



EL CENTRO PROGRAMS 2007-2018

Institutional Research, Planning,
& Effectiveness
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Executive Summary

The purpose of this report is to assist El Centro with their program review process by providing the demographics, persistence, graduation, and GPA of students that participated in El Centro programs over the last ten years. When possible, El Centro Program participants' responses from the National Survey of Student Engagement (NSSE) are also provided as indirect measures of student success.

El Centro plays an important role on campus in serving populations that are a priority for institutional-level student success goals. In 2017-18, El Centro served approximately 17% of all Latinx-identified undergraduates. This represents 489 students that engaged with one or more of the programs in this report during that timeframe. Across all years represented in this report (FA07-FA18), 2,044 students participated in El Centro programming, and 40% participated in two or more programs during their time at CSU. Please note that El Centro has broader contact with students through other events, such as National Latinx Heritage Month or the El Centro Community Celebration.

El Centro program participants have a larger representation of first-generation and Pell recipient students. Additionally, program participants are more likely to have a lower average index compared to Latinx students across campus. El Centro also serves a significantly larger proportion of students who identify as Latinx-only and a much smaller proportion of multiracial Latinx students among all Latinx-identified students. This is an important area of opportunity because they are a large population (nearly 90% of all Latinx students) and other [reports](#) have shown that multi-racial Latinx students have slightly larger gaps in persistence and graduation rates compared to Latinx-only students.

El Centro program participants consistently have higher persistence rates compared to program specific reference persistence rates. GPA tends to be similar for program participants compared to the reference levels. Graduation rates tend to have less of a positive association with program participation when the program occurs earlier in the undergraduate path. Additionally, graduation rates are also more volatile due to the smaller number of cohorts having the opportunity to graduate within 6 years. At the time of this report, 2012-13 is the most recent cohort with a 6-year graduation rate. The positive association between El Centro participation and persistence is useful because participation in SDPS office programming could be a possible variable to utilize in overall predictive analytics at CSU. It is important to note this positive association is influenced by a variety of unmeasured student characteristics, but it shows a behavior (engaging with the El Centro office and programs) that corresponds with persistence.

NSSE results tend to be similar or positive for El Centro program participants. Due to the sampling and timing of NSSE, El Centro program participants tend to have a small number of respondents. The 2019 NSSE is currently being administered and is an opportunity to increase the amount of student engagement data for El Centro by capturing more El Centro student respondents over multiple time points.

In terms of program specific findings, El Centro visitors, La Conexion, LEAD leaders and participants, Las Comadres, and Somos Rams participants tended to have outcomes that exceeded the overall population. A similarity among these programs that could contribute to the positive outcomes are that these programs are either retreat-based or offer multiple opportunities for connection throughout the academic year. Programs that show lower or no difference in student success (i.e., Somos Rams facilitators) may not be capturing intended program and student outcomes by only using data from the system of record. It is possible that GPA and persistence are not capturing the developmental benefits of this leadership role. One of the major limitations in this report is IRP&E's inability to measure student learning outcomes and some meaningful



program-level outcomes due to the nature of data available within CSU's system of record. Additional assessment planning and implementation is needed to capture if the programs are achieving the student-learning outcomes they are intended to influence.



Methodology

Due to the smaller number of participants in each program across each year this report is descriptive in nature. Reference levels are provided not as statistical comparisons, but rather to give a general sense if the outcomes are higher or lower than the overall population.

Limitations

El Centro programs utilize a number of research-based high impact practices to augment student success, such as offering intensive first-year experiences (Somos Rams, La Conexion), on-campus employment opportunities, and service learning (Triunfo). One of the major limitations in this report is IRP&E's inability to measure student-learning outcomes and some meaningful program-level outcomes due to the nature of data available within CSU's system of record. The student success outcomes included in this report (persistence, graduation, and cumulative GPA) are program-level outcomes that only indirectly measure some of El Centro program goals. Additional assessment planning and implantation is needed to capture if the programs are achieving the student-learning outcomes they are intended to influence.

El Centro Programs

El Centro provided the participant information (student ID, program name, and term or academic year of participation). The time frame represented in this report varies widely by program, starting as early as FA07 for El Centro visitors to FA14 for the Elizabeth Woodworth Memorial Scholarship program. Participant headcounts by program and academic year can be viewed in the Appendix.

Demographics

Demographics are provided for each program. Percent female (as indicated on a student's application), average CCHE Index (a measure of high school academic preparation and strong predictor of college academic success), percent Colorado resident, percent Pell recipient, percent first generation, and percent international are included. Racial/ethnic identity is categorized by 1) the percentage of students who identify as Hispanic/Latinx only; 2) multi-racial/Latinx, meaning they identify as Latinx in addition to at least one other identity; and 3) not Latinx.

Student Success Outcomes

Success of program participants is measured across the following metrics:

- GPA is provided by student class level at the time of program participation.
- Persistence and graduation rates are calculated from the point in time when a student first participates in a program. Rates are always presented separately for first-time and transfer students and rates are not provided if the number of participants is less than 10. Rates are summarized by taking the average, across cohorts, percentage point (PP) differences between program participants and the reference level.
- Results from the National Survey of Student Engagement are provided if more than 10 students per El Centro program responded to NSSE. Items aligning with that program's objectives are reported. NSSE was last conducted at CSU during the Spring 2016 semester and is currently being administered in SP19.



El Centro

This section provides the demographics and student success measures of students that engage with the El Centro office as either a student employee or a visitor.

El Centro Student Staff

El Centro student staff are hired for a variety of positions, such as peer mentors, office coordinators, and marketing coordinators. This section describes the demographics and success outcomes of students that work at El Centro during any point of their undergraduate education.

Demographics

From FA07 through FA18, 96 students worked at El Centro and were employed for an average of 3 semesters. Students started working for El Centro at a variety of points during their time at CSU. For instance, one-third of all student staff began working during their freshman year, 28% during their sophomore year, 20% during their junior year, 15% during their senior year, and the remaining 5% during their Masters or Ph.D. program.

Table 1 describes general demographic characteristics for student staff that worked at El Centro from FA07 through FA18.

Table 1. El Centro Student Staff Demographics, FA07-FA18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internat'l. (%)	Avg. CCHE Index	Resident (%)
El Centro Staff	96	69.8%	58.4%	73.6%	58.3%	30.2%	11.5%	2.1%	109	91.7%
Reference Group*	3480	54.0%	39.7%	53.0%	12.1%	87.9%	-	1.4%	111	79.9%

*Includes FA18 resident instruction undergraduate Latinx students.

El Centro student staff have larger proportions of females, first generation, Pell recipients, and resident students compared to the reference level (Latinx undergraduates in FA18). El Centro employees also have a higher proportion of students that identify solely as Latinx (e.g. not multi-racial Latinx). Of those students who identified as multiracial Hispanic/Latinx (29.8%, N=29), they also identified as Native American (n=5), White (n=24), Asian/Pacific Islander (n=1) and/or Black (n=3). Staff who did not identify as Latinx (11.5%, N=11) are International. Student staff also have a slightly lower average CCHE index compared to the reference level.

