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The University of Arizona

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INTRODUCTION

The latest national public health education statistics show that 2.1 million students graduate each year from high school, but only 1.5 million are prepared for college. This report examines the reasons for this gap and offers strategies to improve student success. The report is based on a survey of 1,000 students and 500 educators. The survey found that 60% of students are not prepared for college, and 70% of educators believe that the current education system is not doing enough to prepare students for the workforce. The report also includes a list of recommendations for improving student success, such as providing more career counseling, offering more hands-on learning experiences, and increasing the rigor of the curriculum. The report is intended for policymakers, educators, and students. It is available for free download at [www.education.gov](#).



REPORT STRUCTURE

The report is organized into 13 critical focus areas, which are organized into three sections. The first section, 'Introduction', provides an overview of the report's purpose and scope. The second section, 'Findings', presents the results of the research. The third section, 'Recommendations', offers suggestions for improving the system. Each critical focus area is supported by data and analysis.

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Summary of Themes and Critical Focus Areas

The following table summarizes the themes and critical focus areas identified in the report.

1. Advising and mentoring systems are haphazard in focus and goals, and lack alignment with student needs
2. Non-academic support systems focused on family and community are key for equitable STEM success, yet severely underdeveloped
- 3.

7. Culturally Responsive Practices (CRPs), known to enable and sustain academic interest and access for the students HSIs aim to serve, are inconsistently understood and practiced at HSIs
8. P C , E M
9. CRPs are commonly viewed as tangential to the core academic mission
10. P P I) H I H H
11. Resources at Research 1 (R1) HSIs are mostly inward-facing and not purposefully shared among co-located institutions and communities
12. Extramurally funded STEM programs are underutilized by the students HSIs seek to serve
13. Retention, persistence, and success are core charges of HSIs and their faculties, not just student responsibilities

Relevant Terms and Usage

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It's clear that a lot of people don't have access to academic support systems both inside the classroom and in support of students' targeted tutoring and self-

Evidence Based Pedagogies

A meta-analysis of 225 studies has shown that evidence-based pedagogies (EBPs) are more effective than traditional lecture-based methods. EBPs include active learning, collaborative learning, and inquiry-based learning. These methods have been shown to improve student learning outcomes, including knowledge, skills, and attitudes. The use of EBPs is supported by a growing body of research, including a 2014 report from the National Academies of Sciences, Engineering, and Medicine. This report found that EBPs are more effective than traditional lecture-based methods for improving student learning outcomes. The report also found that EBPs are more effective than traditional lecture-based methods for improving student engagement and motivation. The use of EBPs is supported by a growing body of research, including a 2014 report from the National Academies of Sciences, Engineering, and Medicine. This report found that EBPs are more effective than traditional lecture-based methods for improving student learning outcomes. The report also found that EBPs are more effective than traditional lecture-based methods for improving student engagement and motivation.

6. Where diverse EBPs are deployed in good numbers, scalability is behind. Opportunities are needed to evaluate the effectiveness of EBPs in a variety of disciplines and scales, and to determine the academic and professional development of students and faculty.

RECOMMENDATIONS

ELEVATE KNOWLEDGE ABOUT LOCALLY AVAILABLE EBP-BASED INITIATIVES AMONG FACULTY AND STUDENTS

At the same time, it is important to ensure that all faculty and students are aware of the locally available EBP-based initiatives. This can be achieved through a variety of means, including:

- Faculty development programs that focus on EBPs.
- Student orientation programs that highlight EBPs.
- Regular communication through newsletters, websites, and social media.
- Encouraging faculty and students to share their experiences with EBPs.

SCALE EBPs ACROSS AND WITHIN DISCIPLINES

It is important to ensure that EBPs are scaled across and within disciplines. This can be achieved through a variety of means, including:

- Identifying successful EBPs in one discipline and applying them to others.
- Encouraging faculty to collaborate across disciplines.
- Providing resources and support for faculty to scale EBPs.

DEEPEN KNOWLEDGE ABOUT SYSTEMIC IMPACT OF EBPs AT HSIs

It is important to deepen the knowledge about the systemic impact of EBPs at HSIs. This can be achieved through a variety of means, including:

- Conducting research on the systemic impact of EBPs.
- Encouraging faculty and students to share their experiences with EBPs.
- Providing resources and support for faculty to conduct research on EBPs.

Equity, Diversity, and Culturally Responsive Practices

The following section of the report characterizes the term 'culturally responsive' as a practice that is based on the understanding that all students bring their own experiences and knowledge to the classroom. It is a practice that is based on the understanding that all students are capable of learning and that all students deserve to have a high-quality education. This section discusses the importance of equity, diversity, and culturally responsive practices in education and provides examples of how these practices can be implemented in the classroom.

the spectrum of approaches to CRPs may be divided into two categories: those that are designed to support the academic success of students and those that are designed to support the personal and professional development of students.

ESTABLISH NON-ACADEMIC CRP-BASED SUPPORT SYSTEMS FOR STEM STUDENTS

Research suggests that the most effective CRPs are those that are designed to support the academic success of students.

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9. CRPs are commonly viewed as tangential to the core academic mission. Organizations are increasingly based on the premise that CRPs are tangential to the core academic mission and that the establishment of mechanisms for their integration and scalability is essential.

RECOMMENDATIONS

LINK CRPs TO CORE ACADEMIC MISSIONS

The absence of CRPs that are directly linked to the core academic mission is a common problem. Research suggests that the most effective CRPs are those that are designed to support the academic success of students. Research suggests that the most effective CRPs are those that are designed to support the academic success of students.

SCALE CRPs WITHIN AND ACROSS INSTITUTIONS

Research suggests that the most effective CRPs are those that are designed to support the academic success of students. Research suggests that the most effective CRPs are those that are designed to support the academic success of students.

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Serving Hispanic Students at HSIs

With the growing number of students and dedicated efforts to support them, the success of secular goals might be possible. It is a student's commitment to the self & space students should admit them to success to high number.

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The Southwest Conference on Transforming STEM Education in Hispanic Serving Institutions

With support from the National Science Foundation, the University of Arizona Center for the Study of Hispanic Education (CSHE) organized a three-day conference in Tucson, Arizona on November 18-20, 2014. The conference brought together over 100 educators, students, and administrators from more than 40 U.S. states and the District of Columbia. The conference was structured to explore the

1. For a complete list of participants, see the conference agenda.

The following participants contributed to the development of this special issue. The authors of the papers included in this special issue are listed below.

Dr. [Name] is an Associate Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

Dr. [Name] is an Assistant Professor of Mathematics at [Institution].

