

//////////////////// Preliminary Chicana/o and Latina/o Strategic Action Plan //////////////////////



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Executive Summary

As a way to improve the campus climate for Chicana/o and Latina/o students and respond to the academic, financial and personal challenges impacting their success, the division of Student Affairs at UC Davis has committed to the development of supportive ethnic specific retention initiatives. The recent hiring of a Director of Chicana/o and Latina/o Strategic Retention Initiatives is a direct result of such commitment. The director’s responsibility is to establish a more holistic approach to address students’ needs and support their entire journey, from prospective student through college graduate. This initiative will serve to comply with the university's goal to decrease the time to degree for Chicana/o and Latina/o students so they may have the opportunity to graduate in four years. This strategic action plan outlines such an initiative, and it specifically provides strategies to carry out the three objectives presented below.

Some of these key strategies include social justice and diversity training for advisors from the four colleges; early intervention support for students in academic difficulty; offering financial literacy workshops and resources; leadership development; peer tutoring and mentoring; faculty and student interaction; and helping students use the library as a resource for their academic development. A Chicana/o and Latina/o retention center will be established to provide a space for students to be academically supported and empowered. This space will bring students together to foster community and create a strong sense of belonging. The theoretical framework that supports this strategic action plan is the Geometric Model of Student Persistence and Achievement (Swail et al., 2003). This model explains retention by looking at social, cognitive, and institutional factors as they relate to student performance.

OBJECTIVES

<p>1 RETENTION</p> <p>Implement strategies that will support retention, persistence and graduation rates for Chicana/o and Latina/o students.</p>	<p>2 EMPOWERMENT</p> <p>Empower Chicana/o and Latina/o students via leadership, career, academic, and personal development.</p>	<p>3 ACCESS</p> <p>Prepare new Chicana/o and Latina/o students by making them aware of the academic and social support available. Inform Chicana/o and Latina/o students by creating access through strategic outreach and recruitment</p>
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Director Overview

The responsibility of the Director of Strategic Chicana/o and Latina/o Retention Initiatives is to create and provide opportunities for students to engage with their university experience in meaningful ways. The director will identify and become familiar with the unique academic, social, personal, and cultural needs of Chicana/o and Latina/o students. Furthermore, the director will provide the necessary infrastructure in programming to address student needs and provide an environment of support and inclusion. Chicana/o and Latina/o students will experience a sense of community and empowerment that will help them overcome academic and personal challenges impacting their success at UC Davis. Under the direction of the Associate Vice Chancellor for Student Life, Campus Community and Retention Services, the director will strategically collaborate across campus to connect students with faculty and staff, provide training for students and UC Davis personnel, and establish interdepartmental partnerships to fulfill the universities' commitment to campus diversity and degree attainment.

Chicanas/os & Latinas/os in Higher Education

Although Chicanas/os and Latinas/os are the fastest growing ethnic group in the nation, they continue to have some of the lowest college completion rates. In California, Chicanas/os and Latinas/os have recently surpassed Caucasians as the state's racial/ethnic majority. Chicanas/os and Latinas/os represent 38% of California's population, and by 2025 they will make up 42% of the state. As a result, Chicana/o and Latina/o student enrollment in public education continues to surpass that of any other racial/ethnic group. According to the 2010 National Center for Education Statistics (NCES), Chicana/o and Latina/o students became the largest ethnic group populating the public schools of California. Out of the more than 6 million students in the state of California, half were reported to be Chicana/o and Latina/o students by the NCES. In other words, 49% of all Californian students enrolled in K-12 public schooling are Chicanas/os and Latinas/os. Many of these students come from low-income families and households where their generation is the first to attend public schools and universities. Unfortunately, the rate by which these students attend the university and graduate is alarming. In 2011, a report noted that only 21% of Chicanas/os and Latinas/os across the country held either a two or four year degree, in comparison to Caucasians at 44% (Santiago & Soliz, 2012). Out of the Chicanas/os and Latinas/os who enroll in college, only 46% are finishing their studies and graduating with at least a bachelor's degree. In addition, only 17% of college students across the country were Chicanas/os and Latinas/os in 2012.

At UC Davis, the Chicana/o and Latina/o student community has been steadily increasing in number and is now 20% of the student population (See Appendix). Although this number is expected to continue growing as a result of strategic outreach and recruitment efforts from

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undergraduate admissions, Chicana/o and Latina/o students at UC Davis continue to face several personal, social, cultural, and academic challenges that elongate or prevent their graduation.

To assist Chicana/o and Latina/o students with these challenges, collaborations between UC Davis student support centers, departments, and the four colleges are being established to implement the retention strategies presented in this strategic action plan. An evaluation plan outlining how each service impacts student persistence, retention and graduation is included in the Appendix.

