



Moving from “Access” to “Quality Access:” Growing Latino Learning Communities on College Campuses

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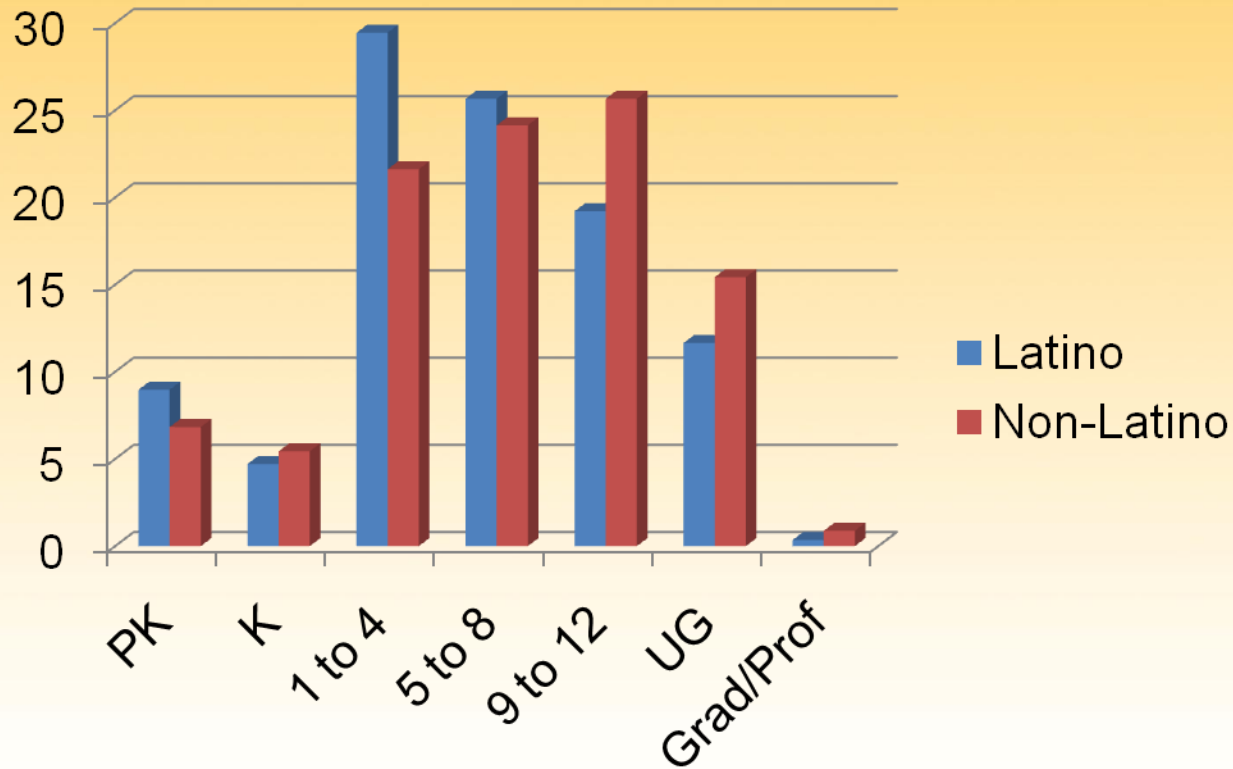
Statement of the Problem

- In Michigan, as with the rest of the country, Hispanics have a much larger concentration of children and young adults than non-Hispanics have . This is especially noticeable for those between the ages of 5 and 17 where a 9 percentage point difference separates Hispanics from non-Hispanics. **This age distribution should signify that more Hispanics than non-Hispanics should be enrolled in K-12 and college; however, this is not the case.**
- Despite a larger under 18 population, a larger percentage of non-Hispanics than Hispanics are enrolled.**
- As is the case for any population, a major factor in the continued success of Hispanics is the extent to which the population is educated.** As one moves along the continuum of education, wages and occupation opportunities are sure to follow.



