

Student Affairs: Student Success and Academic Excellence Assessment Report

Beyond institutional retention and graduation dashboards, Student Success and Academic Excellence (SSAE) and the Cultural Academic Resource Centers (CARCs), a subdivision within the Division of Student Affairs, actively collect and analyze student experience data to identify barriers to student success and inform targeted interventions.

Student Needs & Experience Report

For example, during Spring 2026, SSAE/CARC conducted and published the Student Needs and Experience Report, which collected data regarding students' sense of belonging, transition experiences, financial concerns, wellness, educational motivations, and engagement with campus resources. The report was intentionally designed to inform strategic planning, resource allocation, and evidence-based decision-making within Student Affairs and across the university. Findings revealed that 54% of students reported feeling out of place, awkward, or alone during their first weeks of college, while only 14% reported experiencing an immediate sense of belonging. These findings highlighted the importance of early engagement and connection in supporting student persistence and success.

In response, the Cultural Academic Resource Centers implemented a high-engagement model focused on the first six weeks of the semester, increasing intentional outreach, programming, and student touchpoints designed to foster belonging and connection during a critical period in students' transition to the university. This represents a direct example of student experience data informing programmatic intervention.

Because the CARCs encompass centers serving diverse student communities—including the APIDA Center, Dreamer Resource Center, Esak'timá Center, Martin Luther King Jr. Center, PRIDE Center, Veterans Success Center, Women's Resource Center, El Centro Serna, SWANA Center, and other affiliated programs the Student Needs and Experience Report provided valuable insights into the experiences and needs of multiple student populations. These findings informed the development and enhancement of academic advising, culturally responsive tutoring, peer support, career readiness programming, mental health and wellness initiatives, and faculty mentoring opportunities offered through the centers. SSAE's integrated support model includes partnerships with the Academic Advising Center, Peer Academic and Resource Center (PARC), Career Center, Student Health, Counseling, and Wellness Services, faculty scholars, and university librarians to ensure student support strategies are responsive to identified needs and barriers.

Continuous Improvement and Implementation

The use of data extends beyond individual programs. SSAE's faculty scholars' program, brings together scholar-practitioners to exchange ideas, review evidence-informed and promising practices, and develop strategies that promote educational equity and student success. Through this structure, student experience data, retention and graduation outcomes, and emerging best practices are collectively examined to inform continuous improvement efforts and strengthen institutional responses to student needs.

To ensure that findings informed action at the institutional level, the Division of Student Affairs established a task force in Summer 2026 to review the Student Needs and Experience Report, prioritize recommendations, and identify opportunities for campus-wide implementation. This process demonstrates how Sacramento State uses both student outcomes data and student experience data to guide decision-making, allocate resources, and advance equity, belonging, persistence, and student success.

Grant Support

The SSAE subdivision is supported by grants from external funding sources to move forward the goals of the unit. Approximately \$2M in grant funding was received and applications totaling \$12M were submitted during the 2025-2026 academic year. Federal funding from the Department of Education funding has been secured to support the following programs during the current self-assessment period: College Assistance Migrant Program (CAMP), High School Equivalency Program (HEP) and Childcare Access Means Parents in School (CCAMPIS) program. Federal funding sources require formative and summative assessments that are meant to continuously assess the performance of the programs and assess yearly outcomes and are reported in the annual performance reports submitted to the Department of Education.

State level funding has been secured by the SSAE unit that shows alignment of state initiatives with student retention and graduation efforts at Sacramento State. The Sacramento K-16 Collaborative awarded Sacramento State a grant to support the Career Ready Veterans project that prepares student veterans for transition to the workforce after graduation. Veterans reported a need for internship and career support in the student needs survey and the grant directly meets this need. The Asian Pacific Promoting Educational Excellence (APPEX) program is supported by a California legislature initiative through the CSU Asian American, Native Hawaiian, and Pacific Islander Student Achievement Program (CSU ASAP). Nutrition, mental health and psychosocial development support will be supported to enhance academic performance and well-being.

Integrated CARC Academic Advisors

Integration of services in the CARCs was a focus of the SSAE unit during the 2025-2026 academic year. Academic Advisors were assigned to the centers providing consistency in the Advisor seen by the students and provides academic advising presence in the CARCs. Advisors support students with the transition to Sacramento State and provide education plans and referrals that support student retention and graduation efforts. Integrated advisors were introduced in September, and their integration has been backed by data that informs continuous improvement, including outreach efforts and service provided to the students. Data is shown below for the number of advising visits booked and completed by the CARC Integrated Advisors, including the number of unique students receiving advising services. Feedback from the Advisors, CARC Staff and students was implemented after the Fall 2025 semester that led to significant growth in service utilization in Spring 2026: 57% increase in total appointments, 58% increase in distinct students served and a 55% increase in drop-in appointments. This serves as an example of the importance of data tracking and utilizing data and feedback to implement changes throughout the academic year.

CARC Integrated Advisor Data: Fall 2025 and Fall 2026

Term	Appointments	Distinct Students	Drop-In
Fall 2025	848	757	113
Spring 2026	1328	1195	175

Cultural Academic Resource Centers (CARC) and Support Programs

APIDA Student Resource Center

The APIDA Center utilizes multiple sources of assessment data, including student utilization dashboards, student needs assessments, post-program evaluation surveys, retention data, and demographic databases, to guide program development, resource allocation, and student support strategies.

Student utilization data indicated significant growth in engagement, increasing from 2,000 visits and 452 distinct students served during Fall 2024–Spring 2025 to 4,040 visits and 1,304 distinct students served during Fall 2025–Spring 2026. Analysis of visitor demographics showed that freshmen and sophomore students represented the majority of APIDA Center participants. As a result, the APIDA Center expanded transition support, first-year engagement initiatives, academic success programming, and community-building opportunities designed to support student persistence and belonging.

Utilization trends also identified Tuesdays and Wednesdays as the highest traffic days throughout the academic year. This information was used to strategically schedule advising services, wellness programming, cultural celebrations, workshops, and student engagement opportunities during peak periods to maximize student participation and access to resources.