The purpose of this strategic action plan is to connect, welcome, retain, and empower Chicana/o and Latina/o students. Students will be prepared to have the skills and resources needed to succeed at UC Davis and be competitive for graduate studies or the job market. Having all students graduate is a priority considering that by 2025, 41% of all jobs will require at least a bachelor's degree and 36% will require some college education.

—Public Policy Institute of California.

Challenges for Chicana/o and Latina/o Students

Finances

One of the most significant obstacles Chicana/o and Latina/o students face as they navigate their student experience at UC Davis has to do with finances. Currently, 63% of the UC Davis Chicana/o and Latina/o students are from low-income family backgrounds (See Appendix). For many of these students, limited finances have become a barrier they need to overcome if they wish to be academically successful. For instance, a student in need of financial assistance who decides to work will have to overcome the challenge of balancing academics and work responsibilities. Unfortunately, financial difficulty has been identified by research as one of the main barriers to academic achievement for Chicana/o and Latina/o students (Santiago & Brown, 2004). On the other hand, students on financial aid who receive enough funds to cover tuition and all their personal living expenses may also face other challenges. A student on financial aid might feel a sense of guilt for having the ability to pay for living expenses that are not easily provided or even available for their siblings back home (Rosso, 2011). In addition, learning how to budget the financial aid that is allocated for personal expenses can be challenging for low-income students who have never had the opportunity to manage their own finances.

Campus Climate

The current campus climate at UC Davis has recently been affecting Chicana/o and Latina/o students socially, culturally, and psychologically. The misrepresentation of Chicana/o and Latina/o culture via disrespectful and insensitive programming from the larger campus community has left Chicana/o and Latina/o students feeling isolated and concerned for their social well-being. As Chicana/o and Latina/o students experience micro-aggressions on campus, they begin to feel marginalized because they don't feel like they belong. Consequently, alienation becomes a barrier in students' ability to perform academically. When students perceive prejudice or bias on the basis of their race, culture, gender, or sexual orientation they have a difficult time adjusting socially, mentally, and academically; they may also express resistance to campus life that may provoke them to depart (Hurtado & Ponjuan, 2005).

Family Background

Being a first-generation student attending a university like UC Davis also has its challenges. One of these challenges is the absence of role models who have gone to college in the household and the students' inability to ask relatives for academic advice and support. Having college educated parents provides students with a wealth of information that helps them learn about college life and what to expect before they ever come to campus. For first-generation students, this is a privilege that they don't have at home or in their communities. As a result, many first-generation students find it challenging and uncomfortable to adjust to their new university environment. During this difficult transitional phase, students experience feelings of homesickness that are emotionally draining and hinder their ability to focus academically. At UC Davis, 71% of the Chicana/o and Latina/o students are from first-generation family backgrounds (See Appendix).

FIGURE 1: UC DAVIS RETENTION DATA

Chicana/o and Latina/o Students on Academic Probation and Subject to Disqualification Winter 2016		
	Academic Probation	Subject to Disqualification
College of Agriculture & Environmental Science	110	106
College of Biological Sciences	66	59
College of Engineering	44	51
College of Letters & Science	129	149
Totals	349	365

Academics

When Chicana/o and Latina/o students experience the challenges mentioned above, their ability to do well in class is affected in such a way that they begin to struggle academically.

Unfortunately, these experiences lead several students to Academic Probation (AP) or Subject to Disqualification (SD). Looking at Figure 1, several Chicana/o and Latina/o students across the four colleges have been placed on either AP or SD. After finishing Winter Quarter 2016, 349 Chicana/o and Latina/o students were placed on AP and 365 on SD. The students who navigate the AP and SD process will typically not be able to complete a university degree in 4 years because they retake courses or are dismissed to make up credits and be reinstated. For example, Figure 2 illustrates how Chicana/o and Latina/o freshmen cohorts have historically been graduating in 4 years at a lower rate than the general campus. Chicana/o and Latina/o 4-year graduation rates continue to be just below 40% while the rest of the campus remains between 50% and 60%. On the other hand, the 6-year graduation rates for Chicana/o and Latina/o freshmen students has remained just below 80% considering the cohorts of 2008 and 2009. In regards to transfer student 2 year and 4 year graduation rates, Figure 3 illustrates how Chicana/o and Latina/o transfer students have been doing in comparison to the general transfer student community. Chicana/o and Latina/o transfer student 2 year graduation rates have been just below 50% considering the student cohorts of 2010-2013. Considering the same cohort years, general campus has been doing slightly better with 2 year graduation rates ranging between 50% and 53%. In addition, Figure 3 also illustrates that the Chicana/o and Latina/o transfer student is graduating in 4 years at a comparable rate to the general campus community. For example, if we compare the 2011 general campus transfer student cohort to the Chicana/o and Latina/o transfer student cohort of the same year, 4 year graduation rates are almost identical with only a 2% difference. Given these numbers and the challenges mentioned above, this strategic action plan is proposed as an intervention to increase the 4 year freshmen and 2 year transfer graduation rates for Chicana/o and Latina/o students.

