

## Transformation Lab Change Package: CSUN Northridge

# CSUN

**MICHAEL D. EISNER**  
COLLEGE OF EDUCATION

**Project Title:** “Improving the diversity of the CSUN teacher-candidate pipeline”

**Project Team:** Shari Tarver-Behring (Dean), Tina Torres, Jaclyn Kietzman, Ian Carroll, Amy Hanreddy, Alex Hollett, Pete Goldschmidt, Josh Einhorn, Julie Gainsburg

**Project Aim:** By Fall 2023, increase rates of Black and Latinx applicants to 5% and 55% of total applicant pool

### Introduction

The CSUN Team joined CTEPP in Fall 2021 as a direct consequence of our participation in the Chancellor’s Office Learning Lab for Improvement in AY 2019-20 and 2020-21. One motivation for participating in the Learning Lab was that our college had been focused on recruitment for its educator-preparation programs (EPPs) for years. Joining the Learning Lab promised theoretical and logistical assistance, coaching, and networking to support our goals, in particular, the recruitment of more Black and Latinx teacher candidates. For maximum impact, our Learning Lab Team included many college leaders: the Dean, the Director of the Credential Office, the Recruitment Specialist, the Grants Officer, the Webmaster, and the Chair of the Department of Secondary Education (who led the team). At the time of our proposal to join the Learning Lab, there were few structured initiatives in our college to diversify our EPPs. A notable one was the CSUN-led *Future Male Minority Teachers of California* (F2MTC) project (2016-19), funded by the Kellogg Foundation. Aimed at increasing the number of males of color in elementary teaching, the F2MTC leveraged the networked-community aspect of improvement science by including and convening 5 other CSUs. Another prior effort was the NGEI-funded *Diverse Teacher Advocacy Project* (2018-19), to examine how the use of data for continuous improvement could increase recruitment and retention of males of color in our college.

When we were invited to join CTEPP, our positive experiences with the Learning Lab encouraged us to seize the opportunity. CTEPP funding allowed us to expand our team by adding two more “department leads”: faculty members from the Departments of Elementary and Secondary Education (the latter of whom is now Department Chair).

We took as our problem the gap between the proportions of teacher candidates we prepare who are BIPOC and the demographics of the communities they serve. We set our aim as follows:

- By Fall 2022, increase rates of Black and Latinx applicants to 4.5% and 50% of total.
- By Fall 2023, increase rates of Black and Latinx applicants to 5% and 55% of total

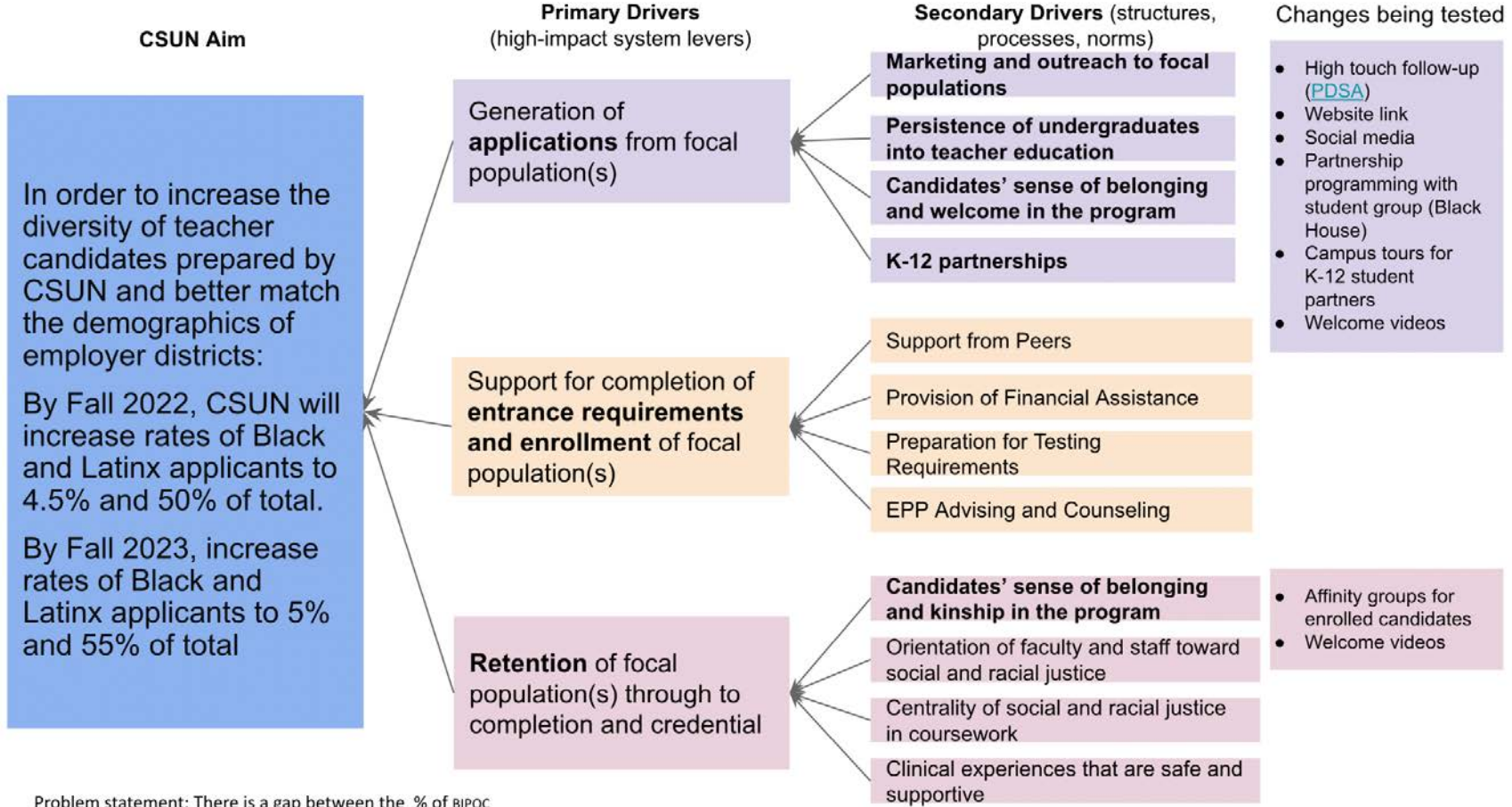
These aims matched the proportions of Black and Latinx undergraduates at CSUN, as CSUN undergraduates have historically been our main source for recruitment.

Our system investigation included examining “pipeline” data from application to program completion, the creation of a process diagram for the pipeline and a “fishbone” diagram to investigate problem causes, and empathy interviews. We confirmed that recruitment was the most critical focal point in the pipeline; there was little leakage in the pipeline after application. We realized how complicated the application process was for applicants; with a wide range of ways to learn about our program and enter the pipeline. We also learned that the application process requires support and follow-up.

An important contextual factor was the onset of the pandemic, which impacted applications in ways that overwhelmed any effects of our change efforts.

### Theory of Improvement

Using what we learned in our system investigation, we set our aim and developed a theory of improvement for how to reach our goal as illustrated in the driver diagram below:



Problem statement: There is a gap between the % of BIPOC teacher candidates we prepare and the demographics of the communities they serve.

## Change Ideas

We highlight 6 change activities in the charts below. These activities aligned most closely to our theory in the area of *generation of applications from focal populations*.

Our first tested change idea was our effort to increase our EPPs' social-media presence in a way that would particularly attract potential BIPOC candidates. This activity was motivated by a sense that our EPPs did not have enough social-media presence in a time when potential applicants increasingly learned about EPPs this way. While we did not have the capacity to target BIPOC candidates directly, we created an infographic that explained aspects of our EPPs that research has shown to attract BIPOC to teaching, such as flexible programming, and dispelled common myths about the profession, such as poor compensation. We posted the infographic on social media (Appendix A).

Second was an activity inspired by other campuses who had achieved success in recruiting BIPOC candidates through "high touch" recruitment strategies. Another motivation was the finding, from our system investigation, that the credential-application process could be complicated and daunting. This change idea was to make phone calls to potential applicants, to offer assistance and answer questions. Over 6 semesters, we experimented with different ways to identify potential applicants for calling, while our protocol remained the same (Appendix B).

