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WELCOMING FAMILIES WITH CHILDREN TO CSUSB: MAKING AN INTERGENERATIONAL DIFFERENCE

Leslie Leach

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WELCOMING FAMILIES WITH CHILDREN TO CSUSB:
MAKING AN INTERGENERATIONAL DIFFERENCE

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Communication Studies

by
Leslie Renee Kalinich Leach
December 2021

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ABSTRACT

Coming back to school after a gap in your education can be a daunting task. For students with children (SWC), the undertaking has different challenges than their classmates. Providing resources geared towards their success plays a significant role in the student's ability to complete their education. It also allows the SWC to feel a sense of belonging within their institution of higher learning. This project analyzes other California State Universities' family housing programs to advocate a similar program at California State University, San Bernardino. Using the Communication Theory of Identity (CTI) and Organizational Identity (OI), I can illustrate how resources directed towards SWC help solidify their sense of belonging and identity within the organization (CSUSB).

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My educational journey and success would not have been possible if not for the dedicated and resilient professors who have left a mark on my life. To Jennifer Fowlie at Victor Valley College (VVC), for introducing the power of communication. To Melanie M. Dube-Price, my counselor at VVC, for helping me maintain my college education. To Dr. Taylor and Donna Gotch for pushing me in ways that tested my thought processes. To Dr. Jo Anna Grant, Dr. Thomas Corrigan, and Roberto Oregel for taking me on and supporting my family housing project.

My decision to further my education came during my stay at the House of Ruth, a domestic violence shelter, transforming my life. Although it was not until The Better Way in Victorville, California, the transitional living program did my dreams become possible. I want to thank the entire team for sticking with me, protecting my children and me in one of the most anxiety-ridden times of my life. The almost eight years in the program allowed me to pursue my dream, keep my family safe and achieve monumental success. I am eternally grateful.

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sand in my pathway to success, and these gains are what has held me up for the past eight years. I am forever grateful.

DEDICATION

I dedicate this manuscript to my children, Lucas, Chloe, Kori, and Adrian, who have sacrificed along my side. Since 2013 you all have kept my dream alive with your constant encouragement, love, and support. None of this would have been possible without you four. To my second family, the Osher Adult Re-entry Center (OARC), each of you has sparked the joy that was once taken from me; you all have given me my inner light again. To have your love and support over the years has led me to be a better person. I am genuinely grateful for the laughs, tears, and experiences you have shared with me. To my husband to be, Manny Murillo, I want to thank you for helping maintain my belief in myself. When I was diagnosed with Cancer, you were present; you respected my ambition and supported my decision to push through school regardless of my health. You motivated me every day and helped keep my dream alive; thank you.

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CHAPTER ONE

INTRODUCTION

I have been a student at California State University, San Bernardino (CSUSB) since 2017. During the past two years, I have had the honor of working in the College of Arts and Letters' Department of Communication Studies as a graduate teaching assistant (GTA) and have had the privileged to work at the Osher Adult Re-Entry Center (OARC) for the past three years. Working for the OARC, I have witnessed countless times students with children (SWC) break down because they have felt that CSUSB has not provided resources to help with their basic needs. One of OARC's regular patrons, a wife, and mother of two, has stated, "I never felt as if I belonged; ever since my experience at convocation, I have felt that the campus resources targeted first-generation high school students." Sadly, she is not the only SWC that has expressed this type of frustration.

My years of working at OARC have given me an inside look at the day-to-day struggles SWC possesses. The OARC is a center in the Santos Manual Student Union (SMSU); OARC is a space to help non-traditional students find on-campus resources. This center is a place of refuge for SWC and is one of the most loved centers in SMSU. Even though this center's purpose is to help adult learners, they welcome everyone. Tamera Holder, Director of the OARC, runs the center with an old-school philosophy "treat others the way you want to be treated," thus, she treats her staff like family. This ideology is apparent, and she

has surrounded her students with staff members that share the same beliefs and values. My daily duties consisted of finding resources for non-traditional students to better their educational journey. Such resources consist of job leads, food banks, family resources, childcare facilities, etc. Time after time, I would have a student completely break down from the financial stress of commuting. They explained how this affected their family relationships, grades, self-worth, and self-esteem. Over time, I could see that this issue had become severe, and I became confused about why the University had not acted.

Belonging

In the last few years, questioning our identity and how we have formed that identity through communication has been at the heart of communication and organizational research. Image and identity have been two significant subjects of intense focus in organizational studies. These subjects have multilevel concepts that concern individual and organizational issues and lend insight into an organization's character and behavior and the effect on its members (Gioia, Schultz & Corley, 2000). In other words, our behavior as a member of an organization depends on how we identify with that organization. How the organization communicates with us and how proficient that communication affects our identification with and image of that organization.

As a single mother of four in my 40s, transferring to a university was a huge undertaking. I found out quickly that my identity and sense of belonging were being challenged. For the first time in years, I was consistently questioning

who I was. To me, I was like everyone else, a student. However, after the first day, I realized if others did not see me as a student, did CSUSB? Looking back, I realized how isolated I kept myself that first year. On-campus, between the College of the Education building and the Kinesiology building, there is a pond. I would sit there day after day alone, in between classes, and during lunch. I would gaze into the water, questioning whether I belonged and whether I was good enough. The campus didn't seem to have anything relatable to someone like me. Even with my involvement with Voice, a club at CSUSB devoted to domestic violence awareness, and I felt lost. To be honest, there were days I cried, terrified of failing, and felt as if I was. For SWC, coming back to college after a gap in their education can be a daunting task due to the added obligations of family life, but CSUSB did not seem to recognize or support this difference.

My personal experience at CSUSB has fueled my passion for bringing family housing to campus. I have felt that CSUSB communicates a lack of importance that adult learners hold at the University. Adult learners with children have extraordinarily different needs than a traditional college student. Having children and being a student at CSUSB has caused me personal and financial stress that caused me to contemplate quitting school many times. I have questioned many administrators on campus why CSUSB has no family housing. They simply say, "I don't know why but we need it" or "We should have it." These comments give me the impression that my needs and the needs of this student population are not being noticed.

I firmly believe that my time at CSUSB needs to be shared with my children as much as possible. I have witnessed the symbolic significance when I have shared university life with my children. The interaction is symbolic of their world views and has helped shape a better understanding of the world. Having my children participate in my university experience instills family values such as pursuing higher education, communicating cultural education, respecting and acknowledging others. I firmly believe that if family housing were made available at CSUSB, the sense of belonging for SWC would be significant and would influence the next generations of students to feel a part of CSUSB. Having a resource like family housing will communicate "we matter" just as much as a traditional student.

According to the National Center for Education Statistics, seven characteristics that describe and define a non-traditional student are:

- delayed enrollment into postsecondary education
- attends college part-time
- works full time
- financially independent for financial aid purposes
- has dependents other than a spouse
- a single parent (Pelletier, 2010. p.2)

Non-traditional students are the largest group of students in higher education.

According to Pelletier (2010), less than 16 percent of college students fit the so-called traditional mold in today's universities. A staggering forty-seven percent of

students currently enrolled in colleges and universities in the United States are older than 25. Daniel J. Hurley, of the American Associated State College University Director of State Relations and Policy Analysis, stated that "institutions recognize non-traditional as the new traditional student" (Pelletier, 2010, p 1).

What does this "new traditional" student mean for CSUSB? It implies that CSUSB must shift to new measures and policies and add resources to commit to this growing population. According to Hurley (Pelletier, 2010), institutions have recognized this shift, but has CSUSB? Where is CSUSB on this spectrum of understanding? Has CSUSB recognized this dramatic shift within their organization? Has CSUSB taken measures, established policies, and resources that support these new developments?

In Chapter Two, I dive into diversity and Inclusion to show the potential for improvements while illustrating how physical space and websites play a role in how the university communicates a sense of belonging for SWC. Chapter Three highlights the theory of organizational identity (OI) and communication theory of identity (CTI) in correlation to students with children. These two theories will help illustrate how image and identity shape SWC's idea of self and how they perceive themselves within an organization (CSUSB). Chapter Four explores family housing resources implemented at three different California Universities and illustrates how to utilize what CSUSB already has to develop its family housing program. Chapter Five is a breakdown of a family housing white paper attached to the Appendix of this document. This white paper addresses the need for family

housing at CSUSB, proposes to use existing infrastructure to address the need, and visualizes the benefits to students and CSUSB of housing students with their children on campus

CHAPTER TWO

INCLUSION AND DIVERSITY

In a college setting, having diversity and Inclusion are essential factors that enable a college to thrive. The Association of American Colleges and Universities (AAC&U, n.d.) defines diversity as” Individual differences (e.g., personality, prior knowledge, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability as well as cultural, political, religious, or other affiliations) (p.1). It also defines inclusion as

The active, intentional, and ongoing engagement with diversity—in the curriculum, in the co-curricular, and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institution. (p.1)

According to Colvin (2013), SWC are one of the most underserved student populations in higher education, and campus leaders have been insufficient when supporting the increase of this student population. Consequently, “when institutions fail to pay attention to broad campus diversity and inclusiveness issues, they miss opportunities to adapt higher education practices to non-traditional student needs” (Witkowsky et al., 2016, p. 1).

On-campus, the administration, and campus leaders are responsible for supporting SWC learning. These leaders can promote experiences that validate students' strengths, knowledge, and ability to succeed by promoting their needs (Rendón Linares & Muñoz, 2011). Students with children bring a certain academic culture and world knowledge that may be beneficial and critical to their overall academic success, but many hinder their learning. (Kenner & Weinerman, 2011). According to Gordon (2014)

Institutional leaders must understand their needs and how they differ from traditional students. Without institutional intervention and support, non-traditional students may be forced to choose among partially assimilating into a campus, ceasing or abandoning their studies, or pursuing a degree without accessing or receiving campus support resources. These students require additional purposeful planning and implementation because 'one size does not fit all.' (p. 171)

When researching CSUSB statistical data related to the number of non-traditional students with children, I encountered an astonishing revelation. According to the Interim Director of Institutional Research & Analytics, Tanner Carollo (personal communication, August 26, 2021), CSUSB does not request data on marital status from students, nor do they ask for the data related to students that have children. This came as a shock.

I found even more dismay when I investigated the Diversity, Equality, and Inclusion Board (DEI Board) on campus (CSUSB, n.d. Diversity, Equity &

Inclusion). This board was created eight years ago to ensure student learning and success. According to the diversity, equality, and inclusion mission statement

CSUSB ensures student learning and success, conducts research, scholarly and creative activities, and is actively engaged in the vitality of our region. We cultivate our students, faculty, and staff's professional, ethical, and intellectual development, so they thrive and contribute to a globally connected society. (CSUSB, n.d., Diversity, Equity & Inclusion, CSUSB, 2021).