FIGURE 2: FRESHMEN GRADUATION RATES

4-Year Freshmen Graduation Rate				
Student Population	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Campus	53%	58%	55%	58%
Chicana/o and Latina/o	36%	42%	38%	38%
6-Year Freshmen Graduation Rate				
Student Population	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort
Campus	81%	81%	83%	85%
Chicana/o and Latina/o	72%	72%	78%	77%

Source: AAUDE Retention/Graduation Survey, 2015-16 (January 6, 2016) UC Davis Budget & Institutional Analysis

FIGURE 3: TRANSFER GRADUATION RATES

2-Year Transfer Graduation Rate				
Student Population	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
Campus	50%	51%	53%	53%
Chicana/o and Latina/o	47%	46%	46%	50%
4-Year Transfer Graduation Rate				
Student Population	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort
Campus	86%	85%	85%	87%
Chicana/o and Latina/o	82%	87%	84%	85%

Source: CSRDE Community College Transfer Student Retention Survey, 2015-16 (January 13, 2016) UC Davis Budget & Institutional Analysis

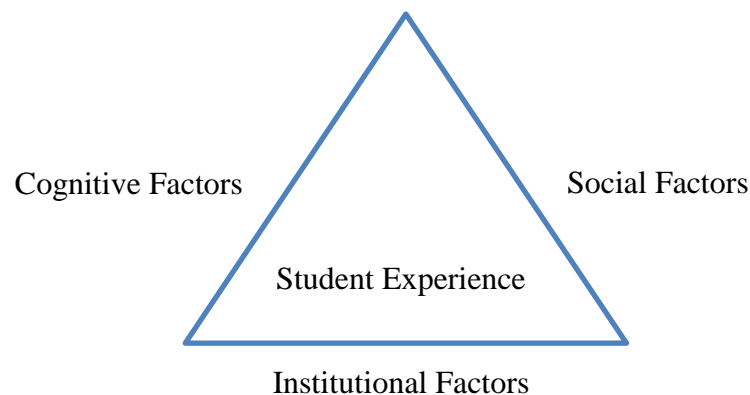
Theoretical Framework

Geometric Model of Student Persistence and Achievement

The mission and purpose of this strategic action plan is informed by the Swail et al. (2003) Geometric Model for understanding minority student retention, persistence and achievement in higher education. Under this model, student persistence and achievement is attributed to cognitive factors, social factors, and institutional factors that directly impact the student experience. In other words, the Geometric Model allows us to focus on retention holistically, and it provides a way for institutions of higher learning to rethink and shape how students learn and experience personal growth. According to Swail et al. (2003):

the cognitive factors form the academic ability—the strengths and weaknesses—of the student, such as the level of proficiency in reading, writing, and mathematics. Social factors, such as the ability to interact effectively with other persons, personal attitudes, and cultural history, form a second set of external factors that characterize the individual. The third set of factors, institutional, refers to the practices, strategies, and culture of the college or university that, in either an intended or unintended way, impact student persistence and achievement. (p. 77)

Figure 4: Swail’s Geometric Model of Student Persistence and Achievement



The Geometric Model provides us with a holistic lens to look at retention and it welcomes and invites institutions of higher learning to adopt a campus-wide retention model to begin scaffolding systems of support for student persistence and achievement. Such a model provides institutions with the opportunity to collaborate across departments and divisions for the common purpose of supporting the retention of minority students.

Guiding Principals

This strategic plan for retention is guided by the following principals: *Familia*, mutual respect, equity, leadership, academic success, trust, and community.

Director's Vision

OBJECTIVES

In an effort to support Chicana/o and Latina/o student success at UC Davis, the following objectives have been proposed as priorities.

1. Implement strategies that will support retention, persistence and graduation rates for Chicana/o and Latina/o students. Develop and engage in best practices that promote students' academic achievement by addressing financial barriers, academic difficulty, parental involvement, a sense of belonging, and the training of faculty and staff.
2. Empower Chicana/o and Latina/o students to do well academically by engaging them in leadership, career, and personal development. Empower students to believe in graduation and in preparing for a better future.
3. Prepare new UC Davis Chicana/o and Latina/o students by making them aware of the academic and social support available and how to use it. Establish an immediate sense of belonging for newly enrolled Chicana/o and Latina/o students by connecting them to the continuing Chicana/o and Latina/o student community and staff and faculty. Inform Chicana/o and Latina/o students by creating access through strategic outreach and recruitment.

