



El Centro 2020-2022 Annual Report

El Centro plays an important role on campus in serving populations that are a priority for institutional-level student success goals. El Centro's mission centers on supporting the Latinx/e, Afro-Latinx/e, Chicax/e, and Hispanic community at CSU and Fort Collins by encouraging student engagement, academic success, cultural pride, empowerment, and providing volunteer and leadership opportunities. This report provides El Centro the demographics, persistence, graduation, and GPA of students that participated in El Centro programs over the past two years (programming taking place between FA20 and SP22). (The 2019 report, [El Centro Programs 2007-2018](#), provides a 10-year assessment El Centro's programming.) When possible, El Centro Program participants' responses from the National Survey of Student Engagement (NSSE) are also provided as indirect measures of student success.

Key Findings

- Similar to the [2019 report](#) with the prior ten years of data, the most recent two years of programming in El Centro has positive associations with student success outcomes.
- Compared to a reference population (defined as all undergraduate Latinx/e-identified undergraduate students as of FA21 census who had not engaged with El Centro), first generation, Pell recipients, and female students are more likely to engage with El Centro than the overall CSU Latinx/e population.
- Notably, 92% of La Conexión participants evaluated their entire educational experience as good or excellent and 9 in 10 persisted to their second or third fall.
- Additionally, Woodworth scholars' four- and five-year graduation rates were more than 10 percentage points (PP) higher compared to the reference group (73% and 100% versus 61% and 83%).
- A total of 390 undergraduates visited El Centro between FA20 and SP23, which represents about 10% of all undergraduate Latinx/e students (3,730 total as of FA21). Comparatively, this is up from about 4% of all CSU students in FA18¹.
- Overall, El Centro plays an important role on campus by offering students access to high-impact education experiences and encourages students to be active, engage members of their community.

¹ See [El Centro Programs 2007-2018](#), p. 9.

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 (La Conexión), 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 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.

Demographics

Demographics are provided for each program. Percent female (as indicated on a student's application), high school or transfer GPA (a measure of academic preparation and strong predictor of college academic success), percent Colorado resident, percent Pell recipient, percent first generation, and percent international are included. Racially minoritized status is also provided along with duplicated racial and ethnic identities, meaning students may belong to more than one race/ethnicity (e.g., Latinx/e and Black). Undocumented, DACA or ASSET status is also provided.

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 (NSSE) are provided if more than 10 students per El Centro program responded to NSSE. Items aligning with that program's objectives are reported. The NSSE data included in this report includes data collected for the 2016, 2019, and 2022 administrations.

El Centro Overall

This section provides the demographics and student success measures of students that engage with the El Centro office overall.

Table 1 below summarizes all students who participated in El Centro programs and activities between FA20 and SP22.

Table 1: El Centro Participants and Reference Group

Characteristic	El Centro N = 509 ¹	Reference N = 3337 ¹
Undergraduate student	93% (474)	100% (3,337)
Freshman	14% (68)	28% (933)
Sophomore	25% (119)	22% (739)
Junior	23% (110)	24% (808)
Senior	37% (174)	25% (830)
Post Bachelors	0.6% (3)	0.8% (27)
Graduate student	4.5% (23)	0% (0)
Masters	78% (18)	NA% (0)
Ph.D.	22% (5)	NA% (0)
Resident	87% (431)	76% (2,548)
International	4.6% (23)	1.2% (39)
Female	67% (340)	55% (1,840)
Pell recipient	52% (247)	35% (1,183)
First generation	78% (372)	48% (1,606)
First generation and Pell	45% (220)	25% (842)
Latinx/e only	14% (71)	7.3% (244)
Not Latinx/e	11% (55)	0% (0)
Latinx/e, single race with white	65% (325)	76% (2,544)
Latinx/e, single race not white	6.2% (31)	8.9% (298)
Multiracial Latinx/e	3.0% (15)	7.5% (251)
Racially minoritized ²	90% (447)	99% (3,298)
Asian	3.0% (15)	3.4% (114)
Black or African American	3.8% (19)	4.3% (143)
Hawaiian or Pacific Islander	1.8% (9)	1.4% (46)
Native American	7.6% (38)	9.4% (313)
White	74% (370)	83% (2,779)
Undocumented, DACA or ASSET	13% (67)	2.7% (91)
High school or transfer GPA	3.67 (479)	3.54 (3,311)
El Centro Student Staff	4.1% (21)	0% (0)
Elizabeth Woodworth Scholars	5.5% (28)	0% (0)
La Conexión Participant	17% (87)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	20% (101)	0% (0)
Todos Juntos	2.9% (15)	0% (0)
El Centro Visitor	77% (390)	0% (0)

¹The reference group includes all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

A total of 509 students, 474 (93%) undergraduate and 23 (4.5%) graduate, interacted with El Centro during the past two years; the majority (77%) were visitors to the center. The 474 undergraduates represent about 13% of all undergraduate Latinx/e students (3,730) at CSU. Compared to a reference population (defined as all undergraduate Latinx/e-identified undergraduate students as of FA21 census who had not engaged with El

Centro), first generation, Pell recipients, and female students are more likely to engage with El Centro than the overall CSU Latinx/e population.

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 worked at El Centro FA20 and SP22.

Table 2 displays the demographics of El Centro student staff and a comparable reference group (all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro).

