Strengthening Hispanic
Student Success

High Impact Practices for a Growing Community College Population

Community College Executive Forum

Project Director

Melinda Salaman

Contributing Consultants

David Bevevino

Audrey Wilson

Sarah Zauner

Executive Director

Chris Miller

Institutions Examined in Our Research

Arizona State University
Tempe, AZ

Arizona Western College
Yuma, AZ

Armstrong Atlantic State University
Savannah, GA

Austin Community College
Austin, TX

Barnard College
New York, NY

Broward College
Ft. Lauderdale, FL

Butler Community College
El Dorado, KS

California State Polytechnic University
Pomona, CA

Central New Mexico Community College
Albuquerque, NM

City University of New York
New York, NY

Claremont McKenna College
Claremont, CA

College of Marin
Kentfield, CA

Colorado State University
Fort Collins, CO

El Paso Community College
El Paso, TX

Evergreen Valley College
San Jose, CA

Florida International University
Miami, FL

Florida State University
Tallahassee, FL

Foothill College
Los Altos Hills, CA

Fresno City College
Fresno, CA

Georgia State University
Atlanta, GA

Lehman College
New York, NY

Lone Star College--CyFair
Cypress, TX

Los Medanos College
Pittsburg, CA

McHenry County College
Crystal Lake, IL

Metropolitan State College of Denver
Denver, CO

Miami Dade College
Miami, FL

Michigan State University
Lansing, MI

Middlesex Community College
Bedford, MA

Moraine Valley Community College
Palos Hills, IL

Mount Holyoke College
South Hadley, MA

Northern Essex Community College
Haverhill, MA

Northern Virginia Community College
Annandale, VA

Notre Dame de Namur
Belmont, CA

Ohio State University
Columbus, OH

Pennsylvania State University
State College, PA

Peralta Community College
Oakland, CA

Riverside City College
Riverside, CA

Sacred Heart University
Fairfield, CT

Saint Mary's College
Notre Dame, IN

San Jose State University
San Jose, CA

Santa Monica College
Santa Monica, CA

Sinclair Community College
Dayton, OH

St. Louis Community College
St. Louis, MO

tnAchieves
Knoxville, TN

University of California, Santa Cruz
Santa Cruz, CA

University of Colorado, Boulder
Boulder, CO

University of Florida
Gainesville, FL

University of Georgia
Atlanta, GA

University of Michigan
Ann Arbor, MI

University of Texas-Pan American
Edinburg, TX

University of Texas, Austin
Austin, TX

Westchester Community College
Valhalla, NY

Advisors to Our Work

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Clea Andreadis
Associate Provost
Middlesex Community College

Mayra Bamaca-Colbert
Assistant Professor
Pennsylvania State University

Hernan Bucheli
Vice President
Notre Dame de Namur

Irma Camacho
Director
El Paso Community College

Carole Cowan
President
Middlesex Community College

Nita Corral-Nava
Director
El Paso Community College

Melissa Curtis
Director of College Connection
Austin Community College

Krissy DeAlejandro
Executive Director
tnAchieves

Nicole Ellison
Associate Professor
University of Michigan

Alexandria Elvira
Coordinator
Moraine Valley Community College

Karla Fisher
Vice President
Butler Community College

Adriana Flores-Ragade
Senior Director
The College Board

Ciji Gardner
Director, At Home in College
City University of New York

Ann Lyn Hall
Director
Central New Mexico Community College

Stephen Handel
Associate Vice President
University of California

Sylvia Jenkins
President
Moraine Valley Community College

Maria Martinez
Program Leader and Counselor
Santa Monica College

Timothy McKay
Professor of Physics and Astronomy
University of Michigan

Gary Nicholes
District Director
Peralta Community College

Sonia Reising
Coordinator
McHenry County College

Lenore Rodicio
Vice Provost
Miami Dade College

William Serrata
President
El Paso Community College

Jeff Shimizu
Vice President
Santa Monica College

Vicky Smith
President
McHenry County College

Adrienne Stewart
Director
Moraine Valley Community College

Claudia Sullivan
Director of Enrollment Services
Rogue Community College

Anna Villarreal
Assistant Director
Butler Community College

Hispanics Driving Population Boom

Across 2013, members approached the Forum for guidance in serving a fast-growing population of Hispanic students in their local communities. From 2000 to 2012, the United States experienced a 34% increase in its Hispanic population overall.

Forum research found that between 2012 and 2025, the Hispanic population is projected to increase by 33%. By 2050, it is expected to double in size from 2005. Reports from the Pew Research Hispanic Trends Project indicate that Latinos will account for 60% of the nation's overall population growth from 2005 to 2050, making this demographic group critical to colleges' future enrollments.

Remarkably, the states commonly associated with large numbers of Hispanic inhabitants (e.g., California, Florida, and Texas) are not the only locations where Hispanic populations are likely to grow. College leaders from states as diverse as Iowa, Oklahoma, West Virginia, Alabama, North Dakota, and Maine are seeking guidance on how to best serve Hispanic students who are largely represented in local primary and secondary schools in their local areas and enrolling in college in record numbers.

Not Just California – Population Increases across the Country

Hispanic Population will Double in Size by 2050

Past and Future U.S. Growth in Hispanic Population

205%
Projected growth in U.S. Hispanic population from 2005 to 2050.

69%
Share of Hispanic high school graduates enrolling immediately in college

20%
Percentage point growth in college-going rates of Hispanic graduates from 2001 to 2012
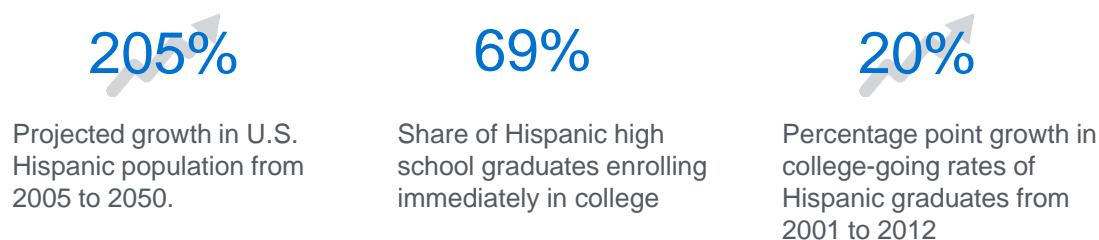
Surge in College-Going Hispanic Population Ages 18 - 34

Most Aggressive Percent Change by State, 2000-2012
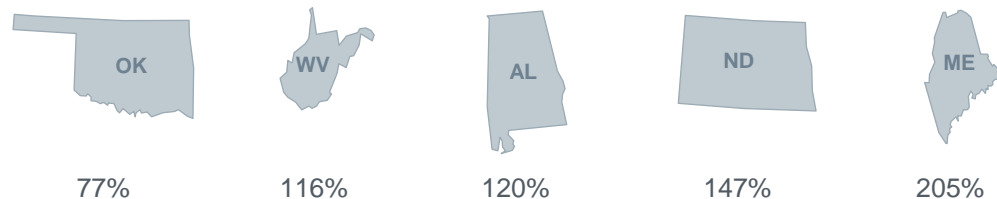
OK	WV	AL	ND	ME
77%	116%	120%	147%	205%

Losing Your Share

Given the overall growth in the country's Hispanic population, the surge in the number of Latinos enrolling in postsecondary institutions is unsurprising, from 1.9 million to about 2.9 million nationally. Community college leaders have also witnessed a surge in their Hispanic student enrollments, but not to the same degree. Community colleges enrolled more Latino students in 2011 than in the years prior, but their market share declined. A greater portion of college-aged Latinos have opted to enroll in competitor programs instead of two-year colleges.

National data indicates Hispanic high school graduates are now outpacing their white, non-Hispanic peers in college-going rates. While community colleges can improve their recruitment of high school students, the greater challenge lies in preparing students for college success and graduation: only one in five Hispanic community college students completes an associates degree in six years, far below already dismal national completion rates.

This report offers college leaders strategies to equip Hispanic students with the information, skills, and support needed for long-term college success.

Rapid Market Growth as Population Swells, But Colleges Losing Market Share

Hispanic Postsecondary Enrollment
All Institutions vs. Community Colleges, 2005-2011

Legend: Total Postsecondary Enrollment | Community College Enrollment
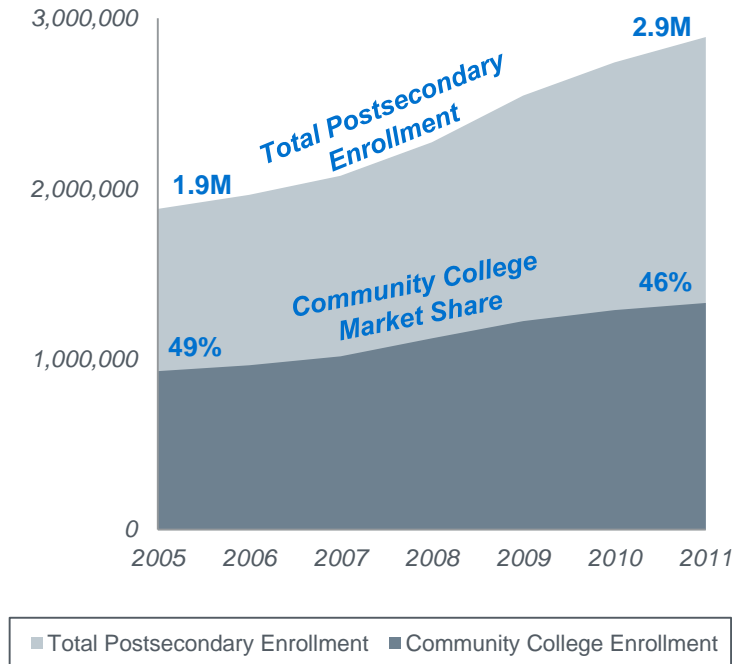
Hold On to Who You Have
Completion Greater Challenge than Recruitment
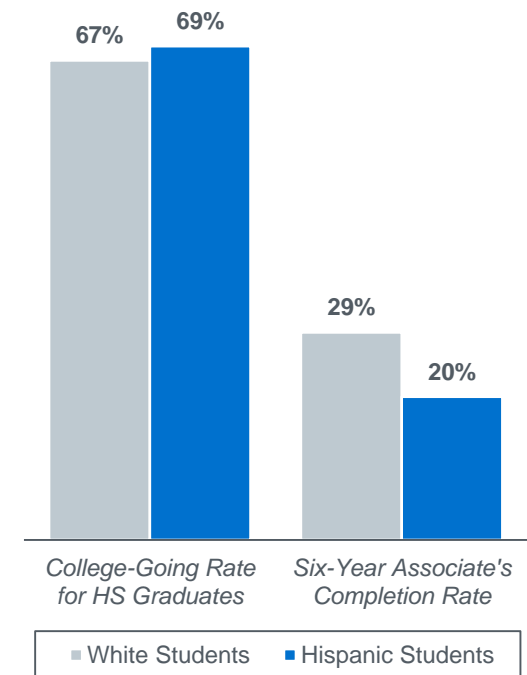
Legend: White Students | Hispanic Students

Strengthening Hispanic Student Success

1

Cultivating College Navigation Skills

How can I partner with local high schools to build a pipeline of college-ready entrants?

- One-Stop Caravans
- On-Demand Summer Helpline
- Hispanic-American Extracurricular Club
- College-Planning Facebook Groups
- Long-Term College Support Networks

2

Achieving Personalized Guidance at Scale

What resources can we leverage to provide individualized support without breaking the bank?

- Peer Digital Coaching
- Advice Database
- Parent College 101 Listserv
- Win-Win Media Partnerships
- Bilingual Parent Coordinator
- Calendar-Prompted Mentor Outreach
- Speed Mentor Matching

3

Intervening Early to Prevent Future Attrition

When do students tend to make the most costly mistakes, and how can we prevent missteps?

- Centralized Financial Aid Computer Lab
- Single Stop Financial Counseling
- Just-in-Time Emergency Funds
- Preset Degree Maps
- Contextualized Developmental English Courses

In 2013, members asked the Forum to release early findings from their research on Hispanic student success, with special attention paid to enlisting parents as completion coaches, maximizing financial aid reach and impact, and building college-ready behaviors. These findings were published in February 2014. This year, at the request of member colleges in Iowa and other states, we focused additional research attention on this topic, leveraging existing work in our research library as well as original research to bring members this final version of *Strengthening Hispanic Student Success*. This study aims to help college leaders maximize the impact of their investments in this growing student population by profiling strategies that truly move the dial on Hispanic student retention and completion.

Road Map for Discussion

1 | Cultivating College Navigation Skills

2 | Achieving Personalized Guidance at Scale

3 | Intervening Early to Prevent Future Attrition

Why Cultivate College Navigation Skills?

Frontline student services staff often have difficulty serving new community college students entering campus with acute and diverse support needs. While conducting research for our 2013-2014 study, *Turning High School Partnerships into College Enrollments*, staff referred to students with 'broken college GPSs' as particularly challenging to serve. These students have the intellect to thrive in their classes, but are so unfamiliar with a college environment (e.g., culture, expectations, terminology, etc.) they struggle to meet deadlines and connect with campus resources.

These students are often the first in their families to attend college. Latinos are more likely than their white, Asian, and African-American peers to face the unique challenges of their first-generation status, which translates into lower overall college completion rates.

Experts attribute first-generation students' failures to a lack of college readiness skills. More specifically, first-generation students lack the college *navigation* skills necessary to acclimate to and succeed at a post-secondary institution.

