

//////////////////////// Chicanx and Latinx Strategic Action Plan //////////////////////////



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Executive Summary

As a way to improve the campus climate for Chicanx* and Latinx* 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 hiring of a director for the Chicanx and Latinx Retention Initiative 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 Chicanx and Latinx students and position students for success after UC Davis. This strategic action plan outlines such initiative, and it specifically provides strategies to carry out the three objectives presented below.

Some of these key strategies include advising support from the four colleges; early intervention support for students in academic difficulty; transitional seminars and small support groups; leadership development; career and internship advising; academic tutoring and mentoring; faculty/staff and student interaction; and helping students use the library as a resource for their academic development. The Center for Chicanx and Latinx Academic Student Success (CCLASS) has been established to provide a space for students to be academically supported and empowered. This space brings 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.

*The purpose of using –“x” in “Chicanx/Latinx” is to allow for the Chicano, Chicana, Latino, Latina community to be gender expansive, meaning it includes all those who identify and don’t identify within the gender spectrum. This can include, but is not limited to, trans and gender-queer folks.

OBJECTIVES

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

The responsibility of the director for the Chicanx and Latinx Retention Initiative is to create and provide opportunities for students to engage with their university experience in meaningful ways. The director identifies unique academic, social, personal, and cultural needs of Chicanx and Latinx students. Furthermore, the director provides the necessary infrastructure in programming to address student needs and provide an environment of support and inclusion. The director aspires to have Chicanx and Latinx students experience a sense of community and empowerment that helps 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 strategically collaborates across campus to connect students with academic support services and events. The director establishes interdepartmental partnerships to fulfill the universities' commitment to campus diversity and degree attainment.

Chicanx & Latinx Students in Higher Education

Although Chicanx and Latinx are the fastest growing ethnic group in the nation, they continue to have some of the lowest college completion rates. In California, Chicanx and Latinx have recently surpassed Caucasians as the state's racial/ethnic majority. Chicanx and Latinx represent 38% of California's population, and by 2025 they will make up 42% of the state. As a result, Chicanx and Latinx 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), Chicanx and Latinx 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 Chicanx and Latinx students by the NCES. In other words, 49% of all Californian students enrolled in K-12 public schooling are Chicanx and Latinx. 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 Chicanx and Latinx across the country held either a two or four year degree, in comparison to Caucasians at 44% (Santiago & Soliz, 2012). Out of the Chicanx and Latinx 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 Chicanx and Latinx in 2012.

At UC Davis, the Chicanx and Latinx student community has been steadily increasing in number and is now 25.3% of the student population. Although this number is expected to continue growing as a result of strategic outreach and recruitment efforts from undergraduate admissions, Chicanx and Latinx students at UC Davis continue to face several personal, social, cultural, and academic challenges that elongate or prevent their graduation.

To assist Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx Students

Finances

One of the most significant obstacles Chicanx and Latinx students face as they navigate their student experience at UC Davis has to do with finances. Currently, 52% of the UC Davis Chicanx and Latinx 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 Chicanx and Latinx 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

In recent years, the campus climate at UC Davis has affected Chicanx and Latinx students socially, culturally, and psychologically. The misrepresentation of Chicanx and Latinx culture via disrespectful and insensitive incidents has left Chicanx and Latinx students feeling isolated and concerned for their social well-being. As Chicanx and Latinx 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 and be successful. 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, 73.6% of the Chicanx and Latinx students are from first-generation family backgrounds (See Appendix).

FIGURE 1: UC DAVIS RETENTION DATA

Chicanx and Latinx Students on Academic Probation and Subject to Disqualification Spring 2017		
	Academic Probation	Subject to Disqualification
College of Agriculture & Environmental Science	37	12
College of Biological Sciences	26	12
College of Engineering	33	17
College of Letters & Science	46	26
Totals	145	67

