Creating a Culture of Education on the Border

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Dr. John Walsh, Cochise College
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October 5, 2014
Presentation Summary

- **Loud Librarian**
  - Greetings from “the edge” .....who we are, where we are from
  - Hispanic achievement gaps, completion/information literacy, higher ed
  - CAMU targeted information literacy instructional model
  - CAMU research results
  - STILTS initiatives

- **Student Panel**
  - CAMU instructional benefits

- **Cochise Cats**
  - Historic and background information
  - Shared services
  - Aaron’s position
  - Early results
  - Future predictions

- **Student Panel**
  - Cochise Cats service benefits
Greetings from the Edge

Cochise College Campuses
(7500+ squaremiles)
Greetings from the Edge

Cochise College Douglas Campus
University of Arizona - Douglas
Greetings from the Edge

● Student population

Cochise College

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<th>Race/Ethnicity</th>
<th># students</th>
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Douglas Campus

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- Blended students, first generation, at risk, ESL
- Blended cultures, learning reciprocal
- Blended accomplishments, reducing gap
  - Development education
  - International recruiting
  - Learning communities
  - ESL program
Hispanic Achievement Gaps

- Hispanic students' low persistence rates have caused an academic achievement gap at all levels of higher education.

  - Degree attainment rates among adults (ages 25-64):
    National level 2011
    All -- 38.7%
    Hispanic -- 19.3% (Lumina Foundation, 2014)

    Arizona 2011
    All -- 35.8%
    Hispanic -- 16.87% (Lumina Foundation, 2014)
## Hispanic Achievement Gaps

### Local level 2013: Cochise College full time students

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<tr>
<th>Cohort Yr</th>
<th>Count</th>
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<th>% gr 2 yrs</th>
<th>% gr 3 yrs</th>
<th>% gr 4 yrs</th>
<th>% gr 5 yrs</th>
<th>CC % gr 6 yrs</th>
<th>IPEDS % gr 6 yrs</th>
<th>% gr 7 yrs</th>
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### Hispanic full time students

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- Reduce achievement gap on “the edge” (Cochise College, 2007-13)
- Reduce achievement gap, grassroots interventions/cultural perceptiveness (Rigogliosos, 2013; Newman, 2011; Santamaria, 2009.)
- Reduce achievement gap with service research (Walsh, 2013)
Hispanic Achievement Gaps

- Information literacy (IL) achievement gap
  - Hispanic students success = library use/librarian contact/IL skills
    (Solis & Dabbour, 2006)
  - Hispanic students use the library less often…
  - Hispanic students seek out librarian educational support less often…
  - Hispanic students have the lowest IL competency…
    than any other demographic group.
    (Haras, Lopez, & Ferry, 2008; Whittmire, 2003)
  - Hispanic students have same deficiencies at Cochise College
    (Observations, annual assessments of student writing, and pilot studies)
CAMU, Targeted Instruction

- Learning Librarian designed culturally responsive, targeted, information literacy instructional method for Hispanic students.
CAMU, Targeted Instruction

Application of the IL learning paradigm

Current Practice
- identify information need
- access information
- evaluate information
- use information
- solve information need

CAMU
- identify information need
- access information
- evaluate information
- use information
- solve information need

Reconceptualization
CAMU Research Results

- CAMU is effective at increasing Hispanic students’ library usage and information literacy skills.
  - Investigated three groups of Hispanic students: traditional instruction, targeted instruction, no instruction
  - Proposed three hypotheses:
    Targeted instruction was most effective at increasing library usage
    Targeted instruction was most effective at increasing IL skills
    Correlation between connections and overall IL skills
STILTS

• To expand educational opportunities for, and improve the attainment of, Hispanic students, Cochise College is developing the Success Through Information Literacy Training for Students (STILTS).
  – Construct information literacy instructional facilities
  – Expand information literacy program
  – Create writing center with professional tutor
  – Hire and train learning librarian
  – Conduct professional development for faculty
  – Develop professional learning council for K12 outreach
  – IMLS grant
Student Panel

• Students
  – Jazmin Cuevas (Cochise College)
    Respiratory Therapist
  – Dylan Hernandez (Cochise College)
    American Justice System
  – Zueyzan Montano (UA Douglas)
    Elementary Education
  – Alexis Rivera: (UA Douglas)
    Government Public Service/International Security
Cochise Cats

✓ What is Cochise Cats?

✓ How do students benefit from Cochise Cats?

✓ Target groups of Cochise Cats?

✓ Cochise Cats Joint Events/Inniatives
What is Cochise Cats?

Cochise Cats is a collaborative program between Cochise College and the University of Arizona South (UA South)

Designed to provide services and information to assist students in obtaining an associate degree at Cochise College and transferring to The University of Arizona South to obtain a bachelor degree.

Cochise Cats helps students remain “connected” to both institutions to ensure a seamless transition
Benefits of Cochise Cats

Systematic and coordinated message for advisors and counselors to work collaboratively and jointly advise students for a seamless transfer.

Student support with course selection, financial aid, career planning, the transfer process, and all else pertaining to the student’s continuation to UA South.

- Save over $20,000 on educational costs over four years in tuition and fees
- Access to Cochise College and UA South resources
- One joint advisor for both institutions
- Shared space
- New transfer articulations – Arizona Transfer Pathways
Benefits cont...

- **Communication** updates on the program, services, and activities
- **Workshops and activities** involving the community and faculty/staff from both institutions.
- **Collaborative** marketing efforts
Cochise Cats Joint Events

Cochise Cats Retreats

Recruitment Fairs

Meet Your Major/Professionals Lunches

Future Leaders Town Hall
Cochise Cats Initiatives

- **Cooperative Planning Team** – Tasked with developing strategies to improve the success rates for Hispanic students in a collaborative environment that would benefit both institutions and be sustainable over time.

- **Joint Advisor** – Works to reduce barriers for students in the seamless transition between high school and bachelor’s degree completion by meeting student needs in the academic, career and personal/social domains.

- **Shared Tutoring**
- **Financial Aid Coordination**
- **Shared Instructors**
- **Shared Facilities**
- **Coordinated Dual Enrollment**
- **Participate in higher education workshops and activities**
- **Transfer within walking distance**
Cochise Cats Students

Placeholder for picture

Zuezyan Montano (UA Douglas): Elementary Education

Placeholder for picture

Alexis Rivera: (UA Douglas) Government Public Service/International Security
References