Hispanic Students Disproportionately At Risk of Failure

First in First-Generation Status

Undergraduates with Parents whose Highest Educational Attainment is High School or Less 2007-08

Hispanic	49%
African-American	45%
Asian	32%
White	28%
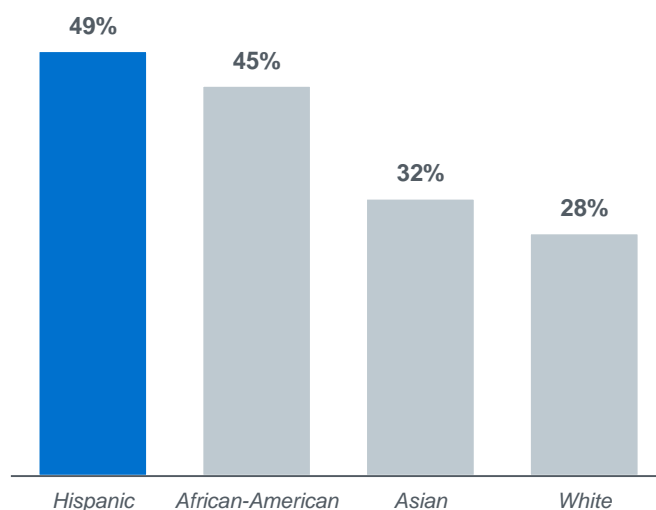
…and Lagging in Completion Rates

First-Time, Full-Time Undergraduates Graduating within 150% of Program Time 2011-2012
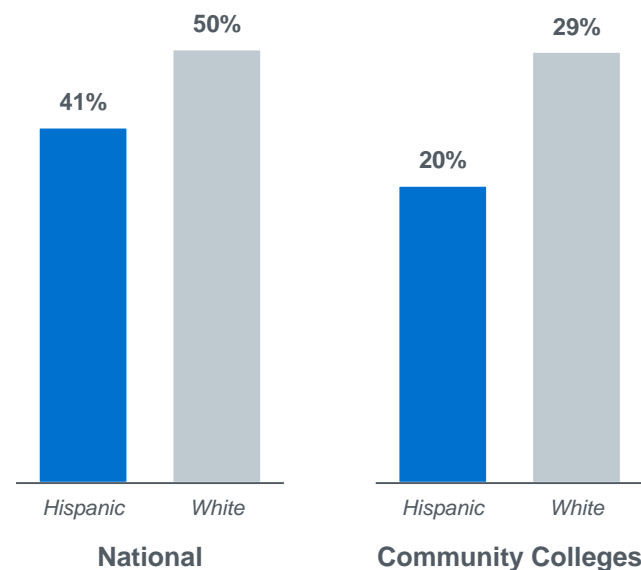
National

Hispanic	41%
White	50%

Community Colleges

Hispanic	20%
White	29%

Lack of Attention to Non-Academic Barriers

Currently, community college readiness programs tend to focus almost exclusively on minimizing students' academic barriers to success. However, this singular focus on academics ignores students' greatest barriers to completion.

EAB surveyed community college administrators across the country about students' top reasons for dropping out or failing their courses. The survey found that students' greatest barriers to completion are non-cognitive: the inability to finance education, the perception that coursework is disconnected from career goals, and the lack of a college support network. Toward the bottom of the list were academic barriers like the difficulty of introductory coursework.

EAB researchers conducted interviews with over 50 students on member campuses to gather the student perspective on transition obstacles. The excerpts from these conversations on this page show the difficulties students faced when trying to navigate the college enrollment process alone. Completing financial aid forms, crafting an academic plan, and confronting basic logistical questions were cited as major barriers to their success. In the absence of a strong support network, students made mistakes in the short-term that derailed their long-term goals.

College Navigation—Not Coursework—Greatest Transition Obstacle

Greatest Barriers to Completion Non-Cognitive

EAB Survey of College Administrators
n = 300

1 Inability to finance education

2 Coursework disconnected from career goals

3 Lack college support network

...

7 Introductory courses too difficult

8 Lecture-drill instruction not engaging

Excerpts from EAB Student Interviews

Fall 2013 Community College Registration

Lost in FAFSA

"I had no idea how to complete FAFSA, and the college counselor didn't have time to help. I doubt I would have gotten aid anyway, so I just picked up another shift at Starbucks."

What's In A Major?

"Honestly, I signed up for criminal justice because I thought it would be like the *CSI* TV shows—a lot of action! Turns out, you need chemistry and business math. I wish someone had told me what was involved from day one."

No One to Ask

"I had so many little questions about going to college: How do I pay my tuition? What does MWF mean? I asked my mom, but she didn't know—never went to college. I was on my own."

Source: EAB interviews and analysis.

One-Stop Caravans Deliver 360° Support at Scale

While most community colleges rely on prospective students to visit their physical campuses to start the enrollment process, Austin Community College (ACC) redefined the location and experience of enrollment for high school students from their local school districts.

As part of their College Connection program, ACC sends teams of student services staff to area high schools to coach 12th grade students through the community college application and enrollment process. During these visits, college staff review everything from financial plans to career paths, functioning as a one-stop caravan of student services.

College staff are able to provide 360-degree support to students during the enrollment process because they come from all over the college—registration, financial aid, advising, and admissions—mirroring the diversity of staff found in a physical one-stop shop on a college campus.

Over the course of a year, ACC's one-stop caravan interacts with over 15,000 students across 25 school districts. As a result of the program, ACC has seen a 56% increase in enrollments among recent high school graduates, and these students are more likely to be retained than the average student.

Move Transition Guidance off College Campuses and into High School Halls

Austin Community College's Connection Program

AUSTIN COMMUNITY COLLEGE

- Teams of four to eight college staff from advising, financial aid, and student support visit area high schools three times per year
- Staff walk students through ideal college enrollment steps, from financial planning to career pathing

Registration   Advising   Financial Aid   Admissions

25 *Local school districts served*

15K *Students participating annually*

35% *Percentage of College Connection participants who are Hispanic/Latino*

ACC College Enrollments Among Recent High School Graduates

+56%

2003-04   2012-13

$16
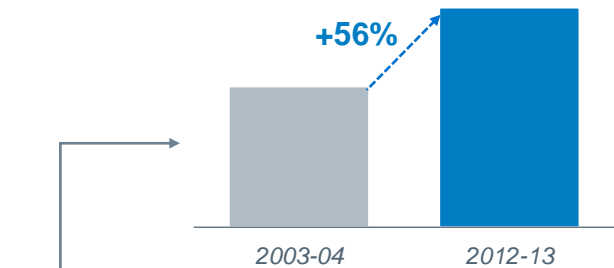
Semester-to-Semester Persistence

77%

65%

All ACC Students   College Connection
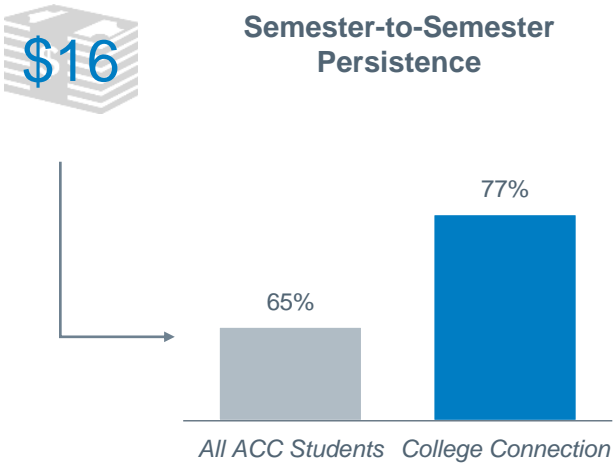
Source: EAB interviews and analysis.

Access Made Easy

The success of one-stop caravans lies in its access-made-easy approach, which moves transition guidance off of the college campus and into a location where prospective students already are: high school hallways. In addition to choosing the right location, ACC staff also shared the importance of timing visits well. College staff visit high school campuses just ahead of important enrollment deadlines and during the school day, when students are most attentive.

ACC's caravan ensures student participation in critical enrollment steps by making events mandatory when possible. Hosting events during school hours also keeps students engaged, since they are happier to replace a regularly-scheduled English class with a financial aid workshop rather than miss a soccer game or work shift to attend an evening information session.

It is also important to keep the visiting caravan team consistent as much as possible. ACC's College Connection team found students were more receptive to their counseling after some time if they built relationships during the first few visits. For first-generation college applicants especially, having access to a supportive adult familiar with the college enrollment process can be especially motivating.

Attention to Non-Cognitive Knowledge Produces Double-Digit Enrollment Bump

One-Stop Caravan Visits High Schools Just Ahead of Major College Deadlines

Sept.
College Application Event
45-minute session held during senior year English course for groups of 25-30 students

Nov.
Financial Aid Workshop
Sessions walk students through FAFSA application steps in computer lab

March
Personal Advising Sessions
Students discuss academic goals with advisor for 10 minutes and create degree map
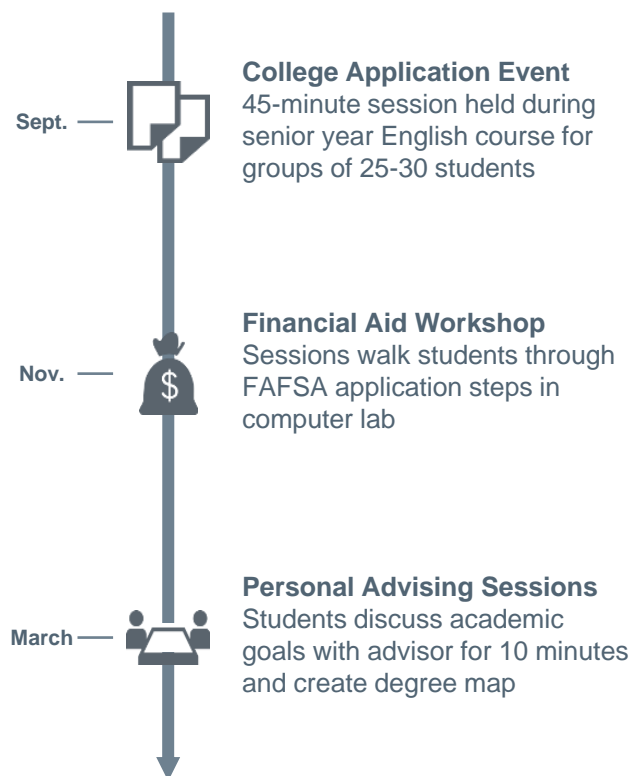
Three Key Elements of Successful One-Stop Caravans

☑ Require all students attend events

☑ Host workshops during regular school days and hours

☑ Keep visiting staff team consistent to build student trust

Source: EAB interviews and analysis.

Losing Them Before You Have Them

Sometimes students' ability to navigate college can be derailed by smaller questions—questions that don't necessitate a full one-stop caravan but do require answers in the moment.

In 2006, the Big Picture Longitudinal Study tracked 500 high school seniors from the Big Picture Learning charter school network, which spans 14 U.S. states and five countries. The study found that among high school graduates who planned to attend college the next fall, 30% never enrolled. Their educational plans dissolved over the summer because of difficulties with course registration and paperwork. Across higher education professionals, this startling drop-off has come to be known as "summer melt."

Unfortunately, at a time when student inquiries reach an all-time high, campus advising offices tend be the most leanly staffed. Colleges aiming to maximize returns on investment in college navigation guidance should concentrate their efforts during periods when students need the most help—the summer.

Small Hurdles Over Summer Threaten College Enrollment Plans

BIG PICTURE LEARNING 2006 *Big Picture Longitudinal Study* (BPLS) tracks 500 high school graduates from at-risk backgrounds across charter school network

30%
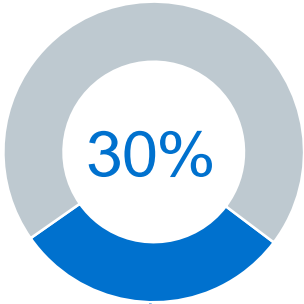
Percent of high school graduates with plans to enroll in college subsequent fall who delay college enrollment plans

Why Do Students Abandon Their Plans?

Difficulty Registering for Courses

Students ask:

"How do I know which courses to take my first term?"

Confusion Over Required Paperwork

Students ask:

"Which medical forms do I complete before enrollment?"

Sudden Apprehension About Ability to Succeed

Students ask:

"I'm not good enough for college…What if I fail all my classes?"

Source: Kim Nauer and Paul Tainsh, "Creating College Ready Communities: Preparing NYC's Precarious New Generation of College Students," New School Center for New York City Affairs, Sept. 2013; Karen Arnold, "The Summer Flood: The Invisible Gap Among Low-Income Students," NEA Higher Education Journal, Fall 2009; EAB interviews and analysis.

Combating Summer Melt with On-Demand Help

In an effort to combat summer melt with limited advising bandwidth, the City University of New York (CUNY) implemented an on-demand summer helpline for local high school graduates. The program pairs a professional advisor and student mentor with each of its 90 partner high schools. The student mentor is typically an alumnus of the high school and a current college student, and available on-demand to recent high school graduates to troubleshoot transition concerns over the summer. CUNY's model is well-suited for colleges in large or rural service areas: while it may be difficult to foster in-person relationships between students far from one another, it is still possible to connect them virtually via email, text, or phone.

Colleges that can support an in-person program may emulate Butler Community College, which opened chapters of its Hispanic-American Leadership Organization (HALO) at high schools in its area. Both high school and college members of HALO participate in meetings and events. For example, college planning workshops are a free and integral part of the club, which offer high school students a chance to connect with a college-aged mentor who can answer questions about the college transition process.

Just-in-Time Support for Student Transition Inquiries Boosts Enrollment

CUNY's On-Demand Summer Helpline

Professional Advisor and Student Mentor Paired with HS

- Student mentor is alumnus of high school and current college student; paid $2,100 stipend, transit card

Mentors Available On-Demand to Troubleshoot Student Concerns

- Student mentor answers questions directly, reminds students of registration deadline, insurance forms, and best transit route to campus; refers tricky questions to advisor

9% *Increase in college enrollment rates with On-Demand Summer Helpline*

Butler CC's HALO Extracurricular Club

Integrated Extracurricular Club for HS and College Students

- Butler HALO members advertise their club at high schools and email students to serve as founding members

Regular Meetings and Events Jointly Coordinated and Attended

- High school and college members participate in biweekly chapter meetings and monthly cultural and volunteer events; college members support network for high school students

75% *Percentage of HALO high school students who attend Butler CC*

Source: EAB interviews and analysis.

Potential Network of Millions

Recent high school graduates may also wish to connect with college-age peers through social media platforms. Social media can clarify the college experience by providing insight into real college students' lives. Students see young people just like them who have gone or are currently going through the college enrollment process, and feel part of a virtual community of peers.

First-generation students who lack a college support network or examples from family members benefit most from this online support network. A University of Michigan study found that among first-generation students, those with Facebook friends in college are more than twice as likely to feel confident in their ability to succeed academically than those who do not have a similar online network.

