

# BEYOND COMPLETION:

POST-COMPLETION EFFORTS AT  
HISPANIC-SERVING INSTITUTIONS



# BEYOND COMPLETION: POST-COMPLETION EFFORTS AT HISPANIC-SERVING INSTITUTIONS

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*Excelencia* in Education accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policy, and advancing institutional practices while collaborating with those committed and ready to meet our mission. Launched in 2004 in the nation's capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. For more information, visit: [www.EdExcelencia.org](http://www.EdExcelencia.org).

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# FOREWORD

Students go to college to learn, get exposed to the world, and get a good job that can make a positive difference for them, their families, and communities. That is a lot to expect, and the role of institutions continues to evolve. Supporting students as they earn their degree, being more student-centered and meeting students where they are academically to support their earning of a degree is already an evolution from the traditional, outdated, and conventional expectation of institutions as places that sort out students for success.

What happens after a student graduates? Is there a role for institutions or is it up to the student, alumni network, or employers? *Excelencia* works with institutions committed to intentionally becoming places where Latino students thrive. And in this transformation, the institution can more intentionally serve all students, including the communities in their service area. However, one area that gets less attention is the role institutions have in supporting their graduates post-completion.

The institutions we are privileged to work with can articulate their role in educating low-income, first-generation, and students of color and they know their work does not end with graduation. A quality education is part of a students' journey to a job and career.

The seven institutions we worked with for this brief have accepted the challenge to examine their data, practices, and leadership efforts to define the institutional role post-completion. They are committed to being intentional in their post-completion role to support Latino and other post-traditional students. As part of this commitment, they have engaged in robust and forward-thinking ways of considering how to leverage, invest in, measure, scale, share, and promote the work that is having a positive impact on success post-completion.



Deborah Santiago  
Co-founder and CEO

# EXECUTIVE SUMMARY

Post-completion success for Latino students is a conscious campus conversation that is gaining traction and support in a growing number of institutions. *Excelencia* in Education collaborated and partnered with seven Hispanic-Serving Institutions (HSIs)\* — Austin Community College, California State University-Fullerton, Long Beach City College, Texas State University, University of Arizona, University of Illinois Chicago, and Wilbur Wright College — in exploring and examining post-completion success efforts. When looking across the post-completion success narratives, *Excelencia* identified three strengths that demonstrate the cohort’s efforts to advance post-completion success efforts with the intention to serve Latino completers. These institutions showed strengths in:

- **Offering culturally relevant institutional practices designed to accelerate Latino post-completion success.**
- **Providing custom measures and metrics to track post-completion success outcomes.**
- **Demonstrating progress in closing post-completion success equity gaps for Latino completers.**

Additionally, partner institutions were asked to share questions and areas of opportunity within their respective institutions. Referencing these items, *Excelencia* identified three main areas of growth that institutions considered in their post-completion success efforts. These institutions seek to:

- **Deepen their knowledge of data collection efforts and align measures to track post-completion success in both the short and long term.**
- **Forge intentional connections with employers and industries looking to diversify their employment pool.**
- **Make the case to institutional leadership for intentionally serving completers at their institution.**



This brief outlines evolving approaches and discussions to post-completion success and summarizes where institutions are in their efforts to better understand post-completion success at their respective institutions.

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\*HSIs are defined as accredited, degree-granting public or private nonprofit institutions of higher education with 25% or more total undergraduate Hispanic full-time equivalent (FTE) student enrollment, which is noted in the Summary of Title V of the Higher Education Opportunity Act, as amended in 2008. To be eligible for the “Developing HSIs Program,” the law further requires that an HSI have a high enrollment of needy students and low core expenditures.

# INTRODUCTION

HSIs recognize their role is to prepare students for the workforce, offer support to completers, and track completers after earning an educational credential at their institution.



Despite being disproportionately impacted by the pandemic, Latinos in the workforce are projected to reach 35.9 million and account for 78% of net new workers by 2030.<sup>1</sup> By the end of the decade, Latinos will make up 20% of the nation's workforce.<sup>2</sup> As the nation continues to recover from the economic impact of the pandemic, institutions intentionally focused on serving their students saw an opportunity to rethink their efforts to support Latino, and all, students beyond degree completion.