PRIMARY PURPOSE

The purpose of the Chicana/o and Latina/o Strategic Action Plan is to retain continuing UC Davis students by providing them with authentic and culturally relevant opportunities for academic and personal growth. In addition, the purpose is to support Chicana/o and Latina/o students as they receive a first-class education and prepare as the future leaders of society. Investing in the educational success of Chicana/o and Latina/o students is imperative for the fulfillment of the University's Mission:

As we begin our second century, UC Davis is poised to become one of the world's great universities as it stays true to its mission to advance the human condition through improving the quality of life for all. We are already regarded as an institution with an extraordinary foundation of academic excellence and global impact. And in the coming years, we have enormous potential to build on these strengths and rise to even greater heights of distinction, scholarship and service.

UC Davis Chancellor - Linda P.B. Katehi

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Action Plan

Develop a Campus Wide Resource Map

Regular meetings with academic advisors, deans, faculty, and students, have been occurring as a way to map out the services available for academically supporting Chicana/o and Latina/o students. Aligning resources and personnel who provide retention services has provided the director with the ability to refer students to appropriate services.

Chicano & Latino Men Group

One of the goals in this plan is to partner with Counseling and Psychological Services and the Cross-Cultural Center to pilot a Chicano and Latino men group. The objectives of this men group are as follows:

- meet regularly with a cohort of first year freshmen and transfer students and create a space for them to establish a community of support
- engage in meaningful and productive conversations about what it means to be a Chicano or Latino at UC Davis
- challenge traditional and cultural views of how masculinity is defined by Chicano and Latino culture
- provide a brave space for students to share what they are thinking as they navigate the university and empower them to see counseling and psychological services as a resource

Co-Chair the Casa Advisory Board

Co-chairing the Casa Advisory Board will allow for the development and future success of the Living Learning Community known as Casa Cuauhtémoc. The Casa Advisory Board serves to represent and advocate for Chicana/o and Latina/o student residents. The 2015-2016 board will consist of 3 co-chairs and 5 professional staff members in student affairs and student housing. In addition, a Casa Cuauhtémoc Residential Advisor will also be part of the board. The goals of the board are to:

- connect residents with the outside community
- help residents identify what home looks like and help to create a “home away from home”
- assist residents in managing conflicts; work with families of residents (in alignment with FERPA)
- work with residents to build perspective around club/org involvement
- help residents transition from first year to second year successfully
- focus time and efforts into retention of Casa residents
- support academic development of residents
- help Casa residents connect to other residents throughout housing system

Developing Deeper Advising Relationships Series

As a way to begin establishing collaborations with advisors from the four different colleges at UC Davis, the director will continue to facilitate sessions for the Developing Deeper Advising Relationships Series (DDAR). As of Fall Quarter 2015, advisors across the colleges have been recommended to participate as cohorts in this year-long series. The purpose is for advisors to explore social justice, self-awareness, cultural competency, communication, and cultural humility as it relates to advising students. Workshops have been facilitated to help participants enhance their ability to reflect on the importance of self-awareness and identity exploration in the context of advising. This opportunity has allowed the director to foster relationships with advisors for the purpose of connecting Chicana/o and Latina/o students to holistic advising practices.

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Casa Cuauhtémoc Academic Theme Program

In an effort to connect with and support Chicana/o and Latina/o students living in the residential Chicana/o and Latina/o theme hall (Casa Cuauhtémoc), the director is one of the coordinators for an academic support course for first year students. This year the course has been aligned with the objectives of a pilot first year experience program, the First Year Aggie Connections Program. As part of this pilot, the course is designed to connect a cohort of new Chicana/o and Latina/o students to campus academic support resources, faculty and staff, campus culture and spirit, and other students. Engagement in this course provides an opportunity to contribute to the development and success of this Living Learning Community. Direct communication with the residents is essential to become familiar with what their academic and personal needs are as they live on campus and engage with the rest of the campus.

Establish a Chicana/o & Latina/o Retention Advisory Committee

A Chicana/o and Latina/o Retention Advisory Committee has been established to support and develop Chicana/o and Latina/o retention initiatives across campus. The primary purpose of this committee is to create a space or forum for Chicana/o and Latina/o faculty/staff and students to engage in productive dialogues about Chicana/o and Latina/o retention at UC Davis. This committee is a space for sharing retention strategies and for setting the foundation for a comprehensive Chicana/o and Latina/o strategic action plan. This committee has met monthly since Winter Quarter 2016. Meetings will continue from April-June of 2016. The committee includes 5 staff members, 2 faculty members, and 3 students.