In January 2014, the Pew Research Center reported that 74% of online adults use social networking sites. Research shows that Hispanic adults are 21% more likely than the general population to engage with social media content (e.g., posting links, articles, videos, and websites). Social media provides a low-cost method of engaging Hispanic students on platforms with which they are already familiar.

Social Media Platforms Connect First-Generation Students with Peer Support

> " **New Perspective on the College Enrollment Process**
>
> "Social media demystifies the college experience because children are able to see how others like them experience the process. While social media may not be as helpful in college preparation for students whose families have experienced the college process, it is helpful for first-generation students."
>
> *Nicole Ellison, Associate Professor, University of Michigan*

Hispanic Population Increasingly Socially Connected

Nielsen Study of Hispanic Online Consumers Compared to the General Population, 2012

More likely to have one or more social networking profiles	7%
More likely to build or update a personal blog	17%
More likely to post links, articles, videos, and websites	21%
More likely to follow a celebrity	18%
More likely to follow a brand	25%
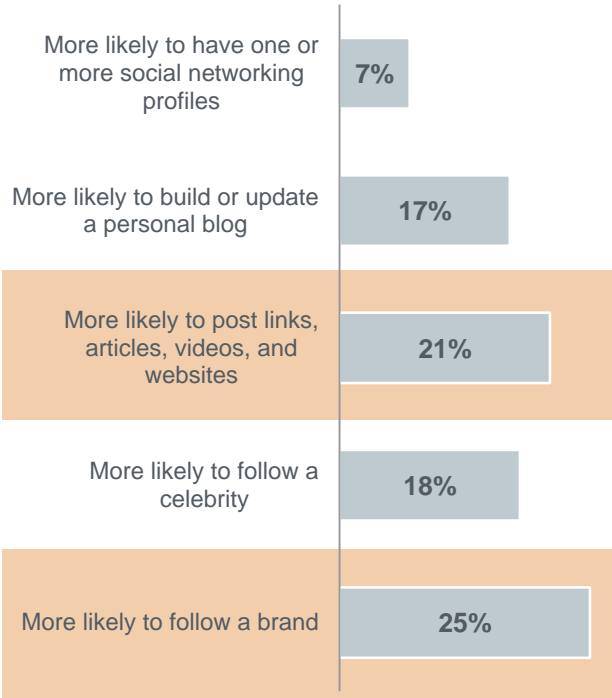
Source: Pew Research Center, Social Networking Fact Sheet, 2014; "Hispanics in U.S. Highly Active on Mobile and Social," Nielsen, April 2012; EAB interviews and analysis.

College Planning Facebook Group

A growing number of community college diversity leaders are building Facebook groups for prospective and incoming Hispanic students. The example on this page shows how a dynamic college-planning Facebook group for incoming Hispanic students might look.

Current students may create the page's content by posting pictures, writing status updates, or commenting on new student questions. Content creators may be student workers at the college, or members of the campus' Latino student group. Regardless, we recommend regular updates to the page to keep readers interested.

Incoming students can pose questions to the group about new courses, orientations, and key application deadlines. Current students can answer questions and provide on-the-ground details of their college experience, and prospective students can either participate in conversations or read content to build familiarity with the college. College staff members may moderate conversations and provide occasional updates, but should avoid becoming the primary content creators.

Discussion Board Facilitates Student Onboarding to College

Education Advisory Board

Latin@ College Planning Group
Members: 800

About Us:
We are open to all students interested in Hispanic life at EABCC.

Update Status: What makes you excited about EABCC?
Like - Comment - Share

Angelina Ramos is so happy to be a new EABCC freshman!
Yesterday at 2:11 pm :
Like - Comment - Share

Anthony Marco, **Carolina Morales** and **6 others** like **EABCC's Tweet**

EAB Community College - Main Campus
21 hrs – Washington, DC

It's not too late to sign up for Fall Classes! Courses don't close for six more days, so check out the registration website for an updated course availability list and start your semester off on the right foot!

Like - Comment - Share

Sonia Hernandez Please join us for a Hispanic Student information session, *College 101: Keys to Success*

Yesterday at 2:11 pm :
Like - Comment - Share

Quick-Wins for Student Engagement

Vary types of posted content

Outreach to students through multiple modes of social media (e.g., Instagram, Twitter) and link them to a singular Facebook page for students to connect with.

Solicit audience participation

Post quick-polls to solicit participation and to identify topics of highest interest or areas where students need support.

Intervene sparingly, if at all

Administrators may moderate the group to remove incorrect or offensive posts, but should rely on students to create day-to-day content.

Task Force Worksheet

Direct-to-Student Communication Strategy Builder

Application and Admissions

What college navigation skills do new students need to complete the application and admissions process at my college?	Are we teaching these skills to students?	How can we improve our communication to students about this college navigation skill starting in high school?

Placement Testing

What college navigation skills do new students need to complete the placement testing process at my college?	Are we teaching these skills to students?	How can we improve our communication to students about this college navigation skill starting in high school?

Source: EAB interviews and analysis.

Task Force Worksheet (cont.)

Direct-to-Student Communication Strategy Builder

Academic Course Selection

What college navigation skills do new students need to select academic courses and majors at my college?	Are we teaching these skills to students?	How can we improve our communication to students about this college navigation skill starting in high school?

Financial Aid Application

What college navigation skills do new students need to complete and submit a financial aid application at my college?	Are we teaching these skills to students?	How can we improve our communication to students about this college navigation skill starting in high school?

Source: EAB interviews and analysis.

Road Map for Discussion

1 | Cultivating College Navigation Skills

2 | Achieving Personalized Guidance at Scale

3 | Intervening Early to Prevent Future Attrition

Why Deliver Personalized Guidance at Scale?

Students are more likely to enroll, persist, and graduate from college when provided personalized attention from a mentor or coach. The Pathways to the Baccalaureate program at Northern Virginia Community College (NOVA) matches high school students with dedicated advisors who help guide them as they transition from high school to NOVA and onto their four-year transfer destination. Students who participate in the program have outperformed peers, most notably in academic GPA and college graduation rates.

The City University of New York (CUNY) has introduced a similar dedicated advising model called the Accelerated Study in Associate Program, or ASAP. Students who participate in the ASAP program have regular, dedicated meetings with a success coach, and the personalized attention pays off: ASAP students are more than twice as likely than non-participants to graduate.

Personalized staff attention is not just effective—students demand it. Data from the Community College Survey of Student Engagement shows Latinos consider student services important for their college success. This high valuation of student services creates significant demand for staff time.

Hispanic Students Rank Student Services High Priority

Early Guidance Dramatically Improves Student Outcomes

☑ **Single Source of Truth**
Transition counselor helps creates customized academic, financial, and career plan

☑ **Student Goals Matched to Programs**
Equip students with practical career and job placement data to inform program choice

☑ **Advisors as Guardrails**
Counselor ensures progress on academic plan through proactive outreach during early terms

NOVA Northern Virginia Community College

Pathways to the Baccalaureate

42%

Increase in Graduation Rates (vs. Demographic Group)

CUNY The City University of New York

Accelerated Study in Associate Programs

2.25x

Higher Likelihood of Graduating in Three Years

CCSSE 2014 Survey Confirms Importance of Student Services

Mean Response from 61,000+ Hispanic Community College Students to Question:
"How Important are the Following Services to You at Your College?"

2.7	2.5	2.1	2.3	2.4	1.8	2.6	2.0
Academic Advising	Career Counseling	Job Placement Assistance	Tutoring	Skills Labs	Child Care	Financial Aid Advising	Student Organizations

"Very" 3
"Somewhat" 2
"Not at All" 1
0
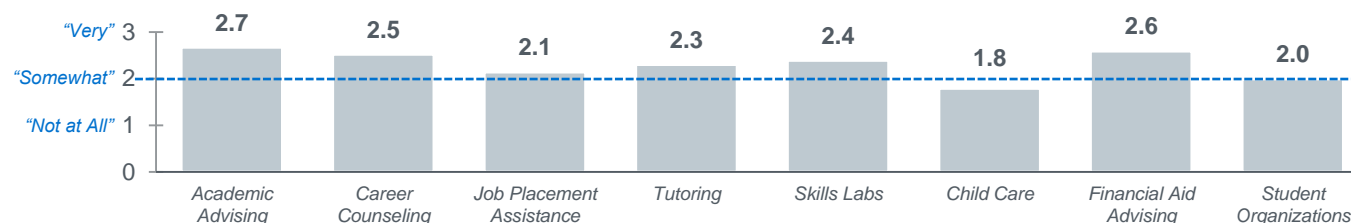
Sources: Northern Virginia Community College, "Pathway to the Baccalaureate," http://www.nvcc.edu/pathway/; Richard Whitemore and Camille Esch, "Pathways to the Baccalaureate," April 2010, New America Foundation; Daniela Boykin, Nadine Browne, and Lauren Millin-Moore, "Increasing Student Retention and Graduation: CUNY Accelerated Study in Associate Programs Comprehensive Supports and Assessments," April 2014, American Association of Community Colleges; EAB interviews and analysis.

With Unlimited Resources…

Given the impact of NOVA's and CUNY's programs and the demand for more personalized attention among Hispanic students, community college leaders nationwide have considered similar concierge and coaching services.

These programs require college leaders to build a network of advising case managers to provide wrap-around services for all students. The case manager would establish a relationship with the student, at the point of intake and stay with the student for the duration of her academic career. Case managers would help students navigate service silos and acclimate to their new environments, helping to clarify their academic goals and build an educational plan that reflects their skills and interests. Case managers might also help students manage any non-academic related issues that can stymie progress towards completion.

But of course, this staff-intensive personalized guidance from can be prohibitively expensive. Few colleges have sufficient resources to provide every student on campus with this high-touch, highly intrusive, holistic advising support.

Ongoing Concierge and Coaching Services for All

Ideal Advising Provides Personalized, Holistic Guidance Throughout College

Student Intake
- Incoming students assigned advising case manager with broad knowledge of student support services and college programs

Goal Setting & Guidance
- Case manager clarifies academic goals and works with student to develop graduation plan
- Assists student with navigating college support services

Ensuring Compliance
- Remains with student for duration of academic career
- Provides ongoing academic and coaching support to ensure on-time graduation

Matriculation → **Graduation**

Holistic Advising
- Checks in with student periodically during semester
- Ensures student is coping with classes, addresses any non-academic issues

Source: EAB interview and analysis.

But Manpower Solution Too Resource Intensive

The National Academic Advising Association (NACADA) recommends that institutions hire one professional advisor for every 300 students on campus. However, the typical community college can afford to hire one advisor for every 600 students, and many colleges have even greater numbers of students assigned to each advisor.

These staffing ratios impact the quality of advising conversations, if they occur at all. Even at institutions that require all students to meet with an academic advisor, these meetings tend to be short, surface-level conversations rather than personalized, in-depth discussions.

The staggering cost of meeting the NACADA recommendations has led institutions to seek scalable solutions to deliver tailored guidance.

Hiring Enough Advisors Would Cost Millions

Double the Recommended Ratio a Common Occurrence…

Estimated Student to Advisor Ratios

600:1 — **Typical Institution**

300:1 — **NACADA Recommendation**

"Check the Box" Appointments

- First-year orientation: 5-30 minutes

- Ongoing: typically
  ≤ 30 minutes each semester

…But Meeting Recommended Ratios an Expensive Proposition

Estimated Cost of Additional Advisors

Large Institution: ≈ 30,000 Students

Additional advisors needed	35
Cost per year	$1.75 M

Mid-Sized Institution: ≈ 15,000 Students

Additional advisors needed	20
Cost per year	$1 M

Smaller Institution: ≈ 3,000 Students

Additional advisors needed	10
Cost per year	$0.5 M

Source: EAB interviews and analysis.

Adapting Public Health Interventions to Academic Support

To confront academic barriers, some institutions have looked to technology to personalize guidance at scale. At the University of Michigan, Dr. Timothy McKay created a library of motivational, action-oriented messages for students enrolled in his Introduction to Physics course. McKay borrowed public health principles and tailored the messages his students received according to various factors, including gender and academic history.

This digital academic coaching model repurposes software from the university's Center for Health Communications Research (CHCR), which was first intended to support healthy changes in patient behavior. CHCR researchers found that patients were much more likely to adopt healthy habits (e.g., ceasing smoking) when participating in their digital health coaching program.

CHCR's results suggest the possibility of similar gains in academic behaviors. More important than just providing students with advice, however, is delivering the advice through the voice of a peer: "Something we learned from public health people is that, when you give advice or feedback, the voice that feedback comes from is actually really important. One of the strengths of this system is that we've been able to deliver very salient voices to students."

Digital Coaching Techniques Enable Personalized, Scalable Advice

Dr. Timothy McKay	Dr. Victor Stretcher
Professor of Physics and Astronomy, Director of the LSA Honors Program	*Founding Director, Center for Health Communications Research*
Objective: Support student behavior change for improved performance and persistence in Intro Physics	**Objective:** Support patient behavior change for improved public health outcomes, e.g., weight loss, smoking cessation

Helping people achieve difficult, highly desirable goals through tailoring

Research-Based: University of Michigan's Center for Health Communications Research (CHCR) pioneered use of tailored electronic communications to support behavior change

Proven Outcomes: Body of research supports effectiveness of strategies in areas such as smoking cessation and diabetes management

Smoking Cessation Results

28% — Received No Tailored Messages

39% — Received Three Tailored Messages

Rate of smoking cessation after six months significantly higher for coached participants
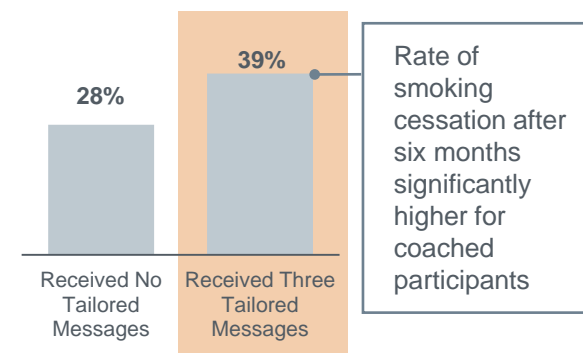
Source: Health Media Solutions, http://www.healthmedia.com/products/index.htm; EAB interviews and analysis.