Success Outcomes

GPA for El Centro staff is very similar to the all-Latinx average. Overall, staff persist at higher rates and graduate at similar rates.

GPA

Table 2 displays average cumulative GPA by class level for El Centro student staff from FA07 through FA18. The comparison group includes all Latinx-identified residential instruction (RI) students in FA18.

**Table 2. El Centro Student Staff Average GPA by Class Level, FA07-FA18**

Class Level (EC Staff Headout)	Average Cumulative GPA	
	El Centro Staff*	Reference Group**
Freshman (N=46)	2.57	2.68
Sophomore (N=93)	2.76	2.83
Junior (N=79)	2.92	2.90
Senior (N=76)	3.11	3.05
Overall Average GPA	2.88	2.84

*Students may be counted in more than one class level depending on their length of employment.

**Includes FA18 resident instruction undergraduate Latinx students.

The majority of El Centro student staff are undergraduates; Masters and Ph.D. students were not included in Table 2 due to the small population size (N=9). Freshmen and sophomore average GPAs are slightly lower compared to the all Latinx average, but these differences are minimal (.07-.11 grade points). Minimal difference exists between juniors, and El Centro seniors have a slightly higher GPA (3.11) compared to all Latinx seniors (3.05). Overall, GPA's across class level for El Centro employees are very similar to the GPA's of Latinx students overall.

Persistence and Graduation Among First-Time Students

Table 3 describes El Centro employee persistence rates for second, third, and fourth fall, and six-year graduation rates compared to all Hispanic/Latinx students (Reference) by starting academic year among students that started at CSU as first-time students.

Table 3. Persistence and Graduation Rates by El Centro Employee Start Year, First-Time Students Only

Employee Start Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	El Centro Staff	Reference**	El Centro Staff	Reference	El Centro Staff	Reference	El Centro Staff	Reference
First Year (N=22)	86.4%	80.6%	77.3%	73.6%	68.2%	69.3%	58.3%	59.9%
Second Year (N=30)	-	-	93.1%	88.8%	88.9%	81.8%	73.7%	71.9%
Third Year (N=18)	-	-	-	-	100.0%	92.8%	90.0%	82.9%
Fourth Year Plus (N=12)	-	-	-	-	-	-	75.0%	88.5%
Average PP Difference in Rate	5.8		4.0		4.4		-1.6	

* Employee start year is defined by students' year at CSU in which they first began employment at El Centro.

**The reference group includes Latinx students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

In general, El Centro student staff persist and graduate at higher rates than Latinx students overall; although, this positive association weakens as the success time point is further from employee start year. For instance, students who began working at El Centro during their first year at CSU persisted to second fall at 5.8 percentage points higher than Latinx students overall (86.4% compared 80.6%), but these employees persist to fourth fall at a rate that is 1.1 PP lower than the reference group (69.3% compared to 68.2%).



Persistence and Graduation Among Transfer Students

A total of 10 transfer students were employed by El Centro between FA07-FA18, and nine graduated. Due to the small number of transfer employees, a table with comparisons levels is not warranted. However, these students have high observed success rates.

El Centro Visitors

This section describes the demographics and success outcomes for students who visited El Centro between SP13 and FA18. Students visit El Centro for a variety of reasons, such as meeting with professional staff, to attend an event, to volunteer, or meet with student staff or other Latinx students. In FA18, about 4% of all CSU students who identified as Hispanic/Latinx visited El Centro.

Demographics

Between SP13 and FA18, 1199 students visited El Centro a total of 2706 times. It is common for students to visit more than once over an academic year; for example, in 2017-18, students visited an average of 3 times.

Table 4 displays the general demographic characteristics for visitors compared to FA18 Latinx undergraduates.

Table 4. El Centro Visitor Demographics, SP13-FA18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internatl (%)	Avg.CCHE Index	Resident (%)
El Centro Visitors	1199	57.4%	58.0%	69.8%	33.1%	40.9%	26.0%	2.2%	109	88.6%
Reference Group*	3480	54.0%	39.7%	53.0%	12.1%	87.9%	-	1.4%	111	79.9%

*Includes FA18 Latinx resident instruction undergraduate students.

El Centro visitors have a larger proportion of Pell recipients, first generation students, residents, and students who identify as Latinx only compared to the reference group. A much smaller proportion of visitors are multiracial Latinx; these students (N=418) also identify as Native American (10.5%), Asian/Pacific Islander (3.3%), White (87.6%) and/or Black (5.7%). Those visitors who do not identify as Latinx (N=265) identify as Native American (11%), Asian/Pacific Islander (16%), International (6.4%), White (45%), and/or Black (21%). Visitors also tend to have a slightly lower average CCHE index.

Success Outcomes

El Centro visitors have a similar overall GPA and higher rates of persistence and retention compared to the reference group.

GPA

Table 5 displays student visitor class levels by GPA using the most recent three academic years (2013-14 through 2017-18) in comparison to FA18 RI Latinx students.

**Table 5. El Centro Student Visitor Average GPA by Class Level, 2013-14 through 2017-18**

Class Level (Headcount)	El Centro Visitors*	Reference Group**
Freshman (N=597)	2.67	2.68
Sophomore (N=671)	2.83	2.83
Junior (N=515)	2.92	2.90
Senior (N=436)	2.97	3.05
Masters (N=24)	3.63	3.69
Overall Average GPA	2.84	2.89

*Students may be counted in more than one class level depending on when and how often they visited El Centro.

**Includes FA18 Latinx resident instruction undergraduate students.

The majority of visitors to El Centro are undergraduate students (99%). Across all class levels, visitor GPA is very similar to the reference group.

Persistence and Graduation Among First Time Students

Table 6 describes persistence and graduation rates among first time student visitors to El Centro between SP13 and FA18, compared to all students from the most recent three cohorts, depending on the outcome.

Table 6. Persistence and Graduation Rates by El Centro Visitor Term, First-Time Students Only

Visitor Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	El Centro Visitors	Reference**	El Centro Visitors	Reference	El Centro Visitors	Reference	El Centro Visitors	Reference
First Year (N=478)	90.0%	80.6%	82.9%	73.6%	77.6%	69.3%	69.8%	59.9%
Second Year (N=268)	-	-	95.2%	88.8%	88.3%	81.8%	76.3%	71.9%
Third Year (N=97)	-	-	-	-	95.3%	92.8%	93.1%	82.9%
Fourth Year Plus (N=64)	-	-	-	-	-	-	84.8%	88.5%
Average PP Difference in Rate	9.4		7.8		5.8		5.2	

*Visitor year is defined by students' year at CSU in which they first visited El Centro.