Table 2: Student Staff and Reference Group Demographics

Characteristic	El Centro Student Staff N = 21 ¹	Reference N = 3337 ¹
Student class		
Freshman	0% (0)	28% (933)
Sophomore	4.8% (1)	22% (739)
Junior	33% (7)	24% (808)
Senior	62% (13)	25% (830)
Post Bachelors	0% (0)	0.8% (27)
Resident	95% (20)	76% (2,548)
International	0% (0)	1.2% (39)
Female	90% (19)	55% (1,840)
Pell recipient	52% (11)	35% (1,183)
First generation	90% (19)	48% (1,606)
First generation and Pell	48% (10)	25% (842)
Latinx/e only	29% (6)	7.3% (244)
Not Latinx/e	0% (0)	0% (0)
Latinx/e, single race with white	57% (12)	76% (2,544)
Latinx/e, single race not white	14% (3)	8.9% (298)
Multiracial Latinx/e	0% (0)	7.5% (251)
Racially minoritized ²	100% (21)	99% (3,298)
Asian	4.8% (1)	3.4% (114)
Black or African American	9.5% (2)	4.3% (143)
Hawaiian or Pacific Islander	0% (0)	1.4% (46)
Native American	0% (0)	9.4% (313)
White	57% (12)	83% (2,779)
Undocumented, DACA or ASSET	24% (5)	2.7% (91)
High school or transfer GPA	3.57 (21)	3.54 (3,311)
El Centro Student Staff	100% (21)	0% (0)
Elizabeth Woodworth Scholars	0% (0)	0% (0)
La Conexión Participant	9.5% (2)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	33% (7)	0% (0)
El Centro Visitor	81% (17)	0% (0)

¹The reference group includes all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

A total of 21 students were on staff at El Centro between FA20 and SP22. El Centro student staff have larger proportions of female, first generation, Pell, and resident students compared to the reference group, though incoming high school or transfer GPAs were similar. Staff were also predominantly seniors and one-quarter were identified as having undocumented, DACA, or ASSET status. Most student staff (57%) identified as both Latinx/e

and white; 29% identified as Latinx/e only, which was much higher when compared to the reference group.

Table 3 displays the cumulative GPA of El Centro student staff and a comparable reference group (all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro) by student class.

Table 3: Cumulative GPA of El Centro Student Staff and Reference Group

	El Centro Student Staff N = 21				Reference N = 3337			
	Sophomore ¹	Junior ¹	Senior ¹	Post Bachelors ¹	Sophomore ¹	Junior ¹	Senior ¹	Post Bachelors ¹
Cumulative GPA	3.80 (1)	2.61 (7)	3.16 (13)	NA (0)	3.00 (717)	3.06 (797)	3.12 (821)	2.98 (26)

¹The reference group includes all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

Senior El Centro staff had an average cumulative GPA similar to that of the seniors in the reference group (3.16 versus 3.13) while junior El Centro staff had a slightly lower GPA compared to the reference group (2.61 versus 3.06).

Table 4 displays the student success outcomes (persistence, and graduation) of El Centro FTFT student staff and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent FTFT cohorts depending on the outcome). Student staff are categorized by their start year of employment (the year at CSU in which they first began employment at El Centro) and outcomes are measured from a point in time subsequent to their employment. For example, for a student employed during their second year at CSU, the analysis examines the student’s third fall persistence.

Table 4: Student Success Outcomes for FTFT El Centro Student Staff and Reference Group

Outcome	El Centro Student Staff			Reference		
	2nd year N = 5	3rd year N = 6	4th year and later N = 5	2nd year N = 6540 ¹	3rd year N = 6540 ¹	4th year and later N = 6540 ¹
3rd fall persisted	100% (5)			87% (2,029)		
3rd fall EOT GPA	3.21 (5)			3.10 (1,747)		
4th fall persisted	100% (3)	100% (6)		81% (2,114)	92% (1,844)	
4th fall EOT GPA	3.05 (2)	3.33 (6)		3.08 (1,631)	3.09 (1,617)	
4th year graduated		50% (4)	40% (5)	50% (1,982)	57% (1,737)	61% (1,609)
5th year graduated			100% (4)	68% (1,765)	78% (1,546)	83% (1,445)

¹The reference group includes Latinx/e students from the three most recent FTFT cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

A total of 16 El Centro student staff were included in the FTFT cohort and, in general, these students tended to persist at higher rates than other Latinx/e students in the reference group. The cumulative EOT GPAs of these students were typically higher than the reference. Only 9 of the 16 students had had the opportunity to graduate by the end of their fourth summer and their four-year graduation rate was lower than their peers. All four student staff who had the opportunity to graduate by their fifth summer did.

A total of three El Centro student staff were included in the Transfer cohort (not shown), one was a second year employee and two were third year employees. Of the two third year students, one had graduated by the end of their fourth year. Due to the small number of student staff in the cohort, comparisons to the reference group were not made.

El Centro Visitors

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/e students.

Table 5 displays the demographic characteristics of the undergraduate students who visited El Centro between FA20 and SP22.