Latinos' college enrollment is projected to increase over the next decade.<sup>3</sup> In tandem, the number of Latino completers earning a credential from an institution of higher education is projected to increase.<sup>4</sup> Over the past five years, Latino completers have made gains at all certificate and degree levels.<sup>5</sup> As institutions

continue to make progress on Latino enrollment and completion, Latino representation within the workforce is expected to increase by 3% every year.<sup>6</sup> In recognition of these changes, HSIs are in a good position to expand their strategy to advance Latino student success and take active steps to create learning experiences that promote workforce preparation and foster Latino post-completion success.

From October 2021 to March 2022, *Excelencia* engaged seven HSIs representing two-year and four-year institutions in Texas, California, Illinois and Arizona in a project exploring and examining post-completion success efforts. Participating institutions included Austin Community College (TX), California State University-Fullerton (CA), Long Beach City College (CA), Texas State University (TX), University of Arizona (AZ), University of Illinois Chicago (IL), and Wilbur Wright College (IL). Campus teams were composed of three to five practitioners representing areas such as career/workforce, institutional research/effectiveness, alumni relations, student affairs, and academic affairs. These campus teams completed and shared a robust internal assessment developed by *Excelencia* of their post-completion success efforts.

Institutional efforts to better understand post-completion success often focus on workforce readiness and preparedness — undergraduate experiences that are often within the locus of institutional control. However, as a cohort, these HSIs are progressing beyond completion to meet the needs of the nation's economy and develop strategies and practices that more intentionally serve Latino completers.

# BACKGROUND

While Latino enrollment and completion continues to increase, there is still a growing gap of Latino representation in high-paying jobs. Latino completion rates are not increasing fast enough to fully meet the needs of today's economy and increase the representation of Latino in high-paying jobs.<sup>7</sup> Latino representation within the workforce is projected to increase by 3% per year, yet Latinos remain largely represented in low-paying jobs.<sup>8</sup> These national trends in Latino student enrollment, completion and workforce present an opportunity for *Excelencia* to dive deeper into understanding how institutions are intentionally responding to meet the needs of their communities and economy through a Latino lens.

In 2007, *Excelencia* partnered with employers and institutions to explore how institutions were expanding access to higher education and benefiting low-skilled, immigrant Latino adults. The results of that work emphasized employer engagement, connections with community colleges, and results-oriented practices focused on Latino workforce development as essential elements in creating post-completion pathways for post-traditional Latinos.<sup>9</sup>

In 2012, as a way of highlighting the importance of Latino representation in high-paying jobs, *Excelencia* created a new series of analysis identifying the top institutions graduating Latinos at the certificate, associate, baccalaureate, and graduate levels in specific fields of study that aligned with career clusters. The work highlighted institutional strategies and practices for successful pathways to increase access and interest in these fields.<sup>10</sup> Additionally, *Excelencia* offered recommendations for action to increase Latino retention and degree completion. As *Excelencia* learned about institutional efforts to increase Latino access, interest, retention, and completion, this research forged another opportunity to learn about the impact on students after earning their educational credential.

In 2018, *Excelencia* partnered with Gallup to conduct a national survey of life outcomes among graduates. The study drew from interviews with 14,320 college graduates from 12 HSIs affiliated with the *Excelencia* in Action (E-Action) Network. The results indicated graduates from *Excelencia* network institutions believed they were prepared well for life beyond college.<sup>11</sup> This was in part due to the strong support systems these graduates experienced at their institution. These results prompted *Excelencia* to further explore the types of support systems institutions have in place to foster post-completion success.

In 2020, *Excelencia* partnered with four HSIs to learn more about their efforts to intentionally prepare their Latino students for the workforce. From this partnership, *Excelencia* identified five



strategies that framed how institutions approached their efforts to promote post-completion success for their Latino students.<sup>12</sup> For example, the four HSIs embraced the commitment that workforce preparation is an institution-level goal and requires the institutions to adapt to changes within the workforce to better prepare their students. To implement this commitment, these institutions were scaling up hands-on learning and experiential learning opportunities for their students. Additionally, workforce efforts were revamped with data to inform strategy and partnerships with local employers to meet the needs of the region and offer graduates support transitioning from school to work.