Their website defines each category below to help clarify belonging, diversity, equity, inclusion, inclusive climate, and social justice.

- **Belonging** is a basic human need that is met by active acceptance and validation of a person's lived experience, perspective, and ways of learning and understanding. It includes a community of persons with shared social identities, supportive and challenging environments, and climates with high levels of encouragement.
- **Diversity** is the presence, recognition, and engagement of social, political, and institutional identities from the wide range of human experiences and the complex ways these identities intersect and live.
- **Equity** names a process of dismantling and creating structures and practices that have intentionally or unintentionally advantaged or disadvantaged groups of people; it is a process that responds to unjust

structural outcomes to develop laws, policies, procedures, and traditions that support just outcomes for all.

- **Inclusion** is a process and practice of active, intentional, and sustained engagement of each person in an environment that values and respects their perspectives, multiple identities, experiences, and contributions.
- An **Inclusive climate** is evidenced by practices, policies, and traditions that include diverse people and perspectives that intricately consider those from historically and systemically oppressed, underrepresented and underserved populations for social justice.
- **Social Justice** aims to eliminate historical and systemic oppression and build systems and cultures of human dignity where rights, accountability, equity, Inclusion, and access create conditions for people and groups to realize their full potential. (CSUSB, n.d., Diversity, Equity & Inclusion)

Even though these definitions are clear and concise to what standards CSUSB holds itself to, I still found misleading communication within the DEI website (CSUSB, n.d., Diversity, Equity & Inclusion). As I navigate their website, I discover that their Resource page (CSUSB, n.d. Diversity, Equity & Inclusion Resources) lists all resource centers in the Santos Manuel Student Union *except* the Osher Adult Reentry Center. That alone communicates that SWC are invisible to the organization. How can SWC feel a sense of belonging if a department structured towards inclusion and equity has no reference to a campus's resources for them? How can CSUSB Diversity, Equality and Inclusion

board (DEI Board) promote that they “cultivate the professional, ethical, and intellectual development of CSUSB students, faculty, and staff, so they thrive and contribute to a globally connected society” (CSUSB, n.d. Diversity, Equity & Inclusion), if as an organization, they do not actively promote student with children.

As I do more and more looking into CSUSBs websites, I have concluded that there are several missed opportunities to show that SWC belongs within the university. These omissions beg the question, do SWC even identify themselves as belonging to CSUSB? From what I have witnessed for the past three years, I would say “no.”

Physical Space

What is it communicating to parenting students when looking at CSUSB physical spaces? Do we have family bathrooms on campus, for example? Thirty all-gender bathrooms on the Institutional Equity & Compliance website (CSUSB, n.d. All-gender Restroom Location) are on campus. According to the Facilities Department, none of them are equipped with a baby changing station (Gina Hopkins, personal communication, September 15, 2021). According to the facilities department on campus, there is only one male bathroom with a changing station located in University Hall, first floor. This inadequate number of resources at CSUSB is communicating a strong message that SWC are invisible and unvalued.

What about a breastfeeding space for new mothers? This exists. Located in the SMSU, next to Title IX, in room 104, down a hardly ever used hallway, there is a room designated for new mothers to pump or feed their children.

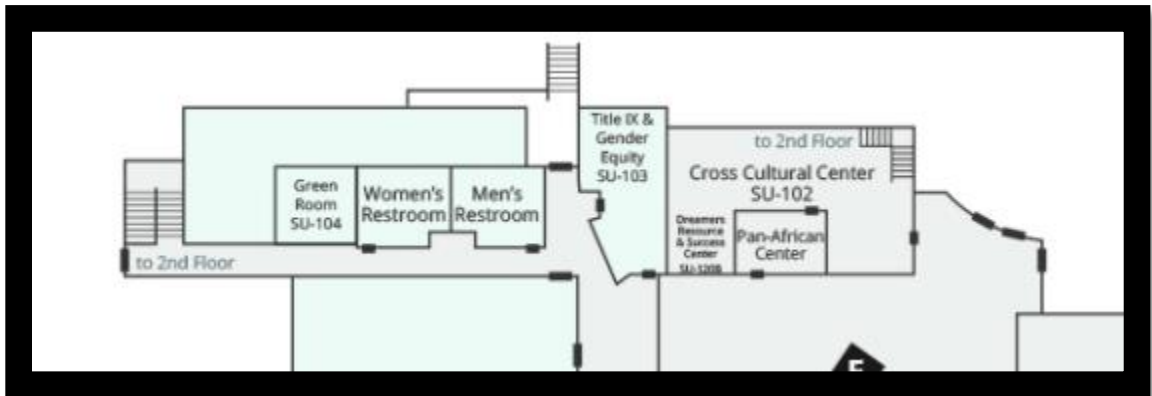


Figure 1. Santos Manuel Student Union CSUSB

However, it is not advertised on the building map correctly (listed as the Green Room) or talked about much to students (Figure 1). Ironically, the way I discovered this hidden resource was because I walked in on a new mother breastfeeding during my Finals Retreat event who was very upset by my intrusion.

What about orientations for SWC? At CSUSB, there is such a program called Parent and Family Orientation (CSUSB, n.d. Parent and Family Orientation).

Orientation is geared toward preparing new students for a successful transition to the CSUSB campus. Part of that transition involves the encouragement and understanding of the family. So, whether you are a parent, spouse, grandparent, aunt, uncle, or sibling of a new CSUSB

student, you are part of a whole support process that will promote student success at Cal State San Bernardino. Parent and Family Orientation is designed to provide information on: the factors leading to achievement at Cal State San Bernardino; the role of families in promoting student achievement; graduation requirements and curriculum alternatives; student services and financial information; how students are advised regarding courses & campus involvement; the environment at CSUSB. It is highly encouraged that you attend Parent and Family Orientation and take advantage of this chance to understand better what faces new CSUSB students. Our goal is to have you continue to support your student's academic success and personal development while at CSUSB (CSUSB. n.d. Parent and Family Orientation).

However, this program is only for the incoming freshman student and their families, again pushing aside SWC and their families.

When I came to CSUSB, I attended Student Orientation and Registration (SOAR). Even though SOAR was structured with great information about the campus, they did not talk about any resources for families. OARC was not mentioned, nor were their childcare facilities. These are precious resources that need attention and can give SWC a sense of belonging to CSUSB. Having an orientation structured towards SWC can help the families understand the overall expectations of the student and help show the family a glimpse of what CSUSB can offer them.

What about housing facilities that could help house SWC and their families during their college experience? Again, “no” is the answer. Yet, CSUSB *does* have faculty housing that allows professors and their families to live on campus. According to CSUSB’s Department of Housing and Residential Development website (n.d.), Manijeh Badiie, from College: Social and Behavioral Sciences Department (Psychology), and Jordan Perez Fullam from the College: Education Department: (Teacher Education and Foundations) lived at University Village and Coyote Village, during a brief time. This means CSUSB can use the policies and procedures implemented toward their faculty as a guideline when creating family housing for SWC.

One resource that I found beneficial to the CSUSB population of parents is the on-campus childcare facility. According to the CSUSB Student Affairs website (CSUSB. n.d. Parents and Families), they

Strongly believe that family members provide crucial support for the new experiences a student will encounter at college. There are several resources for CSUSB parents and families throughout the Division of Students Affairs that exist to help new students, returning students, and their families with this transition and growth.

The Children’s Center is one such campus resource, and it is located at the West end of campus, indicated as CC on campus maps.



Figure 2. CSUSB Full Campus Map

(Children’s Center is located by the yellow stars)

The Children’s Center’s mission is to support students and families “within the university and community at large by providing high-quality child care and hands-on learning experiences through developmentally appropriate practices, building relationships and recognizing individual strengths and values” (CSUSB. n.d. Parents and Families). Since 2009, the Children’s Center has been accredited through the National Association for the Education of Young Children (NAEYC). This association is the largest organization for early childhood educators. This facility provides subsidized fees that are available for parents

who qualify. Subsidized care is offered when family income meets specific criteria established by the State of California.

Although this is an excellent resource for SWC, there is a disconnect when communicating its existence to the student population. It is not advertised on the marquee; it is not advertised throughout the SOAR Program, nor have I seen it advertised on the main webpage for CSUSB.

These virtual and public spaces play a crucial role in making SWC feel a sense of belonging. They are cues for this population to understand that their organization wants them there, that they *do* matter. Not providing these simple accommodations communicates that a critical group of CSUSB's stakeholders (SWC) that they are unwelcomed, undesired, and unrecognized at CSUSB.

Summary

As stated before, having diversity and inclusion incorporated within an institution of higher learning helps the organization thrive. According to CSUSB's diversity, equality, and inclusion mission statement, their purpose is to cultivate wisdom and the success of their students. These virtual and physical spaces play a crucial role in how its stakeholders identify themselves with CSUSB. However, as examined throughout this Chapter, the evidence gathered indicates that SWC are not considered stakeholders in the CSUSB community, even though their stated values for DEI indicate otherwise. This sends a contradictory, confusing, and perhaps hypocritical message. CSUSB has left many questionable thoughts and feelings through their virtual and physical communication.

The next chapter discusses the Communication Theory of Identity (CTI) and Organizational Identity (OI) to illustrate how harmful CSUSB's lack of attention to SWC is to their identity and sense of belonging. It explores how organizational culture emerges from these symbolic constructs and how identity, image, and culture play a crucial part in an SWC life.

CHAPTER THREE

IDENTITY

CSUSB is a very diverse institution. According to CSUSB, as of fall 2020, CSUSB has a student population reached 19,404 (FTES 16,757). Of the 19,404 students, 12,167 (63%) are female and 7,237 (37%) are male. A staggering 66% are Hispanic, 12% are White, 6% are non-resident international students, 5% are African American, 5% are Asian, 4% Unknown, 2% are Two or More Races, and <1% are Native American/Alaskan Native or Native Hawaiian/Pacific Islander. Eighteen percent of our students are freshmen, 14% are sophomores, 29% are juniors, 28% are seniors, 2% are post-baccalaureate students, 9% are masters, and <1% are doctoral students. Fifty-eight percent of our undergraduates are low-income students (Pell Grant recipients). The average age for our undergraduate students is 22 and 32 for our graduate/post-baccalaureate students (CSUSB Institutional Research and Analytics, 2021).

Organizational identity, image, and culture play an enormous role in students' life. It has been my experience that CSUSB strives to connect with each of its students to bring forth a strong sense of ownership. In other words, CSUSB wants its students to identify themselves as part of the institution.

