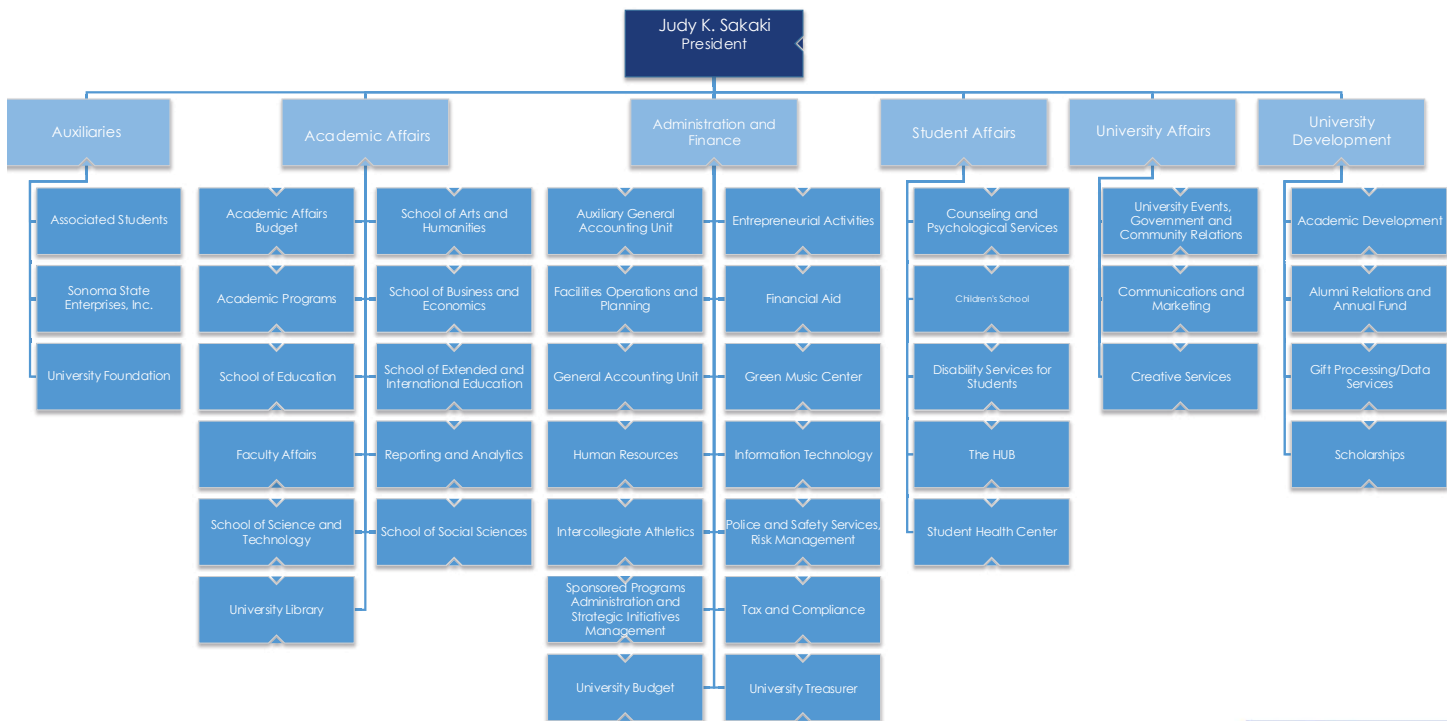


Appendix 1

Introduction: Institutional Context

Appendix 1.1

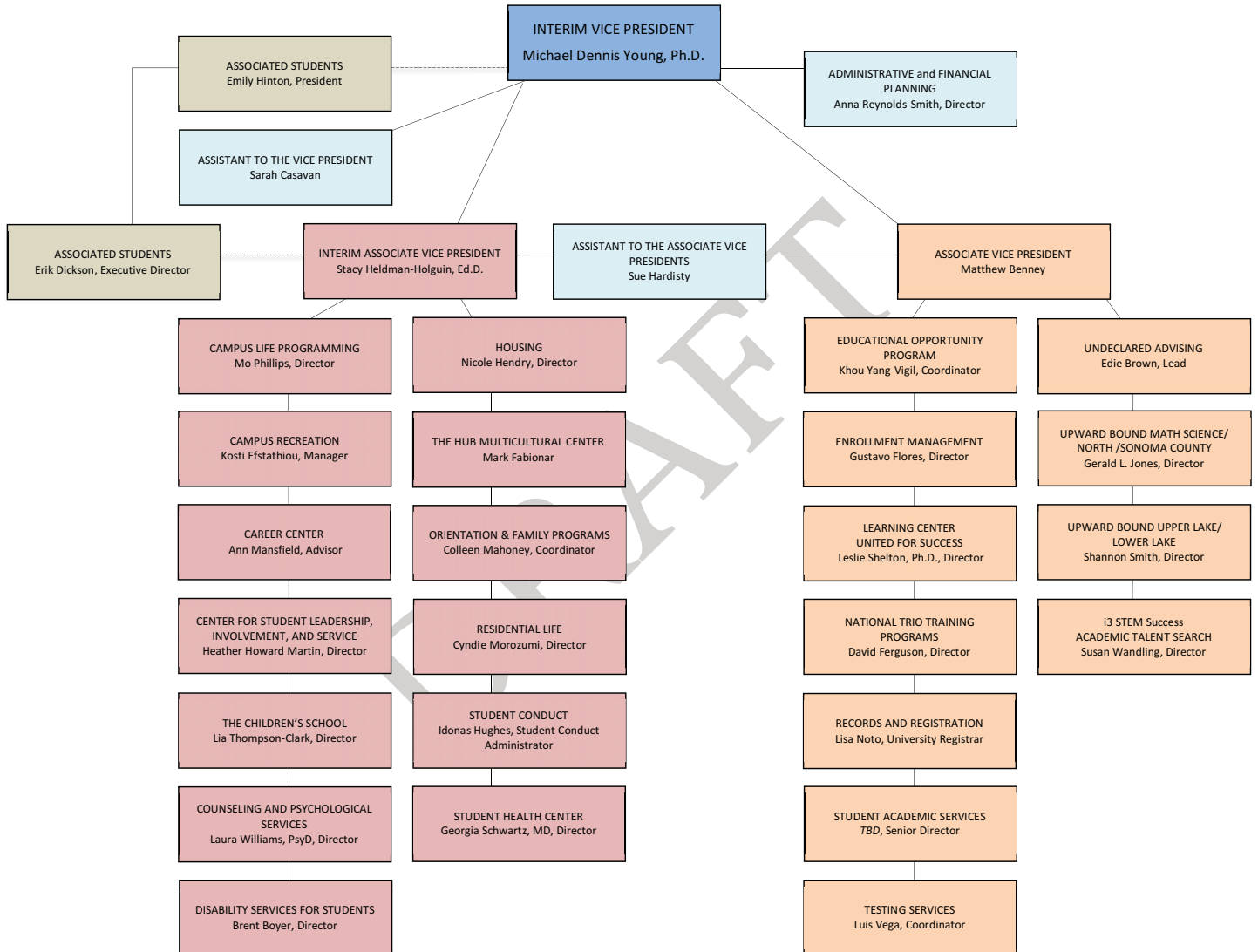
SSU Organizational Chart Prior to Restructuring



