college degree, he finally worked his way up and now he's making over 100k without a college degree in a law firm. So him always doing that, I said well if he can do that without a college degree, I wonder what I can do with a college degree. My brothers all got really comfortable so they stay at the house instead of going to school so everyone's looking at me like we need you to do what you're going to do to probably you know convince your brothers to hopefully go out there and hopefully go to college and maybe get a good career too. Stuff like that really keeps me going. That's kind of like my village. I look at my older brothers like someone has to do it, you know. I look at my dad making over 100k without a college degree in a law firm in LA, I mean if I get a degree, who knows what I can do.

**Student 1:** For me, you see, that village so to speak, I had to go out there and disrupt that village. I'm a first generation college student in my family. The first to have a degree so for me I had to lead by example, I had to step up. All of my brothers are military. They're all Marines still to this day. I was the only one that was kind of stagnant, just living, and they were all doing stuff that mattered so that's what motivated me. By the time I realized what age I was and with no accomplishments, nothing to call my own, I had to get out there and the opportunity for California had arose and I decided to take it. So for my village, once I got my feet into the door, that's when the support came. That's when it all came for me. For the people I met, for my family, you know with no one in my family reaching higher education or graduating from high school or things like that, it was never a goal in my family for you to go that far and if you did do it. Wow. But for me to get out and do it, the support came in waves. I didn't expect it. I talked to my sister yesterday and she was mad at me and I'll tell you why. Just a few days ago we had the Pioneer Breakfast and I had just won the essay competition, but she saw it on Facebook through my friends and she was mad because I didn't call home and tell my family about my accomplishments. Where I'm from, like I said, we're not a college family so I didn't even think about calling my family, I'm so used to my friends saying congratulations. The faculty, the staff on campus and since I got back on school this week everyone's saying, "Congratulations, Student 1. Good job." Like wow, but I didn't think about that with my family. Even when it came time for me to graduate with my associates degree, it was like "hey guys, I'm graduating" and it was like "wow, why didn't you let us prepare, we could have got you graduation gifts and things like that", but it wasn't an expectation in my family so I didn't see it that way, but I see it now and I take advantage of it now. So going forward, I know how to represent it more. I know

how to send my achievements out so that these aren't achievements only for myself, these are achievements for my family as well so I need to make sure I remember that as I keep going as well.

**Student 3:** For me, it's going to have to be my mother. She always is telling me how I need to get myself to a place where I don't have to depend on anyone other than myself. So for me that's really what's been pushing me to fulfill myself to my highest potential. She was stuck in place where she did have to rely on someone else and now as I'm getting older and maturing more she kind of leans on me because I have four siblings and she leans on me to help them grow up and help with the bills and you know spirit packs and things like that. For me, it's just trying to get to a place where I can take care of myself and my family.

**Questions from the audience:**

**Earlier you guys talked about because the numbers are few you guys have created this family bond, what is the biggest threat to that family bond that you have created on campus and how can we also all build to increase it.**

**Student 1:** The biggest threat to that family bond is ourselves. If we don't recognize our numbers and what we mean to each other on this campus then we're not going to succeed. That number will continue to decrease if we don't take advantage of each other while we're here. We don't have the faculty and staff in numbers that we would like so with us in the position that we're in, we have to take that responsibility to be there for each other. The way that it sunk me in, that's how I want that vibe to come off to students that tour at this school or students that don't know where they want to go after the school that they're at. That's why I'm so amped about the opportunity to get out into the community and just be that voice. I know for myself, I didn't see any Black kids, I didn't think I would have this experience when I got here, but just by the small amount, I'm overwhelmed with the community here at this school, honestly.

**Student 2:** I'll say to add on to that. I believe being a part of SAAB, one fear that I have is that all of our members are leaving. We're all getting set to graduate and that we're not even going to have enough people to keep this organization alive in the future. An improvement that I want to make next year is just increase the number of African American student in here. All the stuff that we're building can either grow or they can take something and build their own thing from it.

**So just at the beginning when he talked, you all introduced yourselves and some of you talked about being accepted somewhere else but then you "ended up here". What does that actually mean? That you "ended up here". You didn't say that you made the choice to come here, you said, "and I ended up here". Tell me what that meant?**

**Student 6:** Me personally, I don't even want to say that I ended up here, I kind of made the choice of my own to come here, but like I said, I have a lot of family problems and

my family constantly needs me and to go somewhere far when your family needs you, I feel like it just wasn't the responsible thing for me to do so I needed to stay. I didn't have to stay, but I needed to stay I felt like.

