

African American/Black Task Force for Black Student Success Preliminary Report Fall 2013-Spring 2017

Introduction

The African American/Black Task Force for Black Student Success and the Chicano/Latino Task Force for Student Success were brought together by then Provost Ellen Junn during the Spring of 2013 for the purpose of developing creative solutions to the problem of the widening graduation achievement gap for Black and Latino students at San Jose State University. The task forces for Student Success of African American/Black and of Chicano/Latino communities jointly submitted three campus Student Success, Excellence and Technology Fee (SSETF) grant proposals and each were funded for AY 2014-15. Though funds were not accessible until late into the Fall 14 semester the task forces were able to implement some programming with the bulk of the AY 14/15 programming occurring during the Spring semester. In terms of what request were made from the taskforces to the campus funding body, the following grant request were submitted.

One grant called for the allocation of base staff and resources to Academic Advising and Retention Services (AARS) for advising staff, administrative support personnel, student staff and operating expense funds to develop an infrastructure inside of AARS to specifically address the academic advancement of Black, Latino and other student populations deemed "at risk" by the university . The creation of a Retention Services Center (RSC) was to be a key strategy in the fight against Black and Latino student attrition at SJSU and the fulfillment of a recommendation made by the President's Commission on Racial Discrimination commissioned in the Spring semester of 2014.

The second grant request was for one-time funding to support 2 faculty, 1 staff, student interns, a part-time administrative assistant and programming monies to initiate and support student engagement of these two student communities. Additionally AARS provided support and resources in the form of its Associate Director as staff lent to this effort. This grant was later renewed for a 2-year funding cycle AY 15-16 and AY 16-17.

The third SSETF funding request was for one-time monies to implement Leadership Retreats for both demographic student groups (Black and Latino). This funding request via SSETF was not renewed beyond its initial funding cycle but funding request for the retreats were supported by the Office of Student Academic Success Services (SASS) for AY 15/16 and later by Student Affairs for AY 16-17.

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.

Strategic Campus Climate Environmental Intervention to Enhance Social Environment for Black Students: Sense of Belonging

The African American/Black Task Force formed a strategic campus climate environmental intervention to positively impact campus climate towards Black students which was to hopefully have the effect of altering the social environment and context in which Black students at SJSU experienced San Jose State University. This strategy took place in four phases.

Phase 1: Reinvigorate Black student life at SJSU and engage SJSU non-Black members of the campus community around the establishment of Afrocentric Traditions

Phase 2: Leadership development and mentoring of Black students by professional faculty, staff, administrators, and career professionals

Phase 3: Development of relationships with community outside of SJSU for the purpose of bridging the divide between off campus and on campus community

Phase 4: Engagement of alumni and prospective students

Phase 1: Reinvigorate Black Student Life at SJSU and Engage SJSU non-Black members of the Campus Community around the Establishment of Afrocentric Traditions

Objectives

A. Establish a communication conduit capable of reaching large numbers of Black students recognized by most if not all Black students regardless of organizational affiliation

B. Create sense of belonging for Black students by developing large scale activities to directly engage the SJSU campus community of faculty, staff and non-Black students with Black students by the establishment of Black community traditions and community activities

C. Reinvigorate Black Student Organizations (developed direct relationships between student organizations and SJSU Black staff and faculty AND facilitate interest in student organizations by funding activities, thereby increasing membership and participation)

IA. Establishment of communication conduit capable of reaching large numbers of Black students: *The Community Blast (CB)*

The Community Blast is an email communication that goes out to the entire Black student community once or twice a month. The blast contains announcements from or about the task force and Black student organizations' various activities and goings on in the SJSU Black community. It also provides information about jobs, internships, scholarships and invitations to special events or activities put on by the colleges. What's important to note is that the CB is not a message board or conduit for just anyone who wants to communicate with the community. For the most part you have to be a Black student organization, the Task Force or affiliated with a college or Student Affairs unit to get into the blast. As such the blast has become trusted by students to not be spam. The CB has also serves to connect the community in a way that traditional social media has failed to do as it is not limited to circles or networks of people that follow one another. As a result Black organizations which wish to reach beyond their circle of followers send announcements and fliers to be placed in the blast to be sent out to the entire community.

Outcomes/Results (Fall 2014-Present)

1. Most Black campus organizations now use the Community Blast to reach Black students on campus with news of their events and activities. As such more people attend their events because more people know.
2. More Black students are aware of what is transpiring within their community as a result of the CB.
3. Students not on the Blast listserv request to be added.
4. Each semester Black organizations which did not use the blast have requested their activities be listed.
5. The CB has served as another means to connect the Black student community as the Blast is now a part of the student dialog via students' social media (Facebook, Twitter, YouTube, etc.) as reported by students to the Community Blastmaster.

IB. Large scale community building activities combined with campus engagement: *Harambee Events and Faculty Led Campus Forums and Programs*

Harambee is the Task Force "campus engagement committee." The Campus Engagement Committee (CEC) develops, plans and produces large scale community events on behalf of the Task force and is responsible for establishing SJSU community traditions which are Afrocentric in nature but accessible to all. Such events and activities include but are not limited to:

1. Fall Black Student Welcome Barbecue (Fa 15-present-attendance has grown to 300+)
2. Fall Soul Food Thanksgiving Dinner. (Fa 13-present-attendance has grown to 300+)
3. Black History Month Black Student Showcase Soul Food Buffet and Talent Show (Sp 15-present- attendance has grown to 200+)
4. Spring Essence of Blackness Dinner Show (Sp 15-present-attendance has grown to 300+)
5. Spring End of the year community BBQ now the "Harambee Festival" (Sp 15-present-attendance has grown to 300+)

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. The feeling of isolation is not just in their imagination but is a reality of being a “super minority” on a “majority minority” campus. Many Black students would say that SJSU is not a diverse campus because they rarely see themselves. Therefore participation in events with hundreds of people in attendance where they are the majority is both reassuring in terms of their presence on campus and empowering in terms of their sense and right of belonging at SJSU. Also the engagement of the campus community with these events serves to connect non-Black faculty and staff to Black students on campus and encourages the development of meaningful relationships, which breaks down barriers between this set of students and campus professionals, which again supports students’ sense of belonging and citizen “Spartan” status on campus.

Outcomes/Results (Fall 2014-Present)

1. Harambee has been successful at establishing a plethora of large scale (300+) very public campus traditions of celebrations of Black culture accessible to all.
2. Harambee has been succeeded in the normalization and interweaving of Black culture into the tapestry of diversity at SJSU in terms of expected campus events and activities as these events have been developed and repeated consecutively year after year the eldest of them since Fall 2013 (Soul food Thanksgiving, Essence of Blackness, Black Showcase, Black Student Welcome and the Harambee Festival).
3. Harambee has been successful at increasing the visibility of the Black community on campus to themselves and to the campus at large.
4. Harambee has been successful at increasing the visibility of SJSU faculty and staff support towards Black students to Black students as the numbers of faculty and staff at Harambee events has grown exponentially over time.

Faculty Led Campus Engagement, Forums and Showcases

The Barbershop Diaries

The “Barbershop Diaries” was a documentary produced and directed by Dr. Duane Michael Cheers as part of the community outreach arm of the task force and the School of Journalism of SJSU. The documentary highlighted the lives of individual barbers and the impact of the barbershop to their lives and the surrounding community. Its premier was held at the campus Morris Dailey Auditorium to a packed house of community people, SJSU faculty, staff and students. The subjects of the documentary were recognized and honored upon the documentary

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.

Suicide Awareness with Jordan Burnham

In an effort to engage the campus around the issues of mental health on college campuses, the Task Force reached out to and brought to the campus renowned speaker Jordan Burnham. Held at the campus Morris Dailey Auditorium to a packed house of community people, SJSU faculty, staff and students this event focused on mental health, in particular suicide. Mr. Burnham, a suicide survivor himself, shared his personal story of his attempted suicide and recovery, and engaged the audience in a question and answer session. Mental health professionals were on hand to speak with audience members after the event as needed.

“Beyond Marching: Student Activism” A Photography Montage of the SJSU Black Community of Students, Faculty, Staff/Reception

Beyond Marching engaged a number of campus constituents. First of all students eager to learn the craft and art of photography were mentored by Dr. Cheers through a series of photo shoots which included various subjects from the Black community. Secondly, the photoshoots engaged and brought together mentors and mentees within the Black campus community to be photographed portrait style together by the budding Black student photographers under the mentorship of Dr. Cheers and third, the portraits were displayed in an exhibition at the MLK, Jr. Library, Cultural Heritage Center, and at an open reception on campus which in turn engaged a variety of campus constituents at the viewing of the students’ work. As with the other forms of campus engagement that the Task Force has engaged in, this event served to: provide mentorship to Black students; acknowledge and raise awareness of the many mentor-mentee relationships on campus between Black students and their faculty and staff; and to make the campus proper aware of the presence of the Black community on campus thereby empowering the SJSU Black student community and enhancing their sense of belonging to the SJSU Spartan community mythos.

B. Direct Support to Black Student Organizations through Direct Involvement with Student Organizations as Campus Advisers: *Staff and Faculty Advisement to Student Black Organizations*

SJSU requires student organizations to have faculty or staff serve as adviser to the organization in order for the organization to become recognized through Student Involvement. Members of the Task Force took on roles as advisers to various Black student organizations. As advisers to student organizations we provide guidance, mentorship and support to executive boards of the organizations and its membership. Additionally Task Force members serving as advisers to the Black student organizations creates structural linkages between the Black student community and the Black faculty/staff Task Force community in a way that facilitates Black students making the types of connections with faculty and staff which lead organically to mentorship, and lessens the feeling of isolation and lack of exposure to professional role models that look like them within the institution, thereby strengthening their sense of belonging as they see their "future selves" in their older adult counterparts taking on various professional roles within the institution.