Encourage Persistence through Peer Messages

McKay's digital academic coaching model was launched in 2011-2012 as an opt-in service for students across four introductory physics courses. In the launch, 54% of course enrollees (roughly 950 students) opted to receive six tailored messages through the semester. The university set up its digital coaching model so that students receive messages through the same online portal that they use to access course grade information.

This page offers an example of what a tailored electronic message might look like for a student in an Introduction to Physics seminar. The message comes from Blythe, a pre-med student, and would be received by a current student who was similar to Blythe in variables such as gender, ethnicity, motivation for taking the course, and academic history.

Matching students to the right digital coaching messages has great potential for Latinos, especially at institutions where Hispanic students are a small minority of the overall population. Receiving messages from students with similar demographic and academic backgrounds prevents students from feeling isolated on campus, or hopeless about their potential to succeed.

Michigan Produces Catalog of Student-to-Student Advice

A+ Testimonial features recent student who earned better grade than predicted (based on GPA and SAT/ACT)

Profiled student is matched with message recipient based on **gender, motivation** for taking the course, and **academic history**

Advice is **actionable** and **customized** based on student's current performance in course

Personalized Student Web Portal (Illustrative)

Advice from your peers after the first exam
We interviewed past Physics 120 students who performed well in the course to see what advice they'd give to someone like you after the first exam. Here's what one had to say:

Blythe is currently a sophomore student. Like you, she took Physics for Life Science Majors because she is preparing for the MCAT.

Blythe Danner Pre-Med, 2014

"Don't lose hope! Go over what you got wrong and **talk to someone in the UM Science Learning Center** about how you should have approached those problems.

Another strategy I found helpful was to complete additional practice exams, focusing on the concepts I had trouble with on the exam. The good news is that, as you learn the new material, you now have a sense of how it might be turned into an exam question!

It is still early in the course and you can still do well!"

Source: EAB interviews and analysis.

Creating a Database of Proven Strategies

Messages sent through McKay's digital academic coaching system are grounded in the experiences of real University of Michigan students who achieved higher grades in their introductory physics course than predicted (based on GPA and math SAT scores). McKay and his team interviewed students about their study habits and strategies used to succeed in the course. This advice is supplemented with insights and suggestions from students enrolled in advanced physics courses, faculty, and research in education, psychology, and behavior change theory.

The result of this analysis and synthesis is a database of over 100 composite testimonials that can be sent to students at different points in the semester and matched to their unique demographic and academic profiles.

College leaders interested in adopting a similar approach on their campus may refer to the university's free open-source software available for download at http://chcr.umich.edu/mts/. Consider piloting the academic coaching model in courses with high Hispanic student enrollments.

Open Source Software Package Develops Tailored, Scalable Content

Key Steps for Building an Advice Database

1 **Find Performance Outliers**: Identify students who perform "better than expected" in course via simple algorithm (e.g., institutional GPA)

2 **Collect Proven Strategies**: Interview outlier students about study habits and strategies used to achieve better-than-expected results. Supplement advice with information from:

- Advanced undergraduates
- Faculty who teach course
- Research from education, psychology, and behavior change theory

3 **Synthesize Advice**: Combine information gathered through interviews and research to create testimonials; focus on actionable advice

Result: Database of 100+ unique composite testimonials, applicable at different points of the term (e.g., after first quiz, after midterm), tagged according to student profile characteristics

Michigan's Tailoring System

The Michigan Tailoring System
The Michigan Tailoring System (MTS) is an open source software package for writers who want to develop tailored content — content designed specifically for an individual based on data known about that individual.

Learn MTS   Learn Tailoring   Get MTS   Get Involved

- **Simple:** Step-by-step videos walk users through straightforward process of:

  - Collecting recipient information

  - uploading and tagging messages/testimonials

  - Programming message settings (i.e., number and timing of messages)

- **Compatible:** Software works with both Windows and Mac OS

- **Free:** Uses open source licenses

Source: The Michigan Tailoring System, http://chcr.umich.edu/mts/; EAB interviews and analysis.

It Takes a Village

In addition to investing in technology, college leaders must also scale the one-on-one interactions students seek from professional advisors and student services staff, without sacrificing the quality of the interactions. Large advising caseloads often mean that students receive very little of their advisor's time or attention—meetings originally intended as in-depth conversations on major declaration, course selection, and overall satisfaction quickly turn into short scheduling meetings.

In the absence of adequate funds to hire more professional advisors, college leaders should identify individuals who can support advising goals at little to no cost. Parents and community volunteers are best to fill this role as free advisors, particularly given Hispanic students' strong connection to their family and social networks.

Community Resources Help Advisors Guide Student Towards Success

Hispanic Parents and Community are Untapped Ally

Mean Response from 61,000+ Hispanic Community College Students to Question:
"What has been your main source of academic advising (e.g., help with academic goal-setting, planning course recommendations, graduation requirements, etc.)?"

Instructors	College Staff	Friends, Family, or Other Students	Computerized Degree Advisor System	College Web Site	Other College Materials
25%	13%	50%	1%	7%	3%

86%

Hispanic parents agreed a college degree is necessary for a decent job and middle-class life compared to 54% of all other parents.

"There are a lot of people in my community that I look up to, even outside my family. My neighbors' kids all went to college on scholarship, and my pastor is one of the nicest, smartest people I know. Whenever I feel like I might fail a class, I usually ask them for advice."

Community College Student

Source: "Latino Parents in Education," Excelencia in Education, 2008; Survey of Entering Student Engagement, 2013; EAB interviews and analysis.

It's Not Enough to be Well-Intentioned

Many parents of Hispanic students show an overwhelming interest in helping their children succeed in college, but need support to become reliable completion coaches for new students. Forum research revealed several barriers preventing parents from assisting. These include lack of understanding of financial aid, unfamiliarity with habits that lead to success, and inability to assist with navigating the course catalog.

Most colleges only engage parents through an evening parent's night held once a year at local high schools. These events typically cover surface-level information about the enrollment process to a small audience of parents who can attend the one-time session. Members report that traditional parents' nights do little to help parents overcome their major barriers to assisting students succeed.

Parents Stumble in Their Attempts to Aid Student Enrollment

How Parents Want to Help	Barriers to Assistance	Negative Student Consequences
Complete FAFSA	Lack Financial Aid Information	Does not apply for financial aid and drops out due to inability to finance education
Build College Study Skills	Unfamiliar with Success Habits	Unprepared for course rigor and fails general education requirements
Develop Academic Plan	Can't Navigate Course Catalog	Enrolls in courses that don't culminate in a degree

> "Research points to the critical role of family members and parents on the academic achievement of Hispanic youth…[who] disproportionately value and benefit from the involvement and interest parents demonstrate. However, Hispanic parents feel that the support they offer is not enough to help their youth succeed academically."
>
> *Mayra Bámaca, Assistant Professor of Human Development and Family Studies*
> *Pennsylvania State University*

Source: EAB interviews and analysis.

Prospective Parent College 101 Listserv

Rather than invest time and resources in one-size-fits-all Parents' Nights, leading colleges employ a low-cost online strategy to deliver college transition guidance to parents with options to suit their needs. A Prospective Parent "College 101" Listserv enables colleges to meet the needs of parents with different schedules, knowledge gaps, and priorities.

The listserv begins with an initial email to parents of 11th and 12th grade students in the college's service area. The email on the right offers an example, which explains the purpose of the listserv and what parents can expect in future communications.

Over the course of several weeks, the Prospective Parent "College 101" Listserv provides reminders on upcoming deadlines and step-by-step guidelines for each stage of the college enrollment process. Each mailing offers parents a choice of modality and topics to select the most relevant content.

As an added value, include community college news stories in the body of email updates. Include an option for parents to read the email in Spanish. Each email is an opportunity for the college to position itself as a high-quality education option, and a friendly setting for Latino students.

Providing Resources When and Where Needed

Dear Parent,

Welcome to the High School to College Parent Listserv, brought to you by EAB Community College! As we help your sons and daughters with their college applications, we look forward to supporting you as well.

Our first event is next week: ***My Child's Going to College: How Can I Afford This?*** You can attend the event on November 2nd, watch the video recording, or access the follow-up resources here. Not interested in financing? Check out our honors program.

Every week we will update this group with step-by-step tutorials and guidance about college applications and enrollment. Look forward to weekly updates this year!

P.S. Have you heard? EAB Community College was named a Top Value College in the region for exceptional quality! Read the press release here.

Leer en Español

1 **Force attendance through auto-subscription.** Send initial email to all parents of high school juniors and seniors, but provide opt-out option.

2 **Allow choice of modality and content.**

3 **Spread content out over several weeks.**

4 **Advertise community college news in body of email updates.**

5 **Offer Spanish-language translation of Listserv content**

Win-Win Media Partnerships Bring College to the Living Room

To further engage parents of Hispanic students, consider establishing partnerships with local media outlets to disseminate information about upcoming application deadlines in the community.

Miami-Dade College (MDC) leveraged their long-standing partnership with the Univision television network to participate in their seven-day ¡*Edúcate, Es el momento!* ("Educate yourself, the time is now!") initiative to encourage (mostly) Hispanic viewers to attend college.

In return for free news coverage on their student success initiatives, MDC provides Univision with media-trained experts to speak about the college process during their network events. The 2011 *Es el momento* broadcast included a town hall panel with MDC's president, Dr. Eduardo Padron.

Members interested in a similar communication strategy need not partner with a media behemoth like Univision if one is not present in the local community. Consider partnership with a local Spanish radio network, which is an equally effective and accessible medium, particularly for parents with busy or unpredictable schedules.

Univision Provides Free Television and Radio Coverage for Miami Dade College

Partnership Benefits Both College and Media Network

Miami Dade College

- Creates bilingual marketing collateral, degree maps, and aid worksheets for television network to distribute as free resources to Hispanic viewers
- Trains admissions and financial aid experts to teach parents about college process on television spots

UNIVISION

- Provides Miami Dade College (MDC) with free TV and radio publicity for admissions, recruiting, and student success campaigns
- Promotes Miami Dade College as a viable post-secondary educational option to viewers unfamiliar with community colleges

Key Components of Successful College Media Campaigns

- Invite radio or TV media contacts to college fairs and outreach events to acquaint them with recruiting events and connect them with the families that attend
- College staff featured on media ads and news segments should receive media training prior to representing college via media outlets through their Marketing and Communications Department

Hispanic Families Find it Easy to Access News via Radio

"Radio messaging is an equally effective and easy way for colleges that don't have access to a TV studio to reach Hispanic parents. Hispanic parents frequently tune into radio and have access to it at any time of day."

Maria Sanchez, Community College Communications Director

Source: EAB interviews and analysis.

A New Kind of Parents' Night

Many parents have not attended classes in years or decades. Those who have not attended college are largely unfamiliar with the rigor of a postsecondary education, or the academic support services commonly offered on a community college campus. Progressive institutions reimagine traditional parents' nights as opportunities to teach Hispanic parents college success habits and introduce them to the support services available at the community college.

Administrators at El Paso Community College plan their Parents' Nights to fit with the typical schedule of a Latino parent. Events are held in the evenings, after traditional working hours, and at the local high school, so parents are familiar with the location and feel at ease in the building.

In areas where the Hispanic population is majority non-native, conduct the event in English and Spanish if possible. At minimum, make bilingual resources available for parents to take home. During evening events, provide dinner to all Parents' Nights attendees and invite young children to attend to reduce the burden of finding childcare.

Teach Parents Strategies to Support Their Student's Success

Education Advisory Board

College Success Starts with…

PARENTS' NIGHT

Join EABCC for our biannual Parents Night. All parents and guardians of high school juniors and seniors are welcome.

Where: Wilson High School's Auditorium, 99 Student Success Rd., Washington, DC

When: Thursday, February 22nd

Time: 7:00pm – 9:00pm

How much should I be involved in my child's first college application process?

Who on campus can help my child if she runs into academic difficulties?

How can I help my child stop worrying about money, and focus on his studies?

What are the most important factors to consider to choose an academic major?

*In between our group discussions, we will be serving a **free dinner** and refreshments, and distributing **EABCC t-shirts** for participants' college-bound children. Those with children ages 10 and under may leave them with **on-site child care** volunteers.*

Key Elements of a Successful Parents' Night

☑ Host event at local high school

☑ Focus on workshops to teach parents critical success skills

☑ Offer bilingual resources for ESL parents

☑ Provide dinner during evening meetings

☑ Arrange for free childcare

Source: EAB interviews and analysis.

Staff Liaisons Facilitate College Onboarding for Latino Parents

Hispanic parents often become frustrated when faced with language barriers while communicating with financial aid and admissions officers. Several institutions have attempted to fix this problem by sending Hispanic parents a bilingual contact directory, with individual points of contact at each administrative office (e.g., admissions, financial aid, etc.). However, one directory recipient lamented that completing a financial aid application for her daughter took over 50 calls with college staff, many of whom provided conflicting advice and referred her to another office. Ultimately, the student had to postpone enrollment until she could find support for navigating the financial aid application.

To avoid these frustrations, hire a bilingual intake coordinator who is responsible for translating the college onboarding experience to Latino parents and fielding basic intake questions. The bilingual intake coordinator should be cross-trained to understand the entire enrollment process from admissions to registration. Colleges may hire a new staff person for this role or reduce cost by training a current front-line student services staff member to fill the role.

Bilingual Intake Coordinators Connect Hispanic Families to College

Typical Parent FAQs

Bilingual Intake Coordinator

Fields basic questions and directs callers to campus office for more information, if needed

Connection to Resources

How do I help my son complete the FAFSA application?

→ Sends copy of FAFSA application directions with phone number for office

What are the Fall course registration deadlines?

→ Lists fall enrollment deadlines, counsels families on perils of late registration

Preferred Qualifications

☑ Spanish-speaking

How can I assure my son signs up for courses appropriate for his degree completion?

☑ Work experience in higher education

→ Connects caller with academic advising office and link to degree mapping tool

☑ Familiarity with college admissions and financial aid

What scholarship opportunities are available?

