



2024 Seal of *Excelencia* Recertification Application

Background on the Seal of *Excelencia*

Excelencia in Education's mission is to accelerate Latino student success in higher education. We are committed to significantly increasing the number of Latino students attaining college degrees by 2030 in partnership with institutions. As part of this commitment, *Excelencia* in Education established the Seal of *Excelencia*, a national certification for institutions that strive to go beyond enrollment to intentionally SERVE Latino students.

To support and reinforce institutional capacity to intentionally serve, *Excelencia* developed a framework that integrates essential components of transformation into a comprehensive institutional strategy for SERVING students. This framework represents learning from over 20 years of working with higher education institutions and is grounded in *Excelencia*'s research, identification of evidence-based practices, and extensive collaboration with a large network of leaders committed to the common cause of Latino student success.

Excelencia is committed to working in partnership with institutions to share and learn strategies that align data, practice, and leadership as a community of learners to accelerate Latino student success. Further, we recognize that developing the ability to serve Latino students enhances the capacity of institutions to serve all students.

Purpose of the Seal of *Excelencia* Recertification

The Seal of *Excelencia* is more than just a one-time recognition. It represents an institution's sustained commitment to intentionally SERVE Latino students in ways that transform the institution. To meet this objective and in service to our network of affiliates, *Excelencia* recognizes Seal certification for three years and subsequently invites institutions to renew their certification. Recertification is grounded in the Seal of *Excelencia* framework and compels institutions to share how they are transforming with sustaining strategies that SERVE Latino students while serving all.

How to Prepare for the Seal of *Excelencia* Recertification

Institutions will share their story of intentionally serving Latino students by providing the following:

- **Data:** A data snapshot of Latinos being served at the institution;
- **Practice:** Institutional practices and/or programs that are aligned to data and show impact on Latino student success;
- **Leadership:** Leadership approaches that demonstrate institutional commitment and intentionality to SERVE Latino students amongst all; and
- **Goals to 2027:** Strategies to reach three-year goals for intentionally SERVING Latino students.

Application Support Resources

- [Seal of *Excelencia* Recertification Overview](#)
- [2024 Seal Recertification Engagement Timeline](#)
- [Frequently Asked Questions \(FAQs\)](#)

Please contact our Seal Team at Seal@EdExcelencia.org with any questions related to your institution's application process.

SECTION 1: VERIFICATION

Presidents for Latino Student Success (P4LSS) is a network of presidents and chancellors who have committed to making their institutions learning environments where Latino, and all, students thrive. They collaborate with *Excelencia* and other postsecondary leaders to leverage collective expertise and resources, foster partnerships, and amplify current efforts to accelerate Latino student success in higher education at the national level.

Teams will complete the online application using an **institution-specific link** that will be emailed to the president/chancellor and Seal Lead and/or Lead Affiliate. Please contact our Seal Team at Seal@EdExcelencia.org for any technical difficulties accessing the correct link.

SECTION 2: CONTACT INFORMATION

Excelencia Lead Affiliate

Name: Cecil Chik

Title: Assistant Vice President for Diversity, Inclusion and Equity/Chief Diversity Officer

Email Address: cchik@fullerton.edu

Primary Contact for Application, if different from Lead Affiliate

Name:

Title:

Email Address:

President/Chancellor

Name: Sylvia A. Alva

Title: President

Email Address: presidentalva@fullerton.edu

Presidents/Chancellors will participate in an interview with *Excelencia* leadership as the final step in the recertification process. Click [here](#) to schedule your institution's interview.

SECTION 3: BACKGROUND

Provide an overview of how your institution is intentionally SERVING Latino students and community since Seal certification and through strategic planning. (500 word maximum)

Cal State Fullerton's commitment to serving Latinx students is deeply integrated into its new Fullerton Forward strategic plan for 2024-2029. Developed collaboratively by the Titan community, the plan provides a roadmap for the university's growth and impact with explicit commitment to addressing historical systemic and institutional barriers. Fullerton Forward aims to empower students, faculty, staff, alumni and community partners to support diverse backgrounds, identities and experiences within the Titan community.

The strategic plan emphasizes several key values, including student success; faculty and staff success; diversity, equity and inclusion; scholarly and creative activities; shared governance; and civic and community engagement. Two strategic plan goals in particular uphold the value of student success: Goal 1 is focused on student access, learning and academic success. Goal 2 aims to foster student engagement and well-being.

Strengthening efforts to recruit and retain students from underserved communities to amplify the university's designation as a Hispanic-Serving Institution is listed as a specific strategy under Goal 1. This commitment is echoed by efforts to integrate culturally relevant curriculum that centers on language, community and history, ensuring that Latinx experiences are acknowledged and valued within academic scholarship.

In support of Goal 2, CSUF has implemented such initiatives as the Transfer, Adult Re-Entry, Parenting and Pregnant Program and the expansion of resources for the Educational Opportunity Program and the Latinx Community Resource Center. These programs provide tailored support to Latinx students, addressing their unique challenges in accessing higher education and promoting their academic and professional success.

To further support Latinx students, the strategic plan includes goals focused on removing barriers to enrollment, retention and student success through newly launched initiatives like the Scholarship Office and the Titan Hub, which centralize resources in the areas of admissions, financial aid, scholarships, student business services and more. The strategic plan also aims to invest in information technology positions to enhance processes and support students' transition into and through CSUF.

Believing that students must see themselves reflected in the makeup of campus leadership, CSUF has taken proactive steps to increase Latinx representation in leadership positions. The appointment of Latinx-identified professionals in the Office of the President, as well as an overall 50% increase of Latinx instructional faculty hired from 2021-2024, demonstrate the university's commitment to serving Latinx students at all levels of the institution.

By increasing financial aid resources, adding information technology to support the enrollment process, launching a new Mobile Crisis Team, hiring basic needs care specialists and implementing equitable pedagogy development for faculty, CSUF is creating an inclusive and supportive environment where Latinx students can see themselves reflected in the resources and services available to them.

CSUF's efforts to serve Latinx students are reaffirmed in its Fullerton Forward strategic plan, reinforcing its commitment to diversity, equity and inclusion across all facets of campus life. By embracing its role as a model public university and cultivating leaders who drive innovation and collective well-being, CSUF is transforming the lives of Latinx students and strengthening communities both locally and globally.

SECTION 4: ENROLLMENT

Enrolling Latino students is a necessary precursor for an institution to intentionally SERVE them. This section provides an opportunity to share your institution's efforts in enrolling Latino students.

Fall Enrollment – Undergraduate

Please download the **Enrollment table**. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide at least two new years of data on your institution's undergraduate enrollment (for every year, provide Fall semester data). If the answer is zero, please enter zero.

Institution Name	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ²	% change 2016 to 2024	Goal for 2026-27
All students										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Full-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Part-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										

¹ Fall Enrollment data includes the headcount of undergraduate students enrolled in the institution in the fall of the academic year. In IPEDS, enrollment data include total fall enrollment at the undergraduate level and includes Grand Total and Hispanic Total race/ethnicity variables.

² If the data for the most recent year is not available, please leave cells blank.

Click here to download your Enrollment table (will be embedded in the online application).

Please upload your completed Enrollment table below (will be embedded in the online application).

[SEE DROPBOX FOR TABLES](#)

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

Ensuring that enrolled students represent CSUF's surrounding communities and boosting student enrollment for historically underrepresented groups are vital to increasing access to education. The enrollment table demonstrates an increase in enrollment for all students overall and for Latinx students since 2016. Latinx student enrollment has increased, now making up more than half of the students enrolled. Enrollment for full-time and part-time students has also increased, with Latinx students comprising more than half of the respective student enrollment.

SECTION 5: RETENTION

Once enrolled, institutions intentionally SERVING Latino students are invested in retaining them and providing support for students to persist in their educational program. This section provides an opportunity to share your institution's efforts in retaining Latino students.

Retention or Persistence Rates

Please download the **Retention or Persistence table**. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide **either** at least two new years of retention rates (measured from the previous Fall to the current Fall) on the Retention Data table, **or** two years of student persistence rates (calculated through the National Student Clearinghouse) on the Persistence Data table. If the answer to any cell is zero, please enter zero.

Retention Data ¹	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ²	% change 2016 to 2024	Goal for 2026-27
Full-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
Part-time										
All students										
Hispanic students										

¹ Retention rate data measure the rate at which students persist in their educational program. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. For all other institutions this is the percentage of first-time degree/certificate-seeking students from the previous fall who either re-enrolled or successfully completed their program by the current fall. Retention rate data include full-time and part-time retention rates.

² If the data for the most recent year is not available, please leave cells blank.