However, for the past four years, it has come to my attention that CSUSB may be overlooking the SWC population. Working at the OARC in the Santos Manuel Student Union for the past three years, I have heard stories, wiped tears, and witnessed SWC struggles. These struggles range from the lack of

communication of resources, the lack of physical spaces on campus, housing, food insecurities, and childcare issues. This chapter will explore the Communication Theory of Identity, Organizational Identity and will highlight how organizational image and culture play a significant role in the communicative message transpiring between CSUSB and SWC.

Communication Theory of Identity

Michael Hecht developed the Communication Theory of Identity (CTI) in the 1990s. It is a layered theory that "conceptualizes identity as experiences at multiple levels, multifaceted and dynamic, and communicated verbally and behaviorally in diverse ways which evolve" (Hecht & Lu, 2014). This integrated framework provides light on understanding individuals' social and collective aspects of themselves (Hetch & Lu, 2014). The basic premise of this theory suggests that identity constructions and maintenances are inherently a communicative process that must be acknowledged as a transaction during the exchange of messages (Hecht, 1993). These messages are symbolic connections linked between individuals that enact their identity. This enactment of social interactions throughout communication shapes one's identity. Even though not all messages are about our identity, our identity is shaped through them. Our identities are mutually constructed during our social interaction, in which we must consider identity as a relationship. "Identity emerges in relationships and becomes a property of the relationship because it is jointly negotiated" (p. 80).

According to the CTI, identity is highlighted in four different frameworks: (1) within an individual, (2) in relationships, (3) in groups, and (4) in communication between group members and relational partners (Golden et al., 2002). According to Orbe (2004), these frames are "important to recognize" because they "permeate all discussions of identity and should not be static or linear" (p 1).

This theory explains how identity as a personal frame is an attribute of our stored self-cognitions. Feelings about ourselves are not limited to our spiritual perception of our self-being. CTI illustrates a theoretical framework that postulates that, at its core, "communication shapes identity while identity shapes communication" (Orbe, 2004, p. 1). In other words, we communicate our feelings, and we construct our conceptions of who we are by how others communicate with us based on how messages are displayed.

For Students with Children, this theory explains how their association with and sense of belonging to CSUSB correlate with the university's verbal and nonverbal messages about them, their needs, and their experiences. This theory further explains how SWC identify themselves within their university and contribute to their sense of well-being.

As an SWC, I have often questioned my sense of belonging at CSUSB, jeopardizing my academic performance and progress towards my degree. Being an SWC has been an awkward experience because my needs as a parent seem oblivious to the university. The lack of resources like family housing, family

events, and other family-oriented workshops have carried several negative underlying messages that have disrupted my well-being—leading to thoughts of quitting school and even has affected the quality of my academic work. In my first year at CSUSB, I was very lonely and overwhelmed with how everything operated. There were days when I had no energy or focus on my studies because I felt alone. Looking back, the only thing that kept me from giving up was my children.

Organizational Identity

Almost a decade before Hecht's (1993) theory was developed, another theory of identity emerged within organizational literature, the Organizational Identity Theory developed by Albert and Whetten (1985). Albert and Whetten developed how individual identities form organizational identities. They examined Charles Horton Cooley, George Herbert Mead, and Erving Goffman's works, who believed the "self" has both an individual and a social aspect. Expanding these ideas to organizations, Albert and Whetten (1985) further argued that organizational identity is a central character of an organization.

Albert and Whetten (1985) define organizational identity as a set of statements that organization members perceive to be central, distinctive, and enduring to their organization. The definition reveals three critical criteria: centrality, distinctiveness, and durability (CED). Centrality means that the statement should include features that are essential to the

organization. Identity as a statement of central characters defines what is necessary to the organization (Lin, 2004, p. 37).

In other words, the organization's values, practices, services, and ownership that it claims manifest its identity over time.

It should be noted that there is no such thing as “the” organization’s image because it typically has multiple images. These numerous images result from various groups (also known as stakeholders) holding different ideologies of the same organization (Lievens, 2017). Organizational images typically develop over more extended periods. “They result from, among other things, media coverage, individual or group sensemaking, and communication on the part of the organization (as reflected in an organization’s advertising, sponsorships, and publicity)” (Lievens, 2017, p. 2).

Organizational identity also refers to its members' thoughts and feelings toward the organization (Hatch & Schultz, 1997). Organizational literature has focused on the relationship between the organization members to analyze the communication exchanged and how it has affected their concept of belonging. Our identities form from the “process of interaction; this exchange of interactions shifts our definitions of the self” (Weiek, 1995. p. 20). Like CTI, the interaction and message exchanged play a significant role in helping SWC navigate higher education institutions. In this case, the lack of messaging effectively marginalizes SWC in the organization. This has implications for the allocation of resources to support SWC. With fewer resources, SWC became less central

to CSUSB's identity, which marginalized them further in a vicious cycle. Identity is actively created and sustained through interactions with others (Giddens, 1991). This endless formulation and preservation of the self through interaction is critical to our identity (Giola et al., 2000).

For leaders, organizational identity influences their decision-making within the institutions they run. "Within the organizational identity literature, it is picked up in the distinction between sensemaking (constructing shared views of an organization from members' experiences) and sense giving (making members' experiences sensible through the application of extant shared views)" (Whetten, 2006, p.230). Usually, identity questions will attract administrators' attention when they cannot gather easy, more quantifiable solutions regarding specific organizational issues (Albert & Whetten, 1985). "By defining the organization's identity, organizational leaders establish a fundamental base that serves as the guide for them to engage in decision-making activities" (Lin, 2004, p. 804).

According to Lin (2004), organizational members are also affected by organizational identity. Bandura's social learning theory "suggests that individuals have the natural tendency to identify with social groups and define themselves with the connection with these groups" (p. 804). These members' responses to identity questions radiate influences on their judgment and identification with their organizations (Albert & Whetten, 1985). This self-reflection generally affects the establishment and maintenance of members' self-esteem (Humphreys & Brown, 2002).

Based on Albert and Whetten's (1985) organizational identity theory, SWC starts to form their relational identity with their institution of higher learning from the message transmitted through media and resources available to them. As stated by a past student, the lack of available resources at convocation (the official beginning of the academic year), like family housing, really played a significant role in making her question her identity as a student, questioning her ability to finish school, and balancing her family's financial obligations. These stressors play a substantial role in SWC's daily lives, separating them from more traditional students and other non-traditional students.

Risk of Organizational Image for Students with Children Identity

An organization's image plays a central role in stakeholders' identity because it influences how they respond to the organization. In other words, a student may use their university's image as a mirror of how others are judging them. The organization's image is essential to a student's sense of self. Christie et al. (2008, pp. 576, 577) found mature-age students did not consider themselves "full members of the university community" and negotiated "conflicting feelings about their membership of the university." These students viewed themselves as legitimate participants in academic pursuits but not as 'proper' students, i.e., the social aspects of university life were inaccessible for them.

If students hold their organization (university) in low regard, they will have lower academic satisfaction and a higher probability of leaving the University.

The reverse is also true, and if a student holds their university in high regard, their sense of belonging is stronger.

Organizational Culture

Organizational culture seems to influence how individuals perceive identity and openness to change in organizations, including higher education institutions” (Coman & Bonciu, 2016, p. 135).

According to Hatch and Shultz (2002), organizational culture emerges from symbolic constructions that members form from unconscious assumptions and meanings that affect our everyday organizational life. Organizational culture is a set of artifacts and value assumptions that develop from the interactions of the organization’s stakeholders (Keyton, 2005).

Since assumptions are continually tested in attitudes and behaviors and human interactions, we refer to the organizational culture as the right/appropriate way to take actions, understand, and solve problems within an organization. Beliefs, norms, values, philosophy, rules of the game and feelings, and routine behavior components are all part of organizational culture. (Hellriegel et al., 1998, n.p.)

Culture helps provide the organizational members with a foundation for understanding to make sense of their environment and experiences (Bellot, 2011). Organizational culture is a pattern of shared basic assumptions. These patterns are invented, discovered, and evolved to cope with external adaptation and internal integration problems. Therefore, these patterns are passed down to

new group members as the correct way to perceive, think, and feel concerning those problems (Bellot, 2011).

At CSUSB, students identify with their university as the university communicates messages and interacts with them. When the university speaks of its mission, it speaks of helping students. The job of the administration and faculty is to “start from the assumption that the student is a learner who should trust the institution where he/she studies and who should be encouraged to see the learning experience as a personal transformation” (Coman & Bonciu, 2016, p. 135). In other words, CSUSB as an organization needs to understand the commutative messages it presents to its students and understand that these messages are perpetuating a particular culture within the institution.

Below in Figure 3, Meisiek and Hatch (2008) show how organizational culture and stakeholders' self-images are intertwined. This model demonstrates how our identities develop through the organization's expressions and feedback and our impressions and reflections in correlation with our organizational affiliations. In the figure, you can see the individual's and the organization's identity in the middle of “who are we?” and “what do they say about us?” (p.418). According to this model, an organization's culture, image, and identity will affect its stakeholders' image of self, which means CSUSB directly affects SWC's ideas of self. Its virtual and physical spaces play a crucial role in how the organizational culture is interpreted.

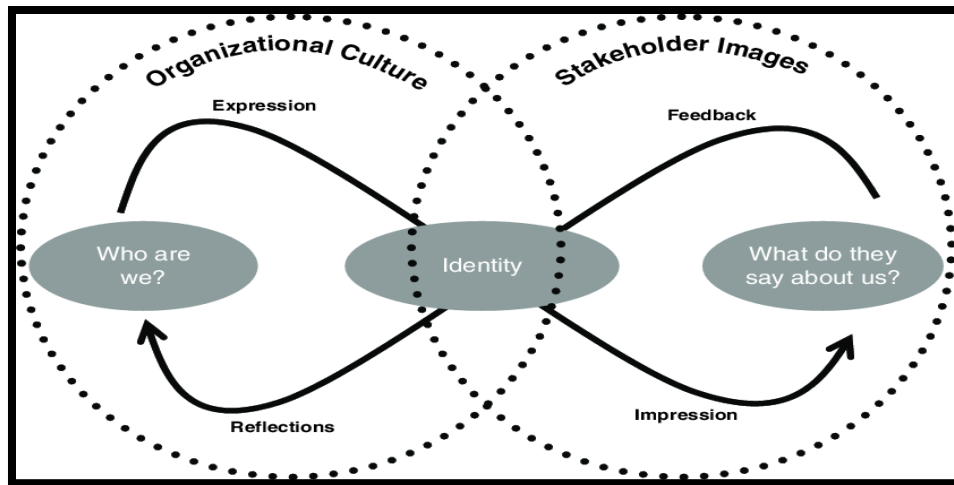


Figure 3. Organizational Culture and Stakeholder Images (Meisiek & Hatch, 2008, p. 418)

This flow is ongoing and constant, and these symbolic constructs affect our everyday organizational life. For SWC, it is crucial for the universities to “understand the way students process identity formation within the culture of learning” (Mallman & Lee, 2017, p. 515). The better the university understands the needs of its students, the stronger connection it creates to students’ identities, and the more influence students have on the culture created.