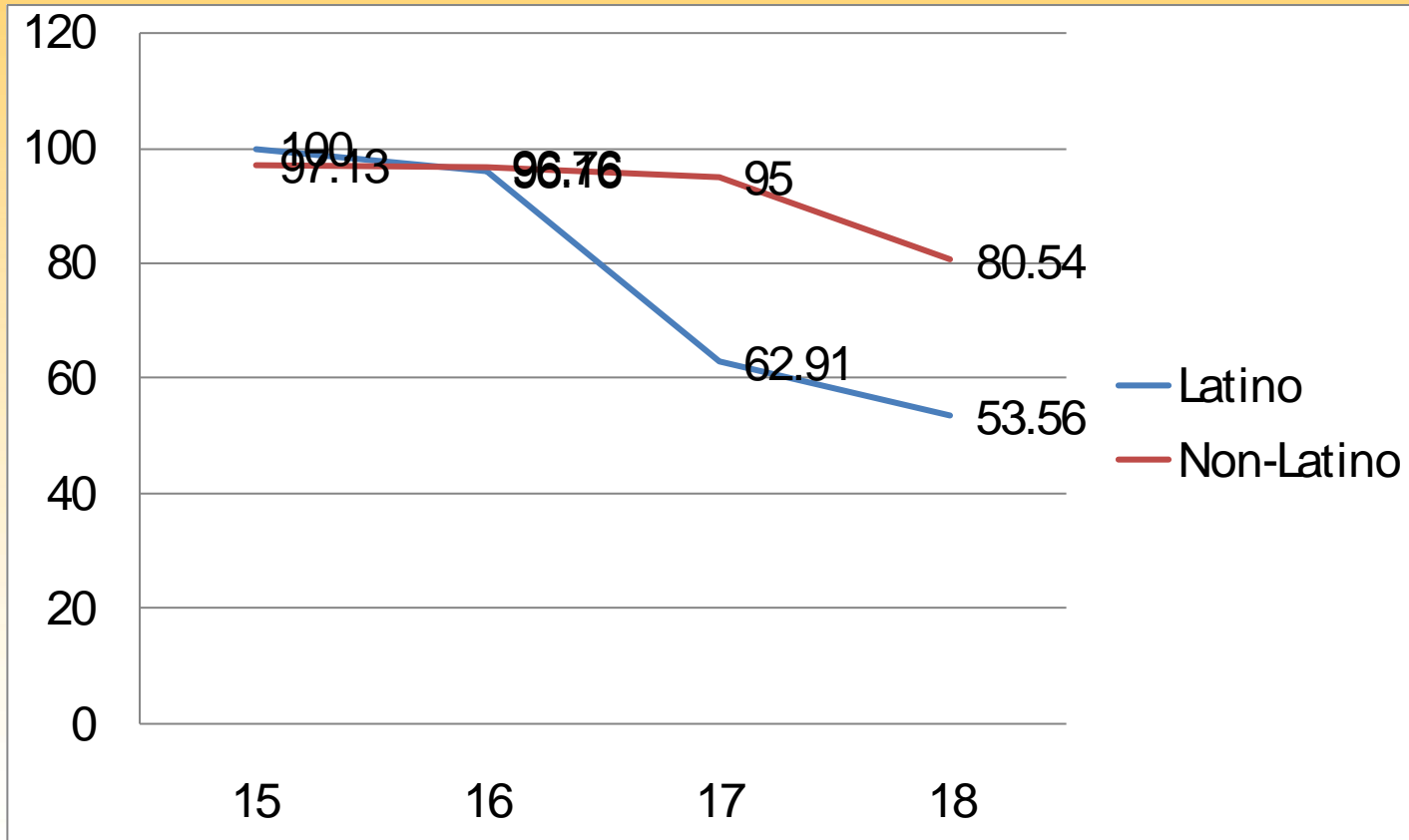
Low Educational Attainment Among Latinos

Distribution of SE MI Enrollment: Latino vs. Non-Latino (2006)



