



Mentor Case Study: California State University – Channel Islands Camarillo, California

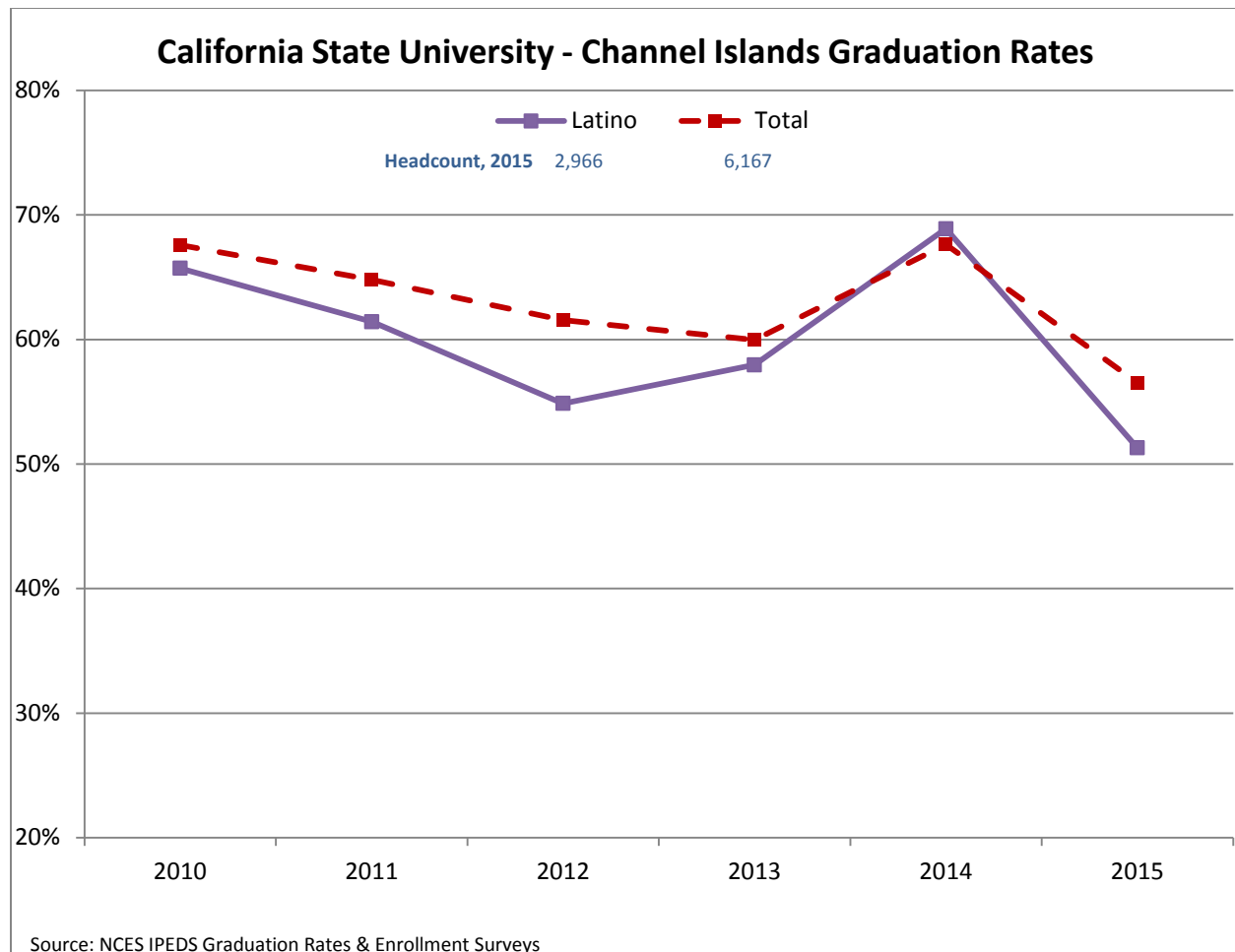
Overview of the California State University – Channel Islands