A key source for identification of potential applicants is our Credential Office's Information Sessions, which are open to and strongly recommended (but not required) for anyone interested in our EPPs. These Information Sessions have been held in various formats for the past few years, including in person, by Zoom, and as an asynchronous slideshow, and they focus on admissions requirements and procedures (rather than program content). Many people engage in these Information Sessions but do not ultimately complete an application; we do not know why. Our phone calls, in most of the 6 semesters, targeted participants in synchronous Information Sessions who had not yet started or completed an application, in hopes that our call could help the participant over any application hurdles, provide missing information, or simply encourage them with a friendly, caring voice. A corollary outcome was that the Credential Office began to collect data on Information Session participation more systematically, including participant race and intended application semester. While in our first semester, we limited our calling to potential single-subject applicants, we later expanded our target groups to include the other two programs (multiple subject and education specialist). We plan to continue with these phone calls because they have proven impactful—each semester, groups that received the calls had higher application rates than groups who did not (Appendix C and D), while the time commitment is manageable.

The third change idea we tested was an event, nicknamed “Black Teachers Matter,” that was jointly organized by our college’s Recruitment Specialist and CSUN’s Department of Africana Studies and the Black House (Appendix E). This event was motivated by the idea that recruitment efforts needed to begin further upstream than efforts targeting folks who had already indicated an interest in teaching (e.g., those identified for our phone calls). This event was promoted to CSUN undergraduates and aimed to inspire Black students and other students of color to become teachers. It featured an inspirational speaker who was a Black teacher. Feedback collected in a post-event survey was very positive (Appendix F).

Fourth, in an effort to reach even further upstream and to partner with K-12, our Recruitment Specialist hosted campus visits for students, teachers, and counselors from teaching-career programs in four local high schools that enroll nearly all Latinx students, each school visiting on a different day (Appendix G). Visits included a campus tour, lunch, and information about our EPPs and how to prepare to enter them. For the four remaining local schools with teaching-career programs, our Recruitment Specialist will visit their campuses with similar information. It will be a few years before we understand the impact of these recruitment activities on application rates, but we plan to continue with these activities because of their important intermediate outcomes: better-informed high-school advisors and increased student interest in CSUN and teaching. These intermediate outcomes were evident in follow-up-survey results from participating students (Appendix H) and follow-up-interview results from participating teachers and counselors (Appendix I). In addition to the impact on awareness, we anticipate that these early connections will contribute to a sense of welcome and belonging at CSUN that our team is also working to develop.

The final two change activities are categorized as “promising practices,” in the first case because the change was unsuccessful and due to be significantly modified, and in the second case because the change is in an early stage of implementation. Empathy interviews had suggested a desire by current Black and Latinx EPP candidates for designated spaces to come together, share stories, and gain specialized support. In response, we implemented two affinity groups, one for Black and one for Latinx candidates. For each group, we identified two student leaders and a race-alike “mentor” who was a K-12 teacher in a local school. Both student leaders and mentors received leadership training in Summer 2022, and groups began in Fall 2022. Unfortunately, neither group garnered many participants. Through empathy interviews, we will investigate other ways to support and connect our Black and Latinx candidates without requiring them to meet at specific times—the feature of our affinity groups that we suspect suppressed participation.

Finally, we have partnered with one district and one school, separately, to create pipelines for their classified employees to move into our EPP and become teachers for their employing school/district. Grants help defray tuition fees, and CSUN departments have flexed some of their student-teacher-placement policies to allow participants to student teach at their employment site. These two

partnerships are currently recruiting their first cohorts. We hope to develop similar partnerships with other districts, with the expectation that participants are likelier to be BIPOC than are our current set of applicants.

### Progress Towards Aim

We have seen significant progress towards our aim of bringing the proportion of the Latinx applicants to our EPPs into parity with the proportion of Latinx undergraduates at CSUN (55%). Elevating the proportion of Black EPP applicants (aiming for 5%) has proven more challenging.

We take as a baseline our combined EPP applications for the 4 years prior to our participation in the Learning Lab (2016-2019). The chart below shows the application numbers and proportions for that baseline and for the following 3 fall semesters, when we participated in the Learning Lab and then CTEPP.

<b>Period</b>	<b>Total Applicants</b>	<b>Latinx Applicants (% of All Applicants)</b>	<b>Black Applicants (% of All Applicants)</b>
2016-2019	NA	(37%)	(3%)
Fall 2020	608	267 (44%)	27 (4%)
Fall 2021	397	182 (46%)	11 (3%)
Fall 2022	397	198 (50%)	8 (2%)

## Testing Process

Change Ideas Tested to Increase rates of Black and Latinx EPP applications		
Description	Evidence Collected	Testing Process
<p>1. Social media campaigns</p> <p>Paid advertisement via Facebook with use of Ads adapted from CSUN's <i>Teaching Inspires</i> campaign. One-time funding by CSUN University Advancement. Ad category: "Get More Leads," which gave an option to respond with contact information.</p>	<ul style="list-style-type: none"> <li>• Garnered 90 "leads" (responses)</li> <li>• This was a higher number than we had seen from unpaid advertisements</li> </ul>	<ul style="list-style-type: none"> <li>• One cycle.</li> <li>• Gathered number of responses over the 2-week ad period.</li> <li>• Future adoption pending funding</li> </ul>
<p>2. Infographic/Flyer that promoted EPP features known to attract BIPOC teacher candidates</p>	<ul style="list-style-type: none"> <li>• Prototyped and reviewed for impact by BIPOC students via survey</li> </ul>	<ul style="list-style-type: none"> <li>• Cycle 1: Prototype review</li> <li>• Cycle 2: Uploaded to website and distributed via social media</li> <li>• Cycle 3: Adapted with second page to include list of credential requirements and programs for in-person events</li> <li>• Adopted.</li> </ul>

<p>3. Phone calls from Recruitment Specialist and Department Chair to potential applicants</p> <p>Used a protocol to phone potential applicants prior to each application deadline, to offer assistance and answer questions.</p>	<ul style="list-style-type: none"> <li>● Notes about calls made, students reached (170/290), questions fielded</li> <li>● Time spent by callers (~10 calls/hr.)</li> <li>● Application “yield” data (yield %s always higher than yield from uncalled potential applicants)</li> <li>● Survey of new admits (asked about personal impact of phone call)</li> </ul>	<ul style="list-style-type: none"> <li>● Cycle 1 (Fall 2020 admissions): Called all Single Subject program participants from 2 Info Sessions. Realized the need to collect demographic data at sessions.</li> <li>● Cycle 2 (Spring 2021): Demographic data collected at sessions. Called Single Subject, Black &amp; Latinx participants from 2 Info Sessions. Also expanded to call Black &amp; Latinx incomplete applicants from Fall 2020.</li> <li>● Cycles 3 &amp; 4 (Fall 2021 &amp; Spring 2022): Called Single Subject Black &amp; Latinx incomplete applicants.</li> <li>● Cycle 5 (Fall 2022): Due to decline in applications, scaled up calls to include applicants for all 3 EPPs, of all race groups, with incomplete applications 2 weeks prior to due date.</li> <li>● Cycle 6 (Spring 2023): Called all participants from 3 Info Sessions who indicated a Fall 2023 start date.</li> <li>● In sum, the most effective targeting strategy seems to be calling Info Session participants who intend to apply in the current cycle and, closer to the due date, incomplete applicants.</li> </ul>
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		<ul style="list-style-type: none"> <li>● Adopted</li> </ul>
<p>4. "Black Teachers Matter" event</p> <p>Teacher-recruitment event jointly organized by our Recruitment Specialist and Dept. of Africana Studies</p>	<ul style="list-style-type: none"> <li>● 12 participants</li> <li>● Participant surveys</li> <li>● No cost</li> </ul>	<ul style="list-style-type: none"> <li>● Held one time</li> <li>● Gathered participation data</li> <li>● Surveyed participants</li> <li>● TBD: Adaptations for future partnership activities</li> </ul>
<p>5. School visits to/from CSUN</p> <p>Recruitment Specialist hosted students, teachers, and counselors from 4 local teaching-career high-school programs, to learn about our campus and EPPs.</p>	<ul style="list-style-type: none"> <li>● Participation data: 120</li> <li>● Surveys of students (showed increase in interest in CSUN and knowledge about our EPPs): in folder</li> <li>● Interviews with counselors/teachers (showed increase in knowledge about our EPPs and interest in future visits) in folder</li> <li>● Time/\$ spent: 40 hours \$4,659.33</li> </ul>	<ul style="list-style-type: none"> <li>● Cycle 1 (Fall 2022): 4 visits to CSUN</li> <li>● Cycle 2 (Fall 2023): Adapting model for community colleges.</li> <li>● Adopted: District invited Recruitment Specialist to maintain partnership activities into the future.</li> </ul>