Building upon past research and efforts, *Excelencia* partnered with seven HSIs to continue exploring and examining the institutions' post-completion success efforts. This brief offers findings to enhance an institution's interest and ability to invest in strategies to support students beyond completion, features institutional strategies and practices, shares lessons learned, and offers recommendations for action for institutions looking to scale up their post-completion success efforts. Together, these seven HSIs recognize their role goes beyond completion by preparing students for the workforce, offering support to completers, and tracking completers after earning an educational credential at their institution.

# INTENTIONAL LANGUAGE

As *Excelencia* and our seven partner HSIs embarked on this project, the following terms framed our work and offered a common language for us to develop our community of common cause to explore and examine post-completion success efforts.

- **Post-Completion** is relating to or occurring in the time following completion of an educational credential (ex. bachelor, associate, and certificate level).
- **Post-Completion Success** refers to Latino completers' long term outcomes (ex. civic, educational, well-being and workforce) within an institutionally defined context and measure.
- **Completers** is an inclusive term to refer to Latinos who have earned an educational credential (ex. bachelor, associate, and certificate level) within an institution. Completers are not cohort specific but rather a total sum of Latinos who have earned their educational credential.
- **Post-Completion Strategy** refers to institution level efforts intentionally designed to support Latino completers as they enter into society with an educational credential.

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“As I reflect on the two terms, post-completion is a milestone, a marker, that offers a specific data point that the college can interrogate to gain insight about that particular milestone. On the other hand, completers elevates the “humanness” of our work. It is about the student and calls for us to be aware, and intentional about the ways in which we recognize our obligation to continue to serve our completers. The focus becomes on the person, versus the milestone. Both of these concepts are important to inform the work.”

– **Sonia De La Torre**, Dean of Student Equity, Long Beach City College

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# FINDINGS

## POST-COMPLETION EFFORTS AT HISPANIC-SERVING INSTITUTIONS

### STRENGTHS

As part of the pilot project, institutions brought valuable insights into their own post-completion success efforts. When looking across the Post-Completion Success narratives, *Excelencia* identified three strengths that demonstrate the cohort's efforts to advance post-completion efforts with the intention to serve completers.

#### STRENGTH #1

##### **Institutions Offer a Number of Culturally Relevant Institutional Practices Designed to Accelerate Latino Post-Completion Success.**

Specifically, institutions offer wrap-around services for completers, provide professional identity affirming experiences, and provide intentional and timely career readiness and job placement experiences, programming, and services. From lifetime access to career services to engaging in an active post-completion network, institutions' efforts demonstrated the importance of extending services beyond completion to aid completers in their continued educational and professional development. Also, in recognizing the intersectionality of Latino students, many institutions elevated the importance of crafting professional identity affirming experiences (e.g., internships, career mentorship, research assistantships) to aid in the development of social capital, networking, career readiness, and more. Finally, institutions provide intentional and timely career readiness and job placement experiences, programming, and services. Institutions reported the importance of offering timely career exploration, preparation and development services and programs for Latino students. Looking beyond the currently enrolled population, institutions shared the need to connect Latino completers to intentional resources that support their career goals while also supporting their transition between completion and becoming employed.

#### STRENGTH #2

##### **Institutions Provide a Number of Custom Measures and Metrics to Track Post-Completion Success Outcomes.**

Institutional post-completion measures and metrics are mainly focused on salary, employment, transfer to a four-year, military enlistment, and continuation to graduate education. Additionally, some institutions are now interested in considering new aspirational measures and metrics (e.g., social capital, applied competencies) to track post-completion success. Many institutions shared that they were already collecting data on metrics and measures related to post-completion success. These custom metrics reflect the institution's intentional efforts to track post-completion success through meaningful measures that highlight the value of postsecondary education to both students and the institution.

#### STRENGTH #3

##### **Institutions Demonstrate Progress in Closing the Equity Gaps of Post-Completion Success Outcomes for Latino Completers.**

Institutions within the cohort expressed a resounding desire to be equity-minded in their post-completion approach. The majority of institutions analyzed the data disaggregated by race/ethnicity to determine whether equity gaps existed on their campuses. Some institutions report equity gaps among various outcomes (e.g., salary, employment, internships); however, in some cases, the gaps are not as large as some might assume. Finally, some institutions report that Latino students also achieve higher rates in transfer outcomes.

## AREAS OF GROWTH

As part of the pilot project, partner institutions were asked to share questions and areas of opportunity within their respective institutions. Referencing these items, Excelencia identified three main areas of growth that institutions considered in their post-completion success efforts.

