PROGRAM ASSESSMENT:
A Conversation on Access, Retention, Academic Success and the Latino Student Achievement Gap in the U.S.A.

OCTOBER 29, 2015
OVERVIEW + CONTEXT

To continue its focus on the minority student achievement gap, the Office of Institutional Diversity shifted its attention to Hispanic students in the State of South Carolina.

The featured speaker for this program was Dr. Fernando Colon-Navarro. Dr. Colon-Navarro is currently a Professor of Law and Director of LLM & Immigration Development at Texas Southern University’s Thurgood Marshall School of Law in Houston, TX.

During his presentation, he provided the legal history of Hispanic students in the United States as way to help the audience understand the complexities of closing the achievement gap. A list of the legal cases he referenced can be found on page 28 of this report.

Critical points made during his presentation include:

- **De facto segregation**
- **De jure segregation**
- Dangers of cutting Medicaid and Head Start
- Issues facing English Language Learners (ELL) in the classroom
- Similarities between Hispanic, Black and poor White children in US public schools

In addition to Dr. Colon-Navarro’s presentation, Dr. Ashley Vaughns – Assistant Professor of Early Childhood Education in the College of Charleston’s School of Education – delivered a brief presentation highlighting statistical data on the Hispanic student achievement gap in South Carolina.

This program was a collaborative effort between OID and Circulo Hispanamericano de Charleston. A total 34 people were present for this event.
Institutional Goal Alignment

College Of Charleston Diversity Strategic Plan

Goal 1: Recruit, retain, and graduate greater numbers of qualified minority, first generation and international students.

OID Departmental Goals

Goal 1: Promote/facilitate the total integration of diversity into the life of the College by implementing comprehensive educational, cultural, social, and outreach events. This will be accomplished through intentional/sustained all-inclusive programming for students, faculty, and staff (i.e. OID Signature Speaker Series, Diversity Week, Critical Issues in Diversity Series, diversity training workshops, campus-wide inter-group dialogues and other initiatives).

Goal 3: To support college access for AALANA groups through inclusion of K-12 students in various Office of Institutional Diversity initiatives.
Survey Results

Of the 30-plus surveys administered, 25 were returned. An assessment of the audience feedback is provided in this section.
Survey Question 1

I am a

- CofC Student
- CofC Faculty Member
- CofC Staff Member
- CofC Graduate
- CofC Trustee
- Future college Student
- Parent of Future college student
- K-12 Faculty/Staff

RESULTS

<table>
<thead>
<tr>
<th>CofC Affiliation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>14</td>
</tr>
<tr>
<td>Faculty</td>
<td>4</td>
</tr>
<tr>
<td>No Response</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
</tr>
<tr>
<td>Parent</td>
<td>2</td>
</tr>
<tr>
<td>Staff</td>
<td>1</td>
</tr>
<tr>
<td>Trustee</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 2

I am

- African American
- Hispanic/Latino
- White
- Multi-ethnic
- Native American
- Asian American/Pacific Islander

RESULTS

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>12</td>
</tr>
<tr>
<td>White</td>
<td>11</td>
</tr>
<tr>
<td>African American</td>
<td>3</td>
</tr>
<tr>
<td>Multi-ethnic</td>
<td>2</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
<tr>
<td>Asian American/Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Native American</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 3

This is my first time attending one of OID’s events

- Yes
- No

RESULTS

First OID Event

- Yes: 52%
- No: 44%
- No Response: 4%
Survey Question 4

I found about today’s event through

- Social Media
- Word of Mouth
- A Flyer
- Email

**RESULTS**

<table>
<thead>
<tr>
<th>Event Notification</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media</td>
<td>0</td>
</tr>
<tr>
<td>Word of Mouth</td>
<td>2</td>
</tr>
<tr>
<td>A Flyer</td>
<td>4</td>
</tr>
<tr>
<td>Email</td>
<td>7</td>
</tr>
<tr>
<td>No Response</td>
<td>11</td>
</tr>
</tbody>
</table>
Survey Question 5

I attended this event to

- Learn more about access, retention, academic success and the Latino student achievement gap
- Learn more about OID
- Hear solutions to improving access, retention, academic success and the Latino student achievement gap
- Other (briefly explain)

RESULTS

<table>
<thead>
<tr>
<th>Reason for Attending</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learn more about access, retention, academic success and the Latino student achievement gap</td>
<td>18</td>
</tr>
<tr>
<td>Hear solutions to improving Latino Student Achievement Gap</td>
<td>15</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
</tr>
<tr>
<td>Learn more about OID</td>
<td>3</td>
</tr>
<tr>
<td>No Response</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 6