Universities Changing Organizational Identity

This section will emphasize how the view of universities as serving a single, non-parent, 18–23-year-old student population must change if they are to survive in the future. Twenty-six percent of all college students in the U.S., or 4.8 million students, have dependent children, according to the Institute for Women's Policy Research (Gault et al., 2014). Most community colleges have already noticed the need for flexible learning paths that will meet the needs of SWC and

have experienced the advantages of this engagement among older students (Folgman, 2020). SWC motivation to pursue a college degree stems from the desire to improve their children's lives (Hess et al., 2014).

SWC already comprises a large part of the student body in four-year colleges and universities.

1.1 million student parents attend four-year institutions (public and private not-for-profit), representing 15 percent of the total four-year undergraduate student body, and 1.2 million student parents attend for-profit institutions, making up 51 percent of the student body at for-profits. The remaining 371,207 student parents participate in other institutions or more than one institution. (Gault et al. 2014, p. 1)

Women make up a staggering 71% of SWC that is “roughly 2 million students or the 43% of the total student parent population, are single mothers. Single fathers make up the other eleven percent of the student-parent population” (Gault et al., 2014, p. 1). SWC also represents a large segment of potential transfer students. According to the Institute for Women’s Policy Research (IWPR), when broken down by level of education, approximately 2.1 million SWC attend the 2-year institutions, representing an astonishing 30% of the entire community college student population (Gault et al., 2014).

Drop-in Enrollment

With a steep drop in the number of “traditional college students,” to meet enrollment targets, the university has to make up its enrollment numbers in “non-

traditional” students. This includes SWC, and to do so, they will need to realign the university’s identity, messaging, structures, and resources to include this group.

According to Paul Copley and Edward Douthett’s (2020) article, "The Enrollment Cliff, Mega-Universities, COVID-19, and the Changing Landscape of U.S. Colleges," there is a current crisis in student enrollment. The "enrollment cliff" has affected U.S. colleges and universities for the last eight straight years, and enrollment has fallen below 18 million for the first time in the past decade. The statistical report predicts that students seeking degrees from age 25-34 will see a decrease of 11% between 2015-2026 (Folgman, 2020). These projection statistics highlight future changes that need to be discussed to provide more efficient resources, like family housing, to increase student enrollment for older students. By making the proper adjustment, CSUSB will help SWC form a better organizational identity.

Barriers for Student with Children Success

In contrast, many obstacles can hinder their ability to graduate on time. According to the Institute for Women's Policy Research (Gault et al., 2014), students with children are less likely to receive a certificate or degree within the six years of their initial enrollment? Leaving only 33% obtaining degrees in that time frame. Fifty-six percent of SWC encounter significant time constraints, devoting an additional 30 hours a week to their studies, complicating their ability to work, and leaving them with financial difficulties. SWC are more likely to come

from low economic status. According to IWPR, 61% of SWC have little to no money to contribute toward their college education" (i.e., they have an Expected Family Contribution of \$0), and 88% of single parents with children have a total income of 200% below the poverty line" (Gault et al., 2014, p. 2).

Student with Children Basic Needs

SWC also have significant challenges with basic physical needs. According to the 2019 Hope Center for College, #RealCollege survey, 68% of SWC have housing insecurities, 58% of SWC have food insecurity, and 17% are homeless (Hope Center for College Community and Justice, 2021).

While support for SWC exists on the state, federal, and college levels, according to the data collected, most students who experience basic need insecurities do not access them. "Medicaid or public health insurance, SNAP, and tax refunds are the benefits used most often. However, they remain low given the needs of students responding" (Hope Center, 2021, p 25). The #RealCollege survey found only "18% of food-insecure students receive SNAP benefits across two and four-year colleges. Likewise, 6% of students who experience housing insecurity receive housing assistance, and only 28% of students who experience homelessness utilized Medicaid or public health insurance" (Hope Center, 2021, p 25).

All in all, students with basic needs at "two-year colleges access public benefits at a higher rate than students with basic needs insecurity at four-year college" (Hope Center, 2021, p 21). Although the rate of basic needs insecurities

is substantial in all college students, they are significantly higher for students with children. According to the Hope Center (2021), about half pay additional childcare costs.

Students with children also have a higher debt rate after graduation than non-parent students. Undergraduate student mothers obtain on average \$3,800 or more in debt than a female with no children and up to \$5,000 more than a male student with no children (Hope Center, 2021).

Student with Children Graduation Rates

Fifty-eight percent of SWC graduates from a public institution within six years on average, compared to 67% at private institutions. Thirty-five percent of SWC graduates from a profit four-year institution within six years, and 63% graduate within three years from a two-year profit institution (Ryberg et al., 2021, January 11).

SWC educational success has multiple positive impacts on their children. According to Attewell and Lavin (2007)

Educational achievement for students with children benefits the students themselves and the families they are raising, research [also is] demonstrate[ing] that increasing parents' educational attainment yields positive short and long-term gains for children, in the form of higher earnings, greater access to resources, more involvement in their education and greater likelihood of their child pursuing a higher educational degree. (p. 2)

Thus, by attending college, SWC are broadening future possibilities for their children to attend a two or four-year college.

Connecting SWC's Identities to CSUSB through Family Housing

Family housing is a resource that can benefit SWC's ability to finish their education. Allowing SWC to share their college experiences with their children can help them develop a better sense of who they are while attending college—allowing SWC to have a sense of belonging on campus.

According to the Hope Center (2021), about one in three SWC that have basic need insecurities experience anxiety or depression. Housing insecurity and homelessness have a strong, statistically significant negative relationship with college completion rates, persistence, and credit attainment (Broton, 2017). By CSUSB providing a basic need (like family housing), the organization will significantly impact this population's educational, financial, and mental health needs while helping to promote student success. Family housing simultaneously encourages mental and emotional well-being, and this impact will have a lasting effect on their children's experiences.

At CSUSB, we can improve this unrepresented population and change the narrative from SWC being invisible to the campus community to being integral to it. If we at this institution of higher learning say we stand for diversity and inclusion, then we need to lead by example by all means. Letting our virtual and physical spaces overlook SWC, we perpetuate that this population has no significant value. We at CSUSB can do better. This project will demonstrate how

CSUSB can use existing physical, programmatic, and policy infrastructures to promote housing for students with families, explicitly connecting SWC's identities to CSUSB and vice versa.

CHAPTER FOUR

FAMILY HOUSING

This chapter looks at three different universities that offer family housing: California State University, Northridge (CSUN); California State University, Monterey Bay (CSUMB); and the University of California Riverside (UCR). Each university's program is broken down regarding eligibilities, amenities, and costs to give the readers an idea of possibilities that CSUSB can use to modify and adapt its existing housing and policies to serve SWC.

California State University, Northridge

California State University, Northridge (CSUN) has understood the need for family housing since the 1980s. They believe that the college years are a time of growth and consist of special moments mixed with hard work and the rewards of education; they understand that these years are significant when raising a family while going to school.

The University's current program consists of 120 units located in the north end of campus, surrounding Lassen Street, Zelzah Avenue, Devonshire Street, and Lindley Avenue. These apartments at University Village are complexes that consist of one to two bedrooms, with one bath (see Figures 4, 5, 6 & 7). Family housing comes equipped with community buildings that include laundry facilities, mailboxes, and a large recreation room available for social gatherings. The apartments include swimming pools and modern play structures for their children and have been strategically built near shopping centers (CSUN, 2020).

Amenities

The family housing apartments have direct access from the outside, eliminating the need for noisy hallways (see Figure 4). The kitchens are equipped with refrigerators, a range, and garbage disposal. The one-bedroom apartments include a dining bar, whereas the two-bedroom units have a separate dining area (see Figure 5). These apartments contain easily accessible large closets and have separate linen closets in each unit (see Figures 6, 7 & 8). All CSUN apartments come unfurnished; however, carpeting and window coverings are provided (CSUN, 2020).

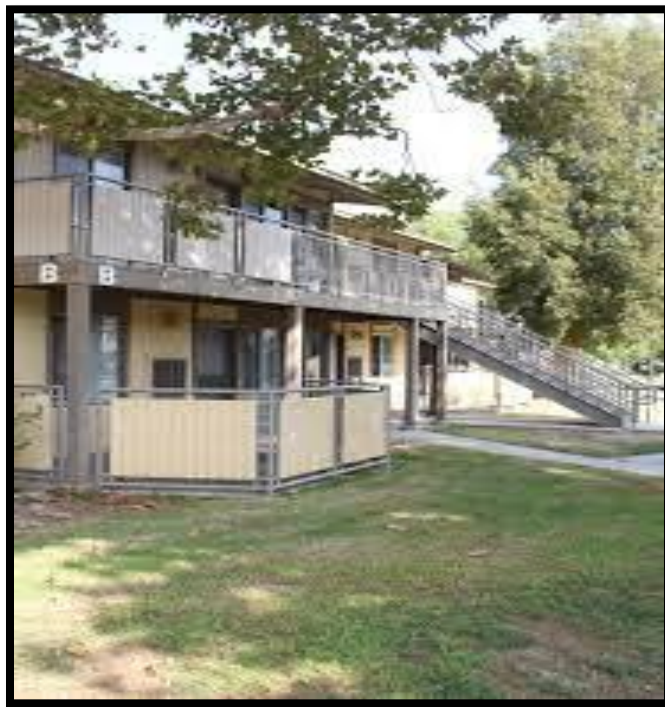


Figure 4. CSUN University Village

Further features include ground-floor apartments with patios and upper-level apartments to have decks. These apartments are situated in a complex with

ample green space. In Figure 9, you can see the newest updates playground provides near the complexes. There are a limited number of units designed to accommodate individuals with physical disabilities. CSUN's family housing also offers modified units with accessible bathrooms and fully modified units with accessible bathrooms and kitchens (CSUN, 2020).

