



Leaders, Heroes, Coordinators, Activists: Building Institutional STEM Capacity in HSIs through Networks

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Pathways to STEM Degrees for Latina and Latino Students


Principal Investigators:
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- I. Statistical Analyses
- II. Interviews and Observations at “Exemplars”
- III. Dissemination of Equity-Based Assessment Tools

The Center for Urban Education (CUE) conducts socially conscious research and develops tools needed for institutions of higher education to produce equity in student outcomes.



FUNDING AND BUILDING NETWORKS

Programs  Relationships

Workshops  Joint Productive Activities

Cultural Capital  Professional Competencies

Data  Institutional Funds of Knowledge

THEORETICAL FRAMEWORKS AND KEY CONCEPTS

1. Critical Race Theory
“Equitymindedness”
2. Sociocultural Learning Theory
3. Cultural Historical Activity Theory (CHAT)
“Activity Settings”
“Assisted Performance”
4. Sociology/Social Capital Theory
“Institutional Agents”
“Institutional Funds of Knowledge”
5. Practice Theory
“Practical Wisdom”





LEADER

- In high status position
- Has access to resources
- Able to convene people
- Sets expectations

HERO

- Program builder
- Grant writer
- Goes the extra mile
- High visibility
- High standards



COORDINATOR

- Makes things run
- Knows the system
- Works the system
- Knows who's who
- Is student centered
- Creates safety nets





ACTIVIST

- Shared identity and background—a Latino
- Sees inequities—*Equity Minded*
- A mentor, role model and guide
- Connects students to resources
- A passionate advocate
- *Confianza*

HERO

ACTIVIST



LEADER

COORDINATOR



LEADER

- Fiscal pressures
- Disconnected from Communities/Students
- Frustrated that students don't take advantage of resources.

HERO

- Empire building through special programs
- Limited reach
- Exhausts others
- Heroics require victims





COORDINATOR

- Lack of authority
- Disconnected from pedagogy, curriculum, and classrooms
- Competing programs



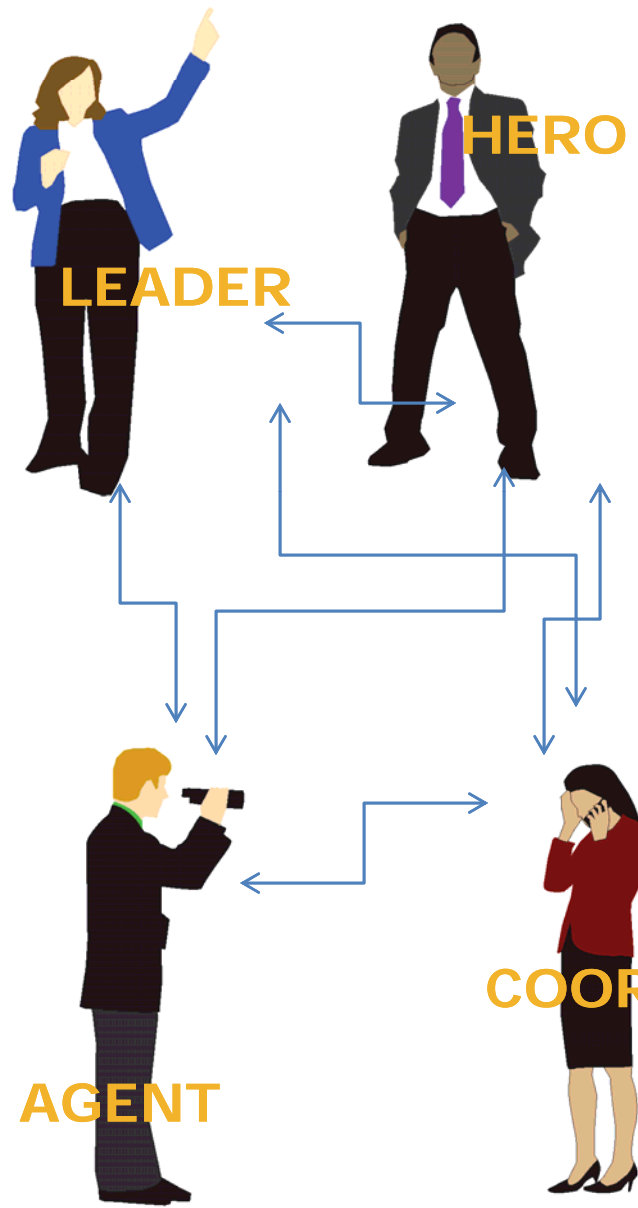
ACTIVIST

- Outside the “color blind” norm
- Taking the brunt of institutional indifference
- Anger and Cynicism
- Betrayal

Key Questions

What do we need to know to act as institutional agents?

How can we increase our institutional funds of knowledge?