Organization Chart
Updated 9.7.16

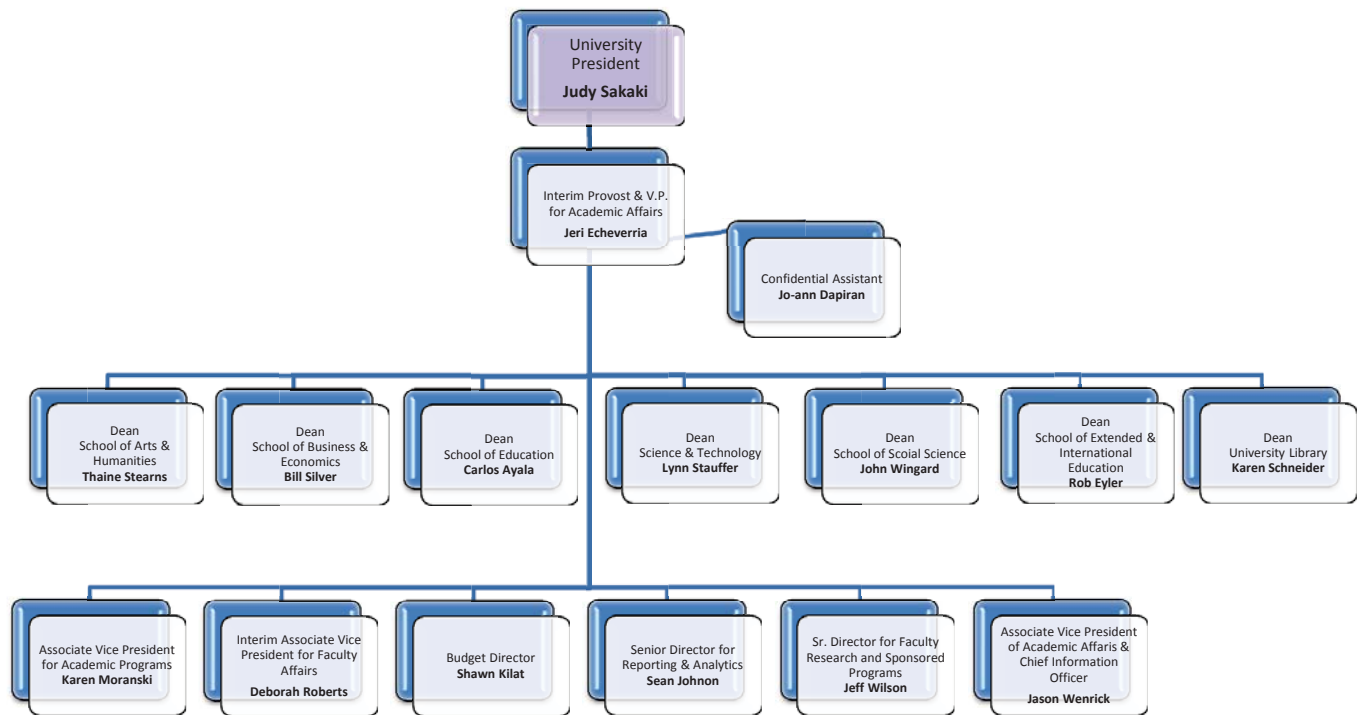
Appendix 1.2

Restructured Division of Student Affairs



Appendix 1.3

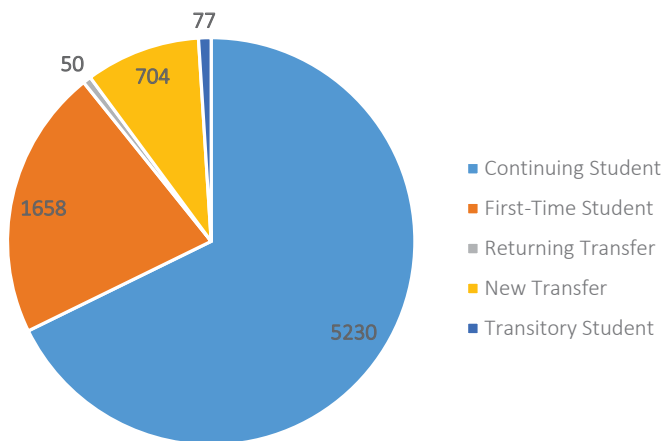
Restructured Division of Academic Affairs



