

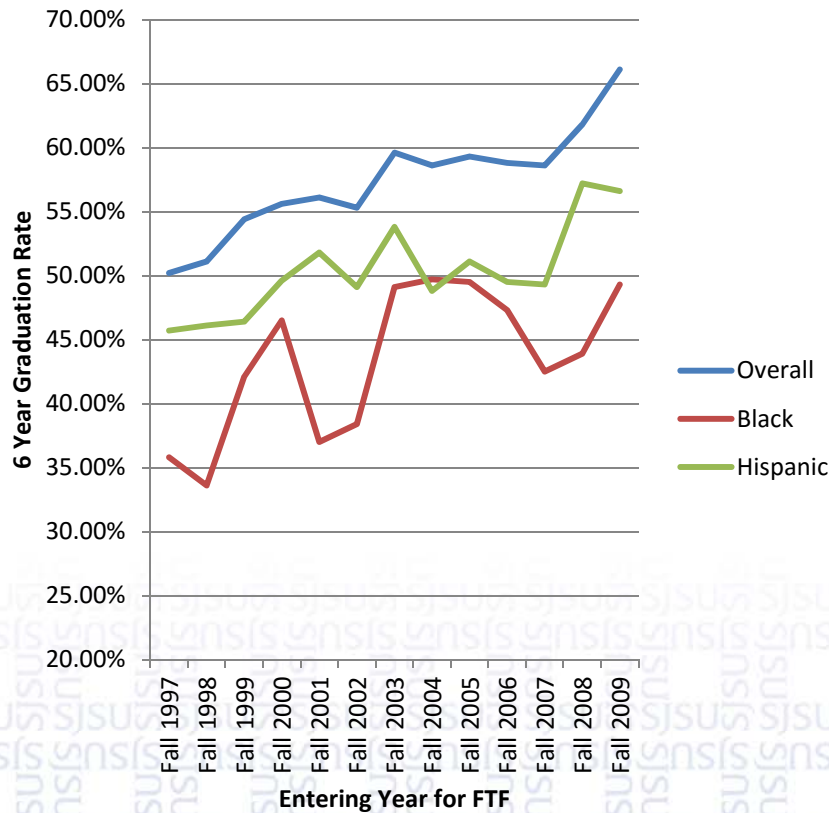


SJSU

SAN JOSÉ STATE
UNIVERSITY



6 Year Graduation Rate for FTF



Internalized Racism

Acceptance of popular racial stereotypes used to:

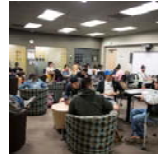
- create low expectations for African American and Latin@ students
- leading to self-doubt
- lowered expectations and self-defeating behaviors
- students learn that their racial identities are incongruent with strong academic identities

Programs Offered: Academic Engagement



Study Halls

- Af American Midterm and Finals Study Hall (268)
- Chican@/Latin@ Fall 14 Study Night (146)
- Finals Pozole Study Night with Tutors (227)



Workshops

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



Support Staff

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

Taskforce activities have served approximately 892 different students!