### AREA OF GROWTH #1

#### **Institutions Seek to Deepen Their Knowledge of Data Collection Efforts and Align Measures to Track Post-Completion Success in Both the Short and Long Term.**

As institutions considered their current metrics and measures, many became aware that their measures did not reflect their emerging ideas of post-completion success. For example, some institutions in the cohort are now interested in considering new measures (e.g., social capital, applied competencies) to track post-completion success. Institutions expressed the importance of increasing the data capacity of their institution. Specifically, institutions were interested in strengthening their post-completion success data collection methods. Additionally, institutions shared their intention to increase data collection methods and reporting via workforce dashboards, prioritize race/ethnicity in service provisions, and acquire more data to enhance their understanding of post-completion outcomes. A variety of data sources and methods were shared among the cohort. From institutional surveys to national data sets, data sources and methods provide an extremely limited view on post-completion outcomes; however, this presents an opportunity to consider strategies to more intentionally scale up data collection and analysis. Finally, to get a fuller picture, institutions are taking active steps to collect, mine, analyze, track and link post-completion data and data sources to demonstrate post-completion outcomes for Latino completers and post-traditional completers.

### AREA OF GROWTH #2

#### **Institutions Seek to Make Intentional Connections With Employers and Industries Looking to Diversify Their Employment Pool.**

Institutions shared the importance of expanding partnerships with local workforce investment boards (WIB). Additionally, institutions reported the importance of engaging in ongoing training opportunities tied to industry certifications and degrees. Also, institutions expressed continuing transfer pathway partnerships with other institutions as a way to strengthen post-completion success for Latino students. Finally, institutions' intentional efforts to offer and expand programs of study relevant to today's workforce and develop key partnerships across industry organizations highlights the expansion of post-completion pathways.

### AREA OF GROWTH #3

#### **Institutional Representatives Seek to Make the Case to Institutional Leadership for Intentionally Serving Completers at Their Institution.**

With institutional resources focused on recruitment and completion, many institutions saw this as an opportunity to be more inclusive in their campus dialogue around student success. Institutions, especially community colleges, expressed what fully constitutes completion on their campus is being explored as they work to define post-completion. However, many institutions shared working definitions of post-completion success. To that end, institutions expressed a need to "make a case" for post-completion as an institutional priority to their campus leadership. Institutions asked about approaches to including post-completion into strategic plans, expanding resources to include post-completion, and increasing institutional capacity to support post-completion data collection and assessment efforts.

These three areas of growth highlight the authenticity of their post-completion efforts while also demonstrating where institutions are in their efforts to better understand post-completion success at their respective institutions.

# AUSTIN COMMUNITY COLLEGE

Seal-Certified Institution | Austin, TX | Public, 4-Year | Hispanic-Serving Institution<sup>3</sup>

28,882 UG Enrollment | 39.3% Latino Enrollment | 4,351 UG Completion | 36.1% Latino Completion<sup>4</sup>



## DEFINITION OF POST-COMPLETION SUCCESS<sup>15</sup>

Austin Community College's (ACC) Post-Completion Success definition includes "(1) transfer to a four-year institution (2) obtain a job in the field of study (3) complete an associate degree or certificate or (4) transfer to another 2-year institution (core complete) or completed prerequisites for special admissions programs. Additionally, ACC is deciphering a strategic way to measure post-completion success for students wanting to learn skills, change in careers, or other student intent goals."

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>15</sup>

- **Texas Unemployment Insurance (UI) Wage Data** to allow ACC to determine if completers are seeing improvements in wages after they attend ACC.
- **Survey Completers** to see where they are in their career, continuing education, and explore the student's viewpoint of how things are going with employment;
- **EMSI (Economic Modeling Specialists Intl.) Reports** that would allow ACC to access a larger dataset of how completers are doing in the workforce post-completion.

## POST-COMPLETION SUCCESS STRATEGIES<sup>15</sup>

- **Increase Institutional Capacity to Track Workforce Outcomes:** Use Texas Workforce Commission's workforce dashboards to report program completers' employment status, wage improvement, and estimated median wages. The dashboards report results aggregated for completers by program and award.
- **Create Transfer Partnerships to Promote Post-Completion Degree Pathways:** Funds through an Equity in Transfer Initiative grant intended to promote transfer into high-wage pathways — Engineering, Business, Nursing, Computer Science, Education, and Social Work — for students of color and under-resourced, under-served students.

