

TESC LATINA/O RETENTION & OUTREACH STRATEGIC PLAN

Faculty Summer Institutes: July 9-17, 2014

Prepared by: Grace Huerta, Ph.D. Educational Leadership & Policy Studies

Institute Conveners: Grace Huerta, Anthony Zaragoza, Ph.D., Leslie Flemmer, Ph.D.

Faculty, Staff & Alumni Institute Participants & Contributors: Theresa Aragon, Felix Braffith, Sunshine Campbell, Jon Davies, Phyllis Esposito, Anne Fischel, Leslie Flemmer, Maggie Foran, Paul Gallegos, Grace Huerta, Rashida Love, Kabby Mitchell, Amaia Martiartu, Laurie Meeker, Larry Mosqueda, Alice Nelson, Carolyn Prouty, Julie Russo, Raquel Salinas, Arleen Sandifer, Ellen Shortt-Sanchez, David Skattebo (undergraduate research fellow), Wenhong Wang, Tom Womeldorff, Gail Wootan, Artee Young and Anthony Zaragoza. Alumni panel: Victor Ortiz, Mimi Alcantar, Fabi Romero, Lisa Jaramillo-Lamoreaux. Special thanks to: Laura Coughlin and the Institutional Research staff.

Background. Since 1972 there have been multiple efforts to address the recruitment and retention of Latina/o students. These attempts include a 1972 Disappearing Task Force report, entitled “Proposal for Chicano-Native American Student Recruiting” (see Appendix A), Dr. Theresa Aragon’s 2010 “Hispanic Recruitment, Retention and Success Report” (see Appendix B), and our own 2014 Latina/o Retention and Outreach Strategic Plan. Together these documents identify specific recommendations for institutional policy and curricular needs including: tuition support, access to bilingual and bicultural staff, culturally relevant pedagogy and academic support, faculty development (i.e. cultural competencies), and K-12/community outreach.

In early 2014, a newly charged TESC “Hispanic” Work Group was asked to produce a Prioritized Budget Request (see Appendix C). We would like to build upon the work this group began that will allow us to develop a policy and program infrastructure to purposefully frame and guide our actions. Such actions include identifying specific leadership and community networks to help ensure policy implementation, accountability, and most important--efficacy. At present, it remains unclear what the status is of the items submitted for budget consideration or the future status of the Hispanic Work Group itself.

In the Spring of 2014, President Les Purce announced during two campus-wide town hall meetings the need to increase Hispanic¹ student enrollment at Evergreen. Meanwhile, during the 2014 collective bargaining sessions, the United Faculty of Evergreen (UFE) proposed a Latina/o Retention and Outreach Initiative to act upon the College’s enrollment decline. The UFE identified research-based academic components of

¹ The more inclusive terminology used in this document is “Latina, Latino or Latina/o.”

successful Hispanic Serving Institutions that support Latina/o retention, such as the use of culturally relevant curriculum and pedagogy, the need for culturally competent faculty and staff, academic skill development strategies, and an increase in faculty, K-12 and community outreach. While the vast majority of the UFE initiative was rejected during the bargain, a single element was secured: TESC summer institutes. As a result, 31 TESC faculty, staff and alumni took part in the Latina/o Retention and Outreach Institute, four days of collaboration, discussion and planning. **Together, faculty and staff generated the following strategic plan to support the recruitment and retention of Latina/o students at Evergreen.**

Faculty Institutes, Summer 2014. Over the course of our institutes, faculty, staff and students discussed the historical antecedents that influence TESC's inability to implement a Latina/o recruitment and retention plan. Institute participants also listened to Latina/o alumni student panelists (undergraduate and graduate) who poignantly shared their college experiences. Panelists' testimonies revealed that their college persistence was informed by the support from "some" exemplary faculty and staff, as well as First People's Multicultural Students Services, and registered student organizations such as MEXA². However, the college does not have a specific institutional policy, infrastructure, or goals where key sectors of the college (administrative, academic, student support services, financial aid, admissions, institutional research, CCBLA) collaborate to ensure that Latina/o student's recruitment and retention goals are identified, met and evaluated. Our take-away is that the college must implement a Latina/o student strategic plan where we do not leave recruitment and retention to individual staff and faculty, but is the collective responsibility of the entire college and community.

