



BULLETIN

Published by the Community College Survey of Student Engagement

HSI/HACU Consortium

RECENT HIGHLIGHTS

CCSSE's 2004 HSI/HACU Consortium has joined together to build collaborative and networking relationships and will highlight promising practices through publications and at national and regional community college conferences. To support these efforts, the consortium added questions to the *Community College Student Report* and will use CCSSE data and comparative reports to make informed decisions about how to improve these unique institutions.

MEMBERS OF CCSSE'S 2004 HSI/HACU CONSORTIUM

- Brookhaven College (TX)
- Central Arizona College (AZ)
- Coastal Bend College (TX)
- College of the Mainland (TX)
- Estrella Mountain Community College (AZ)
- Houston Community College System (TX)
- Howard College (TX)
- Mountain View College (TX)
- North Lake College (TX)
- Northwest Vista College (TX)
- Palo Alto College (TX)
- Phoenix College (AZ)
- Richland College (TX)
- Southwest Texas Junior College (TX)
- St. Philip's College (TX)

As a result of significant interest in the field, CCSSE will open up the 2005 HSI/HACU Consortium to all Hispanic-Serving Institutions and community college members of the Hispanic Association of Colleges and Universities. The following 2005 CCSSE member colleges are encouraged to join the HSI/HACU Consortium:

- Community College of Denver (CO)
- Pueblo Community College (NM)
- New Mexico Junior College (NM)
- F.H. LaGuardia Community College (NY)
- Austin Community College (TX)
- Northwest Vista College (TX)
- El Paso Community College (TX)
- Richland College (TX)
- San Antonio College (TX)

Please contact Christine McLean at mclean@ccsse.org or 512-232-6452 if you would like to join the 2005 HSI/HACU Consortium.

This CCSSE Bulletin is organized into several sections and includes information about **CCSSE in Action** – promising practices in HSI/HACU institutions; **Engagement and Student Outcomes** – ways to align CCSSE results with institution- and student-level data; and **Calls for Presentation Panelists** – opportunities for sharing your college's effective educational practices with other institutions at a national conference session.

CCSSE IN ACTION

Future publications of CCSSE Bulletins will showcase effective educational practices from the HSI/HACU Consortium, allowing institutions to share with each other the valuable ways to engage students. We encourage you to submit your stories online at <http://www.ccsse.org/publications/publications.cfm>.

ENGAGEMENT AND STUDENT OUTCOMES

CCSSE is pleased to invite members of the HSI/HACU Consortium to participate in an exciting opportunity to produce new and valuable research about student outcomes – and their relationship to student engagement – in these unique institutions. CCSSE has recruited a small group of expert researchers to assist in developing and executing this research agenda over the next two years. Each consortium college is encouraged to join in this effort through an agreement to provide CCSSE's research team with certain student- and institution-level data pertinent to students' progress and success. Those data, along with CCSSE results, will be used in the research analyses.

Please consider the following:

- The data to be collected from consortium colleges will be used exclusively for the purposes of this research and will not be made available to the public. Aggregated data will be used in published articles of interest to the community college field, but results from individual colleges will not be released.
- The results of the research will be reported back to the HSI/HACU Consortium in the form of a research report; and CCSSE will host a discussion with Consortium college leaders to consider potential implications of the findings for community college practice.
- Colleges interested in participating in the research initiative should notify Nathan Marti at marti@ccsse.org by **October 15, 2004** to be included; for more information, contact Nathan at 512-232-6456.

The research will involve the use of student cohort data from the participating HSI/HACU colleges, along with certain institution-level data. The following list provides examples of the types of data that will be reported. The list is preliminary and not yet complete; and it will be refined based on feedback from participating colleges as well as the advice of the research team. Data collection will begin in the fall, 2004.

Institutional Data

- Term-to-term persistence
- Percent of students granted degrees/certificates

Student General-Record Data

- Zip code
- Previous college credit transferred
- Grade point average on transferred credits
- High school grade point average

Student Term-Record Data

- Course grade in highest-level developmental writing course (if applicable)
- Course grade in highest-level developmental math course (if applicable)
- Course grade in highest-level developmental reading course (if applicable)
- Course grade in first college-level course in English
- Course grade in first college-level course in mathematics
- Transfer to another institution
- Completion (certificate or degree)
- Financial aid (Pell grant, work study, student loans, grants, financial aid)
- Number of credits attempted
- Number of credits completed
- Cumulative GPA
- Term GPA

CALL FOR PRESENTATION PANELISTS

HACU Conference,

October 16-19, Miami, FL

Session Title: Retention in Hispanic-Serving Institutions: 2004 Findings from 15 Community and Technical Colleges

Session Description: Community and technical colleges serve disproportionately more Hispanic/Latino students than do any other type of higher education institution across the United States. With ever-increasing numbers of Hispanic and Latino students in community and technical colleges, institutions must ensure that they support students' movement through the educational pipeline – and that programs and policies are in place to help students achieve their goals.

Please share your college's promising practices by serving as a session panelist. Contact Christine McLean at mclean@ccsse.org before **October 4, 2004** for details.