The Cultural Academic Resource Center Student Needs and Experience Report identified several priority areas among APIDA students:

- 59.6% identified safe spaces and a sense of belonging as a primary need.
- 56% expressed a desire for increased mental health and wellness resources.
- 53.5% requested social gatherings and community-building opportunities.
- 52.4% identified cultural heritage and history celebrations as important.
- 49.3% requested career and workforce development opportunities.

In response to these findings, the APIDA Center expanded culturally responsive programming, increased mental health and wellness initiatives through Peer Wellness Advocates, strengthened partnerships with Student Health, Counseling and Wellness Services, expanded cultural heritage celebrations, and launched leadership and workforce development opportunities through programs such as the Surrounded by Success Series and the APIDA Student Organization Coalition.

Post-program evaluation surveys demonstrate positive outcomes associated with these targeted interventions:

- 63% of students reported utilizing the APIDA Center to find community and develop a sense of belonging.
- 85% reported feeling connected to and supported by APIDA Center staff and student leaders.
- 93% reported attending at least one APIDA Center event.
- 83% reported increased confidence in navigating campus resources and opportunities.

Additionally, retention analysis found that 94% of students who utilized APIDA Center services during the 2025–2026 academic year remained enrolled for Fall 2026. While additional in-depth analysis is needed to establish causal relationships between APIDA Center engagement and graduation outcomes, these findings suggest that participation in APIDA Center programs and services contributes to student persistence, belonging, and successful navigation of university resources.

These assessment findings directly inform annual planning, partnership development, resource prioritization, and future program implementation. Through ongoing analysis of student outcomes and engagement data, the APIDA Center continues to apply evidence-based practices that advance student success, belonging, wellness, leadership development, and retention.

Asian Pacific Promoting Educational Excellence (APPEX)

The APPEX program exemplifies how Sacramento State not only collects student success data but also leverages data to design and implement targeted, evidence-based interventions that promote first-year student persistence, retention, and ultimately college graduation. Health Sciences emerged as the most popular major university-wide (2,765 students) and was likewise the top major among AAPI students, with 824 declared majors. These data highlight the strong interest AAPI students have in health-related fields and the need for structured, culturally affirming academic pathways early in their undergraduate careers.

Enrollment Dashboard, Spring 2025

Headcount	Race	Top Major
30,164	All students	Health Sciences: 2,765
6,575	AAPI students	Health Sciences: 824

Source: Office of Institutional Research

While these enrollment patterns demonstrate strong AANHPI student interest in health sciences, disaggregated data reveal concerning disparities. Institutional data indicates that AANHPI students experience lower retention rates compared to campus averages, with challenges in STEM gateway courses. Using disaggregated DFW for Academic Years 2023-25 and 2024-25 as shown in Figure 3, our APPEX committee identified a set of high-risk STEM and writing-intensive gateway courses where AAPI students experienced elevated DFW rates.

First-Year Courses with high DFW rates for AAPI students (AY 23 - 24 & 24 - 25)

Course	Asians	PI	Aggregated
ACCY 1 Accounting Fundamentals	21.00%	28.87%	24.94%

CHEM 24 Organic Chem	28.23%	66.65%	47.44%
CHEM 4 Chemical Calculations	29.73%	49.20%	39.47%
MATH 10 Essentials of Algebra	30.15%	55.95%	43.05%
MATH 12 Algebra for STEM	37.50%	60.64%	49.07%
MATH 29 Pre-Calculus	25.90%	49.40%	37.65%
STATS 10A Intro Stats	34.90%	100.00%	67.45%
ENGL 5 Accel Academic Literacies	20.65%	30.20%	25.43%
BIO 25 Human Anatomy+Physio	24.65%	45.00%	34.83%
PHYS 5 Gen Phys-Mech, Heat,Sound	22.45%	50.00%	36.23%

Source: Office of Institutional Research

Analysis of the high DFW (D, F, Withdrawal) rates for the two years above revealed high-impact gateway courses where AAPI students experienced elevated rates of course non-completion. When further disaggregated, the data revealed significant variation within APIDA student populations that would have remained hidden in aggregate reporting. Southeast Asian and Pacific Islander students consistently experienced some of the highest DFW rates among APIDA populations, particularly in mathematics, statistics, chemistry, and other STEM gateway courses.

These findings directly informed the development of the APPEX program, a culturally responsive learning community designed to improve academic success, persistence, and well-being among incoming AANHPI students, *particularly those pursuing or considering careers in the healthcare professions, while addressing documented barriers to persistence*. Guided by the findings from the Student Needs & Experience Report and institutional research, APPEX students will receive integrated wrap-around support that includes targeted academic interventions in identified STEM gateway courses, along with proactive advising, counseling, and student support services designed to address barriers to persistence and achievement. Rather than relying on aggregate outcomes alone, the Student Affairs Division at Sacramento State uses disaggregated data to identify inequities within the APIDA student populations and develop targeted strategies to improve persistence, degree completion, and educational equity.

El Centro Serna Latine Resource Center

El Centro Serna utilizes multiple sources of assessment data, including the Sacramento State Enrollment Dashboard, the Cultural Academic Resource Centers (CARC) Student Needs and

Experience Report, Navigate360 (EAB) student utilization data, and center-specific feedback surveys to guide program development, resource allocation, outreach strategies, and student support initiatives.

Enrollment data indicate that approximately 11,063 Sacramento State students identify as Latine, representing nearly 40% of the university's student population. The data also show that 44% identify as first-generation students, the majority are juniors & seniors (62%), and only 5% are enrolled in graduate programs. These findings have informed El Centro Serna's strategic priorities by increasing graduate school preparation programming, strengthening academic and career development initiatives, and ensuring services are designed to meet the needs of first-generation students while remaining responsive to the scale of the population served.