Partner with Undergraduate Admissions

Collaborations with the office of undergraduate admissions have been established as a way to connect with new and transfer Chicana/o and Latina/o students. Currently, small scale “handoff” events to inform and connect new students to campus life and academic support resources are being piloted. For example, in a recent collaboration with the director of strategic Chicana/o and Latina/o recruitment initiatives, a group of Imperial Valley students were invited to a meet and greet retention dinner. Students were informed of the Chicana/o and Latina/o retention initiative and introduced to key campus resources for their academic achievement. These students will be added to a new student listserv that will be created to inform students of academic support programs and Chicana/o and Latina/o community events on campus. Collaborating with undergraduate admissions will also entail:

- increasing our focus on communities in close proximity to UC Davis
- providing greater support to parents and families in recognition of their key role as influencers
- promoting a college-going culture through early outreach and academic preparation
- marketing the Chicana/o and Latina/o student experience and how to connect with different resource centers on campus

Organize Public Dialogue Spaces

To include student opinion and feedback in the development of Chicana/o and Latina/o retention initiatives, public dialogues will be organized in collaboration with student organizations, resource centers, and the larger Chicana/o and Latina/o campus community. These dialogues will inform and keep students updated with the latest information on Chicana/o and Latina/o retention efforts. Students will be invited to communicate what their needs are and suggest how UC Davis can work together to make sure that Chicana/o and Latina/o students are graduating in four years and having the necessary academic preparation to succeed after they leave UC Davis.

Establish a Chicana/o & Latina/o Retention Center

A Chicana/o and Latina/o retention center will be established and opening Fall Quarter 2016. The primary purpose of this center will be to retain Chicana/o and Latina/o students by providing them with the academic support they need to learn and thrive as UC Davis students. The center will be in direct communication with dean's offices, the four colleges at UC Davis, other resource centers, and the academic advising teams to prepare and position students to graduate in four years. Collaborations across campus will aid in inviting faculty and staff to the center for an opportunity to mentor Chicana/o and Latina/o students. An associate director, administrative assistant, and student assistants will be hired to organize and implement all center programming and daily operations. The center will also be for:

- creating a welcoming and resourceful space/hub on campus for students to feel at home and foster a sense of belonging
- empowering Chicana/o and Latina/o students by engaging them in multicultural educational initiatives related to leadership, social, cultural, intellectual, and health and wellness programs
- offering a space where students may stop by to take a break, eat lunch, study, and meet other Chicana/o and Latina/o students
- welcoming visiting schools and inviting new and continuing Chicana/o and Latina/o families
- offering academic support through group/individual tutoring and holistic advising
- providing a private space for students to have one-on-one counseling sessions
- connecting students to faculty and staff by organizing brown bag lunches and meet and greet opportunities
- providing a space for Chicana/o and Latina/o student organizations to connect and work together
- mentoring students by creating networking opportunities with UC Davis Chicana/o and Latina/o alumni
- providing students with financial literacy workshops and online resources (e.g., Cash-Course)
- providing faculty, staff, and students with updated data on the academic standing of Chicana/o and Latina/o students (e.g., Center Dashboard)

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Early Intervention Using OASIS

Training and access to the Online Advising Student Information System (OASIS) has been requested. OASIS will serve as a collaborative system that will allow programs/personnel committed to Chicana/o and Latina/o students to share data (e.g., attendance, grades and co-curricular involvement) and recommend early intervention support if necessary. OASIS has been adopted campus-wide as UC Davis' primary online advising tool to support students with their academics. This online advising tool provides access to student academic records, register courses/units, and a historical record of how and for what reasons students are being advised. OASIS will be used as a data-tracking system to successfully monitor Chicana/o and Latina/o academic progress and well-being.

SISWEB Access to Chicana/o & Latina/o Student Data

The Student Information System on the Web (SISWEB) has granted access to Chicana/o and Latina/o student data. SISWEB provides quarterly reports on students' academic status and contact information. This data will be used to communicate with Chicana/o and Latina/o students who are on Academic Probation or Subject to Disqualification (AP/SD). In doing so, students will be recommended to tutoring services, mandatory advising sessions, counseling support, financial literacy resources, and library academic support.

