

AZ HSI Consortium: Evidence Based Practices

October 4, 2024



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 HSIIs?

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.

2024 EBP Nomination

Process

- October 4, 2024: Call for nominations open
- November 5, 2024: EBP Nomination Deadline
- December 2024: Decisions Communicated
- February 2025: Highlight new EBPs (e.g., webinar, social media, catalogue)

EVIDENCE-BASED PRACTICES NOMINATION PROCESS IS OPEN!

Are you at an AZ HSI with programs, services, and practices that produce positive student outcomes amidst culturally affirming and validating educational environments? If so, submit a nomination, demonstrating evidence of success and intention as an HSI.

DEADLINE: NOVEMBER 5, 2024

[SUBMIT TO bit.ly/ebp2025](https://bit.ly/ebp2025)



Evidence-Based Practices



TECHNICAL WEBINAR



AZ HSI CONSORTIUM
EVIDENCE BASED PRACTICE

We are holding a technical webinar on what Evidence-Based Practices are and how to apply! Join us to learn more!

OCTOBER 16, 2024

12PM | ZOOM

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