OR

Persistence Data ³	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort	2020 Cohort	2021 Cohort	2022 Cohort	Goal for 2023 Cohort
Full-time								
All students								
Hispanic students								
Part-time								
All students								
Hispanic students								

³ Persistence rate is measured by the percentage of an entering fall student cohort who return to college at any institution for their second year, while the retention rate is the percentage of students who return to the same institution.

Click here to download your Retention or Persistence table (will be embedded in the online application).

Please upload your completed Retention or Persistence table below (will be embedded in the online application).

[SEE DROPBOX FOR TABLES](#)

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

CSUF is committed to continued and new efforts to support student retention, including improving practices to ensure students have tailored support for their needs. CSUF's retention of full-time students remains high

overall, although there was a slight decrease in retention of full-time students, part-time students and full-time Latinx students since 2016. There is a slight increase in retention for part-time Latinx students.

SECTION 6: TRANSFER

A growing number of Latino students take courses at multiple institutions. This section provides an opportunity to share your institution's efforts in transferring Latino students (in/out).

Transfer In/Out

Please download the **Transfer table**. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide at least two new years of transfer data that includes **both** the total transfer-in **and** total transfer-out of degree/certificate-seeking undergraduate students enrolled for credit in the Fall of the academic year (as appropriate). If the answer to any cell is zero, please enter a zero.

Transfer In ¹	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ²	% change 2016 to 2024	Goal for 2026-27
Full-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Part-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Transfer Out³										
Full-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Part-time										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										

¹ Transfer-in students are those who enter the reporting institution for the first time but are known to have previously attended another postsecondary institution.

² If the data for the most recent year is not available, please leave cells blank.

³ Transfer-out students are those who leave the reporting institution to attend another postsecondary institution.

Click here to download your Transfer table (will be embedded in the online application).

Please upload your completed Transfer table below (will be embedded in the online application).

SEE DROPBOX FOR TABLES

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

One of CSUF's core goals is to ensure a robust enrollment of both overall and transfer student populations and that the university demographics represent its surrounding communities. The transfer table demonstrates an increase in Latinx students transferring to CSUF since 2016 for both full-time and part-time populations. There is also an increase in all full-time students transferring to CSUF since 2016. Additionally, Latinx full-time and part-time transfer students now comprise more than half of all full-time and part-time transfer students.

SECTION 7: SUPPORT FINANCIALLY

Financial aid helps make college more affordable for all students - especially Latinos. This section provides an opportunity to share your institution's efforts in supporting students financially.

Financial Support

Please download the **Financial Support table**. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide at least two new years of data on the percentage of undergraduate students receiving federal Pell Grants, federal student loans, and federal work-study. If the answer to any cell is zero, please enter zero.

Financial Support	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ¹	% change 2016 to 2024	Goal for 2026-27
Total Student Population	<i>prepopulated from 2021 application</i>									
Total Undergraduate Student Population										
Federal Pell Grant Aid²										
All Students	<i>prepopulated from 2021 application</i>									
Hispanic Students	<i>prepopulated from 2021 application</i>									
% Overall										
% Hispanic										
Other Grant Aid³										
All Students	<i>prepopulated from 2021 application</i>									
Hispanic Students	<i>prepopulated from 2021 application</i>									
% Overall										
% Hispanic										
Federal Student Loans⁴										
All Students	<i>prepopulated from 2021 application</i>									
Hispanic Students	<i>prepopulated from 2021 application</i>									
% Overall										
% Hispanic										
Other Financial Aid⁵										
All Students	<i>prepopulated from 2021 application</i>									
Hispanic Students	<i>prepopulated from 2021 application</i>									
% Overall										
% Hispanic										
Federal Work-Study⁶										
All Students										
Hispanic Students										
% Overall										
% Hispanic										

¹ If the data for the most recent year is not available, please leave cells blank.

² Federal Pell Grant data measure the percent of undergraduate students awarded Pell Grant aid. The Pell Grant program provides grant assistance to eligible undergraduate postsecondary students with demonstrated financial need to help meet education expenses.

³ Other grant aid includes grant aid awarded from the federal government, a state or local government, the institution, and other sources known by the institution.

⁴ Federal loan data measure the percent of undergraduates awarded federal student loans. Loans to students include any monies that must be repaid to the federal government for which the student is the designated borrower. They include all Title IV subsidized and unsubsidized loans and do not include PLUS and other loans made directly to parents or students.

⁵ Other financial aid includes work-study, scholarship aid, and other sources known by the institution that have not been reported in prior sections. This does not include PLUS and other loans made directly to parents.

⁶ Federal Work-Study data measure the percent of undergraduate students awarded Federal Work-Study. The Federal Work-Study program provides part-time jobs to eligible undergraduate students with demonstrated financial need, allowing them to earn money to help pay education expenses.

Click here to download your Financial Support table (will be embedded in the online application).

Please upload your completed Financial Support table below (will be embedded in the online application).

[SEE DROPBOX FOR TABLES](#)

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

CSUF is committed to maximizing financial aid and scholarships, minimizing loans, and promoting employer fee waiver programs like Disney Aspire. The financial support table shows an increase in overall students and Latinx students receiving Federal Pell Grant aid since 2016. The table shows a decrease in Federal Student Loans for all students and an increase for Latinx students, although the number of Latinx students receiving Federal Student Loans was in decline until 2022. Federal Work-Study has declined for all students since 2016.

The enrollment numbers reflect unduplicated numbers of students enrolled in fall and spring of the corresponding academic year.

SECTION 8: REPRESENTATION

Increasingly, Latino students are advocating for more faculty, administrators, and staff that represent them and their experiences. This section provides an opportunity to share your institution's efforts for representing Latinos in faculty, administration, and staff.

Representation – Faculty, Administration, and Staff

Please download the **Representation** table. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide at least two new years of data on the representation of faculty, administrators, and staff at your institution. If the answer to any cell is zero, please enter zero.

Faculty, Administration, and Staff Representation	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ¹	% change 2016 to 2024	Goal for 2026-27
Faculty Full-Time²										
All faculty full-time	prepopulated from 2021 application									
Hispanic faculty full-time	prepopulated from 2021 application									
% Hispanic										
Faculty Part-Time³										
All faculty part-time	prepopulated from 2021 application									
Hispanic faculty part-time	prepopulated from 2021 application									
% Hispanic										
Faculty Tenure⁴										
All faculty	prepopulated from 2021 application									
Hispanic faculty	prepopulated from 2021 application									
% Hispanic										
Administration⁵										
All administrators	prepopulated from 2021 application									
Hispanic administrators	prepopulated from 2021 application									
% Hispanic										
Staff⁶										
All staff	prepopulated from 2021 application									
Hispanic staff	prepopulated from 2021 application									
% Hispanic										

¹ If the data for the most recent year is not available, please leave cells blank.

² The definition of full-time faculty is determined by the institution. Please provide your definition below:

Full time instructional faculty are those having FTE of 0.99 and greater.

³ The definition of part-time faculty is determined by the institution. Please provide your definition below:

Part time instructional faculty are those having FTE of less than 0.99.

⁴ The definition of tenure is determined by the institution. Please provide your definition below:

The number consists of all instructional faculty who are tenured or are on tenure-track status.

⁵ The definition of administrators is determined by the institution. Please provide your definition below:

They are defined as those on the Management Personal Plan.

⁶ The definition of staff is determined by the institution. Please provide your definition below:

All staff that are not on instructional faculty status and not an administrator.

Click here to download your Representation table (will be embedded in the online application).

Please upload your completed Representation table below (will be embedded in the online application).

[SEE DROPBOX FOR TABLES](#)

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

CSUF believes it is essential for the faculty, staff and administration to resemble as closely as possible the campus student population. The representation table demonstrates that all Latinx faculty (full-time, part-time and tenure), staff and administration have increased since 2016. Despite only a slight overall growth in faculty, staff and administration, the number of CSUF Latinx faculty, staff and administration has almost doubled since 2016.

SECTION 9: COMPLETION

Completion data includes undergraduate first major awards/degrees earned by Latinos at the bachelor, associate, and certificate levels. This section provides an opportunity to share your institution's efforts in Latino students' college completion.

Degree Completion

Please download the **Completion table**. We have prepopulated the table with the data submitted in your institution's 2021 Seal application. Your team may revise this data as needed. Please provide at least two new years of **either** completion data (including bachelor's, associate, and/or certificate) in the Completion Data table, **or** two cohorts of student completion rates (calculated through the National Student Clearinghouse) in the Completion Rates table. If the answer to any cell is zero, please enter zero.