Many Task Force members are advisors to various Black Student Organizations. For example:

Black Student Union - Michael Randle
Black Campus Ministries - Valerie Chapman
Black Graduation Committee - Felicia McKee and Dr. Karisman Roberts-Douglass
Habesha - Michelle Randle
Gospel Choir - Dr. Michael Cheers

Additionally five Student Support Interns (SSIs) were hired and utilized to serve as liaisons between the African American/Black Task Force and the various Black student organizations. Through the SSIs Black student organizations which did not have Task Force advisers were able to communicate their issues to the Task Force and make known their needs known and more importantly how the Task Force may intervene to support them. The SSIs also served as extra people power on behalf of the Task Force to assist organizations with their events and activities.

C. Financial Support of Black Student Organizations' Activities:

The Task Force funded and supported several activities on behalf of the Black Student Union, Delta Sigma Theta sorority, Alpha Kappa Alpha sorority, Black Campus Ministries, Black Grad, Habesha, the African American Business Club, Zeta Phi Beta sorority, the African American Gospel Choir and more.

Outcomes/Results (Fall 2014-Present)

- I. Increase in Activities produced by Black student organizations
- II. Increase in interest in Black student organizations by students as evidenced by increased membership
- III. Significant Increases in memberships of Black Student Union, Black Campus Ministries, Habesha, the Black Greek Organizations and the reconstituted gospel choir

Phase 2: Leadership Development and Mentoring by Professional Faculty, Staff, Administrators, and Career Professionals

Leadership Development and Mentorship:

1. Barbershop Talk Series (which evolved into the "Black Male Collective")

The Barbershop talks began with funding from the Task Force and were the brainchild of two Task Force members. The idea centered around the concept of forming a community of Black men comprised of Black male students, faculty, staff, and external community leaders who would come together periodically to discuss issues relevant to Black male survival and success. These talks would alternate between the community barbershop and facilities on campus.

2. Black Women's Leadership Consortium

The Black Women's Leadership Consortium (BWLC) of the Task Force host Fall and Spring semesters Black Women's Leadership Breakfast. The BWLC breakfast brings together SJSU

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 Sciences and Arts, Academic Advising and Retention Services, and Task Force Student Support Interns.

2. Students of the BlackForward retreat have also historically generated ideas and provided input to the Task Force which eventually led to the establishment of the Black Student Fall Welcome (BSFW), Harambee Festival, Black Student Talent Showcase, the creation of the Task Force Student Support Interns, the introduction of the "Black Spartan" tee shirt at the Fall 2016 BSFW, and more.

Phase 3: Development of Relationships with Community outside of SJSU for the purpose of bridging the divide between off campus and on campus community

The African American/Black Task Force for Black Student Success Community Outreach included outreach and community relations development to:

1. University Police Department (UPD) and San Jose City Police departments (SJPD)

During the Summer of 2014 the African American/Black Task Force for Black Student Success entered into dialogues with both UPD and SJPD to develop collaborations which would ease tensions around the issue of perceived police use of excessive force and the shootings of unarmed Black peoples. These particular dialogues originated over the beating and arrest of the featured speaker for Black Graduation outside a nightclub after the Black graduation ceremony in May 2014. This collaboration has continued yearly prior to the beginning of each Fall semester.

Outcomes/Results (Fall 2014-Present)

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.

V. UPD kept community study hall students updated regarding incidents on campus and gave safety talk to those assembled.

VI. Both UPD and SJPD attend Fall and Spring Community dinners (Soul Food Thanksgiving and Essence of Blackness).

2. *Community Churches*

The Task Force entered into dialogues with various Black community churches to develop collaborations which would facilitate students feeling like they had a home away from home and a place where they could be nurtured spiritually.

Outcomes/Results (Fall 2014-Present)

I. Many of the local Black churches have made video invites to Black students which are currently posted on the BSU webpage located at: http://studentorgs.sjsu.edu/bsu/r_community.html

II. Students often attend Sunday worship at local churches

III. Pastors and members from local churches attend the Welcomes, Community Dinners, and the Harambee Festival to “bless” or pray over the food.

IV. The SJSU Gospel Choir performs at various community churches. These churches likewise have allowed their sanctuaries to be used as venues for SJSU choir events and performances.

3. *Community Barbershop: Barber’s Inc.*

Barber’s Inc., located near the SJSU campus on Santa Clara St., has become a staple of the SJSU Black Community. The barbershop has cooperated with the task force on

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: *Faculty Led Campus Engagement* section)

III. Personnel from Barbershop Inc. routinely attend campus community functions hosted by the African American/Black Task Force

IV. In September 2016, the African American/Black Task Force in partnership with the UPD and San Jose Police Department, held a Community Policing Forum at the Barbers, Inc. The university video taped the forum and KTVU covered it for its nightly newscast. Students, parents, SJSU administrators, church and community organizations were all in attendance.

Phase 4: Engagement of Alumni and Prospective Students

Alumni Relations: Alumni Jazz Brunch

Each summer since Summer 2015, the African American/Black Task Force has hosted an Alumni Jazz Brunch for approximately 75 to over 100 Black Alumni. The brunch is part of an annual weekend reunion of Black Alumni from the '70s-80s. Centered around the San Jose Jazz Festival, the alumni gather for an on campus Saturday breakfast, festivities during the evening at a local hotel, and then the jazz brunch Sunday afternoon before heading to the Jazz Festival downtown.

The Alumni have donated to Task Force sponsored events such as our Faculty Led Program to Cuba (Summer 2016) and community outings for students to such places as Great America.

Changing Perception through Student Use of Social Media: Giving Students Something Positive to Post

Since the advent of "social media" Black students at San Jose State like other Black students who experience racial intolerance and harassment at their institutions of higher learning have taken to social media to share their experiences and express their outrage over their treatment at the hands of some faculty, the administration and their peers at colleges and universities. However after the racial bullying and harassment event of Fall 2013 these types of media posts intensified with renewed vigor accompanied by the many news stories and reports

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 number of positive postings of Black students learning, laughing, generally having fun and enjoying their college experience. In contrast to the types of calls he received during the 2013-14 college recruiting season, the BSU advisor currently receives emails and phone calls for requests for tours of San Jose State from SJSU Black Student organization or Black students in general which he refers to the campus Student Outreach and Recruitment team. These positive calls and email from organizers of prospective Black college-going students would suggest that the reputation and image of San Jose State as a viable institution for Black students to attend has been restored in no small part due to what current Black SJSU students now say and post about their university.

Yield and Orientation/Transition Activities

Admitted Spartan Day and Frosh/Transfer Orientations

The African American/Black Task Force for Black Student Success has participated in Admitted Spartan Day since Spring 2014. Admitted Spartan Day (ASD) serves as a campus open house for newly admitted students. Unlike Orientation, ASD is a "yield" activity whose goal is to convince admitted students to actually choose SJSU as a place to pursue a college education. As the agenda for the Spring 2014 ASD became shared with members of the campus it became apparent that the campus yield team was not going to do anything special to address the fact that we had just recently (Fall 2013) had a major racial incident which harmed the Black community at SJSU. Nor was there going to be space to address the concerns of Black families who had spent an entire Fall 2013, Winter 2014 and Spring 2014 reading articles and watching various news reports and hearing stories (including those posted and shared via various social media posts from SJSU Black Students) regarding the harassment and hazing of a Black student in campus living and the apparent suicide of another black student in campus living that same semester. Additionally SJSU Black students were sharing their own accounts of racial intolerance at SJSU, and Black student organizations were not going to participate in ASD (no Black Student Union, no Black Greek organizations, etc.).

That being the situation the African American/Black Task Force stepped in to host special interest sessions for prospective Black students and their families during ASD and eventually Frosh/Transfer Orientations due to the same lack of attention to the Fall 2013 issues and incidents to assure families that SJSU was first of all a safe place for Black students to attend, second to demonstrate and explain what support for Black students would look like on our

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.

Using Frosh First Year Retention to Gauge the Effectiveness of Task Force Campus Climate Intervention

During Spring semester 2015 the Task Force hosted its first BlackForward Leadership retreat. Out of that retreat was created a “Black Agenda” or blueprint for programs and services to be implemented for AY 2015-16 aimed at Black students. The first item on the agenda was the Fall 2015 Black Student Welcome. In an effort to gauge the overall effectiveness of the programming efforts of the task force we looked at data from the campus’ Office of Institutional Effectiveness and Analytics located at: <http://www.iea.sjsu.edu/> (Retention/Graduation Tab - University Totals) to determine if freshmen retention was impacted by the totality of the programming for AY 15-16.

The First Year Retention Analysis: First-Time Freshmen report list first year retention rates for freshmen. We focused on differences in first-year retention between the fall 2014 cohort of freshmen and fall 2015 cohort (as currently the Fall 2016 cohort is in their first year as of this report) given that AY ‘15-16 freshmen were the first group of frosh to experience task force programming resulting from the retreat agenda. The chart below summarizes the first year retention data obtained from the report. This data only pertains to domestic students.