The CARC Student Needs and Experience Report further guides annual planning by identifying the most pressing needs among Latine students. The report found that:

- 62.3% of students value social gatherings
- 60.4% prioritize mental health and wellness resources, and
- 58.1% seek safe spaces and a sense of belonging.

Additional findings revealed that:

- 73.3% of students want assistance with jobs, internships, or volunteer opportunities,
- 70.5% identified academic advising as a critical support service, and
- 69% identified mental health as an important factor in degree completion.

In response to these findings, El Centro Serna expanded culturally affirming community-building events, including recurring Café y Conversación programs, Comunidad Series workshops, and signature cultural celebrations designed to foster belonging and connection. Mental health programming was strengthened through the addition of a Peer Wellness Advocate and wellness-focused workshops. Career and professional development offerings continue to expand through networking opportunities, internship and scholarship promotion, graduate school preparation workshops, and collaborations with campus and community partners.

The Student Needs and Experience Report also revealed that 63.4% of students had never visited a Cultural Academic Resource Center. This finding directly informed El Centro Serna's decision to prioritize visibility and outreach efforts, including pursuing external building signage, advocating for additional campus wayfinding signage, and expanding tabling and outreach initiatives to increase awareness and utilization.

Navigate360 utilization data has also become another important planning tool. Spring 2026 marked the first semester that El Centro Serna implemented a formalized student check-in process through EAB, documenting 1,794 visits from 718 distinct students. Analysis of visitation patterns identified Wednesdays as the highest traffic day and the hours between 11:00 am and 2:00 pm, particularly Tuesday through Thursday, as peak usage periods. These findings are being used to strategically schedule advising appointments, workshops, and high-demand programming during times when students are most likely to engage with center services.

Student feedback surveys have also informed organizational decision-making. Feedback indicating that students felt a disconnect between the former name "Serna Center" and the Latine community it serves directly contributed to the official transition to "El Centro Serna." Survey results also reinforced the need for stronger campus visibility, supporting ongoing efforts to install external building signage and improve inclusion on university wayfinding systems so that students can more easily locate and access the center.

Collectively, these assessment findings demonstrate that El Centro Serna not only collects student data but also applies evidence to inform programming, outreach, operational planning, and resource allocation.

Eskatima Student Resource Center

The Esak'timá Center utilizes multiple sources of data including the Sacramento State Enrollment Dashboard, EAB to track center utilization, Cultural Academic Resource Center Student Needs & Experience Report, and post-event surveys through Qualtrics to guide and improve our programs and services.

Factors that impact the persistence and retention of Native American and Alaska Native students pursuing higher education are diverse and complex. The data gathered through the Cultural Academic Resource Center Student Needs & Experience Report helped shed light on barriers that can impact the academic and personal success of Native American and Alaska Native students at Sacramento State.

- Only 27.3% of respondents agreed that they saw themselves as part of the campus community
- 64.8% of respondents indicated feeling frequently or occasionally depressed
- Over half of respondents (51.2%) felt out of place/awkward/alone during their first few weeks of college
- Only 16.3% of respondents felt like they belonged immediately during their first few weeks of college
- 11.6% of respondents had indicated connecting with a center or program during their first few weeks of college

These data points highlight the need for increased outreach and visibility, programs and services that impact sense of belonging and foster community building and utilizing approaches that support the holistic wellbeing of Native American and Alaska Native students.

Over the summer and leading into the Fall 2026 semester, the Esak'timá Center team will do heavy outreach to ensure that incoming and returning students know about the center and programs and services offered. Our goals are to increase programs that are rooted in Native cultures, strengthen relations with surrounding Native Nations and Native-serving programs both within and outside of Sacramento State, and secure funding to scale and increase large-scale events that increase visibility of Native communities on campus.

Over the summer of 2025, the Eska'tima Center moved from Lassen Hall to the Library. This move created an exciting chapter for the center and an opportunity to increase the programs and services in support of Native students. This move may have caused confusion for incoming and

returning students who knew the center as being located in Lassen Hall. Given the data from the needs report, there is still a gap in connecting with students at the beginning of the semester. Already in progress, our team is increasing outreach including in-person and virtual modes of communication (social media, email, listserv, Canvas page) to ensure students know where the Esak'tima Center is and what we offer.

Our goals are to host increased programs during the first weeks of the semester that bring students to the center and provide engaging activities while allowing them to meet other students, faculty, and staff. We will work with SSAE to create visually engaging marketing items to help students connect immediately with symbols, logos, and cultural pieces. We will continue to work with community partners including Native C.O.R.E., SNAHEC, SNAHC, and NASSSP programs to ensure prospective students know about the Esak'timá Center and Native-servingness at Sacramento State. We have begun talks with University Marketing to create a Native-serving booklet that will serve as a collection of Native-serving programs and important information for prospective students including financial aid, housing options, and resources on campus including the Esak'timá Center. This will provide need-to-know information in one place for prospective students and families as they navigate college-going together.

Families and communities can impact the persistence of Native students pursuing higher education. With this in mind, we are committed to programming that bridges the gaps between the institution and Native Nations, ensuring that students as well as Tribal community members feel welcome and part of the campus community. In the Spring of 2026, the Coordinator and Assistant Program Coordinator co-led a Native Women's Brunch in celebration of Native American Cultures Week and an opportunity to uplift Native women on campus and within the community. This event was attended by Native students, faculty, and staff, as well as Native community members, and Tribal Leaders. A post-event survey was sent to all attendees to give them an opportunity to share their feedback with the team. Attendees were asked to rank the event on a scale of 1-5, with 5 being the highest, on how much the event helped impact their sense of belonging at Sacramento State. 100% of respondents ranked the event a 5. Throughout the event, attendees expressed a desire for more events that helped bring Native communities together to share stories, have a space where they can encourage and motivate one another, and help foster community building. This event helped highlight the impact of programs that are rooted in Native communities and help not only students feel welcome and included on campus, but also members of surrounding Native Nations. Given the need for community and relationship building identified in the Needs Report, we hope to increase programs like these that uplift Native students and open pathways for community mentorship and support.

