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Hispanic Male Success

Staff Faculty Inquiry Group (SFIG)

Data in the table indicate the degree of success and failure of Hispanic male students in four key “foundational,” or “gateway” courses¹ considered of major importance for students in achieving their academic goals at The College. The data are from the fall 2009 semester. In all but one area (ESL) the percent of failure are still too high, especially in Algebra II.

Fall 2009 Number and Percent of Hispanic Male Students Who Took Initial Foundational Courses And Passed or Failed

| Course | Number Took | Number Passed | Percent Passed | Number Failed | Percent Failed |
|------------------|-------------|---------------|----------------|---------------|----------------|
| College Reading | 44 | 25 | 57% | 19 | 43% |
| Basic Writing | 81 | 45 | 56% | 36 | 44% |
| Basic Algebra II | 109 | 45 | 41% | 64 | 59% |
| ESL 044 and 115 | 32 | 25 | 78% | 7 | 22% |
| Total | 266 | 140 | 53% | 126 | 47% |

Source: Jorge Santiago

These foundational classes are essential for the student to move to higher-level courses for continued studies. The College has decided to develop a *Staff Faculty Inquiry Group (SFIG)* focusing on one small group of students to identify an important barrier and develop specific activities to help these students in these courses. This inquiry group will encompass a broad set of practices that engage participants in looking closely and critically at student learning for the purpose of improving courses and programs in order that Hispanic male students reach their academic goals. The central work the SFIG will involve asking questions about teaching, learning, services, and structure, followed by seeking answers through literature review, gathering and analyzing data/evidence, and involving students in the process. SFIG's usually last 2 or 3 years, and are powerful tools with many advantages than traditional college committees. Members work with others in collective ways to acknowledge challenges and search together for solutions. SFIG participants feel a sense of empowerment to take risks and experiment with new ideas.

The proposed NECC SFIG has a two prong approach to this issue. During the first year, SFIG members will review data and literature from various sources concerning a number of issues related to Hispanic male performance, and remedies applied in other institutions. By the end of this first year it is expected that the members would have selected a specific barrier and course to target, as well as develop specific activities to help improve success among these students in the selected foundational course. During the second year implementation of the selected remedy will occur, as well as reviewed for its impact. In the second prong a series of key barriers for Hispanic male in all foundational courses will be selected, operationalize into specific questions, and develop a survey instrument to be implemented during the third year of the SFIG for greater analysis and insight on NECC's Hispanic male students in these key classes.

¹ The other four foundational courses are: Intro. To Psych./Soc., English Comp. 1, College Algebra & Trig. and Basic Writing.