<http://www.iea.sjsu.edu/>(Retention/Graduation Tab)

	<u>FALL 2014</u>	<u>FALL 2015</u>	<u>net +/-</u>
SJSU	86.10%	86.80%	0.70
Am Id	100%	100%	-
Black	80%	84.8%	4.80
Asian	91.8%	92.2%	0.40
Pac Is	65%	100%	35.00
Hisp	80.5%	80.6%	0.10
White	84.9%	85.8%	0.90

The first year retention of Black freshmen for Fall 2015 increased almost 5% over that of its Fall 2014 counterpart! With the exception of the Pacific Island freshmen, the percentage increase in first-time retention of Black frosh outpaced all other ethnic groups over that same time period, including the overall campus increase which was a net .6%. With respect to closing the achievement gap the first year “retention gap” between Whites and Blacks between Fall 2014 and Fall 2015 has essentially gone from 4.9 % to 1.0%; between Asians and Blacks that same

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-by Ethnicity) figures 1-3 below were constructed. Figure 1 compares 1st year retention rates of SJSU Black frosh cohorts with overall frosh cohorts from the Fall 12, 13,14 and 15 semesters. Figure 2 demonstrates the downward trend of the first year retention rate for Black frosh from Fall 12 to Fall 14 and the upward turn commencing Fall 15. Figure 3 illustrates progress towards closing the first year retention gap which exist between Black frosh and the campus frosh overall.

Figure 1

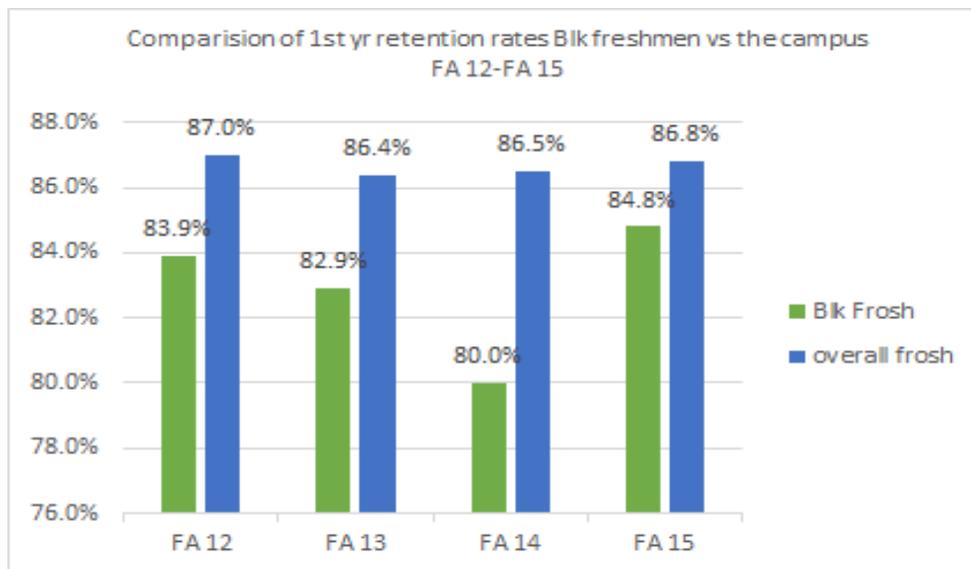


Figure 2

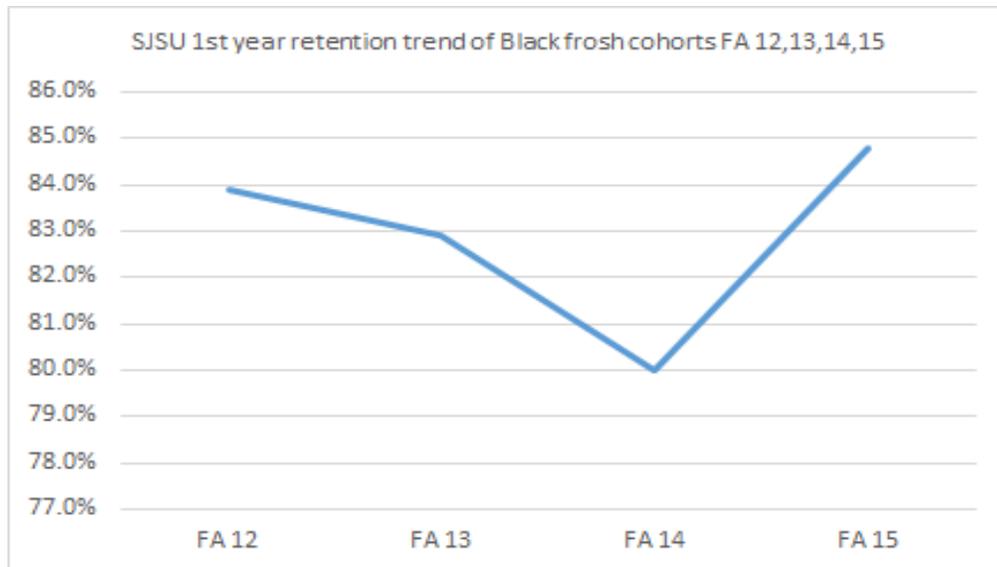
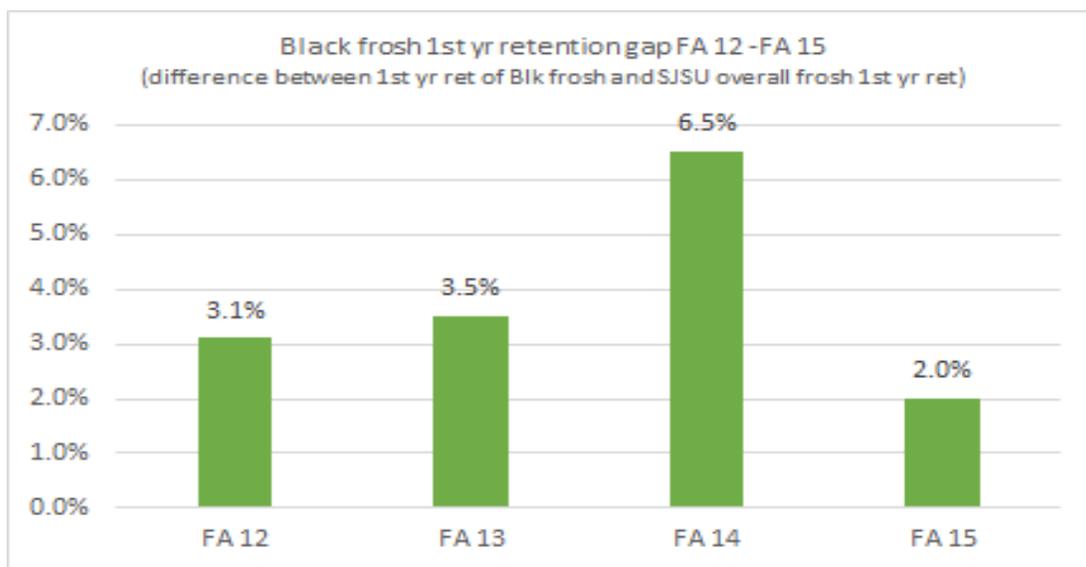


Figure 3



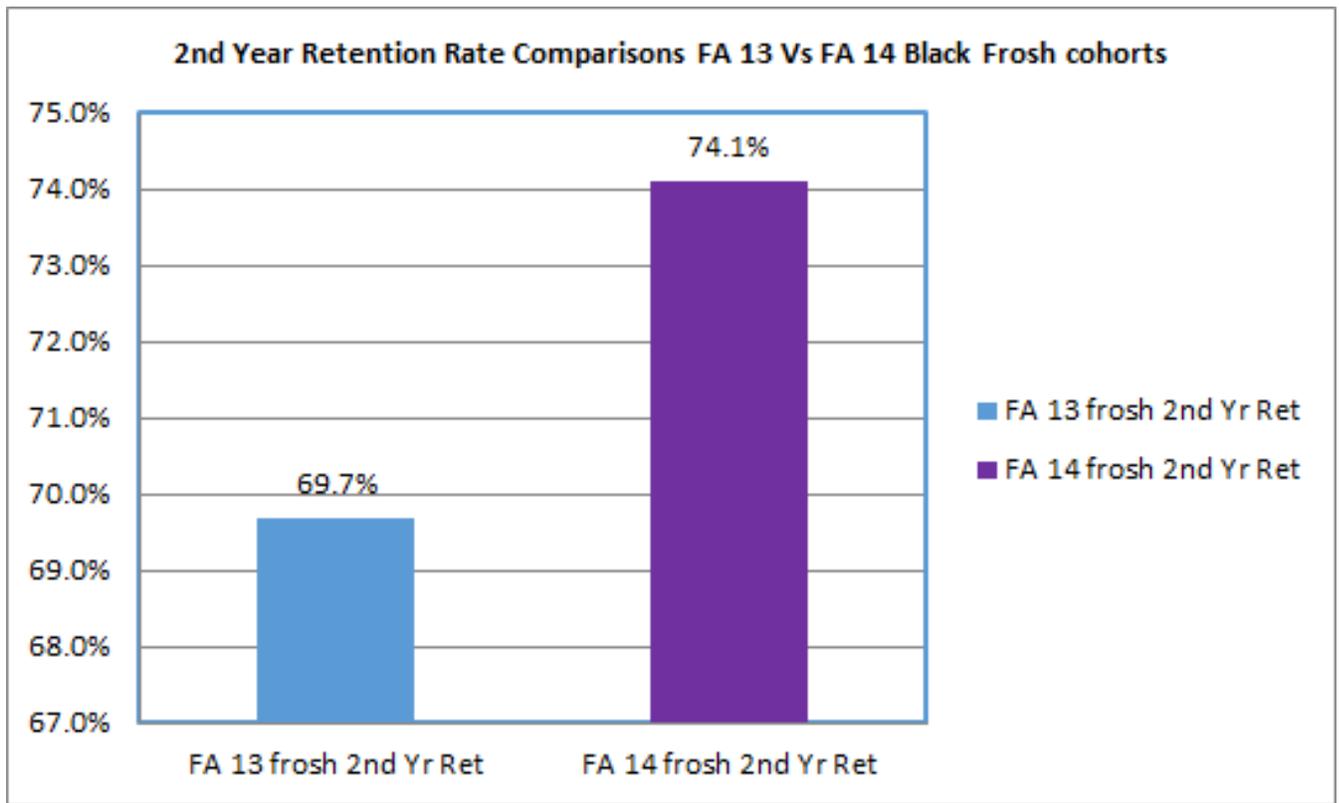
Further data reveal that not only have the Black frosh cohort of Fall 15 persisted beyond their first year at a higher rate than their Fall 14, 13 and 12 counterparts but are to date the Black frosh cohort with the highest first year retention of all previously recorded classes dating back to 1997 even as the campus first year retention rate for overall frosh still continues to reach towards its peak of 87.2% from the Fall 10 and Fall 12 semesters (see appendix pg.27). Chart 1 below is a partial reconstruction of the campus record per Office of Institutional E & A.