In 2002, California State University Channel Islands (CSUCI) became the newest of the 23-campus California State University (CSU) system. CSUCI is in Camarillo, a rural suburb 60 miles northwest of Los Angeles situated in Ventura County (VC), California (CA). Born of a 40-year community-led effort to bring a comprehensive public university to the region to meet the need for accessible higher education, CSUCI is a 21st century university founded on a student-centered mission *emphasizing learning within and across disciplines through integrative approaches and community service, with multicultural and international perspectives.*

CSUCI welcomed transfer students in *fall 2002*, admitting its first freshman class of 234 in fall 2003. Accredited in 2007, CSUCI offers a range of educational programs: bachelor's degrees, master's degrees, teaching credentials, certificates in specialized areas, and a doctorate program. CSUCI is projected to grow to 15,000 students at full capacity, serving a diverse, regional population of undergraduate and graduate students (7,034--53% are ethnic minorities). Reflective of the service area--Ventura, Northern Los Angeles, and Southern Santa Barbara counties--CSUCI's Hispanic enrollment has increased by 23% since achieving HSI status in 2010. In Fall 17, Hispanic students were 50% of total enrollments, with 46% of all students from low socioeconomic status backgrounds and 59% of all students being the first in their families to attend university.

Data Trend Chart

The chart below represents CSUCI graduation trends for Latino students (purple line), and for all students (red) over five years.



How did CSUCI get started on the “student success” path?

From its inception, one of CSUCI’s articulated values has always been that our student population reflects the diversity of our surrounding communities. In 2004 it was clearly articulated by university leadership that CSUCI was on a trajectory to becoming a Hispanic Serving Institution (HSI). Staff and faculty began reaching out to national organizations that support HSIs and working locally with the Latino community and educational partners on issues of access to educational opportunity for a growing Latino population in our region. CSUCI was interested in leveraging external and university resources to prepare the institution to meet the demands of a primarily first-generation Latino student population. The President appointed an HSI Steering Committee and charged them with meeting regularly with our Institutional Research office to understand our student demographics and our equity gaps. The HSI Steering Committee would review student data disaggregated by race/ethnicity, gender, SES and first-generation status. Our team included faculty, staff, and administrators many of whom are either first-generation and/or Latino/a college graduates, and therefore understood the range of cultural and institutional barriers that impede the success of students like ourselves. Inspired by the vision for this new university the HSI Steering Committee, Chaired by Dr. Amanda Quintero, now Executive Director of Student Success & Equity Initiatives, made it a goal to understand

what it means to really be an HSI and what the institution could do differently to prepare for Latinos as the majority-minority student population.

As we learned about best practices that shifted the responsibility of change away from the student to the institution we worked with allies to share these practices with the University President. Our team conveyed the importance of being ready as an institution to meet the needs of an increasingly diverse student population. This would require intentional examination of current institutional structures, programs, and practices. In addition, resources were made available to send members of the steering committee to national conferences focused on accelerating Latino student success.

As the chair of the steering committee, Dr. Amanda Quintero, thought it was important that all members engage with the literature on college impact, student success, and high impact teaching and learning practices from a cultural perspective. This lens framed the conversation away from mainstream student-institution fit models. Rather, we focused our research on scholars who reframed the college-going experiences of historically underserved students by placing emphasis on the shared responsibility of the student and the institution for their success. This reframing helped to reinforce the importance of why culturally responsive practices and strategies are needed to support the success of our growing Latino student population. In this way, institutional intentionality became especially important because HSI status is a function of enrollment, with few institutional incentives to ensure that all students, Hispanic/Latina/o students in particular, successfully complete a four-year degree. The journey on the student success path started from a place of strengthening CSUCI's institutional capacity to support Latino student success. By intentionally focusing on improving student success and equity outcomes for Latino students, our work has evolved into achieving academic excellence for all students.