<b>Promising Practices to Increase rates of Black and Latinx EPP applications</b>		
<b>Description</b>	<b>Evidence of Progress</b>	<b>Testing Process</b>
<p>1. Affinity groups</p> <p>Initiation of two affinity groups, one for Black and one for Latinx EPP candidates. Summer training for student leaders and K-12 teacher-mentors. Format likely to change in AY 2023-24.</p>	<ul style="list-style-type: none"> <li>• Participation data</li> <li>• Surveys/interviews</li> <li>• Time/\$ spent</li> <li>• #s of pre-credential participants applying later</li> </ul>	<ul style="list-style-type: none"> <li>• Cycle 1: Empathy interviews about belonging inspired AGs</li> <li>• Cycle 2: Implementation Fall 2022</li> <li>• Cycle 3: Modifications for Spring 2023 (e.g., adding pre-credential students)</li> <li>• Cycle 4: Format change for AY 2023-24 away from small-group meetings</li> </ul>
<p>2. Classified-employee pipelines</p> <p>Grant-funded partnership with local schools/districts to recruit and fund classified employees to complete BAs and EPPs.</p>	<ul style="list-style-type: none"> <li>• Participation data (disaggregated by race)</li> <li>• Credentials earned</li> <li>• Cost</li> </ul>	<ul style="list-style-type: none"> <li>• Formative surveys about participants' experience, to inform possible changes over the three years of the grant</li> </ul>

## Summary of Experience and Recommendations

From our efforts to increase the recruitment of Black and Latinx applicants to our EPPs, we take away a few key learnings about process and practice. Regarding process, we have benefited from collaborating on a cross-college, representative, cross-role team of faculty, staff, and administrators. We have learned much about each other's units and the work each other does (as well as about some units across campus). Including college leaders on the team helped ensure that decisions could be made and new practices implemented relatively quickly. We also recognize the necessity of a structure for our work, such as that provided by TLab, and of connections to a broader community for this transformation work. This recognition is now shaping our college's planning for whole-college DEI work. We have also learned that our team structure should be flexible; as our work evolves, so should our team membership and meeting configuration.

As for practice, we have learned the importance of personalized, high-touch recruitment actions, in particular ones that help potential applicants navigate the complicated admissions process. Our increased contact with potential applicants, through the phone calls and also new surveys, has revealed the importance of clear, straightforward, and consistent webpages; efforts are now underway to revise department and Credential Office websites. We have also learned that high-touch efforts to help identified applicants, while effective, are insufficient, in that they reach only a narrow band of potential recruits: those who have already taken application steps. We must complement these efforts with activities aiming further upstream, at middle-school, high-school, and community-college students.

It is important to note critical factors impacting our program and recruitment from beyond the university. The pandemic and resulting economic downturn have greatly impacted our EPP applications. In Fall 2020, applications to our EPPs nearly doubled compared to the few years prior. A survey of Fall 2020 admits indicated that the primary reasons for this increase were that our courses had moved online and that the Subject Matter and Basic Skills Requirements had been shifted from admissions requirements to exit requirements. (These reasons were more salient than employment issues and the suspension of the early field-experience requirement.) Of interest to CTEPP, the proportion of applicants who were Latinx swelled from 37% (average from 2016-19) to 43% in Fall 2020.

## Future Work

On the broadest level, the college is discussing ways to expand our CTEPP work to include our three remaining departments (Educational Psychology & Counseling, Educational Leadership & Policy Studies, and Deaf Studies). If this involves an expanded "central" team, it will be even more critical to determine new structures for collaboration, most likely with units, subcommittees, and

task forces working on separate change activities. We will need to establish the role of the central team to ensure common goals and the sharing of ideas and resources.

We will continue to participate in the CTEPP network through 2026 and to continue with many of our change activities and data collection. As we revise and refine our activities, we will seek ways to better consolidate and streamline our data collection and analysis.

It should also be mentioned that our CTEPP team has identified a second problem: the culture, curriculum, and processes of our EPPs are not consistently justice-oriented and do not consistently prepare candidates to enact justice-oriented education. We have been working on this problem in parallel with our recruitment problem. Affinity groups were, in fact, intended as a direct solution to this second problem and only indirectly a recruitment strategy. Other change activities aimed at this second problem include collegewide professional development for faculty and staff related to justice-oriented educator preparation; surveys and interviews of candidates related to their sense of belongingness, their preparation to serve diverse pupils and disrupt racism in schools, and their perception of justice-oriented efforts in the college; the creation of “welcome videos” for newly admitted EPP candidates that feature current candidates of color; and multipronged work at the department level on curriculum revision.

## Conclusion

We believe a key component of any successes we experienced was the inclusion of college leaders on the team. This enabled us to act with immediacy, without having to obtain approval or buy-in from college leaders. (Of course, various change activities sometimes needed buy-in from faculty and staff.) That said, we have learned that it is important to ensure that all team members have roles in the initiative that take advantage of their expertise.

It is also important to recognize, consider, and adjust for significant social, political, and economic contextual factors that may impact the university or program.

**For more information about this project, contact Dr. Julie Gainsburg ([julie.gainsburg@csun.edu](mailto:julie.gainsburg@csun.edu)).**

Appendix A: Infographic

**CSUN** MICHAEL D. **EISNER**  
COLLEGE OF EDUCATION

TEACHING INSPIRES

EMPLOYMENT OPPORTUNITIES

California needs 100,000 new teachers in the next 10 years.

100,000 TEACHERS NEEDED



SALARIES START AT \$53K-58K



ECONOMIC BENEFITS

Teacher salaries increase steadily with excellent benefits.

INVEST IN YOUR FUTURE

CSUN has an affordable credential program compared to other universities that cost up to \$30k. We also have many scholarship opportunities.

2-SEMESTER OPTION COSTS ONLY \$8,000



MAKE AN IMPACT ON YOUNG PEOPLE'S LIVES



YOU CAN DO IT

Serve as a role model and put into practice your commitment to social justice. Any undergraduate major is acceptable for a teacher credential program.

TEACHING CREDENTIALS

- Education Specialist Credential**
- Deaf and Hard of Hearing
  - Early Childhood Special Education
  - Mild/Moderate and Extensive Support Needs (dual credential)

- Single Subject Credential**
- Art\*
  - English\*
  - Foundational-Level Mathematics, Mathematics\*
  - Music\*
  - Physical Education\*
  - Science (Biology, Chemistry, Geoscience, Physics, Science, Foundational-Level Science, Health Science)
  - Social Science (Chicana/o Studies\*, History\*)
  - World Language (American Sign Language, French, German, Korean, Mandarin, Spanish\*)

**Multiple Subject Credential**

\*Subject Matter Program

TEACHING CREDENTIAL  
ADMISSION REQUIREMENTS

Undergraduate Transcripts  
2.67 cumulative GPA



Basic Skills



Subject Matter



Early Field Experience  
(45 hours)



TB Clearance



Fingerprint Clearance



2 Letters of Recommendation



Statement of Objective



## Appendix B: Protocol for Phone Calls

### Script for Calls:

Hello, this is Julie Gainsburg. I'm Chair of the Department of Secondary Education at Cal State Northridge. I know you recently attended an Information Session with our Credential Office, but I don't think you have completed the application for Spring 2023. So I'm calling to see if I can help you progress with your application or answer any questions you might have about the program itself.

*[If voice mail]* I'll follow up with an email, and I'll try again later, but you can also reply to my email or call me back at (818) 677-2580. I look forward to speaking with you!

*[possible prompts if the conversation wanes]*

- Are you planning to apply? Are you aware of the deadline?
- I know this is a big decision. Are there things you still want to know about before you decide?
- Are you clear about the pathways? Did you have any questions about those?

### Emails

#### **Subject: Follow-Up on CSUN Credential Application**

Hello, XXXX!

I just left a message on your voicemail. I'm hoping to speak with you to see if I can answer any questions about our Credential Program or the application process. I'll try your phone again later, but feel free to email or call me. I look forward to connecting with you!

Hi, XXXX!

It was nice to speak with you just now. Here's my email address. Feel free to reach out if you have questions about the program or the application.

The application is due December 1, but that is really late, so please try to complete it much sooner. I hope to see you in the spring!