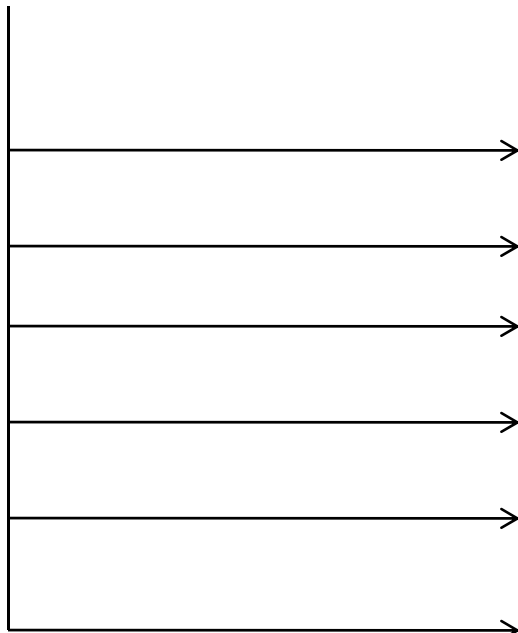


BUILDING THE NETWORK

CONDUCT RESEARCH
COLLABORATIVELY
ON YOUR OWN
CAMPUS AND IN
PARTNERSHIPS—DO
ACTION RESEARCH

BESST Excel Tool

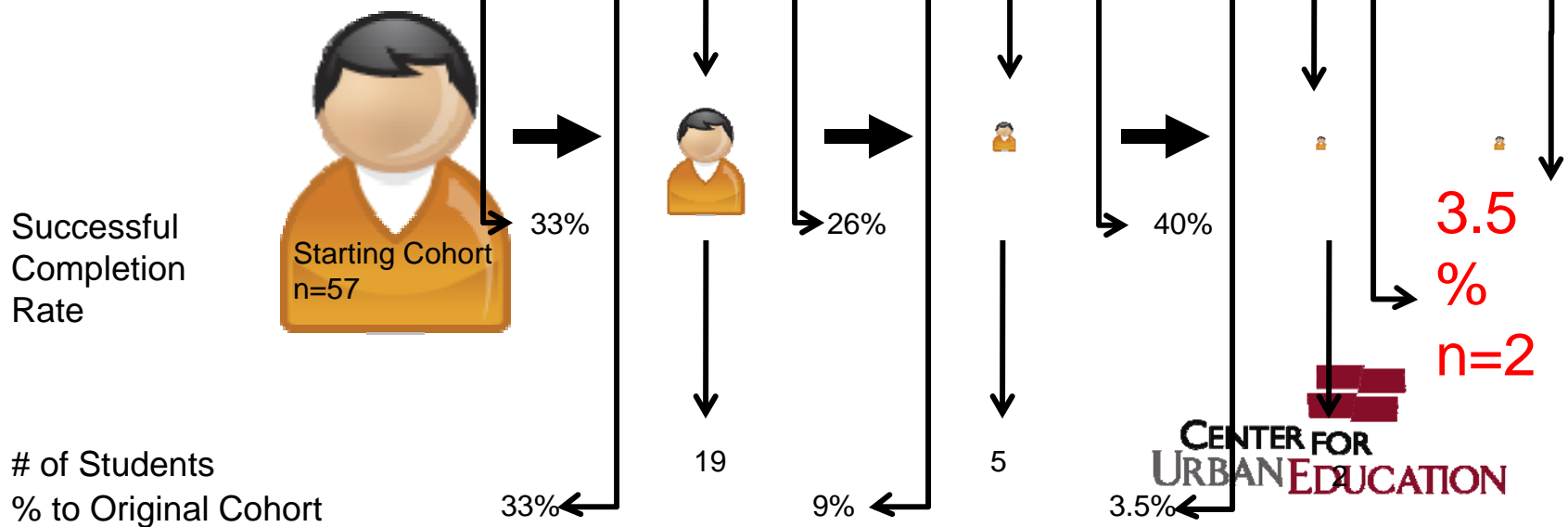
Data Disaggregated by Race/Ethnicity



Current Performance									
WTCS Students Transferring to UW Universities									
Ethnicity/ Race	Completion Rate	Starting Cohort	Milestone 1: Students Who Progress One Class Level		Milestone 2: Students Who Progress to the Subsequent Class Level		End Point: Students Who Graduate from UW Universities		Cohort Graduation Rate
		#	%	#	%	#	%	#	
African American	Successful Completion Rate		33%		26%		40%		3.5%
	# of Students Enrolled	57		19		5		2	
	% to original cohort		33%		9%		4%		
Latino/a	Successful Completion Rate		40%		38%		67%		10.0%
	# of Students Enrolled	40		16		6		4	
	% to original cohort		40%		15%		10%		
Southeast Asian	Successful Completion Rate		40%		25%		50%		5.0%
	# of Students Enrolled	20		8		2		1	
	% to original cohort		40%		10%		5%		
Other Asian	Successful Completion Rate		67%		44%		86%		25.0%
	# of Students Enrolled	24		16		7		6	
	% to original cohort		67%		29%		25%		
Native American	Successful Completion Rate		50%		33%		100%		16.7%
	# of Students Enrolled	18		9		3		3	
	% to original cohort		50%		17%		17%		
White/ International/ Unknown	Successful Completion Rate		52%		49%		83%		21.0%
	# of Students Enrolled	1155		595		295		242	
	% to original cohort		52%		25%		21%		
All Students	Successful Completion Rate		51%		47%		82%		19.7%
	# of Students Enrolled	1312		666		316		258	
	% to original cohort		51%		24%		20%		