Academics

When Chicanx and Latinx 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 Chicanx and Latinx students across the four colleges have been placed on either AP or SD. After finishing Spring Quarter 2017, 145 Chicanx and Latinx students were placed on AP and 67 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 Chicanx and Latinx freshmen cohorts have historically been graduating in 4 years at a lower rate than the general campus. Chicanx and Latinx 4-year graduation rates continue to be just below 50% while the general campus population remains just above 60%. On the other hand, the 6-year graduation rates for Chicanx and Latinx freshmen students have remained just below 80%. In regards to transfer student 2 year and 4 year graduation rates, Figure 3 illustrates how Chicanx and Latinx transfer students have been doing in comparison to the general transfer student community. Chicanx and Latinx transfer student 2 year graduation rates have been below 50% considering the student cohorts of 2011-2014. 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 Chicanx and Latinx transfer student is graduating in 4 years at a comparable rate to the general campus community. For example, if we compare the 2012 general campus transfer student cohort to the Chicanx and Latinx transfer student cohort of the same year, 4 year graduation rates are almost identical with only a 4% 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 Chicanx and Latinx students.

FIGURE 2: FRESHMEN GRADUATION RATES

4-Year Freshmen Graduation Rate				
Student Population	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
Campus	58%	55%	58%	61%
Chicanx and Latinx	39%	38%	38%	47%
6-Year Freshmen Graduation Rate				
Student Population	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort
Campus	81%	83%	85%	85%
Chicanx and Latinx	72%	78%	77%	76%

Source: AAUDE Retention/Graduation Survey, 2016-17 (February 3, 2017) UC Davis Budget & Institutional Analysis

FIGURE 3: TRANSFER GRADUATION RATES

2-Year Transfer Graduation Rate				
Student Population	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
Campus	51%	53%	53%	53%
Chicanx and Latinx	46%	46%	50%	45%
4-Year Transfer Graduation Rate				
Student Population	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort
Campus	85%	85%	87%	87%
Chicanx and Latinx	87%	84%	85%	83%

Source: CSRDE Community College Transfer Student Retention Survey, 2016-17 (February 21, 2017) UC Davis Budget & Institutional Analysis

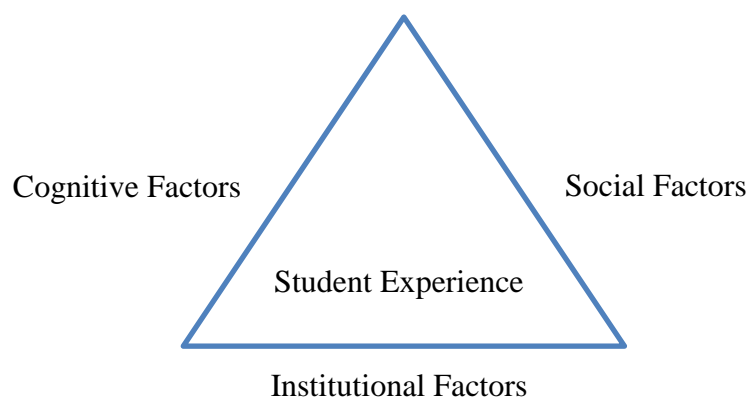
Theoretical Framework

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. The model gives practitioners the ability to visualize and understand retention and the student experience as it relates to the cognitive, social, and institutional factors surrounding each student.

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 Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx students by connecting them to the continuing Chicanx and Latinx student community and staff and faculty. Inform Chicanx and Latinx students by creating access through strategic outreach and recruitment.

PRIMARY PURPOSE

The purpose of the Chicanx and Latinx 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 Chicanx and Latinx students as they receive a first-class education and prepare as the future leaders of society. Investing in the educational success of Chicanx and Latinx students is imperative for the fulfillment of the University's Mission:

to teach students as a partnership between faculty mentors and young scholars; advance knowledge and pioneering studies through creative research and scholarship; and apply that knowledge to address the needs of the region, state, nation and globe. UC Davis is committed to the land-grant tradition on which it was founded, which holds that the broad purpose of a university is service to people and society.

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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 Chicanx and Latinx students. Aligning resources and personnel who provide retention services has provided the director with the ability to refer students to appropriate services. A resource map highlighting each of the academic and social support units has been created and shared with new and continuing students.

