Evaluating College Readiness and Institutional Support for College-Preparatory High School (CPHS) Graduates

USCRossier

*Center for Education,
Identity and Social Justice*

Comprehensive Report

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Executive Summary

The purpose of this study was to conduct a longitudinal study (six-year time frame) of all 2016 (Cohort 1) and 2017 (Cohort 2) graduates from College-Preparatory High School (CPHS) in order to examine their college-going behavior, experiences, persistence, sense of belonging, and educational satisfaction.

REPORT OF THE OVERALL COHORTS SINCE THEIR GRADUATION FROM CPHS

Cohort 1: 2016 Graduates

There were 84 students who graduated from CPHS in 2016. In the academic year 2016-2017, 57 students were enrolled in a four-year institution, 12 were enrolled in a two-year institution, 1 person was working full time, and 14 students did not respond to emails, calls, or text messages requesting them to participate in this study.

In the academic year 2017-2018, 56 students were enrolled in a four-year institution, 13 were enrolled in a two-year institution, 1 person was working full time, and 14 students did not respond to emails, calls, or text messages requesting them to participate in this study.

In the academic year 2018-2019, 56 students were enrolled in a four-year institution, 12 were enrolled in a two-year institution, 2 people were working full time, and 14 students did not respond to emails, calls, or text messages requesting them to participate in this study. In this academic year, there was one graduate who was attending a two-year institution then left to work full time, while all others remain the same.

Cohort 2: 2017 Graduates

There were 97 student who graduated from CPHS in 2017. In the academic year 2017-2018, 69 students were enrolled in a four-year institution, 14 students were enrolled in a two-year institution, 2 students were not enrolled in college, 1 student was working full time, 2 students joined the military, and 10 students did not respond to emails, calls, or text messages requesting them to participate in this study.

In the academic year 2018-2019, 67 students were enrolled in a four-year institution, 15 students were enrolled in a two-year institution, 2 students were not enrolled in college, 2 students were working full time, 1 student joined the military, and 10 students did not respond to emails, calls, or text messages requesting them to participate in this study. In this academic year, there was one graduate who was attending a four-year institution and transferred to a two-year institution, while all others remain the same.

RESEARCH FINDINGS BASED ON STUDENT PROFILES AND CECE SURVEY DATA

The findings shared in this report are based on the analysis of interview and survey data. The qualitative (interview) data are organized by students' high school experience and college experience, respectively. We focus specifically on 21 interviews across the 2016 and 2017 cohorts as these students are representative of the more substantial interview data, and they have participated at each of the data collection points. Three of the six total themes are in regard to students' experience at CPHS, including 1) **'Curriculum and the Workload,'** 2) **'Home Away from Home'** and 3) **'College Readiness.'** The other three themes are related to students' college experience and those include, 1) **'Getting Involved,'** 2) **The Rigor of College-Level Work,'** and 3) **'Financial Aid.'**

We should note that there is one student in this sub-analysis of 21 students who stopped attending community college and is currently not enrolled at any institution. We recommend reading profile #8 to better understand this student's journey from a four-year institution to a two-year institution, and finally to their decision to stop attending college.

The quantitative data is derived from the Culturally Engaging Campus Environments (CECE) survey and two outcomes of interest—Sense of Belonging and Education Satisfaction. Given the small size of CPHS' graduating classes, we relied on correlational analysis to determine the strength of relationships between CECE indicators and students' Sense of Belonging and Education Satisfaction. We also used Analysis of Variance (ANOVAs) to help determine statistically significant differences between CECE indicators, Sense of Belonging, and Education Satisfaction across student groups (i.e., four-year university students, two-year college students, and those not attending either a four-year or two-year institution).

There were four main findings. First, students' Sense of Belonging in high school was statistically different between those who are not in a four-year university or two-year college and those who are attending college. Second, there was a statistically significant difference in students' perception of the Cultural Responsiveness of CPHS between students attending a two-year college and those who are not at either a four-year university or two-year college. However, the overall mean scores for all CPHS students on the Cultural Responsiveness of CPHS was high (above a 4.0 on a 5-point scale), suggesting that CPHS was culturally responsive. Third, there were no statistically significant differences between students' CECE indicators in college Sense of Belonging and Education Satisfaction between students attending four-year universities and two-year colleges. Finally, there were statistically significant correlations between Cultural Relevance, Cultural Responsiveness, Sense of Belonging, and Education Satisfaction. The most robust relationship was between Cultural Responsiveness and students' college Sense of Belonging, which is positive.

Students were very clear about their appreciation and respect for CPHS staff and faculty. There were, however, several recommendations based on the interview data, survey data, and analysis of students' two-year college and four-year university attendance. The recommendations are framed by two guiding questions: 1) How should high schools prepare students? and 2) How should colleges and universities support students?

HOW SHOULD HIGH SCHOOLS PREPARE STUDENTS?

For CPHS and other high schools:

- Spend more time teaching students how to research and write papers.
- Help students better understand and prepare for high-stakes tests in college with strategies on how to study efficiently/effectively and adapt to lecture-style college classes.
- Better utilize high school course syllabi to guide students toward learning goals, much like professors do in college.
- Offer workshops on 1) budgeting once in college or in life, in general; 2) financial aid reapplication process; and 3) life skills.
- Hire more teachers with different racial and ethnic backgrounds so that all students feel more connected with the teachers.
- Present two-year colleges, Historically Black Colleges and Universities (HBCUs), and other minority serving colleges and universities as viable institutions from which to seek college admissions.
- Consider how and in what ways CPHS can support non-traditional educational or career-oriented pathways.
- Continue to be responsive to all students' cultural needs.
- Encourage a close review of each university's four-year and six-year graduation rates, as well as the racial/ethnic graduation rates when making decisions about which college to attend.

