



However during Fall 2013 the Black community and the campus were rocked by a blatant display of intolerance and racism as a member of the Black student community was bullied, harassed and hazed by his white roommates in the Campus Village living quarters. The situation was initially poorly handled by the administration at the time, and as result student morale and desire to be a (Black) student at SJSU was at an extreme low. In response, the African American/Black Task Force for Black Student Success broadened its focus and strategy towards closing the achievement gap to include as part of its mission “to become an active change agent in the facilitation of a change in campus climate and environment for Black students at SJSU” simultaneous with addressing academic issues related to Black student attrition from SJSU.



IA. Establishment of communication conduit capable of reaching large numbers of Black

Harambee activities boast an attendance which is made up of members of the Academic Senate (AS) led by the Chair of the AS; general Faculty members ranging from tenured to part time lecturers; the Administration including but not limited to the President, Provost, Vice President of Student Affairs and members of the president's cabinet; staff members from various divisions and academic and student affairs support units; non-African American/ Black students; and of course African American/Black students as the largest critical mass of students. The significance of Harambee events to the Black community is in its attendance make up. Black students are roughly 2.5 percent of the campus population.

viewing in front of the combined campus and off campus communities which came together that evening. The event also honored 43 other area African American barbers and salon owners.



Black women students together with SJSU women faculty, staff, administrators and other women professionals representing various fields to discuss issues related to SJSU Black women ranging from current campus issues to "post-graduation" issues which range from career preparation mentoring to discussion about family career balance and future strategies for career preparation and advancement.

### 3. BlackForward Leadership Retreat

The BlackForward Leadership retreat brings together SJSU staff, faculty and students for a weekend of leadership development. Issues are discussed with respect to what it means to be Black at SJSU at a time of police shootings of unarmed Blacks, living and classroom environments at SJSU which at times seem hostile to Black students and ways to stay encouraged and excel in spite of obstacles to success. Other leadership issues include the finding of one's voice and the development and planning of a "Black Agenda" for future semesters.

#### Outcomes/Results (Spring 2015-Present)

1. Students who have attended a combination of these events since Spring 2015 have gone on to become both campus and Black community leaders such as Presidents of student organizations: Black Student Union, Habesha, Black Campus Ministries, Delta Sigma Theta, Inc., Brother to Brother to name a few and held positions in Associated Student government and became coordinators of peer mentoring programs for the College of Science, the College of Applied

I. Both the university and city police departments have been yearly featured guests of the freshman orientation course Science 2. Each Fall semester officers of both police departments speak to a class of 300+ frosh on topics of safety and “community to police” engagement. The class discussion is hosted by the Provost and one of the co-chairs of the Task Force.

II. Both university and city police departments attend an annual faculty, staff and student mixer hosted by the Science 2, first year experience course for incoming freshmen. Officers mix with students, allow students to ask questions and take “selfies” with them.

III. UPD offered a Saturday self-defense course for Black women students at the request of Task Force members

IV. UPD did check-ins for nightly community study and maintained police presence during community study hours frequently checking in and even baking cookies.



various projects and activities. Most notable has been the Barbershop Diaries and the Barbershop Talks series.

Outcomes/Results (Fall 2014-Present)

I. Barbershop Talk Series - Barber's Inc. has served (since Spring 2015) and continues to serve as a venue for the SJSU Black males to gather and talk about issues of concerns to them with SJSU faculty, staff and San Jose city community leaders such as local pastors and SJPD officers and chiefs of police. Issues have ranged from male identity to Black community and police relationships following the plethora of shootings of unarmed Black males reported across the country as of late.

II. Barbershop Diaries Documentary (see campus engagement:

that followed the story. SJSU Black Students during that time had very little to say which reflected a positive college-going experience as attendees of San Jose State. These various posts, whether on YouTube, Facebook, Twitter, etc., lent themselves to becoming challenges to recruitment efforts of new Black students to SJSU. The BSU advisor often received phone calls from various pre-college programs stating that they “would not be bringing their students to San Jose State University.” In an effort to improve the perception of San Jose State as a viable place for Black students to attend college through social media, the remedy seemed obvious to the Task Force - give Black students something positive to post.

Many of the activities and experiences created and facilitated by the African American/Black Task Force became social media postings. As the activities and programs multiplied so did the

campus and third to answer questions regarding Black student life which ranged from inquiries about Black student organizations to the types of academic and social support mechanisms available to Black students should the choose to enroll at SJSU.

