

# Sacramento State University: Black Serving Institution Application: June 2025

*1.State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.*

## Sacramento State's Commitment to Black Student Success and Alignment with Institutional Mission

Sacramento State (Sac State) demonstrates a deep and sustained commitment to Black and African American student success. This commitment is grounded in decades of intentional work and a mission-focus on Black students. On June 6, 2024, the California Legislative Assembly designated Sacramento State as Black Serving Institution (BSI) through a commemorative recognition. In September of the same year, Senator Padilla recognized Sacramento State in the congressional record as the “first ‘Black-Serving Institution’ in the State of California – a testament to the University’s support of Black students who come from around the world to enroll.” These recognitions were primarily a function of:

1. The large population of Black students attending Sacramento State, the highest in the California State University system ( $n=2,071$ ).
2. The significant improvement in graduation rates for Black students at the university (451% increase from 2016 to 2024); and
3. The establishment of the Black Honors College, first honors college focused on Black history, life and culture outside of an HBCU;

After an extensive shared governance process, Sacramento State modified its mission statement to have an explicit focus on serving Black students. On December 5, 2024, Sacramento State officially changed its mission statement to the following language:

*“As California's capital university, Sacramento State transforms lives by preparing all students to lead, serve, and succeed. We are committed to our designations as a Hispanic Serving Institution, an Asian American Native American Pacific Islander Serving Institution, and **Black Serving Institution, and to intentionally serving students reflective of these designations** and all students who have been historically underserved in education.” (bold added for emphasis)*

As demonstrated within this mission statement, Sacramento State is committed to “intentionally serving students reflective” of our Black Serving Institution designation. This official mission statement was formally endorsed by all our shared governance entities, including the University’s Strategic Planning Taskforce, the Faculty Senate, the Staff Senate (called the Staff Assembly), and by Student Government (called Associated Students Inc.). Thus, Sacramento State not only has the largest population of Black students in the California State University system; we are also distinguished in that we have a mission focus on serving Black students.

## Demonstrated Progress and Impact

In 2016, Sacramento State began a student success initiative focused on increasing graduation rates. This initiative was part of a systemwide effort called Graduation Initiative 2025. In 2016, the university’s four-year graduation rate was only 9%; however, this reached 31.3% in 2024. During this same timeframe, there has been marked improvements through equity-focused interventions for Black students. In 2016, the four-year graduation rate for Black students was only 4.5% but has now risen to 24.8% in 2024. This represents a 451% increase. Similarly, the six-year graduation rate also demonstrated significant gains

during this same timeframe. In 2016, the six-year rate for Black students was 35.5%. In 2024, the graduation rate for Black students rose to 51.6%. Sacramento State is also proud of its commitment to serving transfer students from community colleges. In 2016, the Black transfer student two-year graduation rate was 18.8% but rose to 38.2% by 2024. These outcomes are the result of intentional, sustained efforts to improve academic experiences and remove systemic barriers to student achievement.

### **A Comprehensive Black Student Success Ecosystem**

Sacramento State's success is driven by three coordinated initiatives, described below, along with a broader network of aligned programs that collectively contribute to its achievements.

#### **1. Black Honors College (BHC)**

As part of Sacramento State's ongoing commitment to Black student success—and in direct response to the Chancellor's Office Black Student Success Recommendations (BSSR)—President Luke Wood envisioned and launched the nation's first-ever Black Honors College (BHC) in Fall 2024. This historic initiative builds on Sac State's comprehensive ecosystem to support Black and African American students and represents a bold step in bringing the university's mission to life. The Black Honors College is designed to elevate the academic and co-curricular experiences of high-achieving students, with a curriculum and community centered on Black history, life, and culture. The College welcomed 160 students in the first year and by Fall 2025 will grow to nearly 500 students. By 2027, the University plans to grow the College to over 1,000 students.