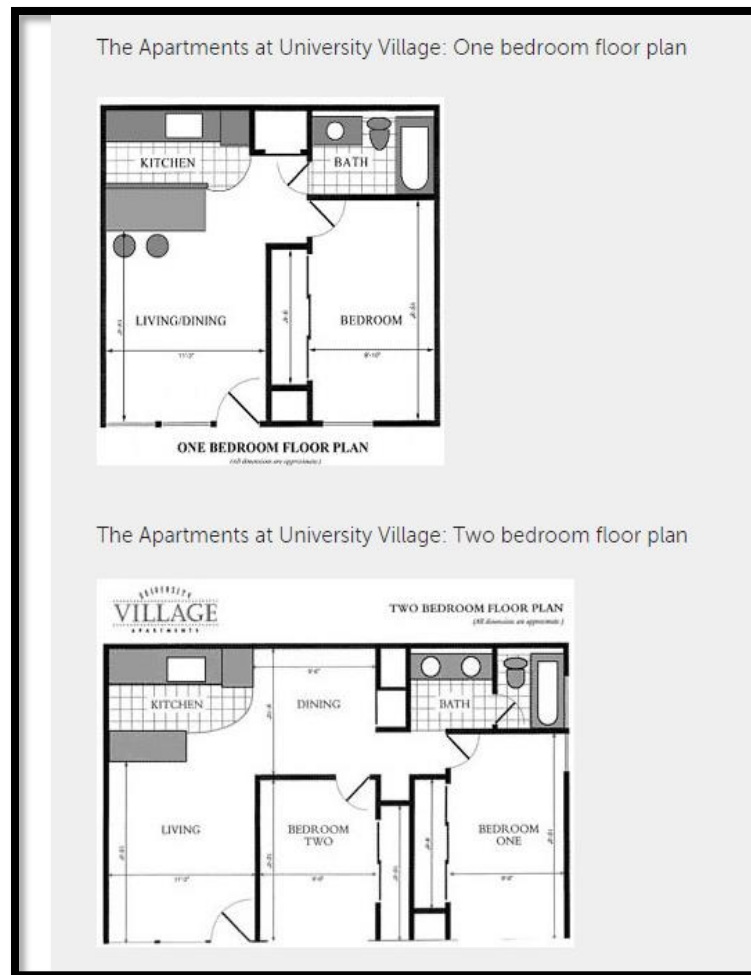


Figure 5. CSUN University Village Layout

Residents living in family housing are responsible for their utilities (Edison, gas, phone, cable) and contacting each provider. A parking permit is a requirement as well (CSUN, 2020).



Figure 6. CSUN Family Housing Units, Interior, and Exterior
(CSUN, 2020)



Figure 7. CSUN Family Housing Interior and Exterior (CSUN, 2020)



Figure 8. CSUN University Village Apartments Bedroom Interiors
(CSUN, 2020)



Figure 9. CSUN Family Housing Playground
(CSUN, 2020)

Cost

Below is a chart of the current CSUN monthly rent payment schedule for the 2020-2021 school year (see Table 1).

Table 1. 2020-2021 Monthly Rent Payment Schedule and Other Fees

Due Dates	One Bedroom	Two Bedroom
July 1, 2021-June 1 st 2022	\$1,245	\$1,635
Total Rent Payments	\$14,940	\$19,620
Other Fees		
Security Deposit	\$500	\$500
Lost Keys	\$25	\$25
Lock Outs	\$5	\$5

According to Apartment.com (n.d.), as of August 2021, Northridge, CA's average apartment rent is \$1,590 for a studio, \$1,850 for a one-bedroom, and \$2,530 for two bedrooms. These figures show that SWC will have a staggering 32.7% of financial savings for a one-bedroom and 35.4% of financial savings for a two-bedroom apartment compared to the current market prices. Another benefit of living on-campus is that SWC does not have to be income qualified, showing they make at least twice the monthly rent, typical of off-campus housing. This means renting an off-campus one-bedroom apartment in Northridge requires a student to establish a monthly income of \$3180. An additional benefit of family housing at CSUSN is the low-security deposit. Off-campus apartments require an upfront payment of the first month's rent, last month's rent, plus a security deposit (often in the amount of another month's rent). For comparison, SWC could enter a contract for a one-bedroom apartment at CSUN for an upfront payment of just \$1745 (first month's rent + deposit) as opposed to an average one-bedroom off-campus apartment in Northridge which would require an initial payment of \$4770 (first, last, and deposit). This means it costs SWC 63.4% less money upfront to enter a rental contract in family housing.

For SWC, like me, this means more money for my children's necessities, more opportunities to treat my children to entertainment, or even start a savings account. These comparisons clearly show that the family housing program, while SWC are pursuing an education, has significant financial benefits.

Eligibility

Under CSUN's policy, only students, faculty, and staff are eligible for University Students. Undergraduate students must be enrolled in 12 or more semester units, and Graduate students must be continuously enrolled in 8 or more units. Students must have legal custody of dependent children and be verified through tax and/or court documents (under age 18 or 24 if a full-time student). University faculty and staff must maintain full-time status as employees of the (CSUN, 2020).

Co-occupant. Conversely, anyone not meeting the following criteria cannot live in the Village Apartments as a co-occupant. A dependent of the Licensee, where the Licensee serves as the legally defined guardian to be verified through tax and/or court documents (under age 18, or under age 24 if a full-time student) must have 'a non-ambulatory and/or infirm immediate family member of the Licensee - verified through tax and/or court documents' (CSUN, 2020). As per the website, the exceptions to any of the above eligibility requirements will be made under only the most extraordinary circumstances as determined by the Director of Student Housing (CSUN, 2020).

California State University, Monterey Bay

California State University, Monterey Bay's Fredrick Park Apartments, is their campus residential community designed for families and graduate students (Figures 10 & 11). This program accommodates transfer students who have earned a quarter of 90 units and are 21 years of age and older. The campus

offers one and two-bedroom apartments approximately 1200 square feet with comfortable accommodations and a reasonable commute to university classes and campus events.



Figure 10. Fredrick Park Apartments Exterior
(CSUMB Student Housing & Residential Life, 2021)

Amenities

These apartments also include essential kitchen appliances (refrigerator, stove, dishwasher, and garbage disposal) and access to the MST bus service to and from the main campus and surrounding areas. “Utilities (gas, electricity, garbage, and water) included in rent, free basic cable television access, cable, Internet, and the CSUMB campus network.” (CSUMB Student Housing & Residential Life, 2021). Tenants living in East Campus do not have to pay for parking, and residents have a one-car garage.

Other amenities include a fenced backyard or a walk-out patio, laundry hookups (units do not come furnished with a washer and dryer), full access to

coin-operated laundry facilities, and Community Centers in Frederick Park I and II.



Figure 11. East Campus at Monterey Bay Schematics
(CSUMB Student Housing & Residential Life, 2021)

Cost

According to Rent Café's (2021) "Monterey, CA Rental Market Trends" report, the average price range of a one-bedroom apartment is between \$1,595 and \$1,845. And the average apartment on the market is \$2,263. This again shows an average of 51% financial savings for students for a one-bedroom and 27% financial savings for a two-bedroom. As you can see from Table 2, living on campus is better financially than living off-campus.

Table 2. East Campus Cost of Living per month

<u>East Campus per month</u>		
Type	Monthly Rate Unfurnished	Monthly Rate Furnished
East Campus Apartment Single	\$935	\$970
East Campus Apartment Double	\$704	\$739
East Campus Family Apartment	\$1,637	Not Available
East Campus Graduate Apartment - Bed A	\$1,031	\$1,066
East Campus Graduate Apartment - Bed B	\$1,138	\$1,173

(CSUMB Student Housing & Residential Life, 2021)

Eligibility

The requirements to live in the East Campus are as follows. CSU Monterey Bay students working toward a degree must be enrolled. Students must also be enrolled full-time each semester they reside on campus—12 units per semester for undergraduates and at least 6 graduate-level units. Students may be asked to prove enrollment at different points in their academic careers (CSUMB Student Housing & Residential Life, 2021).

These two California State Universities have recognized for the past 41 years the need and great benefits family housing possesses. Acknowledging this has helped students succeed better and has created a sense of belonging to

these universities. Students that have benefited from these programs seem to have the same underlying mantra, "community," a sense of belonging. Former students I have encountered sing nothing but praises about these programs and their benefits to the overall educational experience. CSUSB would benefit by adapting and modifying CSUN's and CSUMB family housing.

University California Riverside



Figure 12. University California Riverside Family Housing
(UC Riverside Housing Services, 2021)

The University of California, Riverside (UCR) is another state-supported university offering family housing (Figure 12). The Oban Family Housing Services (UC Riverside Housing Services, 2021) website provides a welcoming message for SWC (Figure 13). "A commitment to family. A commitment to education. You really can find both. And finding them in one convenient location means you do not have to compromise either of the two competing priorities in your life" (UC Riverside Housing Services, 2021). At UCR, the Oban Family Housing is a

collection of 136 units, one-bedroom and two-bedroom apartment homes located at 950 Linden Street in Riverside. Interiors come with stoves, refrigerators, dishwashers, and central heating/cooling. The Oban Housing facilities offer extensive family-oriented activities year-round to help build a sense of community, plus a reduction in SWC need to travel.

UCR also gives its students early childhood services, childcare, and kindergarten classes for children between two months to five years of age. It also has multiple public and private schools nearby.

According to their website, a UCR student's family size cannot exceed Family Housing's legal occupancy limits. For example, a one-bedroom unit allows a maximum of 3 people, and a two-bedroom unit will enable a maximum of 5 people per unit (UC Riverside Housing Services, 2021).



Figure 13. Family Housing at UCR Visually Welcomes Families
(UC Riverside Housing Services, 2021)

Amenities

Amenities at Oban Family Housing include unfurnished apartments, a refrigerator, stove, and dishwasher has central air-conditioning & heat, free Wi-Fi, and provides a utility allowance.

Community Features. UCR's family housing community features include parking, perimeter fence, central laundry facility, swimming pool with spa, playground, community center with study room, 24-hour emergency assistance, year-round family-friendly programs and activities, Resident Services Office, and access to Oban's Little Pantry with 24/7 access, a volleyball court and guest parking (Figure 14).



Figure 14. Oban Community Map Schematics
(UC Riverside Housing Services, 2021)

Cost

According to the website, a one-bedroom/one-bathroom apartment is approximately 621 square feet. The average rent is \$980 per month, with utilities and parking included and a maximum occupancy of three. A two-bedroom, two-bathroom is approximately 904 square feet. The rent average is \$1,005 per month, utilities and parking included, and five maximum occupancies (Figures 15 & 16, Table 3).