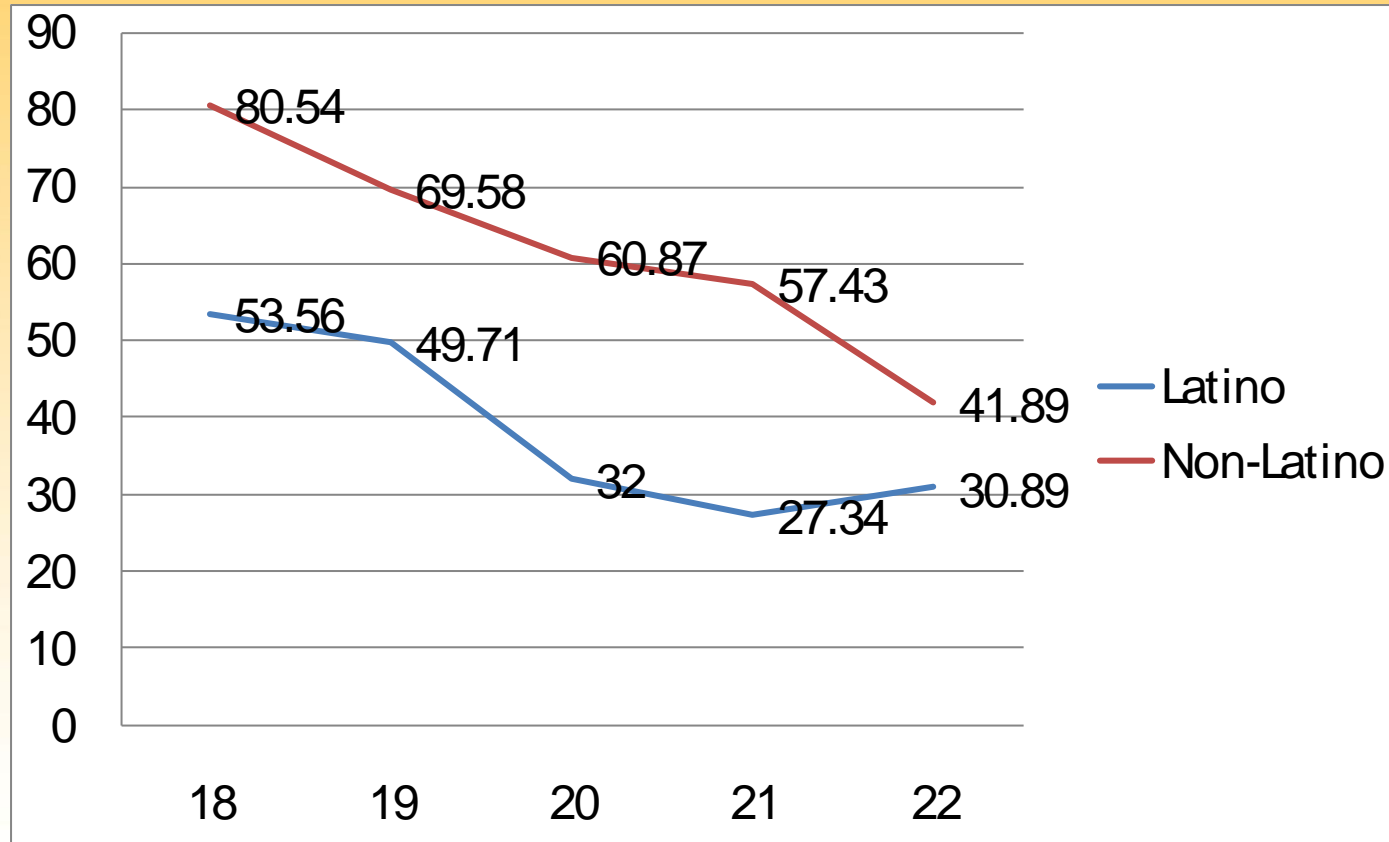
High H.S. Drop Out Rate Among Latinos

Percent of MI Population Enrolled in H.S. by Age: Latino vs. Non-Latino (2006)



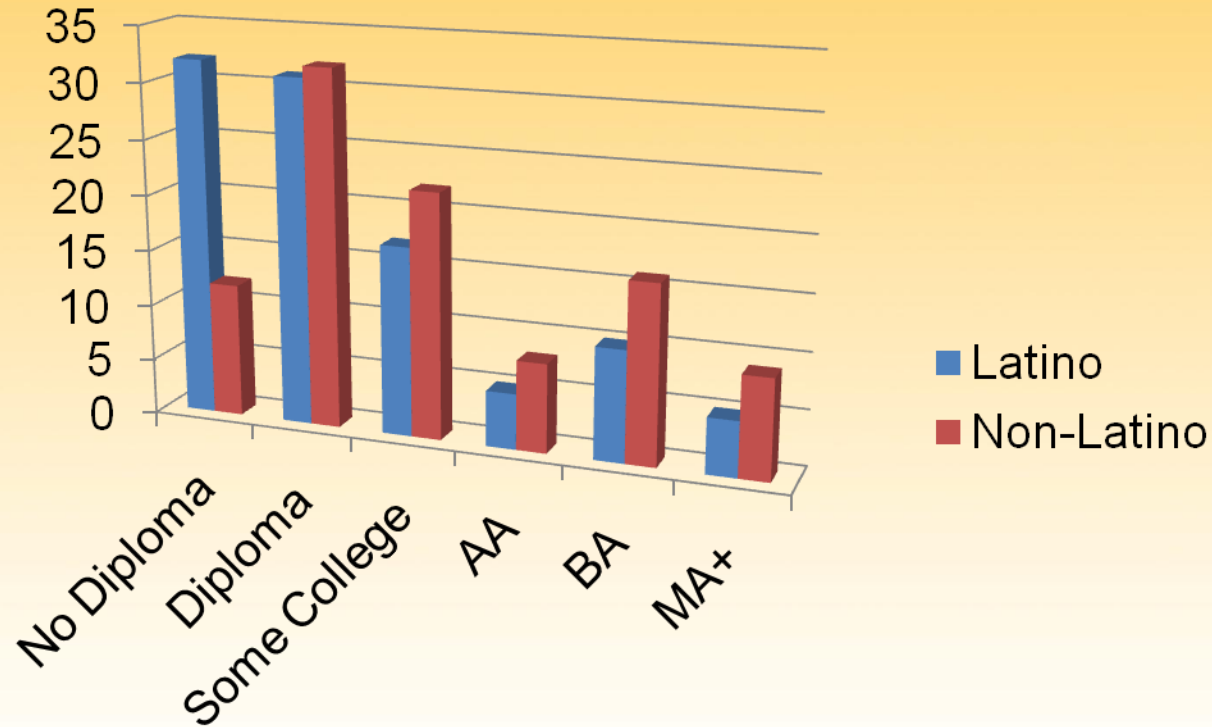
Low Degree College Enrollment Among Latinos