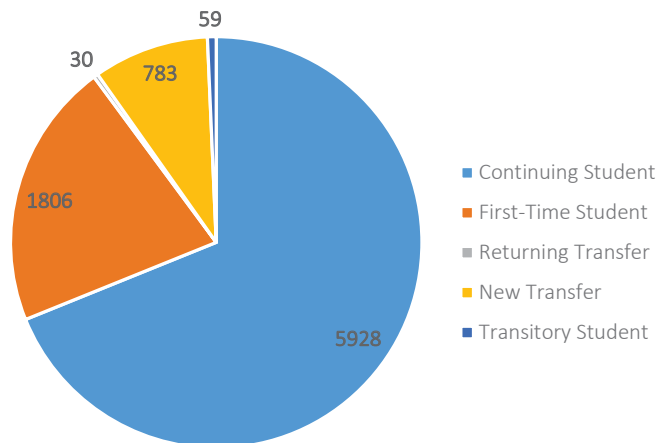
Appendix 1.4

Fall 2008 and Fall 2016 Undergraduate Population by Enrollment Description

Fall 2008 Ugrd Pop by Enrollment Desc



Fall 2016 Ugrd Pop by Enrollment Desc



Appendix 1.5

FY 2017 Application to Request Designation as an Eligible Institution

Sonoma State University

FY 2017 Application to Request Designation as an Eligible Institution

(includes Needy Student Waiver Supplemental Documents)

Submitted to the U.S. Department of Education on December 23, 2106

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Introductory Statement

Becoming a Hispanic-Serving Institution (HSI) – and all of the doors that can be opened via the HSI designation in terms of increasing higher education opportunities and equity – mark a key priority for Sonoma State University under the leadership of its new President Judy Sakaki. Hispanics now comprise half of the public high school graduates in the State of California, including 36% of the high school graduates in Sonoma County. The data in this application and in IPEDS confirm that since the 2014-15 year, Hispanics represent more than one-quarter of the undergraduate student body at Sonoma State, and in both numbers and percentages we expect Hispanic enrollments to keep climbing at Sonoma State in the years to come. Our campus also seeks to bolster access and success for other underrepresented and disadvantaged populations in our region of California, including low-income students from all backgrounds, and granting this waiver application will significantly catalyze these ongoing efforts at Sonoma State University. We thank the U.S. Department of Education staff for considering this application.

Needy Student Waiver Option # 3

3.1 Response

- Sonoma State University enrolled 9290 students for the Fall 2014 term. The racial/ethnic composition of those students is as follows:

Fall 2014 Enrollment By Race & Ethnicity

	Undergraduate	Graduate
American Indian or Alaskan Native	1%	0%
Asian	5%	4%
Black or African American	2%	2%
Hispanic/Latino	28%	12%
Native Hawaiian or Pacific Islander	0%	0%
Two or More Races	7%	4%
Unknown	7%	12%
White	51%	65%

- In Fall 2014 there were 2,105 students enrolled at Sonoma State who qualified as low income (household income no greater than income 150% of FPL). Of those, 990 come from underrepresented minority groups (as defined in 34 CFR Part 606.7(b) and Part 607.7(e)). A full 44% of our low income students identify as Hispanic/Latino, a significantly higher percentage than that of the student body at large. The full racial ethnic composition of this group is as follows:

Fall 2014 Low Income Enrollment By Race & Ethnicity

	Undergraduate	Graduate
American Indian or Alaskan Native	1%	>1%
Asian	5%	2%
Black or African American	5%	1%
Hispanic/Latino	44%	21%
Native Hawaiian or Pacific Islander	>1%	>1%
Two or More Races	6%	5%
Unknown	6%	12%
White	33%	59%

3.2 Response

- The total number of low-income students for the 2014-2015 base who also qualify as educationally disadvantaged is: 1038. In addition to the 990 low income students coming from minority groups (mentioned above), there are an additional 48 students whose parents did not graduate High School and thus qualify as educationally disadvantaged.

3.3 & 3.4 Response

- The following is a list of programs and services in place during the 2014-2015 base year that were specifically designed to increase the educational opportunities for the low income students who were also educationally disadvantaged, underrepresented in higher education, or minority students. Longitudinal data is provided to the extent that it is available.

- **The McNair Scholars Program**

- A. Description of the program:*

- The McNair Scholars Program at Sonoma State is funded by the U.S. Department of Education. The goal of the McNair Scholars Program is to increase the graduate degree completion among students belonging groups that are underrepresented in graduate education. McNair participants are either first generation and low-income college students, or members of an ethnic minority group that is underrepresented in graduate education (i.e. African-American, Hispanic, Native American, and Pacific Islander).

- The measurable outcomes of the program emphasize that McNair Scholars complete a research project under the guidance of a faculty mentor each year in the program, that graduating McNair Scholars enter a graduate degree program during the fall semester following their graduating senior year, that students persist into their second year of a graduate degree program, and that they earn a Ph.D. within ten years of graduation with a bachelor's degree.

- B. Services that the program provides:*

- Workshops focused on all aspects of graduate school application, including getting good letters of recommendation, writing statements of purpose, and financing graduate education
 - Faculty mentors to guide McNair Scholars in the design, development, and completion of research projects
 - A symposium for McNair Scholars to present their research and a journal for them to publish their work
 - Workshops on symposium/conference presentations
 - Travel funding for conferences and graduate school visits
 - Individual advising on graduate school selection and statements of purpose
 - Access to GRE preparation software
 - Application fee waivers for McNair Scholars offered by most graduate schools

- C. Longitudinal data:*

- The McNair program serves 27 students per year, so 162 students over a six-year period. In the 14-15 year, McNair served 11 Hispanic/Latino students.

- **The Educational Opportunity Program (EOP)**

- A. Description of the program:*

The primary goals of the Educational Opportunity Program (EOP) are to improve the access, retention and graduation of students who have been historically, economically and/or educationally disadvantaged. EOP assists students by providing comprehensive academic support services. EOP helps to ease the transition to college and provides services in the following areas to help you students succeed: admissions, financial assistance, orientation, academic support, as well as academic and personal advising. The EOP Academy is designed to provide academic and social support for our incoming EOP First-time Freshmen (FTF), through the creation of a learning community. Incoming students will enroll in a block of classes with approximately 20 other EOP FTF.