Figure 15. One-bedroom Schematics, Oban Family Housing
(UC Riverside Housing Services, 2021)



Figure 16. Two-bedroom Schematics Oban Family Housing
(UC Riverside Housing Services, 2021)

Table 3. Cost of Oban Family Housing 2021-2022 Rates and Billing Schedule

Oban Family Housing

2021-2022 Rates and Billing Schedule

	1 BEDROOM, 1 BATH	2 BEDROOM, 2 BATH
	Family Apartment	Family Apartment
Security Deposit * (Due at Contract Submission)	\$200	\$200
DUE DATES:		
SUMMER QUARTER		
July 1, 2021	\$980	\$1,005
August 1, 2021	\$980	\$1,005
September 1, 2021	\$980	\$1,005
FALL QUARTER		
October 1, 2021	\$980	\$1,005
November 1, 2021	\$980	\$1,005
December 1, 2021	\$980	\$1,005
WINTER QUARTER		
January 1, 2022	\$980	\$1,005
February 1, 2022	\$980	\$1,005
March 1, 2022	\$980	\$1,005
SPRING QUARTER		
April 1, 2022	\$980	\$1,005
May 1, 2022	\$980	\$1,005
June 1, 2022	\$980	\$1,005
ACADEMIC YEAR COST	\$11,760	\$12,060

* Security Deposit is due at contract signing and shall be refunded upon move-out, minus any move-out charges.

According to Rent Café's (2021) "Market Trends for Riverside, CA" report, the average rent for an 847 square foot apartment in Riverside is \$1,905, a 16%

increase compared to the previous year. Compared to the chart above, a student with a family would save about half the cost of an off-campus apartment.

Eligibility

UCR defines family “as an established long-term relationship with an exclusive mutual commitment in which family members (i.e., spouses, domestic partners, and children/legal dependents) share the necessities of life and ongoing responsibility for their common welfare. It is required that ‘family’ members are eligible at the time of application for Family Housing” (UCR Family Housing Eligibility and Assignment Policy, 2021, p. 1). “Verification of eligibility may be requested at any time commencing with submitting a Family Housing Application up to signing a Family Housing Contract. Eligibility will be verified every quarter” (UCR Family Housing Eligibility and Assignment Policy, 2021, p. 1).

Eligibility Criteria for Parents & Children / Legal Dependents. At least one parent/guardian must be a consistently-enrolled, full-time student as defined by the University of California, Riverside, and Office of the Registrar.

1. Child (ren) must be a minor under 18 years of age.
2. A parent, single or otherwise, must have at least 50% legal, physical custody of the child (ren).
3. REQUIRED DOCUMENTATION / VERIFICATION:
 - a. A certified Birth Certificate or court document indicates 50% legal, physical custody

- b. Verification of legal dependency for family members other than minor children must include one of the following:
 - i. a certified court document
 - ii. An Income Tax Return from the most recent filing period
 - iii. Documentation of cohabitation for at least 12 consecutive months
- c. Any falsification of documents or misrepresentation of facts is grounds for cancellation of the Family Housing Application, withdrawal of a Family Housing assignment offers, immediate eviction, and campus discipline. (UCR Family Housing Eligibility and Assignment Policy, 2021, p. 2)

Summary of Family Housing at Other Institutions

Like CSUN and CSUMB, UCR established Oban family housing services because they understand SWC needs vary. UCR understands that a student's commitment to family and their education should not be compromised priorities in their lives. Like CSUN and CSUMB, they have understood their stakeholders' (SWC's) needs and, as an organization, are committed to direct resources specifically for this population.

California State University, San Bernardino



Figure 17. Arial View of CSUSB

When looking into CSUN, CSUMB, and UCR family housing programs, the first idea that came to mind was, how can CSUSB (Figure 17) implement a family housing program without a substantial financial undertaking? The first strategic idea I came up with was to look at what types of housing structures CSUSB can offer. At CSUSB, there are four different housing options. Arrowhead Village, University Village, Coyote Village, and Serrano Village. The two housing structures with the most possibility of converting into family housing would be University and Arrowhead Village. These two different building structures have the most potential transformation possibilities with the most minimal cost to the University, at first glance.

University Village

University Village are apartment-style communities that include 132 fully furnished units with three different floor plans. Buildings 7, 8, and 9 each consists of a full kitchen, living room, bedrooms, and bathrooms (CSUSB, n.d. Housing and Residential Education, Figure 18). The facility is located in between Village Drive and Coyote drive east side of campus.



Figure 18. University Village Buildings 7, 8, and 9
(CSUSB, n.d., Housing and Residential Education)

Amenities. CSUSB's Department of Housing and Residential Education University Village apartments come “fully furnished, including kitchen appliances (fridge, oven range, microwave, dishwasher, and garbage disposal), full-size beds, laundry unit with folding table per floor,” a fitness center, computer, and game rooms (CSUSB, n.d., Housing and Residential Education, Figures 19, 20, & 21). The apartments also include a swimming pool, gated and covered resident parking, individual climate control, and free Wi-Fi.

Schematics of CSUSB University Village.

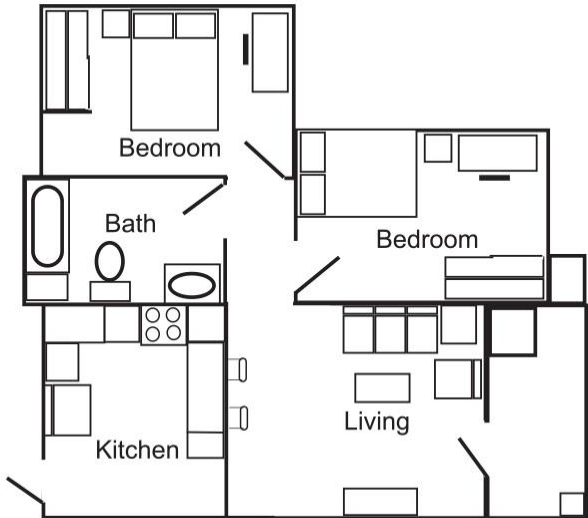


Figure 19. 2 Bedroom, 1 Bath Apartment

(CSUSB, n.d., Housing and Residential Education)

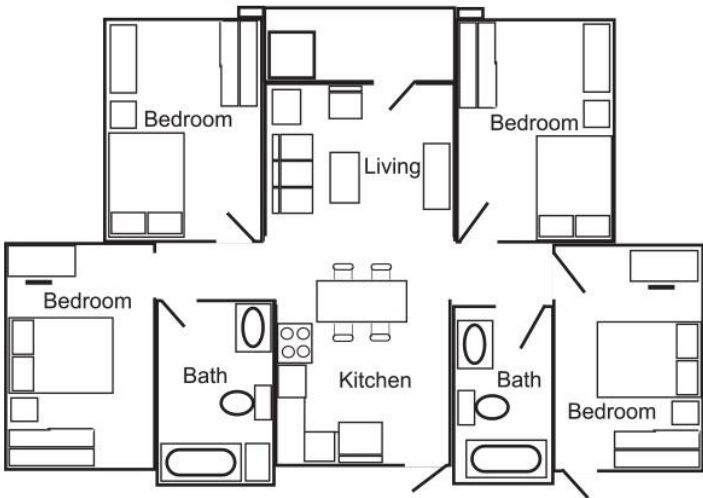


Figure 20. 4 Bedroom, 2 Bath Apartment

(CSUSB, n.d., Housing and Residential Education)

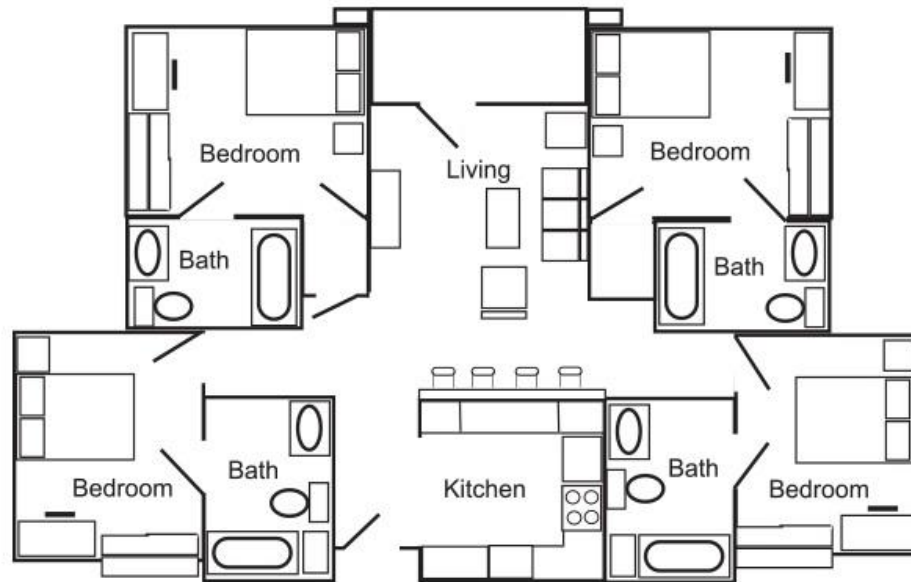


Figure 21. Four Bedroom, Four Bath

(CSUSB, n.d., Housing and Residential Education)

Cost. When broken down, a four-bedroom, two-bathroom apartment at University Village is \$4,998.00 for the semester comes to roughly 1,249.50 per month (Table 4). The average rent for an apartment in San Bernardino is \$1,575 (Rent Café's, 2021).

Table 4. University Village Rent Rates 2021-2022

University Village			
University Village Rent Rates 2021-2022			
Apartment Type	4 Bed / 2 Bath 2 per apartment	2 Bed / 1 Bath 1 per apartment; limited inventory	4 Bed / 4 Bath 2 per apartment
Room License Fee (Per Semester)	\$4,998.00 \$4,443.00 (Early Application Rate)	\$5,636.00 \$5,010.00 (Early Application Rate)	\$4,998.00 \$4,443.00 (Early Application Rate)
Activity Fee (Per Semester)	\$10.00	\$10.00	\$10.00
Academic Year Total (Fall & Spring)	\$10,016.00 \$8,906.00 (Early Application Rate)	\$11,292.00 \$10,040.00 (Early Application Rate)	\$10,016.00 \$8,906.00 (Early Application Rate)

Arrowhead Village

Arrowhead Village is a unique living and learning community offering students all the comforts of home. Located next to Serrano Village, Arrowhead Village provides an apartment-style living experience. Located between Serrano Village Drive and Coyote Drive, buildings 2, 3, 4, 5, and 6 range from 4-bedroom, 4-bathroom apartments to a 2-bedroom, 2-bathroom apartment.



Figure 22. Arrowhead Village
(CSUSB, n.d. Housing and Residential Education)

Schematics of CSUSB Arrowhead Village.



Figure 23. Available Floor Plans at Arrowhead Village
(CSUSB, n.d. Housing and Residential Education)



Figure 24. Available Floor Plans at Arrowhead Village
(CSUSB, n.d. Housing and Residential Education)



2 Bedroom, 2 Bath Apartment
 2021-2022 Occupancy: 2 per apartment; limited inventory

Figure 25. Available Floor Plans at Arrowhead Village
 (CSUSB, n.d. Housing and Residential Education)

Amenities. Arrowhead Village amenities include a fully furnished apartment, “including kitchen appliances (fridge, oven range, microwave, dishwasher, and garbage disposal), full-size beds, laundry unit with folding table per floor, fitness center, computer and game rooms,” swimming pool, gated and covered resident parking, individual climate control and free Wi-Fi (CSUSB, n.d. Housing and Residential Education).