Table 5: Undergraduate El Centro Visitors and Reference Group Demographics

Characteristic	El Centro Visitors N = 390 ¹	Reference N = 3337 ¹
Student class		
Freshman	13% (48)	28% (933)
Sophomore	24% (90)	22% (739)
Junior	24% (90)	24% (808)
Senior	38% (140)	25% (830)
Post Bachelors	0.8% (3)	0.8% (27)
Resident	88% (340)	76% (2,548)
International	4.7% (18)	1.2% (39)
Female	65% (255)	55% (1,840)
Pell recipient	53% (196)	35% (1,183)
First generation	80% (298)	48% (1,606)
First generation and Pell	47% (176)	25% (842)
Latinx/e only	14% (54)	7.3% (244)
Not Latinx/e	11% (42)	0% (0)
Latinx/e, single race with white	67% (258)	76% (2,544)
Latinx/e, single race not white	4.7% (18)	8.9% (298)
Multiracial Latinx/e	3.4% (13)	7.5% (251)
Racially minoritized ²	91% (349)	99% (3,298)
Asian	3.1% (12)	3.4% (114)
Black or African American	3.9% (15)	4.3% (143)
Hawaiian or Pacific Islander	1.8% (7)	1.4% (46)
Native American	7.3% (28)	9.4% (313)
White	76% (293)	83% (2,779)
Undocumented, DACA or ASSET	15% (57)	2.7% (91)
High school or transfer GPA	3.66 (376)	3.54 (3,311)
El Centro Student Staff	4.4% (17)	0% (0)
Elizabeth Woodworth Scholars	2.1% (8)	0% (0)
La Conexión Participant	12% (45)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	14% (53)	0% (0)
El Centro Visitor	100% (390)	0% (0)

¹The reference group includes all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

A total of 390 undergraduate students visited El Centro. About 9 in 10 visitors identified as Latinx/e (either alone or multiracial), which represents about 10% of the Latinx/e FA21 undergraduate enrollment (3,730 students). For comparison, in FA18, about 4% of all CSU students who identified as Latinx/e visited El Centro. Compared to the reference population (all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro), students who were female, Pell, and first generation were over-represented among visitors. Additionally, of the undergraduate students who visited, they averaged 7.6 visits.

Table 6 displays the student success outcomes (cumulative GPA, persistence, and graduation) of El Centro FTFT student visitors and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent FTFT cohorts depending on the outcome).

Table 6: Student Success Outcomes for FTFT El Centro Visitors and Reference Group

Outcome	El Centro Visitors				Reference			
	1st year N = 61	2nd year N = 84	3rd year N = 72	4th year and later N = 59	1st year N = 6540 ¹	2nd year N = 6540 ¹	3rd year N = 6540 ¹	4th year and later N = 6540 ¹
2nd fall persisted	84% (61)				82% (2,411)			
2nd fall EOT GPA	3.23 (50)				3.04 (1,939)			
3rd fall persisted		96% (84)			72% (2,486)	87% (2,029)		
3rd fall EOT GPA		3.06 (79)			3.10 (1,773)	3.10 (1,747)		
4th fall persisted			92% (72)		67% (2,601)	81% (2,114)	92% (1,844)	
4th fall EOT GPA			3.04 (62)		3.08 (1,654)	3.08 (1,631)	3.09 (1,617)	
4th year graduated				66% (59)	40% (2,455)	50% (1,982)	57% (1,737)	61% (1,609)
5th year graduated				44% (9)	56% (2,178)	68% (1,765)	78% (1,546)	83% (1,445)
6th year graduated				67% (3)	62% (1,861)	74% (1,524)	84% (1,351)	89% (1,260)

¹The reference group includes Latinx/e students from the three most recent FTFT cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

Students who visited El Centro in their first second year at CSU had a similar second fall persistence rate as the reference peer group (84% compared to 82%, respectively) and a slightly higher EOT cumulative GPA (3.23 compared to 3.04). Third year visitors also had a persistence rate and average GPA similar to their non-visiting peers. Second year visitors’ third fall persistence rate was nine percentage point (PP) higher than the reference, while their third fall EOT cumulative GPA was similar. Fourth year and later visitors had a slightly higher four-year graduation rate compared to non-visitors (66% compared to 61%), and while the five- and six-year graduation rates were much lower for visitors, few (12 students total) had had the opportunity to graduate within those timeframes.

Table 7 displays the student success outcomes (cumulative GPA, persistence, and graduation) of El Centro transfer student visitors and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent transfer cohorts depending on the outcome).

Table 7: Student Success Outcomes for Transfer El Centro Visitors and Reference Group

Outcome	El Centro Visitors				Reference			
	1st year N = 13	2nd year N = 10	3rd year N = 7	4th year and later N = 4	1st year N = 1476 ¹	2nd year N = 1476 ¹	3rd year N = 1476 ¹	4th year and later N = 1476 ¹
2nd fall persisted	85% (13)				83% (555)			
2nd fall EOT GPA	3.11 (11)				3.09 (456)			
3rd fall persisted		90% (10)			75% (582)	89% (482)		
3rd fall EOT GPA		2.96 (8)			3.04 (352)	3.03 (346)		
4th fall persisted			83% (6)		71% (580)	84% (484)	93% (429)	
4th fall EOT GPA			2.98 (4)		2.86 (154)	2.85 (151)	2.88 (146)	
4th year graduated				50% (4)	59% (560)	72% (462)	79% (415)	84% (389)

¹The reference group includes Latinx/e students from the three most recent transfer cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

Among El Centro visitors who were also part of the transfer cohort (34 students), those visiting in their first and

second years (13 and 10 students, respectively) had similar outcomes as the transfer reference group. Outcomes for third and fourth year or later students tended to be lower than the non-visiting reference group, though there are few students (11 total) in these groups.