## Appendix C: Phone Call Data Summary

	Fall 2020 <sup>2</sup>	Spring 2021 <sup>3</sup>	Fall 2021 <sup>4</sup>	Spring 2022 <sup>4</sup>	Fall 2022 <sup>5</sup>	Spring 2023 <sup>6</sup>
# potential applicants called <sup>1</sup>	38	21	63	18	112	38
# reached by phone	21	12	40	12	59	26
Completed-application rate of those called	49%	75%		33%	76%	32%
Completed-application rate of those not called	35-38%			21%	66%	14%

<sup>1</sup> Follow-up email was always sent, whether potential applicant was reached by phone or just left a voicemail. Several potential applicants who were not reached by phone responded to the email and gained information in that format.

<sup>2</sup> Target group: Participants from 2 selected Information Sessions who had not completed an application; racial identities unknown

<sup>3</sup> Target group: Black and Latinx participants from 2 selected Information Sessions or with incomplete applications from prior semester.

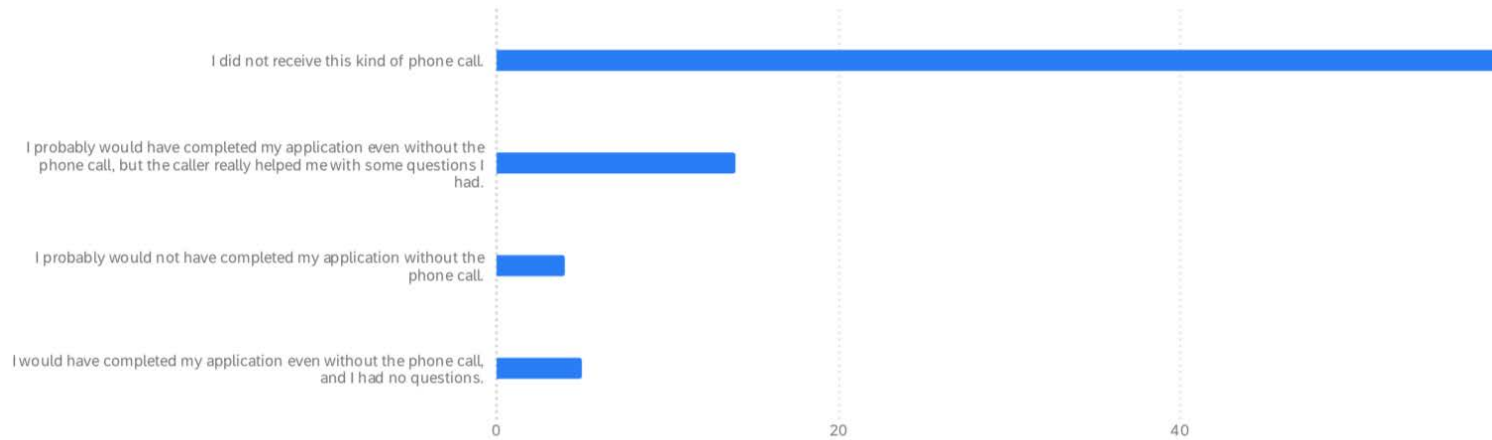
<sup>4</sup> Target group: Black and Latinx individuals who had begun but not completed applications.

<sup>5</sup> Target group: Incomplete applicants ~two weeks prior to deadline.

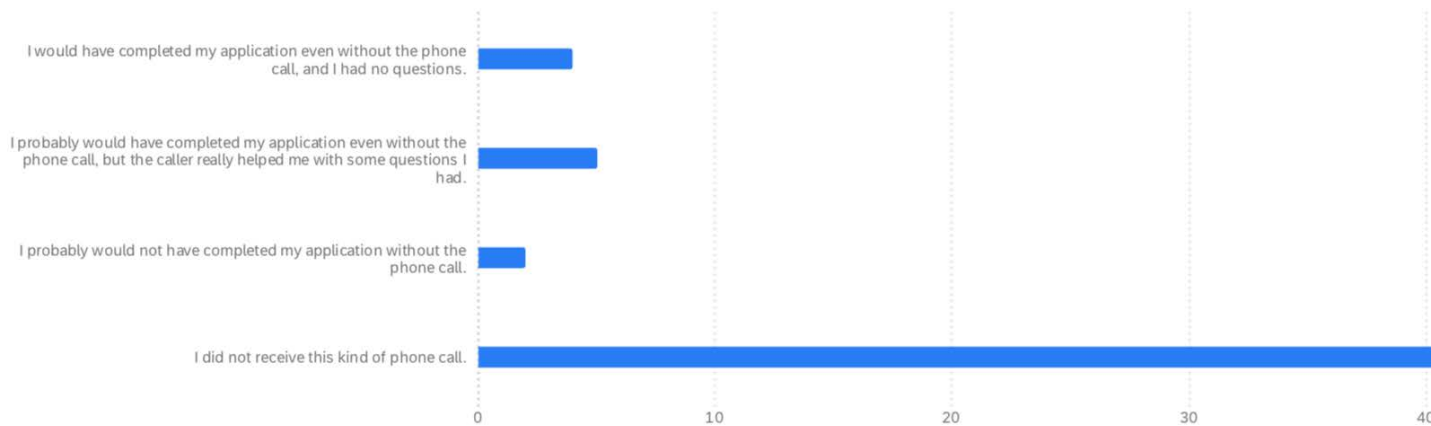
<sup>6</sup> Target group: All participants from 3 Information Sessions who indicated a Fall 2023 application (compared to 1 Info Session not called).

### Appendix D: Select Results from Survey of New EPP Admits in Fall 2022 and Spring 2023

7) Did you ever receive a phone call from a CSUN department chair or Recruitment Specialist offering to help you with an incomplete application? If so, to what degree did this contribute to your completing your application? 82 ⓘ



7) Did you ever receive a phone call from a CSUN department chair or Recruitment Specialist offering to help you with an incomplete application? If so, to what degree did this contribute to your completing your application? 53 ⓘ





## Appendix E: PDSA for “Black Teachers Matter” Event

**Change Idea.***What are you going to try? Why?*

**Host a mini virtual Teaching Inspires Event with the Black House and Africana Studies. This event will promote a career in teaching and CSUN's Teaching Credential Program to Black undergraduates.**

*What, specifically, are you going to try doing? Who? When? Where?*

We will co-host an event with Africana Studies and the Black House. The Black House will add this event to their activities calendar. Together we will market the event to CSUN undergraduates, focusing on Black student groups. This event will take place on November 19 on a Zoom Webinar. Dr. LaSonja Flowers-Ivory, an alumna from the Ed.D. program, will be our keynote speaker. Dr. Flowers-Ivory will talk about the impact Black educators have on the community. We will also share information about the CSUN teaching credential.

*What do you predict will happen when you enact this action? What successes and challenges do you anticipate?*

We predict that we will make a connection to Black undergraduates. There are two goals: informing Black undergraduates about the field of teaching and connecting them to our College so they know where to go if they have questions. The success that we anticipate is a partnership with COE, Africana Studies, and the Black House. Challenges: marketing the event; ensuring attendance.

*Is there a quick and easy way to know how it went? If so, how? Who can you talk to, or what data can you easily collect? (optional)*

We will have students submit a survey to collect data? It will be a survey about the event and ask for contact information. Recruitment Specialist will reach out to attendees after event follow up on Teaching Credential opportunities. Recruitment Specialist will also debrief with Black House Coordinators to get their feedback about event. Are they willing to do again? Do they think this has benefit to Black undergraduates?

**TRY IT!**

*What happened when you tried the action?*

We had 11-12 participants throughout the event. Although, half was CSUN faculty/staff. The event went over 2 hours. Out of the 11-12 participants, only four filled out survey.

*What did you learn?*

Event should not be so long and it should be limited to one speaker. This was out of COE control as it was a student led event. Another student from AS invited another guest speaker. Marketing needs to be better, in both materials and timeline. This was a first Black Teachers Matter event and it was done virtually; according to AS other CSUN groups are having trouble getting students to participate in events. Based on the four surveys, students were engaged with the speakers and thought that COE presentation was clear.

*What will you do next as a result of your learning? (adapt, adopt, abandon?)*

Adapt and try again, virtually. If it still doesn't give us ideal numbers then adapt one more time but only if it can be an in-person event. Marketing will be done differently. A more clear flyer with a clearer link to register. COE will take more responsibility in promoting event (send to CC contacts and other advisors on CSUN campus). Survey should ask: are you a CSUN student, CC student, Faculty/staff, etc. Will suggest to only having one guest speaker.