TLACELEL: Chicanx & Latinx Men Support Initiative

Tlaclel has been formed as a support group for our young Chicanx and Latinx men on campus. This initiative is in partnership with Counseling and Psychological Services and it was created to offer a space where students can experience personal and psychological support to help them navigate their studies at UC Davis. The initiative consists of a credit-based seminar and an informal drop-in support group. The objective of this men support initiative is to:

- meet regularly with a cohort of Chicanx and Latinx 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 Chicanx or Latinx 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

The Casa Advisory Board

Having the Casa Advisory Board has created a space to continue developing the Living Learning Community known as Casa Cuauhtémoc. The Casa Advisory Board serves represent and advocate for Chicanx and Latinx student residents. The 2017-2018 board will consist of 2 chairs and 7 professional staff members in student affairs and student housing. In addition, Casa Cuauhtémoc Residential Advisors will also be part of the board. The goals of the board are to:

- connect residents with the outside community and other residents
- 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 the academic development of residents

Developing Deeper Advising Relationships Series

In collaboration with advisors from the four different colleges at UC Davis, we will continue to facilitate sessions for the Developing Deeper Advising Relationships Series (DDAR). The purpose is for advisors to explore social justice, self-awareness, cultural competency, communication, and cultural humility as it relates to advising students. This opportunity has given us the ability to foster relationships with advisors for the purpose of connecting Chicanx and Latinx students to holistic advising practices.

Casa Cuauhtémoc Academic Theme Program

In an effort to connect with and support Chicanx and Latinx students living in the residential Chicanx and Latinx Living Learning Community (Casa Cuauhtémoc), our unit coordinates academic support seminars for first year students. In collaboration with student housing, Chicana/o Studies, College of Letters and Science, Spanish Department, and the First Year Aggie Connections Program, Casa students are offered credit-based transitional support seminars. The main purpose of these seminars is to connect a cohort of new Chicanx and Latinx students to campus academic support resources, faculty and staff, campus culture and spirit, and other students. Engagement in these courses provides an opportunity to contribute to the development and academic success of this Living Learning Community.

The Chicanx & Latinx Retention Advisory Committee

The Chicanx and Latinx Retention Advisory Committee will continue to support and develop Chicanx and Latinx retention initiatives across campus. The primary purpose of this committee is to create a space or forum for Chicanx and Latinx faculty/staff and students to engage in productive dialogue about Chicanx and Latinx retention at UC Davis. This committee is a space to share retention strategies and help develop the Chicanx and Latinx Retention Initiative. The committee meets monthly and will continue from October-May of 2017-2018. The committee includes 7 staff members, 2 faculty members, and 3 students.

Partnership with Undergraduate Admissions

Collaborations with the office of undergraduate admissions have been established as a way to connect with new Chicanx and Latinx 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 diversity recruitment initiatives, a group of Imperial Valley, Ventura County, and Salinas students were invited to meet and greet retention dinners. Students were informed of the Chicanx and Latinx Retention Initiative and introduced to key campus resources for their academic achievement. These students will be invited to study skills workshops that will serve to support their academic development at UC Davis. 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 Chicanx and Latinx student experience and how to connect with different resources

LGBTQIA Support Initiative

Our unit will collaborate with the Student Recruitment and Retention Center and the Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, and Asexual (LGBTQIA) Resource Center to develop and offer support to our Chicanx and Latinx students. We are going to develop a support group for students that meets weekly to create community and a sense of belonging. This group will serve as a space for students to express themselves, acknowledge and take pride in their identity, and share with each other. In addition, LGBTQIA ally trainings for the campus community will be offered in partnership with the LGBTQIA Resource Center. These will help educate the Chicanx and Latinx community about LGBTQIA student experiences and identities.

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Chicanx & Latinx Mujer Support Initiative

In collaboration with Counseling and Psychological Services and Chicana/o Studies, a Chicanx and Latinx Mujer Support Initiative has been established to help our young mujeres succeed academically. This initiative involves a credit-based transitional seminar that is offered to create community and explore academic success. In addition, support groups have been created to connect students to professional community counselors. These groups serve to demystify counseling services and empower mujeres to believe in their academic potential at UC Davis.