HOW SHOULD COLLEGES AND UNIVERSITIES SUPPORT STUDENTS?

For two-year colleges and four-year universities:

- Work more seamlessly with CPHS and other high schools in order to:
  - increase contact with high school academic counselors and college academic advisors with a focus on college transition-related issues;
  - assist students regarding disability services; and
  - help educate students about mental health issues and available resources.
- Create a more streamlined and effective communication channel regarding scholarships, fellowships, work-study, and other financial support as students are applying to college and making decisions about accepting admissions offers.
- Create an on-campus resource center for first-generation college students with a financial aid specialist who can assist with finding scholarships, fellowships, or emergency funds for students in need.
- Encourage colleges and universities to focus on increasing their capacity to be culturally responsive organizations as students are more likely to feel like they belong.

INTRODUCTION

In 2012, there was a 30% difference in college enrollment between high school graduates from the lowest and the highest income quartiles (Perna, 2015). In 2013, only 9% of students from the lowest income quartile had earned a bachelor's degree. This finding is even more concerning when compared to the 77% of students graduating with a bachelor's degree from the highest family income quartile. Laura Perna, in a 2015 testimony to the United States House of Representatives, argued that even "when they do enroll, students from low-income families tend to attend less selective postsecondary educational institutions and complete degrees at lower rates" (p.1). Most research reports that individuals with a bachelor's degree are about 24% more likely to be employed, earn up to 132% more in annual salary, gain 114% more in lifetime earnings, experience lower incidence of poverty, are almost 50% more likely to have health insurance, earn 2.4 times higher in retirement income, and experience an increase in job safety (Trostel, 2015). Yet, it is equally important to identify that with "higher educational attainment comes greater economic productivity, less reliance on social welfare programs, greater civic engagement and charitable giving, and higher rates of voting" (Perna, 2015, p.1). In short, not only do individuals benefit, but our society also benefits from increasing the number of low-income students entering and graduating from college.

Perna and Jones (2013) found that a comprehensive and multifaceted approach from various committed players such as teachers, administrators, advisors, and families, is required to increase the college access and success of first-generation and low-income students. This comprehensive approach includes: a) financial resources to pay college costs; b) adequate academic preparation for college-level requirements; and c) the information and knowledge required to understand and navigate the complicated pathways into, across, and through higher education institutions. It is with this latter point in mind that we conducted a longitudinal study of all 2016 (Cohort 1) and 2017 (Cohort 2) graduates from College-Prep High School (CPHS) in regard to students' college-going behavior, experiences, and persistence.

The report is organized into five parts, including: 1) About College-Prep High School, 2) About the Study, 3) Main Research Themes, 4) CPHS Student Profiles, and 5) Recommendations.

ABOUT COLLEGE-PREPARATORY HIGH SCHOOL

CPHS is an urban charter high school located in a major U.S. city on the West Coast. CPHS employs a curriculum that emphasizes personalized learning in combination with modern technology and a college-going culture. The model has already demonstrated early success, with 100 percent of CPHS students graduating from high school and being admitted to four-year colleges and universities. However, we are still unsure how this model is preparing students for success in college.

PLACING CPHS IN CONTEXT WITH SIMILARLY SITUATED SCHOOLS

In order to offer some perspective regarding CPHS as a charter high school, this section provides a comparison group of four similarly situated charter high schools. The schools were selected based on geographic area and similar race/ethnicity distribution. The four charter high schools are in the same U.S. city on the West Coast.

Table 1 presents a comparison of the percentage of students who meet the University of California (UC) and California State University (CSU) entrance course requirements among the four charter high schools. The UC/CSU entrance course requirements, also known as A-G requirements, are a sequence of high school courses that students must complete (with a grade of C or better) to be minimally eligible for admission to a UC/CSU. For the academic years 2015-2016 and 2016-2017, three of the four charter high schools have 100% of their graduates who met the requirements. The fourth school has a relatively lower percentage when compared to the other three schools. Yet, more research is needed to better understand charter school students' college transition and persistence.

TABLE 1. HIGH SCHOOL DATA COMPARISON: GRADUATES WHO MET UC/CSU ENTRANCE COURSE REQUIREMENTS

*Data source: eddata.org and personal communication.

SCHOOL	2016 GRADUATES		2017 GRADUATES	
	SCHOOL SIZE # ENROLLMENT	% OF GRADUATES WHO MET UC/CSU ENTRANCE REQUIREMENTS	SCHOOL SIZE # ENROLLMENT	% OF GRADUATES WHO MET UC/CSU ENTRANCE REQUIREMENTS
NEW DESIGNS CHARTER HIGH SCHOOL	838	100%*	871	100%
ANIMO JACKIE ROBINSON HIGH SCHOOL	612	N/A on the website	618	64.4%
ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX	980	N/A on the website	986	100%
COLLEGE-PREP HIGH SCHOOL	466	100%	520	100%

* Note: Personal Communication with School Personnel

The racial/ethnic comparison among the four schools is illustrated in Table 2. It is important to note that the website does not include what year this data represents.