#### **Key Features of the Black Honors College:**

- Housed in the Division of Student Affairs
- Coursework Across Disciplines –rooted in culturally responsive pedagogy
- A Dedicated General Education (GE) Pathway – Delivered in a cohort model of 25–30 students per class, fostering strong academic and peer support networks
- Major of Choice – Students pursue any major offered at Sacramento State while participating in the BHC
- Expert Faculty – 20 faculty members with demonstrated teaching excellence and specialized training in Culturally Responsive Pedagogy
- Research and Creative Opportunities – Access to faculty-mentored research projects and creative endeavors
- Living-Learning Communities – Residential spaces designed to promote community, collaboration, and support
- Designed for students who are interested in Black history, life, and culture.
- A required 3.5 GPA for admission and 3.2 GPA to continue in the College
- A choice of three Minor Programs for scholars admitted as Transfer and Juniors
- Bi-Weekly Seminars with invited Community leaders addressing topics focused on courageous leadership, self-determination and economic development

#### **Comprehensive Support Services:**

- Scholarship Support – Financial aid packages tailored to support BHC students' academic success.
- Robust Mentorship Program – Connecting students with faculty, alumni, and community mentors.
- Curated Internship Program – Providing real-world experience and career preparation.
- Dedicated Staff – Including a Dean of Students, Academic Advisors, Outreach Specialist, and a Counselor committed to student success.
- Advisory Board – Composed of internal and external stakeholders guiding the vision and execution of the BHC.
- 5,127 sq. ft. Dedicated Space – Housing academic services, advising, and a student lounge equipped for both study and relaxation to support wellness and productivity.

The Black Honors College reflects Sacramento State's unwavering commitment to student equity and success. It prepares students to lead and innovate in their fields while honoring and advancing Black excellence in higher education.

## **2. Cooper-Woodson College Enhancement Program (CWC):**

Established in 1990, this Pan African retention program boasts high graduation and retention rate and fosters scholarship, leadership, and community service. CWC is an association of faculty, staff, students, and community members who are committed to recognizing and upholding the tradition represented in Pan African cultures and involves adults in the community assuming responsibility for shaping and guiding a learning environment supportive of, responsive to, and nurturing of CWC students. Students in the program can obtain a Pan African Studies Certificate and have a choice of enrolling in a Pan African Studies Minor. In addition, CWC hosts a dynamic lecture series that features scholars, activists, and cultural leaders who explore topics relevant to the African diaspora, social justice, and community empowerment.

## **3. The Martin Luther King Center (MLK)**

The Martin Luther King Jr (MLK) - Black Resource Center, established in fall 2015, fosters leadership, mentorship, community advocacy, and legacy exploration. Through workshops on social justice, wellness, research, entrepreneurship, career success, and psychological well-being, the program supports students interested in African American culture, heritage, and life in achieving college success at Sacramento State. The program deploys an arsenal of strategies to improve student success. With peer-led components at the heart of the work, the MLK Center provides employment opportunities to students interested in mentoring their peers for success. The Center also plays an integral role in coordinating cultural programs that amplify student achievement and galvanizes student clubs and organizations to co-partner on services designed for students. Unlike many Black Resource Centers, this Center has the requisite staffing and budget to have a meaningful impact on Black students. This range of support is nestled in with a distinctive leadership team consisting of an Associate VP, Center Director, Program Coordinator, Faculty Scholar, Peer Coach, Peer Wellness Ambassador, and College and Career Readiness Ambassador. Each arm of the Center is designed to leverage their expertise to help students succeed.

## **4. Student Life Programming**

Sacramento State has been intentional about building student life programming designed to "center" Black students. A significant number of efforts have been put into place over the last two years, including: 1) a university-sponsored HBCU-inspired drumline. This drumline is led by James Van Buren, an intentionally renowned drumline expert who also currently leads the Sacramento Kings (NBA) drumline and the widely recognized. Grant High School drumline. 2) a university-supported majorette team called the Stingerettes. The Stingerettes is a recognized student organization that receives partial operational dollars from the Office of the President. 3) a Divine 9 square located in the library quad. The Divine 9 square features large flags representing all historically Black fraternities and sororities, including: Alpha Phi Alpha, Alpha Kappa Alpha, Kappa Alpha Psi, Delta Sigma Theta, Omega Psi Phi, Sigma Gamma Rho, Phi Beta Sigma, Zeta Phi Beta, and Iota Phi Theta.

## ***2. Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.***

For the current academic term, 6.7% of the enrolled student body identifies as Black or African American.

**3. Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.**

Sacramento State has the largest enrollment of Black and African American students in the California State University system. Sacramento State has been the top CalState serving Black students since 2019. In 2024, Black student headcount at Sacramento State was 2,071. In 2016, Black students accounted for 1,719 enrollees. As such, between 2016 and 2024, the Black student population at Sacramento State rose by 20%.