Career and Workforce Development resources were identified as a high-need for Native students in the Needs Report. Utilizing this data, we have begun identifying Native-led employers to host a career readiness series where students will have an opportunity to hear from industry professionals on what employers are looking for. We will utilize enrollment data to help guide which industries to target that will align with students educational and career goals. This goal of this series will be to prepare students for careers post-graduation, explore internship opportunities, and potential mentorship connections. Respondents identified the following as resources most helpful for student success and degree completion:

- Job, internship, or volunteer placement (82.8%)

- Certification programs relevant to career goals (72.4%)
- Soft skills training (72.4%)
- Career fairs, information sessions, and networking events (69.0%)
- 1:1 Career Counseling/Guidance (69.0%)

Multicultural Student Resource Center

The Multi-Cultural Center (MCC) utilizes data dashboards, assessment tools, surveys, and institutional reports to inform our work, guide decision-making, and ensure that our programs and services are responsive to the evolving needs of our students.

One example of this practice is the MCC's use of student demographic data related to multiracial and biracial student populations. During the Spring 2025 academic year, 1,059 students self-identified as multiracial or biracial. This data reinforced the importance of developing collaborative programs, events, and services that acknowledge and celebrate students' intersecting identities. The information directly informs the MCC's annual theme of unity and togetherness by emphasizing that students do not need to choose a single narrative or identity to belong. Rather, our work communicates that all cultural centers are spaces for them and that their multiple identities are recognized, valued, and supported. This data has led to an increased emphasis on intersectional programming and collaboration across centers, ensuring that students experience a holistic sense of belonging and community.

The data also informed the development of the MCC's Unity initiative and the creation of the Unity Ambassador Program. As the number of students with intersecting, multiracial, and multicultural identities continues to grow, the MCC recognized the need for intentional opportunities that foster collaboration, bridge communities, and strengthen relationships across cultural groups. The Unity Ambassador Program was developed to cultivate student leaders who serve as connectors across communities, promote cross-cultural engagement, and help create a campus environment where students see themselves reflected in multiple spaces rather than feeling confined to a single identity or narrative. Through this work, the MCC advances its commitment to unity, belonging, and collective community building.

In addition to institutional data, the MCC conducts its own assessment and evaluation efforts through surveys and program-specific data collection. For example, the Social Justice Leadership Seminar utilizes pre- and post-program surveys to measure student learning and program effectiveness. Survey responses consistently demonstrate that participants gain foundational social justice knowledge, tools, and skills through the seminar. Students also report positive experiences and express a desire for the program to continue expanding, particularly through additional opportunities to engage in dialogue about current social issues and their connections to social justice. These findings inform ongoing program development and future educational opportunities offered by the MCC.

The MCC also continues to utilize findings from the MCC Re-Envisioning Report prepared by Dr. Rose Borunda in July 2022. The report emphasizes that re-envisioning is an ongoing process that evolves alongside changing student needs and university priorities. This framework informs the MCC's decisions related to organizational development, committee formation, strategic planning, and transformative changes in our work. The report serves as a reminder that equity-centered student support requires continuous assessment, adaptation, and innovation.

Further informing our work, the MCC conducted the MCC Unity & Belonging Pre-Survey 2025–2026, which received 118 student responses. A prominent theme that emerged from the survey was students' desire for greater intersectionality and more intersectional programming that amplifies their cultures and lived experiences. Students also identified needs related to mental health support, financial assistance for education, academic support, career development, and opportunities to build community and belonging. These findings have informed the MCC's decisions to develop more intersectional events and strengthen referrals and resources related to academic advising, mental health services, basic needs support, and career readiness. The data has also reinforced the importance of creating healing-centered spaces, such as the CARC Healing Through Unity Series and other healing circles that continue to provide students with opportunities for reflection, connection, and collective support.

The data further illustrates that students benefit from having multiple avenues of support and engagement within the MCC's unity-centered framework. Faculty Scholars can provide mentorship, research opportunities, and connections to academic success. Tutors and academic support staff can address educational barriers and promote retention and persistence. PWAs can expand peer-to-peer wellness education and mental health outreach. Graduate interns and BSW/MSW practicum students can increase the center's ability to provide holistic support, resource navigation, case management, healing-centered programming, and referrals. Together, these roles create a network of support that allows students to seek assistance from individuals with diverse experiences, expertise, and approaches while remaining connected to the MCC community.

Martin Luther King Jr. Student Resource Center

Data for the 25-26 MLK Center academic year roots from student surveys, service utilization records, and EAB statistics. These three areas directly informed the development and expansion of services within the Martin Luther King Jr. Center during the implementation of integrated services. Student feedback consistently identified the Center as a trusted environment where students feel connected to staff, comfortable seeking support, and able to build meaningful relationships with peers. Survey results showed that 69.8% of respondents felt connected to MLK Center staff, 66.0% felt comfortable approaching staff with concerns, and 75.5% reported feeling comfortable being themselves within the Center. These findings demonstrate that students view the Center as an important source of support, which creates a strong foundation for expanding services that address academic achievement, wellness, mentorship, and career development.

Academic performance data further highlighted the need for advising and tutoring services. Among the 676 unique students who utilized Center services, 26.7% had a GPA below 2.5, including 11.2% with GPAs below 2.0. This data indicates that a significant portion of students may be at risk for academic probation, delayed degree completion, or attrition. As a result, the Center identified academic advising and tutoring as critical interventions to help students navigate degree requirements, strengthen study skills, improve academic performance, and connect with campus resources. The concentration of students in the 2.0–2.49 GPA range also suggests an opportunity for proactive support before academic challenges become more severe. During the 25-26 academic year, the MLK Center integrated a dedicated academic advisor housed from the academic advising center to address this concern.