Programs Offered: Student Engagement



Welcome Events

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



Af AM Community Building

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

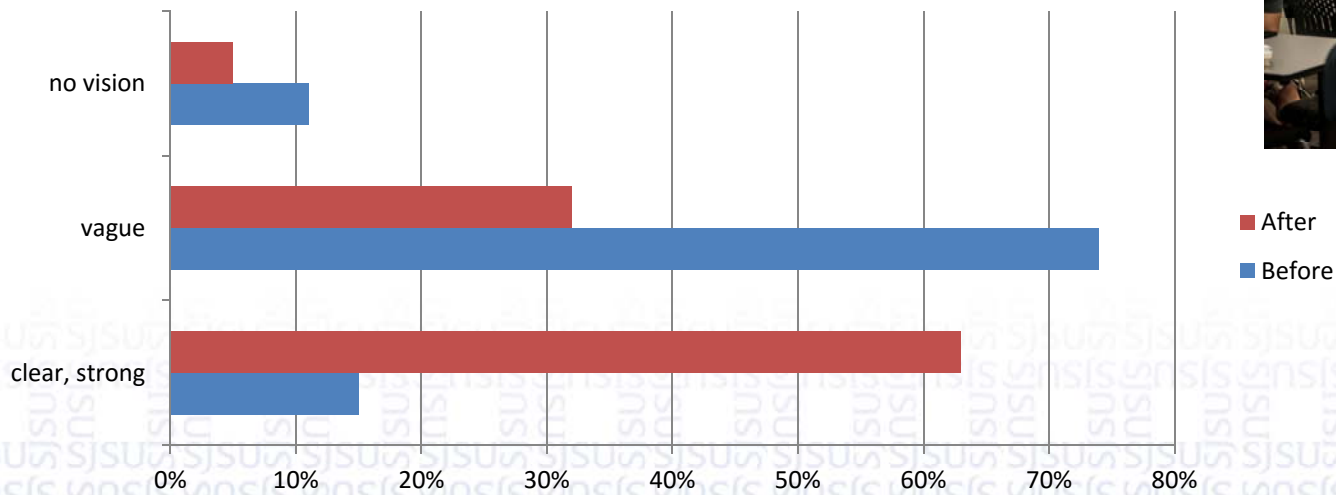


Chican@/Latin@ Community Building

- Molcajete Festival (91)
- Faculty mixer dinner (70)
- Raza Day
- Nuestra Cultural Week
- Chicano Commencement (22)

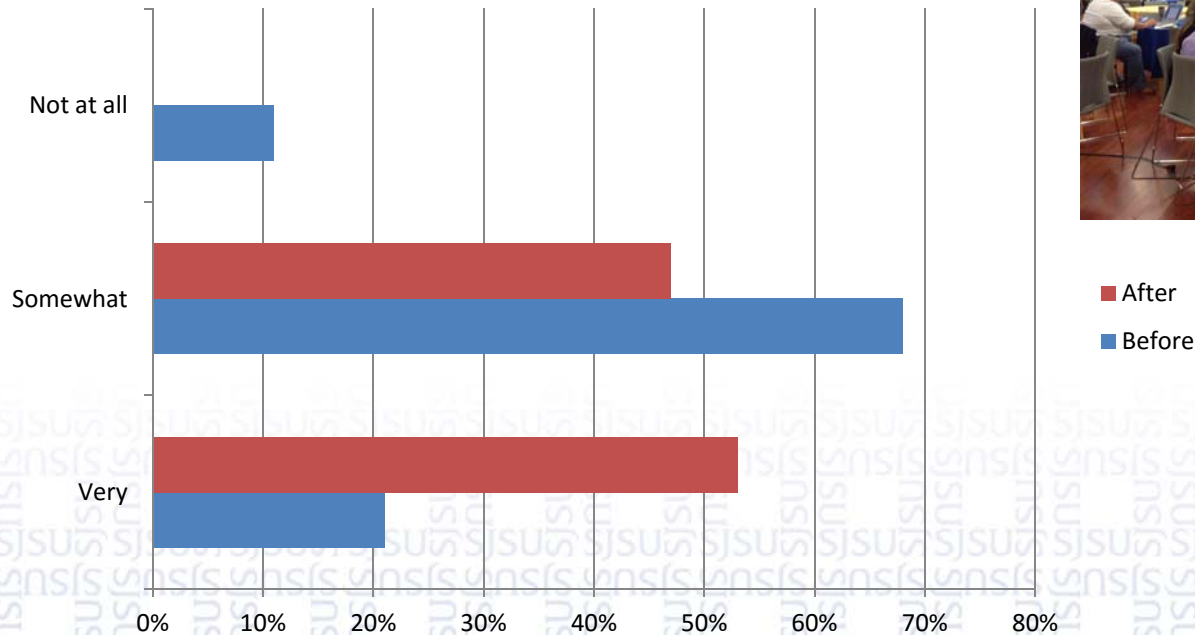
Feedback from Academic Resilience Workshops

Do you have a clear, personal vision of what your Academic Success looks like and involves?