Percent of MI Population Enrolled in College by Age: Latino vs. Non-Latino (2006)



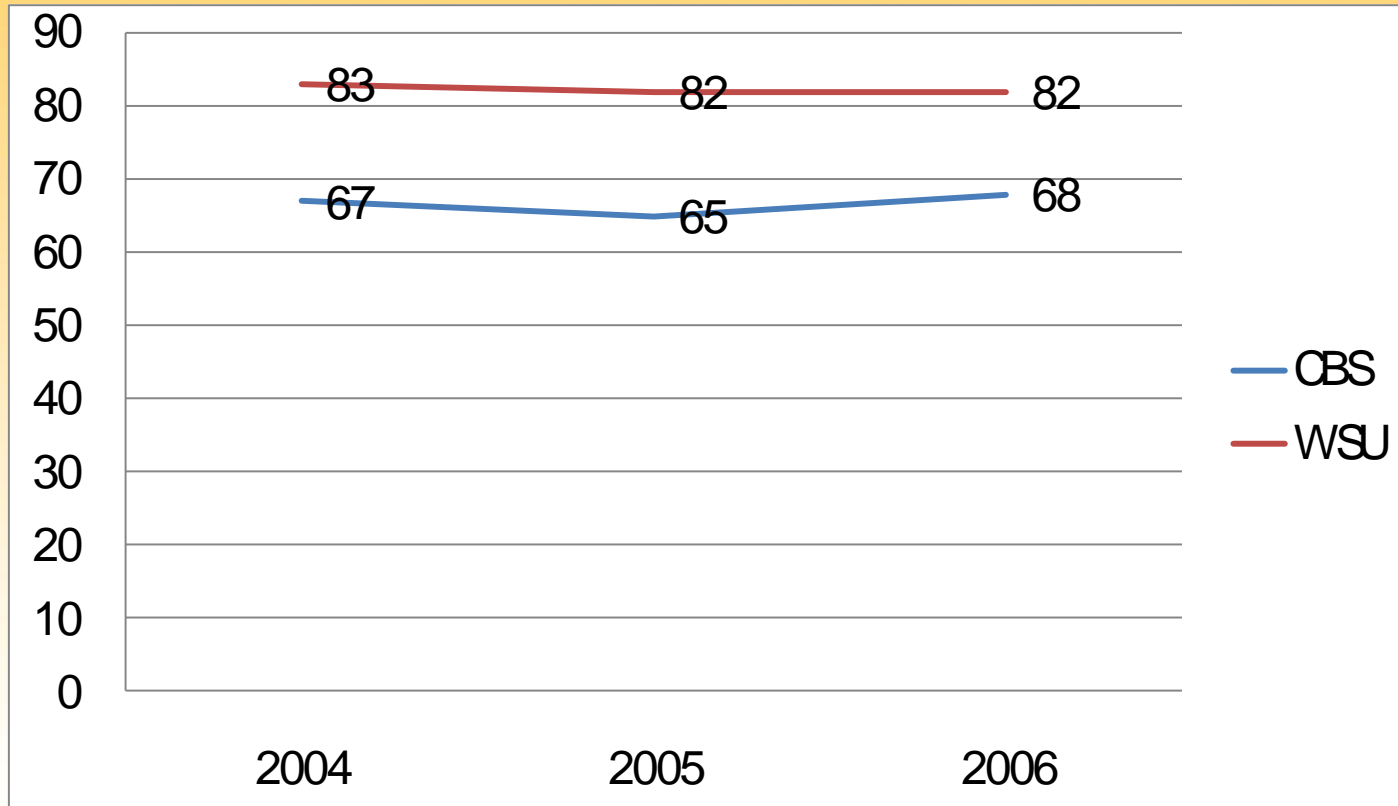
Low Educational Attainment Among Latinos

State Educational Attainment: Latino vs. Non-Latino (2006)