Shields Library Research & Retention: Academic Empowerment Zone

The Shields Library Research Support Services Department has designated a library space for Chicana/o and Latina/o students to be empowered academically. The Academic Empowerment Zone Initiative takes place Mondays and Wednesdays in the second floor of the Shields Library. Students are encouraged to study together and form academic support groups. The program also invites campus staff, continuing students, and departments to present academic empowerment sessions. These sessions include topics like taking control of your academics, using tutoring services on campus, learning about the academic probation and subject to dismissal process, mental health and wellness, and writing support. Students who participate learn to use the library for research and academic support.

Student Academic Success Center

Chicana/o and Latina/o students across campus will be informed about the wealth of academic support resources available at the Student Academic Success Center (SASC). Collaborations and partnerships with the directors of this center and the retention specialists will serve to refer students to the SASC when they need academic support. These partnerships will help in creating a systematic way for all Chicana/o and Latina/o students to be aware of and have access to opportunities like:

- SASC Academic Tutoring
- TRiO Scholars Program Services
- Transfer and Veterans Center Services
- Study Skills Workshops
- Educational Opportunity Program Services
- First Year Aggie Connection Program

Conclusion

This strategic action plan is proposed in accordance with UC Davis' commitment to diversity and to the success of all students. Having the ability to retain Chicana/o and Latina/o students by engaging them in an empowering educational experience, is essential as UC Davis considers becoming a model institution for serving the Chicana/o and Latina/o community.

The division of student affairs moves forward with this strategic action plan and invites other departments, centers, and divisions to partake in the process of development and implementation. It is only through successful partnerships across campus that we are going to:

1. Implement strategies that will support retention, persistence and graduation rates for Chicana/o and Latina/o students. Develop and engage in best practices that promote students' academic achievement by addressing financial barriers, academic difficulty, parental involvement, a sense of belonging, and the training of faculty and staff.
2. Empower Chicana/o and Latina/o students to do well academically by engaging them in leadership, career, and personal development. Empower students to believe in graduation and in preparing for a better future.
3. Prepare new UC Davis Chicana/o and Latina/o students by making them aware of the academic and social support available and how to use it. Establish an immediate sense of belonging for newly enrolled Chicana/o and Latina/o students by connecting them to the continuing Chicana/o and Latina/o student community and staff and faculty. Inform Chicana/o and Latina/o students by creating access through strategic outreach and recruitment.

UC Davis has a responsibility to serve Chicana/o and Latina/o students and their families. This entails providing a universal learning experience that allows students to flourish cognitively, socially, and culturally. By assuming this responsibility, UC Davis begins to move forward as an attractive 21st century destination for Chicana/o and Latina/o students to consider, visit, attend, and thrive as Aggies.

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Evaluation Table Retention

		Chicana(o)/Latina(o) Strategic Initiatives				
Annual Performance Metric		Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly)	Effectiveness (Quarterly)	Predictability
RETENTION	Freshman Cohort +2% rate change per year in the Chicano/Latino freshmen who return by fall of the consecutive year. Baseline (Fall 2014): 86% <hr/> +2% rate change per year in Chicano/Latino sophomores who return by fall of the consecutive year. Baseline (Fall 2013): 84% <hr/> +3% rate change per year in Chicanos/Latinos juniors who return by fall of the consecutive year. Baseline (Fall 2011): 38%	Develop a Campus Wide Resource Map →	Social Integration -Sense of Belonging -Inclusive Env't	# of undergraduates by class level who participate in divisional services # of services rendered to undergraduates by class level	Persistence rate of students who use the services versus non-user by quarter term Satisfaction rate level of undergraduates who use services by quarter term Average GPA of undergraduates who use services versus non-service users	• Factor analysis and multi-variant regression model to determine institutional services that compliment an enrollee's probability for <i>success</i> during the undergraduate journey. Multiple dependent variable such as quarterly/annual retention, GPA, and units completed.
		Establish a Chicana/o Latina/o Retention Center →	Academic Integration -Instructional Quality -Intellectual Growth Social Support -DSN Support -Intervention			
		Chicanos/Latinos in STEM Series →	Degree Commitment -Degree Determination Institutional Commit -Drop-out Intervention			
		Shields Library Research & Retention Initiative →	Academic Integration -Intellectual Growth			
	Transfer Cohort +2% rate change per year in the entering Chicano/Latino transfers who return by fall of the consecutive year. Baseline (Fall 2014): 91% <hr/> +3% rate change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 93% <hr/> +3% change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 36%	Develop a Campus Wide Resource Map →	Social Integration -Sense of Belonging -Inclusive Env't	# of undergraduates by class level who participate in divisional services # of services rendered to undergraduates by class level	Persistence rate of students who use the services versus non-user by quarter term Satisfaction rate level of undergraduates who use services by term Average GPA of undergraduates who use services versus non-service users	
		Establish a Chicana/o Latina/o Retention Center →	Academic Integration -Instructional Quality -Intellectual Growth Social Support -DSN Support -Intervention			
		Chicanos/Latinos in STEM Series →	Degree Commitment -Degree Determination Institutional Commit -Drop-out Intervention			
		Shields Library Research & Retention Initiative →	Academic Integration -Intellectual Growth			