2/8/22. The Black House hired a professional staff to lead the organization and has partnered with the Recruitment Specialist. We haven't organized another Black Teachers Matter event but Recruitment Specialist has continued to partner with the Black House. Recruitment Specialist was a guest on an Instagram Live event in Fall 2021 and was invited to present in-person at the Black House in Fall 2021. However, no students showed up at the in-person event; many students were still participating in virtual learning. The Black House coordinator and the Recruitment Specialist both agreed for the Recruitment Specialist to make more appearances at the Black House upon students' return in the Spring 2022. We both believe it's important to continue to host presentations and offer one on one conversations at the Black House with students interested in a teaching credential. This is an ongoing partnership that we have adopted to increase awareness about the teaching profession.

Appendix F: Feedback from “Black Teachers Matter” Event

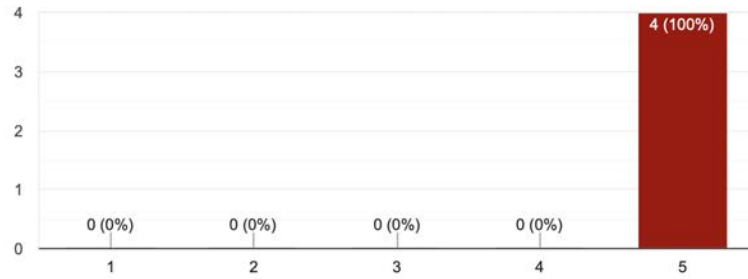
### Black Teachers Matter Event Feedback

4 responses

How satisfied were you with the event?

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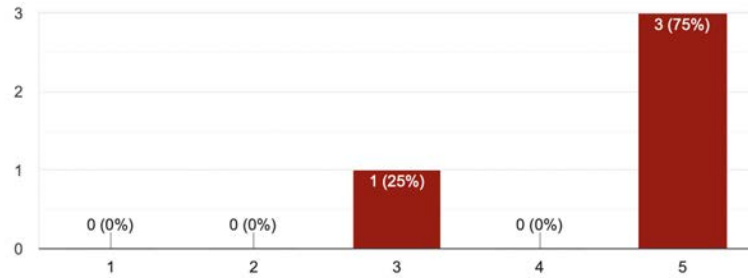
4 responses



Were you interested in teaching before attending this event?

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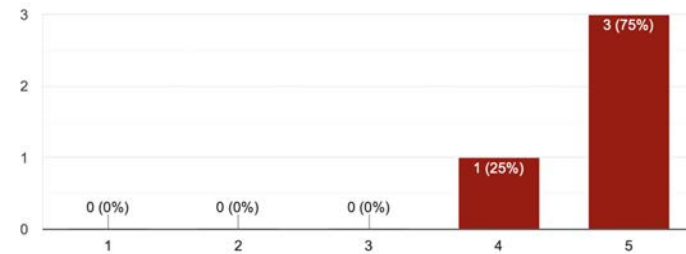
4 responses



Was this event helpful to learn about a career in teaching?

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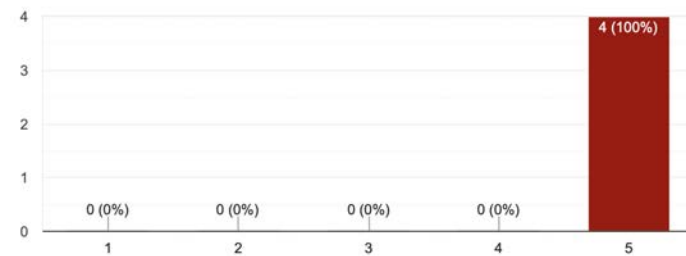
4 responses

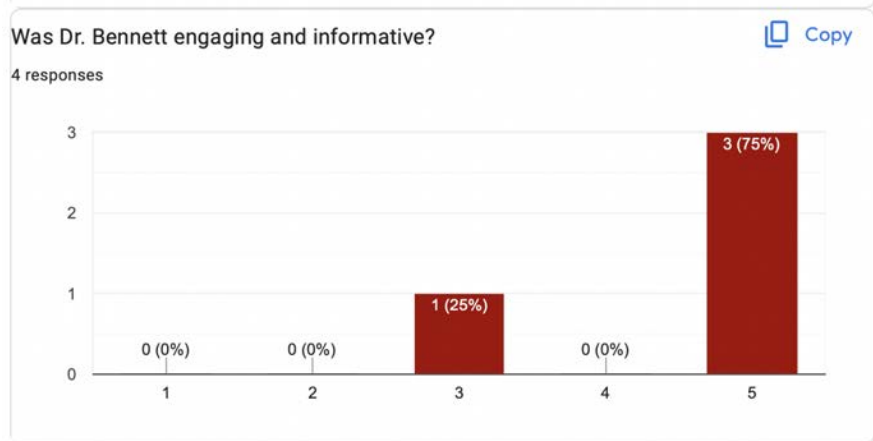
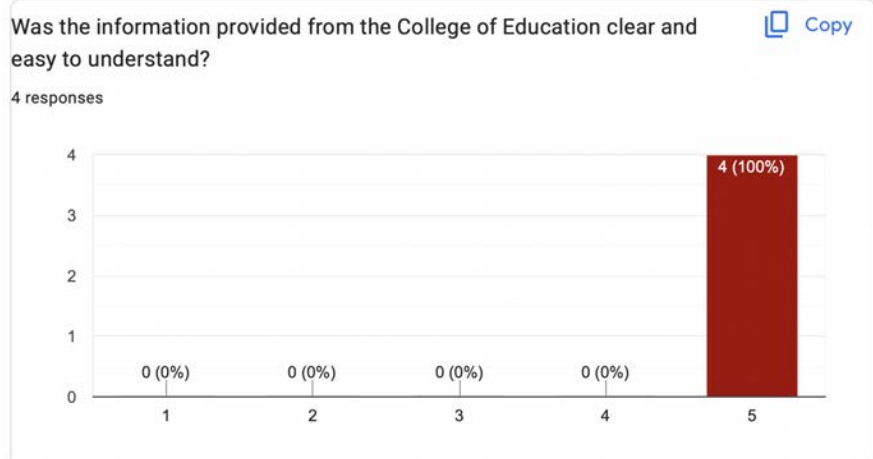


Was Dr. Ivory engaging and informative?

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4 responses





What were your key take aways from this event?

4 responses

internships and accelerated programs

Black and Brown teachers are important in the education system to relate to black and brown students.

Representation matters. If your passion is to change the life and trajectory of students, then make a way through burdens that may come during your professional and academic journey. Loved Dr. Ivory. She was encouraging and thoughtful. Having Jaclyn share about the CSUN program options and the benefits/resources available was great. Dr. Bennet was great at storytelling. She provided great seeds you could take away and plant for later. She also shared a lot of personal stories from her experience as a student and a professional. Having students see individuals educational and professional path is powerful and helps others see themselves in their journey.

The importance of diversity in the the educational system and the importance of educators to understand the cultural differences amongst the students the serve.

Do you have any overall feedback for this event or suggestions for future Black Teachers Matter events?

4 responses

great presentation

It was great perhaps more information on the teaching credentials programs.

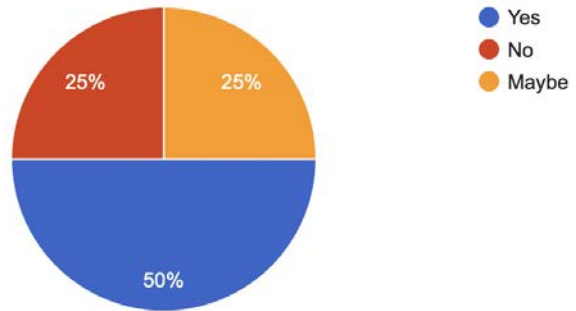
I really like this event. I think there should be more of these. Feedback, Dr. Bennet was dynamic and I loved her ability to share a story, however, I think she got off track in parts, it was hard to follow her. My only suggestion is that I would have liked to hear the experiences and point of view from a male. If another talk happens, I think that would be a great addition. No matter, this was GREAT!

I was a bit long. Possible have a part 1 and part 2 and break up the topics discussed rather than having it all in one session.

Do you want to learn more about a teaching credential?