B. Services that the program provides:

- EOP at Sonoma helps students create a community that actively values and encourages multiculturalism. EOP provides a wide variety of services to support student success with graduation as a goal for all EOP students.
- PROFESSIONAL ADVISORS. We assist with concerns regarding housing, financial aid, and balancing college with personal life. EOP advisors help students understand academic policies, timelines, majors/minors, career exploration, and graduate school opportunities.
- THE SUMMER BRIDGE PROGRAM. Summer Bridge is an expanded orientation to college life at Sonoma required for EOP First Time Freshmen. Bridge is a one-week residential program that takes place the summer after high school graduation.
- THE EOP FRESHMAN YEAR ACADEMY. EOP Freshman Year Academy is a great way for a student to begin required college coursework, build friendships and gain confidence as a college student.
- EOP GRANTS are based on FAFSA data and students are encouraged to submit these critical documents early in January.
- COMMUNITY BUILDING OPPORTUNITIES Our EOP staff recognizes the importance of students feeling like a member of the EOP community as well as the overall SSU community

C. Longitudinal data:

- See pdf documents EOP Demographics and EOP Program Evaluations, submitted along with this document.

○ **The Migrant Education Advisor Program (MEAP)**

A. Description of the program:

The Migrant Education Advisor Program, or MEAP, is a collaborative advising program between the Office of Migrant Education, The Masters in Counseling Program at Sonoma State University, and participating school districts. MEAP was developed in response to three specific needs: 1) The need to provide academic advisements and support services to middle and high school migrant students in order to help them to experience educational success and ensure that they graduate from high school. 2) The need to identify cost effective strategies and

programs for providing these types of services. 3) The need to increase pool of potential bilingual/bicultural school counseling candidates.

B. Services that the program provides:

- Academic advising, provided by bilingual undergraduate and graduate level college students, to middle and high school students so that they will have knowledge of the high school graduation requirements and the core curriculum in order to ensure graduation from high school as well as the attainment of skills needed for life long success and the pursuit of a post-secondary education.
- Career guidance for each migrant student so that they develop career and educational goals as well as an understanding and awareness of academic outcomes and the relationship to post-secondary education and the world of work.
- Social and economic support for each migrant student through the fostering of self-esteem, cultural pride, and leadership development.
- Parent Education assistance for migrant parents in order to develop a support system between the home and school environment.

C. Longitudinal data:

- MEAP longitudinal data unavailable.

○ **Koret Scholars Program**

A. Description of the program:

- The Koret Scholars Program was established in the 2016-17 academic year through a three-year grant from the Koret Foundation. The objective of the program is to provide resources for undergraduates to complete research and creative projects under the guidance of faculty mentors.

B. Services that the program provides:

- Funding priority is given to underrepresented students (low income, first generation, underrepresented minority), and funding is used to cover student travel and research supply expenses. Funding also provides stipends for students and faculty mentors. At the end of each academic year, Koret Scholars present their projects at the annual SSU Symposium of Research and Creativity.

C. Longitudinal Data:

- Number served: 100 per year. For the 2016-17 year, 52 are Hispanic/Latinos.

○ **Mathematics Science Engineering Achievement (MESA)**

A. Description of the program:

- SSU aims to recruit, retain, and graduate more students in science, technology, engineering, and mathematics (STEM) to meet the science and technology challenges faced by California and the nation. The School of Science and Technology established a MESA Engineering Program (MEP) to enrich the learning environment for educationally disadvantaged students so that upon graduation these students can help fill STEM-related professions.

Sonoma State University has the only 4-year college MESA program in the state open to all STEM majors. MESA serves educationally disadvantaged students and, to the extent possible by law, emphasizes participation by students from groups with low rates of eligibility for four-year colleges. This includes students from low-income households, students receiving financial aid, students who are first in their family to attend college, students from educationally disadvantaged high schools, students whose primary language spoken at home is not English, and students from non-traditional homes.

B. Services that the program provides:

- MESA Mondays – Study Central
 - This is a weekly three-hour sessions focused on community building, academic advising, professional development, and tutoring. MESA provides notebooks, pens, pencils, and other assorted studying supplies. There are also two Chromebooks and one Microsoft Surface Pro available for short-term lending.
- MESA Workshops and Events
- Applying for the PG&E Bright Minds Scholarship
- CVs, Resumes, and Cover Letters Workshop
- Electronics Skills Labs
- McNair Scholars Informational Meeting
- Meet the Speaker Series
- MESA Student Leadership Conference – sponsor student attendance
- Napa Valley College STEM Fair
- Outreach – Healdsburg Charter School, Roseland University Prep, Oakgrove Elementary
- Sonoma County Expanding Your Horizons Conference
- Advising and Tutoring
- Peer Academic Advisors (2)
- Academic Tutors (5)
- Tutoring partnership with Upward Bound
- Research Support
- Geology research assistant scholarship
- California Space Grant summer internships (2)

C. Longitudinal data:

- Base year (2014-2015) enrollment in the MESA program is as follows:

2014-15 MESA Enrollment by Race & Ethnicity

American Indian or Alaskan Native	1
Asian	5
Black or African American	3
Hispanic/Latino	25
Unknown	7
White	1

- Enrollment in, and graduates of, the MESA program for the past five academic periods is as follows:

2014-15 MESA Enrollment & Graduates by Academic Period

	Headcount	Graduates
2009-2010	19	2
2010-2011	23	1
2011-2012	34	2
2012-2013	37	1
2013-2014	53	5
2014-2015	47	10

o **United for Success**

A. Description of the program:

- United for Success (U4S) is a federally funded TRiO Student Support Services program that provides an array of academic and personal support services for 350 first-generation, low income and/or disabled students designed to help them reach the goal of graduating with a bachelor's degree within six years.

B. Services that the program provides:

- Individualized tutoring in math, writing, and some sciences
- Help designing study strategies based on learning capacities
- Assistance managing budgets and finances
- Help applying for graduate school.