Cost. Table 5 is from the Department of Housing and Residential Education website (n.d.), showing the full breakdown for the 2021-2022 school year. According to the CSUSB website, a four-bedroom, two-bathroom apartment in Arrowhead Village costs on average roughly \$4,829.00. Broken down that is on average 1,208.00 per (CSUSB, n.d. Housing and Residential Education). The

activity fee in Table 5 is for the Housing Department's activities during the semester.

Table 5. Arrowhead Village Rent Rates 2021-2022

Arrowhead Village			
Arrowhead Village Rent Rates 2021-2022			
Apartment Type	4 Bed / 2 Bath 2 per apartment	2 Bed / 2 Bath 2 per apartment; limited inventory	Studio 1 per apartment; limited inventory
Room License Fee (Per Semester)	\$4,826.00 \$4,290.00 (Early Application Rate)	\$4,826.00 \$4,290.00 (Early Application Rate)	\$5,176.00 \$4,600.00 (Early Application Rate)
Activity Fee (Per Semester)	\$10.00	\$10.00	\$10.00
Academic Year Total (Fall & Spring)	\$9,672.00 \$8,600.00 (Early Application Rate)	\$9,672.00 \$8,600.00 (Early Application Rate)	\$10,372.00 \$9,220.00 (Early Application Rate)

Call to Action for CSUSB

CSUSB has the potential to create an educational difference in SWC lives. As an institution of higher learning, CSUSB creates the culture within the organization. It is vital that the communication is clear and presented to show how important its stakeholders (SWC) are valued on campus. As illustrated in previous chapters, CSUSB seems to be unaware of the growing issues within this underrepresented population, causing SWC to question their identity within their university. Higher learning institutions like CSUN, CSUMB, and UCR have all understood their role in providing SWC with the proper basic needs on their

campus for decades. These universities have understood the cultural shift that has been taking place among their student population. Realizing their demographic of students is changing, they modified their organizational identity to meet their stakeholder's needs. It is now time for CSUSB to do the same.

CSUSB has been my home away from home for four years, the level of education I have received has been exceptional. I am very proud to be an Alumni. However, the years of watching SWC like myself struggle to find their sense of belonging have me concerned. More and more of this student population are drifting away from their educational goals. CSUSB has provided services like the Obershaw DEN to fill its students' basic need of food insecurities. Now it is time for CSUSB to step up and offer another basic need, family housing. CSUSB has the means to do so. With current housing structures like University and Arrowhead Village, CSUSB can provide affordable housing for students with families. This chapter shows that CSUSB has the proper facilities and can offer a similar program to other peer and neighboring institutions such as California State University Northridge, California State University Monterey Bay, and the University of California Riverside.

CHAPTER FIVE

TIME FOR CHANGE

Considering the research in the chapters above, how the CSUSB approach can implement family housing on campus? My first suggestion would be to identify how many students on campus have children or are married. When searching for that statistical data at CSUSB, I came across a shocking revelation. According to the Interim Director of Institutional Research and Analytics, CSUSB does not request data on marital status from students, nor do they ask for the data related to students that have children (T. Corollo, personal communication, August 26, 2021). Suppose SWC are not listed as their parents' dependents. In that case, CSUSB could identify much of its SWC population with data from the Free Application for Federal Student Aid (FAFSA) that many CSUSB students complete. However, the Registrar does not share this data with Institutional Research (T. Carollo, personal communication, 2021, August 26). "The closest we get can be found in the child-care questions of our Current Student Survey (T. Carollo, personal communication, August 26, 2020). This alone causes concern, how can we at CSUSB provide resources that target SWC if the University does not indicate that this population exists on campus or how large it is? This discovery has put into perspective the growing mantra from SWC, that their needs at CSUSB are not just being met.

My first suggestion would be to conduct a survey that can help CSUSB identify SWC within the organization. The questions should be structured to

identify themselves within the institution, see if they feel a sense of belonging, and gather ideas of resources they think CSUSB could provide to help solidify their basic needs.

The second suggestion would be to conduct a mass survey of local junior college transfer students to identify any incoming SWC such as Riverside Community College, Victor Valley College, Barstow Community College, and San Bernardino Valley College, to discover what basic needs they might have and get a general concise of how many may need services like family housing.

My third recommendation would be to start a committee for research and development. The committee would be responsible for looking at all factors, and the amount of financial support needed to develop a family housing program of this magnitude. In the research and developmental stages, this committee would reach out to similar programs such as CSUN, CSUMB, and UCR to take an in-depth look at their family housing programs and modify and adapt any elements best for CSUSB and students with children. They would also craft policies and coordinate with campus entities to make CSUSB more SWC friendly. That includes updating maps, designing family bathrooms, creating orientations for SWC, and working with strategic communications to market and design materials to be OARC inclusive.

Another suggestion would be to utilize what CSUSB already has to offer on campus. According to the CSUSB Department of Housing and Residential Education website (n.d.), Arrowhead and University Village are fully furnished

units with a choice of three different floor plans. Each apartment includes a full kitchen, living room, bedrooms, and bathrooms (CSUSB, n.d. Housing and Residential Education). Utilizing resources that we already have would be a great start and implementing a program with potential growth. Today, there are nine buildings, three from University Village and five from Arrowhead Village, compatible with family housing. If we dedicate at least two of these buildings to family housing, we can unlock a new opportunity for SWC.

The idea of taking over two buildings or any current facility for that matter comes with a price. The financial upside for an SWC may cause CSUSB to lose a small chunk of revenue. According to several students who frequent OARC, there are two students per apartment (before COVID-19, there were up to four). That means that CSUSB would lose the total rent of one occupant. However, an entire family on campus may have the potential to make up the difference in other ways, such as dining services.

Proposing Family Housing at CSUSB

In the Appendix of this manuscript, a white paper has been designed to give a visual outlook of information to persuade the administration in charge of housing, student affairs, and all other departments geared towards student engagement at CSUSB. This family housing white paper contains a problem, a proposed solution, a visualization of current data, and a call-to-action. The information indicated within this white paper has been pulled from this

manuscript. This white paper is nine pages in length, and the content includes the following.

- Cover
- Note to the Author
- Executive Summary
- SWC statistical data
- Statistical information on SWC basic needs
- Five-step plan of action
- CSUSB Arrowhead and University Village images and schematics (to display what CSUSB can use currently)
- Information about Assembly Bill 1377

APPENDIX A
CSUSB FAMILY HOUSING



CSUSB

Family Housing

Proposal to bring Family Housing to CSUSB



A NOTE from the Author



Graduate Student
Leslie Renee Leach

My passion for family housing comes from my own experience. When I started my educational journey, I knew I wanted to transfer to a university and obtain my Master's Degree. When researching universities, I could only find a few CSUs that offered family housing, and all were too far from my support system. However, CSUSB was close enough to commute.

After my first year at CSUSB, I started working for the Osher Adult Re-entry Center (OARC). The OARC is a center that helps provide or find resources for nontraditional students. For the past three years that I have been working at the OARC in the Santos Manuel Student Union, I have heard stories, wiped tears, and witnessed Students with Children's struggles, mainly housing and food security. My advocacy for family housing is for future parenting students and their children.

Leslie Renee Leach

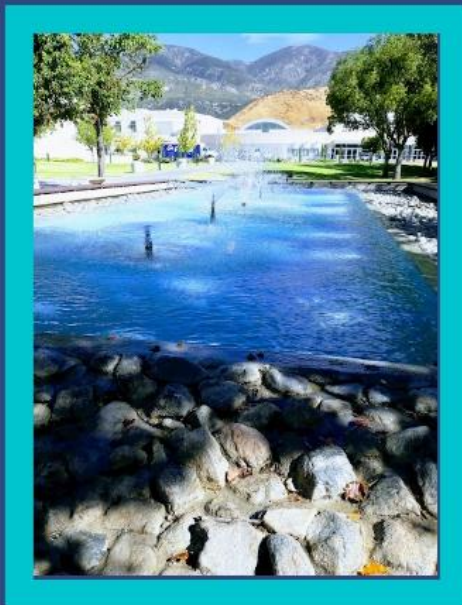
Leslie Leach

A Student with Children

In my 40s and as a mother of four, this transferring was a huge undertaking. I found out quickly that my identity and sense of belonging were being challenged. I was consistently questioning who I was. It took me over a year to finally FEEL a sense of pride being a YOTIE. Looking back, I realize that the communicative messages that CSUSB was relaying made me question my own identity and that the lack of attention to my needs was the reason.



(From oldest to youngest)
Lucus, Chloe, Kori, Adrian



On-campus, between the College of the Education building and the Kinesiology building, there is a fountain. I would sit there day after day alone, in between classes, and during lunch, I would gaze into the water, questioning my identity. "Who was I? Am I even good enough to be at CSUSB? Do they even want me here?"

____ Leslie Renee Leach _____



Executive Summary.

Problem:

- SWC make up 26% of the student population
- Current CSUSB policies and infrastructure act as a barrier for these students to enter and complete college.
- They have high needs for housing and food securities that negatively affect their ability to complete college
- To maintain enrollments past the 2025 enrollment cliff, we need to appeal to SWC.

Solution:

- Provide housing for students with families using the current built environment, existing programs, and policies
- Utilize funds from AB 1377 to support this effort

Plan of Action:

- Identify the number of CSUSB students with dependents.
- Survey key transfer institutions to determine number of students with dependents (potential student base)
- Form a committee to address policies, identify resources for SWC, coordinate with campus units to adapt programming to support SWC
- Dedicate units in Arrowhead and University Village

The Rise OF STUDENT WITH CHILDREN



Approximately 2.1 million SWC attend the two-year institution—representing an astonishing 30% of the entire community college student population. The additional 1.1 million SWC attend a four-year institution (public or private, not for profit).

Representing a surprising fifteen percent of the undergraduate population, and 1.2 million SWC attend a for-profit institution. The remaining 371,207 SWC attend other profit-based.