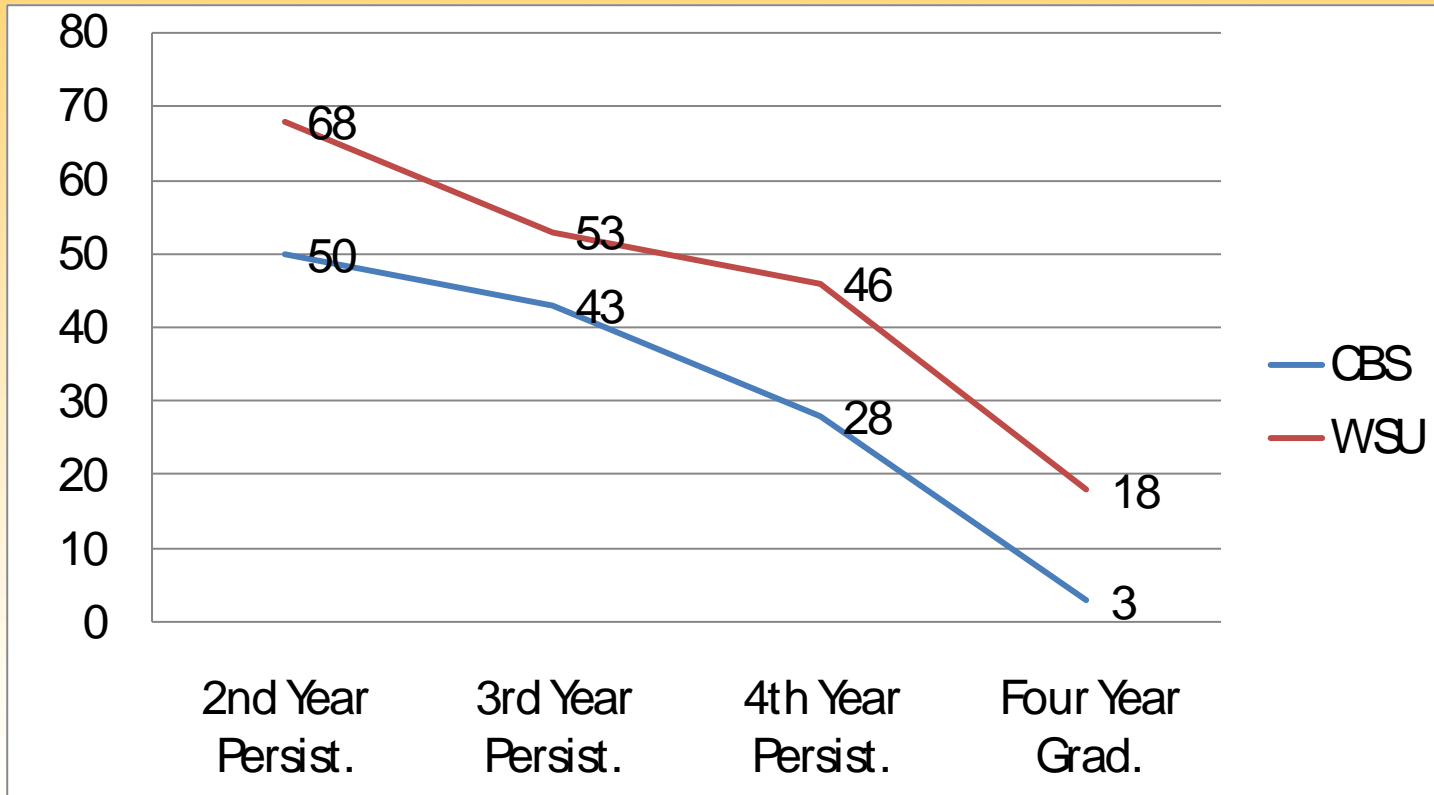
Establishing a Statistical Baseline

% First Year Fall to Winter Retention by Cohort Year (2004-2006)



Establishing a Statistical Baseline

% Fall to Fall Annual Persistence (2004)



Literature Review

Best Practices in Creating College Learning Communities

| Nancy S. Shapiro | Jodi H. Levine | ISU – CELT |
|--|---|---|
| <ul style="list-style-type: none">• Curriculum, especially the use of clustered, writing-intensive courses | <ul style="list-style-type: none">• Curriculum, clustered courses | <ul style="list-style-type: none">• Curriculum, emphasizing active learning & “diverse” (differentiated) learning |
| <ul style="list-style-type: none">• Faculty collaboration, mentorship, integrated curriculum | <ul style="list-style-type: none">• Faculty engagement | <ul style="list-style-type: none">• Contact between faculty & students |
| <ul style="list-style-type: none">• Peer leadership & mentorship | <ul style="list-style-type: none">• Student collaboration | <ul style="list-style-type: none">• Develop cooperation among students |
| <ul style="list-style-type: none">• Students cohorted | <ul style="list-style-type: none">• Cohort students | |