Table 1. Black Student Headcount

|            | 2014  | 2015  | 2016  | 2017  | 2018  | 2019  | 2020  | 2021  | 2022  | 2023  | 2024  |
|------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Sacramento | 1,608 | 1,679 | 1,719 | 1,770 | 1,801 | 1,843 | 1,918 | 1,965 | 1,940 | 1,939 | 2,071 |

**4. Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to- certificate completion, and graduation rates of Black and African American students.**

Sacramento State is committed to increasing the enrollment of Black/African American students from 10% to 15% over a five-year period. As part of the university's mission to offer personally transformative experiences within a diverse and inclusive environment, we recognize that traditional, one-size-fits-all approaches to student success have not effectively addressed the needs of Black students. Consequently, for the next five years Sacramento State commits to bold, data-informed, and community-centered strategies that ensure equitable outcomes in retention, time to degree, and graduation of Black Students. In alignment with the goals outlined in the *Black Student Success* report, Sacramento State is advancing a dual strategic plan to:

1. **Intentionally strengthen existing support structures**, and
2. **Develop tailored practices and programs** to promote the success, retention, and graduation of Black/African American students.

Below is a summary of the initiatives, programs, and strategies in place and under development to meet these five-year goals.

**Overarching Goal**

*Increase the enrollment of Black/African American students from 10% (3,127) to 15% over five years while substantially improving retention, reducing time to degree, and raising graduation rates for Black students.*

**Strategic Goals and Implementation Areas**

**1. Expand and Scale Proven High-Impact Programs**

- **Academic Excellence and Cohort-Based Specialized General Education Pathway for BHC Scholars:**
  - Maintain a minimum GPA requirement of 3.5 for both freshman and transfer student admissions to ensure academic excellence.

- Sustain a Specialized General Education (GE) Pathway delivered through a Cohorted mode of 25–30 students per class
- Transition the GE Pathway from traditional 16-week courses to an accelerated 8-week format to increase student engagement and sustain academic momentum
- Sustain the Integration of dedicated study hours into scholars' schedules to support academic success
- Each cohort will continue to be taught by a dedicated team of faculty known for their teaching excellence and demonstrated commitment to student achievement
- **Culturally Relevant Curriculum, equity-driven pedagogy, and institutional Accountability.** Sustain the Culturally Relevant Curriculum Across 100% of BHC GE Courses by:
  - Continuing to leverage Umoja-informed pedagogy to center Black identity, history, and lived experiences
  - Creating a BHC Curriculum Review Committee in Fall 2025 to audit syllabi for inclusivity and cultural relevance annually

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Expand Faculty Professional Development and Incentives for Equity-Focused Teaching by:

- Encouraging annual participation of BHC-affiliated faculty in Center for Teaching and Learning-led equity-focused PLCs, such as “Umoja” and “Equity, Power, and Privilege.”
  - Increasing the number of BHC faculty receiving course redesign mini grants by 2027
  - Introducing an annual “BHC Equity Teaching Award” to recognize innovation and effectiveness in culturally responsive pedagogy
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Monitor DFW and GPA Equity Gaps in BHC-Targeted Gateway Courses by:

- Continuing to use disaggregated course-level data to ensure that courses taught by BHC faculty maintain less than 5% DFW rate, lower, or none
  - Continuing to encourage the institution to embed academic support, early alert systems, and equity interventions directly into Major courses with high DFW rate (peer mentoring, tutoring, culturally relevant supplemental instruction)
  - Ensure BHC students in these courses receive proactive advising and tracking.
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Foster Faculty-Student Collaboration and Shared Inquiry on Black Student Experience by:

- Establishing a BHC Student Advisory Board to provide feedback on faculty practices and student needs in Fall 2025
- Sustaining Institutional Investment and Grant Acquisition to Support Equity Efforts by:
  - Continuing to leverage NSF and Department of Education funding by targeting new grants that build on past course redesign and active learning success.
  - Deploying a BHC Student Service Professional Intern to develop a BHC Equity Impact Dashboard in-house

- **Infrastructure Expansion to serve Academic Needs of Students:** Increase BHC physical space by 10% (510 sq. ft) by Fall 2025 to accommodate staff expansion and support for the increased number of BHC scholars. Additional staff will include
  - 1 Director of Programming & Student Success
  - 7 Student Specialists (advisors, counselor, outreach, research)
  - 1 Associate Dean-equivalent role**Current Status** (5,127 sq. ft.):

