

# LATINX Graduate Student Life Cycle: Promising Practices

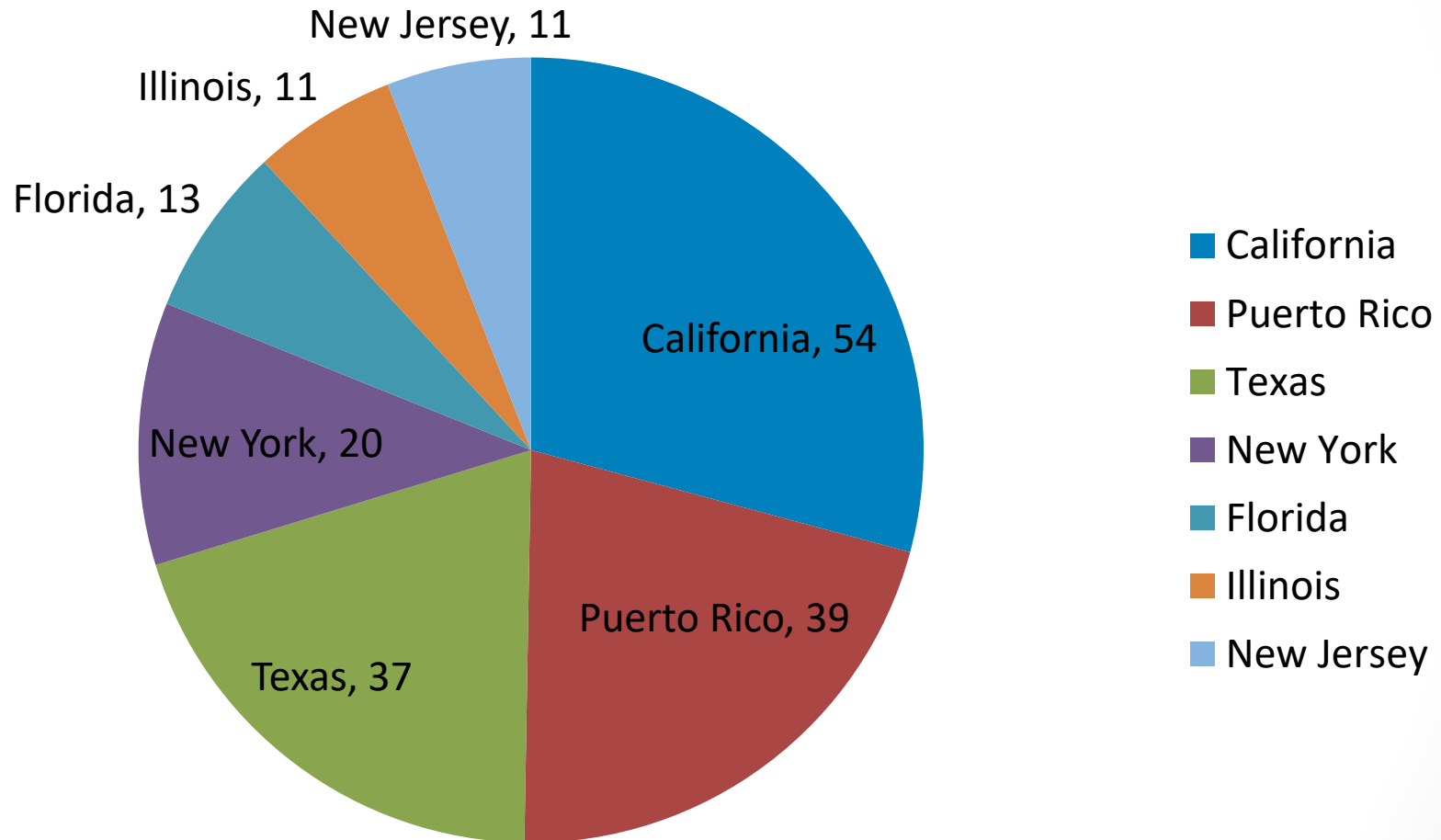
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# FACTS

- 65% increased # of HSIs - from 189 – 523 between 1984 & 2018
- 10% increased # of HSIs - from 472 – 523 between 2015 & 2018
- 192 identified G-HSIs in 2018
- 209/523 are G-HSIs in 2019
- 41% (N = 106,004) of 2017 enrolled Latinx graduate students are at G-HSIs
- 59% (N = 152,597) of 2017 enrolled Latinx graduate students are at non-G-HSIs
- 4.1% of Latinx have attained a Master's Degree; other groups- Asians (17.5), Whites (9.5), AA (7%)
- 60% of master degrees earned are in business (23%), education (22.6%), or health professions (10.6%)

# Concentration of G-HSIs

## G-HSIs



# Study Questions:

1. Are the successful LATINX UGs being recruited, admitted, enrolled and graduated?
2. What are the successful practices?
3. Where are the interventions needed to see them through the graduate student life cycle?
4. Can these practices ( academic, co-curricular, financial, social-emotional support) be disseminated, replicated and implemented to scale to maximize their efficacy?