Evaluation Table Retention Continued

		Chicana(o)/Latina(o) Strategic Initiatives				
Annual Performance Metric		Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly)	Effectiveness (Quarterly)	Predictability
RETENTION	Freshman Cohort +2% rate change per year in the Chicano/Latino freshmen who return by fall of the consecutive year. Baseline (Fall 2014): 86% <hr/> +2% rate change per year in Chicano/Latino sophomores who return by fall of the consecutive year. Baseline (Fall 2013): 84% <hr/> +3% rate change per year in Chicanos/Latinos juniors who return by fall of the consecutive year. Baseline (Fall 2011): 38%	Chicano & Latino Men Group	Social Integration -Sense of Belonging -Shared Values Adjustment -Self-Efficacy -Coping Strategies	# of undergraduates by class level who participate in divisional services # of services rendered to undergraduates by class level	Persistence rate of students who use the services versus non-user by quarter term Satisfaction rate level of undergraduates who use services by quarter term Average GPA of undergraduates who use services versus non-service users	<ul style="list-style-type: none"> Factor analysis and multi-variant regression model to determine institutional services that compliment an enrollee's probability for <i>success</i> during the undergraduate journey. Multiple dependent variable such as quarterly/annual retention, GPA, and units completed.
		Public Dialogue Spaces/Meet and Greets	Institutional Commit -Drop-Out Intervention Social Integration -Perceived Similarity			
		Financial Literacy Workshops Peer Advisors	Financial Strain -Financial Stress -Funding Sources			
	Transfer Cohort +2% rate change per year in the entering Chicano/Latino transfers who return by fall of the consecutive year. Baseline (Fall 2014): 91% <hr/> +3% rate change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 93% <hr/> +3% change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 36%	Chicano & Latino Men Group	Social Integration -Sense of Belonging -Shared Values Adjustment -Self-Efficacy -Coping Strategies	# of undergraduates by class level who participate in divisional services # of services rendered to undergraduates by class level	Persistence rate of students who use the services versus non-user by quarter term Satisfaction rate level of undergraduates who use services by term Average GPA of undergraduates who use services versus non-service users	
		Public Dialogue Spaces/Meet and Greets	Institutional Commit -Drop-Out Intervention Social Integration -Perceived Similarity			
		Financial Literacy Workshops Peer Advisors	Financial Strain -Financial Stress -Funding Sources			

Evaluation Table Retention Continued

		Chicana(o)/Latina(o) Strategic Initiatives					
Annual Performance Metric		Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly)	Effectiveness (Quarterly)	Predictability	
RETENTION	Freshman Cohort	+2% rate change per year in the Chicano/Latino freshmen who return by fall of the consecutive year. Baseline (Fall 2014): 86%	Casa ATP's FYAC →	Academic Orientation -Instructional Trust -Creative Expression Adjustment -Coping, Self-Efficacy	# of undergraduates by class level who participate in divisional services	Persistence rate of students who use the services versus non-user by quarter term	<ul style="list-style-type: none"> Factor analysis and multi-variant regression model to determine institutional services that compliment an enrollee's probability for success during the undergraduate journey. Multiple dependent variable such as quarterly/annual retention, GPA, and units completed.
		Transitional Retention Events Meet and Greet Dinners →	Institutional Commit -Right Institutional Choice	# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by quarter term		
RETENTION	Transfer Cohort	+2% rate change per year in the entering Chicano/Latino transfers who return by fall of the consecutive year. Baseline (Fall 2014): 91%	Puente Course/Cohort Support Group →	Adjustment -Coping, Self-Efficacy Social Support -DSN Support	# of undergraduates by class level who participate in divisional services	Persistence rate of students who use the services versus non-user by quarter term	<ul style="list-style-type: none"> Factor analysis and multi-variant regression model to determine institutional services that compliment an enrollee's probability for success during the undergraduate journey. Multiple dependent variable such as quarterly/annual retention, GPA, and units completed.
		+3% rate change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 93%			# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by term	
		+3% change per year in Chicano/Latino junior transfers who return by fall of the consecutive year. Baseline (Fall 2013): 36%				Average GPA of undergraduates who use services versus non-service users	