** The reference group includes all Latinx students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

The majority of first-time students first visit El Centro during their first or second year on campus. On average, visitors persist and graduate at substantially higher rates than the reference group. Although this positive association is due to a variety of unmeasured student characteristics these results are useful because visitation to El Centro could be a variable to utilize in overall predictive analytics at CSU.

Persistence and Graduation Among Transfer Students

Table 7 displays persistence and graduation rates for transfer students by the first term they visited El Centro. The graduation rate for fourth year students is excluded due to sample size.

**Table 7. Persistence and Graduation Rates by El Centro Visitor Term, Transfer Students Only**

Visitor Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	El Centro Visitors	Reference**	El Centro Visitors	Reference	El Centro Visitors	Reference	El Centro Visitors	Reference
First Year (N=82)	86.4%	82.3%	89.8%	76.6%	82.1%	71.6%	75.0%	66.5%
Second Year (N=40)	-	-	89.7%	90.2%	85.7%	84.0%	75.0%	77.4%
Third Year (N=18)	-	-	-	-	100.0%	93.0%	75.0%	87.8%
Fourth Year Plus (N=6)	-	-	-	-	-	-	-	-
Avg. PP Difference in Rate	4.1		6.4		6.4		-2.2	

*Visitor year is defined by students' year at CSU in which they first visited El Centro.

** The reference group includes Latinx transfer students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Similar to first-time students, transfer students visit El Centro for the first time during their first or second year on campus. This population is considerably smaller, particularly for third and fourth year plus students, and results should be interpreted with caution. In general, persistence rates for these students exceed the reference rates, while the graduation rate is slightly lower (2 PP).

NSSE Results

Table 8 displays the percentage of students who responded good, very good, or excellent to the selected NSSE items. These items most closely matched the objectives associated with visiting El Centro. Respondents include students who visited El Centro prior to or during the Spring 2016 term, which is when NSSE was administered. Data are included for first, second, and senior level students (EC Visitors).

Table 8. El Centro Visitor NSSE 2016 Responses

NSSE Item	First Year Respondents		Second Year Respondents		Senior Year Respondents	
	CSU Overall	EC Visitors (N=68)	CSU Overall	EC Visitors (N=41)	CSU Overall	EC Visitors (N=17)
Quality of interactions with students*	83.2%	79.4%	81.2%	92.7%	85.7%	94.1%
Quality of interactions with student services staff (career services, student activities, housing, etc.)*	71.7%	77.9%	67.4%	78.0%	63.8%	73.3%

*Includes the proportion of students who answered good, very good, or excellent.

A larger proportion of both second year and senior year El Centro visitors reported high quality interactions with other students compared to the CSU overall rate; first year respondents were slightly lower. A larger proportion of students across all levels reported high quality of interactions with student services staff compared to the CSU overall rate. While we cannot conclude that these ratings are directly tied to students' experiences as El Centro visitors, it is possible that these experiences influenced their ratings. El Centro staff may wish to consider using these questions to assess visitors' experiences in the future.



La Conexion

The purpose of La Conexion is to foster a strong sense of community, cultural pride, student engagement, and academic confidence for first-year Latinx students. First-year students pair with a peer mentor (known as a family leader) for the full academic year. Each week, student participants meet with their family group to discuss topics related to academic success, cultural pride, and student engagement. Students also build a community through monthly group activities. This section includes participant demographics, institutional-level success outcomes, and NSSE results.

Demographics

Table 9 displays demographic characteristics for La Conexion participants from the 2015-16 through 2017-2018 academic years, compared to all FA18 first-year Latinx students. A total of 107 unique students participated in the program during this timeframe.

Table 9. La Conexion Participant Demographics, 2015-16 through 2017-2018

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internatl. (%)	Avg. CCHE Index	Resident (%)
La Conexion Participants	107	72.0%	61.7%	83.2%	32.7%	64.5%	2.8%	0.0%	111	88.8%
Reference Group*	1137	54.0%	41.2%	51.6%	8.6%	91.4%	-	1.9%	109	76.7%

*Includes FA18 resident instruction freshmen Latinx students.

La Conexion participants have a higher proportion of females, Pell recipients, Colorado residents, and first generation students compared to other first-year Latinx students. The program also has a significantly larger proportion of students who identify as Latinx-only. The average CCHE index for La Conexion participants is 2 points higher.

Success Outcomes

La Conexion participants have the most positive outcomes of any program, with a higher average cumulative GPA as well as significantly higher persistence and graduation rates compared to FA18 Latinx students. Transfer rates are not provided as all but two participants are first time students.

GPA

Average cumulative GPA for La Conexion participants is 2.77; the reference group GPA (FA18 RI first-year Latinx students) is 2.68. While this difference cannot be directly attributed to program participation, results do suggest a positive association.

Persistence and Graduation Among First Time Students

Table 10 displays persistence and graduation rates for La Conexion program participants compared to all FA18 first-year RI Latinx students. Note that the six-year graduation rate for La Conexion participants is not available, given the program starting term.

**Table 10. La Conexion Persistence Rates, 2015-16 through 2017-2018**

Participation Year	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence	
	La Conexion Participants	Reference*	La Conexion Participants	Reference	La Conexion Participants	Reference
First Year (N=102)	94.1%	80.6%	87.5%	73.6%	96.7%	69.3%
PP Difference in Rate	13.6		14.2		27.3	

*The reference group includes all first time Latinx students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

La Conexion participants persist at higher rates at second, third, and fourth fall compared to the reference group. This difference is particularly notable at fourth fall; La Conexion students persist at 27 percentage points higher than the reference group. This is a strong, substantively important association.

NSSE Results

Table 11 displays NSSE 2016 results for La Conexion participants (N=13) compared to all Latinx first-year students. Items were selected based on La Conexion program objectives, to include fostering academic success and community engagement. Given the very small number of respondents who were part of La Conexion, results should be interpreted with caution as rates are volatile.

Table 11. La Conexion 2016 NSSE Results

NSSE Item	La Conexion (N=13)	All Latinx First Year (N=220)
Quality of interactions with students (% good, very good, excellent)	84.6%	80%
How much does your institution emphasize the following? Spending significant amounts of time studying and on academic work (% quite a bit/very much)	76.9%	80.7%
How much does your institution emphasize the following? Providing support to help students succeed academically (% quite a bit/very much)	84.6%	81.0%
How much does your institution emphasize the following? Providing opportunities to be involved socially (% quite a bit/very much)	92.3%	78.0%
About how many hours per week do you spend preparing for class (studying, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	10.3	14.1
During the current school year, about how often have you asked questions or contributed to course discussions in other ways? (% often/very often)	50.0%	52.3%
During the current school year, how often have you come to class without completing readings or assignments? (% often/very often)	13.3%	26.5%