Evergreen institutional quantitative research data (2007-13) shows that the recruitment of Latina/o students has increased incrementally despite few formal college efforts. However, *without a formal infrastructure in place, TESC is currently not well positioned to attract, recruit and retain Latina/o students, beyond such federal programs as GEAR UP and Upward Bound*. Given Washington state legislature's mandate to fund K-12 education (McCleary, et al. v. State of Washington, 2014), it makes sense to tie any Evergreen legislative budget request to K-12 public education in order to build a pathway³ to higher education. However, creating such a budget request or "ask" to develop a K-12 pathway with local counties/school districts requires major faculty and staff resource commitment, beginning with consensus-building around identifying what the "ask" will consist of, such as: the identification of specific pathway goals and strategies with K-12 partners, alignment with current outreach efforts, curriculum and

² Movimiento Estudiantil Xicano Aztlan.

³ The preferred terminology used here is "pathway" as opposed to "pipeline."

program planning, and the examination of faculty and staff loads to help them meet those K-12 pathway goals.

That said, Evergreen must implement a systemic, short-term and long-term approach to the recruitment and retention of Washington State Latina/o students with the same commitment deployed to recruit other student populations in its past and present (i.e. out-of-state students, EF, veterans and state government employees). There must be transparency regarding the nature and extent of these “strategic investments” given the state’s commitment to educating Washington students, many of whom are Latina/o and reside locally.

Therefore, the 2014 Latina/o Institute supports the implementation of the Aragon 2010 Report recommendations and offers the following immediate and long-term actions as part of a strategic plan:

Overarching Goal—Immediate Actions, Summer/Fall 2014: The College must immediately fund *and implement a comprehensive Latina/o student recruitment and retention strategic plan*. The benefit of such a plan is that the College divisions (i.e. administrative, academic, student support services, financial aid, admissions, institutional research, CCBLA) are collectively responsible for the implementation of curriculum, evaluation, academic supports, (i.e. tutoring, peer mentoring), social supports, and community outreach (K-12 and CBOs). In addition, *the College must establish as a priority the hiring of bilingual/bicultural faculty and staff* (e.g. Admissions and Financial Aid), analyze and enact those best practices utilized by successful Hispanic Serving Institutions, and *develop and distribute of bilingual recruitment, financial aid and scholarship materials (hardcopy and via college webpage/social media)*. All of these activities should be designed as complementary components that build upon one another.

In order to begin this process requires the creation of a *Latina/o Student Retention and Outreach Committee and the appointment of a Latina/o faculty member to serve as Special Assistant to the President for Latina/o Educational Attainment*. The primary charge is to set goals and develop comprehensive strategies for increasing the recruitment, retention and graduation of TESC Latina/o students in collaboration with student support services (i.e. 1st Peoples), faculty, admissions, financial aid and CCBLA. The Special Assistant and committee should provide oversight for the achievement of Latina/o recruitment, retention and graduation goals.

College divisions categorize the following strategies for Latina/o recruitment and retention. Each step is listed by priority:

1. ADMINISTRATIVE

- a. **Immediate Action—Summer 2014: Hire at least two Bilingual and Bicultural admission counselors of the five presently being hired.** This was the agreement made with all the Latina/o Faculty, and others, in the spring 2014 Hispanic/Latino/a Work Group. Hiring, at minimum, two bilingual admission counselors is an important commitment and will not add extra money to the College's budget since these positions have been budgeted. Additionally, bilingual and bicultural counselors will be able to recruit in the dominant culture as well as the desired targeted cultures.
- b. **Immediate Action—Summer 2014: Identify all upcoming faculty and support staff hires with preferred Spanish-speaking employment qualifications.** Dedicate time during the faculty retreat and AC to report on Latina/o Retention and Outreach Institute work. Offer faculty retreat workshops that present training on cultural competencies and culturally relevant pedagogy, featuring a student panel. Establish a Latina/o Retention and Outreach Initiative group to set and evaluate goals.
- c. **Immediate Action—Fall 2014:** Create a Latina/o Retention and Outreach Committee chaired by a Special Assistant to the President for Latina/o Educational Attainment. The Special Assistant position should be a Latina/o faculty member (preferred) serving a full two-year appointment with Spanish language and/or Latina/o cultural fluency, and demonstrate effectiveness in mobilizing community and institutional stakeholders and advancing strategies in support of Latina/o K-20 educational attainment. The committee should include decision makers in Academics, Admissions, Financial Aid, Student Support Services and Institutional Research. The committee should include at least 2 faculty members; 2 staff members; 2 external community members (parents of children in K-12 and/or advocates for Latina/o educational attainment), and 2 Evergreen students.
- d. **Immediate Action—Summer & Fall 2014:** The Special Assistant and Committee will consult with administration regarding the Legislative 2015-17 budget request as part of compensated summer college work (as noted in the CBA) to explore funding and identification of its goals, faculty roles and load, academic programming and school/community partnerships.
- e. **Immediate Action—Winter 2015-Spring 2015: The Committee evaluates the implementation of the following recommendations** that emanate from this strategic plan, and determines priorities which must be pursued with Administration in the immediate future.

- f. **Immediate Action—Summer 2014-: Provide an update of Hispanic Work Group, Spring 2014 “budget ask”** to the Latina/o Retention and Outreach Committee and the status of the work group itself.
- g. **Immediate Action—Summer 2014-: Merge the Hispanic Work Group with the Latina/o Retention and Outreach Strategic Plan Work Group.** Merging these two groups insures a broader spectrum of participants who collaborated extensively over the summer and builds upon the work of the Hispanic Work group. Otherwise, there may be two committees whose work may overlap and result in redundancies or omissions.

2. ACADEMICS

- a. **Immediate Action—Fall 2014-Fall 2016: Prioritize faculty teaching loads that** provide place-based K-12 Latina/o outreach strategies (as well as internships, mentoring, tutoring) specifically serving the Latina/o community;
- b. **Immediate Action—Fall 2014-Fall 2016: Fund and hire TESC continuing and adjunct faculty (Oly-day and EWS) who demonstrate cultural competencies, culturally relevant pedagogy, and/or Spanish language proficiency, and are engaged in Latina/o K-12 outreach through the use of:** 1) culturally relevant pedagogy, funds of knowledge, cross-cultural interactions, and culturally sensitive seminar strategies; 2) address issues/tensions among diverse students in seminars/programs; and, 3) consistently collaborate with student support services (i.e. First Peoples Multicultural Advising, Key Services), CCBLA and K-12 partners;
- c. **Immediate Action—Fall 2014-2016: Curriculum development:** Support faculty leadership in curriculum development, including: 1) faculty retreat session on culturally relevant curriculum development to attract/retain Latina/o students; 2) planning unit curriculum development specific to Latina/o recruitment and retention and community based education/service learning i.e., CCBLA, S&J core program and pathways, SI/STEM curriculum and recruitment, etc; 3) Spanish language program initiatives (Oly day and EWS) and study abroad; 4) identify existing grad/undergrad curriculum within planning units that would be of interest to and attract Latina/o students
- d. **Immediate Action—Summer & Fall 2014:** It is the expressed recommendation of the Institute participants that the reading for the Academic Statement Orientation week of September 2016 be a book about the importance of Latinos/as historically, in the present and in the future. This will show a commitment to Latino/a students and their communities that TESC is serious about the current and future enrollment of Latinos/as and will also educate the larger community to the importance of such a commitment. The college recommendation for the reading should be made by fall 2014 in order to re-energize the initiative in 2016. Normally this book is chosen two years in advance. If the book could be chosen with the support of faculty, staff and

the Mentor Council in fall 2015 that would be even better. One such title includes Juan Gonzales' *Harvest of Empire: A History of Latinos in America* and documentary of the same name. Other titles by Latina/o authors can be recommended to the Mentor Council and faculty, staff and/or students.