Table 8 compares selected NSSE results by visitation status. Topics explored through NSSE that align with El Centro’s objectives include feelings of being comfortable and valued, providing a supportive environment, quality of interactions with students and staff, as well as participation in diversity-related activities.

Table 8: NSSE Results for El Centro Visitors and Reference Groups

NSSE Survey Item	El Centro Visitors N = 79 ¹	Reference N = 522 ¹
I feel comfortable being myself at this institution (agree or strongly agree)	90% (67)	87% (436)
I feel valued by this institution (agree or strongly agree)	79% (66)	76% (435)
I feel like part of the community at this institution (agree or strongly agree)	76% (67)	78% (433)
Quality of interactions with students (good, very good, or excellent)	74% (70)	80% (451)
Quality of interactions with student services staff (good, very good, or excellent)	75% (67)	79% (422)
Institutional emphasis on providing support to help students succeed academically (quite a bit or very much)	77% (69)	74% (450)
Institutional emphasis on encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) (quite a bit or very much)	68% (69)	65% (452)
Institutional emphasis on providing support for your overall well-being (recreation, health care, counseling, etc.) (quite a bit or very much)	75% (68)	66% (452)
Institutional emphasis on providing opportunities to be involved socially (quite a bit or very much)	72% (69)	70% (451)
Supportive environment based on racial/ethnic identity (quite a bit or very much)	66% (64)	74% (392)
Supportive environment based on gender identity (quite a bit or very much)	81% (64)	78% (393)
Supportive environment based on economic background (quite a bit or very much)	63% (64)	57% (392)
Supportive environment based on political affiliation (quite a bit or very much)	56% (64)	54% (393)
Supportive environment based on religious affiliation (quite a bit or very much)	52% (64)	59% (390)
Supportive environment based on sexual orientation (quite a bit or very much)	70% (64)	76% (391)
Supportive environment based on disability status (quite a bit or very much)	67% (64)	67% (393)
Supportive environment based on citizenship or immigration status (quite a bit or very much)	59% (39)	62% (282)
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people (often or very often)	59% (64)	33% (393)
Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.) (often or very often)	52% (64)	23% (392)
Participated in a diversity-related club or organization (often or very often)	63% (63)	22% (389)
Participated in a demonstration for a diversity-related cause (rally, protest, etc.) (often or very often)	30% (64)	17% (388)
Reflected on your cultural identity (often or very often)	75% (63)	42% (390)

¹The reference group includes the undergraduate Latinx/e-identified students who had not engaged with El Centro.

Overall, El Centro visitors had similar feelings to non-visitors in most areas including being comfortable being themselves, feeling valued, and feeling a part of the community; at least three-quarters of NSSE respondents felt favorably about these aspects of CSU. Ratings related to supportive environments (based on racial/ethnic identity, gender identity, economic background, sexual orientation, etc.) were also similar between visitors and non-visitors. As may be expected, El Centro visitors were two- to three- times more likely to engage in diversity-related activities (e.g., events or presentations that reflect and appreciation for diverse groups, a diversity-related club or cause) or reflect on their cultural identity.

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.

Table 9 displays the demographic characteristics of the scholarship recipients as well as a comparable reference group (defined as all sophomore, junior, and senior RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.)

Table 9: Elizabeth Woodworth Scholars and Reference Group Demographics

Characteristic	Elizabeth Woodworth Scholars N = 28 ¹	Reference N = 2377 ¹
Student class		
Freshman	0% (0)	0% (0)
Sophomore	14% (4)	31% (739)
Junior	21% (6)	34% (808)
Senior	64% (18)	35% (830)
Post Bachelors	0% (0)	0% (0)
Resident	93% (26)	80% (1,901)
International	0% (0)	1.0% (24)
Female	71% (20)	55% (1,308)
Pell recipient	54% (15)	35% (828)
First generation	75% (21)	48% (1,150)
First generation and Pell	36% (10)	24% (579)
Latinx/e only	11% (3)	5.6% (132)
Not Latinx/e	0% (0)	0% (0)
Latinx/e, single race with white	71% (20)	78% (1,847)
Latinx/e, single race not white	11% (3)	9.2% (218)
Multiracial Latinx/e	7.1% (2)	7.6% (180)
Racially minoritized ²	100% (28)	99% (2,353)
Asian	0% (0)	3.5% (84)
Black or African American	3.6% (1)	4.3% (103)
Hawaiian or Pacific Islander	0% (0)	1.5% (36)
Native American	18% (5)	9.7% (231)
White	75% (21)	85% (2,014)
Undocumented, DACA or ASSET	18% (5)	3.3% (78)
High school or transfer GPA	3.64 (28)	3.55 (2,361)
El Centro Student Staff	0% (0)	0% (0)
Elizabeth Woodworth Scholars	100% (28)	0% (0)
La Conexión Participant	11% (3)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	11% (3)	0% (0)
El Centro Visitor	29% (8)	0% (0)

¹The reference group includes all sophomore, junior, and senior RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

As of FA21, 28 scholars were enrolled, with the majority being female (71%) or first generation (75%). Over half of the scholarship recipients were Pell recipients and over one-third were both first generation and Pell. All of these identities were over-represented in scholarship recipients when compared to the reference group. Additionally, Woodworth scholars' incoming high school or transfer GPA was about one-tenth of one grade point higher than the reference population. About 1 in 10 Woodworth scholars also participated in La Conexión

and Student Dialogues events offered by El Centro.