C. Longitudinal data:

- Longitudinal data for the United for Success program is as follows:

Acad Period	Persistence *	Good academic standing	Graduate within 6 years	% FG & LI	FG only	% DSS	% Hispanic	Number Served
2010/11	N/A	96%	56%	61%	20%	17%	44%	352
2011/12	89%	96%	51%	58%	18%	22%	44%	352
2012/13	92%	92%	63%	56%	18%	23%	43%	352
2013/14	90%	94%	56%	58%	18%	20%	45%	334
2014/15	96%	95%	60%	54%	21%	21%	47%	350
2015/16	91%	95%	65%	55%	23%	19%	55%	350

FG = First Generation; LI = Low Income; DSS = Disabled Student Services

o **Multilingual Achievers Program (MAP)**

A. *Description of program:*

- Formerly known as MLL Program, is a federally-funded TRiO Student Support Services program designed to help *multilingual*, first generation, low-income students, including students with disabilities, who have a goal to graduate with a Bachelor's degree within six years. MAP is designed to improve academic performance, persistence, and graduation amongst low-income students, first generation college students, and students with disabilities. As a special population grant, students eligible for services are also identified as limited English proficient (i.e. ESL or MLL).

B. *Services that the program provides:*

- Reading/writing tutoring provided by our experienced and knowledgeable MAP specialists, who will help students with a range of reading/writing tasks, including:
 - Academic writing and presentations for all majors
 - WEPT Tutoring support (for graduation writing requirement)
 - Writing for professional purposes (cover letter, resume, email)
 - Scholarship and graduate school statements of purpose
- A writing lab that offers “same day tutoring” provided by trained tutors
- Group tutoring with a multilingual focus, linked to specific classes and majors
- Individualized math tutoring with a MAP Math Specialist in the Writing Center
- Additional math support through the Tutorial Center
- Targeted workshops and classes, including workshops on Financial Aid and applying for Scholarships
- Course selection guidance and academic advising

C. Longitudinal data:

- The Multilingual Achievers Program (MAP), originally called Multilingual Learners Program (MLL) was established in 2010-11. The program receives funding to serve 140 students each academic year and has done so every year since 2010-11, except for 2013-14 when the Department of Education reduced funding. In 2010-11, MAP served 133 students.
Participant data is as follows:
 - 2011-12: 94 Hispanic students out of 140 served
 - 2012-13: 102 Hispanic students out of 140 served
 - 2013-14: 105 Hispanic students out of 133 served
 - 2014-15: 114 Hispanic students out of 140 served
- Please note service to this group has steadily increased. It should also be noted that the numbers per academic year include some overlap because some of the 140 students served are continuing students. During the 2014-15 academic year, MAP had a persistence rate of 91% and a good academic standing rate of 90%.

○ **Louis Stokes Alliances for Minority Participation (LSAMP)**

A. Description of Program:

- The Louis Stokes Alliance for Minority Participation (LSAMP) is an NSF sponsored program designed to broaden participation in science, mathematics, engineering and technology (STEM) disciplines and increase the number of students receiving baccalaureate degrees, and ultimately Ph.D.s, in STEM disciplines. LSAMP serves SSU students who are Mathematics, Physics, Biology, Geology, Computer Science, Engineering Science or Chemistry majors, U.S. citizens or permanent residents, and face social, educational, or economic barriers to careers in STEM.

B. Services that the program provides:

- Reimbursement for required STEM textbooks
- Reimbursement for GRE preparation courses and GRE registration
- Reimbursement for travel to professional conferences and visits to graduate schools
- Material support and stipends for students in research projects
- \$30,000/year plus tuition and fees for two years to participate in a "Bridge to the Doctorate" program at a selected CSU campus

C. A Longitudinal Progression:

- Longitudinal data for the LSAMP program is as follows:

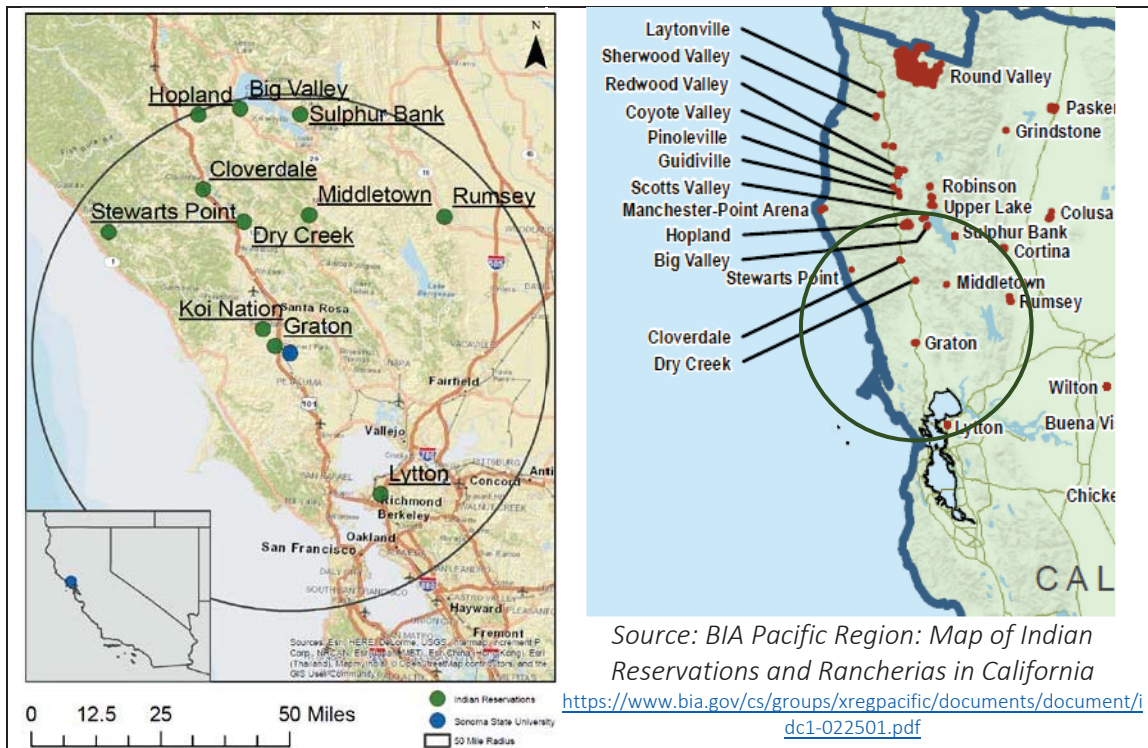
LSAMP Participants by Academic Period

	Headcount
2009-2010	61
2010-2011	70
2011-2012	64
2012-2013	49
2013-2014	84
2014-2015	47