☑ Strong written and oral communication skills

→ Sends list of scholarships and connects family to financial aid office

Source: EAB interviews and analysis.

Untapped Pool of Community Volunteers

Much like parents, community members can also be trained as completion coaches for new Latino college students. Forum research found that the majority of professionals are interested in mentoring students, but do not connect with volunteer opportunities because they doubt their own abilities to be effective mentors.

Professionals cite three primary concerns about mentoring students through transition from high school to college. The first is an inability to keep up with enrollment deadlines at the same time as their own busy schedules. Professionals were concerned they may forget the FAFSA filing deadline in the midst of work meetings and family obligations.

Working professionals who have been out of college for a number of years may be unfamiliar with college application steps, particularly those that have changed in the past few years. Although professionals were interested in mentoring students, they feared they were not knowledgeable enough to lead a student through an unfamiliar process.

Lastly, previous experiences with students who did not share their academic interests or personal goals deterred professionals from pursuing other mentoring opportunities.

Busy Professionals Eager to Mentor, But Skeptical of Ability Absent Guidance

80%

Professionals willing to volunteer 1-2 hours a week for education mentoring

2%

Professionals participating in education mentoring programs

Need Reminders on Crowded Calendar

"Depending on the time of year, I work up to 80 hours a week. I need reminders of when I should be meeting with my mentee and a program that fits around my other obligations."

Unfamiliar with College Process

"I was in college over 40 years ago, so clearly I'm not up-to-date on new terms and requirements. I would need a cheat sheet of college terms and guidelines to work with a student today."

Premium on Available Time

"I'm happy to volunteer if I can make an impact. But in my last mentor experience I was assigned a mentee with academic goals that didn't fit with my background. It didn't work for either of us."

Source: "Volunteering in the United States, 2012," U.S. Bureau of Labor Statistics, Feb. 2012; EAB interviews and analysis.

tnAchieves makes Mentoring Easy

To recruit community members as mentors, the tnAchieves network makes mentoring easy for busy professionals. tnAchieves is a nonprofit organization that works with 15 community and technical colleges in Tennessee by matching high school seniors with college transition mentors. The network supports over 2,000 mentors every year, and has a volunteer retention rate of 70%. This success has made tnAchieves an exemplar for mentor support; the organization now coordinates mentoring for the state's Tennessee Promise scholarship program.

While most colleges provide mentors with a list of deadlines for students to follow, tnAchieves goes further by reaching out to volunteers through a Calendar-Prompted Mentor Outreach strategy. A few days ahead of a deadline, mentors receive a notification from a tnAchieves staff member.

In addition to reminders, tnAchieves staff also give mentors outreach templates to guide communication with their mentees. Lastly, tnAchieves staff are also available to troubleshoot tricky questions when mentors do not know the answer.

Calendar-Prompted Mentor Outreach Boosts Volunteer Retention

TN Achieves

Volunteers Notified When and How to Send Impactful Student Guidance

tnAchieves Staff Reminds Mentor of Approaching Student Deadlines

- Reminder of students' February 1st FAFSA application deadline
- Suggested deadline to complete placement testing by June 15th

Mentors Provided Outreach Examples and Templates

- Introductory email to student mentee and parents
- Text exchange to remind students of upcoming deadline

Back-up Help for Tricky Questions

- When are students required to complete developmental courses?

2,000+

tnAchieves Mentors (2012)

Volunteer Retention Rate

College Average	tnAchieves
40%	70%
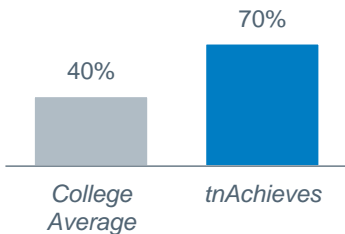
> **Expanding Reach Through Volunteers**
>
> "Seven people cannot work effectively with 19,000 students at one time. But what we can do is communicate effectively with the mentors, who then pass on that information to the student."
>
> *Krissy DeAlejandro*
> *Executive Director of tnAchieves*

Source: EAB interviews and analysis.

Playing Matchmaker

To ensure volunteers consider their mentorships valuable, some colleges have introduced intelligent pairing strategies that incorporate the individual preferences of mentors and mentees into the final match.

Moraine Valley Community College (MVCC) facilitates intelligent pairings through its speed networking events. All first-generation MVCC students from minority backgrounds are invited to participate in the Directing Results through Education and Academic Mentoring (DREAM) extracurricular program. DREAM students attend a meet-and-greet event at the start of the semester to be paired with volunteer mentors from the community.

Once there, participants rotate among short, seven-minute conversations. Staff may provide a list of prompts that include topics such as academic goals and personal interests. Students submit a form at the end with their top mentor choices, and MVCC's diversity coordinator sets the final pairings.

Adrienne Stewart, Diversity Director at MVCC, credits the mentor matching events with engaging students in the DREAM program and creating matches that lead to high rates of mentor and mentee satisfaction overall.

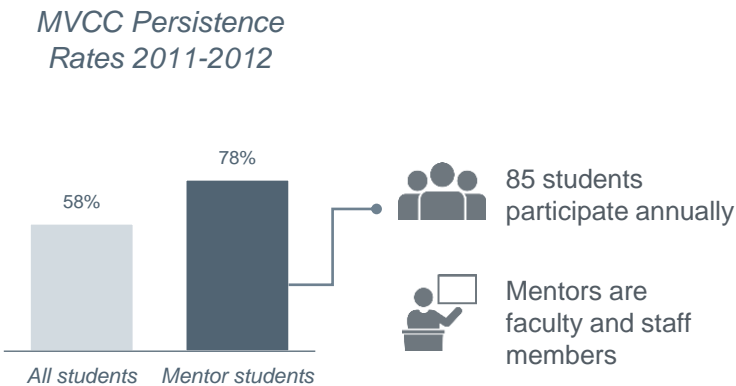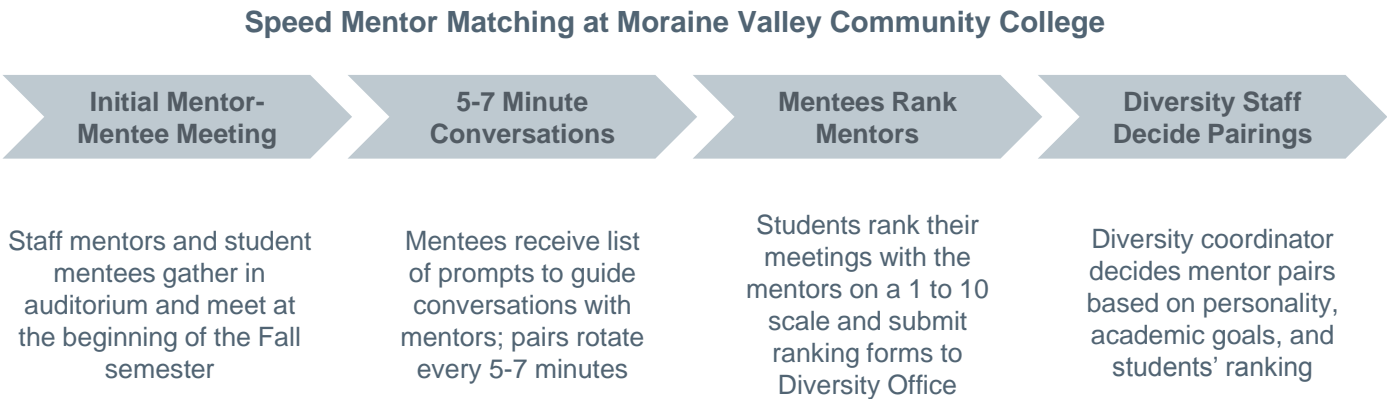## Mentor Programs with Refined Matching Process Boost Persistence Rates

Speed Mentor Matching at Moraine Valley Community College

Initial Mentor-Mentee Meeting	5-7 Minute Conversations	Mentees Rank Mentors	Diversity Staff Decide Pairings
Staff mentors and student mentees gather in auditorium and meet at the beginning of the Fall semester	Mentees receive list of prompts to guide conversations with mentors; pairs rotate every 5-7 minutes	Students rank their meetings with the mentors on a 1 to 10 scale and submit ranking forms to Diversity Office	Diversity coordinator decides mentor pairs based on personality, academic goals, and students' ranking

MVCC Persistence Rates 2011-2012

58% — All students
78% — Mentor students

85 students participate annually

Mentors are faculty and staff members

> **Mentor Matching Crucial**
>
> "Mentor matching is the most effective student success strategy, but only if the matching process is personalized and the mentor is a good fit."
>
> *Adrienne Stewart, Diversity Director*
> *Moraine Valley Community College*

Source: EAB interviews and analysis.

Task Force Worksheet

Readiness Assessment for Launching a Digital Academic Coaching Platform

Key steps for building a digital academic coaching platform	Rate your college's ability to complete this step on scale of 1 to 5 (*1= little to no capability and 5=easily capable*)	Briefly explain the reasons for your rating in the previous column	What does your college need to improve in your current ability to complete the outlined step?
Find Performance Outliers Identify students who perform "better than expected" in course			
Collect Proven Strategies Interview outlier students about study habits and strategies used to achieve better-than-expected results			
Synthesize Advice Create student testimonials; focus on actionable advice			
Collect Outcomes Data Set institutional strategy for assessing impact on key metrics or target populations			

Source: The Michigan Tailoring System, http://chcr.umich.edu/mts/; EAB interviews and analysis.

Task Force Worksheet (cont.)

Community Volunteer Recruitment Brainstorming Guide

Hispanic Students' Cultural Assets

Dr. Laura I. Rendón, Professor and Co-Director of Educational Leadership and Policy Studies at the University of Texas at San Antonio published a report in 2014 urging college leaders to consider Hispanic students' cultural assets when serving them on campus. Review the chart below, which is adapted from this report: Which assets are familiar to you? Which are new?

Ventajas (Assets)	*Conocimientos* (Knowledge)
Aspirational	▪ Set high aspirations ▪ Recognize value of education ▪ Remain hopeful about the future
Linguistic	▪ Employ two or more languages ▪ Engage with formal and informal modes of expression
Familial	▪ Model the strength and determination of the family ▪ Employ knowledge gained through family
Social	▪ Create social networks ▪ Make new friends and form new relationships
Navigational	▪ Operate in liminal spaces ▪ Dislocate and relocate ▪ Adapt to new culture
Resistant	▪ Resist stereotypes, combat and overcome micro-aggressions ▪ Overcome hardships, such as poverty and lack of guidance and resources
Perseverance	▪ Develop inner strength, become self-reliant and determined to succeed ▪ Recognize and embrace sacrifices that must be made to attend college
Ethnic Consciousness	▪ Deeply committed to Latino community and to betterment of collective ▪ Develop cultural pride, especially in attending Hispanic-Serving Institution
Spirituality/Faith	▪ Develop sense of meaning and purpose ▪ Embrace concepts such as gratitude, goodness, and compassion
Pluriversal	▪ Operate in multiple and diverse contexts (e.g., college, family, work, etc.) ▪ Hold multiple and competing systems of meaning in tension

Segmented Recruitment Strategy

For each of the groups listed, write which of the cultural assets in the chart on the left staff should highlight when recruiting community volunteers as mentors for Latino students at your college.

Local Business Professionals

_____

_____

Religious Leaders

_____

_____

Current University Students

_____

_____

Source: Laura I. Rendón, Amaury Nora, and Vijay Kanagla, "Ventajas/Assets y Conocimentos/Knowledge: Leveraging Latin@ Strengths to Foster Student Success," UTSA Center for Research and Policy in Education, 2014; EAB interviews and analysis.

Road Map for Discussion

1 | Cultivating College Navigation Skills

2 | Achieving Personalized Guidance at Scale

3 | Intervening Early to Prevent Future Attrition

Why Intervene Early to Prevent Future Attrition?

In the absence of early intervention, Hispanic students are prone to make the most damaging errors during the transition from high school to college. These errors can be explained in part by students' view of the college transition process: a confusing puzzle of steps to complete before starting class.

The vast majority of students who attempt this complex enrollment maze never make it to day one of class. On average, two-year colleges convert less than half of their applicant pool into enrollees—a 58% attrition rate before classes even begin.

The students who make it through onboarding process often make costly mistakes along the way. In this web of services, it's all too easy for students to miss out on available aid, build a school schedule that doesn't work with their life, or avoid critical developmental course requirements.

Students Navigate Complex Enrollment Process With Limited Guidance

A Student's View of the College Transition
Non-Cognitive Knowledge Gaps Stall Smooth Enrollment

Future Student

Financial Aid
Easy to make errors; often skipped entirely

Academic Advising
Shuffled, wait times up to two hours

Placement Testing
Poor understanding of test significance

Registration
Confusing system difficult to navigate

Course Scheduling
Hard to find options that fit with life
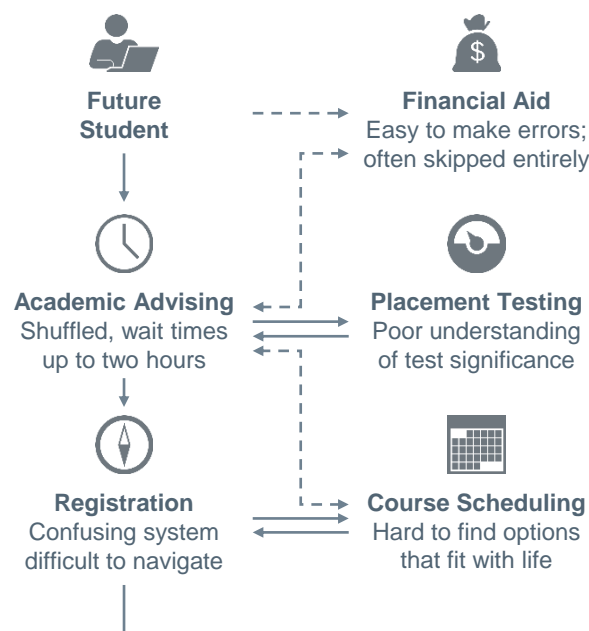
Consequences of Going It Alone
Early Missteps Set Students up for Failure

! Missing out on available aid

! Not plugged into support structure

! Put off developmental coursework

! Enrolled in wrong-fit courses

Finally Enrolled
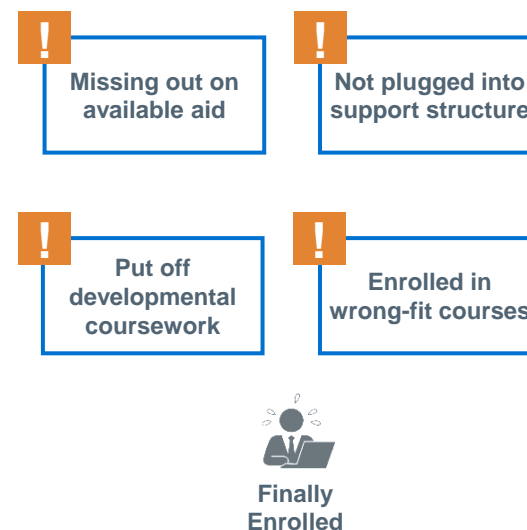
42%
Average applicant conversion rate across 150+ two-year colleges

Source: EAB interviews and analysis.