Prior to this event, I would rate my knowledge-level of access, retention, academic success and the Latino student achievement gap as:

- 4 = high
- 3 = moderate
- 2 = low
- 1 = very low

RESULTS

<table>
<thead>
<tr>
<th>Knowledge Level</th>
<th>Pre-Event Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low (1)</td>
<td></td>
</tr>
<tr>
<td>No Response</td>
<td>2</td>
</tr>
<tr>
<td>High (4)</td>
<td>3</td>
</tr>
<tr>
<td>Low (2)</td>
<td>5</td>
</tr>
<tr>
<td>Moderate (3)</td>
<td>13</td>
</tr>
</tbody>
</table>
Survey Question 7

After this event, I would rate my knowledge-level of access, retention, academic success and the Latino student achievement gap as

- 4 = high improvement
- 3 = improvement
- 2 = low-improvement
- 1 = no improvement

RESULTS

<table>
<thead>
<tr>
<th>Post-Event Knowledge</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Improved (4)</td>
<td>13</td>
</tr>
<tr>
<td>Improved (3)</td>
<td>10</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
</tr>
<tr>
<td>Moderately Improved (2)</td>
<td>1</td>
</tr>
<tr>
<td>Not Improved (1)</td>
<td>0</td>
</tr>
</tbody>
</table>
Survey Question 8

I would attribute my increased, or unchanged, knowledge-level to

# Media, friends, school.
# The knowledge of the guest speakers.
# The informational PowerPoints.
# Both speakers’ excellent presentation.
# The speakers and facts presented.
# My job.
# Learning more about the history of cases.
# Direct examples from the news.
# Data presented by speakers.
# Speakers that gave good information.
# The statistics and clear speaker’s points.
# Learn history.
# The presenters and law cases.
Survey Question 9

What did you expect to learn as a result of participating in today’s event

- Causes of the gaps in access, retention, academic success and the achievement of Latino students
- Solutions to the gaps in access, retention, academic success and achievement of Latino students
- Other (briefly explain)

RESULTS

- Expected Learning Outcomes
  - Causes of the gaps 42%
  - Solutions to the gaps 50%
  - Other 8%
  - No Response 0%
Survey Question 10

Were your expected learning outcomes achieved

- Yes
- No
- Somewhat

RESULTS

Achievement of Expected Learning Outcomes

- Yes: 72%
- Somewhat: 20%
- No: 4%
- No Response: 4%
Survey Question 11

How would you rate the overall quality of this event

- 4 = excellent
- 3 = good
- 2 = fair
- 1 = poor

RESULTS

Event Quality Rating

- Excellent: 15
- Good: 8
- Fair: 1
- No Response: 0
- Poor: 0
Survey Question 12

Do you believe this program was a relevant contribution to all-inclusive diversity at the CofC

- Yes
- No (briefly explain)

RESULTS

Relevance to the College’s Diversity Goals

- Yes: 96%
- No: 4%
Survey Question 13

Which diversity topic(s) would you like to see the CofC address through future programming?

- Minority students and higher-ed
- Race, class and politics
- LGBTQ Issues
- Religious Diversity
- Disability Issues
- Global Diversity Issues
- Other (see page 18)

RESULTS

Suggested Topics for Future Programs

- Minority Students and Higher Ed. 14
- Race, Class & Politics 11
- Global Diversity Issues 8
- Religious Diversity 8
- Disability Issues 7
- LGBTQ Issues 5
- No Response 1

No Response
Survey Question 14

In the future, which format(s) would you prefer to engage in discussion/dialogues on diversity at the CofC

- Intimate workshops
- Large lectures
- Hands-on Activities

RESULTS

Preferred Format for Future Programs

- Intimate Workshops: 8
- Large Lectures: 13
- Hands-on Activities: 13
- No Response: 1
### Additional Survey Responses (“Other”)

<table>
<thead>
<tr>
<th>Question 5: Purpose for Attending</th>
<th># Make my students aware of a different reality than their own.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># SPAN 314 Cultural event.</td>
</tr>
<tr>
<td></td>
<td># Cultural event requirement for class.</td>
</tr>
<tr>
<td></td>
<td># Event for Spanish 314 class.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question 9: Expected learning outcomes</th>
<th># To see if I’m interested in education.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># ?????? No solutions?</td>
</tr>
<tr>
<td></td>
<td># I didn’t know.</td>
</tr>
</tbody>
</table>
Question 12: Program relevance to CofC diversity goals