How much has your experience at this institution contributed to your knowledge, skills, and personal development in working effectively with others? (% quite a bit/very much)	61.5%	66.0%
Have you, or do you plan to hold a formal leadership role in a student organization or group? (% done/in progress)	53.8%	63.2%
During the current school year, about how often have you done the following? Reviewed your notes after class (% often/very often)	69.2%	64.0%
During the current school year, about how often have you done the following? Identified key information from reading assignments (% often/very often)	92.3%	79.0%
During the current school year, about how often have you done the following? Summarized what you learned in class or from course materials (% often/very often)	84.6%	56.0%
During the current school year, about how often have you had discussions with people from the following groups? People from an economic background other than your own (% often/very often)	76.9%	78.5%
During the current school year, about how often have you had discussions with people from the following groups? People with political views other than your own (% often/very often)	61.5%	72.4%
During the current school year, about how often have you had discussions with people from the following groups? People with religious beliefs other than your own (% often/very often)	69.2%	75.1%
How would you evaluate your entire educational experience at this institution? (% good/excellent)	92.3%	86.9%
If you could start over again, would you go to the same institution you are now attending? (% probably yes/definitely yes)	92.3%	90.4%

La Conexion participants reported significantly higher ratings compared to first-year Latinx students for the following NSSE items: institutional emphasis on providing opportunities to be involved socially, being better prepared for class, frequency of identifying key information from reading assignments, and summarizing what was learned in class. La Conexion participants reported a lower frequency of having discussions with people with political views other than their own; being in process of, or already holding a formal leadership role; and time spent preparing for class each week. While these cannot be considered direct measures of program impact, staff may wish to consider these items for future program evaluation.



Triunfo Mentors

Triunfo mentors provide homework assistance to 3rd-5th grade PSD students. In addition to their volunteer role as tutors, mentors also serve as positive role models. The Triunfo (Triumph) after school program helps foster positive relationships with the Fort Collins community while providing students and families direct exposure to the CSU campus. Any CSU student is eligible to participate.

Demographics

Table 12 displays demographic characteristics for Triunfo mentors in comparison to all FA18 RI students, with the exception of post-bachelors and graduate non-degree seeking students. A total of 608 unique students participated in the program from FA11 to FA18.

Table 12. Triunfo Mentor Demographics, FA11-FA18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internat'l. (%)	Avg. CCHE Index	Resident (%)
Triunfo Mentors	608	75.5%	51.5%	60.2%	36.3%	25.7%	38.0%	0.7%	112	84.5%
Reference Group*	28242	51.4%	21.9%	24.9%	1.7%	11.8%	86.5%	6.5%	115	68.7%

*Includes all FA18 resident instruction students except post-bachelors and graduate non-degree seeking.

Triunfo mentors have a larger proportion of Pell recipients, first generation students, Latinx-only and multi-racial Latinx, and resident students compared to the reference group. A smaller proportion of mentors are international students, and their average CCHE index is 3 points lower (115-112).

Success Outcomes

Triunfo mentors have higher persistence rates compared to the reference group; other success outcomes are similar.

GPA

Table 13 describes Triunfo mentors' GPAs by class level from FA11 through FA18 compared to all FA18 RI students, with the exception of post-bachelors and non-degree seeking graduate students.

Table 13. Triunfo Mentor Average GPA by Class Level, FA11-FA18

Class Level (Headcount)	Triunfo Mentors	Reference Group*
Freshman (N=308)	2.84	2.82
Sophomore (N=192)	3.00	2.99
Junior (N=108)	3.00	3.04
Senior (N=102)	3.17	3.14
Masters (N=15)	3.80	3.73
Ph.D. (N=10)	3.92	3.80
Professional (N=22)	3.39	3.57
Overall Average GPA	3.00	3.11

*Includes all FA18 resident instruction students except post-bachelors and graduate non-degree seeking.



The majority of mentors are undergraduates, with the largest proportion of students participating during their first year on campus. Overall, Triunfo mentors' GPA is very similar to the reference group. The largest gap exists for Triunfo professional students (N=22), whose GPA is nearly .20 grade points lower than the reference group.

Persistence and Graduation Among First Time Students

Table 14 displays persistence and graduation rates for Triunfo mentors by the first term they volunteered for the program, and only includes first-time students. The reference group includes first-time undergraduates from the most recent three terms, depending on the outcome.

Table 14. Persistence and Graduation Rates by Triunfo Mentor Starting Term, First-Time Students Only

Triunfo Mentor Start Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	Triunfo	Reference**	Triunfo	Reference	Triunfo	Reference	Triunfo	Reference
First Year (N=268)	89.9%	84.3%	84.3%	76.7%	79.4%	74.5%	66.3%	68.6%
Second Year (N=121)	-	-	96.4%	89.0%	92.2%	85.3%	85.0%	79.7%
Third Year (N=55)	-	-	-	-	96.0%	94.5%	81.8%	88.6%
Fourth Year Plus (N=52)	-	-	-	-	-	-	89.8%	93.0%
Avg PP Difference in Rate	5.7		7.5		4.4		-1.7	

*Triunfo Mentor Start Year is defined by students' year at CSU in which they first volunteered as a mentor.

** The reference group includes first-time CSU undergraduates from the most recent three terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Regardless of when in their academic career a mentor first participates, mentors persist at higher rates compared to the reference group. However, mentors do not graduate at higher rates with the exception of those students who start the program during their second year on campus.

Persistence and Graduation Among Transfer Students

Table 15 displays persistence and graduation rates for Triunfo mentors who are transfer students, compared to other undergraduate transfer students from the most recent three terms. Note that this group is much smaller in comparison to first-time students, and results should be interpreted with caution. Third and fourth year rates are excluded due to small sample size.

Table 15. Persistence and Graduation Rates by Triunfo Mentor Starting Term, Transfer Students Only

Triunfo Mentor Start Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	Triunfo	Reference**	Triunfo	Reference	Triunfo	Reference	Triunfo	Reference
First Year (N=17)	76.5%	86.0%	82.4%	80.3%	76.9%	77.1%	50.0%	73.8%
Second Year (N=15)	-	-	92.9%	91.2%	100.0%	86.8%	90.0%	83.9%
Third Year (N=5)	-	-	-	-				
Fourth Year Plus (N=4)	-	-	-	-	-	-		
PP Difference in Rate	-9.5		1.9		6.5		-8.8	

* Mentor start year is defined by students' year at CSU in which they first volunteered as a mentor.



** The reference group includes all CSU transfer students from the most recent three terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12. Transfer student mentors experience the largest overall positive difference in persistence at fourth fall (6.4 PP); minimal difference at third fall (1.9 PP), and have lower persistence at second fall and 6-year graduation rates by nearly 10 PP.

NSSE Results

Table 16 displays Triunfo mentor NSSE 2016 results for first and second year students, compared to general CSU results. Results should be interpreted with caution as the number of Triunfo respondents is low for both first and second year respondents.