## POST-COMPLETION SUCCESS PRACTICES<sup>15</sup>

- **Texas A&M University (TAMU) Engineering Academy** has "one of the highest numbers of completers for Latino engineers. Partnerships like the Texas A&M University Engineering Academy assist in increasing underrepresented minorities in STEM degrees and increase not only ACC credentials but also increase transfer into four-year institutions to earn a Bachelor's degree."
- **Workforce Pathway Bachelor's Degrees** support "high-wage, in-demand careers. Two are currently offered (RN to BSN; BAS in Software Development), and we will soon be launching a Bachelors of Applied Technology in Manufacturing Engineering Technology. These are completion degrees for students who have an associate degree, and recruiting efforts target Latino students."

# CALIFORNIA STATE UNIVERSITY – FULLERTON



CALIFORNIA STATE UNIVERSITY  
FULLERTON

Seal-Certified Institution | Fullerton, CA | Public, 4-Year | Hispanic-Serving Institution<sup>13</sup>

36,874 UG Enrollment | 48.0% Latino Enrollment | 9,688 UG Completion | 41.5% Latino Completion<sup>14</sup>

## DEFINITION OF POST-COMPLETION SUCCESS<sup>16</sup>

California State University-Fullerton's (CSUF) definition of post-completion success is focused on their completer's "ability to become intellectual, community, and economic leaders who shape the future. Our institution approaches defining post-completion success by identifying the life-long skills and values we seek to cultivate in our students, as articulated in our University Mission. Student's workforce outcomes and intellectual and community contributions to society are assessed frequently."

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>16</sup>

- **EMSI (Economic Modeling Specialists Intl.)** Data provides labor market data compiled from various sources matched to a CSUF database of completers' records to offer demographic, economic, and occupational trends and outlook data locally and nationally.
- **Undergraduate exit survey** asks completers to identify their plans after graduation, the skills they acquired to use post-completion, and their preparation to pursue their professional and/or personal goals.
- **Strada Network Alumni Survey** provides actionable insights around both completers' overall undergraduate experiences and the impact of that experience on their education-to-work journey. This covers information on demographics, value of education experience, impact of education on life and school affinity, skill development, current employment and graduate school status, career satisfaction, impact of undergraduate education on employment, program/education information.

## POST-COMPLETION SUCCESS STRATEGIES<sup>16</sup>

- **Develop an Institution-Wide Post-Completion Success Strategy that Meets the Needs of Completers:** CSUF is currently developing a unified approach to supporting Latino completers post-completion. Because CSUF is an HSI, their developing strategy will have a broad impact on their Latino students, who are a large portion of their student population.

## POST-COMPLETION SUCCESS PRACTICES<sup>16</sup>

- **Engineering Scholars Program** is designed "to improve time to degree for undergraduate engineering Latino students and improve the rate at which Latino students progress into graduate programs. Results show that 21% of students participating graduated earlier than expected and 66% of participants applied to graduate school."
- **I am First Program** is designed "to target first generation students (many are Latino) post-completion. Provides access to employers/alumni, coaching sessions and networking."

# LONG BEACH CITY COLLEGE

Seal-Certified Institution | Long Beach, CA | Public, 2-Year | Hispanic-Serving Institution<sup>13</sup>

21,634 UG Enrollment | 59.6% Latino Enrollment | 2,375 UG Completion | 58.9% Latino Completion<sup>14</sup>



LONG BEACH  
CITY COLLEGE

## DEFINITION OF POST-COMPLETION SUCCESS<sup>17</sup>

Long Beach City College (LBCC) “has adopted a multidimensional definition of post-completion success: 1) job placement prior to completion, 2) job placement after completion, 3) job advancement after completion, and 4) transfer to a four-year.”

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>17</sup>

- **Salesforce** to gather data on participation in work experience courses, clinical hours and/or internships, workshops, industry engagement activities, and career readiness milestones.
- **Exit Survey (to be developed) and LaunchBoard** to gather data on job placement, wages, and impact college experience had in job gains (e.g., social capital).
- **Two-Year Post-Completion Survey (to be developed)** to track employment updates, wage increases, and application of skills gained in college.
- **National Student Clearinghouse** to track transfer patterns by number per year and/or cohort model rate.