 Copy

4 responses



Appendix G: High School Visit Slides

## SCHOOLS

**BELL HIGH SCHOOL**  
 CTE, Education & Child Development

Visit Date: October 3  
 Number of students: 42  
 Surveys collected: 21



**KENNEDY HIGH SCHOOL**  
 CTE, Child Development

Visit Date: October 10  
 Number of students: 29  
 Surveys collected: 25



## SCHOOLS

**Carson High School**  
 CTE, Education

Visit Date:  
 October 18

Number of  
 students: 22

Surveys  
 collected: 20



**Hollywood High School**  
 CTE, Child Development

Visit Date:  
 October 26

Number of  
 students: 27

Surveys  
 collected: 29



## ACTIVITIES

Campus Tour	10am-11am
University Ambassadors	
Credential Pathways Presentation	11-11:35am
Jaclyn Kietzman, COE Recruitment Specialist Education Building 1214-1216	
Liberal Studies and ITEP	11:35-12pm
Jonathan Martinez, ITEP Assistant Director Education Building 1214-1216	
Lunch	12-12:45pm
Education Building Courtyard	
Depart CSUN	1pm



## HIGHLIGHTS

- High school students were able to experience CSUN campus life
- High school students learned about majors that better prepare them for a teaching credential and our multiple credential pathways
- High school counselors/teachers learned about our credential pathways and how to better advise students
- Established a relationship with LAUSD CTE Liaisons and LAUSD Career Ladder

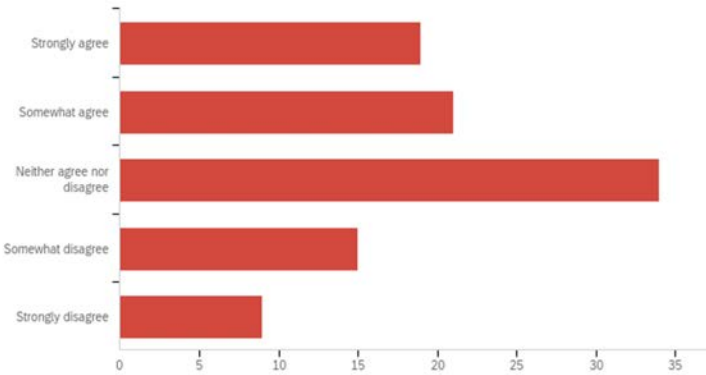
## AREAS OF GROWTH

- We wanted to bring community college students but we were at capacity with Campus Tours
- We need to secure credential candidates to serve as panelists



Appendix H: Student Feedback from High School Visits (n = 88; 90% Latinx)

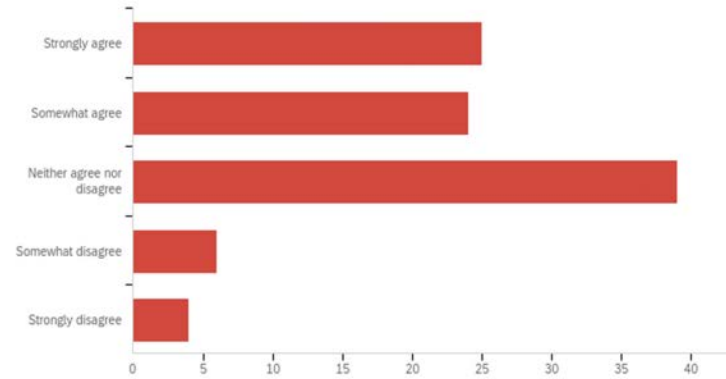
Q1 - Before visiting CSUN I was interested in the teaching profession



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before visiting CSUN I was interested in the teaching profession	1.00	5.00	2.73	1.20	1.44	98

#	Answer	%	Count
1	Strongly agree	19.39%	19
2	Somewhat agree	21.43%	21
3	Neither agree nor disagree	34.69%	34
4	Somewhat disagree	15.31%	15
5	Strongly disagree	9.18%	9
	Total	100%	98

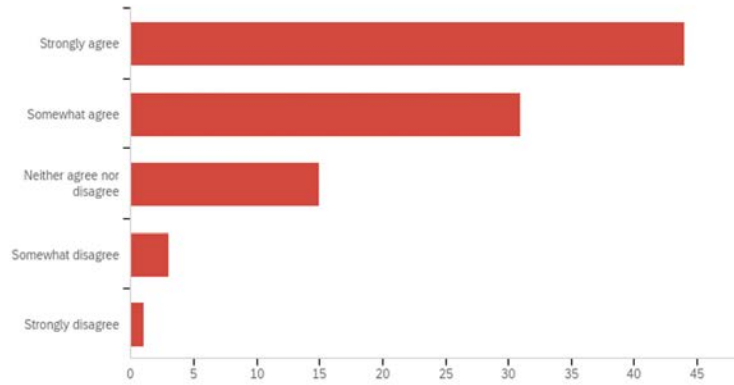
Q2 - Before visiting CSUN I was interested in applying to CSUN



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before visiting CSUN I was interested in applying to CSUN	1.00	5.00	2.39	1.06	1.11	98

#	Answer	%	Count
1	Strongly agree	25.51%	25
2	Somewhat agree	24.49%	24
3	Neither agree nor disagree	39.80%	39
4	Somewhat disagree	6.12%	6
5	Strongly disagree	4.08%	4
	Total	100%	98

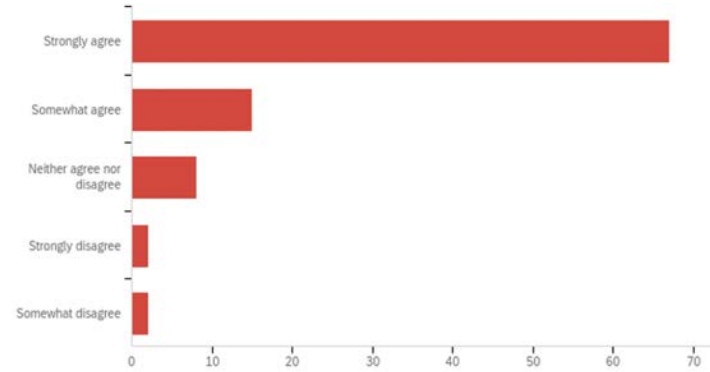
**Q3 - The campus tour positively impacted my decision to apply to CSUN**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The campus tour positively impacted my decision to apply to CSUN	1.00	5.00	1.79	0.90	0.81	94

#	Answer	%	Count
1	Strongly agree	46.81%	44
2	Somewhat agree	32.98%	31
3	Neither agree nor disagree	15.96%	15
4	Somewhat disagree	3.19%	3
5	Strongly disagree	1.06%	1
	Total	100%	94

**Q4 - The campus tour left a good impression of CSUN**

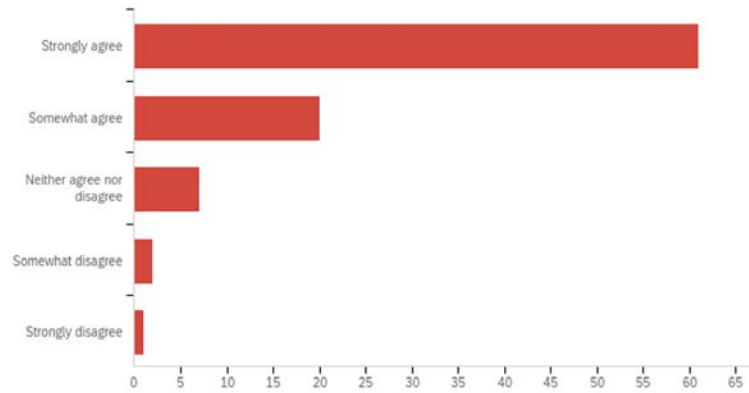


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The campus tour left a good impression of CSUN	1.00	99.00	3.69	14.18	201.19	94

#	Answer	%	Count
1	Strongly agree	71.28%	67
2	Somewhat agree	15.96%	15
3	Neither agree nor disagree	8.51%	8
14	Strongly disagree	2.13%	2
99	Somewhat disagree	2.13%	2
	Total	100%	94



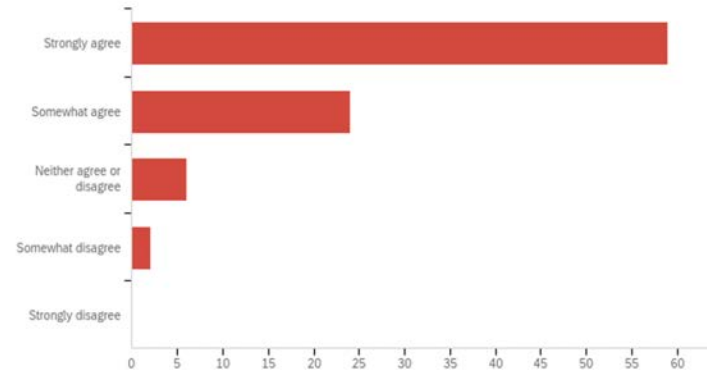
**Q5 - The presenter was engaging and informative**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The presenter was engaging and informative	1.00	5.00	1.48	0.82	0.67	91