Completion Data ¹	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24 ¹	% change 2016 to 2024	Goal for 2026-27
Certificate										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Associate's										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										
Bachelor's										
All students	prepopulated from 2021 application									
Hispanic students	prepopulated from 2021 application									
% Hispanic										

¹ Completions include the number of credentials awarded at the undergraduate level in a specific academic year. In IPEDS, completion data include undergraduate first major awards/degrees conferred by CIP (Classification of Instructional Programs) code 99 (grand total) and Grand Total and Hispanic Total race/ethnicity variables. In IPEDS, awards include certificates less than one academic year, certificates of at least one, but less than two academic years, associate degrees, and bachelor degrees.

² If the data for the most recent year is not available, please leave cells blank.

OR

Completion Rates ³	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	Goal for 2018 Cohort
Full-time							
All students	prepopulated from 2021 application						
Hispanic students	prepopulated from 2021 application						
Part-time							
All students	prepopulated from 2021 application						
Hispanic students	prepopulated from 2021 application						

³ The completion rate includes three and six-year outcomes for a cohort of students who began postsecondary education in fall of the selected year (three for community colleges, and six for colleges/universities).

Click here to download your Completion table (will be embedded in the online application).

Please upload your completed Completion table below (will be embedded in the online application).

SEE DROPBOX FOR TABLES

(Optional) To ensure consistency across institutions, teams may only edit particular cells in the table. Use the space below if your team would like to share any notes about your submission. (100 word maximum)

The role of a Hispanic-Serving Institution goes beyond enrollment, supporting students through completion and post-graduation success. The completion table shows an increase in the number of bachelor's degrees awarded for all students and Latinx students, with the percentage of bachelor's degrees awarded to Latinx

students growing close to half of all bachelor's degrees awarded. The table also shows an increase in completion rates for all students and Latinx students, and small reductions in the completion rate gap between Latinx students and their peers for both full-time and part-time student populations.

SECTION 10: CURRENT STRATEGIES AND PRACTICES

Grounded in institutional data provided in the previous sections, **select three (3) of the six areas below**. For each of the three, describe your institution's corresponding strategy, along with three programs/practices with evidence of effectiveness for intentionally SERVING your Latino students.

ENROLLMENT

RETENTION

TRANSFER

SUPPORT FINANCIALLY

REPRESENTATION OF FACULTY, ADMINISTRATION, AND STAFF

COMPLETION

STRATEGY #1: ENROLLMENT

Describe your institutional strategy for intentionally SERVING Latino students through this area, aligned to the data submitted for recertification. (400 word maximum)

CSUF's enrollment strategy is clear in its 2024-2029 strategic plan, which prioritizes access to higher education; student success; service to the local region; and commitment to diversity, equity and inclusion.

The university intentionally reaches out to Latinx communities in Southern California, providing prospective students and families with information about admissions, financial aid, housing, student life and other services to ensure they feel connected to the school and their peers. Campus tours, new parent orientation, the Titan Parents and Families website, and Experience CSUF day are offered in Spanish. CSUF's Outreach and Admissions teams have bilingual staff to assist students and families in all steps of the college admissions journey.

CSUF builds partnerships with high schools and community colleges in Latinx communities like Santa Ana and Anaheim, providing support services from the pre-prospect stage through enrollment. When collaborative grant opportunities arise, CSUF partners with school districts and community colleges that have significant Latinx student populations. The university has secured funds for TRIO programs such as Upward Bound, GEAR UP and Educational Talent Search to increase Latinx student enrollment in economically disadvantaged communities by providing support services and removing college access barriers. Such services offered by the Center for Educational Partnerships were recognized as an Example of *Excelencia* finalist in 2020. GEAR UP received a \$3 million TRIO grant in 2023 to expand its efforts in the La Habra and Fullerton school districts, which have a high percentage of Latinx students.

CSUF has a proven track record of securing federal grant funding to support Latinx students. Examples include Fullerton ASPIRE (Access, Support, Pathways and Inclusive Resources for Everyone), which received a U.S. Department of Education grant focused on Latinx and other underserved students' access to higher education and timely degree completion, and Project RAISE (Regional Alliance in STEM Education), which received a U.S. Department of Education grant focused on increasing the number of Latinx and low-income students in STEM disciplines.

The university also partners with local organizations, such as Los Amigos and JOYA Scholars, and national ones like the Hispanic Association of Colleges and Universities, to further serve Latinx students through enrollment.

CSUF continues to work with K-12, community college and other stakeholders to create a pipeline of services that promote and increase Latinx student enrollment. As a result, 54% of all fall 2023 students

who enrolled at CSUF were Latinx, an increase of 42% since 2016.

Programs and Practices

Describe three specific programs/practices intentionally SERVING Latino students that support **Strategy #1**, aligned to the new data submitted for recertification. For each, include: a) a description and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).

Practice 1

- a) Description: (150 word maximum)
CSUF's Center for Educational Partnerships and Outreach and Recruitment intentionally pursue partnerships that focus on K-12 districts and community colleges with substantial Latinx populations. The cities of Anaheim, Fullerton and Santa Ana have historically underserved and low-income populations, with over two-thirds (68%) of students receiving free or reduced lunches. CSUF's outreach efforts with these communities through the Anaheim Collaborative for Higher Education, Santa Ana Partnership and Fullerton Educational Partnership provide significant support for Latinx students and families. A CSUF staff member is assigned to each high school and community college to support the admissions and enrollment process. The staff member helps Latinx students and families understand higher education options through individualized advising, pre-admissions, financial aid and application workshops. In addition, CSUF provides extensive professional development for the counseling teams at these institutions to offer up-to-date information on admissions and campus resources for Latinx students.
- b) Evidence of Effectiveness: (150 word maximum)
By providing K-12 and community college counseling teams with professional development and intentional communication, CSUF has found that students and families are better informed throughout the college and financial aid application processes. The partnerships also allow CSUF to engage students and their families through events such as parent information nights and college signing days. Realigning partnerships efforts and targeted enrollment strategies have enabled CSUF to increase its overall campus enrollment, and intentionally increase Latinx enrollment. In fall 2021, 2,724 students from partnership schools enrolled, 45% (1,239) of whom identified as Latinx. In fall 2022, 3,237 students from partnership schools enrolled, 54% (1,732) of whom identified as Latinx. In fall 2023, 3,208 students from partnership schools enrolled, 56% (1,801) of whom identified as Latinx. While enrollment from partnership districts increased 18% from 2021-2023, Latinx student enrollment from these schools increased much more at 45%.

Practice 2

- a) Description: (150 word maximum)
As a Hispanic-Serving Institution, recruiting Latinx, first-generation and underrepresented students is a priority for Outreach and Recruitment at CSUF. The team educates and provides admissions assistance to prospective Latinx Titans and their families from pre-prospect through enrollment. Outreach and large recruitment events are offered in English and Spanish, in addition to communication through emails, workshops, virtual platforms, social media, marketing materials and phone banking. Outreach and Recruitment connects with local school districts serving large Latinx populations by participating in such events as Santa Ana College KinderCaminata, Latino College Expo, Hispanic Association of Colleges and Universities, Cal State Northridge Adelante Mujer Latina, Family Education Day at Cal State Northridge, Christ Our Redeemer Pathways, and other college fairs. Outreach and Recruitment hosts bilingual campus tours and programs for prospective Titans through events like Kids to College, which expose Latinx students in kindergarten through community college to higher education.
- b) Evidence of Effectiveness: (150 word maximum)
CSUF provides intentional yield events and campus tours that are bilingual, as well as programming for students and parents with a first-generation and Latinx lens. The Outreach and Recruitment team engaged 13,114 prospective students in 2021-2022, resulting in 40,335 (51%) applications from Latinx students in fall 2021 and an overall new student enrollment of 5,195 (47%) Latinx students. From 2022-2023, the team engaged 41,728 prospective students, resulting in 40,249 (51%) applications from Latinx students in fall 2022 and an overall new student enrollment of 6,321 (51%) Latinx students. From fall 2023 to March 2024, the team engaged 39,649 prospective students, resulting in 39,672 (51%)

applications from Latinx students and an overall new student enrollment of 7,418 (54%) Latinx students. Note: Recovering from the COVID-19 pandemic, the university had fewer engagements with prospective students from 2021-2022.

