

Latino College Student Success at Hispanic-Serving Institutions: NSSE as a Tool to Understand Seniors' Experiences and Perceptions

Sally J. Andrade and Rick Shoup

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Introduction

- Enrollment of Latino or Hispanic students in higher education is growing rapidly.
- Yet Latinos are not attaining baccalaureate degrees at the same rate as Whites and African Americans.
- Hispanic-Serving Institutions (HSIs) contribute a significant percentage of Latinos who do earn the bachelor's degree.



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Introduction

- A demonstration project of six HSIs generated the **Latino Student Success Inquiry Model** to explore and document factors that appear to contribute to Latino college student persistence, academic success, leadership development, and graduation.
- One of the common indicators they examined was data from the **National Survey of Student Engagement (NSSE)**.
- This presentation will provide an extension of the use of NSSE data in the **Latino Student Success (LSS)** project.



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Overview of Latino Student Success Project

Participating HSIs:

- California State University—Dominguez Hills
- California State University—Los Angeles
- City University of New York—Lehman College
- City University of New York—New York City College of Technology
- The University of Texas at El Paso
- The University of Texas at San Antonio
- The University of Texas - Pan American



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Overview of This LSS Follow-up Study

Responses from Latino seniors to the National Survey of Student Engagement offered a comparable data set to explore whether students at the six Latino Student Success (LSS) HSI sites had different perceptions and experiences from Latino seniors at other campuses, both HSIs and Non-HSIs, in the three states.



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Data Source

National Survey of Student Engagement (NSSE)

- 2004 administration
- Comparable 2003 data used for one LSS HSI college that did not participate in 2004
- Annual survey of college students at baccalaureate-granting institutions that measures their participation in educational experiences that prior research has connected to valued academic outcomes



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Sample

Selection Criteria:

- Students indicating Hispanic, Latino or Spanish descent
- Public Institutions in California, Texas and New York
- Seniors
- Randomly sampled students

Resulting Sample:

- 1,387 students from 31 colleges and universities
- 11 HSIs (including LSS sites) and 20 Non-HSIs



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NSSE Measures

Five Benchmarks of Effective Educational Practice

- Level of Academic Challenge (11 items, $\alpha = .714$)
- Active and Collaborative Learning (7 items, $\alpha = .660$)
- Student-Faculty Interaction (5 items, $\alpha = .775$)
- Enriching Educational Experiences (12 items, $\alpha = .589$)
- Supportive Campus Environment (6 items, $\alpha = .755$)



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NSSE Measures

Five Auxiliary Scales

- Overall Educational Gains (16 items, $\alpha = .921$)
- Gains in General Educational Gains (4 items, $\alpha = .848$)
- General Satisfaction (2 items, $\alpha = .735$)
- Diversity (3 items, $\alpha = .656$)
- Deep Learning (15 items, $\alpha = .889$)



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Analyses

This Latino Student Success follow-up study used NSSE data from the five Benchmarks and five Auxiliary Scales to investigate differences among Latino college seniors in California, New York and Texas:

- 1) Latino seniors at HSIs and those at Non-HSIs
- 2) Latino seniors at the six LSS HSIs compared to
 - (a) Latino seniors at Non-HSI colleges
 - (b) all Latino seniors in the three states

☞ Calculated means, t-tests, and effect sizes for each measure



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NSSE Benchmarks at All Institutions

Table 1

	All Latino Senior Respondents at Public Institutions in These Three States: HSIs vs. Non-HSIs		
	All HSIs	All Non-HSIs	Sign.
Level of Academic Challenge	56.7	55.5	.147
Active and Collaborative Learning	50.6	48.9	.077
Student-Faculty Interaction	41.0	40.7	.816
Enriching Educational Experiences *	31.2	34.7	.000
Supportive Campus Environment *	58.1	56.0	.051



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NSSE Benchmarks at LSS HSIs and Non-HSIs

Table 2

	Latino Seniors at LSS HSIs, Latino Seniors at Non-HSIs, and All Other Latino Seniors Not at the LSS Sites				
	LSS HSIs	Non-HSIs	Sign.	All Other Latino Seniors in 3 States	Sign.
Level of Academic Challenge *	57.2	55.5	.051	55.4	.022
Active & Collaborative Learning *	51.1	48.9	.041	49.2	.043
Student-Faculty Interaction	41.3	40.7	.626	40.5	.468
Enriching Educational Experiences *	32.2	34.7	.022	32.5	.774
Supportive Campus Environment *	58.4	56.0	.031	56.4	.051



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Results – NSSE Benchmarks (Tables 1 and 2)

- Significantly lower levels of Enriching Educational Experience were reported by Latino HSI seniors (LSS and overall) to Non-HSI students.
- However, Latino students at HSIs (LSS & overall) indicated significantly higher levels of Supportive Campus Environment than those at non-HSIs.
- In addition, Latino students at the six LSS HSI sites reported higher levels of academic challenge and of active and collaborative learning.
- Student-Faculty Interaction was not significant in the LSS HSI or overall HSI comparisons.