Maximize Financial Aid Reach and Impact

Despite millions of dollars of federal and state financial aid available to help pay for college, nearly half of all Pell-eligible community college students do not apply for aid. Research reveals several key factors that explain students' failure to submit aid applications, including student misconceptions about eligibility, the complexity and length of application forms, and a fear of releasing sensitive financial information.

Students who enroll in college without a needed financial aid package are much more likely to drop out than those who secure aid. A Public Agenda survey revealed that 71% of students left school because they felt they needed to spend more time working and 52% of students left college because tuition was unaffordable.

College leaders must take action to demystify the application process and connect students to the right amount of financial assistance for their needs.

Hispanic Community College Students Forgo Millions in Grant Aid

Percent of Pell-Eligible Applicants Who Did Not Apply for Federal Aid

2007-2008

- For-Profit: 2%
- Four-Year: 23%
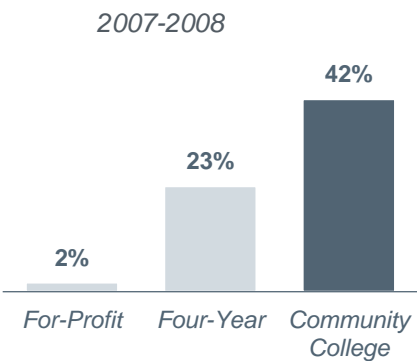- Community College: 42%

Top Factors Contributing to Failure to Submit Application

- ⊘ Misconceptions about eligibility
- ⊘ Complexity and length of form
- ⊘ Fear of releasing sensitive information
- ⊘ Language barriers
- ⊘ Missing critical financial details

Top Reasons for Not Completing a Program

Reason	Major Reason	Minor Reason	Total
I need to spend more time working	54%	17%	**71%**
I just couldn't afford the tuition	31%	21%	**52%**
I needed a break from school	21%	33%	**54%**
I didn't think my classes were useful	16%	27%	**43%**
I didn't have enough time for my family	16%	25%	**41%**

■ Major Reason
■ Minor Reason
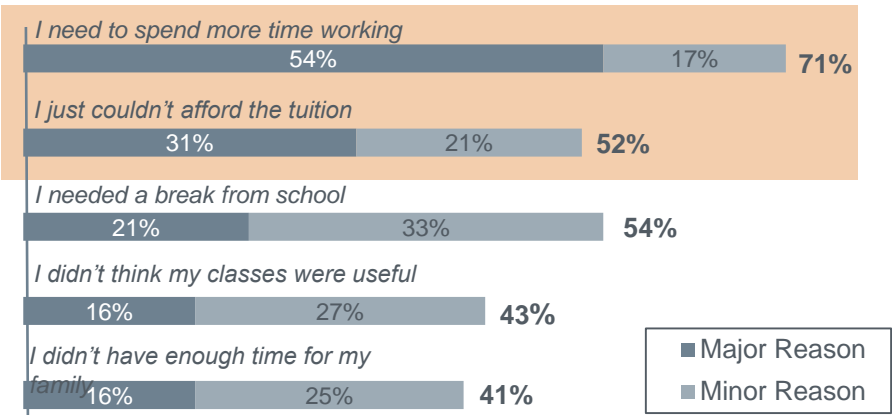
Source: EAB interviews and analysis.

High-Impact Activities Fall to Bottom of Counselors' Priority List

However, most college aid offices are not well-positioned to target these problems. A typical financial aid office has a lengthy to-do list: office staff must ensure compliance with changing regulations, manage government audits, package and distribute student aid, and verify student financial information. Activities that facilitate student access to financial resources often fall to the bottom of the office priority list.

Too Much for Too Few

Duties of Traditional Financial Aid Staff

Financial Aid Office   *Professional Staff*   *Work-Study Assistants*

High-Priority Activities

- Ensure compliance with regulations
- Manage government audits
- Package and distribute student aid
- Verify student financial information
- Application assistance
- Financial counseling
- Outreach and awareness

Activities Expand Student Access to Financial Resources

"If Time Allows"

"
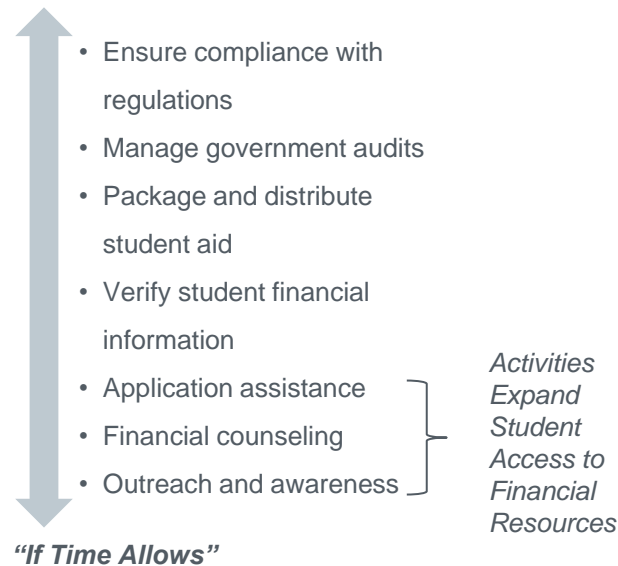
Financial Aid Staff Spread Too Thin

"The financial aid staff were awarding packages at the same time that they were answering questions at the help desk. We realized that they couldn't get their work done…If they had time to get their work done, that would ultimately reduce the number of questions they receive from students."

Claudia Sullivan, Director of Enrollment Services
Rogue Community College

Source: EAB interviews and analysis.

Financial Aid Computer Lab Boosts FAFSA Completion

Given the complexity and length of the financial aid application process, many students are unable to complete an application without hands-on assistance.

Fresno City College provides that assistance through a financial aid computer lab: a physical location where current and prospective students can complete FAFSA, apply for a PIN, check their aid status, and ask general financial questions to an on-site aid assistant. This resource is invaluable for students without Internet access at home, individuals struggling with technical terms, and students facing language barriers. The lab also frees time for staff members in the main office to work with students who need in-depth financial counseling.

Just one year after adopting the computer lab, Fresno City College saw a dramatic increase in office efficiency and effectiveness, including a 9% increase in students assisted and a 21% increase in complete FAFSAs received.

FRESNO CITY COLLEGE

Staffed by Aid Assistants

Lab Resources for Students
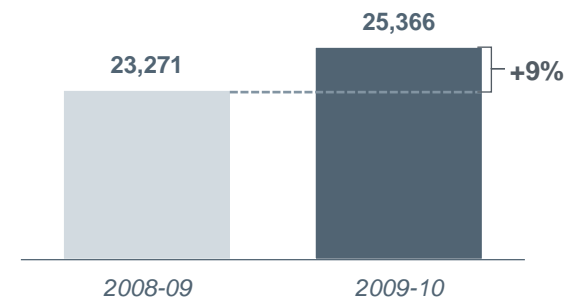
✓ Complete FAFSA

✓ Apply for PIN

✓ Check Aid Status

✓ General Questions
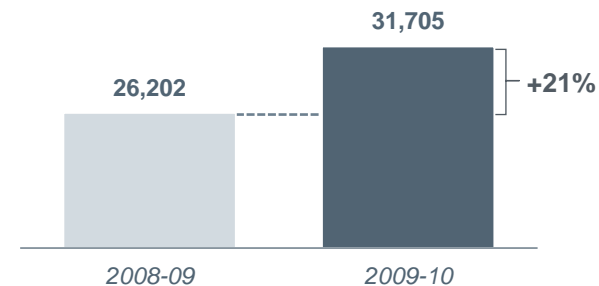
Lab enables main office counselors to focus on advisement and outreach

Lab Increases Office Efficiency and Effectiveness

Students Assisted

25,366

23,271

+9%

2008-09   *2009-10*

FAFSAs Received

31,705

26,202

+21%

2008-09   *2009-10*

Source: EAB interviews and analysis.

Single Stop Adds Much-Needed Financial Counseling Capacity

Every year, more than $65 billion in government benefits (e.g., tax refunds) goes unclaimed. First-generation Latino students are especially likely to miss these benefits that are available—and in some cases, specifically designed—to help pay for college.

Single Stop USA was established in 2001 by the New York-based Robin Hood Foundation to connect clients in homeless shelters and food pantries with available government benefits. In 2007, the organization expanded its focus to include community college students. Single Stop now partners with community colleges and systems across 8 states, including the City University of New York (CUNY), Miami Dade College, and the City College of San Francisco, which together served over 108,000 Latino students in 2013.

Single Stop trains college staff to act as free financial counselors for students, and connect them with government benefits, tax refunds, and other services for which they qualify. The average community college student draws benefits and services worth over $5,400, and preliminary data indicates that Single Stop can boost retention rates as much as 20%.

Saving Community College Students $2,000 a Year

Single Stop Network Centralizes Financial Support Services on U.S. Campuses

New York-Based Non-Profit Builds National Network

- Sites at 18 U.S. colleges across 8 states
- Connects students to financial counselors
- Financial software and counselors funded through grant money

Financial Counselors Help with Student Finances

- Filing annual taxes
- Applying for government benefits
- Accessing legal services
- Financial coaching to address debt management, budgeting, and credit cleanup

Student Save through Tax Credits and Debt Management

- Students saved $1,947 on average in 2012
- Students on average draw down benefits and services worth over $5,4000 per student served (e.g., food stamps, health care)

Single Stop Student Impact

63,000
College students connected to aid

38%
Students served were Hispanic

Significant College Savings

"Many Hispanic students don't finish college not due to a lack of 'ganas' (or motivation) but rather because of the high college costs. Through Single Stop New York's programs, dropout rates are on track to be reduced by a sizable 25%."

Community College President

Source: EAB interviews and analysis.

A Little Goes a Long Way

Single Stop USA connects students with financial assistance *before* emergencies strike. Early interventions empower students to manage or avoid financial crises rather than drop out of college. Colleges serving large Hispanic student populations are adopting a similar approach to prevent student drop-off caused by financial stress with a college emergency fund. For many students, a small amount of money at a time of need is the difference between completion and attrition.

Central New Mexico Community College first established an emergency fund in 2005. The fund awards grant money to students facing unforeseen financial distress, such as medical bills or unexpected transportation costs. Students must apply to the college's foundation for funding by submitting an application that includes a personal statement, letters of recommendation, and supporting documentation of need. If the request is accepted, the grant is paid within 48 hours. Administrators report that the quick turnaround time is critical to the program's success.

Emergency fund programs are typically supported through private donations. Contacts explain that community members appreciate the direct impact their donations have on student retention and long-term success.

Emergency Funds Keep Students in School Through "Just-in Time" Aid

Emergency Assistance Fund
Central New Mexico Community College

Grant money distributed through college foundation to students facing unforeseen financial distress

▪ Grant money distributed through college foundation to students facing unforeseen financial distress

▪ Started in 2005 as the Rust Opportunity Fund, supported through private donations

▪ Fund awards average around $150, with some awards as low as $12

▪ Students receive aid within 48 hours of application

Estimated Impact on Retention

85%

67%

Recipients more likely to be retained

First-Time Students   Fund Recipients
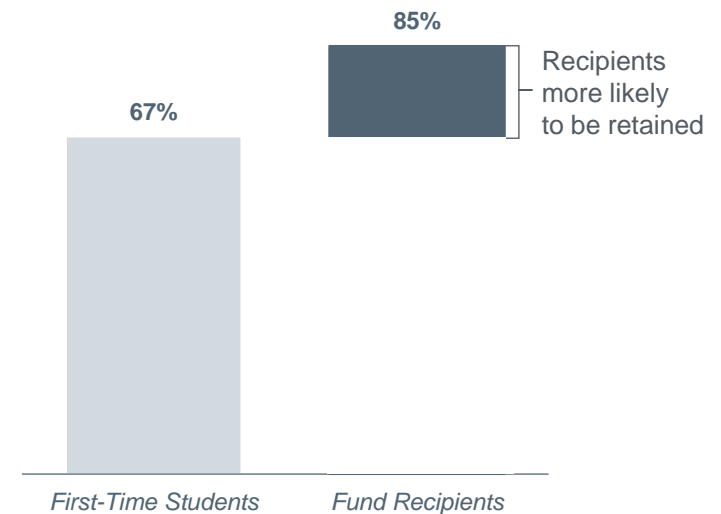
> **Program Keeps Students in College**
>
> "My next step, if I didn't receive this money, was to drop out of college and get a full-time job. This program is an absolute godsend."
>
> *Valeria Otero*
> *CNM Rust Opportunity Fund Recipient*

Source: EAB interviews and analysis.

Early Missteps All Too Common

College attrition and graduation delays are also the result of common missteps students make early in their academic careers. These missteps are often very basic, such as enrolling in too few credits or delaying introductory or developmental courses, but have major consequences by extending time to degree.