How does CSUCI sustain the student success movement?

What is the role of the leadership?

Institutional transformation for student success & equity requires intentionality and commitment from institutional leadership. The University President set the tone and embraced the concept that as an Hispanic-*servicing* institution we have a responsibility to serve our community and a commitment to minding the equity gap so that all students have the opportunity to be successful at CSUCI. Our leadership encouraged innovation and cross-divisional and campus-wide partnerships to support student success. This messaging provided an opportunity for me and my colleagues to bridge across divisions to form strategic partnerships to seek external funding opportunities that advance student success and equity.

Although institutional leadership supported our successes, they also allowed us to try new ideas and to fail. University leadership made themselves available to frame the importance of key institutional capacity building and institutional change initiatives. Their presence and willingness to make this work visible and important to our mission mattered. Having strong support from university leadership helped to foster a culture of risk-taking and innovation at all levels particularly among faculty and administration.

Sustaining the student success movement requires strategic thinking and integrative planning so that buy-in and ownership of this work is widespread (i.e., faculty, staff, administrators, students, and university leadership).

What is the role of culture change?

Changing organizational culture and attitudes about student success and equity as a *shared* student-institution responsibility is both a challenge and opportunity. Culture change for the success of all students' challenges deeply held beliefs that students need to change not the institution or that as our student body becomes more diverse we have somehow lowered our curricular standards. External pressure and funding goes a long way to support culture change, especially as state funding for public higher education is decreasing overall. As an HSI we were intentional about seeking external funding to support institutional capacity building initiatives to advance a student success and equity agenda. These resources allowed us to stay focused on innovating the curriculum and co-curricular programming during the economic down-turn. With the support of university leadership, we continue to work from the bottom-up by making strategic investments in faculty and staff development to advance culture change. For example, professional development initiatives that I support now embed information about the socioeconomic demographics of our student population as well as evidence-based practices for culturally responsive pedagogies and practices. This approach has allowed us to engage faculty and staff with disaggregated student data. What we learned is that few opportunities exist for student success data sharing framed within the context of why equity matters to our work. In this way, culture change plays a critical role in sustaining the student success movement.

What institutional data is used to drive efforts?

Please see the report attachment (CSUCI Attachment): Reguerin, P.G. (2017). *Graduating Students of Color: An Analysis of Public 4-year Hispanic-Serving Institutions (HSIs) and Non-Hispanic Serving Institutions in California*. (un-published doctoral dissertation). University of California, Davis, Davis, CA.

How were challenges overcome?

One institutional challenge has been a consistent turnover of key university leadership. This largely affects agreements and institutional commitments made by the previous administration to support student success and equity work. This cycle is disruptive to the momentum and we have not really come up with one way to overcome this challenge. It has been extremely helpful to have the Executive Director of Student Academic Success & Equity Initiatives position report to a member of the president's cabinet and to engage with the president's cabinet. This approach allows for broader support of this work and cabinet members can help to convey the importance of keeping institutional commitments to sustain culture change and institutional capacity building initiatives. Leveraging support for this work through external funding opportunities and national initiatives is another strategy for helping to overcome this challenge.

Prioritizing funding to scale-up effective student success practices to impact a larger number of students has also been a challenge. Along with how to measure the collective impact of multiple student success initiatives to advance institutional goals.

Perhaps the most significant challenges that we face is liberating the data. Finding ways to shift the culture of the institution from a passive model of examining student success to an active model. The access-retention-success model most commonly used merely opens the doors, counts who leaves with or without a degree, and typically examines this data after-the-fact. As public 4-year Hispanic *Serving* Institution this passive model of student success does not meet the needs of our diverse student population, nor does it bring awareness of ways in which the institution must change to be responsive to those needs. Shifting the focus away from passive to active model for student success requires capacity building in a way that broadens access to institutional data and shares the responsibility for using institutional data to measure impact and guide decision making.