- Office Suite (1,933 sq. ft.): Houses the BHC staff, including the BHC Dean of Students and Chief Administrative Officer, administrative coordinator, counselor/therapist, academic advisor, outreach and admissions officer, and faculty liaison.
- Seminar Room (2,069 sq. ft.): Used for classes and as a study space for BHC scholars.
- Student Lounge (1,125 sq. ft.): Equipped with four desktop computers, a printer, tables, and chairs for student use. (attachment: slide 11 of PowerPoint Public Forum Announcement)

## 2. Financial Support and Scholarships

**Goal: Increase financial aid and reduce unmet need for Black students to improve retention and completion.**

- **BHC Scholars:** Maintain the minimum \$2,000 annual scholarship for each scholar and additional support for students in STEM and Health & Aging pathways.
- **Fundraising Goal:** Increase **annual financial support by 8% to 10%** through expanded donor engagement (e.g., LS Foundation, Verizon, AKT Investment and other donors).
- **Give Sac State Day:** Set annual 25% growth targets to **expand donor base and visibility** of Black student success programs. (2024 campaign BHC raised \$27,000, 2025 BHC raised more than \$33,000, a 22% increase)

### **Outcomes Achieved in 2024:**

- Raised over \$2.6 million including:
  - ♣ \$50,000 from Verizon
  - ♣ \$110,000+ in scholarships
  - ♣ \$2.5 million from AKT Foundation
  - ♣ \$27,000 raised during Give Sac State Day
- Provided student scholarships:
  - ♣ \$2,000 per general scholar
  - ♣ \$5,000 annually for Computer Science/Engineering majors (NACME Scholarship)
  - ♣ Special \$10,000 one-time scholarships for four outstanding scholars from LS Foundation

## 3. Academic Advising and Data-Informed Interventions

**Goal: Ensure all Black students receive proactive, culturally competent academic advising and monitoring.**

- Expand intensive advising, with **two or more meetings per semester per student** starting Fall 2025
- Develop **BHC-specific student success dashboards** to track academic progress and guide timely interventions by the end of Fall 2027
- Align advising with **major milestones, GE progress, and time-to-degree targets.**

## 4. Peer Academic Support and Supplemental Instruction

**Goal: Close equity gaps in high-fail courses and GPA attainment through targeted peer support.**

- **Supplemental Instruction (SI):** Recruit and train more Black SI leaders; focus support in high DFW courses (e.g., CHEM 1A, CRJ 1, MATH 24).
- Expand partnerships with **PARC** to deliver workshops on time management, study skills, and wellness for students
- Leverage Supplementary Instructions' proven effectiveness (0.5 GPA increase) to **scale reach and outcomes for Black students.**

## 5. Living and Learning Communities (LLCs)

**Goal: Improve sense of belonging and academic integration through residential support.**

- **Black Excellence LLC:** Serve incoming BHC scholars in themed housing starting Fall 2024

- Partner with Housing to **expand capacity** to meet increasing demand (150+ interested applicants for Fall 2025).
- Integrate academic and social programming directly into residence halls.

## **6. Faculty Development in Culturally Responsive Pedagogy**

**Goal:** *Ensure faculty are prepared to teach and support Black students effectively.*

- Expand participation in the **Umoja Professional Learning Community (PLC)**
- Implement Umoja's **18 African-Centered Principles** into teaching and curriculum development
- Encourage departments to recognize and reward **inclusive excellence in teaching** as part of tenure and promotion

## **7. Mental Health and Wellness Support**

**Goal:** *Normalize and expand access to culturally competent mental health services for Black students*

- **BHC and MLK Counselors:** Offer individual and group therapy focused on identity, anxiety, trauma, and depression.
- Partner with Student Health and Counseling Services to meet the **1:1,500 therapist-to-student ratio**.
- Embed wellness into academic advising and co-curricular programming.

## **8. Evaluation and Accountability**

- Implement a **Black Student Success Dashboard** to track progress on enrollment, retention, graduation, and time to degree
  - Conduct annual **program reviews and climate assessments** to inform continuous improvement.

By aligning programs, resources, and policies to meet the specific needs of Black students, Sacramento State is committed to creating an ecosystem of excellence, belonging, and success. Over the next five years, the institution will not only increase enrollment but ensure that more Black students graduate, thrive, and lead.