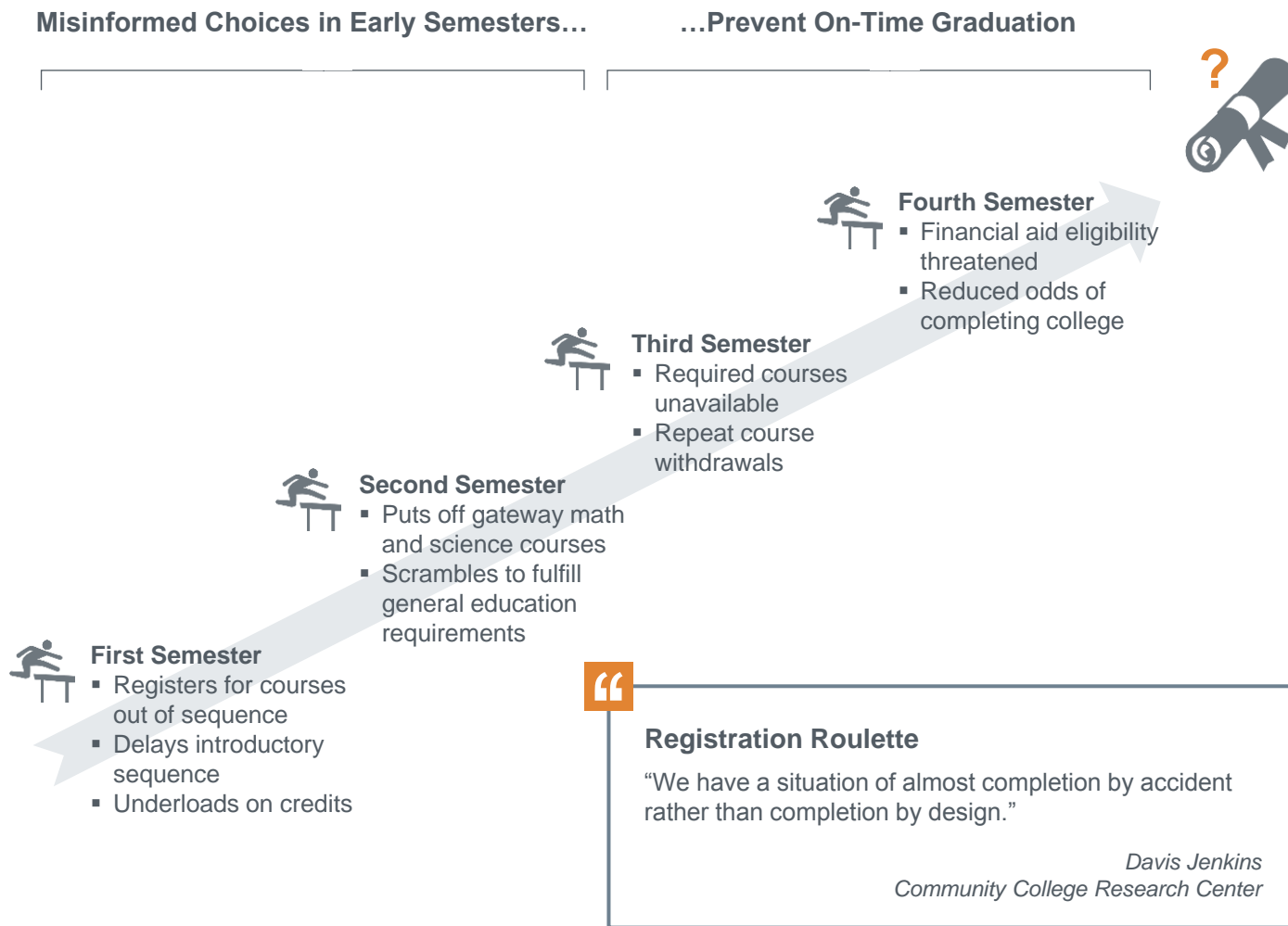Most students do not have individual meetings with an advisor at the start of college or in subsequent semesters to discuss course selection and ensure they are taking the shortest path to degree. Unfortunately, students who fall behind in their first few semesters must extend their stay in college, adding to total cost and decreasing the odds of credential attainment.

The college experience for most students has turned into a game of chance, with students taking a mix of courses that may have little to do with their academic goals

As Kay McClenney, Director of the Community College Leadership Program at the University of Texas at Austin says, "Students wander into college, wander around the curriculum, and wander out the door." Worse still, most student wanderers do not attain a credential before leaving college.

Poor Academic Planning Compounds Graduation Challenges

Misinformed Choices in Early Semesters…   **…Prevent On-Time Graduation**

Fourth Semester
- Financial aid eligibility threatened
- Reduced odds of completing college

Third Semester
- Required courses unavailable
- Repeat course withdrawals

Second Semester
- Puts off gateway math and science courses
- Scrambles to fulfill general education requirements

First Semester
- Registers for courses out of sequence
- Delays introductory sequence
- Underloads on credits

Registration Roulette

"We have a situation of almost completion by accident rather than completion by design."

Davis Jenkins
Community College Research Center

Source: EAB interviews and analysis.

A Roadmap for Graduation

To help students craft a plan for timely graduation, many community colleges have distributed semester-by-semester degree maps. College leaders must ensure that degree maps are consistent across academic programs, and go beyond merely listing graduation requirements by demonstrating the proper timing and progression of general education and other major requirements.

Students are also encouraged to complete their general education requirements early to allow for flexibility in course selection during later semesters.

Degree plans should also balance course subjects and intensity. For instance, discourage students from overloading on math- and science-intensive courses which may be unmanageable in a single semester.

Finally, degree maps should encourage students to enroll in college full-time (typically defined as 15 credits per semester). Full-time enrollment will speed students' time to graduation and increase their odds of success.

Prescribed Sample Associate in Arts Transfer Plan

Sample Associate in Arts Transfer Plan

TERM 1	Credits
Freshman Composition I	3
Oral Communications	3
Humanities [Gen. Ed.]	3
Social Science [Gen. Ed.]	3
Transferrable Elective	3
Total Hours	**15**

TERM 2	Credits
Freshman Composition II	3
College Level Math	3
Humanities [Gen. Ed.]	3
Social Science [Gen. Ed.]	3
Transferrable Elective	3
Total Hours	**15**

TERM 3	Credits
College Level Math	3
Social Science [Major Req.]	3
Natural Sciences [Gen. Ed.]	3
Transferrable Elective	3
Transferrable Elective	3
Total Hours	**15**

TERM 4	Credits
Social Science [Major Req.]	3
Humanities [Gen. Ed.]	3
Natural Science [Gen. Ed.]	3
Transferrable Elective	3
Transferrable Elective	3
Total Hours	**15**

Students encouraged to complete requirements in earlier semesters

Suggested sequence of courses prevents students from overloading on math and science intensive courses in a single semester
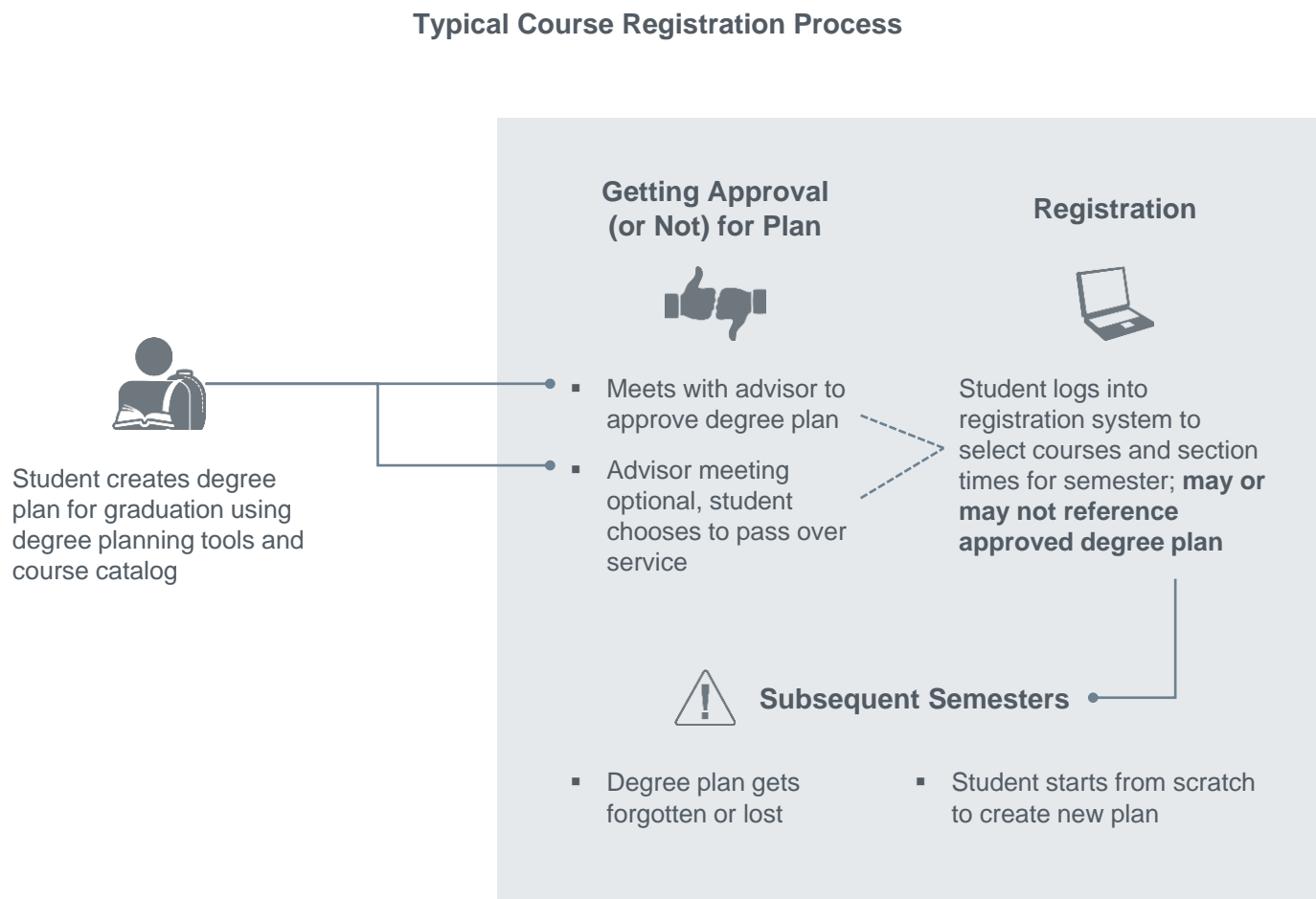
Students encouraged to register for full course load

Source: EAB interviews and analysis.

Leading a Horse to Water…

Degree maps and course recommendations are important strategies to guide students to a combination of classes that move them closer to graduation. However, the distribution of degree maps on campus does not guarantee student utilization or compliance.

Few colleges require students to seek the approval of an advisor for the plan, which means the degree plan is essentially a self-service resource utilized almost exclusively by the most highly-motivated students on campus. Furthermore, even students who meet with an advisor for approval of their course plan may not comply with the plan during registration.

To realize a return on their investments in degree maps, college leaders must boost students' compliance by prompting pre-created pathways during course scheduling.

Degree Plans Important, But Ineffective Without Compliance

Typical Course Registration Process

Student creates degree plan for graduation using degree planning tools and course catalog

Getting Approval (or Not) for Plan

- Meets with advisor to approve degree plan
- Advisor meeting optional, student chooses to pass over service

Registration

Student logs into registration system to select courses and section times for semester; **may or may not reference approved degree plan**

⚠ Subsequent Semesters

- Degree plan gets forgotten or lost
- Student starts from scratch to create new plan

Source: EAB interviews and analysis.

Architecting Choice

Sinclair Community College employs a unified course selection and registration system that allows advisors to pre-load an academic plan they have created with the student.

When students logs into the system to register for classes, they see their pre-approved plans and have the option of accepting the courses approved for them for that particular semester. The only decision students make is the course section in which to enroll.

Kathleen Cleary, Associate Provost for Student Success, asserted the benefit of this approach for students: "We know that if you give a student too many choices, they shut down. We are trying to limit the appearance of choice when in fact the student can take any elective they want. If the psychology of choice holds true, 90% of students will simply take the courses listed on their academic plan."

The course selection and registration system ensures student compliance with pre-approved academic plans and simplifies the registration process for by reducing the number of decision points in that process. This nudge gets students to adhere to the plan most likely to fulfill programmatic requirements and graduate in a timely manner.

Using Nudge Principles to Ensure Program Connection

Unified Course Selection and Registration System

Sinclair Community College

My Academic Plan for John Smith

I have worked with an Academic/Faculty advisor to create My Academic Plan (MAP) for achieving my educational goals at Sinclair. I realize that by developing and agreeing to this plan, I am acknowledging my responsibility to follow it and thereby achieve my academic goals without delay or loss of credit. I understand that deviation from this plan may have negative academic or financial impacts on reaching my goals.

Fall Semester 2012

| PSY 121 | ENG 111 | MAT 101 | SCC 101 |
| General Psychology | College Writing | Elementary Algebra | Student Success |

Accept MAP   **Modify MAP**

"Disclaimer" reminds students of their obligation to follow the agreed-upon plan

Students see personalized MAP with pre-populated courses for upcoming semester upon logging into registration system

Students can approve the course plan with a single click, then select section times

Opting to modify the MAP generates a additional message discouraging students from violating their agreement before allowing them to select new courses
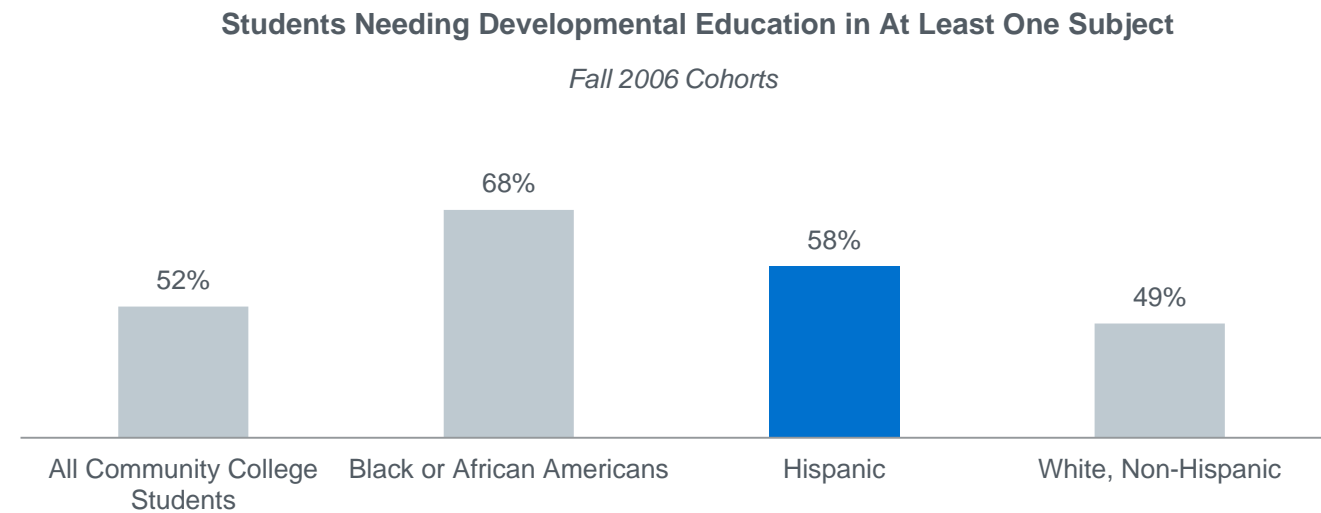
Starting Below College Level

In 2006, 58% of entering Hispanic students required developmental education, compared to 52% of the general community college population.