Feedback from Academic Resilience Workshops

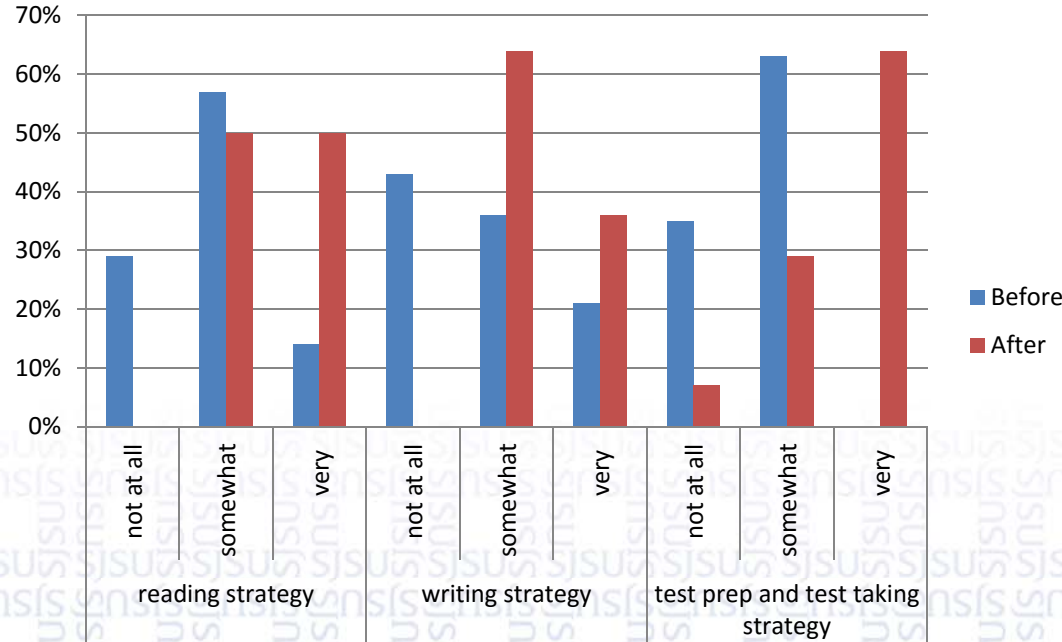
How confident are you in your ability to be academically successful at SJSU?



■ After
■ Before

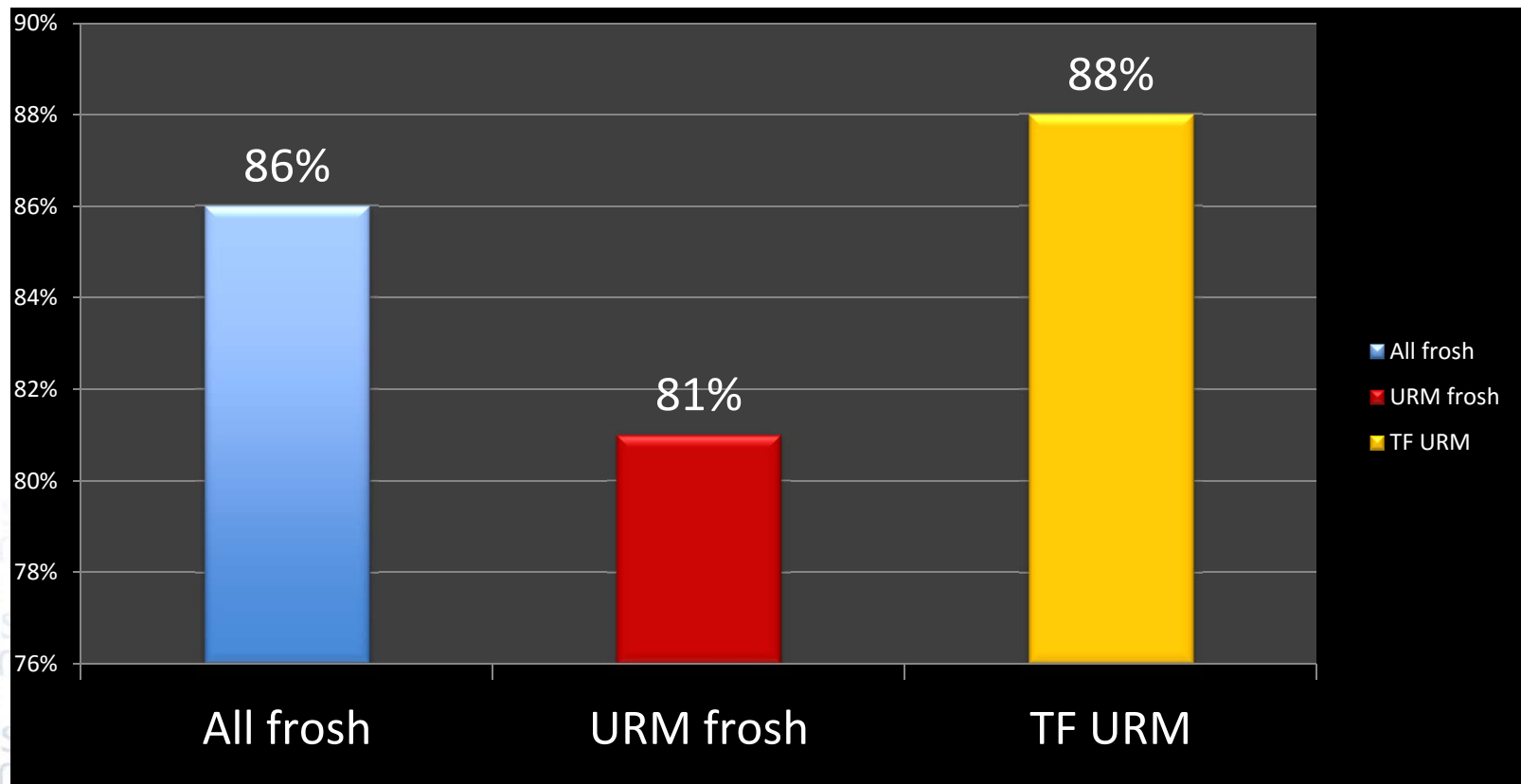
Feedback from Academic Resilience Workshops