Center for Chicanx & Latinx Academic Student Success (CCLASS)

El Centro (CCLASS) has been established and opened Fall 2017. The primary purpose of this center is to retain Chicanx and Latinx students by providing them with the academic support they need to learn and thrive as UC Davis students. The center is 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 have helped invite faculty and staff to the center for an opportunity to mentor Chicanx and Latinx students. An associate director and student assistants have been hired to organize and implement all center programming and daily operations. The center is also for:

- creating a welcoming and resourceful space/hub on campus for students to feel at home and foster a sense of belonging
- empowering Chicanx and Latinx 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 Chicanx and Latinx students
- welcoming visiting schools and inviting new and continuing Chicanx and Latinx 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 meets and greets
- providing students with career preparation advising and employment networking opportunities
- providing a space for Chicanx and Latinx student organizations to connect and work together
- mentoring students by creating networking opportunities with UC Davis Chicanx and Latinx 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 Chicanx and Latinx students (e.g., Center Dashboard)
- celebrating and highlighting academic success by planning graduation and scholar receptions

Transfer Student Initiative

To support our growing Chicanx and Latinx transfer student population, we offer a transfer student transitional support seminar for unit credit. In partnership with Chicana/o Studies, this 2 unit seminar offers academic and personal support for new transfer students. Students are connected to counseling, advising, research support programs, and internship and career advising. Come Fall 2017, we will be partnering with the Spanish Department to pilot a Puente Transfer Initiative involving Chicanx and Latinx students engaging with each other in a cohort model. Each cohort will focus on creating a Puentista campus culture for students.

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Early Intervention Using OASIS

Training and access to the Online Advising Student Information System (OASIS) has been provided. OASIS will continue to serve as a collaborative system that will allow programs/personnel committed to Chicanx and Latinx 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 continue to be used as a data-tracking system to successfully monitor Chicanx and Latinx academic progress and well-being.

SISWEB Access to Chicanx & Latinx Student Data

The Student Information System on the Web (SISWEB) has granted us access to Chicax and Latinx student data. SISWEB provides quarterly reports on students' academic status and contact information. This data will be used to communicate with Chicanx and Latinx 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 Initiative

In partnership with the Shields Library Research Support Services Department and the School of Education, we will continue to offer the Academic Empowerment Zone Initiative. Students will be given the opportunity to take a 2 unit credit seminar that focuses on providing them with the navigational and information gathering skills needed to do research on campus. The seminar 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, leadership learning, and writing support. Students who participate learn to use the library for research and academic support. In addition to the seminar, this initiative also offers students the opportunity to receive one-on-one research support from a professional librarian. Students are offered some coffee as they are advised on how to narrow their research topic and search online to find the information they need to complete and support their empirical research papers.

Student Academic Success Center

Chicanx and Latinx students across campus are 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 continue to serve well in referring students to SASC services. These partnerships will help in creating a systematic way for all Chicanx and Latinx students to be aware of and have access to opportunities like:

- SASC Academic Tutoring
- TRiO Scholars Program Services
- Transfer and Reentry Center Services/Veterans Success 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 Chicanx and Latinx students by engaging them in an empowering educational experience, is essential as UC Davis considers becoming a model institution for serving the Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx 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 Chicanx and Latinx students by connecting them to the continuing Chicanx and Latinx student community and staff and faculty. Inform Chicanx and Latinx students by creating access through strategic outreach and recruitment.

UC Davis has the responsibility to serve Chicanx and Latinx 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 moves forward as an attractive 21st century destination for Chicanx and Latinx students to consider, visit, attend, and thrive as Aggies.