Table 10 displays the student success outcomes (cumulative GPA, persistence, and graduation) of FTFT Elizabeth Woodworth Scholars and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent transfer cohorts depending on the outcome).

Table 10: Student Success Outcomes for New Elizabeth Woodworth Scholars and Reference Group

Outcome	Elizabeth Woodworth Scholars				Reference			
	1st year N = 2	2nd year N = 3	3rd year N = 8	4th year and later N = 11	1st year N = 6540 ¹	2nd year N = 6540 ¹	3rd year N = 6540 ¹	4th year and later N = 6540 ¹
2nd fall persisted	50% (2)				82% (2,411)			
2nd fall EOT GPA	2.88 (1)				3.04 (1,939)			
3rd fall persisted	50% (2)	67% (3)			72% (2,486)	87% (2,029)		
3rd fall EOT GPA	3.04 (1)	3.50 (2)			3.10 (1,773)	3.10 (1,747)		
4th fall persisted			88% (8)		67% (2,601)	81% (2,114)	92% (1,844)	
4th fall EOT GPA			3.10 (6)		3.08 (1,654)	3.08 (1,631)	3.09 (1,617)	
4th year graduated			75% (4)	73% (11)	40% (2,455)	50% (1,982)	57% (1,737)	61% (1,609)
5th year graduated				100% (6)	56% (2,178)	68% (1,765)	78% (1,546)	83% (1,445)

¹The reference group includes Latinx/e students from the three most recent FTFT cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

Of the total 28 scholars, 24 were part of the FTFT cohort; the majority (19 students) were scholars in their third year or later. Fourth fall outcomes (persistence and EOT cumulative GPA) were similar among scholars and the reference groups while four- and five-year graduation were more than 10 PP higher among Woodworth scholars compared to the reference group. Since only five total students were Woodworth scholars in their first or second year at CSU, comparisons to the reference group should be made with caution.

A total of three Woodworth scholars were included in the Transfer cohort (not shown), one each as second, third, and fourth year students. Both second and third year students persisted to the fall subsequent to their award and the third year student graduated by their fourth summer. The fourth year student graduated by their fifth summer.

La Conexión

The purpose of La Conexión is to foster a strong sense of community, cultural pride, student engagement, and academic confidence for first-year Latinx/e 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.

Table 11 displays the demographic characteristics of the La Conexión participants as well as a comparable reference group (defined as all freshman RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.)

Table 11: La Conexión and Reference Group Demographics

Characteristic	La Conexión Participants N = 87 ¹	Reference N = 933 ¹
Student class		
Freshman	28% (24)	100% (933)
Sophomore	49% (43)	0% (0)
Junior	20% (17)	0% (0)
Senior	3.4% (3)	0% (0)
Post Bachelors	0% (0)	0% (0)
Resident	84% (73)	67% (627)
International	3.4% (3)	1.2% (11)
Female	74% (64)	56% (525)
Pell recipient	48% (42)	38% (355)
First generation	76% (66)	48% (446)
First generation and Pell	43% (37)	28% (263)
Latinx/e only	18% (16)	12% (110)
Not Latinx/e	0% (0)	0% (0)
Latinx/e, single race with white	75% (65)	72% (676)
Latinx/e, single race not white	5.7% (5)	8.5% (79)
Multiracial Latinx/e	1.1% (1)	7.3% (68)
Racially minoritized ²	97% (84)	99% (922)
Asian	0% (0)	3.1% (29)
Black or African American	2.3% (2)	4.2% (39)
Hawaiian or Pacific Islander	0% (0)	1.1% (10)
Native American	4.6% (4)	8.6% (80)
White	76% (66)	79% (741)
Undocumented, DACA or ASSET	9.2% (8)	1.4% (13)
High school or transfer GPA	3.79 (86)	3.52 (924)
El Centro Student Staff	2.3% (2)	0% (0)
Elizabeth Woodworth Scholars	3.4% (3)	0% (0)
La Conexión Participant	100% (87)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	14% (12)	0% (0)
El Centro Visitor	52% (45)	0% (0)

¹The reference group includes all freshman RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

A total of 87 students participated in La Conexión and were split about 75%\25% lower\upper division. Additionally three-quarters were female or first generation, which was much higher than in the reference population. La Conexión participants’ incoming high school or transfer GPAs were almost three-tenths of one

grade point higher than the reference groups.

Table 12 displays the student success outcomes (cumulative GPA, persistence, and graduation) of FTFT La Conexión participants and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent FTFT cohorts depending on the outcome).

Table 12: Student Success Outcomes for FTFT La Conexión Participants and Reference Group

Outcome	La Conexión Participants		Reference	
	1st year N = 71	2nd year N = 3	1st year N = 6540 ¹	2nd year N = 6540 ¹
2nd fall persisted	92% (71)		82% (2,411)	
2nd fall EOT GPA	3.26 (65)		3.04 (1,939)	
3rd fall persisted	91% (35)	100% (3)	72% (2,486)	87% (2,029)
3rd fall EOT GPA	3.15 (32)	3.50 (3)	3.10 (1,773)	3.10 (1,747)
4th fall persisted		100% (1)	67% (2,601)	81% (2,114)
4th fall EOT GPA		4.0000 (1)	3.08 (1,654)	3.08 (1,631)

¹The reference group includes Latinx/e students from the three most recent FTFT cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

A total of 74 La Conexión participants were part of the FTFT cohort; three students participated in their second year at CSU while the remaining participated in their first year. First year La Conexión students’ second fall persistence (92%) was 10 PP higher than the reference group (82%) and third fall persistence was 19 PP higher (91% versus 72%). Second fall EOT cumulative GPA was almost two-tenths of a grade point higher among first year La Conexión students than the reference group. while GPAs were similar between groups for the third fall. Though only three La Conexión students participated in their second year, they all had strong outcomes.