*5. Describe the academic equity goals your institution aims to achieve within the five- year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.*

## **Sacramento State Equity Goals: 2025–2030**

### **Improving Retention and Graduation Rates for Black Students**

Within the next five years, Sacramento State will implement the following six equity-focused goals to close retention and graduation gaps for Black and African American students

#### **Goal 1: Increase Enrollment of Black Students**

**Target:** Enroll 1,000 Black Honors College (BHC) scholars and increase overall Black student enrollment to 5,000 by 2030

- Expand and intensify targeted outreach and recruitment efforts annually over the next four years supported through Sac State's comprehensive Black Ecosystem

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#### **Goal 2: Improve Retention Rates**

**Target:** Increase retention rates by 20% across key benchmarks by Fall 2030.

Current retention rates for Black or African American students (Fall 2022 cohort):

- After 3rd semester: 75.5%
- After 5th semester: 66.3%
- After 7th semester: 55.1%

To improve these outcomes, Sac State will:

- Expand use of a coordinated academic advising model with case management and early alert systems.
- Track student participation and outcomes through centralized data collection.
- Enhance co-curricular programming to create a more inclusive, supportive, and engaging campus environment.
- Provide comprehensive academic, social, and leadership support to BHC scholars to help them thrive and navigate both within the Black ecosystem and beyond in the university community at large.

### **Goal 3: Advance Culturally Responsive Teaching**

**Target:** Institutionalize inclusive teaching practices that reflect and affirm the identities of diverse students.

- Provide ongoing training for faculty to incorporate students' cultural backgrounds into curriculum and pedagogy.
- Reduce racial bias in classroom discipline, grading, and academic tracking.
- Embed equity-minded practices into faculty professional development, course design, and assessment strategies.

### **Goal 4: Reduce Financial Barriers**

**Target:** Increase scholarship utilization to 95% by Fall 2028.

- Host mandatory financial aid and scholarship workshops for cohorts to ensure timely application and award disbursement.
- Strengthen outreach about available funding opportunities to improve awareness and access.

### **Goal 5: Confront Microaggressions and Campus Climate Issues**

**Target:** Create a campus culture where Black students feel seen, respected, and supported.

- Integrate anti-microaggression training into the Center for Teaching and Learning (CTL) offerings, including New Faculty Orientation, workshops, and learning communities.
- Continue CTL use of interactive case studies exploring unconscious bias and racialized assumptions about Black student performance and engagement.
- Elevate campus-wide awareness of the cumulative effects of microaggressions on Black student retention and well-being.

### **Goal 6: Reduce DFW Rates in High-Impact Courses**

**Target:** Improve outcomes in gateway and high-fail courses for Black students and other students of color.

- Expand the Peer Assisted Resource Center (PARC) hiring to include more students of color as SI (Supplemental Instruction) leaders.
- Prioritize courses with high DFW (Drop/Fail/Withdraw) rates, including:
  - **STEM & Quantitative:** CHEM 1A, BIO 10, PHYS 5A, MATH 24, STAT 1
  - **Social Sciences & Humanities:** CRJ 1, ECON 1A, POLS 1, PSYC 2, HIST 17A/B
- Use data to show that students receiving SI support earn higher course and overall GPAs than peers without SI access.
- Foster a culture of academic excellence through inclusive peer learning communities.



Through targeted interventions, systemic reforms, and expanded student support structures, Sacramento State is committed to closing equity gaps in retention and graduation for Black students by 2030. Each goal aligns with the broader mission of inclusive excellence and student success for all.

***6. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.***

Sacramento State has several institutional memberships, charters, and affiliations that are focused on advancing Black and African American students. Some of these include the following:

- ☐ Core Member of Improve Your Tomorrow (IYT) - University, a male of color enrollment partnership.
- ☐ A priority admissions agreement with the California Association of African American Superintendents and Administrators (CAAASA). (signed Spring 2025)
- ☐ Priority admissions agreements for the Black Honors College with Compton College, Moorpark College, Mission College, San Joaquin Delta College, Modesto Junior College, American River College, Sacramento City College, Folsom Lake College, Consumes River College, Sierra College, Merritt College, Fullerton College, Palomar College, Yuba College, Butte College, San Diego College of Continuing Education, Shasta College, Napa Valley College, and Chabot College (signed Fall 2024).
- ☐ A Priority admissions agreement for the Black Honors College with the Arik Armstead Academic Project (signed Spring 2025).
- ☐ Membership in the National Consortium on College Men of Color (enrolled Fall 2024).
- ☐ A Student Chapter of the African American Male Education Network and Development (A2MEND) (approved Spring 2025).

