



# Adelante Project Overview

2014-15, 2015-16, 2016-17

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This file provides a brief overview of a few specific highlights from Adelante's work over the last three years, followed by links to the program calendar for each year (with specific links to each event, including flyers, photos and assessment), and links to spreadsheets that detail student participation (broken down in a number of ways).

In the 2014/15 academic year, we served 758 students, 151 of whom attended multiple events. In the 2015/16 academic year, 773 students participated in our programming. With several events remaining, including one of our biggest annual events, in the 2016/17 year, we have worked with 1110 students.

During the review period, we have held 3 Leadership Retreats, taking 136 students to work closely with a group of faculty, staff and counselors over three days to develop skills for both leadership and academic success, while creating a strong sense of community and campus engagement.

In the Spring of 2015, 27 students participate in a workshop that centered an in-depth analysis of the Chicanx-Latinx educational pipeline. This heightened students' awareness of the systemic issues confronting Latinx communities and helped them avoid individualizing their experiences. It is part of a larger effort we have to apply current research to our support of students, providing students with tools to confront these challenges. This group of students became central to our project over the next two years, bringing in other students and applying these lessons in a number of different ways.

In the Spring of 2015, we held an Immigration Forum, lead by our student interns. 35 students participated along with faculty and staff, creating a space in which they could express their concerns, needs and build strategies for the campus to address the challenges faced by immigrant and undocumented students. This was just one example in which we addressed unmet student needs and fostered a culture of connecting social issues to Latinx student success.

In the Fall of 2016, 51 students participated in the Resiliency Workshop Series, the highlight of which was an in-depth skill building session that prepared students with strategies for effective reading, writing and test-taking, which many students found critical to their increased success in

classes. That same semester, 33 students participated in our Grad School Workshop, in which we attempt to help all of our students envision themselves as academically successful at SJSU and to consider challenging themselves to continue their education at the graduate level. Our goal is to reinforce the message that our students have vital contributions to make to academia and we do this by having faculty who were first generation college students share their own educational journeys.

Earlier this semester, 51 students participated in the Faculty/Student Dinner, and had the opportunity to connect and engage with faculty in their disciplines, emphasizing the link between strong student-faculty relationships and both academic success and career readiness. Just a few weeks earlier 77 students engaged with filmmaker and researcher Enrique Aleman, whose work uncovers the historical processes underlying educational inequity both in terms of policy and practice. They were able to see the concrete products of faculty research and the potential power it has for addressing Latinx community issues.

Of course, we are also working to change the climate at SJSU to make it one in which faculty better understand Latinx students and their strengths as well as how to support them. We initiated a "What I wish my professors knew" project, which we hope to expand to create greater dialog among the faculty about how to more effectively engage Latinx students. The students' comments about what they wish their professors knew included that: "I am intimidated at times and feel like I can't participate," "how much passion I have into becoming successful and doing well in class: I need their help, support and encouragement," "that I'm a first generation student and come from a single parent home where money is always tight," "I have to deal with my dad's immigration status. I am always worried to find out one day of deportation, that fear is with me everyday," and, "Latinos are capable of doing great things"

The Adelante project has created a strong and engaged Latinx community at SJSU that is understood as committed to student success (and, in essence, acts as a unique Student Success department). Students see themselves as part of Adelante, know that they can turn to us for support with any needs they have (academic, familial, financial, etc.), and have a sense of pride in being recognized as an essential part of the larger SJSU community. At the same time, faculty and staff from across campus have also felt part of a dedicated community in ways that most never have. They share a sense of being acknowledged for their critical role in supporting students and many have taken on facets of Adelante in which they have expertise, while others have provided a friendly, familiar and consistent presence for our students at our events. The creation of this strong community is the product of our understanding the unique approach required for Latinx student academic engagement (the thoughtful linking of cultural and academic identities), which involves long-term relationship building in ways that are not typically fostered at the university and which are not easily measured, but is reflected in Latinx student engagement at our events. In addition, we are also now seen as a resource by many faculty and staff across campus and are increasingly consulted as individuals and programs consider how to support Latinx students in their units. We are beginning to see that campus stakeholders are aligning with our motto that Latinx student success is everyone's job on campus.

#### EVENT and Program Calendar

- [2014/2015](#)
- [2015/2016](#)
- [2016/2017](#)

DATA For all Events

Overall Student Participation Lists have tab designations.

- 2014/2015
  - [Overall Student Participation](#)
  - Data Folder for the [2014/2015 Year](#)
- 2015/2016
  - [Overall Student Participation](#)
  - Data Folder for the [2015/2016 Year](#)
- 2016/2017
  - [Overall Student Participation.](#)

Data Folder for the [2016/2017 Year](#)