New CBS Scholars Program Curriculum (2007)

CBS Scholars Program Curriculum (First Year)

| Courses | Semester | Content | Purpose |
|-----------------------------------|-----------------|---|--|
| Summer Enrichment Program (SEP) | Summer | English & Math Enrichment | Successful Transition from high School |
| CBS 1410: Student Success Seminar | Fall & Winter | Study Skills, Time Management, Writing & Research | Successful Transition to WSU |
| English 1010/1020 | Fall & Winter | Introductory College Composition | General Education Requirements |
| Math 0993/1050 | Fall & Winter | College Mathematics | General Education Requirement |

New CBS Scholars Program Curriculum (2007)

CBS Scholars Program Curriculum (Second & Third Year)

| Course | Term | Content | Purpose |
|---|------------------------------------|---|---|
| UCS 0991: Design Your Future | Fall 2 nd Year | Career & Professional Development | Career Development |
| CBS 2000 & 3000-level Courses | Fall & Win 2 nd Year | Latino & Latin American History, Literature & Culture | Cultural Exploration & Understanding |
| CBS 3710: Com. Based Service Learning | 3 rd Year | Community Service Activities & Research Methods | Leadership Training |

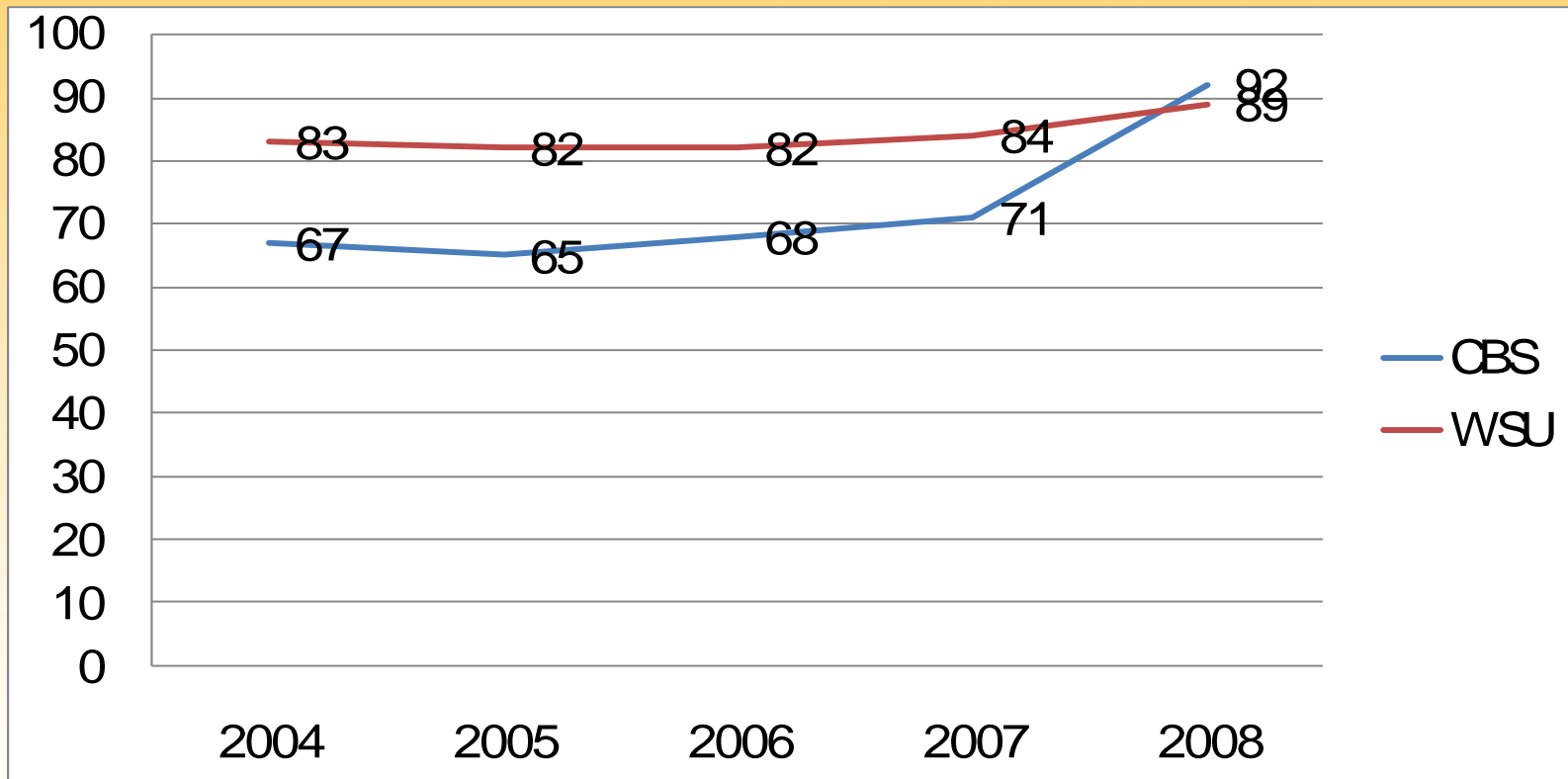
Launch of CBS College to Career (C2C) Program