***7. Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.***

As noted earlier, an extensive shared governance process led to the revision of Sacramento State's mission statement, which was formally adopted on December 5, 2024. The updated mission statement places explicit emphasis on serving Black students and reads as follows:

*“As California's capital university, Sacramento State transforms lives by preparing all students to lead, serve, and succeed. We are committed to our designations as a Hispanic Serving Institution, an Asian American Native American Pacific Islander Serving Institution, and **Black Serving Institution**, and to **intentionally serving students reflective of these designations** and all students who have been historically underserved in education.”* (bold added for emphasis)

In alignment with this renewed mission, Sacramento State builds on its long-standing commitment to supporting Black students through comprehensive campus services. Over the next five years, these services will be expanded and enhanced, as outlined in the university's Strategic Plan.

| <b>Strategic Goal #1: Outreach and Sustainable Enrollment Growth</b>          |   |
|---|---|
| Timeline  | Focused Activity  |
| 2025-2030   | Implement enhanced recruitment strategies targeting pre-qualified Sacramento State admits to target enrollment of 250 students for fall 2025, 80 students for Spring 2026, 250 students for fall 2025 to reach 1000 students by 2030            |
|   | Implement comprehensive transfer pathway programs with partner community colleges with the intention of enrolling 80 transfer students.   |
|   | Continue to expand outreach to High Schools both in-state and out-of-state to achieve 2026-2027 enrollment target.  |
|   | Explore and develop strategies to recruit students from Africa and the African diaspora   |
| 2026-2027   | Total enrollment target: 500 new students (including new students and transfer students)<br>Graduate 1 <sup>st</sup> cohort of Transfer Student   |
|   | Continue to develop partnerships with High Schools and Colleges to meet enrollment target   |
| 2027-2028   | Graduate the 1 <sup>st</sup> cohort of BHC scholars (Fall 2024)   |
| 2027-2030   | Enrollment Target: Maintain enrollment of 1000 students in the BHC  |
|   |   |
| <b>Strategic Goal #2 Curriculum Innovation and Academic Program Expansion</b> |   |
| 2024-2025   | Finalize the approval process of 3 BHC minors: <ul style="list-style-type: none"> <li>1. Minor in Leadership</li> <li>2. Minor in Leadership in Land and Real Estate Development</li> <li>3. Minor in Leadership in Health and Aging</li> </ul> |
| 2025-2027   | Increase the number of BHC faculty from 20 to 30  |
|   | Transition lower division and add upper division GE courses in which to cohort and enroll BHC scholars from 16 weeks to 8 weeks schedule  |

|  |  |
|--|--|
|  | Partner with entities in diverse sectors of the economy to provide hands- on experience for BHC scholars before they graduate.   |
|  | Create Professional schools' pathways for soon to graduate BHC scholars  |
| <b>Strategic Goal #3: Resource Development and Financial Stability</b> |  |
| 2025-2030  | Increase fundraising efforts through Give Sac State Day by 20% each year   |
|  | Develop and sustain corporate partnerships   |
|  | Pursue grant opportunities focused on student success  |
|  | Create scholarship to fund to financially support summer school courses for BHC students   |
| <b>Strategic Goal #4: Resource Allocation and Utilization</b>          |  |
| 2024-2025  | Increase the current size of BHC space by 510 sq ft from 5127 sq ft  |
|  | Increase BHC current allocation of laptops and desktops to BHC by 100%   |
|  | Increase the current BHC staff of Dean of Students, Counselor, Academic Advisor, Outreach and Admissions Officer, and Faculty Liaison by adding a) Program and Student Success Director, b) 6 Student Success Specialist   |
| 2025-2030  | Expand support of Basic Needs of BHC scholars.   |
| <b>Strategic Goal #5: Student Success and Support Services</b>         |  |
| 2025-2030  | <p>Student/Academic Advising</p> <ol style="list-style-type: none"> <li>1. Expand Academic Advising services</li> <li>2. Expand BHC mentoring program to include active BHC scholars as peer-mentors to serve newly enrolled scholars</li> <li>3. Implement Early-Warning system to support students</li> </ol>                                      |
|  | <p><b>Mental Health and Wellness:</b></p> <ol style="list-style-type: none"> <li>1. Expand counseling staff to serve Black students</li> </ol>   |
| 2025-2030  | <p><b>Career Development</b></p> <ul style="list-style-type: none"> <li>• Develop and strengthen the internships program for all juniors and seniors</li> <li>• <b>Graduate School Preparation:</b></li> <li>• Achieve between 95-100% graduate school enrollment rate within 5 years</li> <li>• Create research fellowship opportunities</li> </ul> |