## POST-COMPLETION SUCCESS STRATEGIES<sup>17</sup>

- **Create Social Capital Building Experiences for Latinx Students:** LBCC intends to offer career mentoring, year-long matching with professionals in the field of study and developing skills and relationships with the workforce to increase social capital of Latino students.
- **Partnership with Local Workforce Investment Boards:** Develop ongoing training opportunities tied to industry certifications and focus recruitment efforts on Latino students.

## POST-COMPLETION SUCCESS PRACTICES<sup>17</sup>

- **Long Beach College Promise**, a transfer pathway program, “is folded into the broader institutional first-year experience and thus is resourced through FYE during the annual planning process (this includes access to dedicated counselors, coaches, and other professionals. Case management by race/ethnicity is integral to this program). Through a use of a racial equity lens in three years there has been an increase in the number of Latino students that are participating in the Promise 2.0 program.”
- **The PUENTE Project** is “an inter-segmental program that is co-sponsored by the University of California and the California Community College Chancellor’s Office, designed to increase the number of educationally disadvantaged students who enroll in four-year colleges and universities, earn college degrees and return to the community as mentors and leaders to future generations. The program is interdisciplinary in approach, with writing, counseling and mentoring components. Over the last five years the number of Puente students who successfully transfer has steadily increased (7 in 2017 to 16 2021).”



# TEXAS STATE UNIVERSITY

Seal-Aspiring Institution | San Marcos, TX | Public, 4-Year | Hispanic-Serving Institution<sup>13</sup>

33,193 UG Enrollment | 40.6% Latino Enrollment | 7,567 UG Completion | 37.3% Latino Completion<sup>14</sup>

## DEFINITION OF POST-COMPLETION SUCCESS<sup>18</sup>

Texas State University's emerging post-completion success definition "is designed to match the First Destination Survey (FDS) from the National Association of Colleges and Employers, which tracks key indicators such as enrollment in a program of continuing education, employment, salary, and military service."

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>18</sup>

- **The First Destination Survey** is administered three times per year, to collect outcomes data on completers' employment and continued education as well as information about their college experiences.

## POST-COMPLETION SUCCESS STRATEGIES<sup>18</sup>

- **Acquire and Increase Post-Completion Success Data:** Continued outreach to the entire population of completers through the administration of the First-Destination Survey and increase response rates.
- **Intentionally Connect Latino Completors to Institutional Resources:** Connect with Alumni Relations to have Latino completors attend the Identity in the Workplace Workshops offered in the spring by Career Services and engage in other key institutional resources designed for completors.

## POST-COMPLETION SUCCESS PRACTICES<sup>18</sup>

- **Jobs4Cats (Handshake)** is "an online job board service for current students and completors; completors can get resume reviews, make one-on-one appointments, attend job fairs, and receive professional development support."
- **Build Bridges to a Graduate Degree** "is designed to provide support for undergraduate students who are interested in applying to a graduate program at Texas State University. The initiative focuses on learning how graduate school works, crafting a high-quality graduate school application, and setting the stage for success in a graduate program. Recipients will receive \$850, reimbursement for the GRE or GMAT and their graduate program application fee. Plus, their culminating project is an application to a Texas State graduate program."

Seal-Certified Institution | Tucson, AZ | Public, 4-Year | Hispanic-Serving Institution<sup>13</sup>

34,659 UG Enrollment | 28.8% Latino Enrollment | 7,871 UG Completion | 25.0% Latino Completion<sup>14</sup>



THE UNIVERSITY  
OF ARIZONA

## DEFINITION OF POST-COMPLETION SUCCESS<sup>19</sup>

The University of Arizona's definition of "post-completion success means that students are prepared for a lifetime of opportunity aligned with their purpose and values and recognize their University of Arizona education as valuable to achieving their career and personal goals."

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>19</sup>

- **The First Destination Survey** gathers immediate employment, continuing education, salary and reputational self-reported data for Latino completers to create meaningful comparative analyses to identify any significant gaps in equity of those outcomes when compared to peers.
- **Graduate College National Science Foundation Survey** is used to gather data on graduate level post-completion outcomes such as work activities, salary, and demographic information.
- **National Student Clearinghouse** data on continuing education among those not completing the First Destination Survey.
- **Arizona Board of Regents Wage Tracking** for public university graduates who earn wages in Arizona.