Needy Student Waiver Option # 5

5.1 Response

- The map immediately below on the left provides a close-up view and shows that Sonoma State University is within 50 miles of eleven American Indian reservations (called “Rancherias” in California). The map below on the right side provides additional perspective on the same information. Moreover, the map on the right also confirms the supplemental point that there are a significant number of federally recognized tribes just to the north of the 50-mile radius that are still in Sonoma State’s service area, as we are the closest 4-year public university in California for members of dozens of local tribes.



5.2 Response

- The Fall 2014 racial/ethnic composition of Sonoma State, along with the two Fall terms immediately following is outlined in the table below. The data show a substantial increase in Hispanic/Latino enrollments and corresponding decrease in White enrollments. This is a long-term trend, and is expected to continue in the years to come.

Sonoma State University Percent of All Undergraduate Enrollment By Race & Ethnicity

	Fall 2014	Fall 2015	Fall 2016
American Indian or Alaskan Native	1%	1%	>1%
Asian	5%	5%	5%
Black or African American	2%	2%	2%
Hispanic/Latino	28%	31%	33%
Native Hawaiian or Pacific Islander	>1%	>1%	>1%
Two or More Races	7%	7%	6%
Unknown	7%	7%	7%
White	51%	48%	46%

5.2a Response

- The number of American Indians at Sonoma State has been at or just under 1% of the population for the past three years. The table below provides the population number along with a breakdown of said population by full time and part time status.

American Indian Enrolled Headcount at Sonoma State

	Fall 14	Fall 15	Fall 16
Part Time	6	12	3
Full Time	43	35	35
Total	49	47	38

5.3 and 5.4 Responses

Research shows that even though California has the largest American Indian population of any state, traditional K-12 academic preparation programs for underserved students (e.g., with strong participation rates from Hispanics and African Americans) face even greater efficacy challenges with respect to American Indian students, in part because the population of American Indian students is widely distributed geographically and especially spread out among the most rural northern counties of the state.¹ Consequently, in 2014-15 the proportion of American Indian high school graduates in California who completed entrance requirements for CSU and UC was only 30%, lower than statewide figures for

¹ William C. Kidder & Patricia Gándara, "Two Decades After the Affirmative Act Ban: Evaluating the University of California's Race-Neutral Efforts" (Oct. 2015), ETS policy research paper, https://www.ets.org/Media/Research/pdf/kidder_paper.pdf.

African Americans (33%), Hispanics (35%) and all other racial/ethnic groups. In Sonoma County in 2014-15 there were only twelve American Indian high school graduates who met CSU/UC freshmen requirements for admission.²

With a new President in her first year at Sonoma State (Dr. Sakaki), the University seeks to rededicate itself to reversing these disturbing trends in our K-16 educational pipeline for American Indians – it is part of our commitment to diversity and our obligation to serve our local community in the North Bay.

Mendocino County to our north is illustrative of this challenge, as 61 American Indians graduated from high schools in Mendocino in 2014-15 but only 4 (7%) completed CSU/UC admission requirements. Consequently, SSU has secured an i3 (Investing in Innovation) program that is re-shaping the K-12 STEM curriculum within Mendocino. In addition, we have recently secured a federal Academic Talent Search (ATS) TRIO program in the Mendocino County area to identify and develop those American Indian students who show promise for entering and succeeding in college. This program will serve both the students and their families in realizing the benefits of a college education.

Sonoma State has formed a consortium with the Hopland Band of Pomo, Pinoleville Pomo Nation, Round Valley Tribe, Coyote Valley Band of Pomo and the Mendocino County Office of Schools. All within the service area of our existing i3 and ATS grants. This consortium is very instrumental in gaining support for grant writing efforts to assist American Indian students.

While these efforts are underway, the campus is also re-configuring its support services and structures to better serve minority students in general, but American Indian students in particular. Sonoma State has an endowed chair for the Native American Studies program funded by the Graton Rancheria, a federation of Coast Miwok and Southern Pomo groups recognized as a tribe by the U.S. Congress. This endowed chair position at Sonoma State is held by Professor Greg Sarris, who is also the Tribal Chairman of the Federated Indians of Graton Rancheria.³ Professor Sarris, President Sakaki and other members of the Sonoma State community are in the planning stages of developing culturally appropriate K-12 college readiness and support programs for Native youth either on campus or at the tutoring center at the nearby Rancheria (or both), efforts that will extend to youth from multiple local tribes.

5.5 Response

- For all of the reasons mentioned above in section 5.4, Sonoma State seeks to double the number of American Indian graduates enrolled over the next five years.

Needy Student Waiver Option # 6

6.1 Response

² California Department of Education data *available at*
<http://dq.cde.ca.gov/dataquest/stgradnum.asp?cChoice=StGrdEth2&cYear=2014-15&cLevel=State&cTopic=Graduates&myTimeFrame=S&submit1=Submit>

³ <http://www.gratonrancheria.com/tribal-government/>.