**8. 4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time**

*and up to 150 percent of the normal time to degree completion.(B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.*

### ***FRESHMAN***

| 4 Year Graduation Rates |                  | 2022  | 2023  | 2024  |
|-------------------------|------------------|-------|-------|-------|
| <b>A</b>                | Institution      | 28.1% | 27.8% | 31.3% |
| <b>B</b>                | African American | 20.5% | 17.4% | 24.8% |
| 6 Year Graduation Rates |                  | 2022  | 2023  | 2024  |
| <b>A</b>                | Institution      | 54.5% | 55.8% | 56.3% |
| <b>B</b>                | African American | 43.3% | 44.4% | 51.6% |

### ***TRANSFER***

| 2 Year Graduation Rates |                  | 2022  | 2023  | 2024  |
|-------------------------|------------------|-------|-------|-------|
| <b>A</b>                | Institution      | 40.4% | 40.6% | 44.3% |
| <b>B</b>                | African American | 30.7% | 28.5% | 38.9% |
| 3 Year Graduation Rates |                  | 2022  | 2023  | 2024  |
| <b>A</b>                | Institution      | 71.4% | 67.6% | 67.9% |
| <b>B</b>                | African American | 57.2% | 51.2% | 60.1% |

The improvement graduation rates over the years reflects intentional focus and sustained effort in closing the equity gap. We plan to continue this trajectory of improving the graduation rate for Black and African American students by at least 20% by AY 2030.

***9. Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.***

### **Presidential Commitment**

As President of California State University, Sacramento (Sacramento State), I hereby affirm the University's unwavering and unapologetic commitment to advancing the success of Black and African American students. We embrace our university's mission to serve students who are reflective of our Black Serving Institution designation.

This commitment is personal as well as institutional. Prior to my appointment as President of Sacramento State in 2023, I served as the first Black Distinguished Professor in the 125-year history of San Diego State University (SDSU), where my academic work focused extensively on the experiences and outcomes of Black students in education. I have authored 16 books and nearly 200 scholarly publications, the majority of which center on strategies to support Black student success.

While at SDSU, I worked closely with Vice President for Student Affairs Aniesha Mitchell, Esq., to implement targeted initiatives that were recognized by *CalMatters* for effectively eliminating the equity gap between Black students and their peers. These results underscore our shared belief that intentional, data-informed efforts can transform educational outcomes.

At Sacramento State, we are building on this foundation. The University has committed substantial institutional resources—financial, human, and structural—to ensure Black student success is prioritized at every level. We support the development of statewide initiatives, including the creation of a designation for institutions that demonstrate excellence in serving Black students and the establishment of Black Honors Colleges, particularly in states without Historically Black Colleges and Universities (HBCUs) or Predominantly Black Institutions (PBIs).

Lastly, our university leadership is diverse and representative of our student body. This includes many cabinet members who identify as African American or Black, including: myself (President), Erika Cameron (Provost and Senior Vice President), Aniesha Mitchell esq (Vice President for Student Affairs), Michael Rez (Vice President for University Advancement), and Machel Martin (Senior AVP for Human Resources). In addition, we are proud that Chet Madison (Chief of Police) and Mark Orr (Athletic Director) are also senior university leaders who identify as Black or African American.

We recognize the California State University system's unique opportunity to lead in this area and are prepared to serve as a model for systemwide coordination of Black student success efforts. This work is not ancillary; it is central to our mission and integral to our vision for inclusive public higher education.

*10. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.*

## **1. Co-Curricular Support**

- **Black Honors College (BHC):**

The Black Honors College (BHC) as discussed in question 1 and 4 serves as a centralized, well-resourced co-curricular unit integrating institutional, academic, and cultural resources to promote equity and inclusion for Black students. It scales up campus-wide efforts and partners across departments to:

- Support culturally responsive teaching
- Promote the recruitment and retention of Black faculty and students.
- Coordinate student support services tailored to the unique lived experiences of Black students.

Through strategic collaborations with faculty, colleges, and campus leadership, the BHC advances its mission by aligning with broader equity and student success frameworks at Sacramento State.