## POST-COMPLETION SUCCESS STRATEGIES<sup>19</sup>

- **Disaggregate by Hispanic/Latino in Career-Related Engagements and Post-Completion Outcomes to Determine Key Interventions that Support Success:** For example, internships and research experiences are leading indicators shown to have a multiplying effect on a Hispanic/Latino student's likelihood of reporting an employment or continuing education outcome immediately beyond completion.
- **Increase Institutions Engagement with Completers:** Continue to reach out and offer career support for completers up to one year after completion, increase access to Bear Down Network, and engage the Hispanic Alumni Association.

## POST-COMPLETION SUCCESS PRACTICES<sup>19</sup>

- **Latinx Faculty & Staff Association** is "offers Latinx employees with opportunities to support networking, mentoring, and community building. By supporting employees who are alumni and/or are pursuing advanced degrees at the University of Arizona, the association supports networking and the exchange of employment and professional development opportunities."
- **Accessible Micro-Internships** "provide paid, accessible experiences with local community, campus and employer partners to develop students' human-centered research and design skills, as well skills in collaboration, analysis and presentation."



Seal-Certified Institution | Chicago, IL | Public, 4-Year | Hispanic-Serving Institution<sup>13</sup>

21,702 UG Enrollment | 34.6% Latino Enrollment | 4,700 UG Completion | 28.4% Latino Completion<sup>14</sup>

## DEFINITION OF POST-COMPLETION SUCCESS<sup>20</sup>

University of Illinois Chicago (UIC) approach to “defining post-completion success takes into account national benchmarks for post-completion success of graduated students including job placement and graduate/professional education, while also considering deeply the long-standing mission of UIC as an urban-serving institution and our mission for equity and inclusion. While we recognize that there is a focus on equity gaps in retention and graduation, our definition of post-completion success, especially for longstanding contributors to our mission to support Latino students, is evolving to ensure students’ have a plan for post-completion success that contributes to multi-generational change.”

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>20</sup>

- **Academic Major Reporting** is a new state law to provide students with information upon declaration of their major including job placement data within 12 months after completion for a completer who holds a degree in specific major.
- **Equity Gap Tracking** dedicated to lowering Latino equity gaps as they relate to overall post-completion success and increasing Latino graduate and professional school enrollment.

## POST-COMPLETION SUCCESS STRATEGIES<sup>20</sup>

- **Embed Post-Completion Success Initiatives throughout Undergraduate Experience:** Post-completion success at UIC begins from the moment students start their academic careers. Programs and initiatives are designed to meet students at various points during their time at UIC, with a focus on supporting timely graduation and encouraging post-completion simultaneously. Because at least a third of their students are Latino, Latino students are able to take advantage of a wide variety of support initiatives.
- **Assess Effectiveness of Advising and Career Planning Post-Completion:** Through holistic advising, Latin American Recruitment and Educational Services advisors help students engage in career planning, while also planting the seed to encourage students to consider graduate school. Outcome data include surveys on effectiveness of career planning and graduate school applicant numbers.

## POST-COMPLETION SUCCESS PRACTICES<sup>20</sup>

- **Summer Undergraduate Research Program on Health Disparities (SURPHD)** “provides research opportunities to third and fourth year pre-medical undergraduate Hispanic/Latino or other underrepresented minority students interested in minority health and health disparities.”
- **Lead. Create. Change. Internship Program** is designed “to expand students’ academic and professional growth through project-based assignments and work-based learning with a focus on environmental and social justice.”



# WILBUR WRIGHT COLLEGE

Seal-Certified Institution | Chicago, IL | Public, 2-Year | Hispanic-Serving Institution<sup>3</sup>

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4,897 UG Enrollment | 61.0% Latino Enrollment | 905 UG Completion | 54.0% Latino Completion<sup>4</sup>

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CITY COLLEGES of CHICAGO  
Wilbur Wright

## DEFINITION OF POST-COMPLETION SUCCESS<sup>21</sup>

As part of our project, Wilbur Wright College (WWC) is engaged in a campus-wide discussion regarding their definition of post-completion success.

## POST-COMPLETION SUCCESS DATA SOURCES AND MEASURES<sup>21</sup>

- **One-Year Graduate Follow-Up Survey:** gathers data on employment, wages, and transfer.
- **National Student Clearinghouse and the NSC Postsecondary Data Partnership:** tracks transfer patterns of students and disaggregated momentum indicators to track completion and post-completion success.

