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

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Statement of the Problem

• In Michigan, as with the rest of the country, Hispanics have a much larger concentration of children and young adults than non-Hispanics have. This is especially noticeable for those between the ages of 5 and 17 where a 9 percentage point difference separates Hispanics from non-Hispanics. **This age distribution should signify that more Hispanics than non-Hispanics should be enrolled in K-12 and college; however, this is not the case.**

• Despite a larger under 18 population, a larger percentage of non-Hispanics than Hispanics are enrolled.

• As is the case for any population, a major factor in the continued success of Hispanics is the extent to which the population is educated. As one moves along the continuum of education, wages and occupation opportunities are sure to follow.

Source: 2008 SMILEI Study
Low Educational Attainment Among Latinos


Source: 2008 SMILEI Study
High H.S. Drop Out Rate Among Latinos


Source: 2008 SMILEI Study
Low Degree College Enrollment Among Latinos


Source: 2008 SMILEI Study
Low Educational Attainment Among Latinos


Source: 2008 SMILEI Study
Establishing a Statistical Baseline

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

Source: CBS Retention, Persistence & Success Study (2004-2009)
Establishing a Statistical Baseline

% Fall to Fall Annual Persistence (2004)

Source: CBS Retention, Persistence & Success Study (2004-2009)
## Literature Review

### Best Practices in Creating College Learning Communities

<table>
<thead>
<tr>
<th>Nancy S. Shapiro</th>
<th>Jodi H. Levine</th>
<th>ISU – CELT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Curriculum, especially the use of clustered, writing-intensive courses</td>
<td>• Curriculum, clustered courses</td>
<td>• Curriculum, emphasizing active learning &amp; “diverse” (differentiated) learning</td>
</tr>
<tr>
<td>• Faculty collaboration, mentorship, integrated curriculum</td>
<td>• Faculty engagement</td>
<td>• Contact between faculty &amp; students</td>
</tr>
<tr>
<td>• Peer leadership &amp; mentorship</td>
<td>• Student collaboration</td>
<td>• Develop cooperation among students</td>
</tr>
<tr>
<td>• Students cohorted</td>
<td>• Cohort students</td>
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</table>
## New CBS Scholars Program Curriculum (2007)

### CBS Scholars Program Curriculum (First Year)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Semester</th>
<th>Content</th>
<th>Purpose</th>
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<tbody>
<tr>
<td>Summer Enrichment Program (SEP)</td>
<td>Summer</td>
<td>English &amp; Math Enrichment</td>
<td>Successful Transition from high School</td>
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<tr>
<td>CBS 1410: Student Success Seminar</td>
<td>Fall &amp; Winter</td>
<td>Study Skills, Time Management, Writing &amp; Research</td>
<td>Successful Transition to WSU</td>
</tr>
<tr>
<td>English 1010/1020</td>
<td>Fall &amp; Winter</td>
<td>Introductory College Composition</td>
<td>General Education Requirements</td>
</tr>
<tr>
<td>Math 0993/1050</td>
<td>Fall &amp; Winter</td>
<td>College Mathematics</td>
<td>General Education Requirement</td>
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# New CBS Scholars Program Curriculum (2007)

## CBS Scholars Program Curriculum (Second & Third Year)

<table>
<thead>
<tr>
<th>Course</th>
<th>Term</th>
<th>Content</th>
<th>Purpose</th>
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</thead>
<tbody>
<tr>
<td>UCS 0991: Design Your Future</td>
<td>Fall 2nd</td>
<td>Career &amp; Professional Development</td>
<td>Career Development</td>
</tr>
<tr>
<td>CBS 2000 &amp; 3000-level Courses</td>
<td>Fall &amp; Win</td>
<td>Latino &amp; Latin American History, Literature &amp; Culture</td>
<td>Cultural Exploration &amp; Understanding</td>
</tr>
<tr>
<td>CBS 3710: Com. Based Service Learning</td>
<td>3rd Year</td>
<td>Community Service Activities &amp; Research Methods</td>
<td>Leadership Training</td>
</tr>
</tbody>
</table>
Launch of CBS College to Career (C2C) Program

Program Learning Objectives

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

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

Source: CBS Retention, Persistence & Success Study (2004-2009)
Assessing Impact

% Fall to Fall Annual Persistence (2007)

Source: CBS Retention, Persistence & Success Study (2004-2009)
Assessing Impact

% Fall to Fall Annual Persistence (2008)

Source: CBS Retention, Persistence & Success Study (2004-2009)
Conclusions

• Learning Communities methodologies are effective when applied to the CBS Scholars & CBS C2C Programs

• After just one cohort year completing the new curriculum, more data needs to be collected to fully assess impact on 4- and 6-year graduation rates.

• But retention and persistence rates are looking good, which would predict future increases in graduation rates as well.