- The Fall 2014 racial/ethnic composition of Sonoma State, along with the two Fall terms immediately following is outlined with a table in the 5.2 response. The data reveals a pronounced narrative of a rapidly increasing Hispanic/Latino population and corresponding decrease in the White population. This trend is expected to continue in the years to come.
- The number (headcount) and percentage of Hispanic/Latino students are listed in the following tables:

Hispanic/Latino Student Undergraduate Headcount by Enrollment Status

	Fall 14	Fall 15	Fall 16
Full Time	2220	2417	2582
Part Time	143	213	240
Total	2363	2630	2822

Hispanic/Latino Percent of Undergraduate Enrollment by Enrl Status

	Fall 14	Fall 15	Fall 16
Full Time	26%	28%	30%
Part Time	2%	2%	3%
Total	28%	31%	33%

6.2 Response

- The following is a list of programs and services in place during the 2014-2015 base year that were designed to increase the educational opportunities for the low income minority students, particularly Hispanic/Latino students. These are also the programs that have been in place for the two academic years following the base year.
 - **4-Year Bachelor's Degree & Bilingual Teaching Credential Program**
 - Sonoma State University has received a \$200,000 grant allowing students to earn a Bachelor's degree and bilingual teaching credential in just four years total, saving students at least one year and an estimated \$20,000. Sonoma State is also working with the Santa Rosa Junior College to create a transfer degree program where a student can earn an Associate's degree in Chicano and Latino Studies, Spanish, or Child Development and transfer to Sonoma State to earn a Bachelor's degree and a bilingual educator credential.
 - **Mathematics Science Engineering Achievement (MESA)**
 - See earlier description in 3.3/3.4
 - **United for Success**
 - See earlier description in 3.3/3.4
 - **Multilingual Achievers Program (MAP)**
 - See earlier description in 3.3/3.4

- **Louis Stokes Alliances for Minority Participation (LSAMP)**
 - *See earlier description in 3.3/3.4*
- **First-Gen Living & Learning Community**
 - FIRST-GEN is one of the Academic Themed Community options available to freshman seeking on-campus living. This community is particularly geared for students who are the first to attend college in their family and who seek an extra layer of support to ensure success during their first year of college. FIRST-GEN is designed to maximize success at Sonoma State University by helping residents connect to each other, and creating a support system within the FIRST-GEN community.
 - Note: Fall 2014, First Generation = 45% of First Time Freshman (FTF) and Hispanic/Latino = 25.3% of FTF
- **La Raza Commencement**
 - Each year graduating Sonoma State University students with Native American, Latino or Chicano heritage gather for La Raza graduation. Many of the graduates participating in the La Raza ceremony are first-generation college grads, and this special celebration allows them to personally thank those who have gone out of their way to work with the students and help them achieve the goal of a college degree. The bilingual ceremony is conducted in Spanish and English and is open to the general public.
- **EDUC 295**
 - EDUC 295, a community involvement/engagement course, provides undergraduates with the opportunity to explore and serve the Latino community.
- **The HUB: An Integral Center for Diversity, Vitality & Creativity**
 - The HUB works to transform the dynamics that alienate, disempower, degrade, and destroy. We foster connection and meaningful conversation to build community within and between cultures, and across different worldviews. This kind of community-building is a reflective and creative process, sometimes challenging and provocative, other times healing, and often inspirational. And sometimes it is transformative, as students experience change that enacts a more inclusive, vital, and just society. Selected on-going programs: MOCA (Multicultural Organizations & Clubs Alliance), Women of Color Collective.
- **MEChA (Movimiento Estudiantil Chicano de Aztlan)**
 - MEChA de Sonoma is a cultural, political, and social chartered student organization at Sonoma State University. The organization primarily focuses on issues affecting the Raza (Chicano/Latino) community.

- **Mujeres Activas de Letras y Cambio Social de SSU (MALCS de SSU)**
 - MALCS de SSU is a space for students who have a strong commitment to working towards the support, education, and dissemination of underrepresented student's issues. MALCS chapter will be collaborating with different multicultural organizations to bring artists, lecturers, and workshops to SSU. Membership includes faculty, staff, graduate students, undergraduates, SSU alumni and community members. Members must be comfortable in a setting where students will dialog about issues such as race, class, sexuality, and other topics pertinent to underrepresented students.
- **Compact for Success**
 - Compact for Success builds partnerships with Lawrence Cook Middle School and Elsie Allen High School in Santa Rosa. Participating students start prepping for college early, even before heading to high school. The middle schoolers sign a the compact then head to Elsie Allen High School in Santa Rosa to complete their part of the deal. The program, which began in 2011, will see its first students entering college in 2017. The student population at Lawrence Cook Middle School is 79 percent Hispanic or Latino and 93 percent socioeconomically disadvantaged. Elsie Allen High School's population is 77 percent Hispanic or Latino and 87 percent socioeconomically disadvantaged. The vast majority of the program's students' parents did not attend college.

6.3 Response

- The following are programs and services that are currently in the development phase and that address the educational needs of Hispanic/Latino students at Sonoma State University.
 - **SSU Alianza for Equity**
 - Faculty and staff at Sonoma State University officially formed SSU Alianza for Equity in April 2016. SSU Alianza for Equity comprises a group of SSU faculty and staff who recently organized to address pressing equity matters facing our campus community. The purpose of SSU Alianza for Equity is to serve as a forum and a voice for Latino(a) faculty, staff, students and employees at Sonoma State. Sonoma State is presently attracting more students who identify themselves as Latinos(as). According to the University Fact Book (2016), 26.6% (2,596) students at SSU are Latino(a), a trend that rises each year. This rising enrollment brings forth complex issues that need to be proactively addressed in order to ensure the successful recruitment, retention and graduation of these students. Yet, Latino/Latina faculty make up only 6.4 percent of the SSU faculty. Notably, SSU is applying to become a Hispanic Serving Institution and this designation calls forth a need for strategic planning and supports in order to honor the intent of this designation. SSU Alianza for Equity near-term initiatives include:
 - Support the recruitment, hiring and promotion of more Latino(a) faculty and staff on campus to serve this growing population of students.
 - Collaborate with our surrounding junior colleges and school districts to identify best transitional practices for these students to Sonoma State.