Survey responses also revealed a strong need for peer-based wellness and belonging initiatives. Students frequently described the importance of community, peer support, and connection with other Black students. Several respondents noted challenges related to isolation, feeling like they did not belong, or being one of few Black students in their academic programs. Student comments such as “Building a community in college is important,” “Connect with other Black students,” and “Get connected! Meet people” demonstrated a clear need for Peer Wellness Advocates and Graduate Interns who can provide mentorship, foster belonging, facilitate referrals, and support students in navigating personal and emotional challenges. These positions were identified as effective ways to increase access to support while leveraging the value of peer-to-peer relationships. Despite staff being pivotal in student support, having peer to peer mentorship was proven valuable by student voices.

Finally, student feedback underscored the importance of mentorship and career readiness programming. Students consistently requested additional networking opportunities, internships, career exploration resources, and connections with professionals who could support their long-term goals. Responses such as “Network as much as possible,” and requests for more internships and job opportunities informed the recommendation for a Faculty Scholar position and expanded career readiness services. Together, the survey and academic data demonstrate that students benefit from a holistic support model that integrates academic success, wellness, mentorship, belonging, and career preparation. The Center’s services are therefore data-informed and responsive to documented student needs, aligning with institutional goals related to student success, retention, engagement, and graduation outcomes.

PRIDE Student Resource Center

PRIDE Center conducts post-event and end-of-semester assessments to gauge feedback from students. In addition, beginning 2025, PRIDE Center has been using EAB to track student’s attendance while they visit the Center. Results from the multiple datasets have supported decision-making in adjusting PRIDE Center’s programs and services in the following ways:

Outreach and Visibility: While the Center has continued to see a steady increase in the number of students visiting the space and/or participating in events, the Center recorded 409 unique students during the past year, which is estimated to be about 13% of our overall LGBTQ+ student population. To expand its reach to more students, PRIDE Center is in the process of developing an online course/portal via Canvas to provide students and campus members access to information and resources virtually. The goal of the robust online portal is to continue the mission of the Center, which is to elevate LGBTQ+ knowledge and experience, promote frameworks and methods to encourage allyship behaviors and sustain a welcoming and inclusive campus and community, and to raise visibility of the Center through engagement, partnerships, and collaborations. The online portal provides information on academic support, queer history, events, and icons, self-care and mental health tips and resources, self-empowerment and allyship techniques, and students’ sharing of experiences. The development phase is a two-year project that aims to help the Center connect with and serve more students.

Variety in Programming: Previous end-of-semester assessment data showed that while 89% of responses find the Center to be a welcoming and inclusive space, a few students disagreed, indicating in the comments they felt awkward and like an outsider when visiting. Because coming out is a process that is highly personal, students who are not yet completely comfortable with their sexuality or gender identity might find it intimidating to interact with others who are

further along in their journey. Recognizing the different needs of the students prompted the Center to adjust the operational model of increasing the variety of programs for different groups of students as well as the number of events that took place outside of the Center to help other students to feel more at ease to participate.

Naloxone and Fentanyl Test Strips: Previous end-of-semester assessment data also influenced PRIDE Center to consider and eventually adopt feedback from a student on the provision of naloxone and fentanyl test strips at the Center. The need for this additional service was also supported by multiple studies showing LGBTQ+ individuals experience significantly higher rates of substance use and drug overdose deaths compared to their heterosexual and cisgender peers. The students pointed out that while other campus entities provide naloxone and fentanyl test strips, it would be desirable for PRIDE Center to also supply them to help combat opioid overdoses for the LGBTQ+ community. Through partnership with the government entity and with the guidance from our own Student Health Center, the PRIDE Center is now providing both the naloxone and fentanyl test strips.

Focus on First Year Students: The 2025 attendance data showed only 18 first-year students visiting the Center (7.8% of all visitors). Knowing it was crucial to help first-year students to feel more supported and familiar with campus resources, PRIDE Center began to focus on adjusting programs and marketing campaigns for first-year students for the following year and subsequently had increased the number to 45 (11% of all visitors).

Latine Student Outreach: Post-event data from the previous year showed only 17% of responses were from Latine-identifying students, which did not mirror the university's overall student demographics with 37% identifying as Latine. PRIDE Center has increased collaborations with both internal and external partners to coordinate and deliver more events that focus on the intersectionality of the Latine LGBTQ+ population.

Rainbow Ally Training: PRIDE Center has been modifying its approach in designing and delivering the Rainbow Ally Training based on post-training evaluation results. Over the past year, the training has changed from 60 minutes to 90 minutes in length in order to cover more details of certain topics that are of importance and interest to the attendees. Moreover, the Center has also launched a new advanced level of allyship training this year to further the efforts in facilitating the growth of individual allyship behaviors. Last, per the directive from President Wood with the new requirement of all managers/administrators to attend the allyship training, PRIDE Center has been seeing a tremendous increase in attendance from administrators, which in turn supports discussions on allyship behaviors on the policy and institutional level.

Refined Programming: Last year's post-event assessments showed only 68% of responses indicating they had learned new knowledge about LGBTQ+ from the events. With the goal to increase the percentage, PRIDE Center refined its approach in programming by offering a wider variety of events and workshops that focus on self-growth, learning, and new knowledge. A new four-part Lavender Leadership Program was launched this year, with 94% of responses indicating they have gained new knowledge from the sessions.

SWANA Student Resource Center

The SWANA Center uses EAB utilization data, the CARC Student Needs and Experience Report, integrated advising records, and event attendance tracking to guide programming, scheduling, outreach, staffing, and service integration. 2025–2026 was the Center's first full year of systematic data collection, which set the baseline for measuring future growth and retention. The Center also serves a population that is largely uncaptured in institutional data. SWANA students are classified as "white" in most federal and state reporting and are rarely disaggregated, so the Center's own data collection is the main way this community becomes visible to the institution.

EAB data recorded 1,085 check-ins from 288 distinct students:

- Tuesday and Thursday were the busiest days, together making up 65% of all visits, with 11:00 a.m. to 2:00 p.m. the peak window. The Center now schedules programming, advising, and tabling in these periods.
- Engagement concentrated among upper-division students. First-year students were only 5% of visitors and the least frequent of any class, while sophomores who came visited more often than any other group. This informs the launch of a SWANA Student Ambassador Program and a first six-weeks outreach push for incoming students and supports a request for student-assistant hours to staff it.