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Other Key Scales at All Institutions

Table 3

	All Latino Senior Respondents at Public Institutions in These Three States: HSIs vs. Non-HSIs		
	All HSIs	All Non-HSIs	Sign.
Overall Educational Gains *	46.8	44.5	.012
Gains in General Education Areas *	55.9	53.7	.025
General Satisfaction *	52.8	55.4	.010
Diversity *	36.6	38.8	.048
Deep Learning	48.0	47.4	.373




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Other Key Scales at LSS HSIs and Non-HSIs					
Table 4					
Latino Seniors at LSS HSIs, Latino Seniors at Non-HSIs, and All Other Latino Seniors Not at the LSS Sites					
	<i>LSS HSIs</i>	Non-HSIs	Sign.	All Other Latino Seniors in 3 States	Sign.
Overall Educational Gains *	46.8	44.5	.015	45.3	.067
Gains in General Educational Areas *	56.4	53.7	.010	54.1	.011
General Satisfaction *	52.6	55.4	.007	54.7	.020
Diversity	37.5	38.8	.265	37.2	.805
Deep Learning *	48.7	47.4	.104	47.0	.023



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Results – NSSE Auxiliary Scales (Tables 3 and 4)	
<ul style="list-style-type: none"> • Latino HSI seniors (LSS & overall) indicated significantly less general satisfaction than those at Non-HSIs. • Yet Latinos at the HSIs (LSS & overall) reported significantly greater gains in their education and in general educational areas than those at Non-HSIs. • In addition, Latino students at the six LSS HSI sites reported engaging in “deep learning” significantly more than all Latino students in the three states. 	<div style="display: flex; justify-content: space-between; align-items: center;">  <div style="text-align: center;"> <p>2005 AIR</p> <p>Latino College Student Success and NSSE Sally Andrade & Rick Shoup</p> </div> </div>

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Selected NSSE Items at All Institutions			
Table 5			
All Latino Senior Respondents at Public Institutions in These Three States: HSIs vs. Non-HSIs			
	All HSIs	All Non-HSIs	Sign.
Quality of relationship with other students *	5.87	5.66	.004
Quality of relationship with faculty members	5.52	5.48	.642
Quality of relationship with administrative personnel	4.82	4.78	.681



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Selected NSSE Items at LSS HSIs and Non-HSIs					
Table 6					
Latino Seniors at LSS HSIs, Latino Seniors at Non-HSIs, and All Other Latino Seniors Not at the LSS Sites					
	LSS HSIs	Non-HSIs	Sign.	All Other Latino Seniors in 3 States	Sign.
Quality of relationship with other students *	5.91	5.66	.001	5.71	.003
Quality of relationship with faculty members	5.52	5.48	.593	5.49	.616
Quality of relationship with administrative personnel	4.82	4.78	.655	4.79	.691



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Results – Selected NSSE Items (Tables 5 and 6)

- There were non-significant differences between the HSI Latino seniors (LSS & overall) and those at Non-HSIs on quality of relationships with faculty members and administrative personnel.
- However, Latinos at all HSIs and at the six LSS sites did report significantly higher quality of relationships with other students.



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Implications 1

What can help explain Latino college student persistence and graduation rates?

Analysis of *institutional climate and support*, as well as student progress measures:

- Student engagement in campus activities
- Student perceptions of campus environment
- Developmental gains: self-reported and objective measures



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Implications 2

More effective indicators of student progress:

- ① cohort progression through gateway courses (e.g., math, composition)
- ① freshman and sophomore admissions to degree programs with extra requirements (business, science, engineering)
- ① tracking of course-completion patterns of part-time students
- ① success of community college transfer students
- ① long-term graduation rates: 8, 10 and 12 years



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Summary 1

- Continued demands for higher education accountability will include an increasing focus on the enrollment and graduation of Latinos.
- Research on the unique contributions of Hispanic-Serving Institutions (HSIs) will be important to understand the academic success of Latino college students.



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Summary 2

- Analyses of NSSE data from Latino college students about their campus engagement and learning can help identify areas for improvement in programs and services and for additional institutional research.
- Involvement of campus presidents in these discussions will help ensure the generation of useful institutional research data to guide policy and instructional decisions about Latino student academic success.



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For More Information

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Websites:

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Latino Student Success - *Excelencia* in Education

www.edexcelencia.org



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