Table 13 displays the student success outcomes (cumulative GPA, persistence, and graduation) of transfer La Conexión participants and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent transfer cohorts depending on the outcome).

Table 13: Student Success Outcomes for Transfer El Centro Visitors and Reference Group

Outcome	La Conexión Participants		Reference	
	1st year N = 9	2nd year N = 1	1st year N = 1476 ¹	2nd year N = 1476 ¹
2nd fall persisted	89% (9)		83% (555)	
2nd fall EOT GPA	2.68 (8)		3.09 (456)	
3rd fall persisted	75% (4)	100% (1)	75% (582)	89% (482)
3rd fall EOT GPA	2.48 (3)	2.88 (1)	3.04 (352)	3.03 (346)

¹The reference group includes Latinx/e students from the three most recent transfer cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

Overall, La Conexión participants in the transfer cohort (10 students total) had similar persistence rates as the reference transfer group, though EOT GPA in both second and third falls were slightly lower than the reference group.

Table 14 compares selected NSSE results for La Conexión participants and a reference group comprised of first year RI Latinx/e-identified students who had not engaged with El Centro. Topics explored through NSSE that align with La Conexión’s objectives include feelings of being comfortable and valued, providing a supportive

environment, quality of interactions with students and staff, as well as participation in diversity-related activities and perceived gains in working effectively, problem-solving skills, and being active citizens.

Table 14: NSSE Results for La Conexión Participants and Reference Groups

NSSE Survey Item	La Conexión Participants	Reference
	N = 15 ¹	N = 186 ¹
Quality of interactions with students (good, very good, or excellent)	83% (12)	76% (161)
Quality of interactions with student services staff (good, very good, or excellent)	83% (12)	76% (151)
Evaluation of entire educational experience at this institution (good or excellent)	92% (12)	81% (159)
If starting over, would go to the SAME INSTITUTION currently attending (probably or definitely yes)	75% (12)	86% (159)
I feel comfortable being myself at this institution (agree or strongly agree)	75% (12)	90% (159)
I feel valued by this institution (agree or strongly agree)	75% (12)	81% (158)
I feel like part of the community at this institution (agree or strongly agree)	58% (12)	81% (157)
Asked questions or contributed to course discussions in other ways (often or very often)	40% (15)	47% (186)
Explained course material to one or more students (often or very often)	60% (15)	46% (186)
Prepared for exams by discussing or working through course material with other students (often or very often)	40% (15)	44% (186)
Attended events, activities, or presentations that reflect an appreciation for diverse groups of people (often or very often)	55% (11)	33% (136)
Participated in the activities of centers related to specific groups (racial-ethnic, cultural, religious, gender, LGBT, etc.) (often or very often)	73% (11)	20% (136)
Participated in a diversity-related club or organization (often or very often)	64% (11)	17% (135)
Participated in a demonstration for a diversity-related cause (rally, protest, etc.) (often or very often)	45% (11)	14% (134)
Reflected on your cultural identity (often or very often)	82% (11)	34% (136)
Had discussions with people from an economic background other than your own (often or very often)	58% (12)	68% (164)
Had discussions with people with political views other than your own (often or very often)	83% (12)	55% (164)
Had discussions with people with religious beliefs other than your own (often or very often)	50% (12)	61% (164)
Institutional emphasis on providing support to help students succeed academically (quite a bit or very much)	83% (12)	74% (160)
Institutional emphasis on encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) (quite a bit or very much)	75% (12)	65% (159)
Institutional emphasis on providing support for your overall well-being (recreation, health care, counseling, etc.) (quite a bit or very much)	67% (12)	63% (160)
Institutional emphasis on providing opportunities to be involved socially (quite a bit or very much)	75% (12)	67% (159)
Perceived gains in working effectively with others (quite a bit or very much)	75% (12)	60% (159)
Perceived gains in developing or clarifying a personal code of values and ethics (quite a bit or very much)	67% (12)	59% (158)
Perceived gains in being an informed and active citizen (quite a bit or very much)	58% (12)	57% (159)
Perceived gains in solving complex real-world problems (quite a bit or very much)	42% (12)	58% (159)

¹The reference group includes all first year RI Latinx/e-identified students who had not engaged with El Centro.

Overall, La Conexión participants and the reference group has similar opinions regarding their experiences at CSU, including the quality of interactions with other students and student staff and their overall educational experiences. A majority of La Conexión students felt valued and felt like they can be themselves and also reported gains in working effectively with others and developing a personal code of values and ethics. La Conexión participants reported much higher rates of engaging in diversity and inclusion related activities such as participating in a demonstration for a diversity-related cause (45% versus 14%), participation in a diversity-related club (64% versus 17%), and reflecting on their cultural identity (82% versus 34%).