The CARC Student Needs and Experience Report identified the priorities behind the year's programming:

- 64.3% of SWANA students named hosting social gatherings, 60.9% celebrating cultural heritage, 59.1% safe spaces and belonging, and 55.2% mental health and wellness as primary needs.
- This supported the Center's investment in cultural and community programming, which drew the year's highest attendance through events including the Festival of Light and Togetherness (with the APIDA Center), SWANA Week, and Flavors of SWANA, and informed expanded wellness programming including a weekly wellness series, SWANA Connections.

In its first full year, the SWANA Center collects student data and uses it to inform programming, scheduling, service integration, staffing, and resource allocation, while building the assessment capacity to measure its contribution to belonging, persistence, and retention going forward.

Undocumented Student Resource Center

The Dreamer Resource Center uses event participation data, post-program surveys, and student feedback to continuously refine its programming and respond to emerging student needs. In AY 2025–26, the DRC hosted 47 signature events and programs with 1,357 total attendees and conducted outreach at 25 events reaching 1,199 students across high schools, community colleges, and university fairs. Dream Connections scheduling was adjusted mid-year after participation trend data revealed inconsistent attendance patterns; following the schedule change, both attendance and student engagement improved, with the program ultimately reaching 342 participants across 23 sessions. Similarly, the center's belonging survey and a student-led center renaming survey, which surfaced clear preferences for naming language like "Undocu Student

Resource Center" directly informed how the DRC communicates its identity and purpose to students, signaling that student voice shapes institutional decision-making.

Assessment data have been instrumental in revealing where academic support gaps exist for undocumented and immigrant-background students. In AY 2023–24, all 33 students enrolled in EDUC 199 (the Dreamer Experience Seminar) passed the course, and 100% reported feeling more knowledgeable about DRC services, data that validated the course model as a high-impact practice and supported its continuation. However, early-career and academic programming events in 2025–26, including Major & Career Discovery, Internships & Job Strategies, and Beyond DACA: Alternative Pathways, signaled that this student population needs more intentional access pathways to career readiness programming, not just the programming itself. These numbers directly motivated the formalization of the Beyond DACA Career Pathway Series, the addition of an on-site Academic Advisor, and a Student Services Liaison; new roles explicitly designed to address gaps in academic navigation and career readiness identified through service utilization data.

Immigration legal consultation data has been a consistent driver of programming decisions. In AY 2023–24, the DRC's Immigration Clinic served 320 participants. Tracking that demand over time directly informed the decision to deepen the partnership with CHIRLA, resulting in 332 immigration consultations and 200 participants in Undocu-Knowledge Workshops in AY 2025–26, the highest consultation numbers among all NorCal CSU campuses.

Student engagement data across the DRC's mental health programming has directly shaped how the center structures its wellness offerings. In AY 2025–26, participation in the Healing Circle (23 attendees), PWA Workshop (38 participants), and the newly launched Rooted in Resistance series (40 participants across monthly sessions) confirmed sustained student demand for culturally responsive mental health spaces, particularly in the context of immigration policy instability. This data informed the co-development of a warm hand-off referral process with CARES and The Well Student Health and Counseling, ensuring that students who surface mental health or financial hardship needs during DRC programming are connected immediately to professional services. The 65 total group counseling participants in AY 2025–26 reflect a newly systematized response to what had previously been an unmet need.

Survey outcomes from the DRC's Undocu-Ally Training program have been used to justify institutional expansion of the training from an opt-in model to a mandatory requirement. In AY 2023–24, 69 individuals completed the training, with post-survey averages showing a 7.9/10 gain in policy knowledge, 8.2/10 in understanding of student experiences, and a 9.1/10 likelihood to recommend the training to colleagues. These outcomes made the case for scaling. In AY 2025–26, Undocu-Ally Training became mandatory for all Management Personnel campus-wide through CSU Learn, resulting in 302 completions, more than a fourfold increase. This trajectory illustrates how program-level assessment data can move equity work from the margins to the institutional center.

Veteran Student Resource Center

The Veteran Success Center (VSC) utilizes multiple sources of assessment data, including the Cultural Academic Resource Centers (CARC) Student Needs and Experience Report, EAB student utilization data, VA education benefit certification trends, orientation participation data,

and direct student feedback to guide programming, outreach efforts, operational planning, and student support services.

Findings from the Student Needs and Experience Report identified several priority areas for veteran and military-connected students, including mental health and wellness (65.8%), career and workforce development (60.0%), and safe spaces and sense of belonging (58.7%). These findings have directly informed the expansion of wellness initiatives, career readiness programming, community-building events, academic resource referrals, and campus partnerships designed to better support veterans and military-connected students throughout their academic journey.

- Mental health & wellness 65.8%
- Provide career and workforce development 60.0%
- Safe space/Sense of belonging 58.7%
- Host social gatherings 56.4%
- Provide academic support 54.2%

Mental health and wellness emerged as the highest identified need among veteran and military-connected students. In response, the center strengthened partnerships with The WELL, increased awareness of counseling resources, and incorporated wellness-focused programming and outreach to better support students' overall well-being.

The needs assessment also highlighted a strong demand for career readiness and workforce development opportunities. As a result, the center expanded career readiness workshops, resume assistance, networking opportunities, employer partnerships, and began developing the VSC Career Readiness Passport to better prepare students for successful transitions from college to career.

Student feedback and assessment results further demonstrated a desire for greater opportunities to build connections with peers and strengthen their sense of belonging. In response, the center expanded community-building initiatives through programs such as Donuts & Coffee, RED Fridays, military branch birthday celebrations, and collaborations with campus partners to increase the visibility of the VSC and create additional opportunities for veterans and military-connected students to connect with one another while celebrating their military service and shared experiences.