Chart 1-First Year Retention Rates (Black Frosh vs Overall Campus F05-F15 (source SJSU Office of Institutional Effectiveness and Analytics website)

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.

Figure 4



To better illustrate the comparison between the retention rates of the Fall 13 and Fall 14 frosh class cohorts Figure 5 compares both the first year and second year retention rates respectively. Data shows that even though the Fa13 cohort had superior 1st yr retention by almost 3%, the 2nd yr retention of the Fa 14 cohort was greater by almost 5 percent. In other words the F14 frosh overtook the 1st yr advantage of the F13 1st yr retention rate and exceeded FA13's 2nd yr retention rate.

Figure 5-comparison of first year and second year retention rates FA 13 vs FA 14 Blk Frosh

African American/Black Task Force for Black Student Success Academic Support Programming Aimed at Closing the Achievement Gap

The African American/Black Task Force for Black Student Success membership is comprised of a large cohort of academic advising and academic support professionals. Most campus Student Success and Advising centers are represented (AARS, ACCESS, CASA, Jack Holland Business Student Success Center, Humanities and the Arts) in its membership. As such, much of the intrusive academic interventions for both Task Forces was implemented by the Academic Success Team of the African American/Black Task Force, Academic Advising and Retention Services (AARS) and the CASA Student Success Center staff. Additionally due to the programing priorities of both Task Forces the Student Success Interns were divided (5 Black/2 Latino) in a way that left the bulk of the implementation of the daily study halls and night time community study nights to the African American/Black Task Force Student Success Interns for

AY 16-17. Below are descriptions of the interventions for both groups as implemented by the African American/Black Task Force. The data provided will be outcomes for both Black and Latino students.

Phase 1: Targeting Low Hanging Fruit First-Remediation

Intervening to facilitate students in remediation with remediating within their first year (creating a “repeat” option) with the Evergreen Valley College Partnership

Towards the end of the Fall 2013, the African American/Black Task Force suggested that the graduation achievement gap is actually made up of a series of gaps and holes in the system in which students hemorrhage out of the university, beginning with remediation. Students in remediation must remediate within one year after enrolling at SJSU. Prior to 2011 the university used to have a “repeat opportunity” in the form of a class for students that did not pass their first semester remedial English or Math course. Due to budget cuts the university ceased providing such opportunity to those who did not pass their first semester of remedial English or Math, leaving those students to fend for themselves. Since the African American/Black Task Force possesses a contingent of some of the best and senior academic advisors on campus, the academic advising “brain trust” met with the Provost of SJSU and the Provost of Evergreen to recommend that Evergreen provide the repeat opportunity for SJSU students at SJSU, and Dr. Junn worked with the Evergreen Provost to have the courses offered at the SJSU campus. The College of Science course, Science 90, was offered as a means to keep remedial students on track due to its weekly peer advising and study/study skill components, and thus an alternative repeat opportunity was born. Since this opportunity has been available, hundreds of students have had the opportunity to “repeat” their attempt at remediation.

Outcomes/Results of Intervention Phase 1

Data supplied by the Developmental Studies Coordinator is below. It reports the number of students that enrolled in the “repeat option” courses as well as the number that passed. These numbers represent all students and are not broken out by ethnicity. The reports of the numbers are from Spring 2014 to Summer 2016. Essentially the outcome is of all students who benefitted as a result of the intervention of the African American Task Force for Black Student Success with respect to the development of a “repeat option” for those who failed to make progress towards remediation after their first semester.

Spring 2014:

28 enrolled in English 104

20 passed

Spring 2015:

30 enrolled in English 104

21 passed

29 enrolled in Math 13

23 passed

Summer 2015:

27 enrolled in English 104

18 passed

37 enrolled in Math 13

33 passed

Spring 2016:

27 enrolled in English 104

18 passed

40 enrolled in Math 13

24 passed

Summer 2016:

14 enrolled in English 104

10 passed

17 enrolled in Math 13

12 passed

Phase 2: 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

staff contribution to the center. Once the pieces were assembled, the RSC was ready for operation. This brings us to:

Phase 3: Enacting Intrusive Intervention to facilitate a reduction in the number and percentage of Black and Latinx students academically disqualified from the university

Intervention for Students Placed on Academic Probation

I. Probation Workshops

Partners include: African American/Black Task Force for Student Success Academic Success Team; Academic Advising and Retention Services; College of Applied Sciences and Arts

The African American/Black Task Force Academic Success Team, the Under Represented Minority (URM) advising team of Academic Advising and Retention Services and advisors from the CASA Student Success Center teamed up to produce and participate in probation outreach to students on academic probation from the following demographics, regardless of college affiliation, as listed with the university as: Black, Hispanic, Hawaiian and Native American. Students were contacted via MySJSU and/or email to attend mandatory probation workshops in which the concepts of university probation and disqualification are introduced, probation holds which are to be placed are explained and probation protocols are discussed so that students understand what is required in order to have their probation hold suspended or lifted in order to register for the following semester. Additionally each student who attended a workshop was individually advised as their intended classes were reviewed by an advisor. Workshops were offered in person and online via WebEx.

II. Day-Time Study Hall

Partners include: African American Task Force for Student Success; Chicana/Latinx Task Force for Student Success; Academic Advising and Retention Services; College of Applied Sciences and Arts

A joint team of task force Student Success Interns and Peer Advisors from both Academic Advising and Retention Services and the CASA Student Success Center form the network of a supervised “study hall” for Black and Latino students on probation (as well as Native American and Hawaiian students, Undeclared majors and recently those majoring in Engineering on probation). Both the Retention Services Center (RSC) and CASA Student Success Center are open for monitored student study: Monday through Thursday, 9:00am-6:00pm and Friday, 9:00am-3:00pm. Students are generally required to commit six hours per week to monitored study hall while on probation.

III. Peer Mentoring

Partners include: African American Task Force for Student Success (Student Success Interns); Chicana/Latinx Task Force for Student Success (Student Success Interns); Academic Advising and Retention Services (Peer Advisors)

A joint team of Task Force Student Success Interns and Peer Advisors from Academic Advising and Retention Services form the network of a peer mentors for Black and Latino students on probation (as well as Native American and Hawaiian students and recently those majoring in Engineering on probation). Students meet periodically with peers to discuss such issues and behaviors which lead to them being placed on probation, ways to strategize beyond the circumstances which caused them to be placed on probation and referrals to appropriate resources going forward.

IV. Creating a Culture of Study: Community Study Nights

Partners include: African American Task Force for Student Success (Student Success Interns and African American/Black Task Force Academic Success Team); Academic Advising and Retention Services (Peer Advisors) and CASA Student Success Center with contributing funding from the Chicax/Latinx Task Force for Student Success

Community Study Night sessions are held in the Retention Services Center from 6:00pm-10:30pm. These evenings include dinner and snacks for participants. The Community Study Nights are jointly funded by both the African American/Black and Chicax/Latinx Task Forces and staffed mainly by Student Support Interns and by the African American/Black Academic Success Team. The Study Nights are 2 weeks during midterms and 2 weeks for finals exam preparation. Community Study Nights are collaborative effort by the Task Forces, AARS and CASA with each providing advising throughout the evening as requested. Fall semester (2016) the College of Social Sciences was present in the form of faculty advisors from the Psychology department who were on hand nightly. Included in the outreach for study nights were Pacific Island students and Native American students. Other SJSU students outside of the targeted demographics were welcomed to attend and did participate.

Phase 3 Strategy: Connecting Students with Advising Resources and Information about Support Resource Programs

A. Connecting Students with Resources and Information

I. Diversity Advising and Resource Information Fair

Each semester the joint Task Forces have funded in conjunction with Academic Advising and Retention Services an Advising and Resource Fair prior to registration. The (GE) Academic Advising office (aka AARS), Colleges of Social Sciences, Applied Sciences and Arts, Business, Humanities and the Arts, and Science along with a host and variety of academic and Student Affairs support units were present at this event which host approximately 230-259 students over a four hour period.

II. Graduate School Information Workshops

The African American/Black Task Force partners with the College of Applied Sciences and Arts to produce a graduate school information workshop each semester for students interested in attending graduate/professional school.