Practice 3

- a) Description: (150 word maximum)
Seventy-seven percent (238,022) of the city of Santa Ana's population is Latinx, and less than 17.9% of adults 25 years and older have a bachelor's degree or higher, compared to California's 37% (U.S. Census Bureau, 2023). The university is committed to partnering with Santa Ana College and the Santa Ana Unified School District, which remain high feeder schools to CSUF. The Innovation Scholars program was launched in 2015 to enhance college completion for Santa Ana residents. Graduates from a Santa Ana Unified School District high school or transfers from Santa Ana College can participate in Innovation Scholars if they enroll full-time, demonstrate an unmet financial need of \$2,000+ and have a 2.5 GPA or higher. All scholars receive assistance submitting FAFSA or California Dream Act applications, 1:1 advising, workshops and soft handoffs to campus resources to support their transition to CSUF.
- b) Evidence of Effectiveness: (150 word maximum)
Since 2016, 78% of undergraduate Innovation Scholars have been Latinx. As of spring 2024, Innovation Scholars boasted an average undergraduate GPA of 3.25, surpassing the campuswide average of 3.05. Latinx students in the program had an average GPA of 3.22 as of spring 2024, compared to the campus Latinx average of 2.97. Persistence rates for the program remain strong, however there was a slight decline. Of undergraduate Latinx students in the program in fall 2020, 97% enrolled in fall 2021 or graduated, 86% enrolled in fall 2022 or graduated, and 83% enrolled in fall 2023 or graduated. Innovation Scholars has awarded over \$185,000 in scholarships to students since 2016, 36% of whom are undocumented and/or Latinx. From 2021-2023, CSUF enrolled 662 Santa Ana Unified School District graduates (96.4% Latinx) and 1,078 Santa Ana College transfers (79.1% Latinx).

STRATEGY #2: TRANSFER

Describe your institutional strategy for intentionally SERVING Latino students through this area, aligned to the data submitted for recertification. (400 word maximum)

CSUF was the No. 2 destination among California public institutions for community college transfer students in 2022-2023. As a Hispanic-Serving Institution, CSUF is responsible for ensuring that Latinx transfer students have the resources and support needed to thrive and persist beyond graduation with unobstructed pathways.

CSUF's strategy for serving transfer students includes partnering with community colleges that enroll large numbers of Latinx students, such as Santa Ana, Fullerton and Cypress colleges. In fall 2023, 1,039 new transfer students enrolled at CSUF from these institutions and 65.5% of them were Latinx. CSUF's Transfer Success Program, which provides guaranteed admissions to students attending a California community college, has contributed to the 42% increase of Latinx transfer students enrolled from 2016 to 2024.

Outreach and Recruitment also provides admissions workshops and 1:1 advising appointments to nine community colleges that predominantly enroll Latinx students. These services ensure students receive support navigating transfer and articulation requirements, eliminating systemic barriers during the transfer enrollment process. CSUF's new Fullerton ASPIRE (Access, Support, Pathways and Inclusive Resources for Everyone) program focuses on Latinx and other underserved students' access to higher education and timely degree completion. The program hosts a summer transfer student summit and fall transfer open house, and equips community college partners with dedicated staff who advise prospective transfer students.

A third strategy includes reducing financial barriers and implementing advising to ensure timely degree completion and career preparation. CSUF offers specific scholarships for transfer students, transfer student orientation and advising, college-specific Student Success Teams, and access to the Transfer,

Adult Re-entry, Parenting and Pregnant program.

Cohort-based programs that provide culturally relevant support for transfer students include the Educational Opportunity Program's Transfer Student Summer Bridge, Veteran Ambassador Program, Men of Color in Education and Titan Future Teachers. CSUF secures grants that help with the transfer student process as well, such as Project RAISE (Regional Alliance in STEM Education), which is focused on increasing the number of Latinx and low-income students in STEM disciplines.

Other programs that support the success of Latinx transfer students include the I Am First: Career Exploration program, which prepares first-generation students with career and leadership skills (36% of participants since its 2020 launch are Latinx transfer students); the McNair Scholars Program, which aims to increase the number of Latinx and underrepresented students in graduate programs; and the Titan Scholars Program, which prepares first-generation, underrepresented transfer students for graduate school.

Describe three specific programs/practices intentionally SERVING Latino students that support the representation strategy, aligned to your data provided. For each, include: a) a description and how your institution sustains or scales each practice, and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).

Programs and Practices

Describe three specific programs/practices intentionally SERVING Latino students that support **Strategy #2**, aligned to the new data submitted for recertification. For each, include: a) a description and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).

Practice 1

a) Description: (150 word maximum)

Research shows that Latinx and low-income students are historically underrepresented in STEM fields. Project RAISE (Regional Alliance in STEM Education) is a program funded by 2016 and 2021 grants from the U.S. Department of Education for a regional alliance in STEM education with nine community colleges. Project RAISE aims to increase the number of Latinx and low-income STEM students and retention and graduation rates at CSUF through several activities. Project RAISE engages with community college students, offers consultation on articulation improvement and pairs students from partner community colleges with CSUF faculty mentors for eight-week, immersive summer research experiences. Students receive a \$5,000 stipend for participating, and they present their research at a Summer Research Symposium. RAISE Transfer Program participants receive priority registration at CSUF, customized orientation, meetings with peer advisers and support through the Transfer Resource Center. STEM students can also participate in internship and research preparation programs.

b) Evidence of Effectiveness: (150 word maximum)

Retention of first-year, low-income Latinx STEM transfers has increased from 82% in 2021-2022 to 93% in 2022-2023. Four-year graduation rates have increased from 51% for the 2008 cohort to 71.2% for the 2018 cohort. CSUF has seen a 42% increase in Latinx transfer students participating in Project RAISE and a 53% increase in the number of Latinx transfer student participants in good academic standing. Project RAISE has helped 88% of participating transfer students learn how to achieve STEM education and career goals, and increase motivation to stay in STEM and finish their majors. RAISE transfer students are in good academic standing after their first year at higher rates than nonparticipant peers (93% vs. 88%). Ninety-five percent of undergraduate students in the program reported increased belonging in STEM research and labs, while 92% felt greater belonging at a four-year university.

Practice 2

a) Description: (150 word maximum)

CSUF's undergraduate teacher preparation programs are cultivating impassioned educators committed to equity and community. Offered by the College of Education, the Men of Color in Education and Titan Future Teachers programs thoughtfully select dedicated future educators who prioritize building a collaborative community and champion an equity-focused educational experience for all students.

Through dynamic events and engagement, these programs aim to cultivate future teachers with a strong grasp of their self-efficacy so they can subsequently create positive change in classrooms and communities.

b) Evidence of Effectiveness: (150 word maximum)

Both the Titan Future Teachers and Men of Color in Education programs boast high participation rates from Latinx transfer students. Since 2021, 53% of Titan Future Teachers participants and 42% of Men of Color in Education participants identified as Latinx and transfer. Notably, over half of the Latinx students in both programs have been first-generation college students. Academically, Titan Future Teachers Latinx transfer students outperform their campus peers, with a 3.27 GPA for all participants as of spring 2024 compared to the campus Latinx transfer student average of 3.17. Similarly, Latinx Men of Color in Education transfer students' overall GPA was 3.08 as of spring 2024. Additionally, Titan Future Teachers undergraduate Latinx transfer students demonstrate strong persistence (includes retained and graduated students), with 95% of fall 2021 participants persisting to fall 2022 and 89% to fall 2023.

Practice 3

a) Description: (150 word maximum)

Since 2017 the number of Latinx student veterans at CSUF has increased from 35.3% to 40.5%, many of them transferring from local and high Latinx-enrolling community colleges. The Veteran Ambassador Program was developed to support the successful transfer of veteran students to CSUF. Using an asset-based perspective, the program provides prospective military-connected Latinx students with individual and group application assistance including, but not limited to, workshops, application advising, campus visits and counseling opportunities with Veteran Peer Ambassadors. Research demonstrates peer-to-peer support to be impactful during the transition process and creates opportunities for community building. With that, peer ambassadors intentionally provide support to help Latinx Veterans navigate the intricacies of CSUF admissions processes, as well as Veterans Affairs certification, educational benefits documentation and other transfer needs. Additionally, Latinx military-connected transfers benefit from the personal experiences of peers and build community before arriving on campus.

b) Evidence of Effectiveness: (150 word maximum)

Since fall 2020, the Veteran Ambassador Program has served 234 student veterans who identify as Latinx, which is 41% of CSUF's overall veteran population. The average GPA for undergraduate students in the program from 2020 to 2024 was 3.23 compared to the campus average of 3.05. Latinx transfer students in the program from 2020-2024 had an average GPA of 3.18 as of spring 2023. Of Latinx transfer students in the program in fall 2020, 83% persisted (includes enrolled or graduated) to fall 2021, 76% to fall 2022 and 78% to fall 2023. Sixty-two Latinx veterans responded to a program assessment in spring of 2023: 90% shared that the program made their transition into CSUF less stressful, 84% indicated that they were in a good/better place personally and felt optimistic about the future, and 95% said they would recommend CSUF to other members of the veteran community.