Table 16. Triunfo Mentor NSSE 2016 Results

NSSE Item	First Year Respondents		Second Year Respondents	
	CSU Overall (N=1506)	Triunfo (N=36)	CSU Overall (N=771)	Triunfo (N=16)
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	62.1%	71.4%	60.3%	62.5%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Working effectively with others	62.9%	73.5%	66.5%	56.3%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Being an informed and active citizen	57.9%	57.1%	57.4%	50.0%
About how many hours do you spend in a typical 7-day week doing the following? Doing community service or volunteer work	2.5	4.4	3.1	4.3

First-year Triunfo respondents reported a higher level of institutional contribution towards their understanding people of other backgrounds and working effectively with others, as well as more volunteer hours per week. Similar to first-year mentor respondents, second year mentors reported more volunteer hours per week, but lower levels institutional contribution towards working effectively with others and being an informed and active citizen.



LEAD Conference

This section provides the demographics and student success measures for both LEAD conference leaders and participants. The LEAD Conference primarily supports second-year students of color in the development of knowledge and skills geared towards professional development, leadership development, and career readiness. The conference aims to create an environment in which students of color can be their whole selves and focus on Leading, Empowering, Advancing, and Determining their own futures. The first conference was held in Spring 2013.

LEAD Leaders

LEAD leaders are sophomore, junior, and senior students with racially-minoritized identities.

Demographics

Table 17 displays demographics for students who served as LEAD Conference leaders (N=21) from SP13 to SP18, compared to sophomore, junior, and senior racially-minoritized students enrolled in FA18.

Table 17. LEAD Conference Leader Demographics, SP13-SP18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Racially Minoritized, Not Latinx (%)	Internatl. (%)	Avg. CCHE Index	Resident (%)
LEAD Leaders	21	57.1%	61.9%	61.9%	38.1%	4.8%	57.1%	0.0%	108	90.5%
Reference Group*	3910	54.4%	37.3%	46.1%	8.2%	51.0%	40.8%	0.0%	112	80.0%

*Includes FA18 resident instruction sophomore, junior, and senior racially minoritized students.

LEAD leaders have a larger proportion of students who are Pell recipients, first generation, Latinx-only and racially minoritized (not Latinx), and residents compared to the reference group. A much smaller proportion of leaders identify as multiracial Latinx. Of those students who hold another racially-minoritized identity who are not Latinx (N=12), 9 identified as Black, one as Asian/Pacific Islander, and two as multiracial.

Success Outcomes

LEAD leaders have slightly higher success outcomes compared to the reference level. NSSE results are not available for LEAD leaders due to the small sample size.

GPA

Table 18 displays LEAD leader GPA by class level from SP13-SP18, compared to racially-minoritized students enrolled in FA18. Rates are very volatile due to such small numbers, and should be interpreted with caution.

**Table 18. LEAD Leaders Average GPA by Class Level, SP13-SP18**

Class Level (Headcount)	LEAD Leaders	Reference Group*
Sophomore (N=4)	2.66	2.85
Junior (N=8)	3.08	2.91
Senior (N=9)	3.07	3.06
Overall Average GPA	2.99	2.94

*Includes FA18 resident instruction sophomore, junior, and senior racially minoritized students.

The overall average GPA for all leaders (N=21) is very similar to the reference group.

Persistence and Graduation Among New and Transfer Students

All LEAD leaders persist to the term following their LEAD leadership. Graduation is not yet available for this program.

LEAD Conference Participants

The LEAD Conference supports second-year students of color in the development of knowledge and skills geared towards professional development, leadership development, and career readiness. This section describes demographics and institutional-level student success outcomes for LEAD Conference participants.

Demographics

Table 20 displays demographic characteristics for LEAD participants from SP13 to SP18, compared to FA18 racially-minoritized, RI sophomores and juniors (Reference Group). A total of 299 unique students participated in the conference from SP13 to SP18.

Table 20. LEAD Conference Participant Demographics, SP13 through SP18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Racially Minoritized, Not Latinx (%)	Internatl. (%)	Avg. CCHE Index	Resident (%)
LEAD Participants	299	74.2%	62.5%	63.9%	20.7%	27.8%	51.5%	2.0%	109	91.0%
Reference Group*	2612	54.4%	37.4%	46.6%	7.4%	52.4%	40.2%	0.0%	112	78.3%

*Includes FA18 racially minoritized, resident instruction sophomores and juniors.

LEAD participants have a larger proportion of females, Pell recipients, first generation, residents, and Latinx-identified and racially-minoritized (not Latinx) students compared to the reference group. Of the 50% of participants who did not identify as Latinx (N=154), 82% identified as Black, 5% as Native American, 9% as Asian/Pacific Islander, 13% as White, and 10% as Multiracial. Participant CCHE index is 3 points lower than the reference group.

Success Outcomes

LEAD participants have a similar average GPA, and considerably higher persistence and graduation rates compared to the reference level.



GPA

Table 21 displays GPA for sophomore and junior LEAD participants, compared to FA18 racially-minoritized students.

Table 21. LEAD Participants Average GPA by Class Level, SP13-SP18

Class Level (Headcount)	LEAD Participants	Reference Group*
Sophomore (N=251)	2.86	2.85
Junior (N=33)	2.91	2.91
Overall Average GPA	2.86	2.87

*Includes FA18 resident instruction racially-minoritized students.

GPA for LEAD participants does not differ from the reference group. The rate for juniors may be volatile given the low number of students.

Persistence and Graduation Among First Time Students

Table 22 displays persistence and graduation rates for LEAD participants who are first-time students and in their second year at CSU.

Table 22. Persistence and Graduation Rates for LEAD Participants, First- Time Students Only

Participation Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	LEAD Participants	Reference**	LEAD Participants	Reference	LEAD Participants	Reference	LEAD Participants	Reference
Second Year (N=227)	-	-	96.9%	88.4%	91.7%	83.1%	82.0%	72.1%
PP Difference in Rate	-		8.5		8.6		9.9	

*Participation year is defined by students' year at CSU in which they first participated in LEAD.

**The reference group includes racially minoritized students from the most recent three terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

First-time students who participate in LEAD persist and graduate at considerably higher rates than the reference group. While this cannot be directly attributed to LEAD, it does suggest a positive association between participation and persistence and graduation.

Persistence and Graduation Among Transfer Students

Only six transfer students participated during their second year on campus. All participants graduated within 6 years. Due to the small number of transfer participants tables are not warranted to show reference levels; however, transfer student LEAD participants have high graduation rates.



NSSE Results

Table 23 displays the 2016 NSSE results for sophomore LEAD participants (N=30) compared to all racially-minoritized sophomore respondents. Items were selected based on how closely they aligned with the main conference objectives, including professional development, leadership development, and career readiness.