TABLE 2. HIGH SCHOOL RACE/ETHNICITY BREAKDOWN COMPARISON (SCHOOL YEAR 2017–18)

*Data Source: publicschoolreview.com

	AMERICAN INDIAN/ ALASKA NATIVE	ASIAN	HISPANIC/ LATINO	BLACK OR AFRICAN AMERICAN	WHITE	TWO OR MORE RACES
NEW DESIGNS CHARTER HIGH SCHOOL	0%	0%	85%	15%	0%	0%
ANIMO JACKIE ROBINSON HIGH SCHOOL	0%	0%	96 %	3%	0%	1%
ALLIANCE GERTZ-RESSLER RICHARD MERKIN 6-12 COMPLEX	0%	0%	95 %	1 %	4%	0%
COLLEGE-PREP HIGH SCHOOL	0%	3%	71%	25%	0%	1%

ABOUT THE STUDY

The longitudinal research study is a multi-year project focused on the college success of the 2016 and 2017 cohorts from CPHS. Our research team utilizes surveys and interviews to understand participants' college-going behavior, the quality of their college experiences, and why they are or are not able to persist to graduation.

The total number of students who took the Culturally Engaging Campus Environments (CECE) survey about their high school experiences was 83. The number of students who took the CECE survey about their college experiences was 44. The first phase of data collection includes 68 individual interviews and focus group discussions total. The second phase of the data collection consisted of 59 individual interviews total.

TABLE 3. OVERVIEW OF THE DATA COLLECTION

PHASE #1 DATA COLLECTION (JULY 2017 – JUNE 2018)				PHASE #2 DATA COLLECTION (MARCH 2019 – IN PROGRESS)			
SURVEY: REFLECTION ON HIGH SCHOOL EXPERIENCE USING THE CECE (*n*=83)		INTERVIEW: INDIVIDUAL AND FOCUS GROUP DISCUSSIONS (*n*=68)		SURVEY: REFLECTION ON COLLEGE EXPERIENCE USING THE CECE (*n*=44)		INTERVIEW: INDIVIDUAL INTERVIEWS (*n*=59)	
COHORT 1 (2016)	COHORT 2 (2017)	COHORT 1 (2016)	COHORT 2 (2017)	COHORT 1 (2016)	COHORT 2 (2017)	COHORT 1 (2016)	COHORT 2 (2017)
36	47	32	36 (including 3 participants in a focus group discussion)	31	13	20	39

TABLE 4.
NUMBER OF CPHS ALUMNI ENROLLED BY INSTITUTION TYPE, WORKING, MILITARY, AND DATA NOT AVAILABLE.

Graduated from CPHS	2016–17 ATTENDANCE						2017–18 ATTENDANCE						2018–19 ATTENDANCE					
	4 YEAR	2 YEAR	NOT ENROLLED	WORKING FULL TIME	MILITARY	NOT AVAILABLE	4 YEAR	2 YEAR	NOT ENROLLED	WORKING FULL TIME	MILITARY	NOT AVAILABLE	4 YEAR	2 YEAR	NOT ENROLLED	WORKING FULL TIME	MILITARY	NOT AVAILABLE
JUNE 2016 ALUMNI (84 TOTAL STUDENTS)	57	12	0	1	0	14	56	13	0	1	0	14	56	12	0	2	0	14
JUNE 2017 ALUMNI (97 TOTAL STUDENTS)							69	14	2	1	1	10	67	15	2	2	1	10

4 year: four-year institution
2 year: two-year institution
Not enrolled: Not currently enrolled at any institution but was enrolled prior. Not clear if working
Working: Not currently enrolled at any institution, but working full time or part-time
Military: Enlisted in military or armed forces
Not available: Information not available

This report is focused on findings from the first two years of the project. Specifically, we analyzed 21 students' post-high school and college experiences over two rounds of data collection. Qualitatively, we analyzed two interviews that we completed with each student over two years, gauging their first, second, and third years post high school. The interview data presents their high school, transition, and college experiences. The interviews were conducted by research team members and most interviews lasted about 45-50 minutes.

Quantitatively, we analyzed each student's two rounds of responses to the CECE survey (Museus, 2014). The CECE survey indicators reflect students' self-reported data on nine dimensions and two outcomes of culturally engaging experiences in high school and college (see Table 5).

The survey consists of three parts: 1) high school CECE assessment, 2) college CECE assessment, and 3) student's demographic information, academic preparation, financial factors, and status at school. Each CECE assessment is comprised of nine indicators, which are 1) Cultural Familiarity (CF), 2) Culturally Relevant Knowledge (CRK), 3) Cultural Community Service (CCS), 4) Meaningful Cross-Cultural Engagement (CCE), 5) Cultural Validation (CV), 6) Collectivist Cultural Orientations (CCO), 7) Humanized Educational Environments (HEE), 8) Proactive Philosophies (PP), 9) Holistic Support (HS). In addition to these indicators, there are two educational outcomes: Sense of Belonging and High School/College Satisfaction. Sense of Belonging is assessed by three questions and High School/College Satisfaction is assessed by one question.

TABLE 5. CECE INDICATORS DEFINITIONS

NINE INDICATORS	
CULTURAL FAMILIARITY (CF)	The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.
CULTURALLY RELEVANT KNOWLEDGE (CRK)	The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.
CULTURAL COMMUNITY SERVICE (CCS)	Opportunities for students to give back to and positively transform their home communities.
MEANINGFUL CROSS-CULTURAL ENGAGEMENT (CCE)	Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.
CULTURAL VALIDATION (CV)	Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

COLLECTIVIST CULTURAL ORIENTATIONS (CCO)	Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.
HUMANIZED EDUCATIONAL ENVIRONMENTS (HEE)	Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.
PROACTIVE PHILOSOPHIES (PP)	Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.
HOLISTIC SUPPORT (HS)	[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

TWO OUTCOMES	
SENSE OF BELONGING	[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus (Strayhorn, 2012, p. 3).
HIGH SCHOOL/ COLLEGE SATISFACTION	The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003).

