

AZ HSI Consortium: Evidence Based Practices

September 11, 2023



PURPOSE: To create a community-informed process to identify, review, catalogue, highlight, and share evidence-based practices within an HSI context known to effectively move the needle towards greater college access, persistence, retention, transfer, and degree attainment for Latinx students in Arizona.

- WHAT WORKS?
- FOR WHOM?
- UNDER WHAT CONDITIONS?

GOALS

- ✓ Create a process for determining “what works” for Arizona HSIs
- ✓ Build greater preparedness for being able to answer what works, for whom, and under what conditions informed by data
- ✓ Inform educators and community leaders on practices that optimize Latinx college student success
- ✓ Highlight and amplify practices producing positive student outcomes within culturally validating environments
- ✓ Illuminate continued gaps and opportunities for advocacy and investment

WHAT DO WE MEAN BY EVIDENCE-BASED PRACTICES?

Evidence-based practices demonstrate a record of success for improving student outcomes that have gone through a systematic review process to evaluate their level of evidence.

Evidence-based practices generate feasibility and effectiveness by providing valuable information on how practices work in different institutions and among different student-populations, and help identify gaps, sustaining practices, and provides concrete information that can inform opportunities for scaling (Mazzotti, Rowe, Cameto, Test, & Morningstar, 2013; Cook & Cook, 2016).

What do we mean by evidence-based practices at AZ HSIs?

We seek to uncover and highlight evidence-based practices that produce positive student outcomes with special attention to culturally affirming and validating educational environments.

What do we mean by Culturally Relevant Practices?

"Culturally responsive pedagogy is an approach to teaching that incorporates attributes and characteristics of, as well as knowledge from, students' cultural background into instructional strategies and course content to improve their academic achievement. A primary aim of culturally responsive pedagogy is to create learning environments that allow students to use cultural elements, cultural capital, and other recognizable knowledge from their experiences to learn new content and information to enhance their schooling experience and academic success."

Howard, T. (2012). Culturally responsive pedagogy. In J. A. Banks (Ed.), Encyclopedia of diversity in education (Vol. 1, pp. 550-552). Thousand Oaks, CA: Sage Publications.

Review of Applications

Application includes 3 sections:

1. Contact Information and Institutional Overview.
2. Overview of Program/Initiative- In this section, ask questions of regarding program mission, goals, and history.
3. Student Impact - In this section, we ask to provide information regarding the impact your program/initiative has on students.

2023 EBP Nomination Process

- September 11, 2023: Call for nominations open
- October 13, 2023: EBP Nomination Deadline
- December 3, 2023: Decisions Communicated
- February 2024: Highlight new EBPs (e.g., webinar, social media, catalogue)

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