Student Dialogues

Student Dialogues includes several student-facilitated programs (e.g., Pláticas, Meet Ups) oriented toward building community by critically engaging in issues impacting the Latinx/e community. Topics explored included Social Class in the Latinx/e Community, Anti-Blackness, Colorism, Mental Health, Privilege, and Afro-Latinx/e Identity.

Table 15 displays the demographic characteristics of the undergraduate students participating in Student Dialogues and a reference group comprised of all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

Table 15: Student Dialogues and Reference Group Demographics

Characteristic	Student Dialogues N = 101 ¹	Reference N = 3337 ¹
Student class		
Freshman	16% (15)	28% (933)
Sophomore	17% (16)	22% (739)
Junior	28% (26)	24% (808)
Senior	38% (35)	25% (830)
Post Bachelors	0% (0)	0.8% (27)
Resident	91% (87)	76% (2,548)
International	2.1% (2)	1.2% (39)
Female	74% (75)	55% (1,840)
Pell recipient	55% (51)	35% (1,183)
First generation	77% (71)	48% (1,606)
First generation and Pell	47% (46)	25% (842)
Latinx/e only	11% (11)	7.3% (244)
Not Latinx/e	14% (13)	0% (0)
Latinx/e, single race with white	68% (65)	76% (2,544)
Latinx/e, single race not white	5.2% (5)	8.9% (298)
Multiracial Latinx/e	2.1% (2)	7.5% (251)
Racially minoritized ²	89% (85)	99% (3,298)
Asian	4.2% (4)	3.4% (114)
Black or African American	2.1% (2)	4.3% (143)
Hawaiian or Pacific Islander	1.0% (1)	1.4% (46)
Native American	4.2% (4)	9.4% (313)
White	78% (75)	83% (2,779)
Undocumented, DACA or ASSET	14% (14)	2.7% (91)
High school or transfer GPA	3.68 (93)	3.54 (3,311)
El Centro Student Staff	6.9% (7)	0% (0)
Elizabeth Woodworth Scholars	3.0% (3)	0% (0)
La Conexión Participant	12% (12)	0% (0)
Student Dialogues (Pláticas, Meet Ups etc.)	100% (101)	0% (0)
El Centro Visitor	52% (53)	0% (0)

¹The reference group includes all undergraduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

About 100 students participated in Student Dialogues between FA20 and SP22 and about two-thirds of these students were juniors or seniors. Colorado residents, female students, first generation, and Pell recipients were more likely to engage in Students Dialogues when compared to the reference group. While about 7 in 10 participants identified as Latinx/e and white, about 1 in 10 participants were not Latinx/e. About half had also visited El Centro outside of participating in Student Dialogues and about 1 in 10 was also a La Conexión

participant.

Table 16 displays the student success outcomes (cumulative GPA, persistence, and graduation) of FTFT Student Dialogues participants and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent FTFT cohorts depending on the outcome).

Table 16: Student Success Outcomes for FTFT Student Dialogues Participants and Reference Group

Outcome	Student Dialogues Participants				Reference			
	1st year N = 26	2nd year N = 22	3rd year N = 13	4th year and later N = 19	1st year N = 6540 ¹	2nd year N = 6540 ¹	3rd year N = 6540 ¹	4th year and later N = 6540 ¹
2nd fall persisted	88% (26)				82% (2,411)			
2nd fall EOT GPA	3.12 (24)				3.04 (1,939)			
3rd fall persisted	100% (6)	100% (22)			72% (2,486)	87% (2,029)		
3rd fall EOT GPA	3.34 (6)	3.01 (21)			3.10 (1,773)	3.10 (1,747)		
4th fall persisted			100% (8)	100% (13)	67% (2,601)	81% (2,114)	92% (1,844)	
4th fall EOT GPA			3.00 (8)	3.21 (12)	3.08 (1,654)	3.08 (1,631)	3.09 (1,617)	
4th year graduated				75% (4)	58% (19)	40% (2,455)	50% (1,982)	57% (1,737)
5th year graduated					78% (9)	56% (2,178)	68% (1,765)	78% (1,546)
6th year graduated					0% (1)	62% (1,861)	74% (1,524)	84% (1,351)

¹The reference group includes Latinx/e students from the three most recent FTFT cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

A total of 80 Student Dialogues participants were part of FTFT cohorts, and the majority (48 students) had engaged the program during their first or second year at CSU. Students participating in the first, second, or third year has higher persistence rates, similar EOT GPAs, and a higher four-year graduation rate compared to their peers in the reference group. The student participating in Student Dialogues in their fourth year or later had similar four- and five-year graduation rates as the reference group.

Table 17 displays the student success outcomes (cumulative GPA, persistence, and graduation) of transfer Student Dialogues participants and a comparable reference group (all undergraduate RI Latinx/e-identified students from the three most recent transfer cohorts depending on the outcome).

Table 17: Student Success Outcomes for Transfer Student Dialogues Participants and Reference Group

Outcome	Student Dialogues Participants			Reference			
	1st year N = 2	2nd year N = 4	3rd year N = 3	1st year N = 1476 ¹	2nd year N = 1476 ¹	3rd year N = 1476 ¹	
2nd fall persisted	100% (2)			83% (555)			
2nd fall EOT GPA	2.86 (2)			3.09 (456)			
3rd fall persisted	100% (1)	75% (4)		75% (582)	89% (482)		
3rd fall EOT GPA	2.98 (1)	2.96 (3)		3.04 (352)	3.03 (346)		
4th fall persisted			100% (1)	100% (3)	71% (580)	84% (484)	93% (429)
4th fall EOT GPA				2.2838 (1)	2.86 (154)	2.85 (151)	2.88 (146)
4th year graduated				100% (1)	59% (560)	72% (462)	79% (415)

¹The reference group includes Latinx/e students from the three most recent transfer cohorts depending on the outcome. For example, 2nd fall persistence includes students with cohort terms FA19 to FA21, while 6 year graduation includes cohort terms FA14 to FA16. Graduation rates for the reference group are limited to those students who persisted in each fall prior to the graduating summer term.