The survey takes about 15 minutes for participants to complete. Most CECE survey items are based on a 5-point scale; 1 means low in the measurement and 5 means high in the measurement. CECE scales typically range from 0-80. Our report adopts a 1-5 rating for a more common interpretation.

Depending on the question asked, the scale is formatted as follows:

1) strongly disagree, 2) disagree, 3) neither disagree nor agree, 4) agree, 5) strongly agree;

1) never, 2) rarely, 3) sometimes, 4) often, 5) always;

1) much worse, 2) worse, 3) about the same, 4) better, 5) much better.

Using mixed methods, we present 21 students' post-CPHS experiences through integrating their CECE survey and interview data. The report also presents the graduation rate of the universities and transfer rate of the community colleges where each of the 21 students attend to better understand the context of their college environment.

PARTICIPANT BACKGROUND INFORMATION

The student participants are from two graduating cohorts of College-Prep High School. In the research sample, there are 15 female students and 6 male students. There are 5 Black or African American, 13 Latinx or Hispanic, and 3 Asian or Asian American students. As for college attendance, 17 students currently attend a four-year university, three students attend a two-year college, and one left college due to academic and life difficulties. Out of 21 students, 14 are first-generation college students, 6 are not and 1 student did not indicate. Twelve of the students live on campus, two live within walking distance to campus, and five live further than walking distance. Fourteen students have paid jobs and seven are not working.

When referring to their perceptions about the likelihood of obtaining a college degree, most of the students responded, "Uncertain." In contrast, two participants felt that they are very likely to graduate. The responses indicate that most of the participants may be unsure about their probability of graduation. The following part of the report combines university graduation rates and individual profiles, which may provide a better explanation for students' uncertainty.

TABLE 6. GENDER IDENTITY	
WOMAN	MAN
15	6

TABLE 7. RACE/ETHNICITY		
BLACK OR AFRICAN AMERICAN	LATINX OR HISPANIC	ASIAN OR ASIAN AMERICAN
5	13	3

TABLE 8. COLLEGE ATTENDANCE		
4-YEAR UNIVERSITY	2-YEAR COLLEGE	NOT CURRENTLY ENROLLED
17	3	1

TABLE 9. FIRST-GENERATION STUDENT		
YES	NO	MISSING
14	6	1
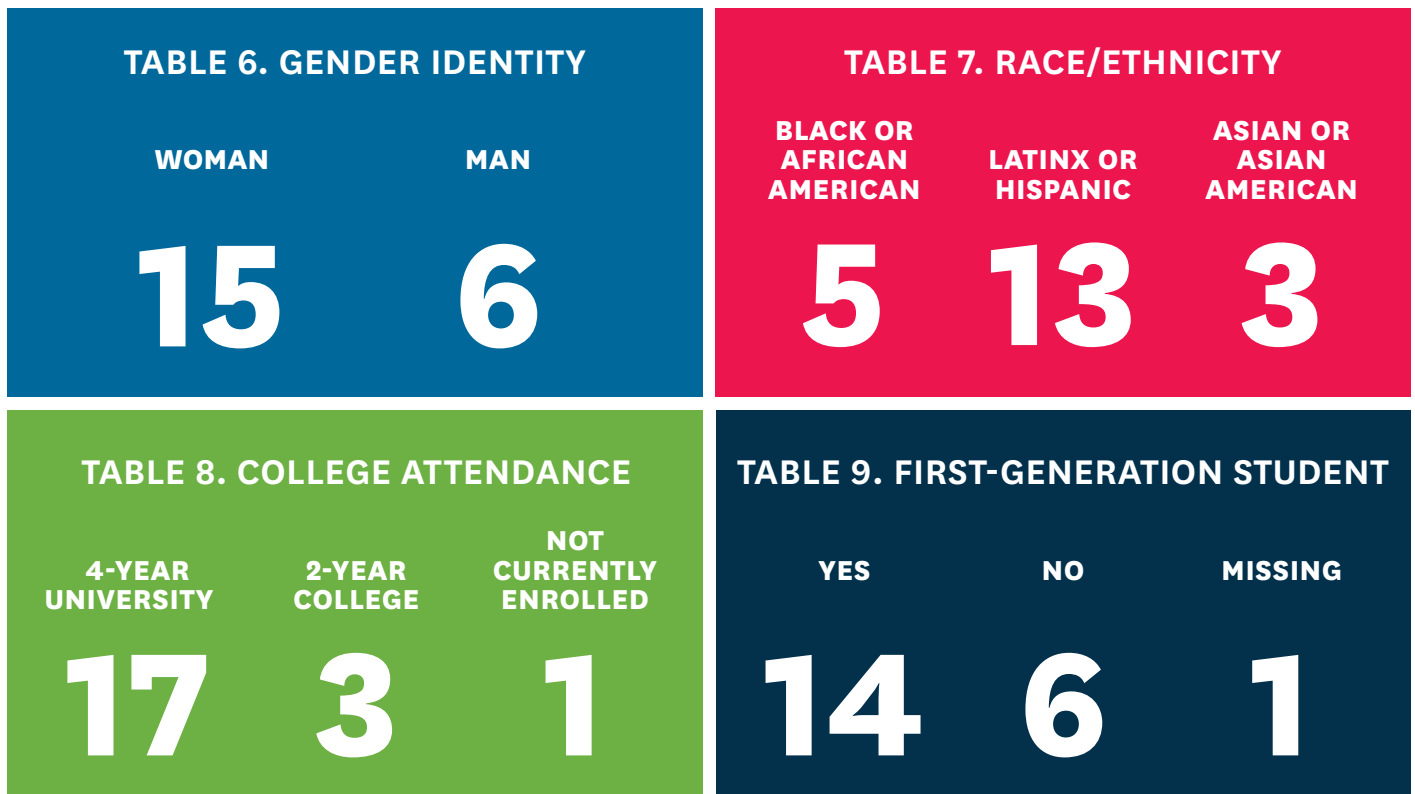
TABLE 10. CURRENT EDUCATIONAL ASPIRATIONS