*Students Withh
Children*

46%

**OF COLLEGE STUDENTS ARE OVER THE
AGE OF 25**

“

Institutions recognize
non-traditional as he
new traditional

”

Daniel J, Hurley
Director of State Relations & Policy
Analysis



Students With Children



“ SWC grade point averages (GPA) averages 3.5 or higher; this is 31% higher than independent nonparent students and 26% higher for dependent studentse ”

Hope Center

SWC Levels of Education

When broken down by level of education, "Approximately 2.1 million SWC attend the two-year institution—representing an astonishing 30 % of the entire community college student population. The additional 1.1 million SWC attend a four-year institution (public or private, not for profit), representing a surprising fifteen percent of the undergraduate population, and 1.2 million SWC attend a for-profit institution. The remaining 371,207 SWC attend other profit-based institutions or attend more than just one institution. SWC is making up 51% of the entire student body" [24]. "Women make up a staggering 71% of SWC, that is roughly two million students of the 43%t of the total student parent population, are single mothers. Single fathers make up the other 11% of the student-parent population" [37].

Time and Money

According to the Institute for Women's Policy research report, students with children are less likely receive a certificate or degree within the six years of their initial enrollment. They are leaving only 33% obtaining degrees in that time frame. 56 % of SWC encounter significant time constraints, devoting an additional 30 hours a week to their studies, complicating their ability to work, and leaving them with financial difficulties [24]. SWC is more likely to come from low economic status. According to IWPR, 61% percent of SWC have little to no money to contribute toward their college education "(i.e., they have an Expected Family Contribution of \$0), and eighty-eight percent of single parents with children have a total income of two hundred percent below the poverty line" [24].

1

Students with Children Need

Family Housing at CSUSB

Student Basic Needs

According to Hope Center for College, Community, Justice



Housing Insecurities

68%

Food insecurity is the limited or uncertain availability of nutritionally adequate and safe food, or the ability to acquire such food in a socially acceptable manner.



Food Insecurities

53%

Housing insecurity encompasses a broad set of challenges that prevent someone from having a safe, affordable, and consistent place to live.



Homeless

17%

Homelessness means that a person does not have a fixed, regular, and adequate place to live. (for instance, living in a shelter, temporarily with a relative, or in a space not meant for human habitation)



Basic Needs



CSUSB

Family housing is a resource that can benefit SWC's ability to finish their education. Allowing SWC to share their college experiences with their children can help them develop a better sense of who they are while attending college—allowing SWC to have a sense of belonging on campus. According to Hope for College (2019), about one in three SWC that have basic need insecurities experience anxiety or depression [39].

By CSUSB providing a basic need (like family housing), the organization will significantly impact this population's educationally and financially need. Housing insecurity and homelessness have a strong, statistically significant relationship with college completion rates, persistence, and credit attainment [8].

At CSUSB, we have the potential to improve our unrepresented population, to change the narrative. If we at this institution of higher learning say we stand for diversity and Inclusion, then we need to lead by example by all means. Letting these virtual and physical spaces become overlooked, we perpetuate that this population has no significant value. We at CSUSB are better than that.

STUDENTS WITH CHILDREN

STUDENTS WITH CHILDREN

SWC



BN

While support for SWC exists on a state, federal, and college levels, according to the data collected, most students who experience basic need insecurities do not access them.” Medicaid or public health insurance, SNAP, and tax refunds are the benefits used most often. However, they remain [pretty]low given the needs of students responding”[39].

According to the findings, only “18% of food-insecure students receive SNAP benefits across two and four-year colleges. Likewise, 6% of students who experience housing insecurity receive housing assistance and only Twenty-eight percent of students who experience homelessness utilized Medicaid or public health insurance” [39].

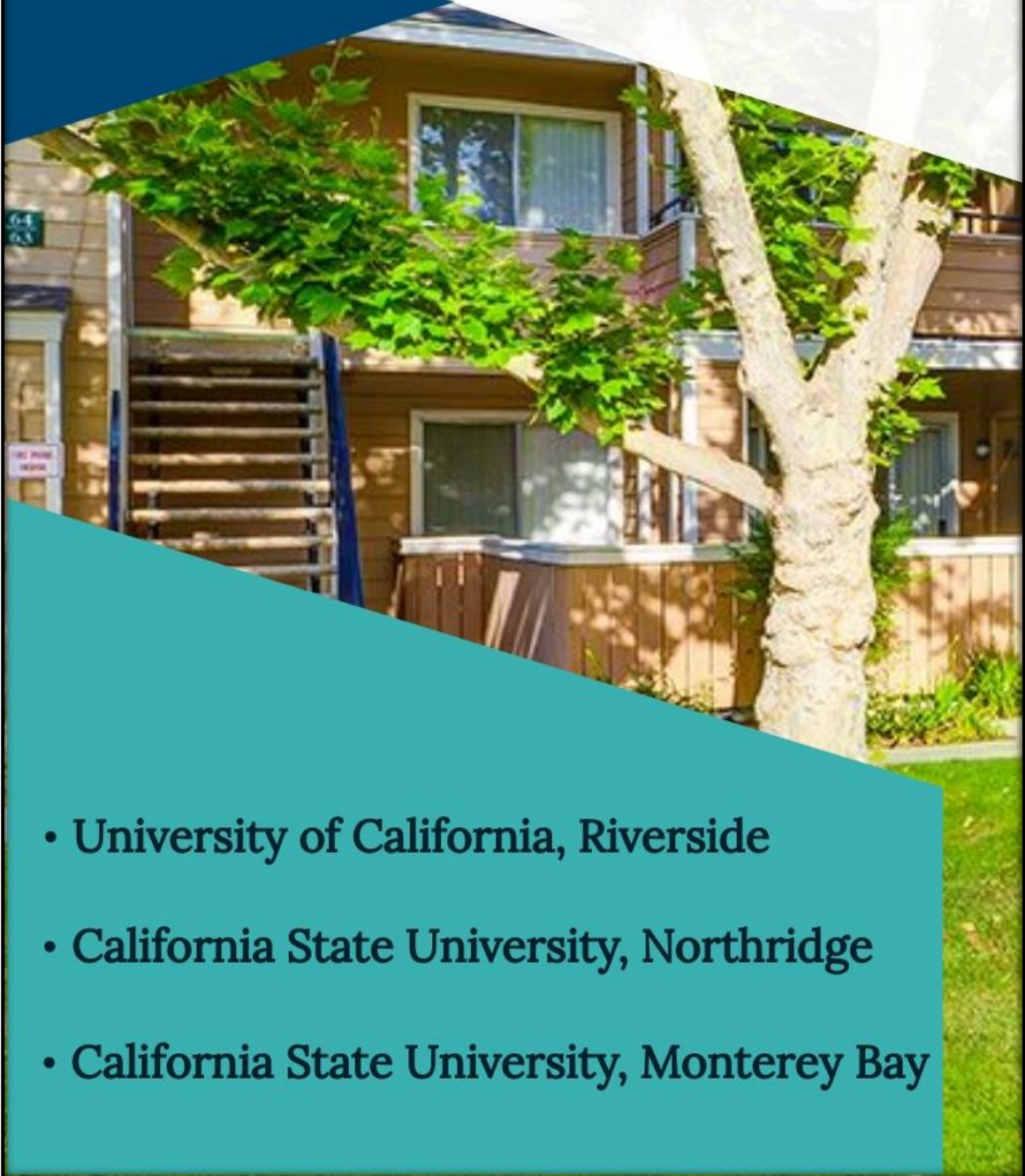
Although the rate of basic needs insecurities is substantial in all college students, they are significantly higher for students with children. According to the Hope Center, about half pay additional childcare costs [39].

Students with children also have a higher debt rate after graduation than non-parent students. Undergraduate student mothers obtain on average \$3,800 or more in debt than a female with no children and up to \$5,000 more than a male student with no children [39].

Graduation Rates

Fifty-eight percent of SWC graduates from a public institution within six years on average, compared to sixty-seven percent at private institutions. Thirty-five percent of SWC graduates from a profit four-year institution within six years, and sixty-three percent graduate within three years from a two-year profit institution[53].

California Universities that offer Family Housing



- University of California, Riverside
- California State University, Northridge
- California State University, Monterey Bay

University Family Housing

CSUN, CSUMB, UCR

All three Universities offer their SWC family housing programs. These institutions offer amenities such as:

- Unfurnished Apartments
- Refrigerator
- Stove
- Dishwasher
- Central air-conditioning & heat
- WI-Fi
- Utilities
- a perimeter fence
- a central laundry facility
- a Swimming pool & spa
- a playground
- a community center
- 24-hour emergency assistance
- year-round Family-friendly programs & activities
- a Resident Services Office



ARROWHEAD & UNIVERSITY VILLAGE

FAMILY HOUSING POSSIBILITIES

Arrowhead & University Village are unique living and learning communities that offering students all the comforts of home. Each apartment includes a full kitchen, living room, bedrooms and bathrooms. These facilities are already designed to accommodate students with children.



Arrowhead & University Village

Between Arrowhead and University Village, there are nine buildings that can be converted into family housing. CSUSB can facilitate a family housing program by utilizing any one of these nine buildings. Below are the semantics of these facilities, showing their layout. As you can see CSUSB has the ability to use resources it already has to solidify a basic need for SWC.





Call to Action

Survey

1

Conduct a survey of current student to find out about the population of married and SWC.

2

Survey Tranfer Students

Survey future transfer students to gather information regarding their basic need status and to find out if they are SWC.

3

Strategic planning

Form a committee that will craft policies and coordinate with campus entities to make CSUSB more SWC friendly. This includes researching how CSUSB can bring family housing to campus. This committee should also update maps, design family bathrooms, create a new orientation program that hosts students with children and work with Strategic Communication to develop materials to be OARC inclusive.

4

University & Arrowhead Village

Look into housing that CSUSB already has that can be converted into possible family housing and look into building a new facility.

5

Take Action

implement a plan of action based on the data collected

Assembly Bill 1377

Funds to public college and university applicants to support affordable student housing projects.

- 47.1 Billion unprecedented historic budget for higher learning .

Establishes the California Student Housing Revolving Loan Fund Act of 2021 to provide loans to qualifying applicants of the University of California (UC), the California State University (UC), and the California Community Colleges (CCC) for the purpose of constructing student housing,

- 2 BILLION INVESTMENT GOES TOWARDS Creating a student housing plan, focusing on affordable student housing, that outlines how they will meet the projected student housing needs.
- Help California close the 2,000,000-degree gap so that California has the skilled workers necessary to be competitive in today's and tomorrow's economy.
- The Legislature finds and declares that to close the degree gap by 2030, an estimated 251,000 additional degree completions at the University of California and 481,000 additional degree completions at the California State University will be required above the currently projected degree completions.

What does this mean? It means that CSUSB can implement housing for families and have government funding provided to the University to establish the program.

Family Housing



<https://ahed.assembly.ca.gov/sites/ahed.assembly.ca.gov/files/hearings/13.%20AB%201377%20Analysis%202021.pdf>
file:///C:/Users/Owner/Downloads/20210AB1377_98.pdf

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