- Collaborate with our university President and our local junior college president(s) to develop policies that will advance the retention and graduation of these students.
- **Scholarship Program for the Children of Vineyard and Farm Workers**
 - Sonoma County is wine country, and starting in August 2017, SSU's School of Business & Economics (SBE) will award ten scholarships to the children of vineyard and farm workers. The Dean of hopes to double the number of scholarships awarded within two or three years. During the scholarship award period, students will be paired with a mentor and meet other SBE and SSU faculty through a three-event program. Finally, the Director of Diversity & Inclusive Excellence is working with SBE to secure funding to cover the cost of on-campus housing for each scholarship recipient.
- **EL Centro**
 - A. *Description of the program:*
 - As Sonoma State University seeks to become a Hispanic Serving Institution (HSI), the Department of Chicano and Latino Studies proposes to establish a center ("El Centro") that will comprise a unique cluster of units that serve a critical academic, outreach and research mission of SSU.
 - B. *Services that program will provide:*
 - El Centro will provide programs and resources in three areas:
 1. *Scholarship.* El Centro seeks to become a leader in research and policy about issues affecting Latinos. Sound policy starts with good research. The mission of El Centro is to provide the infrastructure for the creation and dissemination of quality information about issues affecting Latino population in the region, state, and nation.
 2. *Student Support.* El Centro will strive to connect Latina/o students with SSU opportunities and resources. El Centro will help student thrive in the SSU academic, social and cultural environment as they develop life and learning skills for personal and professional growth. In sum, The Center intends to make SSU a great home and alma matter for Latina/o students.
 3. *Community Engagement.* El Centro will work closely with the surrounding community and focus on the issues of concern to the Latino community. The idea is that El Centro will serve as a resource for communities, advocates, policymakers, and other stakeholders.
- **College Assistance Migrant Program Grant**
 - SSU is submitting a CAMP grant application in March 2017 to establish the Migrant Education Student Success Program. Projected implementation: September 2017.
 - The Migrant Education Student Success Program at Sonoma State University is a comprehensive program designed to recruit first-generation university students

who are - or are the children of - migrant workers of vineyards and wineries throughout California

- To support the academic success of these students – especially during their first two years – at Sonoma State University
- To empower these students to achieve educational, career, and life success and serve as inspirations for other students from their communities.
- To provide financial support to students who enter Sonoma State University under the Migrant Education Student Success Program.

Option #6.4 Response

- As Sonoma State University is the process of becoming a Hispanic Serving Institution, we seek to reflect the broad talents of Californians from all backgrounds, especially those in our local region. As noted earlier in the Introductory Statement, Hispanics now comprise 36% of the public high school graduates in Sonoma County, with an upward trend in the years to come. Sonoma State seeks to mirror or exceed these figures in undergraduate enrollment (and keep ascending in future years) in a manner consistent with California state law.⁴

⁴ California public institutions including Sonoma State are governed by Proposition 209, which amended the state constitution and prohibits “preferences” based on race, sex, color, ethnicity, or national origin. Our articulation of goals and the means to achieve those goals are intended to be consistent with CSU guidance regarding the interpretation and implementation of Proposition 209. See CSU Office of General Counsel, Proposition 209 Handbook (Oct. 2016).

APPENDIX A: Support letter from Congressman Mike Thompson (CA-5th)

MIKE THOMPSON

5TH DISTRICT, CALIFORNIA

COMMITTEE ON WAYS AND MEANS

SUBCOMMITTEE ON HEALTH

SUBCOMMITTEE ON TAX POLICY



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WEB: <http://mikethompson.house.gov>

December 22, 2016

Beatriz Ceja
Director, Hispanic-Serving Institutions Division
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Director Ceja:

I strongly support for Sonoma State University's eligibility and waiver application which would enable the University to compete for Title V and Title III grants as a Hispanic-Serving Institution (HSI). My Congressional District includes over two hundred thousand Hispanics/Latinos, representing 28% of the total population. Sonoma State University is an important engine of opportunity for the young people in my District and is a place where they can pursue a high quality and affordable college degree. Its graduation rates are among the highest in the California State University system.

Becoming HSI-eligible will strengthen Sonoma State's ability to make the University accessible not only to more Hispanic students, but to low-income students and families in the North Bay region from all racial and ethnic backgrounds. Granting Sonoma State's HSI waiver request will fulfill education aspirations of my constituents and prepare them with the skills and education necessary to succeed today's global economy. Thank you for your consideration.

Sincerely,

A handwritten signature in dark ink that reads "Mike Thompson".

MIKE THOMPSON
Member of Congress

Appendix 1.6

Letter from U.S. Department of Education Approving HSI Eligibility Status through Waiver Application



**U.S. Department of Education
Office of Postsecondary Education**

OPEID: 00115600
Sonoma State University
Rohnert Park, CA
FY: 2017
Submit Date: 12/23/2016
Print Date: 02/08/2017

We are pleased to inform you that your recent request for designation as an eligible institution under Title III and Title V programs of the Higher Education Act of 1965, as amended by the Higher Education Opportunity Act of 2008 (HEA), is approved. Subject to the specific program requirements, your institution may apply for a new grant under any of the Title III and Title V programs.

As a result of receiving this designation, your institution is also eligible for a waiver of the non-Federal share matching requirements under the Federal Work Study Program (FWS), the Federal Supplemental Educational Opportunity Grant Program (FSEOG), and the TRIO Student Support Services Program under Title IV of the HEA, as well as the Undergraduate International Studies and Foreign Language Program authorized by Title VI of the HEA.* The eligibility for a waiver of the non-Federal share matching requirements applies for a one-year period beginning July 1, 2017. The offices within the Department of Education that administer those specific programs will handle the waiver of the cost sharing. You must apply for eligibility designation annually.

*NOTE: Branch campuses are not eligible for the waiver of the non-Federal share matching requirements.

Please retain this letter as evidence of your eligibility and for an adequate audit trail.

If you have questions concerning this designation, please contact Christopher Smith at Christopher.Smith@ed.gov or (202) 453-7946 or Jason Cottrell, Ph.D. at Jason.Cottrell@ed.gov or (202) 453-7530. If you have questions concerning the waiver of the non-Federal share matching requirements for FWS or FSEOG, please contact the Campus-Based Call Center at CBFOB@ed.gov or (877) 801-7168.

Sincerely,

James E. Laws, Jr., Ed.D.
Director, Strengthening Institutions Program