# The Study

## ■ A mixed methods approach

- Quantitative Data – 2017 IPEDS data
- Qualitative Data
  - Focus groups – 2 in Fall 2018
  - 12 Item Survey (recruitment, retention, faculty diversity strategies, and campus-wide graduate professional development)
    - Additional 3 questions related to willingness to participate in a follow-up interview
    - N = 116/192 G-HSIs who were members of HACU (111) and CGS (+5) in January 2019
  - Interview Protocol - 18-items: Students (7), Administration/Faculty (4); Budget (2); Program (4) + Final 2-part reflection question
    - Tables provided for data reporting, e.g., % of Graduate Students who were UG at same IHE, Traditional vs non-Traditional; Average Time to Degree

## ■ Results

- 22% (N=26) Total number of respondents
- 62% (N=16) Willing to participate in follow-up interview
- 44% (N=7) Participated in a follow-up phone Interview

# Characteristics of the Participants in the Study

Respondents	West	Central	East	Total
Geography	14	9	3	26
Public	14	8		22
Private		1	3	4
Phone Interviewees	3	3	1	7
Carnegie Classifications				
R1	5	4		9
R2	1	2		3
R3	1	1	1	3
M1	5		1	6
M2	1	1		2
M3	1	1	1	3



# Preliminary Findings Survey

- **Recruitment:** No consistency among respondents in the strategies employed for either the master's or the doctoral programs.
- **Retention:** Only one strategy was widely employed by 20 of the 26 respondents – orientation.
- **Faculty Diversity:** Responses varied from a lack of clarity to mandated hiring diverse faculty training and providing evidence of a diverse pool of applicants before hiring can occur.
- **Professional Development:** Primarily optional stand-alone workshops. Sexual harassment, public speaking, grant-writing most commonly offered.

# The Interview Protocol

## Two primary questions:

1. To what extent are G-HSIs capitalizing on their own pool for graduate student recruitment and enrollment?
2. What support structures are in place throughout the graduate students' life cycle to facilitate recruitment to completion?

## Categories of Questions:

- (7) Students      (2) Administrators/Faculty
- (4) Budget      (4) Program
- (1) Reflection Question with 2 parts

## Demographic Profile Provided

- # of Degrees awarded to Latinx by Level 2013-2017 in bar graph format
- # of Degrees awarded by Program (all levels) 2013 – 2017 in raw numbers
- # of ALL Latinx faculty vs total number of ALL faculty in bar graph format



# Preliminary Findings Interviews: Students

- **% of UG in G programs:**

For 5/7 there is an untapped pool of prospects

- **Traditional vs Non-Traditional:**

Majority are part-time attendees and > 50% are female

- **Financial Aid Awards:**

Data not captured;

N = 1: 32%=scholarships; >70% = loans; 22% = no funding;

1% = Graduate Assistantships

- **Flexibility in Program Offerings:**

Ranged from traditional to hybrid to online; None specifically organized to accommodate part-time attendees

- **Impact of presence/absence of Affirmative Action:**

No impact

# Preliminary Findings Interviews: Administrators/Faculty

## **Faculty Reward Structure:**

Remains largely traditional

## **Diversity of Administrators:**

Token at the Department Chair, Vice Provost Level

## **Diversity of Faculty:**

**Range:** 6% - < 20% Latinx faculty

CSU Chancellor's doctoral program incentive to increase PhD faculty  
in Cal State System