ASSOCIATE'S DEGREE	BACHELOR'S DEGREE	MASTER'S DEGREE	DOCTORAL OR PROFESSIONAL DEGREE
3	12	2	4

TABLE 11. PERCEPTIONS ABOUT THE LIKELIHOOD OF OBTAINING A COLLEGE DEGREE

VERY LIKELY	LIKELY	UNCERTAIN	UNLIKELY	VERY UNLIKELY
2	1	16	1	1

TABLE 12. LIVING SITUATION IN COLLEGE

LIVE ON CAMPUS	WALKING DISTANCE TO CAMPUS	FARTHER THAN WALKING DISTANCE	ONLINE CLASSES	NOT CURRENTLY ENROLLED
12	2	5	1	1

TABLE 13. HAVE A PAID JOB

YES	NO
14	7

Table 14A provides college matriculation information for students of the CPHS 2016 and 2017 cohorts. The first two columns contain information about the total graduating cohorts. The information was collected from students who signed up for our research, as well as CPHS records. The third and fourth columns represent information about students who participated in our study. Students either participated in phase one, phase two, or both phases of data collection. For students who participated in both phases of data collection, we utilized the information from phase two of the data collection.

To avoid duplication, the data pertaining to the 21 students who are featured in this report are not included in this table. The information in the third and fourth columns is based on the students' self-reported data from both phase one and phase two of data collection.

TABLE 14A. COLLEGE MATRICULATION FOR THE 2016 AND 2017 COHORTS

CALIFORNIA FOUR-YEAR INSTITUTIONS	2016-2017 ACADEMIC YEAR (84 CPHS GRADUATES)	2017-2018 ACADEMIC YEAR (97 CPHS GRADUATES)	CLASS OF 2016 STUDY INTERVIEW PARTICIPANTS (24 CPHS GRADUATES - *excluding 21 students*)	CLASS OF 2017 STUDY INTERVIEW PARTICIPANTS (41 CPHS GRADUATES - *excluding 21 students*)
CAL STATE CHANNEL ISLANDS	1	1	N/A	N/A
CAL STATE CHICO	1	1	1	1
CAL STATE DOMINGUEZ HILLS	3	2	N/A	1
CAL STATE EAST BAY	6	N/A	1	N/A
CAL STATE LONG BEACH	N/A	1	N/A	N/A
CAL STATE LOS ANGELES	10	4	4	N/A
CAL STATE MONTEREY BAY	1	N/A	1	1
CAL STATE NORTHRIDGE	4	10	1	N/A
CAL STATE SACRAMENTO	N/A	1	N/A	1
CAL POLY POMONA	2	1	N/A	1
HUMBOLDT STATE UNIVERSITY	N/A	2	N/A	1
SAN DIEGO STATE UNIVERSITY	N/A	1	N/A	1
SAN FRANCISCO STATE UNIVERSITY	N/A	2	N/A	N/A
SAN JOSE STATE UNIVERSITY	1	N/A	N/A	N/A
UC DAVIS	2	N/A	2	N/A
UC IRVINE	N/A	15	N/A	7
UC LOS ANGELES	1	N/A	1	N/A
UC MERCED	2	1	N/A	N/A
UC RIVERSIDE	9	1	4	1
UC SANTA CRUZ	N/A	7	N/A	3
AZUSA PACIFIC UNIVERSITY	1	N/A	N/A	N/A
BIOLA UNIVERSITY	1	N/A	N/A	N/A
CALIFORNIA INSTITUTE OF THE ARTS	1	N/A	N/A	N/A
CONCORDIA UNIVERSITY IRVINE	1	N/A	N/A	N/A
HOLY NAMES UNIVERSITY	1	1	N/A	1
LOYOLA MARYMOUNT UNIVERSITY	N/A	1	N/A	N/A
PEPPERDINE UNIVERSITY	1	1	1	1
UNIVERSITY OF REDLANDS	N/A	1	N/A	1
UNIVERSITY OF SAN FRANCISCO	N/A	1	N/A	N/A
UNIVERSITY OF SOUTHERN CALIFORNIA	4	7	N/A	5
VANGUARD UNIVERSITY	N/A	1	N/A	1
WESTMONT COLLEGE	N/A	1	N/A	1
WOODBURY UNIVERSITY	1	N/A	N/A	N/A

