

## Latino Student Success at Hispanic Serving Institutions

### Data Tools: Institutional Profile – Focus on Latino Students and Campus Comparison Chart

#### 1. Purpose of the Data Tools: Focusing an Institution on Latino Students

The Institutional Profile on Data on Latino Students and its companion Campus Comparison Chart allow institutions to generate an objective foundation for campus discussions about the institution's effectiveness with respect to Latino students. These tools also help institutions determine what information is helpful and what is missing; and to identify possibilities for productive interventions and/or the need for additional research.

- **Institutional Assessment:** Some institutions may choose to use the Profile as a tool to support their self-assessment process as part of strategic planning or in preparation for re-accreditation.
- **Program Planning:** Other campuses may focus specifically on one category as they plan for a new program or intervention.
- **Coalition Building:** Some institutions may want to use the Latino Student Success inquiry model by creating a partnership of similar institutions (such as the six HSIs in this demonstration project) or among different types of institutions that share common concerns (such as a university and a community college that serve the same region). The Profile may be used to collect and share data about the institutions, their students, programs, and educational outcomes, in order to support shared goals or program design related to Latino student success.
- **Benchmarking:** Institutions may choose to use the Latino Student Success inquiry model to conduct a comprehensive review of its contribution to Latino student success in the state or nationally, perhaps choosing to compare its data or benchmark its targets to those of other campuses (the Campus Comparison Chart described in Section 3 is recommended for this purpose)

Neither tool will automatically produce hypotheses about factors leading to the success or attrition of Latino students. However, their completion will aid campus administrators to determine what information is currently available and what else they need to know to support their planning and assessment processes to improve Latino student success.

## 2. How to Begin: Institutional Leadership and a Campus Team

The Institutional Profile and its companion Campus Comparison Chart are comprehensive and may appear daunting at first glance. Campus administrators should define the institutional purpose of data collection and engage their Office of Institutional Reporting/Research before actually initiating the use of the Profile and Chart.

Leadership by the President and/or the Chief Academic Officer will make the critical difference in this undertaking. That individual should appoint a campus team composed minimally of at least one representative each from Academic Affairs, Student Affairs, and Institutional Reporting/Research. The team may want to recruit work groups or task forces to focus on specific topics or questions relevant to the success of Latino students on campus. The inclusion of faculty in the use of the Profile will increase the application of the resultant data and conclusions.

- **Source and Definitions:** The primary source of all data should be the Integrated Postsecondary Educational Database System (IPEDS) of the U.S. Department of Education.
- **Institutional or Other Data Sources:** When institutional, state or system data are used; identify the source, reporting period, and any definitional issues. Whenever possible, provide a website address for the original source of the data. This will facilitate determining the comparability of data longitudinally and/or in relation to information from other institutions.
- **Time Period:** Indicate the fall semester or academic year (e.g., Fall 200\_ for enrollment or 200\_-0\_ for degrees) for all data or other information used throughout the Institutional Profile

## 3. Using the Institutional Profile on Data on Latino Students

The Profile supports a data driven process to answer the question “What does it mean to serve Latino students?”

Listed below are the categories of information:

1. Institutional Background
2. Students
3. Academic Programs
4. Undergraduate Student Services and Programs
5. Undergraduate Student Life
6. Title V Grants

7. Other Federal Grants Related to the Institution's Status as an HSI
8. Other External Funding Related to the Institution's Status as an HSI
9. Accountability Systems

#### **4. Using the Campus Comparison Chart: Collaboration and Benchmarking**

By collecting data through the use of the Institutional Profile a campus is prepared to engage in discussion about institutional practices and outcomes. The Campus Comparison Chart supports this process by providing the means to compare information across the following categories:

- A. Institutional Characteristics
- B. Undergraduate Student Characteristics
- C. Student Feedback: Responses to the National Survey of Student Engagement
- D. Faculty Characteristics
- E. Formal Student Services
- F. Overview of Federal Title V Grants
- G. Institutional Effectiveness of Accountability Model and Process
- H. Student Performance Indicators: Focus on Latino Student Success

Using the Campus Comparison Chart helps institutions assess their impact on Latino student success within state or national academic productivity data by comparing institutional data and/or benchmarking their targets with respect to those of other campuses. The Comparison Chart is also useful as a basis for collaboration with other institutions that meet regularly to discuss data collection and reporting issues, compare and contrast patterns, and examine student outcomes.

Just as with the Institutional Profile, the Comparison Chart will not automatically produce hypotheses about factors leading to the success or attrition of Latino students. Institutions that use the Comparison Chart, however, will be able to assemble the data currently available in a meaningful pattern and will also be able to identify what else they need to know to support their planning and assessment processes to improve Latino student success.

#### **5. Using the Data**

After completing the Profile or its designated section(s), the team should disseminate the results widely and encourage feedback--including student and alumni--to the President and/or Chief Academic Officer. These actions maximize the potential for using relevant data on campus to make decisions about how to

support Latino student success. The team may also decide to use the Comparison Chart to consider its data against the Latino Student Success coalition and/or a selected group of sister institutions focused on Latino student success.

## **6. Background on the Project- Latino Student Success at Hispanic Serving Institutions**

With support from the Fund for the Improvement of Postsecondary Education (FIPSE) of the US Department of Education, six baccalaureate granting Hispanic-Serving Institutions worked with researchers to explore the concepts of Latino college student success and what it means to serve Hispanic students.

The partner institutions included:

- California State University—Dominguez Hills
- California State University—Los Angeles
- City University of New York—Lehman College
- City University of New York—New York City College of Technology
- The University of Texas at El Paso
- The University of Texas at San Antonio

Presidents and campus teams made up by professionals from institutional research, academic and student affairs worked with the project research team to learn more about existing public accountability systems, availability of relevant data to decision makers, and how those data might be used to achieve improved academic success of Latino students. The teams participated in 18 months of extended multi-campus dialogue on Latino student success addressing three areas:

- 1) Understanding what it means for a college to be “Hispanic serving” and how an institution facilitates Latino student success;
- 2) Defining Latino college student success; and
- 3) Exploring useful and appropriate indicators for institutions to hold themselves accountable for educating Latinos.

For more information about the project visit [www.edexcelencia.org/project](http://www.edexcelencia.org/project) .