## POST-COMPLETION SUCCESS STRATEGIES<sup>21</sup>

- **Move toward equity mindful, disaggregated data to understand and learn how to best serve our Latino completers.**
- **Utilize disaggregated data to help inform evidence-based practices for Latino students at each level of the decision-making process across the institution.**

## POST-COMPLETION SUCCESS PRACTICES<sup>21</sup>

- **Career and Professional Development Services** “to develop best practice principles to work with Latino students. Additionally, WWC works intentionally with Wright’s Continuing Education Department and the Business Center to provide holistic ongoing personal and professional development opportunities with Latino completers.”
- **Culture of Post-Completion Support** by “producing annual publication of transfer success stories including students photos and stories from completers willing to come back to support other students and share their experiences after completion.”

# LESSONS LEARNED

The seven HSIs within this brief demonstrate their commitment to post-completion success through their intentional campus conversations around definitions, data sources, measures, strategies, and practices. The collective efforts of these HSIs offer a few lessons for institutions looking to make the case for post-completion success on their campus.

- **Recognize post-completion success as a part of the student life cycle.** Beginning with recruitment and ending with post-completion success (rather than with completion), institutions are rethinking and reevaluating their efforts to more intentionally serve and track outcomes of completers. Institutions see their role as not just graduating students but also connecting completers to meaningful work and positive life outcomes.
- **Allocate time, resources, and staff to support post-completion success efforts.** As institutions continue to balance recruitment and completion, institutional leaders are shifting resources to support post-completion success. Institutions leaders are listening to their campus leaders to identify data sources, create intentional partnerships with employers, and invest in programs that prepare and increase success after completion.
- **Build up their post-completion data infrastructure.** As institutions reflect upon their definitions of post-completion success, institutions are thinking about their ability to track their outcomes with reliable data sources. Institutions are investing time into the creation of dashboards, expanding their social media analytics, and connecting with third parties to scale up their ability to track post-completion outcomes.
- **Embrace innovative measures and metrics to track post-completion success.** Thinking beyond traditional post-completion measures (e.g., salary and job placement), institutions are interested in tracking innovative post-completion measures such as social capital, economic mobility, Price-To-Earnings Premium and more. These measures provide more insights into the impact an institution has on a student post-completion and speak to the value add of their educational experience.

# CREATE A TACTICAL POST-COMPLETION PLAN

For institutions looking to begin their post-completion journey, *Excelencia* identified actionable steps institutions can take to better serve Latino completers and advance the institution's thinking towards intentional steps to examine and explore post-completion success efforts.

- **Ignite the Post-Completion Success Conversation.** Institutions within this study assembled a team of campus stakeholders to begin and/or continue the post-completion success conversation on their campus. Made up of institutional leaders from alumni relations, career services, workforce development, and more, an institutional team can lead the campus conversation by discussing post-completion definitions, deconstructing their definition and reconstructing it with intentional measures to track the success of their Latino students after completion.
- **Discover Post-Completion Success Data Sources.** Institutions within this project were already collecting post-completion success data at various levels through a number of data sources. For institutions looking to learn more about their collection efforts, institutions can identify what post-completion success data is currently being collected, the frequency of data collection, where the data is housed, and the responsible parties charged with gathering the data.
- **Identify Post-Completion Success Key Performance Indicators.** Institutions within this study identified current and aspirational key indicators that aligned with their definition of post-completion success. Institutions looking to articulate their impact post-completion are using such indicators to tell their institutional story. These inclusive indicators articulate the value-add to the life of a completer and the impact of an intentionally designed educational experience.
- **Develop an Institution Level Post-Completion Success Strategy.** Institutions within this project identified or created their post-completion success strategies — actions and plans to achieve a larger overarching goal. Institutional leaders looking to advance their post-completion work can take an institutional-level approach to post-completion success to better serve their completers and identify strategic areas to prepare, transition, and support their students after completion.
- **Implement Post-Completion Success Evidence-Based Practices that Serve Completers.** Institutions within this study recognize their responsibility to offer services beyond completion to aid completers in their continued educational and professional development. Going beyond the milestone of graduation, institutional leaders looking to advance their post-completion efforts see completers as an essential population to scale up efforts and programs to intentionally engage them in experiences that foster professional development, career advancement, and personal well-being.

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