How confident are you about your...?



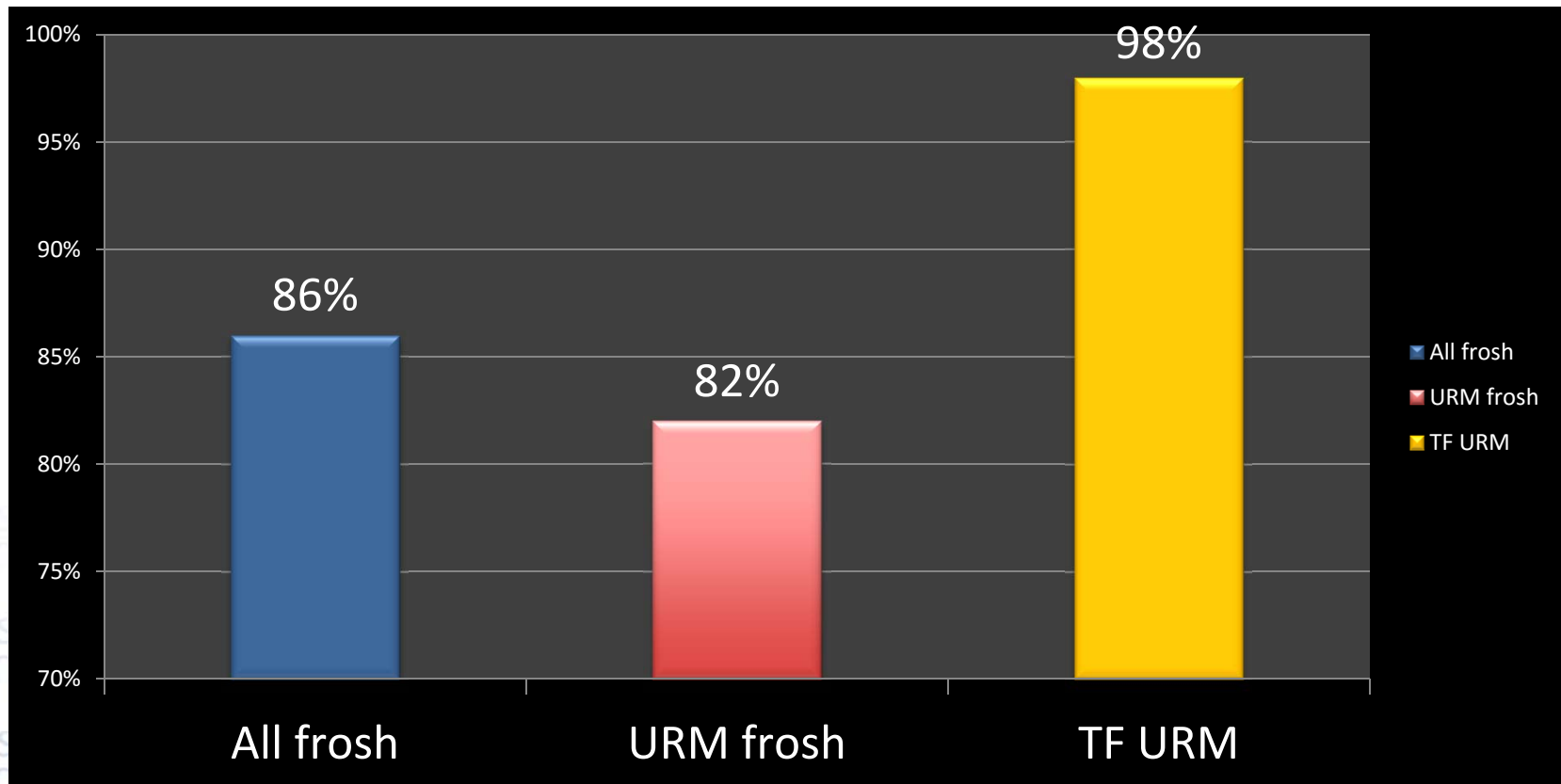
Outcomes

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