# No. State has about 35% Blacks, 5% Hispanics, but students at CofC are predominantly White and Asian.

Question 13: Suggested diversity topics for future programs

# Crime issues with income association.

Question 15: Additional Comments

# Would be great if shorter!
# Thank you very much for a very successful event!
# This was very eye-opening!
# Great!
# Excellent lecture!!
# Thanks, Great Program!
Appendix

Statistical data, definitions, and pertinent references are included in this section to provide additional context for the purpose of this program.
Facts & Figures on Education

CHILDREN AGES 3 TO 4 NOT ATTENDING PRESCHOOL BY RACE
YEAR(S): 2011-2013 | RACE: 3 SELECTED | DATA TYPE: PERCENT
DATA PROVIDED BY: NATIONAL KIDS COUNT

DEFINITIONS & SOURCES
Definitions: The share of children ages 3 to 4 not enrolled in nursery school or preschool school during the previous two months by race and ethnicity.

"Nursery school" and "preschool" include any group or class of institution providing educational experiences for children during the years preceding kindergarten. Places where instruction is an integral part of the program are included, but private homes that primarily provide custodial care are not included. Children enrolled in programs sponsored by federal, state or local agencies to provide preschool education to young children—including Head Start programs—are considered as enrolled in nursery school or preschool. Children enrolled in kindergarten are excluded from this analysis.

Due to small sample size, the 3-year American Community Survey was used to increase accuracy of the estimates.

Data Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, 2005-07 to 2009-11 three-year American Community Survey.

Footnotes: Updated February 2015.
S - Estimates suppressed when the confidence interval around the percentage is greater than or equal to 10 percentage points.
N.A. - Data not available.
A 90 percent confidence interval for each estimate can be found at Children ages 3 to 4 not attending preschool by race.

Source: The Annie. E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
CHILDREN UNDER AGE 6 WHOSE FAMILY MEMBERS READ TO THEM LESS THAN 3 DAYS PER WEEK BY RACE AND ETHNICITY
YEAR(S): 2011-2012 | RACE: 3 SELECTED | DATA TYPE: PERCENT
DATA PROVIDED BY: NATIONAL KIDS COUNT

DEFINITIONS & SOURCES

Definitions: Children younger than age six were included if the respondent indicated that family members read to the child less than three days in the past week. Data Source: Child Trends analysis of data from the U.S. Department of Health and Human Services, Health Resources and Services Administration, Maternal and Child Health Bureau, National Survey of Children’s Health.

The state-level data used here come from the National Survey of Children's Health (NSCH). The NSCH includes information on over 102,000 children under age 18, with roughly 2,000 children per state. Households were selected through a random-digit-dial sample, and one child was randomly selected in each household. Information on each child is based on responses of the parent or guardian in the household who was most knowledgeable about the sampled child's health. Information was collected via a computer-assisted telephone interview. For more information review the NSCH.

Data for the 2011-2012 NSCH were collected February 2011 through June 2012. Additionally, cell phones were contacted for the first time in 2011-2012, so trend comparisons should be made with caution.

Footnotes: Updated October 2015.
S - Estimates suppressed when the relative standard error was greater than or equal to 30%, indicating small sample sizes.
N.A. – Data not available.
The category “Asian and Pacific Islander” only includes Pacific Islanders in the data for Hawaii. All racial categories are mutually exclusive. Children with two or more races were not included as a separate category in the 2011-2012 NSCH. Children missing racial/ethnic data were included in totals. Percentages exclude missing data. Weighted percentages were applied to the estimates of those missing to derive overall estimates for the number of children.

Source: The Annie. E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
FOURTH GRADERS WHO SCORED BELOW PROFICIENT READING LEVEL BY RACE
YEAR(S): 2013 | RACE: 2 SELECTED | DATA TYPE: PERCENT
DATA PROVIDED BY: NATIONAL KIDS COUNT

DEFINITIONS & SOURCES

Definitions: Fourth grade public school students who scored below the proficient level in reading, as measured and defined by the National Assessment of Educational Progress (NAEP), by race and Hispanic origin.

Review the National Report Card for Reading for a more detailed description of achievement levels. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools. Race categories exclude Hispanic origin. Results are not shown for students whose race or Hispanic origin was not classified.

Data Source: Department of Education, National Center for Education Statistics, National Assessment of Educational Progress (NAEP).

Footnotes: Updated January 2014.
S – NAEP reporting standards not met.
N.A. – Data not available.

Source: The Annie E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Definitions: Eighth grade public school students' mathematics achievement levels, as measured and defined by the National Assessment of Educational Progress (NAEP), by race and ethnicity.