During Spring semester 2015 the Task Force hosted its first BlackForward Leadership retreat.

gap has gone from 11.8% to 7.4% and between the campus and Black students the gap has closed significantly going from 6.1% first year retention gap for Fall 2014 to 2.0% for Fall 2015 frosh. With additional data procured from the campus Office of Institutional Effectiveness and Analytics located at: <http://www.iea.sjsu.edu/> (Retention/Graduation Tab - University Totals-



Further data reveal that not only have the Black frosh cohort of Fall 15 persisted beyond their first year at a higher rate than their Fall 14, 13 and 12 counterparts but are to date the Black frosh cohort with the highest first year retention of all previously recorded classes dating back to 1997



YEAR	BLK Frosh FYR	Overall SJSU Frosh FYR
FA05	73.0%	79.5%
FA06	73.4%	79.2%
FA07	69.4%	79.3%
FA08	74.0%	79.8%
FA09	71.2%	84.1%
FA10	81.4%	87.2%
FA11	77.8%	82.9%
FA12	83.9%	87.2%
FA13	82.9%	86.4%
FA14	80.0%	86.1%
FA15	84.8%	86.7%

Further data from the campus' Office of Institutional Effectiveness and Analytics located at: <http://www.iea.sjsu.edu> demonstrate that the 2nd year retention rate of the Fall 2014 Black freshmen was greater than that of its Fall 2013 frosh counterpart. The 2014 Black student cohort of frosh would have experienced much of the Fall 2014/Spring 2015 programming of the Task Force such as the Fall 2014 Soul Food Thanksgiving community event, the Spring 2015 Black talent showcase, the Spring 2015 Essence of Blackness, the end of Spring 2015 semester community BBQ, as well as the various events put on by Black student organizations funded by the task force and the multiple community study nights hosted by the combined task forces to prepare for midterms and final exams . Figure 4 below is a comparison graph of the 2nd year retention rates of both freshmen classes. It shows an increase of almost 5% in retention from class to class cohort for the same point in academic career.







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## □□□□□□□□ Developing the Retention Services Center (RSC) within Academic Advising and Retention Services

One of the grant proposals submitted by the joint Task Forces was for base funds to be allocated to Academic Advising and Retention Services for the purpose of hiring staff advisors, administrative assistance and two graduate student staff personnel to work with Black, Latino and others deemed at risk on an ongoing basis. The idea behind the proposal was that a Retention Services Center would be established per the recommendation submitted by Presidential Commission on Racial Discrimination established in 2014 and that it be established as part of AARS due to its role as the campus General Education advising center and as having no specific college affiliation or political agenda driven by budget or allegiance to a particular set of faculty, dean or discipline. In other words it is a "neutral entity" on campus.

Once the funds were allocated, the second part of the strategy included the hiring of competent professional staff. Co-chairs of the Task Forces served on the selection committees and made recommendations to the Director of AARS regarding hire. Third, the co-chair of the African American Task Force requested funding for Student Support Interns as part of the Task Forces









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The graphs below (Figures 3a and 3b) demonstrate the progress made by the task force with respect to its intervention of Black and Hispanic students on probation of the undeclared population between Fall 2013 to Fall 2016. Figure 3a shows a definite trend downward as the percentage of Black students dismissed from the university within undeclared has fallen to 12% as of the Fall 2016 registrar's academic standing report.



Likewise the results are mirrored in Figure 3b for the Hispanic student population within undeclared as there has been definite trend downward as the percentage of Hispanic students



However as the African American/Black Task Force worked to reduce the number of those disqualified from the university that were undeclared, and as it had success within the undeclared cohort with both Black and Hispanic student populations; the campus Hispanic dismissal rate continued to rise university-wide in spite of the reduction of Hispanics dismissed that were undeclared. d. we

