# draft outline: How to better support the success of African-American and Latino students at HSU?[[1]](#footnote-1)

## Background

* **The numbers**: as of Fall 2011, HSU enrolls
	+ 276 Black undergraduates. Of these,
		- 185 are 1st-generation
		- 160 are low-income
		- 125 are both 1st-generation and low-income
		- ***187 are not affiliated with any formal campus student support program (EOP, SDRC, MCC), including 62 Black students who are both 1st-generation and low-income***
		- Retention and graduation rates for African-American students (both FTF and transfer) are consistently and markedly lower than the HSU average. This is especially the case for male students.
	+ 1520 Latino undergraduates. Of these,
		- 1084 are 1st generation
		- 776 are low-income
		- 636 are both 1st-generation and low-income
		- ***1135 are not affiliated with any formal campus student support program (EOP, SDRC, MCC, ITEPP/INRSEP), including 361 Latino students who are both 1st-generation and low-income[[2]](#footnote-2)***
		- Retention rates for Latino FTF students are close to the HSU average, but graduation rates for this group fall well below the HSU average. Both retention and graduation rates are consistently lower for male students in this group.
* **In sum**: Additional campus-wide work is required to support the academic success of Latino and African-American students (especially first generation and low-income students) who are not already receiving support through EOP or other formal and ongoing campus programs. Within this, specific attention must be paid to supporting the needs of male students within these groups.

## steps to a solution: Student needs that a solution must address

* Academic integration and social integration into college life, in a culturally relevant setting
	+ Mentorship, support and advising for students
* Tools for navigating the college experience
	+ Academic and financial planning
* Structure to support the process of students’ identity development, including both “safe space” and also tools for developing resilience
* Culturally relevant student leadership development, training and support
* Connections, referrals and bridge to campus support services (i.e. Learning Center, Writing Center, Career Center etc.)
* Connections and bridge to faculty and academic departments

## Proposed Solutions

### What?

* Culturally-specific formal peer mentor program

*Note: the Latino Peer Mentor program already does this for a small sub-set of Latino students*

* Provide an umbrella structure and staff/faculty guidance for culturally-based student organizations (i.e. clubs, Greeks)

*Note: for many cultural clubs, this already happens through the MCC*

* Programming and environment to support safe space

*Note: this is the focus of much of the MCC’s work*

* Programming for students on leadership development and developing tools for navigating the college experience, and in supporting students’ process of identity development

*Note: this occurs in many ways in multiple areas of the campus*

* Structured and formal program for one-on-one advising; academic and financial planning; and providing “bridging” opportunities for students to relevant campus support services, academic departments and faculty

### WHERE/How?

* Culturally-specific peer mentorship available through and integrated into existing structures (i.e. FYFE, RAMP, or otherwise)?
* Increased support for the programming needs detailed above, targeted at under-represented populations, within the context of existing campus support programs?
* Formal student support program for under-represented students focused on filling all of the above functions, in collaboration with existing programs (such as the MCC)?

### GOALS

* Increase in retention and graduation rates for students served by this/these program(s)
* Decrease in the probationary status rates for students served by this/these program(s)
1. Another under-represented student group clearly in need of additional support are Native American students. Other discussions are currently addressing the support needs of that population, so the support needs of that group are not included here. [↑](#footnote-ref-1)
2. This number does not include participants in the Latin@ Peer Mentoring program, a one-semester program that serves approximately 50 (mostly FTF) students each year. [↑](#footnote-ref-2)