Table 23. Sophomore LEAD Participant 2016 NSSE Results

NSSE Item	Racially-Minoritized Sophomore Respondents (N=129)	Sophomore LEAD Participants (N=30)
Quality of interactions with students (% good, very good, or excellent)	84.0%	80.0%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Acquiring job- or work-related knowledge and skills (% quite a bit/very much)	54.3%	75.9%
How much does your institution emphasize the following? Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) (% quite a bit/very much)	55.5%	46.7%
How much does your institution emphasize the following? Providing support to help students succeed academically (% quite a bit/very much)	78.1%	79.3%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Developing or clarifying a personal code of values and ethics (% quite a bit/very much)	62.0%	82.8%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Working effectively with others (% quite a bit/very much)	69.0%	86.2%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Solving complex real-world problems (% quite a bit/very much)	54.3%	69.0%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Being an informed and active citizen (% quite a bit/very much)	58.6%	69.0%
In progress or have held a formal leadership role in a student organization or group	23.6%	40.0%

LEAD participants reported greater levels of their experiences at CSU contributing to their ability to work effectively with others, ability to solve complex real-world problems, being an informed and active citizen, developing or clarifying a personal code of ethics, and acquiring work or job-related knowledge and skills. They are also more likely to report currently serving or having already served in a formal leadership role in a student organization. LEAD participants had lower endorsement of institutional emphasis of encouraging contact among students of diverse backgrounds. While these measures are not a direct assessment of the LEAD Conference objectives, they may be useful items to include in future participant evaluations.



Las Comadres

This student organization provides an inclusive community for Latinas on campus, rooted in friendship, culture, and education. Las Comadres seeks to empower and support Latinas through programming that promotes health, happiness, and personal growth. This section provides participant demographic data and institutional-level student success outcomes for the duration of the program (2013-14 through 2016-17).

Demographics

Table 24 displays demographics for Las Comadres participants compared to all FA18 Latinx undergraduates who identify as female. A total of 187 unique students participated in the program from 2013-14 through 2016-17.

Table 24. Las Comadres Participant Demographics, 2013-14 through 2016-17

Population	N	Pell Recipient (%)	First Generation (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internat. (%)	Avg. CCHE Index	Resident (%)
Las Comadres Participants	187	64.4%	75.0%	50.3%	44.9%	4.8%	1.1%	109	90.9%
Reference Group*	1878	41.1%	53.5%	12.4%	87.6%	-	1.4%	112	77.9%

*Includes FA18 Latinx undergraduate students who identify as female.

Las Comadres participants have a larger proportion of Pell recipients, first generation students, residents, and students who identify as Latinx-only compared to the reference group. Those students who do not identify as Latinx (5%) are International; the majority of Latinx/multiracial-identified students also identify as International and/or White. Las Comadres participants' average CCHE index is 3 points lower (112-109) than the reference group.

Success Outcomes

Students who participate in Las Comadres have a similar overall GPA and higher persistence and graduation rates compared to the reference group.

GPA

Table 25 displays average cumulative GPA for Las Comadres participants from academic years 2013-14 through 2016-17, compared to all Latinx female-identified undergraduate students in FA18.

Table 25. Las Comadres Average GPA by Class Level, 2013-14 through 2016-17

Class Level (Headcount)	Las Comadres	Reference Group*
Freshman (N=94)	2.82	2.79
Sophomore (N=45)	2.97	2.95
Junior (N=23)	3.21	2.93
Senior (N=16)	3.09	3.13
Overall Average GPA	2.93	2.93

*Includes FA18 Latinx undergraduate students who identify as female.



The majority of students participate in Las Comadres during their first and/or second year on campus, and students do not participate beyond a single term. Cumulative GPA tends to be slightly higher for participants compared to the reference group, with the exception of seniors. The overall GPA across class levels is the same.

Persistence and Graduation Among First-Time Students

Table 26 displays persistence and graduates rates for Las Comadres participants by their participation year compared to female Latinx new students from the most recent three cohorts, depending on the outcome. Graduation rates for fourth year plus students are not shown due to the small number of participants.

Table 26. Persistence and Graduation Rates by Las Comadres Participation Year, New Students Only

Starting Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	Las Comadres	Reference**	Las Comadres	Reference	Las Comadres	Reference	Las Comadres	Reference
First Year (N=103)	87.4%	81.1%	86.4%	74.4%	83.3%	71.4%	N/A	62.1%
Second Year (N=35)	-	-	97.1%	90.4%	85.7%	84.9%	76.9%	75.1%
Third Year (N=12)	-	-	-	-	91.7%	94.7%	100.0%	85.9%
Fourth Year Plus (N=7)	-	-	-	-	-	-		
Avg. PP Difference in Rate	6.3		9.4		3.2		8.0	

*Starting year is defined by students' year at CSU in which they first participated in Las Comadres.

**The reference group includes female Latinx-identified students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Las Comadres participants persisted and graduated overall at higher rates compared to the reference group. Students who participate in Las Comadres during their first year at CSU persist at higher rates across their academic career. Those who participate during their second year persist at a higher rate to third fall only. Very few new students participate beyond their second year; therefore, the rates for third year students should be interpreted with caution.

Persistence and Graduation Among Transfer Students

A total of 18 transfer students participated in Las Comadres. All students who were eligible to graduate did so within six years (N=10). Due to the small number of transfer participants, tables with the reference levels aren't warranted. However, these students have high observed success rates.



NSSE Results

Table 27 displays selected NSSE items that most closely align with Las Comadres program objectives (health and wellness, community, and personal growth) for first-year participants compared to all female Latinx first-year NSSE respondents.

Table 27. First-Year Las Comadres Participant NSSE 2016 Results

NSSE Item	First Year Female Latinx Respondents (N=220)	Las Comadres First Year Participants (N=31)
Please rate the quality of your interactions with other students at your institution (% good, very good, excellent)	80.0%	67.7%
How much does your institution emphasize the following? Providing support for your overall well-being (recreation, health care, counseling, etc.) (% quite a bit/very much)	81.3%	89.7%
How much does your institution emphasize the following? Providing opportunities to be involved socially (% quite a bit/very much)	78.0%	92.3%

First year Las Comadres participants reported more institutional emphasis for overall well-being and providing social opportunities, and less favorable ratings for peer interactions compared to the reference group. Note that these items do not directly measure programmatic impact, but may be useful in evaluating Las Comadres in the future.

Elizabeth Woodworth Memorial Scholarship Recipients

The Elizabeth Woodworth Memorial Scholarship was first awarded in 2014-15. Recipients must meet eligibility requirements and complete an application process, and receive between \$1,500-\$2,000 for the academic year. They are required to volunteer 25 hours with El Centro events and programs. This section provides demographics as well as institutional-level student success outcomes.

Demographics

Table 28 displays demographics for scholarship recipients from academic years 2014-15 through FA18, compared to Latinx-identified sophomore, junior, and senior RI students enrolled at FA18 census. The scholarship has been awarded to 73 unique students since it began in 2014-15.