#	Answer	%	Count
1	Strongly agree	67.03%	61
2	Somewhat agree	21.98%	20
3	Neither agree nor disagree	7.69%	7
4	Somewhat disagree	2.20%	2
5	Strongly disagree	1.10%	1
	Total	100%	91

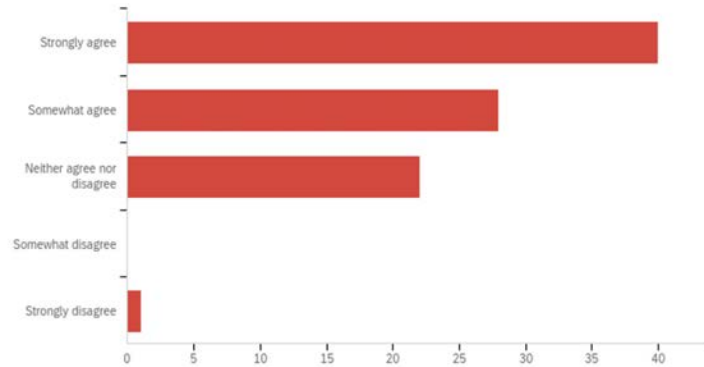
**Q6 - I now have a better understanding about the different types of teaching credentials and how to earn one.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I now have a better understanding about the different types of teaching credentials and how to earn one.	1.00	4.00	1.46	0.72	0.51	91

#	Answer	%	Count
1	Strongly agree	64.84%	59
2	Somewhat agree	26.37%	24
3	Neither agree or disagree	6.59%	6
4	Somewhat disagree	2.20%	2
5	Strongly disagree	0.00%	0
	Total	100%	91

**Q7 - After my visit today I am more likely to apply to CSUN**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	After my visit today I am more likely to apply to CSUN	1.00	5.00	1.84	0.87	0.75	91

#	Answer	%	Count
1	Strongly agree	43.96%	40
2	Somewhat agree	30.77%	28
3	Neither agree nor disagree	24.18%	22
4	Somewhat disagree	0.00%	0
5	Strongly disagree	1.10%	1
	Total	100%	91

**Q8 - Please share any additional thoughts/comments:**

Please share any additional thoughts/comments:

It was nice place and a good vibes dawg 🐶👍

Any Bus routes to take from Hollywood to CSU ?

i love the campus! It's beautiful!

I enjoy the fact that this school is very modern.

No comment

i actually like the campus and school really intrested

Very entertaining

I loved the massaging/relaxing part of the campus and what the gym has to offer.

I appreciate CSUN for having me and I would love it if you guys would keep my name in consideration for ITEP program. My name is sunshine sixtos currently attending AEE at Carson senior high

School seems comp.

Really Interested and informative for me, especially since I'm considering to be a teacher.

I don't have any thoughts or comments

N/a

i was interested in the ITEP program !!

everything was great and the people were amazing but im thinking about becoming an er nurse

.

I like that for the educational program you graduate a year earlier

Alex was a very good tour guide, she's awesome

please make the tour guides more interesting, we just saw halls and learned about office hours

I really would have wanted the tour guid to give have haven us more of a better tour of the school.

I would have liked to explore some if the buildings in depth

N/A

Alex was a very good tourist.

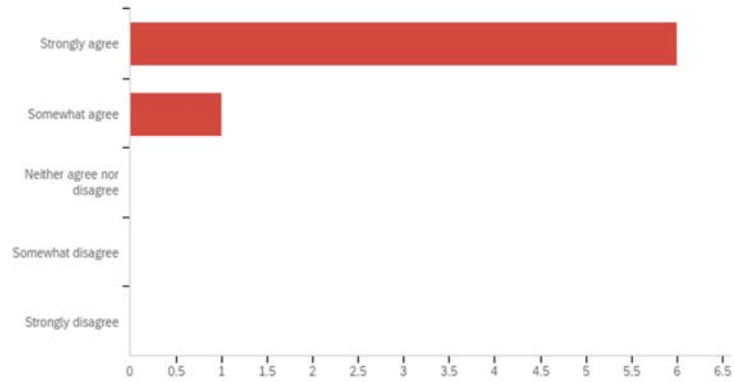
One star to our tour guide he didn't take us to the gym

The tour guy didn't show us everything like they did to the others

Ok

Appendix I: Staff Feedback from High School Visits

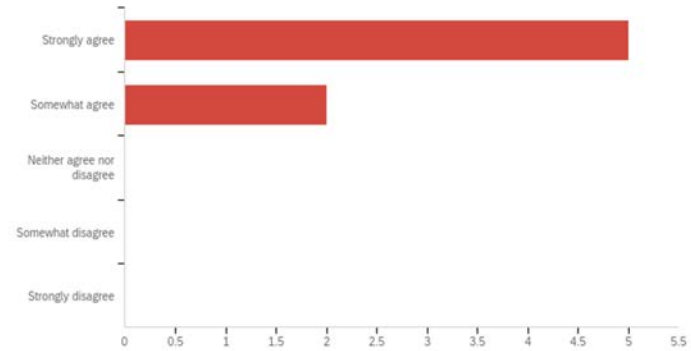
Q2 - The CSUN campus visit was well organized.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The CSUN campus visit was well organized.	0.00	1.00	0.14	0.35	0.12	7

#	Answer	%	Count
0	Strongly agree	85.71%	6
1	Somewhat agree	14.29%	1
2	Neither agree nor disagree	0.00%	0
3	Somewhat disagree	0.00%	0
4	Strongly disagree	0.00%	0

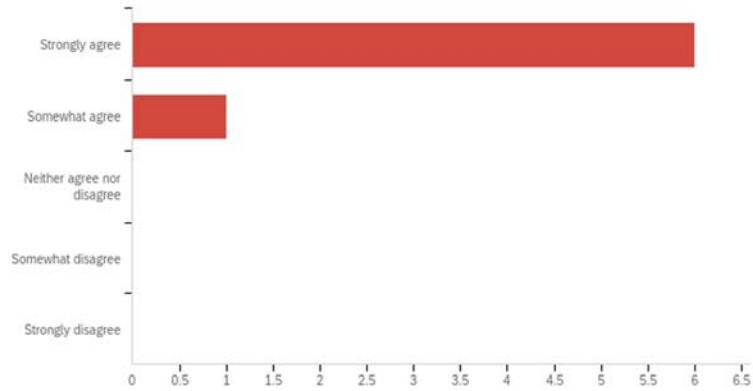
Q3 - The campus tour was engaging and informative for our students.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The campus tour was engaging and informative for our students.	1.00	2.00	1.29	0.45	0.20	7

#	Answer	%	Count
1	Strongly agree	71.43%	5
2	Somewhat agree	28.57%	2
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	7

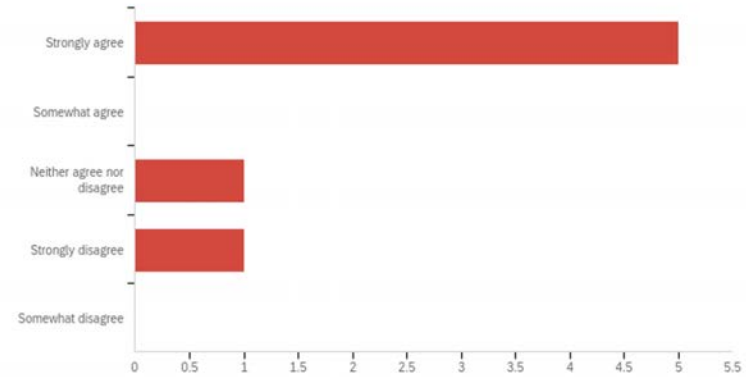
**Q4 - The College of Education presentation was engaging and informative for me.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The College of Education presentation was engaging and informative for me.	1.00	2.00	1.14	0.35	0.12	7

#	Answer	%	Count
1	Strongly agree	85.71%	6
2	Somewhat agree	14.29%	1
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	7