Phase 4 Strategies: Intellectual Engagement (Faculty Led Programs)

A. Broadening horizons and motivations (Faculty Led Programs: Afam 196/180 and Alternative Spring Break 2017)

Partners: Office of the Vice President of Student Affairs, Financial Aid Office and College of Social Sciences African American Studies Department

During the summer of 2016, the African American/Black Task Force partnered with the College of Social Sciences to develop a faculty led summer program to Cuba. The African American/Black Task Force took 10 Black and Latino students to Cuba for two weeks of academic study and research. For most it was their first travel abroad and their first study abroad experience. For one student, it was his first time on an airplane. The SJSU Gospel Choir ensemble also performed in Havana. Led by Dr. Cheers and Dr. Ruth Wilson, the students were put through the rigors of undergraduate research.

For Spring Break 2017, the African American/Black Task Force organized an "Alternative Educational Spring Break" to New York/Harlem and Washington, D.C., to visit historical sights, monuments and to tour the new National Museum of African American History and Culture in Washington, D.C. While there, students had the opportunity to meet and interact with congressman and civil rights icon, John Lewis, tour Howard University and have an information session on graduate school studies. Two other significant highlights included a community dinner in Harlem with 2012 SJSU graduate Bayo Junyor. Junyor, a former EOP student, recently received his master's degree in education from NYU. He currently is a middle school science teacher in Brooklyn. In D.C., the students shared a community meal with former SJSU/EOP student and 1983 alum, the Honorable Robert R. Rigsby, currently a judge in the District of Columbia Superior Court. Both Task Forces initiated educational experiences abroad were made possible because of the collaborative spirit and creative efforts of the Office of the Vice President of Student Affairs and the Financial Aid Office. Their efforts facilitated travel, lodging and SJSU paraphernalia for students.

Outcomes/Results of Intellectual Engagement: Faculty Led Program (FLP) Phase 4

In January 2017, two of the students from the Cuba FLP were selected to present their Cuba research with Dr. Cheers at the 2017 Hawaii International Conference on Education. Their session was packed with students, professors and university administrators. During Alternative Spring Break, three of the Cuba students presented their research at Satellite Academy High School in Manhattan. They were invited to the alternative high school by principal Steve Zabadia. Zabadia was one of the administrators who attended the Hawaii Education Conference.

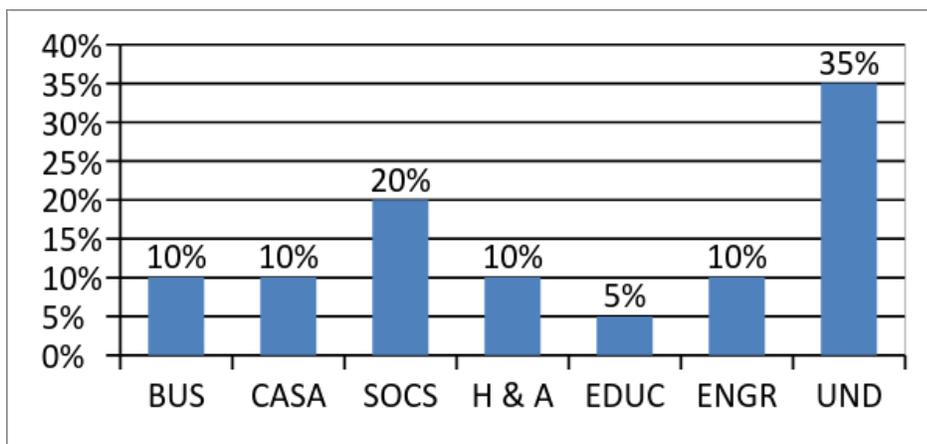
Outcomes/Results of African American/Black Task Force for Black Student Success Academic Interventions Phases 2 and 3

When the task force initially began its work in Fall 2013 data gleaned from the campus academic standing report issued by the Registrar's office showed that 34% of all students academically disqualified from SJSU were Undeclared. Further examination of the data revealed that 35% of all Black students being dismissed from the university were coming out of undeclared as were 31% of all Hispanic students dismissed from SJSU. In a meeting between the Task Force and

the Provost, the Task Force argued that if the spigot of students hemorrhaging out of the university from undeclared could be turned off it would significantly impact the retention of Black and Hispanic students positively since combined they were the majority of those dismissed within the undeclared population; thus it was agreed that the African American/Black Task Force for Black Student Success Academic Success Team would initially focus on the entire undeclared population on academic probation in concert with AARS in an attempt to reduce the numbers of these students dismissed from SJSU due to poor academic performance thereby bringing us one step closer to closing the achievement gap.

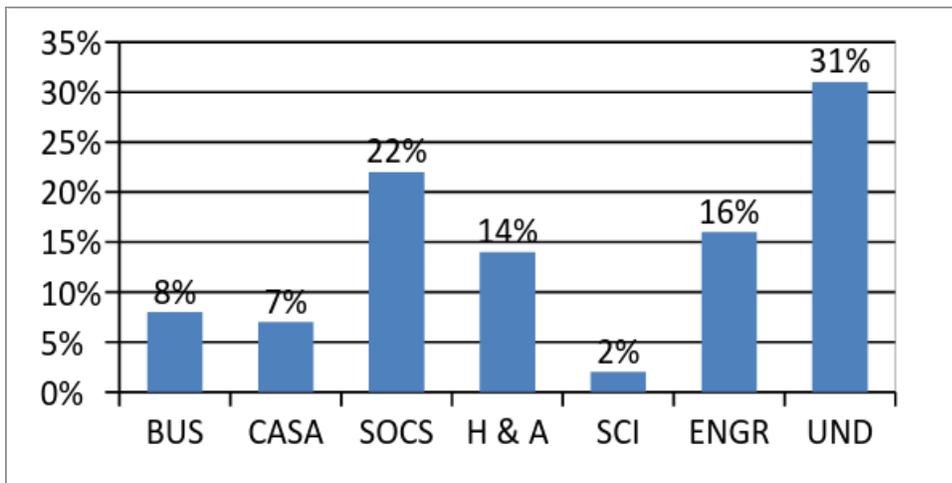
The Provost garnered the cooperation of the College of Science and the Associate Vice President of Student Academic Success Services to work together to utilize a course developed for the College of Science to improve retention of students on probation (Science 90). The African American/Black Task Force Academic Success Team Advisors then conducted mandatory probation and advising workshops, made sure the students registered in appropriate course including Science 90, taught the Science 90 academic success course, then did appropriate follow up. The AARS and CASA Success Center staffs conducted follow up mentoring with the students with support from the Student Support Interns of the Task Forces. The results are represented in the graphs below. Figures 2a and 2b show the percent dismissed from San Jose State due to poor academic performance for Black students (Figure 2a) and Hispanic students (Figure 2b) after Fall 2013.

Figure 2a



Fall 2013 Academic Standing report % Black students dismissed from SJSU by college

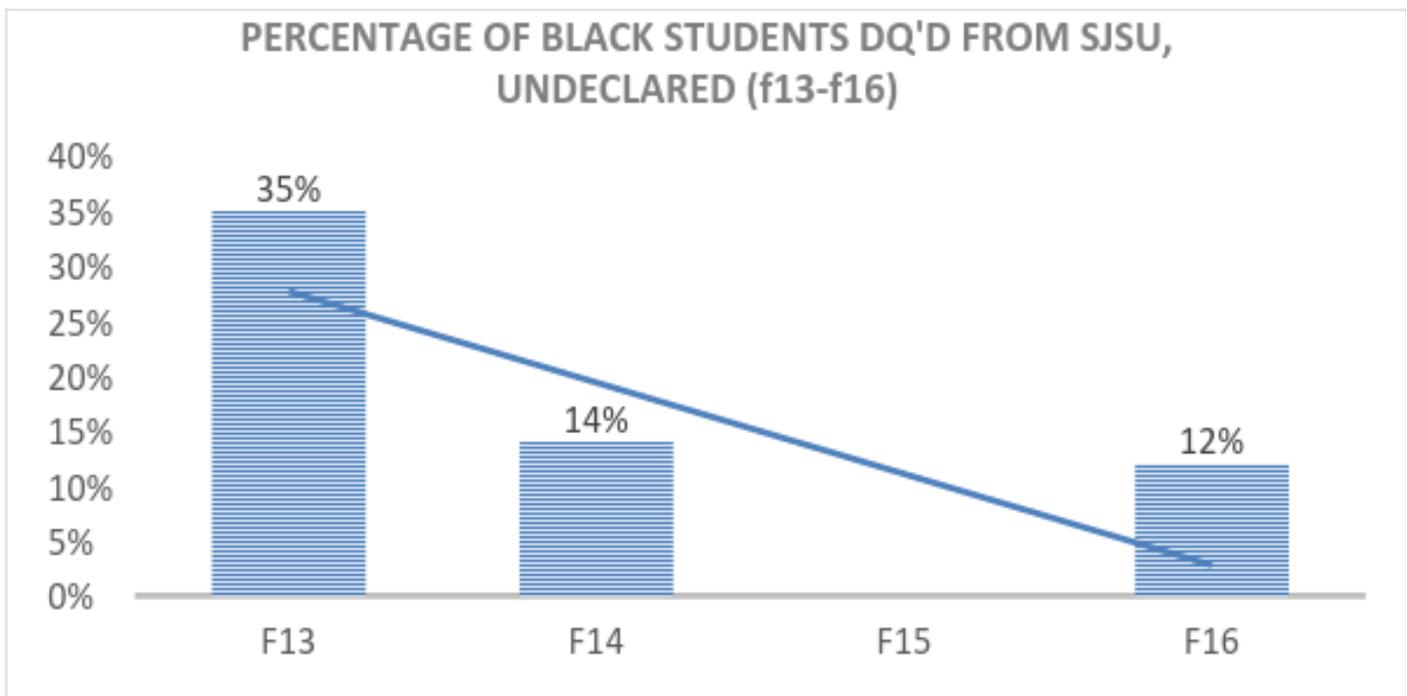
Figure 2b



Fall 2013 Academic Standing report % Hispanic students dismissed from SJSU by college