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Evaluation Table Retention

			Chicanx/Latinx Strategic Initiative				
Annual Performance Metric			Services	Output* (Dimensions & Sub-dimensions)	Efficiency (Quarterly)	Effectiveness (Quarterly)	Predictability
RETENTION	Freshman Cohort	+2% rate change per year in the Chicane/Latinx freshmen who return by fall of the consecutive year. Baseline (Fall 2015): 89%	Regional Meets and Greets	Social Integration -Sense of Belonging -Inclusive Env't	# of undergraduates by class level who participate in divisional services	Persistence rate of students who use the services versus non-user by quarter term	• 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.
		+2% rate change per year in Chicane/Latinx sophomores who return by fall of the consecutive year. Baseline (Fall 2014): 82%	Chicanx Latinx Retention Center	Social Integration -Sense of Belonging -Inclusive Env't Social Support -DSN Support -Intervention	# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by quarter term	
		+3% rate change per year in Chicane/Latinx juniors who return by fall of the consecutive year. Baseline (Fall 2012): 47%	Chicanx/Latinx in STEM/Career Skills Series	Degree Commitment -Degree Determination -Degree Likelihood		Average GPA of undergraduates who use services versus non-service users	
			Shields Library Research & Retention Initiative	Academic Integration -Intellectual Growth - Classroom Discussion			
	Transfer Cohort	+2% rate change per year in the entering Chicane/Latinx transfers who return by fall of the consecutive year. Baseline (Fall 2015): 91%	Regional Meets and Greets	Social Integration -Sense of Belonging -Inclusive Env't	# of undergraduates by class level who participate in divisional services	Persistence rate of students who use the services versus non-user by quarter term	• 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.
		+3% rate change per year in Chicane/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%	Chicanx Latinx Retention Center	Social Integration -Sense of Belonging -Inclusive Env't Social Support -DSN Support -Intervention	# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by term	
		+3% change per year in Chicane/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%	Chicanx/Latinx in STEM/Career Skills Series	Degree Commitment -Degree Determination -Degree Likelihood		Average GPA of undergraduates who use services versus non-service users	
			Shields Library Research & Retention Initiative	Academic Integration -Intellectual Growth -Classroom Discussion			

Evaluation Table Retention Continued

			Chicanx/Latinx 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 Chicanx/Latinx freshmen who return by fall of the consecutive year. Baseline (Fall 2015): 89%	Chicanx & Latinx Men Group & Seminar →	Social Integration -Sense of Belonging -Shared Values -Well Being, Psychological	# 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.
		+2% rate change per year in Chicanx/Latinx sophomores who return by fall of the consecutive year. Baseline (Fall 2014): 82%	Chicanx & Latinx Mujer Group & Seminar →	Social Integration - Sense of Belonging -Shared Values -Well Being, Psychological			
		↓	Financial Literacy Workshops Peer Advisors →	Financial Strain -Financial Stress -Funding Sources			
		+3% rate change per year in Chicanx/Latinx juniors who return by fall of the consecutive year. Baseline (Fall 2012): 47%	LGBTQIA Support Initiative →	Social Integration -Sense of Belonging -Shared Values -Well Being Psychological			
	Transfer Cohort	+2% rate change per year in the entering Chicanx/Latinx transfers who return by fall of the consecutive year. Baseline (Fall 2015): 91%	Chicanx & Latinx Men Group & Seminar →	Social Integration -Sense of Belonging -Shared Values -Well Being, Psychological	# 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 ↓	<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.
		+3% rate change per year in Chicanx/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%	Chicanx & Latinx Mujer Group & Seminar →	Social Integration -- Sense of Belonging -Shared Values -Well Being, Psychological			
		↓	Financial Literacy Workshops Peer Advisors →	Financial Strain -Financial Stress -Funding Sources			
		+3% change per year in Chicanx/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%	LGBTQIA Support Initiative →	Social Integration -Sense of Belonging -Shared Values -Well Being Psychological			

Evaluation Table Retention Continued

			Chicanx/Latinx 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 Chicanx/Latinx freshmen who return by fall of the consecutive year. Baseline (Fall 2015): 89%	Casa ATP's FYAC →	Academic Integration -classroom discussion	# of undergraduates by class level who participate in divisional services	Persistence rate of students who use the services versus non-user by quarter term	• 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.
			2 nd Year Sophomore Seminar →	Academic Integration -Intellectual Growth	# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by quarter term	
						Average GPA of undergraduates who use services versus non-service users	
	Transfer Cohort	+2% rate change per year in the entering Chicanx/Latinx transfers who return by fall of the consecutive year. Baseline (Fall 2015): 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	• 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.
		+3% rate change per year in Chicanx/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%	Transfer Seminar →	Academic Integration -Intellectual Growth	# of services rendered to undergraduates by class level	Satisfaction rate level of undergraduates who use services by term	
						Average GPA of undergraduates who use services versus non-service users	
		+3% change per year in Chicanx/Latinx junior transfers who return by fall of the consecutive year. Baseline (Fall 2014): 40%					

