



The Latino Student Success Inquiry Model offers colleges and universities the means to build campus support to address the critical educational challenge and public policy imperative—accelerating Latino student success in higher education while serving all students.

Using the Latino Student Success (LSS) Inquiry Model

1. Get Started

A. Create a campus team with reach and expertise in:

- Academic Affairs
- Student Affairs
- Institutional Research

B. Assemble the information to explore

- What do you know?
- What can you do to improve Latino student success?

C. Answer the following questions.

2. Answer Guiding Questions

A. How would you define student success at your institution?

- How would you describe *Latino* student success?
- What is your institution doing that is having a positive effect on Latino student success? (programs, activities, investments, etc)
- What do you think your institution could be doing better to serve Latino students?

B. What data does your institution use to inform your institutional practices? Is any of this data currently disaggregated by ethnicity? For Latinos?

C. Do you know what your graduation rate is for all students? For Latinos?

D. Do you know what your transfer rate is for all students? For Latinos?

E. What are some useful and appropriate indicators of institutional effectiveness in educating students?

- What measures of accountability are appropriate for assessing institutional effectiveness in educating Latino students?

F. What role does faculty play, if any, in Latino student success?

G. If you could only highlight one thing that you are doing at your campus to improve Latino student success, what would it be?

H. How does your campus academically serve Latino students?

I. Does your campus define itself as a Hispanic-Serving Institution (HSI)? What does it mean to you to be an HSI? *

J. What is the goal of your institution's Title V- Developing Hispanic-Serving Institutions grant from the U.S. Department of Education? How do you expect your Title V program to affect Latino student outcomes? **

*Using the federal definition

** Pertinent for current Title V recipients

3. Mine Your Institution's Data

The following adaptation of LSS Data Tools is designed to support campus teams as they look at their institution's data and performance in serving Latino students. Print and use this template to get started. Write to use to request this template in WORD and/or EXCEL and to share your experiences in using the LSS Inquiry Model: Contact @EdExcelencia.org for more information.

Overview:

Synthesize mission statement and current student population and current curriculum.

I. Institutional Background

Summary overview:

Institution type:

Fall 200x Enrollment	All Students	Latino Students	% Latino	Source
Total students				IPEDS
Total undergraduate students				IPEDS

Finance			Source
Instructional expenses per student (FTE)			IPEDS
Tuition and fees	Full-time (12 SCH): \$	Per credit: \$	Institution
Total research expenditures			Institution

II. Undergraduate Students

Summary overview:

Undergraduate Characteristics	All Students	Latino	Source
a. Students who are of traditional age (18-24)			IPEDS
b. Women			IPEDS
c. First-time freshman (percent of all undergraduate students)			Institution
d. First-time, <u>full-time</u> freshmen (percent of all first-time freshmen)			IPEDS
e. Students who transfer in as new students as a percent of all students			Institution
f. Students enrolled full-time			IPEDS
g. Students receiving financial aid			Institution
h. New students taking remediation in first semester			Institution
i. Students working while enrolled			Institution

III. Faculty and Staff

Summary overview:

Faculty/Student Ratios	Ratio	Source
Total Faculty/Student ratio		IPEDS
Total Latino Faculty/Latino student ratio		Institution

Faculty & Staff Representation	Latino	Source
Academic Faculty (full and part-time)		IPEDS
Administrators-Executives-Managers		IPEDS
Professional		IPEDS
Secretarial-Clerical		IPEDS
Service-Maintenance		IPEDS

IV. Academic Programs

Summary overview:

Majors with Largest Enrollments		
All Students	Latino Students	Source
		Institution
		Institution
		Institution
		Institution
		Institution

V. Academic Support Programs and Student Services

Overview and summary of 2-3 support program highlights

VI. Developing HSI (Title V) Activities (If relevant)

Summary of Title V activities and expected outcomes:

Program activities:

Program expected outcomes:

VII. Persistence and Graduation of Baccalaureates

Summary overview:

Persistence & Transfer	All Students	Latino Students	Source
One-year persistence rate for first-time full-time freshmen – Fall 200x Cohort			IPEDS
Transfer rate?			Institution
Transfer rate to another baccalaureate institution PRIOR to completion of bachelor's degree – Fall 199x Cohort			IPEDS

National ranking of Bachelor's degrees awarded to Latinos		IPEDS
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Graduation	All Students	Latino Students	Source
Total bachelor's degrees awarded: Number (percent of total)	(100%)	(%)	IPEDS
Six-year graduation rate for first-time full-time freshmen – Fall 199x Cohort			IPEDS
Students who took remediation and who graduated during 200x-0x			Institution

Interested in learning more about the Latino Student Success project series and other ideas and strategies to accelerate Latino student success in higher education?

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