Community involvement and direct access to external resources were identified as important to student success. In response, the center expanded collaborations with VA representatives, Vet Centers, Military OneSource, and other community organizations through recurring outreach events and claims clinics. The center is also exploring additional opportunities, including resource fairs and expanded community partnerships, to further connect students with available services.

To better understand how students engage with the center and its services, the VSC also utilizes EAB student utilization data and is implementing more standardized tracking categories for student visits and services. These enhancements will allow staff to better identify trends, recognize service gaps, and use data to inform future programming, outreach efforts, and resource planning.

Daily student interactions have demonstrated that veterans and military-connected students often seek assistance beyond VA education benefits alone. As a result, the center strengthened its holistic approach to student support by connecting students not only with VA education benefit advising, but also with academic advising, career services, wellness resources, and other campus partners based on their individual needs.

Orientation participation data informed changes to the center's outreach strategies. Recognizing the importance of engaging military-connected students before they arrive at Sacramento State, the Veteran Success Center expanded pre-arrival outreach through targeted email campaigns, personalized phone calls, and direct communication with newly admitted and prospective students. These efforts provide early guidance on navigating VA education benefits, understanding the certification process, and connecting with campus resources prior to Orientation, helping students make a smoother transition to Sacramento State and begin the semester with the information and support they need to be successful.

Finally, the center continuously monitors trends in VA education benefit utilization to inform operational planning and service delivery. Over the past several years, annual VA education benefit certifications have increased from approximately 500 to nearly 950, reflecting significant growth in the number of students utilizing federal VA education benefits. This trend has informed ongoing evaluations of staffing and operational needs, streamlined certification processes, improved student communication, and refined internal workflows to ensure timely, compliant, and student-centered services while supporting a growing military-connected student population.

Veteran and military-connected students thrive when they have access to comprehensive support that integrates wellness, career preparation, academic guidance, and meaningful community connections. While students highly value the Veterans Success Center, many continue to struggle with isolation, stress, and mental health challenges, highlighting the importance of expanding programming that fosters belonging and supports their successful transition from enrollment through graduation and into their careers.

Women's Resource Center

The Women's Resource Center (WRC) serves a critical role within Sacramento State's student success ecosystem as women-identifying students comprise more than **55%** of the university's student population. This demographic reality underscores the importance of maintaining a dedicated space that advances the academic success, wellness, leadership development, and sense of belonging of women students. Through culturally responsive, healing-centered, and evidence-based approaches, the WRC provides resources and programming that address the diverse experiences and evolving needs of a substantial portion of the campus community. To ensure its programs and services remain responsive and effective, the WRC utilizes multiple sources of assessment data, including EAB utilization dashboards, the CARC Student Needs and Experience Report, post-program evaluations, social media analytics, and student feedback to inform program development, resource allocation, and student support strategies.

Assessment Data & Student Utilization: During the 2025–2026 academic year, EAB utilization data demonstrated strong and consistent student engagement with the center:

- 4,195 total center visits
- 1,724 community event visits
- 1,358 community study visits
- 544 requests for women's wellness/health products
- 42 Peer Wellness Advocate (PWA) visits
- Approximately 70 programs and initiatives offered
- Approximately 1,829 total program participants

These data demonstrate that students utilize the WRC not only as a programmatic space, but also as a hub for wellness, community, belonging, and holistic student support.

Student Needs & Experience Findings: Findings from the 2026 CARC Student Needs and Experience Report identified several priority areas among students engaging with the WRC.

Students identified the following as important services offered by the WRC:

- Mental health and wellness (71.5%)
- Safe spaces and sense of belonging (64.0%)
- Social gatherings and community-building opportunities (61.4%)
- Peer support groups (54.2%)
- Career and workforce development (51.9%)
- Leadership development (51.0%)
- Mentorship opportunities with faculty and staff (50.4%)
- Academic support (48.1%)
- Educational and cultural programming (45.0%)

These findings indicate that students most value the WRC as a space that promotes wellness, belonging, community, and holistic student success.

Campus-wide findings further demonstrated that women students experience challenges related to belonging and emotional well-being:

- 56.5% reported feeling out of place, awkward, or alone during their first weeks of college.
- 55.4% reported frequently feeling overwhelmed.
- 27.5% reported frequently feeling depressed.
- 33.6% disagreed that they saw themselves as part of the campus community.
- 74.1% identified stress management as a personal support need.
- 69.5% identified mental health as a personal support need.

These findings highlighted the importance of creating spaces and services that foster belonging, peer-to-peer connection, wellness, and holistic student success.

Assessment-Informed Actions: In response to these findings, the WRC implemented and expanded several initiatives.

Mental Health & Wellness

- Expanded wellness-centered and healing-informed programming.
- Increased collaboration with Student Health, Counseling and Wellness Services.
- Strengthened Peer Wellness Advocate (PWA) programming to daily services.
- Expanded Empower Hour to provide peer-led wellness conversations and support.
- Expanded Wellness Wednesdays to a bimonthly model.
- Enhanced student wellness by providing unlimited access to women's wellness products and resources.

Belonging & Community Building

- Redesigned the physical center space to better support gathering, studying, and wellness activities.
- Expanded community-building and social programming.
- Implemented first-six-weeks engagement initiatives to foster belonging during students' transition to Sacramento State specifically with the Housing Department.

Leadership & Student Development

- Expanded leadership programming and mentorship opportunities.
- Hosted HER Table to cultivate leadership, mentorship, and community among women-identifying students.
- Hosted HER Bloom and Women of Influence Awards to celebrate women's achievements and promote personal and professional growth.
- Offered self-defense workshops and wellness education programs that promote safety, confidence, and empowerment.
- Established social work internship opportunities in partnership with academic departments to provide career development, hands-on learning experiences, and support students in meeting graduation and practicum requirements.

Outcomes & Continuous Improvement: Assessment findings continue to inform annual planning, partnership development, and future program implementation.

Social media analytics demonstrated that digital engagement is an increasingly important strategy for connecting students to campus resources and fostering community. Recognizing that today's students rely heavily on digital platforms for information and engagement, the WRC intentionally expanded its online presence to increase awareness, accessibility, and connection to its programs and services.