Evaluation Table Graduation

			Chicanx/Latinx 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 Chicanx/Latinx who graduate in four-years. Baseline (Fall 2012): 47%	Chicanx Latinx Retention Center	Social Integration -Sense of Belonging -Inclusive Env't 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 2011): 71%					
		-3% rate change per year in entering Chicanx/Latinx cohort who graduate in six-years. Baseline (Fall 2010): 76%	Academic Advising Using OASIS	Social Support -Academic Advising Institutional Commit -Drop-Out Intervention	# of cohort undergraduates who meet class level unit definitions for sophomore status by fall quarter each year.		
			LCFF+ Advising	Social Support -Academic Advising Institutional Commit -Drop-Out Intervention	# of cohort enrollees who meet class level unit definitions for junior status by fall quarter each year.		
	Transfer Cohort	+3% rate change per year the entering cohort who graduate within two years. Baseline (Fall 2014): 45%	Chicanx Latinx Retention Center	Social Integration -Sense of Belonging -Inclusive Env't 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	
		-3% rate change per year in the entering cohort who graduate within three years. Baseline (Fall 2013): 79%					
		-5% rate change per year in the entering cohort who graduate within four years. Baseline (Fall 2012): 83%	Academic Advising Using OASIS	Social Support -Academic Advising Institutional Commit -Drop-Out Intervention			

				Chicanx/Latinx 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 Chicanx/Latinx freshmen entering the University fall quarter. Baseline % (Fall 2015): 48% of 1165 Source: Swipe (%) of SIR Data (n) <div>↓</div>	<div>Decision Day Freshmen Cultural Reception</div> <div>→</div>	<div>Institutional Commitment</div> <div>-Right Institutional Choice</div>	<div># of admits by major and college</div> <div># of enrolled by majors and college</div> <div># of student appointments per staff per project</div> <div># of contacts per admits</div> <div># of contacts per enrolled</div> <div>↓</div>	<div>Ratio of enrolled to admits by college</div> <div>Cost ratio between applicant to enrolled student</div> <div>Ratio increase of enrolled first-generation undergraduates</div> <div>Ratio of enrolled low-income undergraduates</div> <div>↓</div>	<div>• Multi-variant regression modeling from Undergraduate Admissions application to identify factors that impact student enrollment by the 3rd week of campus census.</div> <div>↓</div>
	Transfer Cohort	+4% rate change per year in the enrollment of Chicanx/Latinx transfer students entering the university.. Baseline (Fall 201X): 591 SIR <div>→</div>	<div>Decision Day Transfer Cultural Reception</div> <div>→</div>	<div>Institutional Commitment</div> <div>-Right Institutional Choice</div>	<div># of admits by major and college</div> <div># of enrolled by majors and college</div> <div># of student appointments per staff per project</div>	<div>Ratio of enrolled to admits by college</div> <div>Cost ratio between applicant to enrolled student</div> <div>Ratio increase of enrolled first-generation undergraduates</div> <div>Ratio of enrolled low-income undergraduates</div>	<div>• Multi-variant regression modeling from Undergraduate Admissions application to identify factors that impact student enrollment by the 3rd week of campus census.</div> <div>→</div>

Chicanx & Latinx Undergraduate Profile Fall Quarter 2017

Low-Income: 52.0% or 3,520 students

Not Low-Income: 48.0% or 3,249 students

First-Generation: 73.6% or 4,982 students

Not First-Generation: 26.4% or 1,787 students

Mexican/Chicano: 78.0% or 5,280 students

Latino/Other Spanish: 22.0% or 1,489 students

Females: 65.3% or 4,418 students

Males: 34.7% or 2,349 students