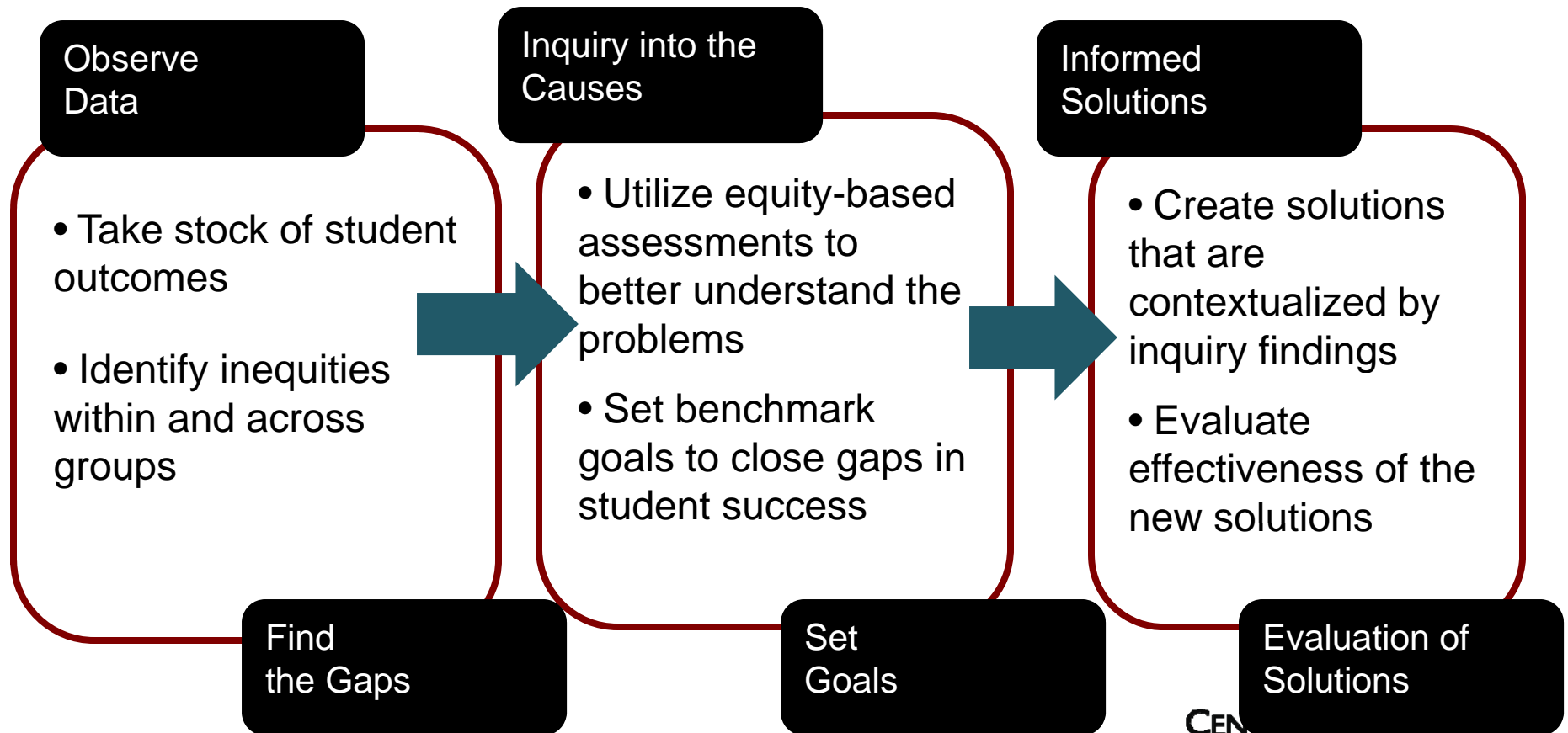
Current Performance for Hispanic Cohort

Current Performance									
WTCS Students Transferring to UW Universities									
Ethnicity/ Race	Completion Rate	Starting Cohort	Milestone 1: Students Who Progress One Class Level		Milestone 2: Students Who Progress to the Subsequent Class Level		End Point: Students Who Graduate from UW Universities		Cohort Graduation Rate
		#	%	#	%	#	%	#	
Hispanic	Successful Completion Rate		33%		26%		40%		3.5%
	# of Students Enrolled	57		19		5		2	
	% to original cohort		33%		9%		4%		



**BUILD IN
ASSESSMENT AND
EVALUATION AS
CENTRAL ACTIVITIES
OF YOUR INITIATIVE**

Use Inquiry to Define Problems



From Best Practices to Effective Solutions



Without an Assessment Plan...



- Are we doing what we intended to do?
- Are we making progress?
- Do we agree on what progress means?

BECOME HISPANIC
SERVING BY
ADOPTING
EQUITYMINDEDNESS
AS A GUIDING
PERSPECTIVE

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