Much attention has been paid to academic remediation over the past few years, particularly models that rely on collaboration between high school and post-secondary partners. According to the Community College Research Center, high schools in the majority of states administer placement exams in the 11th grade and most states also offer 12th grade transitions curricula. These interventions aim to remediate college-unready students before they enter college.

Despite this effort, students still enter college unprepared and place into developmental coursework, for which they must pay tuition but receive no college credit. Paired with a belief that courses are boring and irrelevant, nearly 30% of students referred to developmental courses do not enroll. Delaying entry into developmental courses reduces Hispanic students' odds of completing college-level coursework and earning a credential.

Over Half of Hispanic Students Place into Developmental Coursework

Students Needing Developmental Education in At Least One Subject

Fall 2006 Cohorts

52%	68%	58%	49%
All Community College Students	Black or African Americans	Hispanic	White, Non-Hispanic

Enrollment in Developmental Courses First Hurdle to College Level Courses

27% Percent of students referred to developmental math courses who do not enroll first semester

30% Percent of students referred to developmental English courses who do not enroll first semester

23.8% Hispanic students complete developmental coursework and associated college-level courses in two years

Source: Complete College America, "Remediation: Higher education's bridge to nowhere," 2012; Bailey, T., Geong, D.W., Cho, S-W., "Referral, enrollment and, and completion in developmental education sequences in community colleges," Community College Research Center, 2009; EAB interviews and analysis.

Out with F. Scott Fitzgerald, In With García Márquez

Developmental courses tend to have the highest dropout and dissatisfaction rates on campus, a reputation that is passed on to entering students and discourages them from enrolling in remedial courses.

Several community colleges in Texas have rectified the problem by offering developmental English courses that incorporate Latino, Mexican American, and other multicultural authors, experiences, and issues—a "Puente" course that makes remedial coursework interesting and relevant. This course replaces the traditional developmental English program and works with students to strengthen reading comprehension, grammar, writing, and critical thinking skills.

The program reaches nearly 100 students per campus every year, and boosts completion rates by upwards of 20 percentage points, when comparing Puente program participants with peers in traditional developmental courses.

Developmental English Course Boosts Completion Rates by 20%

El Paso CC's Puente Program

- 75-100 students participate annually
- Alternative course to fulfill developmental English requirement
- Offers academic and personal mentoring programs to participants
- Supplements traditional curriculum with **reading and writing activities from Hispanic and other multicultural authors**

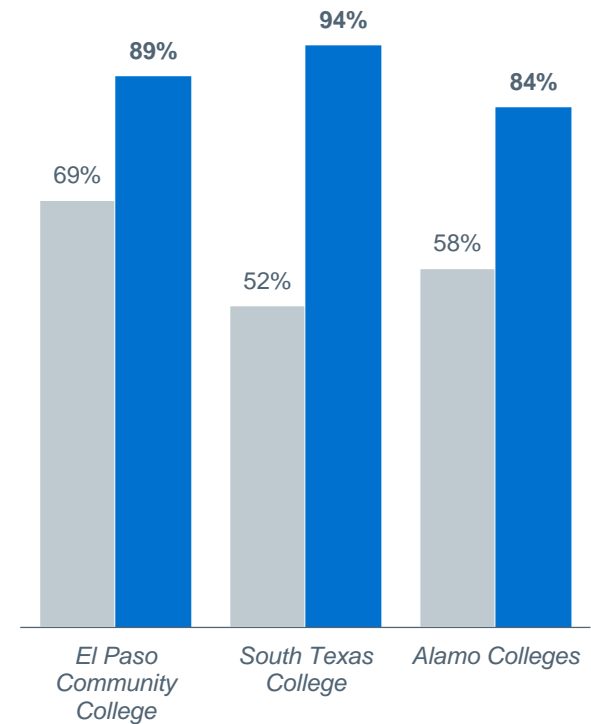*One Hundred Years of Solitude*, Gabriel García Márquez

Sowing the Seeds: Una Cosecha de Recuerdos, Elena Bjorkquist

Growing Up Chicana/o, Bill Adler

Passing with Flying Colors

Developmental English Completion Rates at Three Texas Community Colleges, 2012

El Paso Community College: 69%, 89%
South Texas College: 52%, 94%
Alamo Colleges: 58%, 84%

Task Force Worksheet

FAFSA Outreach Strategy Builder

Targeted Audience and Venue Selection

Consider the range of students who apply for federal financial aid to offset the cost of tuition at your college. In box on the left below, write a short description of this student group (e.g., "Recent high school graduates"). In the box on the right, write the venue(s) in which the college may already interact with students in this group before they begin enrollment (e.g., "College information sessions at the local high school").

Crafting the Right Messaging

In the boxes below, write how your college may incentivize students to submit FAFSA applications during interactions at the venues listed on the left of this page (e.g., "Emphasize faster turnaround time of aid application when FAFSA is submitted early"). Consider what motivates students in each of the groups listed. How can your outreach strategy leverage these motivations to incentivize early FAFSA submission?

Student Group   *Venue(s)*   *Incentives for Early FAFSA Submission*

Source: EAB interviews and analysis.

Task Force Worksheet (cont.)

Degree Map Group Discussion Guide

Should institutions limit the number of academic programs available to students? Consider the number of program offerings in your institution's course catalogue. Is this a strength of the college, or a potential barrier to student success?

What do students gain and lose when they have fewer choices of programs and pathways? Behavioral economics experts suggest that people make suboptimal decisions (if any decision at all) when confronted by a large number of options. Does minimizing choice in program or courses stand to benefit our students' ability to make optimal academic decisions?

How has your institution addressed the problem of decision paralysis? Consider what investments have already been made, if any. What are the benefits of these approaches? What have been some of the challenges?

Source: EAB interviews and analysis.

Appendix

Tools and Guides for Practitioners

- Tool #1: Mentor-Mentee Communication Timeline

- Tool #2: Speed Networking Conversation Prompts

- Tool #3: EAB Bilingual College Reference Guide

- Tool #4: EAB Task Force Reading List

Mentor-Mentee Communication Timeline

Tool from *Turning High School Partnerships into College Enrollments*

This mentor-mentee communication timeline is derived from the tnAchieves calendar-prompted mentor outreach system[1]. This reminds mentors about upcoming deadlines students must meet to complete college applications and enrollments. Staff responsible for training mentors may use the timeline below to ensure mentor communication with mentees about twice a month during the transition from high school to college.

Date	Sample Communication
December	Introduce yourself to students and their parents/guardians.
January 1	Remind students of their team meeting date, time, and location—reassure them that you will be there.
January 15	Remind students of the important February 1 FAFSA deadline; remind them often.
February 1	"Did you file your FAFSA? If not you have until midnight tonight!"
February 15	"Where did you apply to college? Today is the deadline."
March 1	Remind students of the March 7th ACT registration deadline.
March 15	"Have you thought about going on a campus visit?"
April 1	"Have you called about your placement test? Call the college to schedule one now!"
April 15	"Have you asked your counselor about sending your official transcript to your chosen college?"
May 1	"Have you heard from your post-secondary institution about being accepted? Does the institution need additional information from you?"
June 1	"Happy Graduation! Schedule an advising appointment at your college to get in great classes!"
June 15	"Do you know if you need to turn in verification documents? Call the financial aid office if you are unsure. It is due June 30th!"
July 1	"Did you complete your New Student Orientation? If not, are you ready to attend?"
July 15	"Are you sure that your college file is complete?"
August 15	"Good luck with all your classes! Do not forget to introduce yourself to all your professors!"
October 15	"How are you doing in your classes?"
November 15	"Good luck on your finals!"
December 15	"Do not forget to file FAFSA again in January! The deadline is February 1st!"

Source: EAB interviews and analysis.

Speed Networking Conversation Prompts

Tool from *Turning High School Partnerships into College Enrollments*

Progressive colleges seeking to pair volunteer mentors and student mentees based on their personalities, academic backgrounds, and extracurricular interests are implementing speed networking events. Staff may furnish each mentor-mentee pair with the following conversation prompts to facilitate these seven-minute networking conversations and help guide successful matches.

Personality Fit

Engage networking participants in open-ended questions that reveal personal attitudes and priorities.

1. You're stuck on a desert island for one year with everything you need for basic survival: bread, water, shelter, and no dangerous animals in sight. What are the five most important people or things you would bring with you during your desert island adventure?

2. Where do you see yourself in 10 years? Think about your ideal day, the food you would eat, and the people you would interact with. Explain why this is important to you.

3. What are the top three attributes you look for in a college? Why are these important to you or to your college success?

Academic Backgrounds

Offer networking participants an opportunity to speak about academic strengths, weaknesses, and goals.

1. Student, what is your favorite topic in school? Explain why. Mentor, what was your favorite topic in school? How did it change or remain the same during your transition from high school into college?

2. What do you do when you are faced with an academic challenge? Think back to the last difficult test you took, homework assignment you were given, or question asked during class. How would you like to improve your response to these challenges?

3. Student, what is your intended academic major? If you have decided, why did you pick that concentration. If you have not decided, what options are you considering?

4. Mentor, explain your current position as a student or professional in the workplace. What skills do you use today that you learned as a student? What do you wish you learned as a student that would be useful to you today?

Extracurricular Interests

Allow networking participants to describe their lives outside of school and work.

1. What is your typical weekend like? Do you wish they were different in some way? If you were to change your weekend schedule, what would you do instead?

3. Have you ever had a job you love? What about a job you hate? Why did you love or hate these jobs?

4. Everyone has strengths and weaknesses. What are your top three strengths? What are your top three weaknesses? How could you improve them?

5. Student, what is your family like? Tell your partner if your family supports your college dreams, and how they do that. What extra support are you looking for?

EAB Bilingual College Reference Guide

Translation Manual for Frontline Student Services Staff

Registration

- **ACCUPLACER** – Un examen que mide conocimientos y habilidades en lectura, inglés, y matemáticas en preparación para el ingreso a una universidad comunitaria

- **Admissions** – Admisión; ingreso

- **Advanced Placement (AP) Exam** – Cursos y exámenes de nivel universitario del programa AP que se ofrecen en la secundaria

- **Application** – Solicitud de ingreso

- **Associate's degree** – Estudios universitarios o técnicos de programas de dos años; diplomado

- **Campus** – Campus

- **CLEP** – Conjunto de exámenes de nivel y crédito universitario

- **College** – Facultad; colegio universitario

- **College readiness** – Preparación para la universidad

- **Community college** – Universidad comunitaria

- **Counselor** – Orientador; consejero; asesor académico

- **Credit** – Crédito

- **Curriculum** – Plan de estudios; curriculo

- **Dual Enrollment** – Inscripción dual

- **Enrollment** – Proceso de admisión

- **Exam** – Examen

- **First generation students** – Primera generación de estudiantes universitarios en una familia

- **Grade** – Año; curso; en un examen, calificación

- **Grade Point Average (GPA)** – Promedio de calificaciones

- **Graduates** – Graduados; licenciados; egresados

- **High school** – Escuela secundaria; escuela preparatoria

- **Honors classes** – Clases avanzadas

- **Major** – Concentración

- **Minority** – Minoría

- **Remedial classes** – Clases de recuperación académica en caso de que el alumno no domine una materia al nivel escolar

- **Open admissions** – Admisión abierta

- **Score Report** – Informe de calificaciones; informe de notas

- **Test** – Examen; prueba

- **Transcript** – Transcripción

- **Undocumented student** – Estudiante indocumentado

- **Vocational school/ college** – Escuela o universidad técnica

Source: EAB interviews and analysis.

EAB Bilingual College Reference Guide (cont.)

Translation Manual for Frontline Student Services Staff

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Financial Aid

- **Deposit** – Depósito

- **Expected Family Contribution** – Cálculo de la contribución financiera familiar esperada

- **Fee reduction** – Reducción de cuota del examen

- **Fee waiver** – Exención de costos

- **Financial aid** – Ayuda financiera; asistencia financiera

- **Financial aid office** – Oficina, departamento de asistencia financiera

- **Financial need** – Necesidad de asistencia financiera

- **Low income** – Bajos ingresos económicos

- **Tuition** – Colegiatura; matrícula; precio de la enseñanza o instrucción

- **Work study** – Trabajo de medio tiempo para estudiantes subsidiado por su institución

Transfer

- **Acceptance letter** – Carta de aceptación o admisión

- **Bachelor's degree** – Licenciatura (*Do not use "bachiller" as that has different meanings across different countries*)

- **Common application** – Aplicación común

- **Early admission** – Admisión temprana

- **PSAT/NMSQT** – Un examen completo de preparación para el examen de admisión a la universidad, el SAT

- **Rejection letter** – Carta de respuesta negativa o rechazo a una solicitud

- **SAT** – Examen de admisión a la universidad o examen de ingreso universitario

- **Selective admissions** – Admisión selectiva

- **Wait list** – Lista de espera

Source: EAB interviews and analysis.

EAB Task Force Reading List

Essential Secondary Literature for any Hispanic Student Success Task Force

The Forum consulted the following sources for this report:

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