A total of nine Student Dialogues participants were part of transfer cohorts and all participated in their first, second, or third years at CSU. Persistence rates among these students were strong. Due to the small number students in the cohort, comparisons to the reference group should be made with caution.

Table 18 compares selected NSSE results for Student Dialogues participants and a reference group comprised of Latinx/e-identified students who had not engaged with El Centro. Topics explored through NSSE that align with Student Dialogue’s objectives include perceived gains in working effectively, problem-solving skills, and being active citizens and having discussions with people different views or backgrounds from their own.

Table 18: NSSE Survey Results for Student Dialogues Participants and Reference Group

NSSE Survey Item	Student Dialogues N = 16 ¹	Reference N = 522 ¹
Perceived gains in working effectively with others (quite a bit or very much)	79% (14)	67% (447)
Perceived gains in developing or clarifying a personal code of values and ethics (quite a bit or very much)	71% (14)	60% (445)
Perceived gains in being an informed and active citizen (quite a bit or very much)	79% (14)	58% (445)
Perceived gains in solving complex real-world problems (quite a bit or very much)	71% (14)	61% (444)
Had discussions with people from an economic background other than your own (often or very often)	71% (14)	71% (463)
Had discussions with people with political views other than your own (often or very often)	71% (14)	60% (462)
Had discussions with people with religious beliefs other than your own (often or very often)	79% (14)	65% (462)

¹The reference group includes all Latinx/e-identified students who had not engaged with El Centro.

At least 7 in 10 Student Dialogues participants reported having made gains in working effectively with others, developing a personal code of ethics or values, being an informed and active citizen, and solving complex real-world problems. A similar proportion also reported having had discussions with people from a different economic background and people with different political views and religious beliefs than their own. Participants’ ratings of perceived gains and discussions with others were similar to the reference group.

Todos Juntos

Todos Juntos is El Centro’s program for graduate students. The program creates a positive environment for Latinx/e graduate students, facilitating connections, professional development opportunities, and a sense of community. Held monthly, meetings focus on salient topics including identity, challenges, what it means to be a Latinx/e grad student at CSU and within each college.

Table 19 displays the demographic characteristics of the graduate students participating in Todos Juntos and a reference group comprised of all graduate RI Latinx/e-identified students as of FA21 census who had not engaged with El Centro.

Table 19: Todos Juntos Participants and Reference Group

Characteristic	Todos Juntos Participants N = 15 ¹	Reference N = 296 ¹
Student class		
Masters	77% (10)	61% (176)
Ph.D.	23% (3)	39% (114)
Resident	62% (8)	60% (179)
International	15% (2)	17% (49)
Female	53% (8)	58% (171)
Latinx/e only	23% (3)	10% (30)
Not Latinx/e	7.7% (1)	0% (0)
Latinx/e, single race with white	38% (5)	74% (218)
Latinx/e, single race not white	23% (3)	10% (30)
Multiracial Latinx/e	7.7% (1)	6.1% (18)
Racially minoritized ²	77% (10)	83% (247)
Asian	0% (0)	4.4% (13)
Black or African American	7.7% (1)	7.4% (22)
Hawaiian or Pacific Islander	7.7% (1)	1.0% (3)
Native American	15% (2)	6.1% (18)
White	46% (6)	79% (233)
Undocumented, DACA or ASSET	13% (2)	0.7% (2)
Todos Juntos	100% (15)	0% (0)
El Centro Visitor	40% (6)	0% (0)

¹The reference group includes all RI Latinx/e-identified graduate students as of FA21 census who had not engaged with El Centro.

²Racially minoritized status include students who identified, in any combination, as Asian, Black or African American, Hawaiian or Pacific Islander, Native American, or Latinx/e. Race and ethnicity variables in this table are duplicated, meaning students can identify across several categories (e.g., White and Native American and Hispanic). Summing race/ethnicity percentages by column will yield a value greater than 100%.

A total of 15 graduate students participated in Todos Juntos, 10 Masters and 3 doctoral students. Just over half of participants were female, about one-quarter identified as Latinx/e only and about two in five identified as Latinx/e and white.

As for student success outcomes (not shown), graduate student who participated in Todos Juntos had an EOT cumulative GPA about one-tenth of one grade point higher than the reference group. For Master student participants, their EOT GPA was 3.86 compared to 3.71 and for Ph.D. student participants, their GPA was 3.91 compared to 3.81. Persistence and graduation rates for graduate students were not available.

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 many first generation and Pell students who are critical populations for institutional student success goals and those students who engage with El Centro tend to have more favorable outcomes than those who do not. In addition to contributing to students’ academic success, El Centro’s programs have encouraged student to engage with members of the community with diverse backgrounds and philosophies, to think critically about issues that impact the Latinx/e community, and becoming active, engage members of their community.