Knowing what you know now, what would CSUCI do differently?

1. Invest time up front in establishing an advisory council of institutional research staff, faculty research collaborators, and project evaluation consultants to build a culture of evidence-based practices.
2. Hire consultants who can help you with assessment and evaluation tools to share findings about the impact of your work on student success and equity outcomes.
3. Raise the level of visibility of your work by disseminating your work through publications and at conferences. Involve faculty in these efforts as a way to help them with tenure and promotion.
4. Document institutional agreements and commitments via an MOU to hold the institution accountable to honoring commitments.
5. Request institutional resources and support to develop a strategy for branding and communicating the impact of your work. If done well, this is a win for the institution and shines a bright light on the results of student success and equity work.
6. Prioritize debriefing about key wins with university leadership and do this consistently, even if it is only once a year.
7. When generating external resources do so in a way that will generate institutional support for this work. Always ask the institution to do more, after all institutional transformation for student success & equity is a shared responsibility.

Advice for those just starting the student success journey?

1. Identify strategic funding opportunities that help your institution build capacity for student success and equity initiatives. External funding opportunities create a sense of urgency to get things done within a specified timeline.
2. Build allies and champions outside of your institution within your region and nationally.
3. Build a track record of success for high quality work.
4. Establish clear values that will help people stay centered on why this work matters.

5. Invest in cultivating a high performing team to sustain and build on a track record of success.
6. Build a network of support across divisions.
7. Use your student success and equity gap data to frame your messaging in a way that is asset-based and equity minded to position the campus for culture change.
8. Make sure that you are part of important division and campus-wide strategic planning processes and use student success and equity data to inform these processes.
9. Always be intentional about linking student success strategies and interventions to university articulated values and strategic goals to show how your successes contribute to advancing institutional student success and equity outcomes.
10. Take the time to recognize everyone's contributions and celebrate your successes.

Graduating Students of Color: An Analysis of Public 4-year Hispanic-Serving Institutions (HSIs) and Non-Hispanic Serving Institutions in California

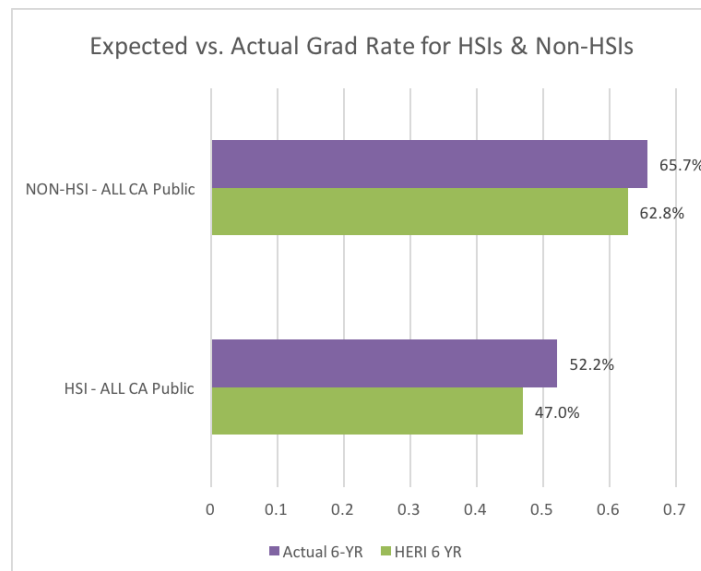
Quantitative Analysis Findings – Pablo Reguerin

The findings are very similar to prior studies on HBCUs (DeAngelo, Franke, Hurtado, Pryor, & Tran, 2012) in that the HSIs outperformed the non-HSIs using the HERI graduation calculator (Expected vs Actual) graduation rates in that HSIs outperformed their expected rates by 5.2% whereas compared to non-HSIs at 2.9%.