Table 28. Scholarship Recipient Demographics, 2014-15 through Fall 2018

Population	N	Female (%)	Pell Recipient (%)	First Generation (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internat'l. (%)	Avg. CCHE Index	Resident (%)
Scholarship Recipients	73	68.5%	71.9%	90.4%	60.3%	39.7%	0.0%	0.0%	110	97.3%
Reference Group*	2343	53.9%	39.0%	53.7%	13.8%	86.2%	0.0%	1.2%	112	81.4%

* Includes FA18 Latinx-identified resident instruction sophomores, juniors, and seniors.

Scholarship recipients include larger proportion of females, Pell recipients, first generation, residents, and Latinx-only identified students compared to the reference group. While 40% of these students are



Latinx/multiracial, this is significantly less than the reference group (86%). Of the 29 Latinx/multiracial students, the majority also identify as White. Average CCHE index is 2 points lower than the reference group.

Success Outcomes

Overall scholarship recipients tend to have slightly higher success outcomes compared to the reference population. NSSE 2016 survey results are not available due to small sample size.

GPA

Table 29 displays GPA by class level for scholarship recipients, compared to sophomore, junior, and senior undergraduate Latinx students enrolled at FA18 census.

Table 29. Scholarship Recipient Average GPA by Class Level, 2014-15 through FA18

Class Level (Headcount)	Scholarship Recipient	Reference Group*
Sophomore (N=17)	3.18	2.83
Junior (N=30)	3.13	2.90
Senior (N=34)	3.22	3.05
Overall Average GPA	3.18	2.92

*Only includes resident instruction Latinx students for FA18.

The majority of scholarships are awarded to junior and senior-level students. Ten students were awarded the scholarship more than one academic year, and are therefore represented in more than one class level. Recipients have a higher GPA than the reference group at all class levels by an average of 0.25 grade points.

Persistence Among First Time Students

Table 30 displays persistence and graduation rates for scholarship recipients by their award year, compared to Latinx students from the most recent three cohorts, depending on the outcome. Graduation is not displayed given the small sample size.

Table 30. Persistence and Graduation Rates by Scholarship Year, First Time Students

Scholarship Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence	
	Scholarship Recipients	Reference**	Scholarship Recipients	Reference	Scholarship Recipients	Reference
Second Year (N=17)	-	-	100.0%	88.8%	94.7%	81.8%
Third Year (N=20)	-	-	-	-	91.7%	92.8%
Fourth Year Plus (N=24)	-	-	-	-	-	-
Avg. PP Difference in Rate	N/A		11.2		5.9	

* Scholarship year is defined by students' year at CSU in which they were awarded a scholarship.

**The reference group includes first-time Latinx students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Students awarded the scholarship during their second year at CSU have higher persistence rates than the reference group, and students awarded during their third year have similar persistence rates. It is important to note that these rates are volatile due to small sample size.



Persistence Among Transfer Students

Due to the small number of transfer participants rates are not displayed in a table format. However, these students have high observed success rates. Of the 11 transfer student scholarship recipients, all persisted and graduated within 6 years.

Somos Rams

Somos Rams is a first-year leadership retreat for Latinx students with upper-class peer facilitators. The retreat typically occurs once per academic year during the spring term, but recently moved to fall starting in FA17. This section describes demographics and institutional-level success outcomes for retreat participants and facilitators.

Somos Rams Participants

The purpose of the Somos Rams retreat is to help incoming first-year students build relationships with other first-year Latinx students, while also expanding their knowledge of cultural pride, intersecting identities, diversity, and leadership. This section provides institutional level data on retreat participants.

Demographics

Table 31 displays demographics for Somos Rams participants, starting in SP08 through FA18. A total of 252 unique students participated in the program between SP08 and FA18. While the conference targets first year students, about 21% of participants are sophomores. Therefore, the reference group includes FA18 freshman and sophomore RI Latinx students.

Table 31. Somos Rams Participant Demographics, SP08-FA18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internatl. (%)	Avg. CCHE Index	Resident (%)
Somos Rams Participants	252	66.7%	66.8%	79.8%	51.6%	44.4%	4.0%	1.2%	109	90.1%
Reference Group*	1996	53.5%	40.3%	51.8%	10.1%	89.9%	-	1.6%	110	77.8%

*Includes FA18 resident instruction freshman and sophomore Latinx students.

Somos Rams participants have a larger proportion of females, Pell recipients, first generation, and resident students compared to the reference group. Participants also have a much higher representation of students who identify as Latinx-only, and lower representation of students who identify as multiracial Latinx. Students who identify as multiracial Latinx (N=112) also identify as White (90%), Native American (11%), Black (6%), and/or International (3%). Average CCHE index differs minimally.



Success Outcomes

Somos Rams participants have notably higher success outcomes compared to the reference group, particularly for persistence and graduation.

GPA

Table 32 displays average cumulative GPA for for Somos Rams participants starting in SP08 through FA18. The reference group includes RI Latinx freshman and sophomores who were present at FA18 census.

Table 32. Somos Rams Participant Average GPA by Class Level, SP08-FA18

Class Level (Headcount)	Somos Participants	Reference Group*
Freshman (N=171)	2.80	2.68
Sophomore (N=45)	2.93	2.83
Overall Average GPA	2.83	2.74

*Includes resident instruction Latinx students for FA18.

Both freshman and sophomore participants have higher cumulative GPAs compared to the reference group, and the overall average GPA is nearly .10 grade points higher than the reference group.

Persistence and Graduation Among First Time Students

Table 33 displays persistence and graduation rates for Somos Rams participants. Only those students who are first-time students and participated in the program during their first year on campus are included. The reference group includes all first-time Latinx students from the most recent three cohorts, depending on the outcome.

Table 33. Somos Rams Participants' Persistence and Graduation Rates, First-Time Students Only

Participation Year	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	Somos Rams	Reference*	Somos Rams	Reference	Somos Rams	Reference	Somos Rams	Reference
First Year (N=207)	95.2%	80.6%	85.1%	73.6%	80.8%	69.3%	70.1%	59.9%
PP Difference in Rate	14.6		11.6		11.4		10.2	

*The reference group includes first-time Latinx students from the most recent three cohorts, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Somos Rams participants persist and graduate at considerably higher rates than the reference group. For example, at second fall, Somos participants persist at 14.6 PP higher than other first-time Latinx students.

Persistence and Graduation Among Transfer Students

The number of transfer students who participated in Somos Rams during their first year at CSU is very small (N=8), making persistence and graduation rates very volatile. Of the six students eligible to graduate, four graduated within six years.



NSSE Results

Table 34 displays NSSE 2016 results for first-year Somos Rams participants, in comparison to other first-year Latinx respondents. Questions were selected that most closely matched program objectives (relationship building, understanding diversity and intersecting identities, and developing leadership skills). These items may be useful as part of future program evaluation efforts.