CALIFORNIA TWO-YEAR INSTITUTIONS	2016-2017 ACADEMIC YEAR (84 CPHS GRADUATES)	2017-2018 ACADEMIC YEAR (97 CPHS GRADUATES)	CLASS OF 2016 STUDY INTERVIEW PARTICIPANTS (24 CPHS GRADUATES - excluding 21 students)	CLASS OF 2017 STUDY INTERVIEW PARTICIPANTS (41 CPHS GRADUATES - excluding 21 students)
ANTELOPE VALLEY COLLEGE	1	N/A	N/A	N/A
COLLEGE OF THE CANYONS	N/A	1	N/A	1
COMMUNITY COLLEGE OF THE AIR FORCE	N/A	1	N/A	N/A
EL CAMINO COLLEGE	3	4	N/A	2
LONE STAR COLLEGE	1	N/A	N/A	N/A
LONG BEACH CITY COLLEGE	N/A	N/A	N/A	1
LOS ANGELES CITY COLLEGE	N/A	2	N/A	N/A
LOS ANGELES TRADE TECHNICAL COLLEGE	4	5	2	2
PASADENA CITY COLLEGE	3	1	1	N/A
PACIFIC OAKS COLLEGE	N/A	N/A	N/A	1
SANTA MONICA COLLEGE	6	10	1	1
WEST LOS ANGELES COLLEGE	1	1	N/A	N/A

OUT OF STATE	2016-2017 ACADEMIC YEAR (84 CPHS GRADUATES)	2017-2018 ACADEMIC YEAR (97 CPHS GRADUATES)	CLASS OF 2016 STUDY INTERVIEW PARTICIPANTS (24 CPHS GRADUATES - excluding 21 students)	CLASS OF 2017 STUDY INTERVIEW PARTICIPANTS (41 CPHS GRADUATES - excluding 21 students)
CLARK ATLANTA UNIVERSITY	N/A	2	N/A	2
CONCORDIA UNIVERSITY	1	N/A	N/A	N/A
CORNELL UNIVERSITY	N/A	1	N/A	N/A
GONZAGA UNIVERSITY	N/A	1	N/A	1
KALAMAZOO COLLEGE	1	1	1	N/A
UNIVERSITY OF PENNSYLVANIA	1	N/A	1	N/A
UNIVERSITY OF NEVADA, RENO	1	N/A	N/A	N/A

Table 14B provides information about students who pursued pathways other than college and participated in either phase one, phase two, or both phases of data collection. For students who participated in both phases of data collection, we utilized the information from phase two of the data collection.

To avoid duplication, the 21 students who are featured in this report are not included in this table. The information in the table is based on the students' self reported data from both phase one and phase two of data collection.

TABLE 14B. OTHER PATHWAYS (STUDENTS WHO PARTICIPATED IN INTERVIEWS, EXCLUDING 21 STUDENTS)

OUT OF STATE	CLASS OF 2016 (5 CPHS GRADUATES)	CLASS OF 2017 (3 CPHS GRADUATES)
MILITARY	N/A	2
WORKING	1	N/A
NOT ENROLLED	N/A	1
HAVE NOT DECIDED YET	N/A	N/A

TABLE 15. PARTICIPANTS WHO HAVE TRANSFERRED OR PLAN TO TRANSFER (BASED ON 21 STUDENT PROFILES)

PROFILE #	PSEUDONYM (COHORT)	FIRST INSTITUTION	SECOND INSTITUTION	PLAN TO TRANSFER OR HAVE ALREADY TRANSFERRED?	TRANSFER RATE OF FIRST INSTITUTION
2	JEFF (COHORT 2017)	4 YEAR (UCI)	COMMUNITY COLLEGE (CCAF)	ALREADY TRANSFERRED	N/A
3	CHRISTINE (COHORT 2017)	COMMUNITY COLLEGE (SANTA MONICA COLLEGE)	4 YEAR	PLAN TO TRANSFER	20%
7	MARK (COHORT 2017)	COMMUNITY COLLEGE (EL CAMINO COLLEGE)	4 YEAR	PLAN TO TRANSFER	11%
8	SCARLET (COHORT 2016)	CALIFORNIA STATE EAST BAY (4 YEAR)	COMMUNITY COLLEGE (LONE STAR COLLEGE)	ALREADY TRANSFERRED	21%
11	M (COHORT 2017)	CALIFORNIA STATE LOS ANGELES (4 YEAR)	4 YEAR	PLAN TO TRANSFER*	N/A
14	JESSIE (COHORT 2017)	COMMUNITY COLLEGE (SANTA MONICA COLLEGE)	4 YEAR	PLAN TO TRANSFER	20%
19	UNFRAGMENT (COHORT 2017)	COMMUNITY COLLEGE (LOS ANGELES CITY COLLEGE)	4 YEAR	PLAN TO TRANSFER	11%

*M plans to transfer but is weighing grades and the financial affordability of doing so.

Sixteen of the participants attend four-year universities, among which three are University of California (UC) universities, five are California State (Cal State) universities, two are private universities on the West Coast, and two are private universities not on the West Coast. Five of the participants attend community colleges, among which three are community colleges on the West Coast, one is in Texas, and one is the Community College of the Air Force (CCAF). This section illustrates: 1) the graduation rates of the colleges and universities that the 21 students attend, and 2) graduation rates for colleges and universities with four-year and six-year graduation rate.

The four-year graduation rate table shows that the graduation rates at Cal State universities are much lower than graduation rates of the UC system. In contrast, the three private universities demonstrate over 70% graduation rate in four years. The primary data source is the official university data. When this data is unavailable, IPEDS data and www.universityofcalifornia.edu is used as the second data source. Unavailable data indicates that the official university data and IPEDS data are not available.