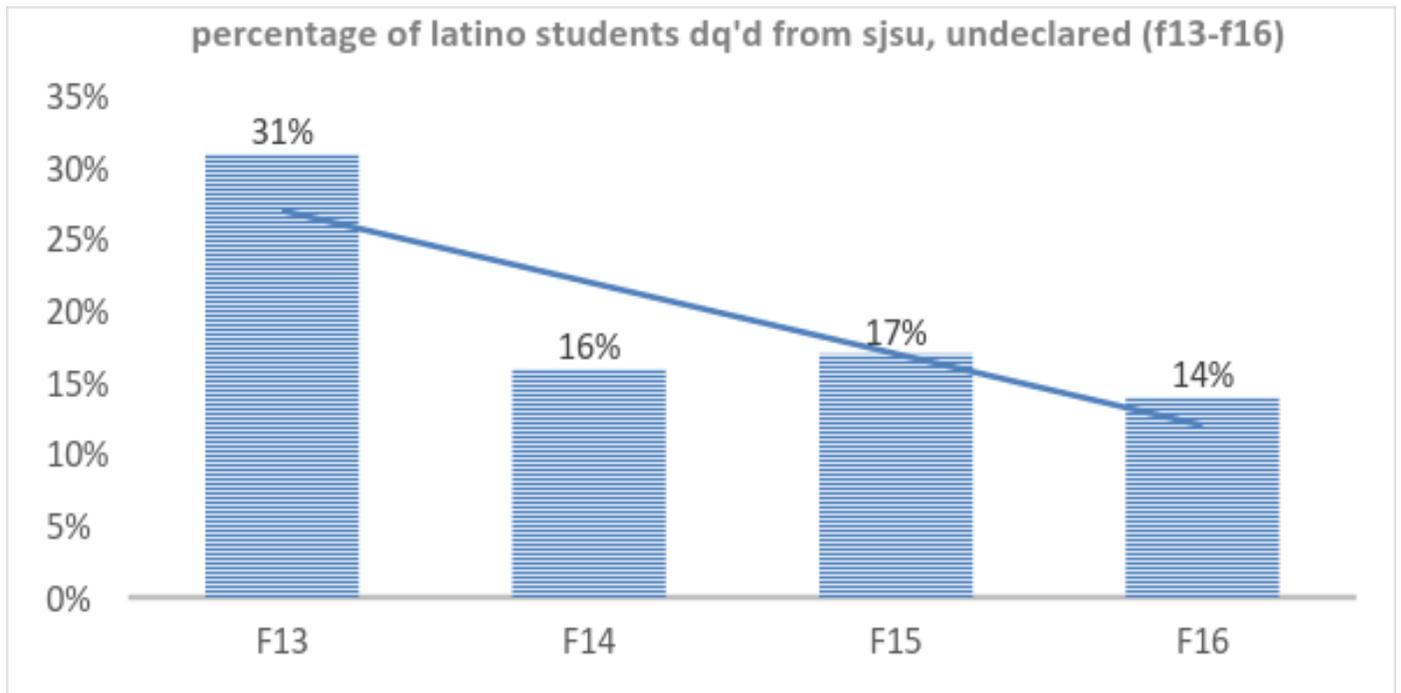
The graphs below (Figures 3a and 3b) demonstrate the progress made by the task force with respect to its intervention of Black and Hispanic students on probation of the undeclared population between Fall 2013 to Fall 2016. Figure 3a shows a definite trend downward as the percentage of Black students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

Figure 3a



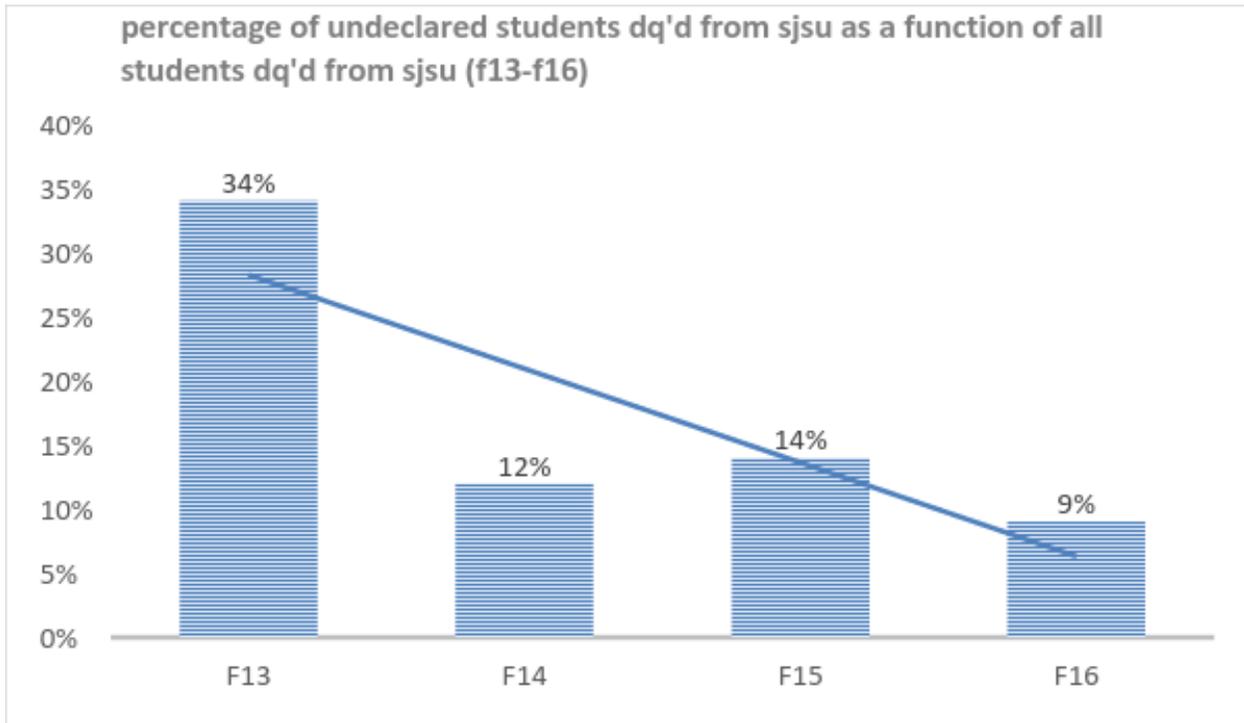
Likewise the results are mirrored in Figure 3b for the Hispanic student population within undeclared as there has been definite trend downward as the percentage of Hispanic students dismissed from the university within undeclared has fallen to 14% as of the Fall 2016 Registrar's academic standing report.

Figure 3b



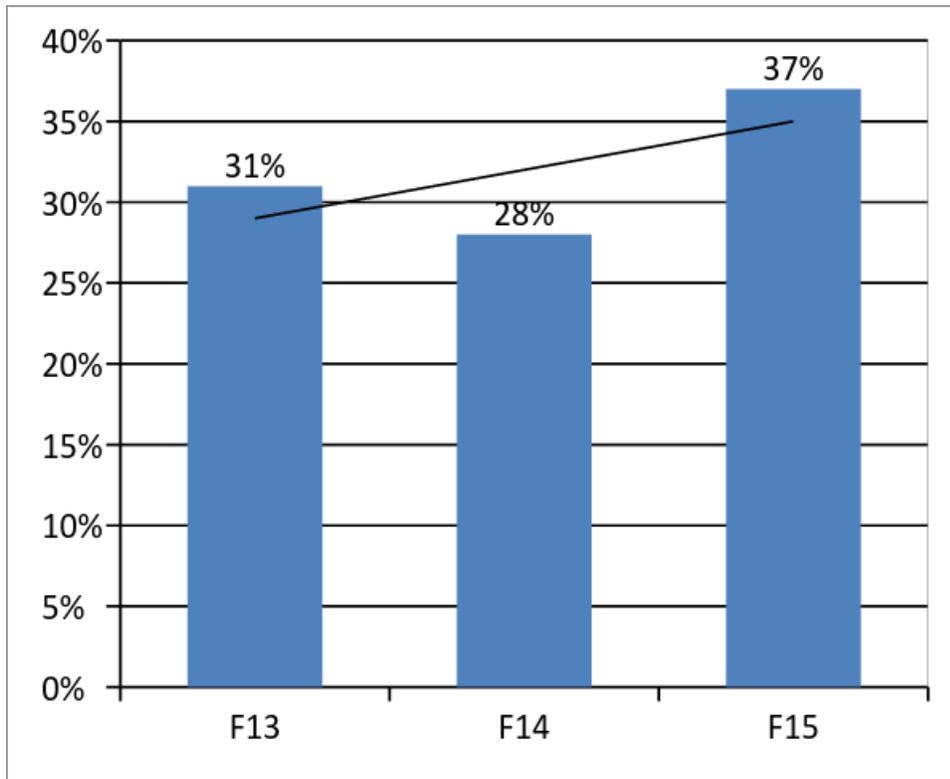
Overall the retention benefit to the entire undeclared population has been tremendous as the percentage of undeclared students dismissed from the university for poor academic performance has dropped from 34% in Fall 2013 to 9% for Fall 2016 (see Figure 4a).

Figure 4a



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. Figure 4b illustrates the dismissal trend upward of Hispanics within the SJSU community going from 31% of all those dismissed from the university after Fall 2013 to 37% as of Fall 2015.