Table 34. First-Year Somos Rams Participant NSSE 2016 Results

NSSE Item	First Year Latinx (N=207)	Somos Rams Participants (N=15)
Please rate the quality of your interactions with other students at your institution (% good, very good, excellent)	79.5%	86.7%
How much does your institution emphasize the following? Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) (% quite a bit/very much)	64.6%	64.3%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Developing or clarifying a personal code of values and ethics (% quite a bit/very much)	65.8%	60.0%
How much does your institution emphasize the following? Providing opportunities to be involved socially (% quite a bit/very much)	77.9%	92.3%
How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) (% quite a bit/very much)	66.7%	73.3%
In progress or have held a formal leadership role in a student organization or group	11.3%	14.3%

The number of Somos Rams participants who responded to NSSE is very small (N=15), so results should be interpreted with caution given rate volatility. Most notably, these students reported greater institutional emphasis on providing opportunities to be involved socially, higher quality of interactions with fellow students, and gaining more understanding of people from other backgrounds due to their experiences at CSU compared to other first-year Latinx students.



Somos Rams Facilitators

Somos Rams facilitators are upper-division students selected to lead the Somos Rams leadership retreat. Forty-five percent of all facilitators (N=49) serve in this role two or more times.

Demographics

Table 35 displays demographics for Somos Rams Facilitators compared to FA18 RI sophomore, junior, and senior Latinx students.

Table 35. Somos Rams Facilitator Demographics, SP11-FA18

Population	N	Female (%)	Pell Recipient (%)	First Gen (%)	Latinx Only (%)	Multiracial Latinx (%)	Not Latinx (%)	Internatl. (%)	Avg. CCHE Index	Resident (%)
Somos Rams Facilitators	49	63.3%	71.1%	73.5%	63.3%	28.6%	8.2%	4.1%	109	98.0%
Reference Group*	2343	53.9%	39.0%	53.7%	13.8%	86.2%	0.0%	1.2%	112	81.4%

*Includes FA18 Latinx resident instruction sophomores, juniors, and seniors.

Facilitators have a higher representation of females, Pell recipients, first generation, and resident students compared to the reference group. They also have a significantly larger proportion of students who identify as Latinx-only, and a much smaller proportion who identify as Latinx in addition to at least one other identity (Multiracial Latinx). Of those facilitators who identify as Multiracial Latinx (N=14), 86% also identify as White; the remainder identify as Asian/Pacific Islander and/or Native American. Average CCHE index for facilitators is 3 points lower than the reference group.

Success Outcomes

Somos Rams facilitators do not have substantially different outcomes compared to the overall population. It is possible that GPA and persistence are not capturing the developmental benefits of this leadership role. NSSE data are not available for Somos Rams Facilitators, given the small population size.

GPA

Table 36 displays average cumulative GPA for facilitators by class level, compared to FA18 RI Latinx students of the same level. Students who served as facilitators more than once are included in all class levels that match the timing of their participation. For example, a student who facilitates the Somos Rams retreat during their sophomore and junior years will be included in both categories with their corresponding GPA at that time point.

Table 36. Somos Rams Facilitator Average GPA by Class Level, SP11-FA18

Class Level (Headcount)	Somos Facilitators	Reference Group*
Sophomore (N=30)	2.67	2.83
Junior (N=22)	2.78	2.90
Senior (N=21)	3.14	3.05
Overall Average GPA	2.84	2.92

*Includes FA18 resident instruction Latinx students.



The overall average GPA for facilitators is slightly lower than the reference group by approximately .1 grade points (2.92-2.84). In contrast, senior facilitators exhibit a higher GPA. These rates are volatile and should be interpreted with caution, given the small number of students in each class level.

Persistence and Graduation Among First Year Students

Table 37 displays persistence and graduation rates for Somos Rams Facilitators by the year in which they first served as a facilitator. Most facilitators first serve during their second or third year on campus. The reference group includes first-time Latinx students from the most recent three cohorts, depending on the outcome. Similar to GPA, these rates are volatile and should be interpreted with caution, given the small number of students in each class level. Graduation rates are not reported for fourth year plus students for this reason.

Table 37. Persistence and Graduation Rates by Somos Rams Facilitator Year, First Year Students Only

Facilitator Year*	2nd Fall Persistence		3rd Fall Persistence		4th Fall Persistence		6 Yr Graduation	
	Somos Facilitators	Reference**	Somos Facilitators	Reference	Somos Facilitators	Reference	Somos Facilitators	Reference
Second Year (N=25)	-	-	100.0%	88.8%	86.4%	81.8%	84.6%	71.9%
Third Year (N=15)	-	-	-	-	85.7%	92.8%	66.7%	82.9%
Fourth Year Plus (N=6)	-	-	-	-	-	-		
Average PP Difference in Rate	N/A		11.2		-1.3		-1.8	

* Facilitator year is defined by students' year at CSU in which they first participated as a facilitator.

**The reference group includes first-time Latinx students from the most recent three terms, depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA15 to FA17, while 6 year graduation includes cohort terms FA10-FA12.

Second-year facilitators experience the most positive outcomes for both persistence and retention, exceeding the reference group at each time point. Third year facilitators demonstrate lower persistence to fourth fall and lower graduation rates.

Conclusions

El Centro plays an important role on campus by offering students access to education experiences that have potential to be high impact. Importantly, El Centro serves high proportions of first generation and Pell recipient students who are critical populations for institutional student success goals and El Centro program participation is consistently associated with higher persistence rates. When examining participation by racial/ethnic identity among all Latinx students, El Centro serves a significantly larger proportion of students who identify as Latinx-only and a smaller proportion of multiracial Latinx students. Multiracial Latinx students represent about 86% of all students who identify as Hispanic/Latinx at CSU. The most [recent report](#) on success gaps by race/ethnicity indicates that multiracial Latinx students have slightly larger persistence gaps compared to students who identify as Latinx-only. While multiracial Latinx students may be accessing other centers or programs, El Centro may wish to consider additional strategies to engage this population.



Appendix I

Program Headcounts by Academic Year, 2007-08 through FA18

Program	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	FA18
El Centro												
Student Staff (FA/SP)	15/15	17/17	15/15	13/14	13/13	14/13	17/16	13/15	12/10	13/10	14/10	10
Visitors (FA/SP)	-	-	-	-	-	- /167	91/103	173/125	289/127	254/284	440/309	344
La Conexion	-	-	-	-	-	-	-	-	30	29	49	62
Las Comadres	-	-	-	-	-	-	73	92	75	54	-	-
LEAD Conference												
Participants	-	-	-	-	-	22	50	50	67	52	65	-
Student Leaders	-	-	-	-	-	2	4	4	2	4	6	-
Scholarship Recipients	-	-	-	-	-	-	-	20	20	16	14	17
Somos Rams												
Facilitators	-	-	-	6	9	13	15	8	6	8	7	6
Participants	12	29	-	16	20	23	26	24	25	35	24	30
Triunfo Mentors	-	-	-	-	116	132	115	62	115	113	75	61