**Student 5:** As for as for me personally, I say "ended up" because like I said I did have the option to go to Chico and I wanted to because I wanted to disconnect, not disconnect, but I just wanted to go out and be on my own, but as I got closer to needing to figure it out and I'm starting to say, "yeah mom, you know I want to go to Chico" and she was fully supportive of it, but I could tell that it really tore her up inside and then my brothers were talking about it. When I say I ended up here, I like to say that because when I first came to school, I was probably a little bit confused, not knowing what I wanted to do so the choice when I came here, wasn't completely for me, more so for my family and the people around me, but circumstances have changed now. I'm happy and I wouldn't change it if I could go back. I'm happy that this is the place that now I have chosen to be at.

**Student 3:** I mentioned before when I was applying to colleges, my plan wasn't to go to college, unfortunately. That's not something I'm proud to say, but I just really wasn't into the idea of college. So when I applied to those that I got the waiver for, it was between Cal Poly Pomona and here and I ended up going here. I heard that some of the social sciences especially social work was one of the really good programs that we have here and that's really just what led me here.

If there's no further questions, I want to thank our student leaders. (Applause)

**Closing Remarks:** Let's also thank our moderator (applause). We have taped this session and it's our hope to transcribe this tape and perhaps we will share it with the task force members. We would also encourage the task force members to reach out to students on campus; we can help facilitate that and have these discussions about these four subgroups- these four subcommittees that you are all a part of. We're going to move forward and next meeting, this is March. We hope to have a meeting at some point in April, but stay tuned. So once again, thank you to our students (applause).

## Appendix I

### **Community Forum Guest List May 14, 2018**

Jalani Bakari, Grier Concerned Citizens, Riverside  
Lisa Broomfield, Moreno Valley Unified School District  
Keynasia Buffong, San Bernardino Valley College  
Aaron Burgess, Executive Director, Santos Manuel Student Union  
Frances Calvin, University of California, Riverside  
Jamail Carter, Mt. San Jacinto College  
Riane Castro, CSUSB  
Tonia Causey-Bush, Sacred Sistahs, Inc.  
Micki Clowney, Moreno Valley College  
Claudia Davis, CSUSB  
Barbara Dew, Victor Valley High School District  
Herbert English, Victor Valley College  
Kathryn Ervin, CSUSB  
Olivia Francis-Boyle, Mt. Rubidoux 7<sup>th</sup> Day Adventist Church  
Marc Fudge, CSUSB  
Cynthia Glover Woods, Riverside County Office of Education  
Jerry Green, The Black Student Advocate  
Wil Greer, CSUSB  
Brian Haynes, CSUSB  
Beth Higbee, San Bernardino County Superintendent of Schools  
Marjorie Holland, Desert Highland Gateway Wellness Committee  
Corey Jackson, Rites of Passage  
Veatrice Jews, IE Alliance of Concerned African American Churches  
Cleveland Johnson, Moreno Valley Unified School District  
Karen Johnson, Valley View High School  
Felicia Jones, Congregations Organized for Prophetic Engagement  
Michelle Kanu, BLU Educational Foundation  
Pamela Langford, CSUSB  
Julie Lappin, CSUSB  
Dale Marsden, San Bernardino City Unified School District  
Darren McDuffie, Rialto Unified School District  
Rafik Mohamed, CSUSB  
Carolyn Murray, University of California, Riverside  
Annebelle Nery, College of the Desert  
Prince Ogidikpe, CSUSB  
Jake Orta, CSUSB  
Kenyatta Price, College Board  
Gwen Rodgers, San Bernardino City Unified School District  
Diana Rodriguez, San Bernardino Valley College  
Michael Salvador, CSUSB- Palm Desert Campus

Ken Stagg, African American Parent Advisory Council, Palm Springs Unified School District  
Terrance Stone, Young Visionaries Youth Leadership Academy  
Scott Thayer, San Bernardino Valley College  
Sheila Thornton, OneFuture Coachella Valley  
Danny Tillman, San Bernardino City Unified School District  
Dina Walker, BLU Educational Foundation  
Melvin Watson  
Ron Williams, Victor Valley Union High School District  
Corene Stennis  
Douglas Pennic  
Lori Caruthers- Collins, CSUSB  
Kathy Katela  
Martinrex Kedziora, Moreno Valley Unified School District  
Jonathan Buffong  
April Clay, Clay Counseling Solutions  
Carl Clay

## Appendix J

**African American Student Forum  
Santos Manuel Student Union, Room 219  
May 7, 2018**

**Attendees:**

Chiyako Nelson  
Derick Prince  
Anthony Roberson  
Drew Thomas  
Kyle Wachuku  
Nicholas Jenkins  
Jendaya Lee  
Tamara Holder  
Chidiuto Agbakwuru  
Prince Pgidikpe  
Nicholas Flores  
Mathew Fostes  
Marlo Brooks  
Marisol Johnson  
Turajha Moore  
Aaron Burgess