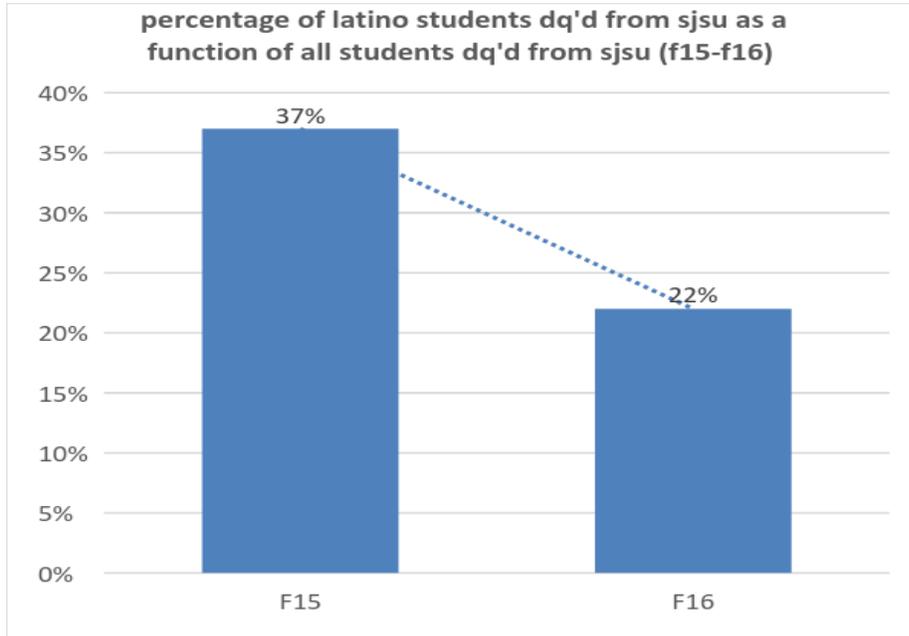
Figure 4b



% students dismissed from SJSU as a function of all students, Hispanic student population

After a review of the data the African American/Black Task Force Academic Success Team called an “all hands on deck” and partnered again with AARS, CASA, the Taskforce Student Success Interns and the AARS Peer Advisors. This time a similar strategy to that which had been used for undeclared and CASA students was applied across the board regardless of major. All Black and Hispanic students on probation for Fall 2016 were contacted and mandatory probation workshops were conducted resulting in each student being advised into appropriate course loads and courses. Required study sessions were implemented and students were assigned to see peer mentors or student support interns for periodic check-ins. Additionally grade reports were required of students prior to Spring 2017 registration. The results are demonstrated in the graph below for Hispanic students in figure 5.

Figure 5



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

Closing the Dismissal Gap: A step in the right direction toward closing the “Achievement Gap”

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 Figs 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.

Figure 6a Fall 2015 Academic Dismissal from SJSU, Students by Ethnicity by percent

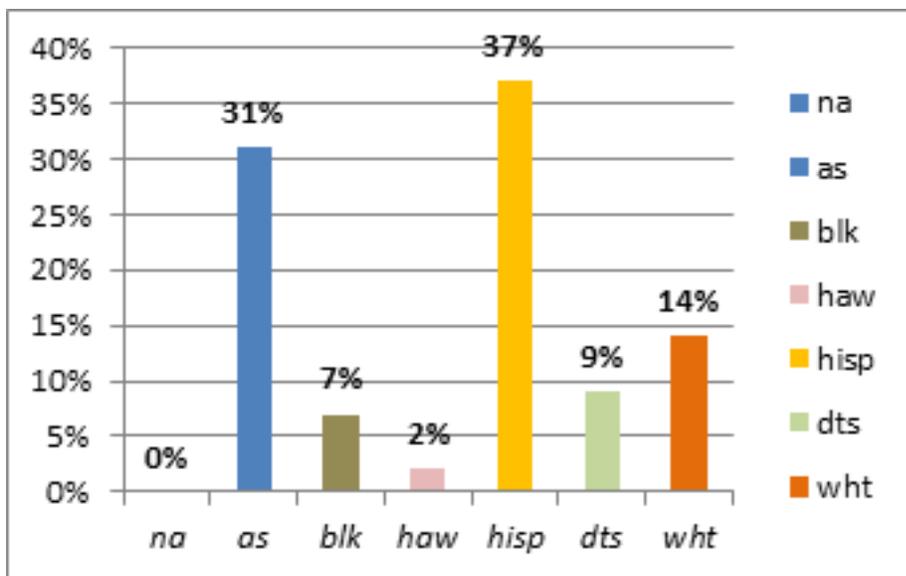
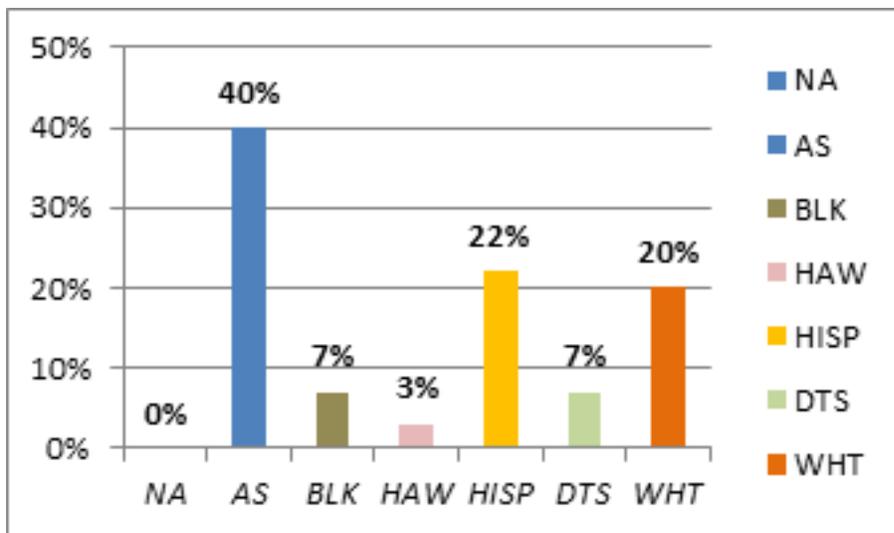


Figure 6b Fall 2016 Academic Dismissal from SJSU, Students by Ethnicity by percent after intervention

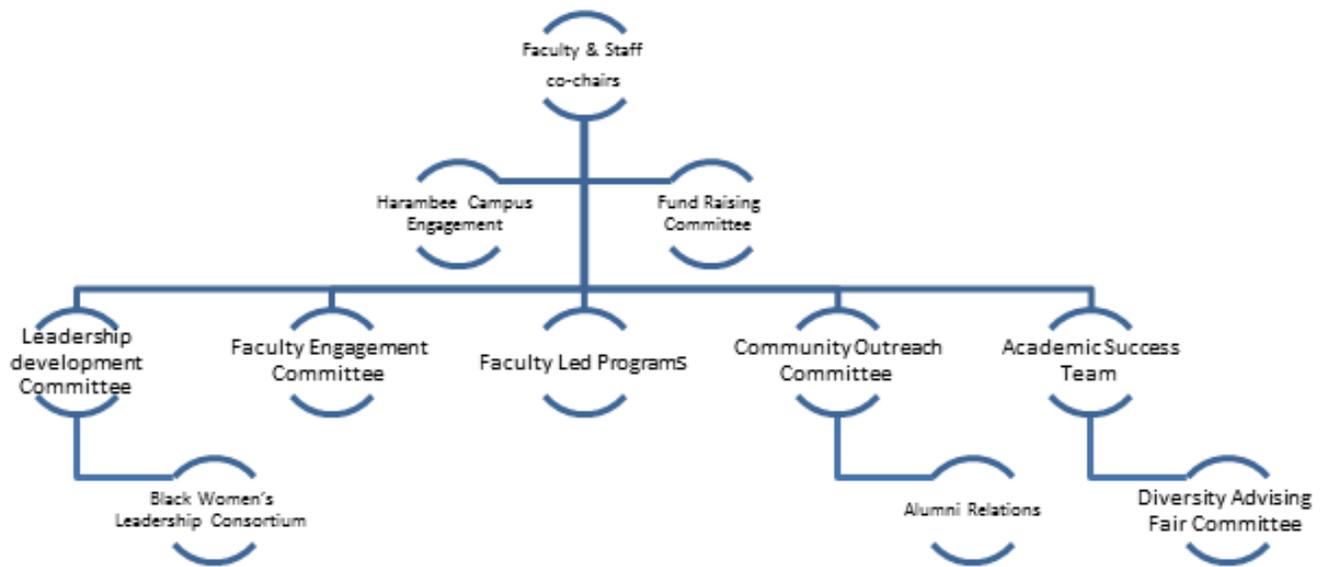


For the Spring 2017 semester the team has employed the same strategy and we await the results. As the Task Force winds down we pass this part of the work to Academic Advising and Retention Services (AARS) to continue through its Retention Services Center and recommend that AARS be adequately resourced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

Appendix

African American / Black Taskforce for Black Student Success Organization Chart

San Jose State University Sp 2013-Sp 2017



Traditional Approach
1st Year Retention Analysis: First-Time Freshman
University Total, CA Resident, Non-Res Domestic, Nr International

Note: Student's residence status was assigned for fee purposes.

