Race & Ethnicity in American Higher Education
Students In Transition Conference 2005

**Entre Familia:**
Creating a family affair at a large, predominantly white campus

Chicano/Hispano Student Affairs
The University of Arizona

Socorro Carrizosa, Director
Marisol Diaz, Retention Coordinator
Marty Cortez, UA Hispanic Alumni Association
The University of Arizona

1891
Land Grant University
The University of Arizona
Research University
37,083 Students

Photo by Jay Rochlin
Chicano/Hispano Student Affairs

About CHSA

Our mission is to create a safe and welcoming environment that supports academic success, develops leadership, and embraces Chicano/Hispano students’ cultural identity.

CHSA programs and activities are retention focused and designed to encourage academic achievement, personal development, and integration into the University’s academic community.
### University of Arizona - Fall 2005

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate &amp; Prof.</th>
<th>Total Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005 Degrees</td>
<td>925</td>
<td>8,574</td>
<td></td>
</tr>
<tr>
<td>Graduate &amp; Prof.</td>
<td>8,601</td>
<td></td>
<td>37,083</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>28,482</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Hispanic Enrollment Fall 2005 – 5,101 (13.8%)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>New Freshmen</th>
<th>New Transfer</th>
<th>Graduate &amp; Prof.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-2005 Degrees</td>
<td>4,376</td>
<td>829</td>
<td>356</td>
<td>725</td>
</tr>
<tr>
<td></td>
<td>15.37 (28,462)</td>
<td>13.90 (5,974)</td>
<td>17.70 (2,007)</td>
<td>8.45 (8,574)</td>
</tr>
</tbody>
</table>

**DEGREES AWARDED FY 2004-2005 = 925**
Chicano/Hispano Student Affairs
¡Sí Se Puede!

STUDENT SUCCESS PROGRAMS
Success Express Class
Latino Leadership Seminar
¡Sí Se Puede! Academic Success Series
Internship and Career Development
Academic Counseling
ENTRE FAMILIA ACTIVITIES

*Juntos Podemos:* Mentoring Program (partnership with UAHA)

AROMAS
Abuelitas Reaching Out to Mentor y Apapachar Students

Adalberto Guerrero Study Center Art Gallery

CHSA Graduation Convocation

Faculty Fellow
CHICANO/HISPANO STUDENT AFFAIRS
Estan entre familia con nuestras abuelitas y abuelitos. (Hispanic alumni community volunteers)
Chicano/Hispano Student Affairs & UA Hispanic Alumni Partnership

- About UAHA
- Scholarship Recipient Requirements
- CHSA – UAHA Partnership
  - Fall 1999, Freshmen Scholars’ Orientation and monthly meetings
  - Fall 2002, Success Express Class
### Juntos Podemos: Mentoring Program

<table>
<thead>
<tr>
<th>Month</th>
<th>Sophomores</th>
<th>Juniors</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Communication</strong></td>
<td><strong>Job Preparation</strong></td>
<td><strong>Networking/ Social Skills</strong></td>
</tr>
<tr>
<td></td>
<td>Interacting in an unfamiliar environment</td>
<td>Assessing skills your job will require</td>
<td>Becoming engaged in your community</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Dining Etiquette</td>
<td>Goal Setting</td>
<td>Making connections with prof. organizations in your career field</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Toastmasters</td>
<td>Resume Update-Internships</td>
<td>Presentation of lists and what did you attend?</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Toastmasters</td>
<td>Interviewing Skills: Mock Interviews</td>
<td>Career plans- yr.1, yr. 3, yr. 5</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td>Toastmasters</td>
<td>Interviewing Skills: Video Taping</td>
<td>Personal plans</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td>Toastmasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>March</strong></td>
<td>Toastmasters (Networking)</td>
<td>Professional Dressing</td>
<td>Transition to working world in your career field</td>
</tr>
<tr>
<td><strong>April</strong></td>
<td>Toastmaster (Networking)</td>
<td>Personal Grooming</td>
<td>Relationships/work and personal</td>
</tr>
<tr>
<td><strong>May</strong></td>
<td>End of the year celebration and recognition of all groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mid Presentation Trivia

When was the first Freshman Orientation class pioneered?

a) 1972  
b) 1911  
c) 1888  
d) 1934

Boston College initiated the first Freshman Orientation class in 1888.