TABLE 16. GRADUATION RATE IN FOUR-YEAR COMPARISON BY INSTITUTION AND EXPECTED GRADUATION RATES (BASED ON 21 STUDENT PROFILES)

*Data Source: IPEDS, university official websites, and www.universityofcalifornia.edu

FOUR-YEAR UNIVERSITY						
CALIFORNIA	**COHORT 2009–2010**	**COHORT 2010–2011**	**COHORT 2011–2012**	**COHORT 2012–2013**	**# CPHS ENTERING 2016** (EXPECTED GRADUATION RATE)	**# CPHS ENTERING 2017** (EXPECTED GRADUATION RATE)
CAL STATE LOS ANGELES	6.7%	6.3%	6.3%	8.9%	0 (8.9%)	1 (8.9%)
CAL STATE MONTEREY BAY*	N/A	21%	N/A	27%	1 (27%)	0 (27%)
CAL STATE NORTHRIDGE	11.20%	10.40%	12.50%	14.20%	1 (14.20%)	1 (14.20%)
CAL POLY POMONA	17.80%	21.30%	22.80%	29.70%	1 (29.70%)	0 (29.70%)
UC IRVINE	72.30%	71.80%	70.70%	67.80%	0 (67.80%)	1 (67.80%)
UC MERCED	38.80%	38.60%	34.50%	39.50%	1 (39.50%)	0 (39.50%)
UC SANTA CRUZ	57%	53%	54.5%	50.5%	0 (50.5%)	1 (50.5%)
UNIVERSITY OF SOUTHERN CALIFORNIA	77%	77%	77%	78%	2 (78%)	2 (78%)
AZUSA PACIFIC UNIVERSITY**	N/A	51%	N/A	45%	1 (78%)	0 (78%)
OUT OF STATE	**COHORT 2009–2010**	**COHORT 2010–2011**	**COHORT 2011–2012**	**COHORT 2012–2013**	**# CPHS ENTERING 2016** (EXPECTED GRADUATION RATE)	**# CPHS ENTERING 2017** (EXPECTED GRADUATION RATE)
CORNELL UNIVERSITY	79%	79%	78%	78%	0 (78%)	1 (78%)
KALAMAZOO COLLEGE	76.6%	73.3%	81.5%	72.2%	0 (72.2%)	1 (72.2%)

*The data for California State University, Monterey Bay (Cohort 2009-2010 and Cohort 2011-2012) is not available.
**The data for Azusa Pacific University (Cohort 2009-2010 and Cohort 2011-2012) is not available.

The six-year graduation rate table shows that the graduation rates of Cal State universities rise dramatically. Graduation rates also demonstrate visible increases for UC Merced and UC Santa Cruz. The graduation rates are over 90% in six years at the University of Southern California (USC) and Cornell University. As a whole, the six-year graduation rates are much higher than the four-year graduation rates for all universities.

TABLE 17. GRADUATION RATE IN SIX-YEAR COMPARISON BY INSTITUTION AND EXPECTED GRADUATION RATES (BASED ON 21 STUDENT PROFILES)

*Data Source: university official websites, IPEDS, and www.universityofcalifornia.edu

FOUR-YEAR UNIVERSITY						
CALIFORNIA	COHORT 2009–2010	COHORT 2010–2011	COHORT 2011–2012	COHORT 2012–2013	# CPHS ENTERING 2016 (EXPECTED GRADUATION RATE)	# CPHS ENTERING 2017 (EXPECTED GRADUATION RATE)
CAL STATE LOS ANGELES	45.50%	45.80%	46.80%	48.60%	0 (48.6%)	1 (48.6%)
CAL STATE MONTEREY BAY*	N/A	55%	N/A	60%	1 (60%)	0 (60%)
CAL STATE NORTHRIDGE	50%	49.9%	50.9%	53.5%	1 (53.5%)	1 (53.5%)
CAL POLY POMONA	62.90%	68.90%	65.90%	71.10%	1 (71.10%)	0 (71.10%)
UC IRVINE	88.90%	87.90%	85.50%	83.80%	0 (83.80%)	1 (83.80%)
UC MERCED	70%	69.4%	67.5%	69.10%	1 (69.10%)	0 (69.10%)
UC SANTA CRUZ	81.30%	80.3%	80.2%	76.7%	0 (76.7%)	1 (76.7%)
UNIVERSITY OF SOUTHERN CALIFORNIA	92.1%	91.9%	91.7%	92.1%	2 (92.1%)	2 (92.1%)
AZUSA PACIFIC UNIVERSITY	68%	70%	67%	63%	1 (63%)	0 (63%)
OUT OF STATE	COHORT 2009–2010	COHORT 2010–2011	COHORT 2011–2012	COHORT 2012–2013	# CPHS ENTERING 2016 (EXPECTED GRADUATION RATE)	# CPHS ENTERING 2017 (EXPECTED GRADUATION RATE)
CORNELL UNIVERSITY	94%	94%	93%	95%	0 (95%)	1 (95%)
KALAMAZOO COLLEGE	83%	80.90%	85.90%	78.70%	0 (78.70%)	1 (78.70%)

*The data for Cal State Monterey Bay (Cohort 2009-2010 and Cohort 2011-2012) is not available.