	Cohort Semester																			UnderRepresented Minority Resident Status Full-time/Part-time
	Fall 1997	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	
Number Entering	2,139	2,096	2,388	2,583	2,768	2,720	1,980	2,394	2,554	2,728	3,276	3,598	2,764	2,761	3,947	3,384	3,736	3,486	3,461	0
Overall Rate	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%	79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	/0
Female	81.6%	78.2%	77.3%	78.4%	81.6%	80.2%	82.4%	81.3%	81.9%	82.2%	80.4%	82.4%	85.2%	88.6%	82.6%	88.1%	86.8%	86.9%	87.6%	/0
Male	75.4%	74.8%	71.9%	73.0%	78.5%	75.0%	78.4%	79.1%	76.9%	75.7%	78.1%	77.3%	83.2%	85.6%	83.3%	86.0%	86.1%	85.3%	86.1%	/0
Total	78.4%	76.4%	74.5%	75.5%	79.9%	77.2%	80.4%	80.2%	79.4%	79.1%	79.3%	79.8%	84.2%	87.1%	82.9%	87.0%	86.4%	86.1%	86.8%	/0
AmInd	Female	83.3%	100.0%	87.5%	77.8%	100.0%	100.0%	50.0%	75.0%	80.0%	100.0%	63.6%	60.0%	100.0%	100.0%	100.0%	75.0%	50.0%	100.0%	100.0%
	Male	75.0%	62.5%	66.7%	66.7%	75.0%	70.0%	100.0%	0.0%	50.0%	44.4%	71.4%	100.0%	100.0%	100.0%	100.0%	33.3%	100.0%	100.0%	
	Total	80.0%	76.9%	81.8%	73.3%	87.5%	80.0%	75.0%	54.5%	66.7%	66.7%	76.5%	100.0%	100.0%	100.0%	80.0%	40.0%	100.0%	100.0%	
Black	Female	72.3%	82.4%	65.8%	74.4%	78.0%	81.8%	80.0%	81.5%	80.6%	75.2%	72.7%	73.8%	73.1%	90.7%	80.5%	83.9%	78.8%	80.5%	87.0%
	Male	73.3%	57.3%	73.6%	69.4%	65.1%	63.3%	78.4%	66.7%	64.6%	71.0%	65.9%	74.2%	69.1%	74.1%	74.2%	83.9%	86.0%	79.2%	81.8%
	Total	72.8%	69.2%	69.7%	72.2%	71.5%	70.8%	79.2%	74.2%	73.0%	73.4%	69.4%	74.0%	71.2%	81.4%	77.8%	83.9%	82.9%	80.0%	84.8%
Asian	Female	85.0%	82.0%	82.8%	78.5%	86.7%	81.0%	85.4%	83.0%	86.4%	84.6%	86.1%	86.3%	89.7%	92.8%	89.6%	91.7%	92.8%	93.5%	93.0%
	Male	79.7%	77.8%	73.6%	75.0%	82.7%	79.9%	80.7%	84.7%	84.6%	80.4%	84.4%	82.2%	86.7%	91.0%	89.0%	91.6%	91.8%	90.4%	91.4%
	Total	82.1%	79.8%	77.6%	76.5%	84.5%	80.4%	82.9%	83.9%	85.5%	82.4%	85.2%	84.1%	88.1%	91.9%	89.3%	91.6%	92.3%	91.8%	92.2%
PacIsl	Female	71.4%	100.0%	50.0%	71.4%	85.7%	72.7%	90.9%	78.6%	66.7%	85.0%	72.7%	81.8%	100.0%	100.0%	66.7%	100.0%	100.0%	100.0%	100.0%
	Male	75.0%	100.0%	73.3%	77.8%	80.0%	70.0%	45.5%	75.0%	33.3%	87.5%	46.4%	43.8%	75.0%	77.8%	73.3%	75.0%	76.9%	41.7%	100.0%
	Total	73.3%	100.0%	63.0%	75.0%	82.4%	71.4%	68.2%	76.7%	51.5%	86.1%	58.0%	65.8%	83.3%	87.5%	70.8%	86.7%	85.7%	65.0%	100.0%
Hisp	Female	79.1%	72.4%	70.6%	82.9%	76.4%	76.3%	79.4%	76.7%	75.0%	76.9%	76.3%	78.6%	79.2%	84.9%	76.8%	85.1%	82.8%	82.6%	83.7%
	Male	68.4%	73.9%	75.4%	67.9%	77.6%	72.8%	78.2%	70.4%	71.8%	72.3%	69.0%	71.3%	77.0%	82.6%	76.8%	81.9%	82.0%	78.1%	77.1%
	Total	74.8%	73.1%	72.7%	75.8%	77.0%	74.6%	78.9%	73.8%	73.6%	74.9%	73.0%	75.5%	78.3%	83.9%	76.8%	83.6%	82.4%	80.5%	80.6%
White	Female	80.6%	78.8%	77.4%	79.6%	77.0%	81.9%	83.1%	85.0%	83.4%	83.2%	81.4%	81.6%	86.6%	87.5%	81.6%	87.1%	84.4%	82.7%	85.4%
	Male	76.5%	70.2%	68.4%	70.9%	72.0%	73.6%	78.2%	79.2%	75.7%	72.2%	82.8%	77.2%	83.9%	84.1%	82.8%	82.9%	80.9%	86.6%	86.0%
	Total	78.5%	74.4%	72.9%	74.7%	74.3%	77.3%	80.7%	81.8%	79.5%	77.9%	82.1%	79.4%	85.3%	85.7%	82.2%	84.7%	82.4%	84.9%	85.8%
Foreign	Female	78.9%	64.7%	87.0%	82.6%	50.0%	80.0%	76.1%	73.1%	70.8%	85.2%	72.5%	75.9%	85.3%	78.3%	85.7%	86.0%	86.2%	85.4%	84.3%
	Male	57.5%	93.8%	62.1%	77.8%	69.6%	76.5%	78.9%	78.8%	77.4%	77.3%	73.3%	85.3%	96.7%	76.7%	96.8%	68.4%	85.6%	84.2%	87.7%
	Total	64.4%	78.8%	73.1%	80.0%	60.5%	78.6%	77.4%	76.3%	74.5%	81.6%	72.9%	81.0%	90.6%	77.3%	90.4%	76.6%	85.8%	84.7%	86.2%
Other	Female	84.9%	70.5%	76.9%	70.0%	83.6%	79.4%	80.4%	78.0%	79.8%	88.0%	77.6%	91.9%	87.6%	86.2%	77.6%	87.2%	83.9%	86.0%	84.5%
	Male	72.9%	79.8%	68.1%	75.0%	80.0%	71.8%	73.6%	85.7%	70.1%	79.2%	77.2%	71.1%	84.4%	84.8%	80.1%	83.7%	82.8%	86.9%	88.4%
	Total	78.2%	75.6%	72.2%	72.8%	81.5%	75.2%	76.8%	81.7%	75.2%	84.4%	77.4%	82.0%	86.2%	85.6%	78.9%	85.5%	83.3%	86.5%	86.8%

African American/Black Task Force for Black Student Success Chairs

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Michael Randle

Harambee Committee

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

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Dr. Lynda Heiden

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Dr. Monica Allen

Dr. Ruth Wilson

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Dr. Altovise Rogers

Dr. Emily Bruce

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Francisco Castillo

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Gisela Gray-Peoples

Jahmal Williams

Michelle Randle

Joshua Kas-Osoka

Christiana Cobb

Felicia McKee

Sharon Thompson

Francis Howard

Natina Gurley

Deanna Peck

Roger Elrod

Hyon Chu Yi-Baker

Romando Nash

Karisman Roberts-Douglass

Marian Yao

Aaron Miller

Special Thanks to our Collaborative Partners

Administrative Partners

President, San Jose State University - Dr. Mary Papazian

Dr. Ellen Junn - Former Provost now President CSU Stanislaus

Provost-Dr. Andy Feinstein

Vice President, Student Affairs - Dr. Reginald Blaylock

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

Colleges/Academic and Student Affairs Support Units

Student and Faculty Success (formerly Student Academic Success Services)

College of Science

College of Social Sciences

College of Applied Sciences and Arts

School of Journalism and Mass Communications

African American Studies Dept., SJSU

Academic Advising and Retention Services

CASA Student Success Center

ACCESS Student Success Center

Transition and Retention Services

Financial Aid Office

MOSAIC Cross Cultural Center

Administrative Support

Rika Hache, FSF

Anna Wisholek, EOP

Iris Smith, combined Task Forces

Melanie Schlitzkus, Provost Office

Community Partners

Wanda Hendrix, Alumni

Milan Balinton, Alumni/Director, African American Community Service Agency

Rev. Jeff Moore, Leon Beauchman, Wilbur Jackson - Black Leadership Kitchen Cabinet

Virginia Roberts, Alumni/SJSJ Gospel Choir Director Emeritus

Shelene Huey-Booker, Gospel Choir Director

Virginia Jones, Wil Cason, Andre Chapman, Helen Curtis - Unity Care Group

Chief Peter Decena, University Police Department

Chief Edgardo Garcia, San Jose City Police Department

Dave Diggs, Barbers, Inc.

Pastor Tony Williams, Ben Guerrero, Steve Pinkston, Janice Charles Maranatha Christian Center

Rev. Oscar Dace, Sean Gardere, Bible Way Christian Center

Rev. Jason Reynolds, Emmanuel Baptist Church

Rev. Fannie Davis, Antioch Baptist Church

Rev. John Erwin, Bethesda Church of God in Christ

Vendors

Back A Yard Caribbean Grill

Jon Jon's BBQ

Walia Ethiopian Cuisine

Charlie Channel Jazz Band

Shabang Steel Drum Band

Amor Do Samba

Akoma Arts African Arts Center