Although the raw graduation rates for non-HSIs was higher than HSIs in CSUs, UCs and cumulatively, the HSIs outperformed non-HSIs when using the HERI method of expected vs. actual by 2.3% cumulatively and 1.2% for UCs and 3.5% for CSUs respectively.

	HERI Predicted Grad Rate (6-year 2008 cohort)	Actual Grad Rate (6-year 2008 cohort)	Diff.
CA 4YR Public HSIs	.470	.522	.052
CSU	.448	.499	.051
UC	.600	.662	.062
CA 4YR Public Non-HSIs	.628	.657	.029
CSU	.520	.535	.016
UC	.798	.849	.050

	HERI Predicted Grad Rate (6-year 2008 cohort)	Actual Grad Rate (6-year 2008 cohort)	Diff.
All CA Pub 4Yrs HSI min Non-HSI	-.158	-.135	.023
HSI-CSU min Non-HSI CSU	-.071	-.037	.035
HSI-UC min Non-HSI UC	-.199	-.187	.012



The CSU HSIs outperformed non-HSIs at a higher rate than UCs. For example, HSI-CSU campuses outperformed their expected graduation rates by 5.1% compared to 1.6% for Non-HSI CSUs. While there is a similar pattern for UCs, the HSI-UCs had a smaller margin of 1.2% with HSI-UCs outperformed by 6.2% compared to Non-HSI-UCs at 5%.

The HSI institutions that outperformed their graduation rates (actual vs predicted) using the HERI calculator included:

CSU Channel Islands, +13.5%

CSU Stanislaus, +10.6%

CSU Fresno, +8.6 (has double digit equity gaps for both AA & Latina/o)

UC Riverside, +7.7%

CSU Long Beach, +7.6% (has double digit equity gaps for both AA & Latina/o)

CSU San Bernardino, +6.6%

UC Merced, +4.7%

CSU Northridge, +4.6% (has double digit equity gaps for both AA & Latina/o)

CSU Dominguez Hills +4.3% (has double digit equity gaps for both AA & Latina/o)

*All other HSIs were below 4% with one campus going into a negative 0.2%.

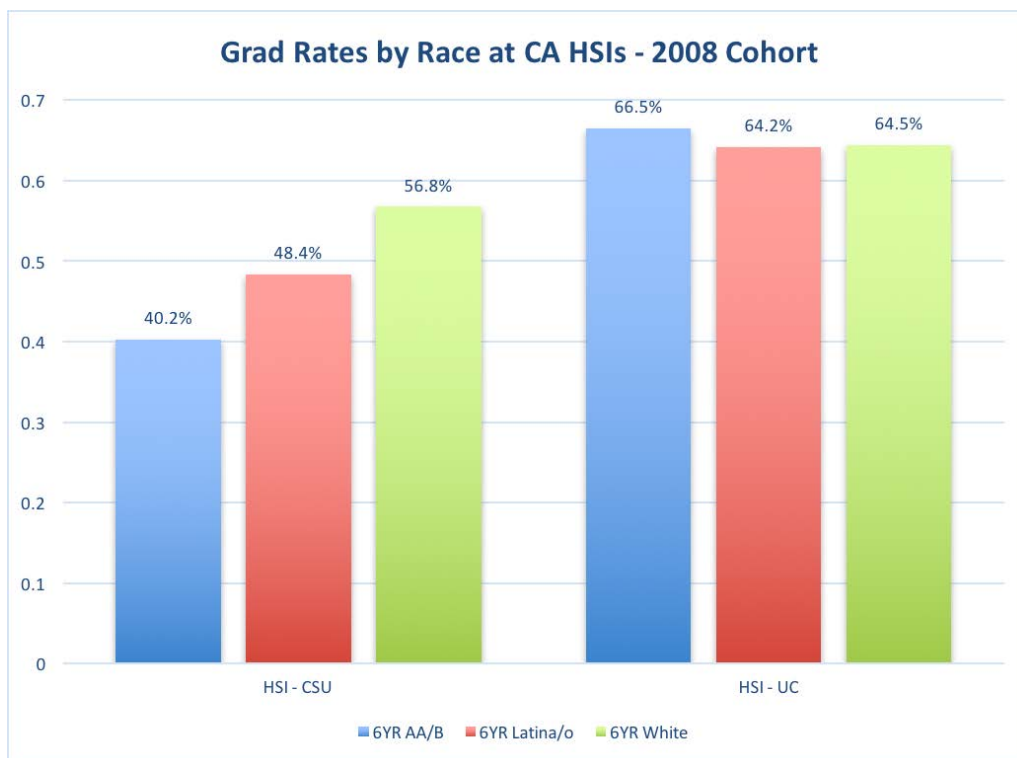
In terms of equity outcomes, the following HSIs performed as follows:

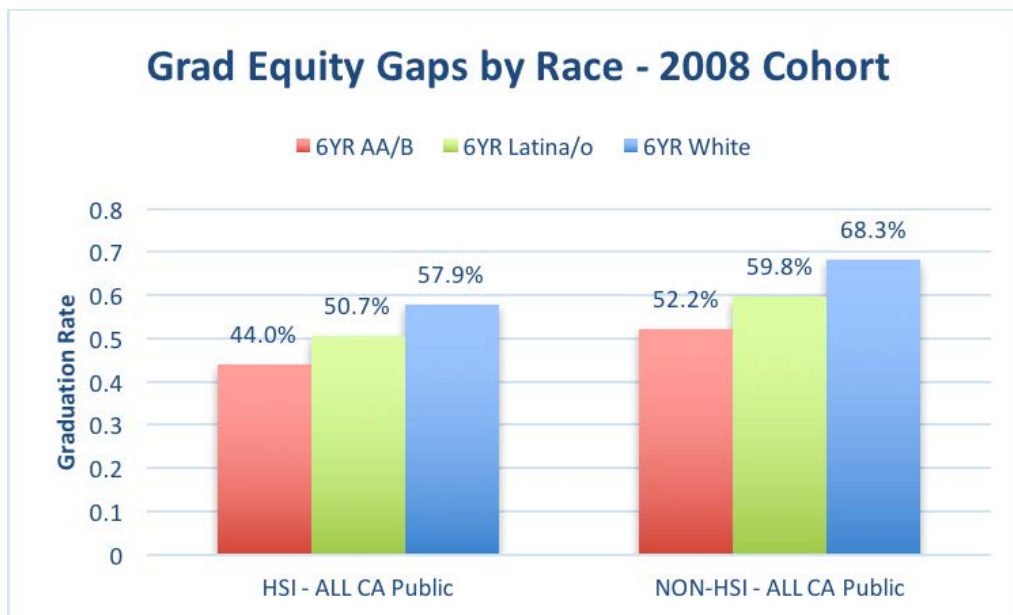
- HSIs with the narrowest equity gap between White and Latino students:
 - CSU Bakersfield, +0.024
 - UC Merced, +0.018
 - CSU Channel Islands, -0.006
 - UC Riverside, -0.023
 - CSU Monterey Bay, -0.031
 - CSU Stanislaus, -0.043
 - CSU San Bernardino, -0.05
 - All others had equity gaps above -0.09 or -9%

- HSIs with the narrowest equity gap between White and African American/Black students:
 - CSU Monterey Bay, +0.095
 - UC Riverside, +0.048
 - UC Merced, -0.007
 - CSU Channel Islands, -0.036
 - CSU Stanislaus, -0.088
 - All others had equity gaps above -.15 or -15%

- When sorting on difference (expected vs. actual) grad rate, only three campuses meet the +10% or higher, this benchmark is considered to be the cutoff for both practical and statistical significance (Astin, 1997):
 - CSU Channel Islands – HSI (13.5%)
 - CSU Chico – Non-HSI (10.9%)
 - CSU Stanislaus – HSI (10.6)