Program Learning Objectives

- Emphasis on Research & Community Service
- High Academic Expectations
- Graduate & Professional School Preparation
- Career Development & Professional Mentorship
- Applied Research & Presentation of Findings
- Emphasis on Graduation (moving to “Quality Access”)

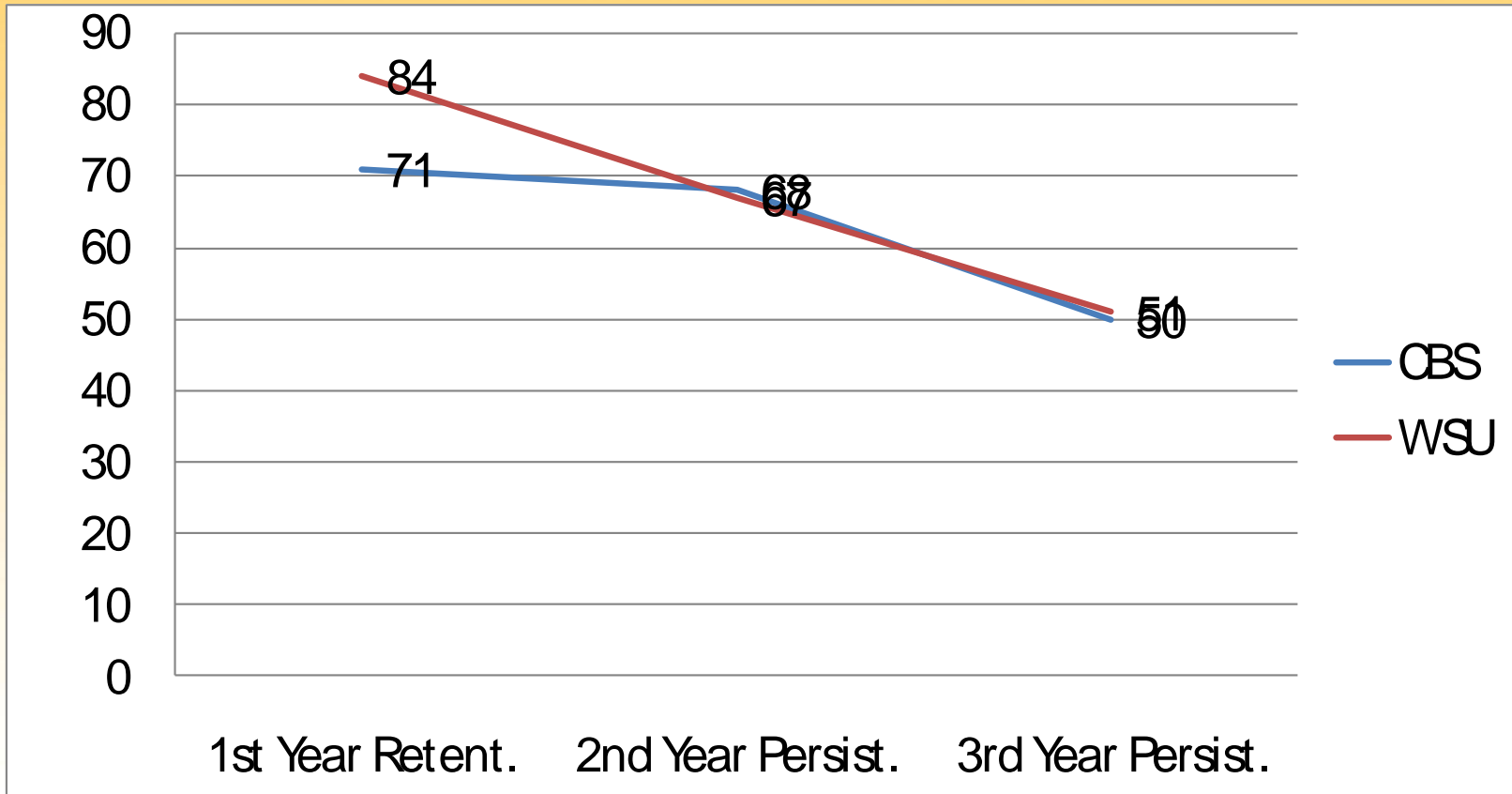
Assessing Impact

% First Year Fall to Winter Retention by Cohort Year (2004-2008)