STRATEGY # 3: REPRESENTATION

Describe your institutional strategy for intentionally SERVING Latino students through this area, aligned to the data submitted for recertification. (400 word maximum)

CSUF's 2024-2029 Fullerton Forward strategic plan prioritizes the recruitment, retention, professional and personal growth of the faculty and staff serving Latinx students. Goal 3 is dedicated to "Recruit, Develop and Retain High-Quality and Diverse Faculty and Staff."

The university's recruitment strategies aim to increase the number of tenured or tenure-track faculty with an intentional focus on underrepresented groups, including Latinx. Since receiving the Seal of *Excelencia* in 2021, and based on best practices to continuously improve its processes, CSUF has revamped and enhanced how it recruits and retains diverse faculty at all stages of the search process.

CSUF's recruitment strategies begin even before the position announcement is posted. Search committees require the submission of a robust, proactive recruitment and advertising plan that ensures they intentionally

advertise on diverse job boards and professional associations with affinity groups with Latinx and other underrepresented members. The Conducting Equitable and Inclusive Workshop Search Series includes a mandatory session on unconscious bias, and supports faculty members in successfully recruiting and retaining faculty from underrepresented backgrounds.

A second strategy includes assessing the university environment via campus climate surveys and establishing benchmarks for faculty and staff safety, belonging and retention. Based on this data, CSUF shapes its Latinx faculty, administration and staff retention efforts to meet campus goals and advance its mission to serve Latinx students effectively. The Commission of Equity, Inclusion and Social Justice has analyzed the most current campus climate survey data to identify critical priorities for diversity, equity and inclusion.

Engagement is the third strategy for increasing Latinx faculty and staff representation and supporting Latinx student success. CSUF has several identity-based associations that promote belonging for faculty and staff and promote further service to Latinx students, including the Chicano/Latino Faculty and Staff Association, Researchers and Critical Educators, and the Undocumented Allies Faculty and Staff Association. Student-centered spaces like the Latinx Community and Titan Dreamers resource centers build community, foster a sense of belonging, promote self-discovery and serve as a hub for inclusive, cultural and identity-affirming spaces. Faculty and staff participation in such Diversity Initiatives and Resource Centers plays a pivotal role in serving Latinx students. Through collaborative programs with faculty and staff, students can develop a professional network, learn about faculty and staff work and stories, and ultimately see themselves represented on campus.

Programs and Practices

Describe three specific programs/practices intentionally SERVING Latino students that support **Strategy #3**, aligned to the new data submitted for recertification. For each, include: a) a description and b) evidence of effectiveness with disaggregated data (i.e., participation, race/ethnicity, impact).

Practice 1

a) Description: (150 word maximum)

The Conducting Equitable and Inclusive Workshop Search Series provides search committees with best practices to help their hiring efforts. The professional development series supports faculty members in successfully recruiting and retaining faculty from underrepresented backgrounds who understand CSUF's values and the students it serves, many of whom are of Latinx backgrounds. This benefits Latinx students by raising awareness of the importance of diversity, equity and inclusion among faculty; demonstrates the university's commitment to inclusive excellence in candidate applications; and increases the overall number of Latinx faculty on campus. Recruiting the best and brightest scholars who add value to CSUF's academic community is imperative to the success of Latinx students. Workshop topics include: 1) Diversity, Equity and Inclusion Fundamentals: Focusing on Unconscious Bias; 2) Crafting an Equity-Minded Position Announcement; 3) Creating an Intentional Recruitment Plan; 4) Creating Equitable Evaluation Criteria and Interview Questions; and 4) Post-Selection Strategies.

b) Evidence of Effectiveness: (150 word maximum)

Since implementing new professional development workshops on hiring, there has been an increase in both Latinx applicants and hires. From 2021 to 2024, the percentage of faculty applicants increased by 7% whereas for Latinx faculty applicants, the increase is higher at 15%. Similarly, the percentage of all faculty hired increased by 35% whereas Latinx faculty hires increased by 50%. In 2022-2023, 10% of applicants for tenure-track faculty positions identified as Latinx, and increased to 12% in 2023-2024. The overall percentage of faculty hired who identify as Latinx also increased from 17% in 2022-2023 to 26% in 2023-2024.

The increases in Latinx faculty applying and being hired indicate that faculty members on searches are putting into practice what they are learning. The first mandatory session focusing on unconscious bias, has been taken by approximately 330 faculty. For staff and administrators, 876 have taken the session to ensure equitable hires.

Practice 2

a) Description: (150 word maximum)

Through its strategic faculty recruitment and hiring initiative, CSUF aims to increase representation of Latinx faculty and administration. To align with national best practices, the university is sustaining these efforts with the hiring of two full-time positions dedicated to this work: an academic diversity officer and an Equal Employment Opportunity and Inclusion specialist.

The academic diversity officer presents the progress of faculty hires to the provost and deans. To proactively address diversity concerns at every stage of the faculty search process, deans receive their colleges' Equal Employment Opportunity data and are given guidance on how to examine the data within each of their departments. The deans review the search criteria for potential barriers or subjective areas during the search. The pre-search process helps identify and document areas of concern related to diversity and ensure department searches include explicit acknowledgment and integration of strategies to address diversity concerns.

b) Evidence of Effectiveness: (150 word maximum)

Building a collaborative relationship between the academic diversity officer, provost and Council of Deans to ensure equitable and inclusive faculty searches has helped yield diverse hires. The representation of Latinx faculty has increased from 11.5% in fall 2019 to 16% in spring 2023. The deans receive the Equal Employment Opportunity report to cross-reference the applicant pool against the national pool. If there are disparities, they verify adherence to the approved documents, which include the recruitment and advertisement plan. If not followed, the dean requests the department to extend the deadline and complete the plan before they can continue with the search.

The Equal Employment Opportunity report also monitors the semi-finalist and finalist stages. If the report indicates a shift from a diverse pool to a less diverse list, deans request the department to provide the completed evaluation documents.

Practice 3:

a) Description: (150 word maximum)

The Faculty of Color Learning Community aims to support retaining faculty of color. The learning community provides a space to unpack the institutional nuances that impact faculty of color in their retention, tenure and promotion trajectory through full professor status.

Through the learning community, faculty identify common barriers and develop strategies to foster successful scholarship teaching and service requirements for retention tenure, promotion and promotion to full professorship. Members benefit from community-building events, which provide a space for faculty to share ideas, relate to each other, and discuss nuances and topics unique to their respective positions and the tenure process. Faculty members can schedule time with editors to review their scholarship. Participants have a common understanding of the impact that their race/ethnicity brings to the community and agree to a shared understanding that the learning community is an anti-racist space.

b) Evidence of Effectiveness: (150 word maximum)

The Faculty of Color Learning Community hosts biannual writing retreats and one-day sessions during the academic year. According to the participants' survey feedback, The Gift of Time Writing Retreats has become integral to their professional campus life. Common themes from the surveys show that learning community members appreciate collegiality, access to editors and space to build community across disciplines.

Of those faculty who attend Faculty of Color Learning Community events, 40% self-identified as Latinx. According to the data, 70% of members have received tenure during the time they have been attending the learning community. Of those who received tenure, 20% identify as Latinx. One member shared, "Please give FOCLC a more prominent focus as a best practice for faculty retention." Another member said, "Thank you for this great opportunity! As an associate professor, I rarely find the time and space to contribute to writing due to the massive service requirement."

SECTION 11: GOALS TO 2027

Recertification focuses on how institutions are planning for the near future as they craft transformative strategies to intentionally SERVE Latino students. In this section, we encourage you to consider your institution's three-year data goals, as well as the alignment to the strategies shared in previous sections.

Please summarize your institution's priority strategies and investments for accelerating Latino student success by 2027. (400 word maximum)

CSUF renewed its commitment to fostering Latinx student success in its latest strategic plan for 2024-2029, Fullerton Forward. Developed collaboratively by the campus community, the plan aims to address systemic barriers and empower all members of the university to support diverse backgrounds, identities and experiences.

Goal 1 and 2 of the strategic plan intentionally focus on students' academic success and holistic well-being. Expanding support services is a key aspect of this plan, including the implementation of programs like the Transfer, Adult Re-Entry, Parenting and Pregnant Program and the expansion of resources for the Educational Opportunity Program. New positions like a client relationship manager and marketing specialist will help remove access barriers for prospective Latinx students and families, while other positions dedicated to transfer pathways will strengthen community college partnerships.