For a more detailed description of achievement levels see: http://nces.ed.gov/nationsreportcard/Mathematics/achieveall.asp. Public schools include charter schools and exclude Bureau of Indian Education schools and Department of Defense Education Activity schools.


Footnotes: Updated January 2014.
S – NAEP reporting standards not met.
N.A. – Data not available.

Source: The Annie. E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Definitions & Sources

Definitions: The estimated percentage of an entering freshman class not graduating in 4 years by the student's race and ethnicity. The measure is derived from the Averaged Freshman Graduation Rate (AFGR), which uses aggregate student enrollment data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later.


Footnotes: Updated May 2014.
N.A. - Data are not available.
S - Data have been suppressed by NCES due to small sample size and/or small population size.

Source: The Annie. E. Casey Foundation, KIDS COUNT Data Center, datacenter.kidscount.org
Definitions & Sources

Definitions: The share of children ages 5 to 17 that speak English less than "very well", by children in foreign-born or US-born families.

Children in immigrant families is defined as children who are themselves foreign-born or reside with at least one foreign-born parent. Foreign-born is defined as either a U.S. citizen by naturalization or not a citizen of the U.S. Native-born is defined as born in the U.S., Puerto Rico, Guam, the U.S. Virgin Islands, or the Northern Marianas or born abroad of American parents. The foreign-born status of children not living with either parent is based solely on the status of the child and no other household member. Children living in subfamilies are linked to their parent(s) and not the householder.

The Census Bureau advises that due to methodological changes to data collection, comparisons should be made with caution between 2013 estimates on English ability and those from prior years. For a detailed account of those changes see the following document. Data Source: Population Reference Bureau, analysis of data from the U.S. Census Bureau, Census 2000 Supplementary Survey, 2001 Supplementary Survey, 2002 through 2013 American Community Survey.

The data for this measure come from the 2000 and 2001 Supplementary Survey and the 2002 through 2013 American Community Survey (ACS). The 2000 through 2004 ACS surveyed approximately 700,000 households monthly during each calendar year. In general but particularly for these years, use caution when interpreting estimates for less populous states or indicators representing a small sub-population, where the sample size is relatively small. Beginning in January 2005, the U.S. Census Bureau expanded the ACS sample to 3 million households (full implementation), and in January 2006 the ACS included group quarters. The ACS, fully implemented, is designed to provide annually updated social, economic, and housing data for states and communities. (Such local-area data have traditionally been collected once every ten years in the long form of the decennial census.)

Estimates for years 2000 though 2004 are presented by a series of 3-year averages computed by PRB—the first year 2000 to 2002, the second year 2001 to 2003 and the third year 2002 to 2004. The 2005 ACS, is the first year with an expanded sample and is presented by estimates with a single year of data.

Footnotes: Updated December 2014.
S - Estimates suppressed when the confidence interval around the percentage is greater than or equal to 10 percentage points.
N.A. – Data not available.

Data are provided for the 50 most populous cities according to the most recent Census counts. Cities for which data is collected may change over time. A 90 percent confidence interval for each estimate can be found at Children who have difficulty speaking English by family nativity.
Legal Cases Referenced (by Dr. Fernando Colon-Navarro)

- Romo v. Laird
- Alvarez v. Owen
- Del Rio ISD v. Salvatierra (1)
- Del Rio ISD v. Salvatierra (2)
- Mendez v. Westminster School District
- Delgado v. Bastrop Independent School v. District
- Brown v. Board of Education (1)
- Brown v. Board of Education (2)
- The Fourteenth Amendment
Further Reading

- Chicano Students and the Courts: The Mexican American Legal Struggle for Education Equality (Richard R. Valencia)
- Students of Color and the Achievement Gap: Systemic Challenges, Systemic Transformations (Richard R. Valencia)
- Immigrant Voices: In Search of Educational Equity (Enrique Henry T. Trueba)
- Creating a College Culture for Latino Students: Successful Programs, Practices and Strategies (Concha Delgado Gaitan)
- Home, School, and Community Collaboration: Culturally Responsive Family Engagement (Kathy Beth Grant)
- Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap (A. Wade Boykin)
Helpful Definitions

Access
Academic Support
Equity
Opportunity Gap
Additional Resources

South Carolina Hispanic Chamber of Commerce Scholarship Foundation

University of South Carolina Arnold School of Public Health Consortium for Latino Immigration Studies

National Education Association

The Pew Research Center

National Conference on State Legislatures

National Center for Education Statistics (Achievement Gaps)

Hispanic Scholarship Fund

White House Initiative on Educational Excellence for Hispanics

The Education Trust

The Campaign for College Opportunity

Teach for America

South Carolina Legal Justice Center