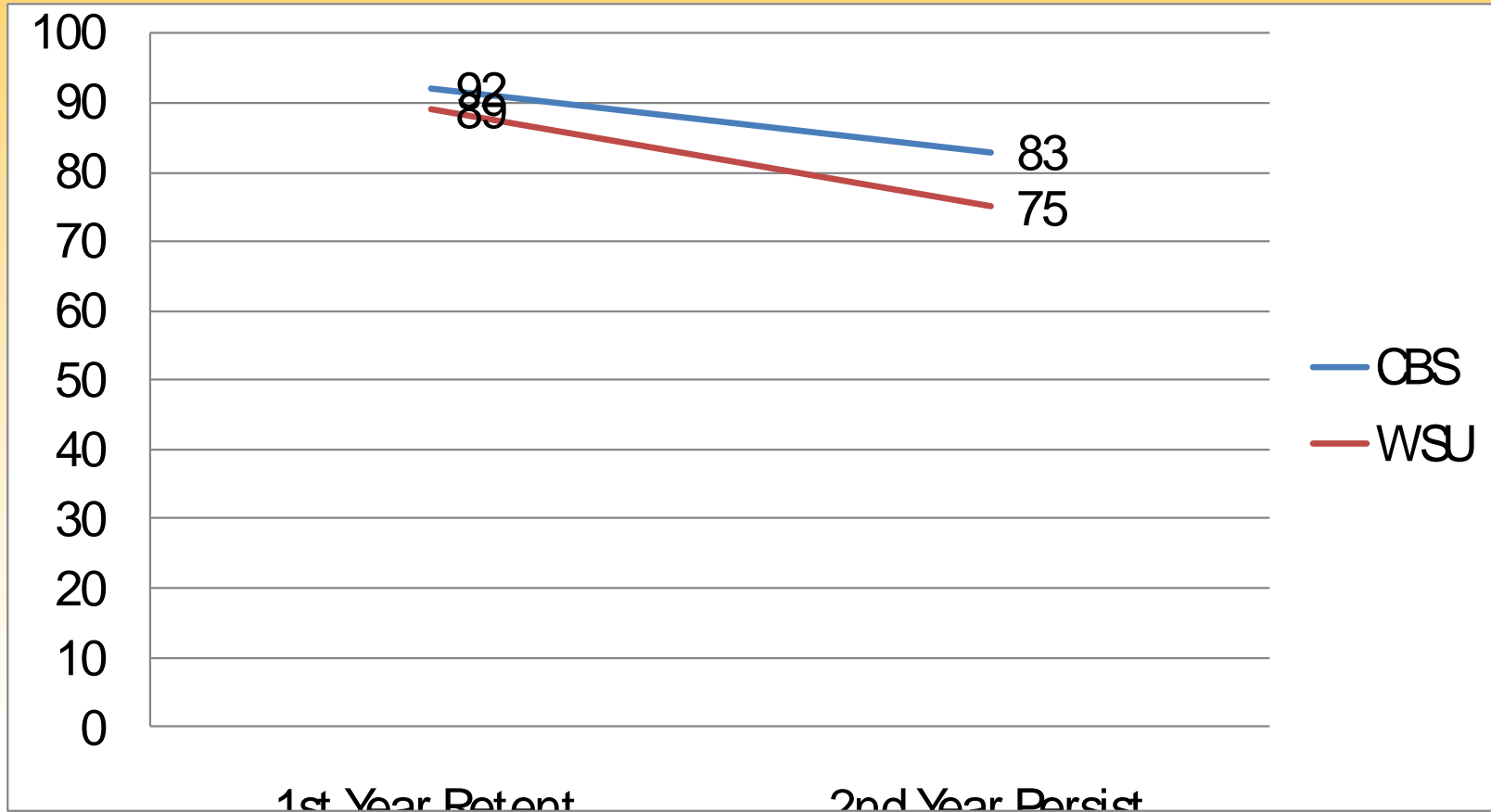
Assessing Impact

% Fall to Fall Annual Persistence (2007)



Assessing Impact

% Fall to Fall Annual Persistence (2008)



Conclusions

- Learning Communities methodologies are effective when applied to the CBS Scholars & CBS C2C Programs
- After just one cohort year completing the new curriculum, more data needs to be collected to fully assess impact on 4- and 6-year graduation rates.
- But retention and persistence rates are looking good, which would predict future increases in graduation rates as well.