To further support Latinx students, barriers are being removed through initiatives like the Scholarship Office and the TitanHub, which centralize resources for student inquiries. Information technology positions are being added to enhance processes and support students transitioning into and through CSUF. Dedicated care specialist positions will address basic needs for students, and a new Mobile Crisis Team will support mental health services and ensure campus safety.

CSUF also recognizes the need to center classroom curriculum and practices on Latinx students' lived experiences or the lived experiences of other underrepresented groups. The Equitable Pedagogy Module is a university wide intervention that promotes equitable teaching practices to improve student success. The goal of this intervention is to encourage faculty to critically examine their curriculum by providing stipends and learning communities for faculty to create changes in their syllabus.

Furthermore, CSUF is intentionally focusing on the Latinx student through culturally relevant curriculum that centers on language, community and history. For example, the *Ánimo: Latinx Counseling Emphasis* program within the Department of Counseling seeks to increase the number of bilingual and bicultural professional counselors to serve the Latinx community. Additionally, the Latinx Lab for Storytelling and Social Justice in the Department of Chicano/Chicana Studies, is a series of projects that center storytelling as essential to creating vital and transformative knowledge. Together, these projects help students empathize with other peoples' stories, analyze different types of stories, and create and share their own.

Through these initiatives and collaborative efforts, CSUF is dedicated to creating an inclusive and supportive environment where Latinx students can thrive academically, personally and professionally.

What will the Latino student experience at your institution look like when you meet your goals in 2027? (400 word maximum)

At CSUF, the positive impact of Latinx students can be profoundly amplified by embracing their experiences, addressing their basic needs, and prioritizing their mental health within the university's curriculum and support systems. By implementing intentional pathways for Latinx students to enroll, persist, and graduate, CSUF can cultivate an environment where these students not only thrive academically but also feel deeply connected to their cultural heritage.

Despite being designated as a Hispanic-Serving Institution, many Latinx students at CSUF express a sense of disconnection from their Latinx/Chicanx culture. The establishment of programs like the Latinx

Lab for Storytelling and Social Justice and *Ánimo: Latinx Counseling Emphasis* provides a vital space for students to reconnect with their past, present and future cultural heritage. Through projects and initiatives, students can explore and celebrate their identities, fostering a sense of belonging and pride within the university community.

Moreover, integrating Latinx experiences into the curriculum acknowledges the significance of cultural knowledge and heritage, affirming that these aspects are not only valued but foundational to academic scholarship, professional development and social activism. By embedding these perspectives into various disciplines, CSUF acknowledges the richness and diversity of its student body, contributing to a more inclusive and equitable educational environment.

As tuition increases at the California State University systemwide level, ensuring access to financial aid becomes paramount. By providing robust financial aid packages tailored to the needs of Latinx students, CSUF can mitigate barriers to enrollment and retention, enabling more students to pursue their academic goals without undue financial burden.

Finally, prioritizing mental health support for Latinx students is crucial for their overall success and well-being. By offering culturally relevant counseling services and resources, CSUF can address the unique challenges and stressors faced by Latinx students, empowering them to navigate academic and personal challenges with resilience and support.

In conclusion, by centering Latinx experiences, addressing basic needs and providing comprehensive support, CSUF can create an environment where Latinx students thrive academically, culturally and personally. Latinx students will not only develop academically but have opportunities to deeply connect their learning to their lived experiences and see themselves reflected in the classroom, resources and support services that have been embedded into the Titan experience.

Institutions have shared with *Excelencia* priority areas for accelerating Latino student success. **Select three (3) of the six areas below.** For each, describe why your institution is prioritizing this area and your institution's corresponding strategy for intentionally SERVING your Latino students.

FACULTY AND CURRICULUM DEVELOPMENT

- AFFORDABILITY

STUDENT TRANSITIONS AND PATHWAYS

BASIC NEEDS

- DIGITAL LEARNING AND TECHNOLOGY
- WORKFORCE AND POST-COMPLETION
- OTHER

FACULTY AND CURRICULUM DEVELOPMENT

Why did you prioritize this area in your strategy to more intentionally SERVE Latino students? (150 max)

Prioritizing faculty and curriculum development to better serve Latinx students is crucial to CSUF's strategic plan goal of enhancing learning experiences. By equipping faculty with cultural competency and sensitivity, CSUF can create equitable, engaging and innovative learning environments where Latinx students and other underrepresented students can see their lived experiences reflected in the pedagogy and curriculum. Faculty who understand the cultural backgrounds of Latinx students can design curriculum that incorporates relevant perspectives, fostering cultural awareness and engagement. This approach not only benefits Latinx students but also enriches the educational experience for all students, promoting critical thinking and the application of knowledge in diverse contexts. Moreover, curriculum reflecting the contributions of Latinx communities cultivates a deeper understanding of diverse perspectives, essential for navigating today's global society.

Describe your institutions strategy for intentionally SERVING Latino students to reach your 2027 goals (300 word max)

CSUF's deliberate emphasis on faculty and curriculum development, exemplified by programs such as the Equitable Pedagogy Module, brings substantial advantages for Latinx students. As the university aims to achieve its strategic goals, which include fostering equitable and culturally relevant classroom experiences and cultivating a diverse and skilled faculty, the Equitable Pedagogy Module program emerges as a pivotal strategy to meet these goals.

Developed by faculty experts, the Equitable Pedagogy Module program introduces evidence-based strategies for culturally responsive and anti-racist teaching. By equipping faculty with tools to create inclusive learning environments, the program aims to foster a sense of belonging and support among Latinx students and other underrepresented student groups. For instance, topics covered in the module, such as promoting social belonging and avoiding low expectation bias, directly address barriers commonly faced by Black and Latinx students in higher education.

Furthermore, the implementation of multiple Equitable Pedagogy Module phases with a focus on anti-racist teaching, underscores the university's commitment to creating equitable spaces for all students. These modules provide faculty with the knowledge and resources to update course materials and syllabi to reflect diverse perspectives, thereby ensuring that Latinx students see themselves represented in the curriculum. As of spring 2024, 51% of faculty completed phase one, 31% of faculty completed the phase two, and nearly 200 have completed phase three since its release in fall 2021.

Moreover, by offering Professional Learning Communities based on Equitable Pedagogy Modules, CSUF encourages ongoing dialogue and collaboration among faculty, fostering a campus culture that values diversity and inclusivity. As faculty engage with the Equitable Pedagogy Module program and participate in learning communities, the university anticipates positive impacts on student success outcomes, including increased retention and academic achievement among Latinx students.

STUDENT TRANSITION AND PATHWAYS

Why did you prioritize this area in your strategy to more intentionally SERVE Latino students? (150 max)

With declining enrollment in high schools and community colleges, it is crucial for CSUF to strategically foster pathways for local communities and sustain Latinx enrollment growth at CSUF. The drop in community college enrollment poses a challenge as the university aims to bolster its transfer pipeline, particularly for Latinx students. To achieve its strategic goal of enhancing student access and success, CSUF needs to invest in resources for targeted outreach, clear transfer pathways and agreements with local community colleges serving a significant Latinx population. Moreover, expanding services for Latinx students and families is essential, recognizing that college decisions are often communal. To attract diverse learners and support their academic journey, CSUF must offer flexible pathways and measure success beyond graduation, especially for Latinx students. This comprehensive approach aligns with the university's commitment to student support, access and academic achievement outlined in its strategic plan.

Describe your institutions strategy for intentionally SERVING Latino students to reach your 2027 goals (300 wor max)

CSUF's strategy for serving Latinx students and reaching its 2027 goals involves a multifaceted approach aimed at expanding support services, enhancing outreach efforts and removing barriers to access. One key initiative is the Transfer, Adult Re-Entry, Parenting and Pregnant Program, which provides tailored support for nontraditional students. Increased staffing and leadership for the Educational Opportunity Program will ensure targeted assistance for underrepresented students.

To remove barriers for prospective and current students, CSUF is launching a Scholarship Office and a Titan Hub, which centralize resources for admissions, financial aid and more. A new assistant vice president of student affairs will serve as a key leadership position focused on critical areas of access, centralized resources and transfer pathway partnerships. Additionally, CSUF is investing in information technology positions in the areas of admissions, financial aid and more to increase access, enhance processes and support students' transitions to CSUF.

To expand its strategic enrollment management capacity, the university is introducing new positions in the area of client relationships and bilingual marketing, and boosting communication efforts through student success campaigns. Furthermore, new Transfer Pathways Initiatives are being established with community colleges to facilitate seamless transitions for transfer students.