- 327,659 Instagram views
- 30,348 accounts reached
- 170% increase in account reach
- 78.3% of engagement came from non-followers

Moving forward, the WRC will continue to use assessment findings to guide continuous improvement efforts, including:

- Expanding Peer Wellness Advocate services through a daily Empower Hour model.

- Increasing wellness and leadership programming.
- Strengthening mentorship and internship opportunities with students, faculty, staff, and campus partners.
- Enhancing initiatives that promote belonging, mental health, and holistic student success.
- Continuing to use EAB utilization data, student assessments, and program evaluations to ensure programs and services remain responsive to the evolving needs of women students.

Parents & Family Program

The Parents & Families Program (P&F) serves an important role within Sacramento State's student success ecosystem by supporting parenting students, pregnant students, families, and supporters as they navigate higher education while balancing caregiving responsibilities. Through family-inclusive, culturally responsive, and evidence-based approaches, the program provides resources, engagement opportunities, childcare assistance, and individualized support that promote academic success, persistence, belonging, and holistic well-being. To ensure its programs and services remain responsive and effective, P&F utilizes multiple sources of assessment data, including Maxient referrals, individualized student meetings, childcare utilization data, the CARC Student Needs and Experience Report, program participation data, social media analytics, and student feedback to inform program development, resource allocation, and student support strategies.

Assessment Data & Student Utilization: During the 2025–2026 academic year, assessment data demonstrated continued growth in student engagement and demand for parenting student support services:

- 85 parenting and pregnant student Maxient referrals
- 57 individualized student parent one on one meetings
- 16 programs and engagement initiatives
- Approximately 717 participants served
- 27 children supported through CCAMPIS childcare assistance
- Approximately \$92,070 distributed in childcare support funding
- More than 30,500 content views
- Over 10,000 accounts reached through digital outreach

These data demonstrate that students utilize the Parents & Families Program not only as a resource for childcare and basic needs support, but also as a hub for belonging, family engagement, community building, and academic success.

Student Needs & Experience Findings: Findings from the 2026 CARC Student Needs and Experience Report highlighted the importance of belonging, community-building, mental health, and early student engagement across CARC student populations. P&F supplemented these findings with program-specific assessment data, including Maxient referrals, individualized student meetings, childcare utilization data, and student feedback to better understand the experiences of parenting students and families.

Program-specific assessment findings indicated that parenting students frequently sought:

- Greater opportunities for community-building and peer to peer connection
- Family-inclusive programming and engagement opportunities
- Increased awareness of childcare resources and support services
- Intentional spaces that affirm and support their identities as both students and caregivers
- Academic, wellness, and career/workforce development opportunities designed specifically for parenting students

Referral trends and individualized student meetings further demonstrated that parenting students often experience barriers related to childcare affordability, balancing caregiving responsibilities with academics, and finding spaces on campus where they feel connected, supported, and represented.

Assessment-Informed Actions: In response to these findings, P&F implemented and expanded several initiatives:

Belonging & Community Building

- Successfully relocated P&F to Lassen Hall 1010, establishing a dedicated and family-inclusive space for parenting students, pregnant students, families, and supporters.
 - The relocation was informed by student engagement trends and assessment findings that highlighted the need for a more visible and inclusive environment that better reflected the diverse identities of the students served, including fathers, mothers, caregivers, graduate students, and family supporters.

Expanded family engagement and community-building opportunities through:

- Student Parent Dinner Celebration
- Student Parent Graduation Ceremony
- Orientation Parent & Family Panels
- Hornet Family Lounge and Reception during Move-In Day
- Family Ambassador Program
- Homecoming Tailgate Outreach
- Family-centered workshops and engagement opportunities
- Family Harvest Festival featuring a pumpkin patch and petting zoo.

Student Success & Career/Leadership Development: In response to assessment findings, P&F implemented and expanded initiatives that strengthen belonging, career/workforce development, academic success, and career readiness among parenting students:

- Advanced development of the **Parenting Scholars Program**, a cohort-based initiative designed to strengthen belonging, academic success, and retention among parenting students.
 - The Parenting Scholars Program was intentionally developed in response to assessment findings demonstrating students' desire for increased peer connection and intentional support systems that recognize the unique experiences of parenting students.

- Established a **partnership with Sacramento State's Social Work Department** to create BSW and MSW internship opportunities within the Cultural Academic Resource Centers (CARC), including P&F.
 - Expanded opportunities for students interested in higher education, student affairs, and social work by providing hands-on experience in case management, resource navigation, outreach, programming, and family engagement.

Increased student support capacity while promoting career development, workforce readiness, and graduation persistence for emerging professionals committed to equity-centered and family-inclusive student services.

Childcare Support & Student Persistence: Assessment findings demonstrated that childcare affordability and access remain significant barriers to persistence for parenting students. In response, the program:

- Distributed approximately \$92,070 in childcare assistance funding.
- Supported 27 children connected to Sacramento State student parents.
- Expanded outreach and resource navigation related to the Child Care Access Means Parents in School (CCAMPIS) program.
- Increased awareness of childcare resources and AB 2881 priority registration benefits.
- Strengthened partnerships with campus and community childcare providers.
- Hired a full-time CCAMPIS Program Specialist to expand outreach, increase awareness of childcare resources, and improve utilization of childcare assistance opportunities among parenting students.

Outcomes & Continuous Improvement: Moving forward, the Parents & Families Program will continue to use assessment findings to guide continuous improvement efforts, including

- Launching and evaluating the Parenting Scholars Program
- Assessing the impact of the Lassen Hall 1010 relocation on student engagement and belonging
- Strengthening family engagement and supporter involvement through the Parent Ambassador Program
- Expanding childcare support and resource navigation services
- Enhancing assessment practices to measure retention, belonging, leadership development, and student success outcomes among parenting students
- Continuing to use Maxient data, student assessments, and program evaluations to ensure programs and services remain responsive to the evolving needs of parenting students and their families.