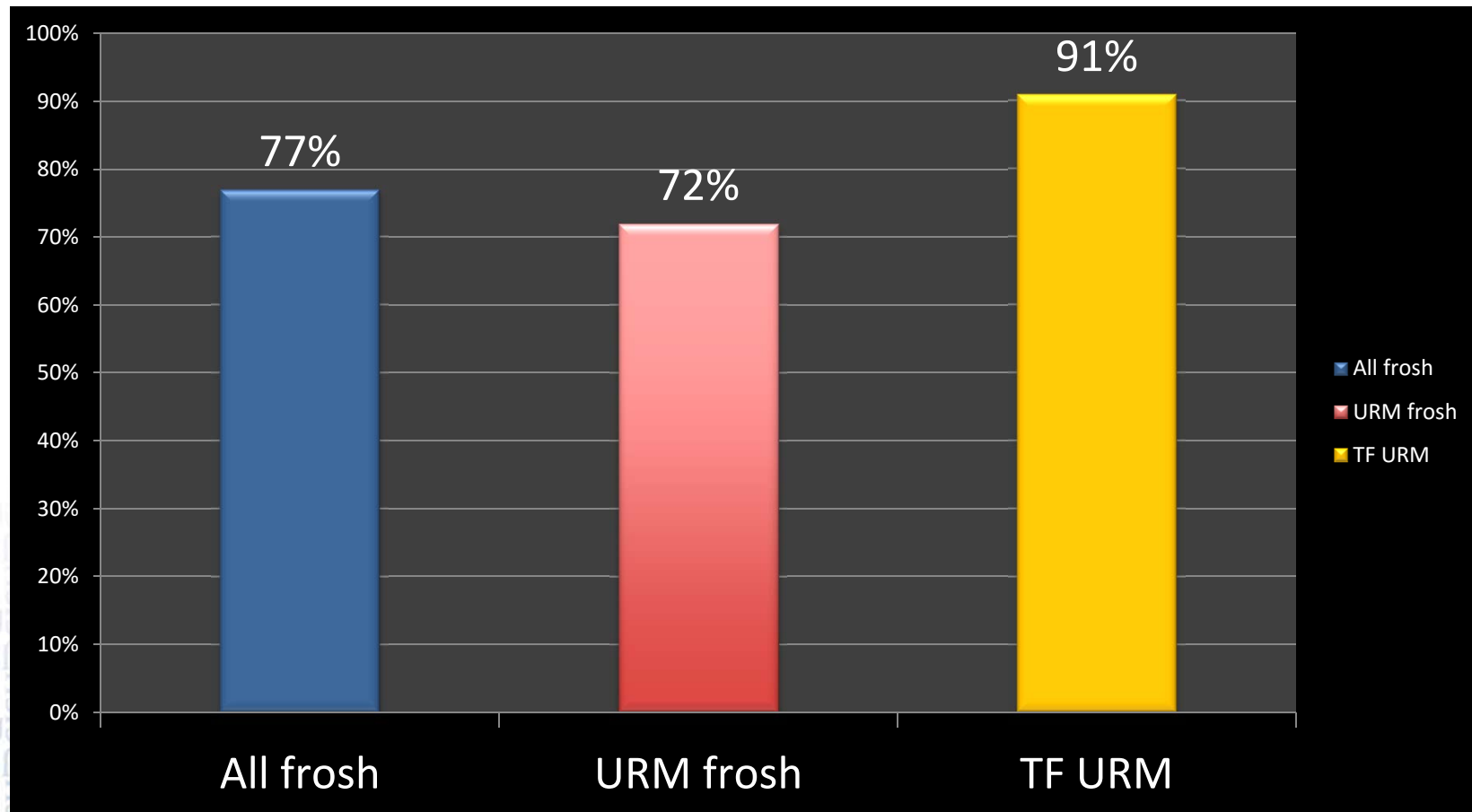
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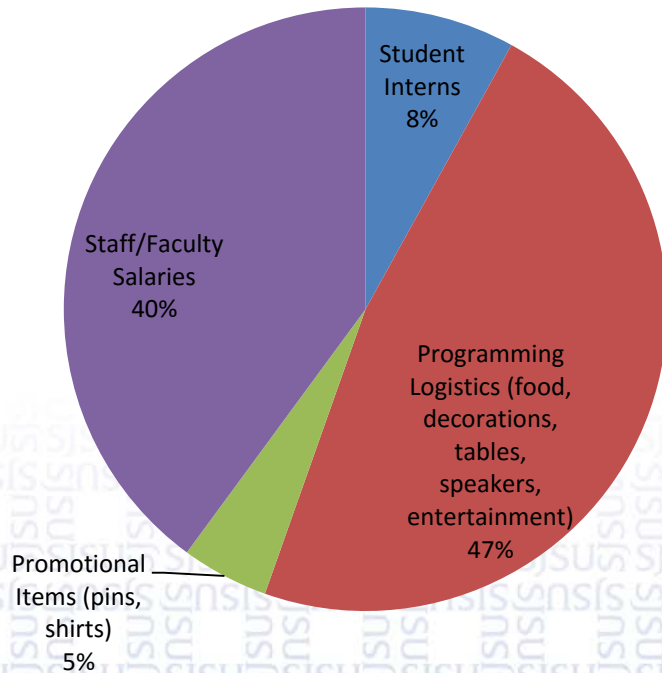