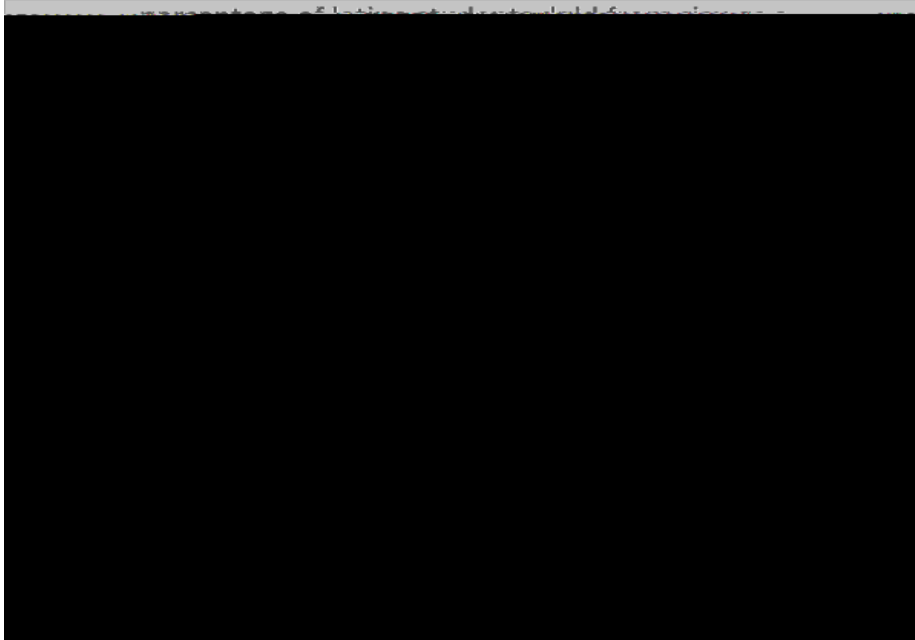




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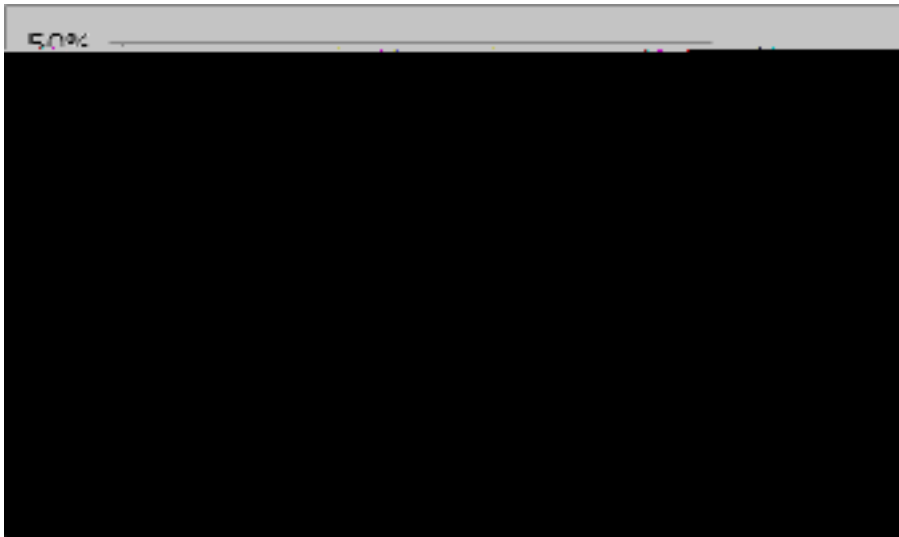
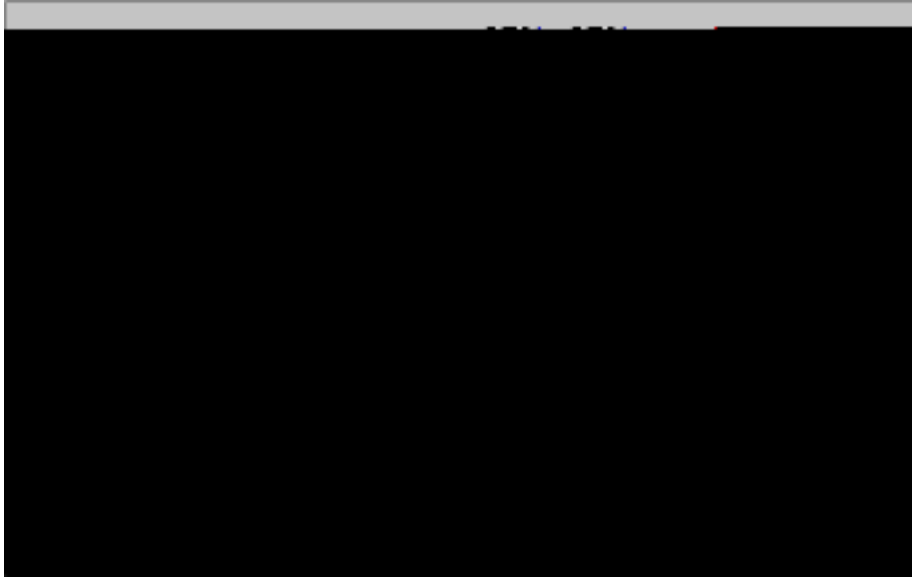
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As the graph suggest the dismissal rate for Hispanics dropped significantly from Fall 2015 to 22% of all students dismissed as of Fall 2016.