Reed College (Portland, OR) became the first institution to schedule an orientation class for credit in 1911.
Success Express Class
Utilizing History and Theories

Vincent Tinto – Three prong theory on retention
1. Separation
2. Transition
3. Incorporation

Alexander Astin – Involvement Theory
• Students learn and develop when they become active in the collegiate experience.
Class Objectives

- Identify and develop personal and educational goals
- Learn strategies to help with the transition to college and campus culture
- Identify and utilize college and community resources
- Develop connections with students, faculty, staff and the university
- Examine diversity and cultural issues
- Have fun!
Class Content

- In class activities and discussions
- Three reflection papers
- Out of class experiences; diversity and academic
- Tutoring
- Mid-term progress reports
- Class presentations
- On-line mentoring program with HS student
- Professional portfolio
Fall Curriculum

Concentration on Separation and Transition

- Academic plan development
- Seeking academic assistance
- Self-defense and safety on campus
- Rights and obligations in college
- Time Management
- Managing stress
- Research and Library resources
- Goal setting
- Critical thinking
- Cultural capital
- Nutrition
- Health and sex facts
- Improving your memory and preparing for tests
- Student/Faculty reception
- Guest speakers
Spring Curriculum

Concentration on Incorporation

• How to achieve your target GPA
• Money management
• Service learning - mentoring program
• How to get involved on campus
• Confronting procrastination
• How to develop a resume
• How to write a cover letter
• Internships
• Study abroad opportunities
Spring Curriculum (cont.)

Concentration on Incorporation

- Leadership skills and concepts
- What is a personal mission statement?
- Chicano PBS series
- Mexican Americans and the struggle for civil rights
- Graduate school, GRE, LSAT, and the MCAT
- Conflict management
- Scavenger hunt on campus
- Talent day
Final Portfolio

- Resume
- Cover Letter
- Personal Mission Statement
- Short and Long-term Goals
- Letter to yourself
- Myers Briggs Type Inventory
- DISCOVER
- Leadership Involvement Transcript
Student Assessment Tools

Noel Levitz College
Student Inventory (CSI)

- Dropout proneness
- Educational stress
- Academic difficulty
- Receptivity to help
- Recommendations

- Myers Briggs Type Inventory
- Mid semester Academic Progress Reports
- DISCOVER
- Reflection Papers
- Student Updates
Success Express Evaluation Tools

• Pre, mid, and post survey conducted by DMPS Research Analyst

• Three question evaluation after every class

• Final Essay

Pick one topic specific to Success Express this year and discuss how it had an impact on you.
# CHSA Success Express
## Fall 2002 – Spring 2005
## 85 Students

<table>
<thead>
<tr>
<th>Cumulative GPA</th>
<th># of Students</th>
<th>%</th>
<th>Academic Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>( \leq 3.5000 )</td>
<td>16</td>
<td>19</td>
<td>113 - 268</td>
</tr>
<tr>
<td>3.4999 – 3.0000</td>
<td>23</td>
<td>27</td>
<td>102 - 204</td>
</tr>
<tr>
<td>2.9999 – 2.5000</td>
<td>25</td>
<td>29</td>
<td>103 - 208</td>
</tr>
<tr>
<td>2.4999 – 2.0000</td>
<td>12</td>
<td>14</td>
<td>139 - 190</td>
</tr>
<tr>
<td>&gt; 2.0000</td>
<td>9</td>
<td>10</td>
<td>77 - 208</td>
</tr>
</tbody>
</table>
## First Time Full Time Freshmen
### Hispanic Persistence and Graduation Rates

<table>
<thead>
<tr>
<th>Year - Total</th>
<th>Year - Total</th>
<th>Enrolled</th>
<th>Graduated</th>
<th>1</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994 - 545</td>
<td>Enrolled</td>
<td>71%</td>
<td>0%</td>
<td>37%</td>
<td>16%</td>
<td>35%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td>17%</td>
<td>43%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996 - 548</td>
<td>Enrolled</td>
<td>75%</td>
<td>0%</td>
<td>41%</td>
<td>18%</td>
<td>39%</td>
<td>47%</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td>17%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1998 - 602</td>
<td>Enrolled</td>
<td>72%</td>
<td>0%</td>
<td>36%</td>
<td>19%</td>
<td>42%</td>
<td>5%</td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td>12%</td>
<td>47%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2000 - 624</td>
<td>Enrolled</td>
<td>76%</td>
<td>0%</td>
<td>39%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td>25%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002 - 728</td>
<td>Enrolled</td>
<td>77%</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2004 – 821</td>
<td>Enrolled</td>
<td>72.6%</td>
<td>0%</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Graduated</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>
Conclusion

What have we learned?

• Participation in Success Express increases retention.
• Students feel welcomed, supported, and empowered.
• Success Express first year persistence rates:
  • Hispanic Alumni Scholars: 84.6%
  • Non-Hispanic Alumni Scholars: 63.6%
Success Express Strengths

Focus group evaluation – April 28, 2004

- Provides useful information about campus resources
- Friendly, open environment
- Opportunity for peer networking
- Head start on career preparation
Success Express Limitations

• Fairly new program for CHSA - model has evolved and continues to evolve

• Budget and resources

• Limited data has been collected- in the process of analyzing 2004-2005 data
Looking to the Future

• Continue to collect data

• Complete assessment

• Use findings to enhance future class
Questions?