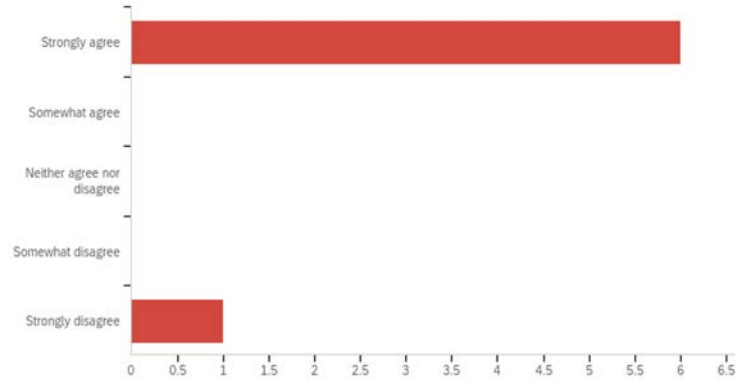
**Q5 - The students now have a clear understanding of different types of teaching credentials.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The students now have a clear understanding of different types of teaching credentials.	1.00	4.00	3.14	4.49	20.12	7

#	Answer	%	Count
1	Strongly agree	71.43%	5
2	Somewhat agree	0.00%	0
3	Neither agree nor disagree	14.29%	1
4	Strongly disagree	14.29%	1
5	Somewhat disagree	0.00%	0
	Total	100%	7

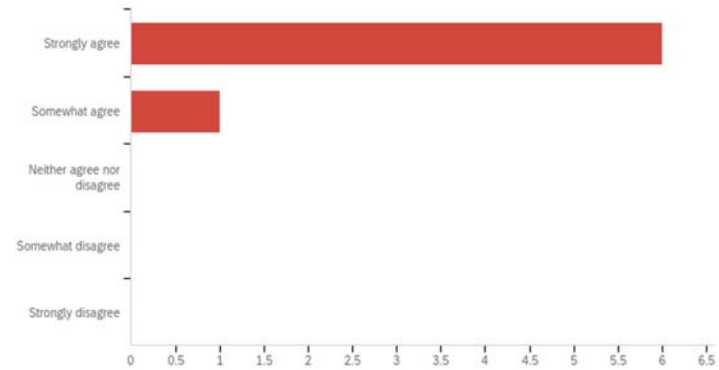
**Q6 - I have a better understanding of how to advise students who want to pursue a career in teaching.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I have a better understanding of how to advise students who want to pursue a career in teaching.	1.00	5.00	1.57	1.40	1.96	7

#	Answer	%	Count
1	Strongly agree	85.71%	6
2	Somewhat agree	0.00%	0
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	14.29%	1
	Total	100%	7

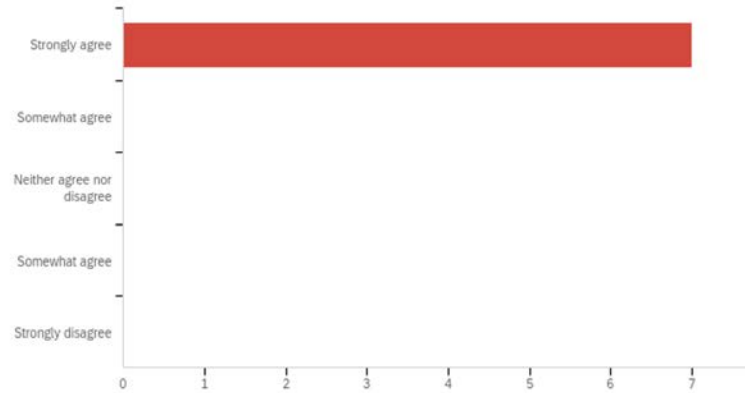
**Q7 - The CSUN campus visit met my expectations.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The CSUN campus visit met my expectations.	1.00	2.00	1.14	0.35	0.12	7

#	Answer	%	Count
1	Strongly agree	85.71%	6
2	Somewhat agree	14.29%	1
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	7

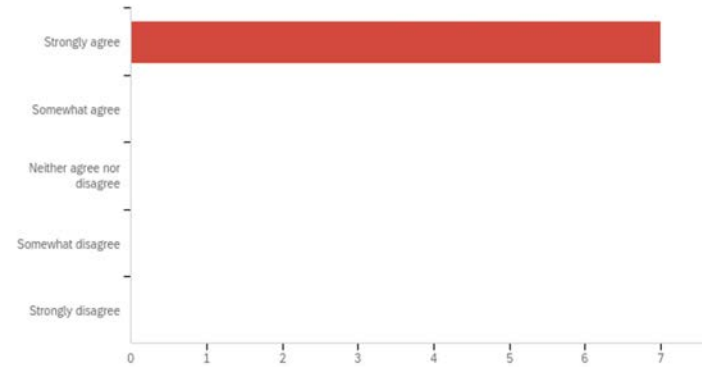
**Q8 - I would like to continue to bring future CTE Education cohorts to visit CSUN and the College of Education.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like to continue to bring future CTE Education cohorts to visit CSUN and the College of Education.	1.00	1.00	1.00	0.00	0.00	7

#	Answer	%	Count
1	Strongly agree	100.00%	7
2	Somewhat agree	0.00%	0
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	7

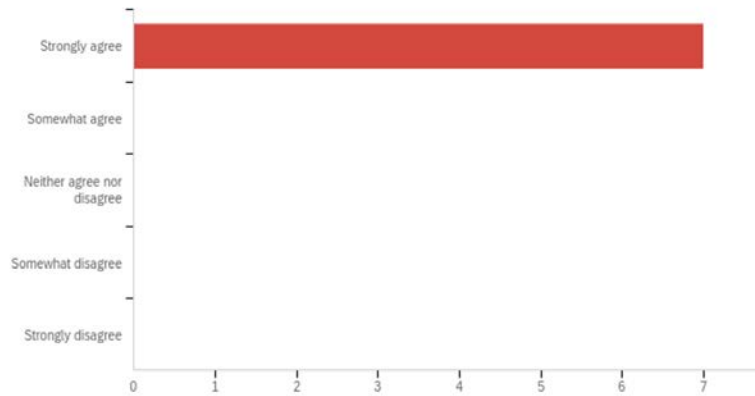
**Q9 - I would like for a representative from the College of Education to visit our CTE Education class at our campus.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like for a representative from the College of Education to visit our CTE Education class at our campus.	1.00	1.00	1.00	0.00	0.00	7

#	Answer	%	Count
1	Strongly agree	100.00%	7
2	Somewhat agree	0.00%	0
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	Total	100%	7

**Q11 - I look forward to a continued partnership with CSUN College of Education.**



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I look forward to a continued partnership with CSUN College of Education.	1.00	1.00	1.00	0.00	0.00	7

#	Answer	%	Count
1	Strongly agree	100.00%	7
2	Somewhat agree	0.00%	0
3	Neither agree nor disagree	0.00%	0
4	Somewhat disagree	0.00%	0
5	Strongly disagree	0.00%	0
	<b>Total</b>	<b>100%</b>	<b>7</b>

**Q12 - If you did not agree with any of the statements above, please explain why. How could the campus visit have better met your expectations?**

+

If you did not agree with any of the statements above, please explain why. How could the campus visit have better met your expectations?

---

Maybe we could meet some actual students. student panel?

---

I think having current students male and females come speak to the students will help. Therefore, they could share their college and campus experiences. Also, it would have been great if we could've visited the Child Development center.

---

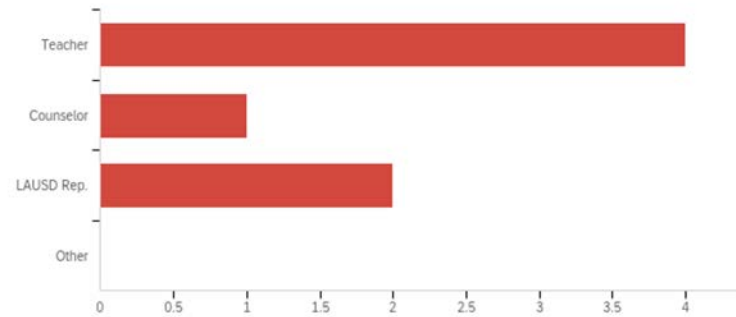
N/A

---

We loved our CSUN field trip!

□

Q14 - What is your role?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your role?	1.00	3.00	1.71	0.88	0.78	7

Q13 - If there were features of the campus visit that stood out as especially effective - features we should be sure to keep - please list them here.

- ⊕ If there were features of the campus visit that stood out as especially effective - features we should be sure to keep - please list them here.
- visiting the child dev center
- Presentation about the teaching credentials was very beneficial to our students.
- Having tour guides from the college of education was nice. They were able to give a more personal perspective.
- Every detail was informative and well received. Thank you for the opportunity.
- The tour and presentations were wonderful!

#	Answer	%	Count
1	Teacher	57.14%	4
2	Counselor	14.29%	1
3	LAUSD Rep.	28.57%	2
4	Other	0.00%	0
	Total	100%	7