As previously stated the African American/Black Task Force argues that the “Achievement Gap” is actually made up of several smaller performance gaps and that in order to close the achievement gap you have to first begin with turning off the various spigots from which URM students are hemorrhaging out of the institution. One such spigot is the dismissal of students from the university due to poor academic performance or the DQ rate. As Figue 6a and 6b demonstrate the DQ rate gap of Fall 2015 between Hispanics and Asians has not only closed by Fall 2016 but Hispanics are as of Fall 2016 within striking distance (2% points) of closing the gap between them and their White counterparts. Another fact of note is that as we continue to employ the same strategies with Black students their percent of DQ’d has not gone up as the Hispanics students DQ rate has gone down unlike Asian and White student cohorts.



For the Spring 2017 semester the team has employed the same strategy and we await the results. As the Task Force winds down we pass this part of the work to Academic Advising and Retention Services (AARS) to continue through its Retention Services Center and recommend that AARS be adequately resourced with funds specifically for this work.



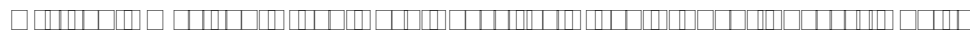
## Traditional Approach

### 1st Year Retention Analysis: First-Time Freshmen

July 2016 - July 2017 | Department: All | Major: All | Institution: All

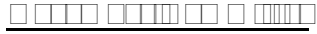
Note: Student's race/ethnicity status is assigned for four quarters.

		Cohort Semester																				
		Fall		Spring		Fall		Spring		Fall		Spring		Fall		Spring						
		2016		2017		2018		2019		2020		2021		2022		2023						
Underrepresented Minority		79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	70	Total	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%
Black		72.3%	82.4%	65.8%	75.4%	78.0%	81.8%	80.0%	81.5%	80.0%	75.2%	72.7%	73.8%	73.1%	90.7%	80.5%	81.0%	78.8%	80.5%	87.0%		
Hispanic		80.7%	72.7%	90.9%	78.0%	60.7%	80.0%	72.7%	81.8%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%			
Asian		80.7%	81.0%	85.4%	83.0%	80.7%	81.0%	80.3%	80.7%	80.7%	80.8%	80.0%	91.7%	92.8%	93.0%	93.0%	93.0%	93.0%	93.0%	93.0%		
Pacific		75.0%	79.0%	71.4%	68.2%	76.7%	51.7%	85.1%	58.0%	65.8%	83.3%	87.5%	70.8%	86.7%	85.7%	65.0%	100.0%	100.0%	100.0%	100.0%		
Total		79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	70	Total	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%



Dr. Michael Cheers

Michael Randle



Michelle Randle - Chair

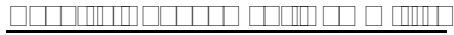
Felicia McKee

Valerie Chapman - Academic Advising and Retention Services

Sharon Thompson - MLK Library

Coleeta McElroy - Financial Aid Office

Marian Yao - Registrar's Office



Dr. Michael Kimbarow

Dr. Lynda Heiden



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Joshua Kas-Osoka

Christiana Cobb

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Coleetta McElroy

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Sharon Thompson

Valerie Chapman

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Joshua Kas-Osoka

Christiana Cobb

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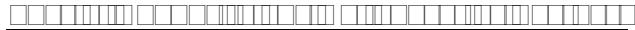
Hyon Chu Yi-Baker

Romando Nash

Karisman Roberts-Douglass

Marian Yao

Aaron Miller



President, San Jose State University - Dr. Mary Papazian

Dr. Ellen Junn - Former Provost now President CSU Stanislaus

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Chair, Academic Senate-Dr. Michael Kimbarow

Bob Rucker, Associate Professor, School of Journalism and Mass Communications

AVP, Student Faculty Success (formerly SASS) - Dr. Stacy Gleixner

AVP, Transition and Retention Services - Dr. Debra Griffith





Chief Edgardo Garcia, San Jose City Police Department