Outcomes

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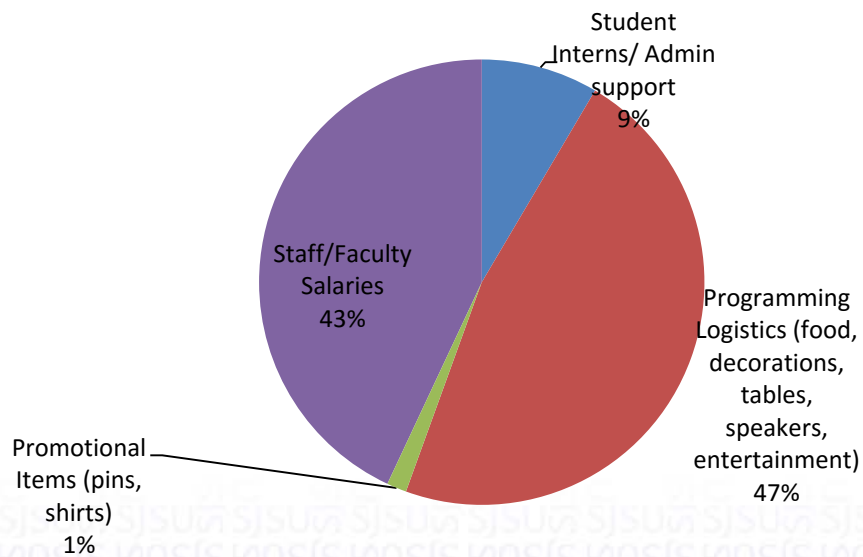


2014/15 Expenditures



Student Interns	\$42,222.80
Programming Logistics (food, decorations, tables, speakers, entertainment)	\$121,993.25
Promotional Items (pins, shirts)	\$9,449.95
Staff/Faculty Salaries	\$45,604.00
Total	\$219,270.00

Fall 2015 Expenditures



Student Interns	\$14,554.28
Programming Logistics (food, decorations, tables, speakers, entertainment)	\$80,540.10
Promotional Items (pins, shirts)	\$2,458.71
Staff/Faculty Salaries	\$73,685.00
Total	\$171,238.09

AS' SSETF Student Survey Results

AS' survey polled students on what they would support using SSETF funds for

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





SAN JOSÉ STATE UNIVERSITY *powering* SILICON VALLEY



Emotional Regulation

- Cognitive (e.g., motivation, goal setting) and behavioral responses (e.g., campus avoidance versus involvement) that students use to regulate a “racially hostile” environment
- An African American and Latin@ student who associates campus experiences with anger, fear, worry due to racial discrimination/inequality may emotionally regulate by: disengaging, not trying, avoiding class or dropping out.
- Co-Regulation is a critical way of addressing this, where students are offered support to make sense of this rather than internalizing it

Intercultural Effort

- If a substantial cultural gap exists between a student and his or her campus, the responsibility to make up this distance is generally placed on the student.
- Intercultural effort consists of the additional, non-academic effort made by African American and Latin@ students to change themselves and their behaviors so as to better fit within the campus environment.
- Intercultural effort is the tremendous amount of energy that African American and Latin@ students put into college that is extremely draining, but rarely acknowledged or understood because of the deficit approach colleges take to African American and Latin@ students.