The university successfully secured federal grant funding for Fullerton ASPIRE (Access, Support, Pathways and Inclusive Resources for Everyone), a program that will support Latinx and other underserved students' access to higher education, transition to CSUF and timely degree completion. CSUF is also instituting reverse transfer opportunities with community colleges for students who are academically disqualified, on academic notice or have not re-enrolled at CSUF. These partnerships allow students the opportunity to maintain their CSUF enrollment while they complete the necessary courses and/or raise their GPA without having to re-apply. The campus has invested in hiring a re-engagement advising specialist who will be dedicated to these efforts.

BASIC NEEDS

Why did you prioritize this area in your strategy to more intentionally SERVE Latino students? (150 max)

CSUF acknowledges the financial pressures students face with rising expenses like tuition, books, transportation and housing, compounded by a 6% tuition increase in fall 2024. To alleviate this burden, the university intensifies outreach efforts to inform students of available support services. Particularly crucial is addressing the basic needs of all students, including Latinx students, through services such as food, emergency housing, transportation aid, professional attire and hygiene products. By providing these essentials, CSUF ensures students can focus on their studies without worrying about their well-being. Additionally, in line with the campus' holistic well-being focus, the CSUF Police Department collaborated with Counseling and Psychological Services to introduce a Mobile Crisis Team for mental health emergencies. This initiative aims to offer culturally sensitive support, reduce stigma, address unique stressors among Latinx students and foster a safer, more supportive campus environment. Such measures align with CSUF's commitment to equity, inclusivity and student success.

Describe your institutions strategy for intentionally SERVING Latino students to reach your 2027 goals (300 word max)

CSUF's strategy for intentionally serving Latinx students in basic needs is comprehensive and proactive, addressing the unique challenges they face. Goal 2 of the university's strategic plan aims to foster engagement and well-being for students by focusing on mental health, physical wellness, and financial and basic needs for students. The university has implemented several initiatives to enhance basic needs efforts, with a particular focus on serving Latinx students, who comprise over 50% of the student population. Half of CSUF's Latinx student population uses basic needs services at higher rates than non-Latinx students.

One crucial aspect of this strategy is the appointment of inaugural care specialists, designated liaisons within each college to provide targeted support for students' basic needs. These specialists play a vital role in connecting students with essential resources and ensuring they have access to necessary support services.

The establishment of a new Scholarship Office, which aims to increase scholarships and minimize student

loans, represents a significant investment in centralizing support efforts and expanding the capacity to assist students financially. This dedicated team will work to provide financial assistance and guidance to students, including Latinx students, who may struggle with the increasing costs of tuition and other expenses.

Expanding the university's Food Pantry and introducing a Mobile Crisis Team in collaboration with campus police and Counseling and Psychological Services are additional measures aimed at bolstering basic needs support. These initiatives not only provide assistance to students in crisis but also contribute to a safer, more supportive campus environment for all.

As CSUF continues to work toward meeting its strategic goals and increasing enrollment targets, the need for basic needs services will only grow. By proactively investing in these initiatives and prioritizing the well-being of its diverse student body, CSUF demonstrates its commitment to serving its Latinx students.

SECTION 12: LEADERSHIP

Under the Seal of *Excelencia* framework, leadership is defined institutionally. Institutional leadership for SERVING Latino and other post-traditional students integrates multiple dimensions of an institution.

COMMUNICATIONS

Communications refers to aspects where internal and external communications are leveraged to share information making the intentionality to serve Latino students clear.

Describe how your institution's leadership engages with **Latino/Hispanic student groups and associations** to intentionally SERVE Latino students. (150 word maximum)

Cabinet leadership has an open-door policy, making their contact information readily available and directly engaging with students throughout the year at events, on campus and via meetings with student organizations. Leadership also actively engages with student leaders like Associated Students Inc., of which 50% were Latinx during the 2023-2024 academic year.

To ensure diverse student leadership, involvement opportunities including leadership conferences and job opportunities are marketed to groups like Mesa Cooperativa, a Latinx student council. Leadership regularly meets with students from Movimiento Estudiantil Chicano de Aztlan (M.E.Ch.A.) and our Latinx Community Resource Center. CSUF also sends a delegation of at least 15 students every year to the HACU ¡Adelante! Leadership Institute. This engagement has increased responsiveness, built trust, amplified student voice, enhanced targeted support, heightened institutional accountability and transformed student-administration relationships.

Describe how your institution's leadership engages with **Latino/Hispanic faculty** to intentionally SERVE Latino students. (150 word maximum)

Campus leaders meet bi-monthly with Latinx/Chicano faculty across all colleges to innovate and improve opportunities for student and faculty success. These opportunities allow faculty to discuss issues directly with leadership and work together on expanding collaborative research and inclusive programs.

The Office of Research and Sponsored Projects works with Latinx/Chicano faculty to better understand critical areas of concern and boost external support for scholarly and creative projects. In March 2022, CSUF received a \$1.2 million grant from the Mellon Foundation for the Latinx Lab for Storytelling and Social Justice. Latinx Lab is a series of projects led by Department of Chicana and Chicano Studies faculty to inspire students to use storytelling to uncover marginalized stories and share their own narratives.

Describe how your institution communicates intentionally SERVING Latino students **externally with community**. (150 word maximum)

CSUF takes leadership roles in and partners with external organizations that support the Latinx community. These efforts allow the university to share the Latinx Titan story and support Latinx student success. During the California State University system's Hill Week in Washington, D.C., CSUF's president and other campus leaders advocated for increased funding for Hispanic-Serving Institutions and the passage of the DREAM Act.

University leadership also work closely with the Orange County Hispanic Chamber of Commerce; a member of the president's cabinet currently serves as chair of its board. During Hispanic Heritage Month, CSUF invites elected officials and community partners to recognize the impact of the Latinx community and shares how the university is working to increase college access for Latinx students. CSUF's Affordable Housing Summit in fall 2023 engaged community leaders in discussions about the impact of the lack of affordable housing on Latinx students, faculty and staff.

INSTITUTIONAL CULTURE

Institutional culture refers to how the institution articulates authentically its intentionality in SERVING Latino students, including how it is cultivated and supported.

How do you know your institution provides an inclusive and supportive campus climate that reinforces intentionally SERVING Latino students? (250 word maximum)

Recognizing the interconnectedness of oppression across marginalized groups, in spring 2023, CSUF launched a campuswide climate survey to capture individual stories of belonging on campus. With the support of the university president, the campus followed up with efforts to use the survey data to create CSUF's first Diversity, Equity and Inclusion Action Plan. Approximately 50% of CSUF's student respondents shared that they experienced a sense of belonging on campus and 47% of students shared that they witnessed or experienced discrimination on campus based on race and or gender. Of the student campus climate survey, 37% of respondents identified as Latinx. To ensure that the plan was rooted in relevant and actionable steps toward equity and inclusion, CSUF created the Commission on Equity, Inclusion and Social Justice. The commission consists of 42 members of the campus community, including faculty, staff, students and leadership from the Chicano/Latino Faculty and Staff Association, of which 20% of its members identify as Latinx.

CSUF's dedication to serving Latinx students is also evident in the Latinx Community Resource Center, the oldest cultural and identity based center on campus. In 2022, CSUF hosted a 50th anniversary celebration for the center, headlined by the Grammy Award-winning Mariachi Divas. At the event, students, alumni and faculty shared how the resource center gave them a voice and helped them feel seen. CSUF's diversity, equity and inclusive efforts — past, present and future — underscore the university's collective and ongoing commitment to improving the campus climate for Latinx and all students.

Describe how your institution ensures Latino representation in your leadership team that mirrors your Latino student population (i.e., President's cabinet, Deans, faculty senate, and student government association). (250 word maximum)

Believing that students must be able to see themselves in the makeup of campus leadership, CSUF is intentional when recruiting and retaining Latinx professionals. Each member of the president's cabinet is tasked with reviewing the composition of its leadership teams and taking steps to ensure they are reflective of the students CSUF serves. The president's cabinet currently comprises 10 members, three of whom are Latinx. The Academic Senate has a total of 11 Latinx faculty who serve as senators from various disciplines and Associated Students Inc. consists of 50% Latinx student leaders.

The university's provost is committed to increasing Latinx representation on his staff. The provost appointed a Latinx-identified associate professor of Chicana and Chicano studies as a faculty fellow to help build meaningful connections between Academic Affairs and Student Affairs. The provost recently onboarded a Latinx-identified faculty adviser to provide centralized support and to facilitate collaboration across campus. Additionally, he named a Latinx-identified director of project management to lead executive-level projects for the provost's office and marketing and communication efforts across the Division of Academic Affairs.

