Chican@/Latin@ and African American Student Success Taskforces
Internalized Racism

Acceptance of popular racial stereotypes used to:

- create low expectations for African American and Latin@ students
- leading to self-doubt
- lowered expectations and self-defeating behaviors
- students learn that their racial identities are incongruent with strong academic identities
Study Halls
- Af American Midterm and Finals Study Hall (268)
- Chican@/Latin@ Fall 14 Study Night (146)
- Finals Pozole Study Night with Tutors (227)

Workshops
- Advising (227)
- 3 Resiliency Workshops (70)
- Understanding the Pipeline (28)
- Generate (46)
- Graduate School Fair
- Suicide discussion (54)
- Ethiopian Club career evening (22)
- Scholarship workshop, writing personal statements
- Multiple book discussions
- Student Org Development
- Managing Family Connections, Cultural Identity, and College Success

Support Staff
- Student Success Interns
  - 10 students serve as liaisons to constituents
- Plan social and academic events
- Leadership
  - 0.2 for two faculty advisors
  - 50% for staff advisors
- Note: other staff advisors are not compensated

Taskforce activities have served approximately 892 different students!
Programs Offered: Student Engagement

Welcome Events
- Af Am Welcome
- Chican@/Latin@ Welcome (72)
- Transfer mixer
- Presence at orientations and transfer information programs
- Presence at Admitted Spartans Days

Af AM Community Building
- Harambee Block Party BBQ (158)
- Black Cultural Showcase (145)
- Essence of Blackness (189)
- Af AM Thanksgiving (158)

Chican@/Latin@ Community Building
- Molcajete Festival (91)
- Faculty mixer dinner (70)
- Raza Day
- Nuestra Cultural Week
- Chicano Commencement (22)
Do you have a clear, personal vision of what your Academic Success looks like and involves?

- no vision
- vague
- clear, strong

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<th>Before</th>
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<tbody>
<tr>
<td>no vision</td>
<td>0%</td>
<td>10%</td>
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<tr>
<td>vague</td>
<td>30%</td>
<td>70%</td>
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<tr>
<td>clear, strong</td>
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<td>20%</td>
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Feedback from Academic Resilience Workshops

How confident are you in your ability to be academically successful at SJSU?

- Not at all
- Somewhat
- Very

0% 10% 20% 30% 40% 50% 60% 70% 80%

After
Before
Direct Impact from Programming

Feedback from Academic Resilience Workshops

How confident are you about your...?

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Before

After

Before 60%  After 70%
Outcomes

Fall 2014 Overall 1st Year Retention Rate Comparing all SJSU Frosh vs URM vs Task Force URM

- All frosh: 86%
- URM frosh: 81%
- TF URM: 88%
Outcomes

Fall 2013 Overall 1st Year Retention Rate Comparing all SJSU Frosh vs URM vs Task Force URM

- All Frosh: 86%
- URM Frosh: 82%
- Task Force URM: 98%
Outcomes

Fall 2013 Overall 2nd Year Retention Rate Comparing all SJSU Frosh vs URM vs Task Force URM

- All frosh: 77%
- URM frosh: 72%
- TF URM: 91%
2014/15 Expenditures

- **Student Interns**: $42,222.80 (8%)
- **Programming Logistics (food, decorations, tables, speakers, entertainment)**: $121,993.25 (47%)
- **Promotional Items (pins, shirts)**: $9,449.95 (5%)
- **Staff/Faculty Salaries**: $45,604.00 (40%)

**Total**: $219,270.00
Fall 2015 Expenditures

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<td>Student Interns/ Admin support</td>
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<tr>
<td>Programming Logistics (food, decorations, tables, speakers, entertainment)</td>
<td>$80,540.10</td>
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<td>Promotional Items (pins, shirts)</td>
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<td><strong>Total</strong></td>
<td><strong>$171,238.09</strong></td>
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AS’ survey polled students on what they would support using SSET funds for

- 75% in favor of URM/first-gen support
- 87% in favor of Mentoring
- 73.5% in favor of Leadership Retreats
- 72% in favor of Diversity/Community Building Activities
Emotional Regulation

• Cognitive (e.g., motivation, goal setting) and behavioral responses (e.g., campus avoidance versus involvement) that students use to regulate a “racially hostile” environment

• An African American and Latin@ student who associates campus experiences with anger, fear, worry due to racial discrimination/inequality may emotionally regulate by: disengaging, not trying, avoiding class or dropping out.

• Co-Regulation is a critical way of addressing this, where students are offered support to make sense of this rather than internalizing it.
Intercultural Effort

- If a substantial cultural gap exists between a student and his or her campus, the responsibility to make up this distance is generally placed on the student.

- Intercultural effort consists of the additional, non-academic effort made by African American and Latin@ students to change themselves and their behaviors so as to better fit within the campus environment.

- Intercultural effort is the tremendous amount of energy that African American and Latin@ students put into college that is extremely draining, but rarely acknowledged or understood because of the deficit approach colleges take to African American and Latin@ students.