## **Role of Graduate Unit in Professional Development:**

Exists if driven by Federal grant

# Preliminary Findings Interviews: Budget

**Amount of Funding:** Unable to discern

**Sources of Funding:**

Federal funding, e.g., Title V, NSF, NIH, USDA

Academic Affairs budget

**Funding Allocations vary:**

Operations

Scholarships

Assistantships

Professional development

# Preliminary Findings Interviews: Program

**Demographics of Participants:** Not available – only for federally funded programs requiring it

**Efficacy of Program Offerings:** Not tracked

# Preliminary Findings Interviews: Reflective Question

## Themes:

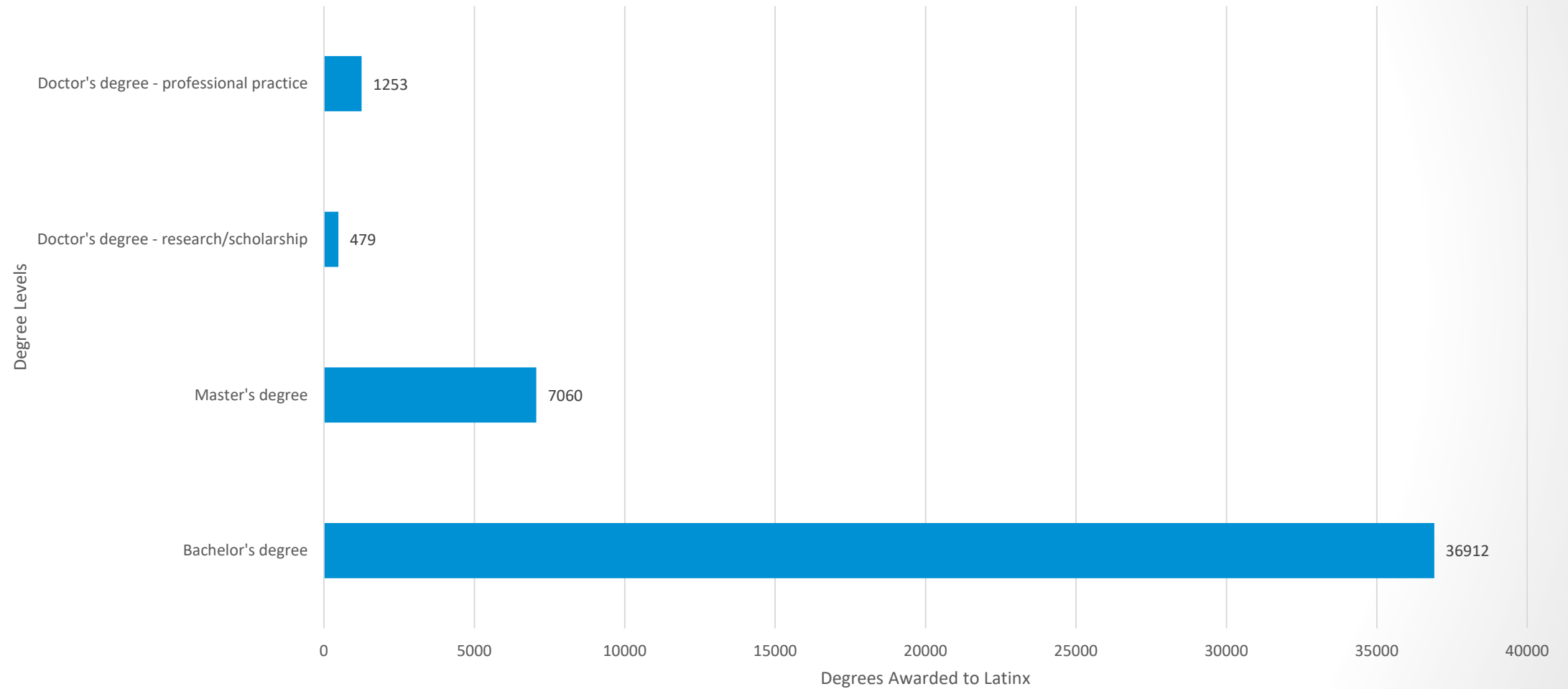
- +Raised level of consciousness/awareness of need for intentionality
- +Resulted in more targeted funding requests

In summary, as captured by a respondent's quote:

*"There is a disconnect between "mission" and practice.  
There are pockets of initiatives that are disparate –  
not a cohesive plan."*

# Data from IPEDS: Interviewees (N=7) Only

Interviewees IPEDS Data of degrees awarded - 2013-2017



# Significance of the Study

1. Highlighted the intentionality necessary along the graduate education life cycle in order to attract, retain, and graduate Latinx students.
2. Provided an awareness of the possible promising practices available along the continuum to support the recruitment, retention and graduation of Latinx students.
3. Illustrated the need for metrics as well as consistent data collection and analysis to assess the efficacy of services provided to support the graduate student population.



# Discussion Points

- Sustainability of Initiatives
- Efficacy of Initiatives
- Feasibility of creating and sustaining a complementary co-curricular professional development program
- Metrics Needed:
  - Demographics of participants
  - Extent/frequency of participation both voluntary and mandatory
  - Extent of participation of faculty
  - Funding allocation



# What next . . .

- Findings will be shared with the Diversity and Inclusion Advisory Committee on Wednesday, July 17.
- A report with an executive summary detailing a review of the literature, the methodology for the study, and findings will be available by July 31, 2019.
- A product for use by Graduate Deans to facilitate implementation of promising practices throughout the graduate life cycle, e.g.,

Create a matrix of key strategies for recruitment/retention/completion vis a vis the campus stakeholders to help with the planning/implementation of a coordinated effort with campus-wide buy-in



# Sample Tool for Internal Campus Discussions

Life Cycle Stage	Central Grad Unit	Central Prof Dev Unit	Academic College	Department	Specific Program	Other
Recruitment						
Retention						
Completion						

- Option 1: Blank Template
- Option 2: Checklist of options
- Option 3: ??