Evaluation Table Graduation

			Chicana(o)/Latina(o) Strategic Initiatives				
Annual Performance Metric		Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly)	Effectiveness (Quarterly)	Predictability	
Graduation	Freshman Cohort	+3% rate change per year in the entering cohort of Chicano/Latino who graduate in four-years. Baseline (Fall 2011): 38%	Establish a Chicana/o Latina/o Retention Center →	Academic Integration -Instructional Quality -Intellectual Growth Social Support -DSN Support -Intervention	# of quarters where 15 course units or more are passed successful per undergraduate by term in a four-year period. ↓	Proportion of undergraduate cohort who graduate in four-years ↓ Proportion of undergraduate cohort who file for graduation with registrar by Winter quarter of the senior year ↓	<ul style="list-style-type: none"> Multi-variant regression model to determine institutional services that compliment an undergraduate's probability for four-year graduation. Dependent variant analysis on whether undergraduate graduate within four-years. ↓
	-2% rate change per year in the entering cohort who graduate in five-years. Baseline (Fall 2010): 72%	Early Intervention Advising Using OASIS, SISWeb →		Academic Orientation -Instructional trust Institutional Commit -Drop-Out Intervention			
		-3% rate change per year in entering Chicano/Latino cohort who graduate in six-years. Baseline (Fall 2009): 77%			# of cohort enrollees who meet class level unit definitions for junior status by fall quarter each year. ↓		
Graduation	Transfer Cohort	+3% rate change per year the entering cohort who graduate within two years. Baseline (Fall 2013): 50%	Establish a Chicana/o Latina/o Retention Center →	Academic Integration -Instructional Quality -Intellectual Growth Social Support -DSN Support -Intervention	# of enrollees who meet class level unit definitions for junior status by fall quarter each year. ↓	Proportion of undergraduate cohort who graduate in two-years. ↓ Proportion of undergraduate cohort who file for graduation with registrar by Winter quarter of the senior year ↓	<ul style="list-style-type: none"> Multi-variant regression model to determine institutional services that compliment an undergraduates' probability for four-year graduation. Dependent variant analysis on whether undergraduate graduate within four-years. ↓
	-3% rate change per year in the entering cohort who graduate within three years. Baseline (Fall 2012): 78%	Early Intervention Advising Using OASIS, SISWeb →		Academic Orientation -Instructional trust Institutional Commit -Drop-Out Intervention			
		-5% rate change per year in the entering cohort who graduate within four years. Baseline (Fall 2011): 85%					

Chicana/o & Latina/o Initiative
 Division of Student Affairs | UC DAVIS
 Evaluation Table Recruit

			Chicana(o)/Latina(o) Strategic Initiatives				
		Annual Performance Metric	Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly Basis)	Effectiveness (Quarterly Basis)	Analysis
RECRUIT	Freshman Cohort	+2% rate change per year in the Chicano/Latino freshmen entering the University fall quarter. Baseline % (Fall 2015): 48% of 1165 Source: Swipe (%) of SIR Data (n)	Decision Day Freshmen Cultural Reception	Institutional Commitment -Right Institutional Choice	# of admits by major and college # of enrolled by majors and college # of student appointments per staff per project	Ratio of enrolled to admits by college Cost ratio between applicant to enrolled student Ratio increase of enrolled first-generation undergraduates	Multi-variant regression modeling from Undergraduate Admissions application to identify factors that impact student enrollment by the 3 rd week of campus census.
			Regional Meets and Greets with Admitted students and parents	Social Support -DSN Support Institutional Commitment -Right Institutional Choice	# of contacts per admits # of contacts per enrolled	Ratio of enrolled low-income undergraduates	
	Transfer Cohort	+4% rate change per year in the enrollment of Chicano/Latino transfer students entering the university.. Baseline (Fall 201X): 591 SIR	Decision Day Transfer Cultural Reception	Institutional Commitment -Right Institutional Choice	# of admits by major and college # of enrolled by majors and college # of student appointments per staff per project	Ratio of enrolled to admits by college Cost ratio between applicant to enrolled student Ratio increase of enrolled first-generation undergraduates Ratio of enrolled low-income undergraduates	Multi-variant regression modeling from Undergraduate Admissions application to identify factors that impact student enrollment by the 3 rd week of campus census.

Chicana/o & Latina/o Undergraduate Profile Fall Quarter 2015

Low-Income: 63% or 3,445 students

Not Low-Income: 37% or 2,024 students

First-Generation: 71% or 3,895 students

Not First-Generation: 29% or 1,574 students

Mexican/Chicano: 77% or 4,205 students

Latino/Other Spanish: 23% or 1,264 students

EOP: 41% or 2,227 students

Not EOP: 59% or 3,242 students

Females: 64% or 3,482 students

Males: 36% or 1,987 students

Total Students: 5, 469 – 20% of student population