- When sorting on difference (expected vs. actual) grad rate, ten campuses meet at least +5% - +9.99% range:
 - UC Santa Cruz – Non-HSI (9.2%)
 - CSU Fresno – HSI (8.6%)
 - UC Los Angeles – Non-HSI (7.9%)
 - UC Riverside – HSI (7.7%)
 - CSU Long Beach – HSI (7.6%)
 - CSU San Bernardino – HSI (6.6%)
 - CSU Sonoma - Non-HSI (6.3%)
 - UC Irvine – Non-HSI (5.6%)
 - UC Berkeley – Non-HSI (5.5%)
 - San Diego State University – Non-HSI (5.4%)





Categories of institutional performance on graduation outcomes (predicted vs. actual) and equity outcomes for African American and Latina/o students were developed to group based upon these performance measures.

Aspirational Performance (highest)

Graduation: Actual is higher than predicted by at least +10% as Astin (1997) noted for both practical and statistical significance and no equity gap (parity) for both African American and Latina/o students.

Unfortunately, not a single institution met the aspirational standard.

Strong Performance (high)

Graduation: Actual is higher than predicted by at least +5% and equity gap (parity) is at or below -5% for both African American and Latina/o students or at least for one group with the other below -10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Channel Islands	HSI	48.0%	61.5%	13.5%	-0.006	-0.036
CSU Stanislaus	HSI	42.7%	53.3%	10.6%	-0.043	-0.088
UC Riverside	HSI	61.6%	69.3%	7.7%	-0.023	0.048
UC Merced	HSI	58.3%	63.0%	4.7%	0.018	-0.007

Good Performance (good)

Graduation: Actual is higher than predicted and equity gap (parity) for both African American and Latina/o students or at least for one of these groups is less than 9.99%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU San Bernardino	HSI	40.4%	47.0%	6.6%	-0.05	-0.151
CSU Monterey Bay	HSI	42.8%	45.3%	2.5%	-0.031	0.095
CSU Los Angeles	HSI	39.5%	41.1%	1.6%	-0.096	-0.19

Equity Improvement Needed

Graduation: Actual is higher than predicted grad rate and equity gap (parity) for both African American and Latina/o students is equal to and greater than 10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Fresno	HSI	43.8%	52.4%	8.6%	-0.141	-0.243
CSU Long Beach	HSI	57.4%	65.0%	7.6%	-0.135	-0.175
CSU Northridge	HSI	42.2%	46.8%	4.6%	-0.139	-0.238
CSU Dominguez Hills	HSI	28.0%	32.3%	4.3%	-0.146	-0.282
CSU Fullerton	HSI	55.2%	55.7%	0.5%	-0.132	-0.192
CSU Bakersfield	HSI	40.8%	41.2%	0.4%	0.024	-0.277

Graduation Improvement Needed

Graduation: Actual is less than predicted grad rate and equity gap (parity) for both African American and Latina/o students is less than 9.99%.

Graduation and Equity Improvement Needed (Intervention on both measures)

Graduation: Actual is less than predicted grad rate and equity gap (parity) for both African American and Latina/o students is equal to and greater than 10%.

Campus		HERI Expected 6Yr Grad Rate	Actual Grad Rate	Difference (Expected minus Actual)	Difference (Latino minus White)	Difference (AA/Black minus White)
CSU Polytechnic Pomona	HSI	40.4%	47.0%	6.6%	-0.05	-0.151

Therefore, based upon the graduation and equity outcomes, the top five performing institutions for the 2008 cohort is: CSU Channel Islands, CSU Stanislaus, UC Riverside, UC Merced and CSU San Bernardino. All of these institutions outperformed their HERI expected 6-year graduation rate by 5% and had amongst the narrowest equity gaps for Latina/o and African American/Black students.