- **Living and Learning Community (LLC):**
  - The Black Excellence Learning Community established in 2019 offers intentional opportunities for first-year students with similar identities and/or interests to meet and interact with campus departments, support services, and faculty.
  - Between 2019 and 2024, 199 Black students participated in the Living Learning Community, more than any other theme group and more than 150 BHC Scholars have indicated their intent to participate in LLC for Fall 2025
  - BHC, CWC and MLK Scholars have an opportunity to engage in co-curricular and social programming facilitated by faculty, staff, and community members who lead lectures, seminars, and discussions on economic empowerment, self-determination, and courageous leadership.

## 2. Academic Support

- **Ethnic Studies & Pan African Studies Program:**
  - Hired four new Black Assistant Professors since 2021 to meet AB 1460 requirements
  - One Pan African tenure track faculty and three lecturers teach for BHC
  - Almost 40% of students in Ethnic Studies are enrolled in courses pertaining to Pan African Studies
  - The Pan African Studies Program offers 15 Pan African Studies courses and facilitates the African Studies Minor and Pan African Studies Certificate programs
- **Umoja Professional Learning Community (PLC):**
  - Trains faculty/staff on Culturally Responsive Pedagogy (CRP)
  - Promotes understanding of the lived experiences of Black students
  - Trained 22 faculty/staff since 2023
- **STEM Equity Initiatives (EdInsights & Middle Leadership Academy):**
  - Framework to increase cultural competency in STEM courses.
  - Focus on improving equity in high-impact, low-completion courses.
  - Partnered with BHC to implement NACME scholarship guidelines.
- **Search Equity Advocate (SEA) Program:**
  - Ensures equitable hiring practices through trained faculty advocates.
  - BHC seeks to increase Black faculty representation in SEA to enhance inclusive learning.
- **Course redesign mini grants for faculty:**
  - Resources have been allocated with the explicit goal of addressing equity disparities, as identified through analysis of disaggregated course grade data. This analysis considers key factors such as race and gender at the individual course section level.
  - Specifically, the redesign process focuses on improving the representation and success rates of Black students, as well as overall student outcomes, in gateway courses and those with historically high failure rates.
  - Faculty are required to implement evidence-based instructional redesigns. Equity gaps—particularly those segmented by race—must be documented and evaluated both before and after the implementation of these changes.

## 3. Cultural Centers

- **Martin Luther King Jr. Center (MLK Center):**
  - Offers culturally affirming peer mentorship and academic support.
  - Hosts programs that amplify Black student achievement.
  - Leadership includes an AVP, director, coordinators, faculty scholar, and student ambassadors.

## 4. Mentorship Opportunities

- **MLK Center Peer Programs:**

- Includes Peer Coaches, Peer Wellness Ambassadors, and College/Career Ambassadors.
- Employs and trains students to mentor peers toward academic and personal success.
- Programs co-designed with student organizations to celebrate Black culture, amplify student voices, and drive academic success.
- **Umoja Professional Learning Community (PLC):**
  - Although focused on faculty/staff training, it indirectly supports student mentorship by fostering stronger student-faculty relationships.
- **Black Honors College:**
  - The Black Honors College (BHC) Mentoring Program is designed to foster academic excellence and guide students as they navigate their academic and career while fostering a supportive and inclusive educational environment.
  - The program pairs students with experienced mentors who provide guidance, networking opportunities, and support throughout their educational journey
  - This ecosystem of support helps foster belonging and builds pathways to graduation

## 5. Organizations

- **Black Staff and Faculty Association (Founded 1990):**
  - Advocates for fair hiring and retention of Black faculty/staff.
  - Ensures that Black voices are represented in institutional policies
- **Student Organizations**
  - Black Business Students Association (They are a new group)
  - Black Student Union
  - East African Student Association
  - African American Male Education Network and Development (This is a new group)
  - IYTU (Improve Your Tomorrow University)
  - Black Dance Collective
  - Nigerian Student Organization

These organizations enhance students' educational experience beyond the classroom: skill development, leadership, community development and engagement as well as cultural diversity and awareness

## 6. Black Excellence Experience: Strategic Recruitment Initiative

Led by staff from the President's Office and Division of Student Affairs, this high-impact program:

- Hosts large-scale events targeting Black high school and transfer students.
- Showcases Sac State's vibrant Black community through cultural performances, campus tours, and academic presentations.
- Offers **on-the-spot admissions** to Sac State and BHC. Over 100 students have been admitted via this initiative.