- e. **Immediate/Ongoing Action—Summer and Fall 2014: Faculty Hiring in Latino/Latina Studies.** (Note: This is not a new position suggested by this faculty institute). This position was prioritized by the Sustainability and Justice Planning Unit last academic year and was on track to be prioritized in spring 2014. The previous lack of action, despite official prioritization, makes this recommendation especially pressing. While there is currently a budget crisis, a robust curriculum must still be maintained. If there is ANY faculty prioritizing/hiring in 2014-2015 then this position must be very high on the list since it will satisfy a range of curricular needs and demonstrate commitment to this initiative.
- f. **Ongoing Action: Academic year 2014-2016: Provide faculty support for college readiness curriculum modules** within programs that support Latina/o students in such areas as: literacy/academic reading and writing, math, science, technology/communication skills, ESL, and service learning;
- g. **Ongoing Action: Academic year 2014-2016: Provide release time for faculty and staff to take part in Latina/o student recruitment and retention activities,** (i.e. serve as hosts for outreach and retention efforts. informal gatherings of Latina/o students, First People's Potlucks).
- h. **Ongoing Action: Academic year 2014-2016: Provide release time for faculty** assigned as rotating advisors to Latina/o students thru First Peoples
- i. **Summer 2015: Fund faculty development (institutes) specific to culturally relevant curriculum,** grounded in literacy, Spanish language, critical thinking, math, science, law, social sciences, education, technology, visual, performing and media arts.

3. ADMISSIONS

- a. **Immediate Action—Fall 2014:** Provide an accounting to the Special Assistant and committee of the promotion and distribution of Gear-Up Waivers.
- b. **Immediate Action—Fall 2014: Set 11% as the 2014-15 goal for Latina/o student representation in Evergreen's student body at all campuses.** Latina/os are currently 11% of Washington's population. (Our goal should reflect current national demographic data, 15%).
- c. **Immediate Action—Fall 2014: Establish a team to work with teachers** in high density Latina/o middle and high schools to ascertain student needs for college eligibility and arrange visits to Evergreen to include a campus tour and

sitting in on selected programs. This team would be led by fluent Spanish bilingual and bicultural recruiters as recommended for hire in 1a.

- d. **Immediate Action—Fall 2014: Provide ALL recruitment materials available in Spanish** to ensure practical information is uppermost and clearly visible i.e., cost of attendance, sources of financial aid/eligibility, and career/graduate school options for Evergreen graduates.
- e. **Immediate Action—Fall 2014: Hire and train staff (i.e. student ambassadors) and Latina/o undergraduate student mentors** to work with First Peoples Multicultural Advising Service, Latina/o middle and high-school students and their families. See 3.c.

4. FINANCIAL AID

- a. **Immediate Action—Fall 2014: Teach financial literacy by adding bilingual/bicultural (Spanish/English) staff in Financial Aid** who can provide such information as: face-to-face, print, and electronic (website, social media, etc.) delivery of information about the FAFSA application process, availability and application processes for loan and non-loan aid, strategies for undocumented students, targeted scholarships, etc.
- b. **Academic year 2014-2016: Identify and share all non-loan sources of aid, scholarships targeted to first generation and Latina/o students** via TESC social media, TESC webpage (bilingually).

5. STUDENT AND ACADEMIC SUPPORT SERVICES

- a. **Academic year 2014-2016: Increase staffing for First Peoples, including faculty rotations.**
- b. **Academic year 2014-2016: Increase number of slots available for First Peoples' Scholars' orientation.**
- c. **Academic year 2014-2016: Provide a peer mentorship** program for Latina/o students at Evergreen.
- d. **Academic year 2014-2016: Have bilingual recruiters partner with teachers and TESC faculty in high density Latina/o middle and high schools** to ascertain student needs for college eligibility and arrange visits to Evergreen to include a campus tour and sitting in on selected programs.
- e. **Bilingual (Spanish/English) tutors in Writing Center, Quasar Center.**