To build on CSUF's commitment to the academic success of all faculty, the provost worked closely with the Office of Diversity, Inclusion and Equity Programs on developing an intentional professional development workshop series where faculty members can acquire the skills and knowledge needed to create a more diverse candidate pool and identify the most qualified applicants. These workshops have been thoughtfully designed to fortify CSUF's approach to faculty recruitment.

Have institutional representatives participated in our community of practice through *Excelencia's* technical assistance opportunities?

- Yes
- No

If yes, please share which opportunities your institutional teams have attended. (100 word maximum)

Since receiving the Seal of *Excelencia* in 2021, CSUF's Associate Vice President for Student Affairs Elizabeth Zavala-Acevez has been invited to be a speaker on several occasions in the Data and Alignment Data Institutes and shared best practices on how to demonstrate intentionality in the Seal of *Excelencia* application. The CSUF Seal of *Excelencia* recertification committee attended the Recertification 101 webinar on March 5 and the Plática: Crafting Goals to 2027 webinar on April 8.

FINANCIAL INVESTMENT

Financial investment refers to how the institution aligns their budget and finance strategies to allocate resources toward stated institutional goals of intentionally SERVING Latino students.

Highlight the top three (3) financial investments needed to achieve your 2027 goals to intentionally SERVE Latino students. (400 word maximum)

CSUF is making intentional financial investments to better serve Latinx students and achieve its strategic plan goals. The university's efforts include expanding support services, enhancing student transition and pathways, and prioritizing faculty and curriculum development.

The university is expanding support services through initiatives like the Transfer, Adult Re-Entry, Parenting and Pregnant Program and the Educational Opportunity Program. By hiring additional staff, including an assistant director for EOP and more counselors, the university aims to provide tailored support to Latinx students who often face unique challenges in accessing higher education.

CSUF is bolstering its strategic enrollment management capacity by hiring a client relationship manager and marketing specialist with a focus on the Latinx community. The new positions will ensure that prospective Latinx students receive personalized support and guidance throughout the enrollment process.

CSUF's commitment to facilitating smoother transitions for Latinx students from community colleges includes expanding Transfer Pathways Initiatives, establishing new partnerships with community colleges, and hiring a new assistant vice president for student affairs dedicated to increasing transfer pathways and pipeline development.

To remove barriers for prospective and current students, CSUF recently launched a Scholarship Office and Titan Hub, a centralized location for key services such as financial aid, admissions and more. The university is also investing in information technology positions that will streamline such processes as financial aid and support prospective students' transition to CSUF.

The implementation of a Mobile Crisis Team, a partnership between Counseling and Psychological Services and the CSUF Police Department, offers 24/7 mental health crisis counselors for students and demonstrates the university's commitment to supporting Latinx students' holistic well-being. One unique feature of the Mobile Crisis Team is the partnership between a professional mental health provider and a non-uniformed staff member to provide response in a nondescript vehicle. By providing timely and culturally sensitive mental health support, the university aims to address the unique stressors faced by Latinx students and promote a safer and more supportive campus environment.

Recognizing the integral role of faculty in shaping student experiences, CSUF is investing in professional development through stipends and release time for completing the Equity Pedagogy Module and participating in professional learning communities. Additionally, the onboarding of a new Latinx faculty adviser in the provost's office ensures that these efforts remain culturally relevant and effectively serve Latinx students at CSUF.

HSI Funding Support

Does your institution currently have a Hispanic-Serving Institution (HSI) grant from federal agencies like US Department of Education (ED), National Science Foundation (NSF), US Department of Agriculture (USDA), or US Department of Defense (DoD)?

- Yes
 No

- U.S. Department of Agriculture - National Institute of Food and Agriculture
- U.S. Department of Agriculture - Hispanic-Serving Institutions Education Grants Program
- U.S. Department of Education
- U.S. Department of Energy - Office of Science
- U.S. Department of Transportation

If yes, what are the areas of focus for the grant(s)? (150 word maximum)

CSUF uses its Hispanic-Serving Institution funding to promote equity and support underserved students, particularly Latinx and low-income individuals. Programs like Project upGRADS (Utilizing and Promoting Graduate Resources and Access for Disadvantaged Students) focus on increasing enrollment, persistence and completion rates of Latinx and disadvantaged graduate students through effective advising and engagement opportunities. The LINK (Leveraging Interdisciplinary Nutritional Knowledge) Program collaborates with community colleges to recruit, retain and graduate underrepresented students in nutrition-related fields. The McNair Scholars Program prepares low-income, first-generation and underrepresented students for doctoral studies. Fullerton ASPIRE (Access, Support, Pathways and Inclusive Resources for Everyone) enhances access, support and institutional capacity for Latinx and underserved students, while Fullerton RISES (Re-Imagining Success for Every Student) addresses student retention and degree completion through personalized advising, academic support and incentives. These initiatives aim to improve outcomes for underserved students, reduce equity gaps and foster a more inclusive educational environment.

SECTION 13: FINAL COMMENTS

How has your institution leveraged earning the Seal of *Excelencia*? (300 word maximum)

Since achieving the Seal of *Excelencia* in 2021, CSUF has leveraged the honor to boost campus enrollment efforts, demonstrate investment-worthiness to community partners and donors, recruit and retain diverse faculty and staff, and celebrate a campus culture of diversity and inclusion.

To promote the university's commitment to current Latinx students and attract future students, the Seal of *Excelencia* is prominently displayed on the Prospective Students webpage; enrollment emails encouraging admitted students to accept their offers; fact sheets about each of CSUF's eight colleges; and digital signage during Experience CSUF, the largest enrollment yield event.

The university also leveraged the seal during two ¡Somos Titans! benefit concerts in 2022 and 2023. Featuring Grammy Award-winning artists Poncho Sanchez and Mariachi Los Camperos, the events raised \$550,000 for scholarships and programs that benefit Latinx students.

CSUF tapped the Seal of *Excelencia* to help garner such distinctions as being named one of America's Best Employers for Diversity by Forbes magazine in 2023 and 2024 and plans to use the seal in applying for Insight Into Diversity's Higher Education Excellence in Diversity Award for 2024. Such honors help the university attract and retain top talent.

Distinctly proud of its achievement, CSUF displays its Seal of *Excelencia* on its Office of the President website; rankings page; and paid advertisements at John Wayne Airport, Thursday and Sunday sections of the Orange County Register, the Orange County Business Journal, and a digital sign over the 57 Freeway.

The seal is consistently mentioned by the university president and other campus leadership during speaking engagements with elected officials and community leaders. During National Hispanic Heritage Month and National Hispanic-Serving Institution Week, CSUF reminds campus and community stakeholders about its Seal of *Excelencia* and reaffirms its commitment to uplifting Latinx students, faculty and students in higher education.

Are there any additional details or comments you would like to share with the review committee that we haven't already asked in the application? (300 word maximum)

CSUF takes great pride in being a 2021 Seal of *Excelencia* recipient. Since then, three of the university's programs supporting Latinx students have been named Examples of *Excelencia* finalists and Programs to Watch by *Excelencia* in Education. The *Ánimo*: Latinx Counseling Emphasis, which focuses on increasing the number of bilingual and bicultural counselors to provide culturally responsive mental health services for the Latinx community, was named one of 19 Examples of *Excelencia* finalists in the nation for 2023. *Ánimo* has drawn increasing numbers of applicants for its limited 15 to 18 slots per year and is significantly improving Latinx students' sense of belonging in academia, research and advocacy.

Excelencia in Education also recognized CSUF's Transfer, Adult Re-entry, Parenting and Pregnant Student Center as one of eight 2023 Programs to Watch for its dedication to supporting nontraditional students in accessing university resources and building a community.

Project upGRADS (Utilizing and Promoting Graduate Resources and Access for Disadvantaged Students), which supports the academic achievement of Latinx and other underrepresented graduate students, was selected as one of 20 Examples of *Excelencia* finalists in the nation for 2022. In fall 2023, 34% of CSUF's graduate student population identified as Latinx and 72% of these students were completing their degrees from fall 2015 to spring 2023.

Most recently, *Excelencia* in Education recognized three CSUF programs in its 2024 publication, "Advancing What Works to Intentionally Serve Latino Students: Opportunities for Action." These programs include *Ánimo*: Latinx Counseling Emphasis, Center for Educational Partnerships and Project MISS (Mathematics Intensive Summer Session).

CSUF is dedicated to ensuring that it lives up to its designation as a Seal of *Excelencia* recipient and a Hispanic-Serving Institution. By putting Latinx student success at the forefront of its work, the university aspires to be a model for other institutions in the nation.

Reminder: Schedule your Leadership Interview with *Excelencia*

Before submitting your application, click [here](#) to schedule your institution's interview. The interview will be with the institution's President/Chancellor. They are welcome to include others, should they wish.