The graduation rates by race/ethnicity is only available in six-year data. The table shows that, according to IPEDS data, Asian students have a higher graduation rate compared to other racial/ethnic groups for all universities. It is noticeable that different racial groups tend to have similar graduation rates for the universities, including USC, Cornell University, and Kalamazoo College, which demonstrate high graduation rates. In contrast, most of the remaining universities display larger differences in graduation rates among different racial groups. The data is based on full-time, first-time students who began their studies in Fall 2012 and received a degree or award (credentials) for their program within six years.

TABLE 18. GRADUATION RATE IN SIX-YEAR COMPARISON BY RACE/ETHNICITY (ENTERING COLLEGE IN FALL 2012, GRADUATING BY 2018) (BASED ON 21 STUDENT PROFILES)

*Data Source: university official websites, IPEDS, and www.universityofcalifornia.edu

FOUR-YEAR UNIVERSITY							
CALIFORNIA	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC/ LATINO	WHITE	TWO OR MORE RACES	# CPHS ENTERING 2016 (RACIAL/ ETHNIC GROUP)	# CPHS ENTERING 2017 (RACIAL/ ETHNIC GROUP)
CAL STATE LOS ANGELES	62%	43%	46%	47%	47%	0	1 (ASIAN: 1)
CAL STATE MONTEREY BAY	80%	45%	60%	66%	54%	1 (BLACK OR AFRICAN AMERICAN)	0
CAL STATE NORTHRIDGE	63%	35%	51%	66%	49%	1 (HISPANIC/LATINO: 1)	1 (ASIAN: 1)
CAL POLY POMONA	79%	65%	66%	72%	71%	1 (HISPANIC/LATINO: 1)	0
UC IRVINE	91%	67%	76%	80%	77%	0	1 (HISPANIC/LATINO: 1)
UC MERCED	69%	67%	63%	71%	59%	1 (BLACK OR AFRICAN AMERICAN: 1)	0
UC SANTA CRUZ	80%	60%	70%	77%	75%	0	1 (HISPANIC/LATINO: 1)
UNIVERSITY OF SOUTHERN CALIFORNIA	94%	89%	91%	92%	90%	2 (HISPANIC/LATINO: 2)	2 (BLACK OR AFRICAN AMERICAN: 1; HISPANIC/LATINO: 1)
AZUSA PACIFIC UNIVERSITY	68%	60%	59%	65%	60%	1 (HISPANIC/LATINO)	0
OUT OF STATE	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC/ LATINO	WHITE	TWO OR MORE RACES	# CPHS ENTERING 2016 (RACIAL/ ETHNIC GROUP)	# CPHS ENTERING 2017 (RACIAL/ ETHNIC GROUP)
CORNELL UNIVERSITY	97%	87%	92%	96%	95%	0	1 (HISPANIC/LATINO: 1)
KALAMAZOO COLLEGE	77%	68%	79%	82%	73%	0	1 (HISPANIC/LATINO: 1)

According to data collected by IPEDS, the graduation rate in six years for different genders shows that female students tend to have higher graduation rates than their male counterparts (Table 19).† The data is based on full-time, first-time students who began their studies in Fall 2012 and received a degree or award (credentials) for their program within six years.

TABLE 19. GRADUATION RATE IN SIX-YEAR COMPARISON BY GENDER†
(ENTERING COLLEGE IN FALL 2012, GRADUATING BY 2018) (BASED ON 21 STUDENT PROFILES)

*Data Source: IPEDS

FOUR-YEAR UNIVERSITY				
CALIFORNIA	**FEMALE**	**MALE**	**# CPHS ENTERING 2016** (# OF STUDENTS BY GENDER)	**# CPHS ENTERING 2017** (# OF STUDENTS BY GENDER)
CAL STATE LOS ANGELES	51%	44%	0	1 (M:1)
CAL STATE MONTEREY BAY*	62%	57%	1 (F:1)	0
CAL STATE NORTHRIDGE	59%	48%	1 (F:1)	1 (F:1)
CAL POLY POMONA	76%	67%	1 (F:1)	0
UC IRVINE	86%	80%	0	1 (F:1)
UC MERCED	72%	61%	1 (F:1)	0
UC SANTA CRUZ	76%	72%	0	1 (M:1)
UNIVERSITY OF SOUTHERN CALIFORNIA	94%	91%	2 (F:2)	2 (F:2)
AZUSA PACIFIC UNIVERSITY	67%	56%	1 (M:1)	0
OUT OF STATE	**FEMALE**	**MALE**	**# CPHS ENTERING 2016** (# OF STUDENTS BY GENDER)	**# CPHS ENTERING 2017** (# OF STUDENTS BY GENDER)
CORNELL UNIVERSITY	96%	93%	0	1 (F:1)
KALAMAZOO COLLEGE	81%	76%	0	1 (F:1)

The data is based on full-time, first-time students who began their studies in Fall 2012. Transfer rates by race/ethnicity and gender are not available.

TABLE 20. COMMUNITY COLLEGE TO FOUR-YEAR UNIVERSITY TRANSFER RATE (BASED ON 21 PROFILES)
*Data Source: IPEDS

TWO-YEAR COLLEGE	TRANSFER RATE	# CPHS ENTERING 2016 (EXPECTED TRANSFER RATE %)	# CPHS ENTERING 2017 (EXPECTED TRANSFER RATE %)
EL CAMINO COLLEGE	11%	0	1 (11%)
LOS ANGELES CITY COLLEGE	7%	0	1 (7%)
SANTA MONICA COLLEGE	20%	0	1 (20%)
LONE STAR COLLEGE	21%	1 (21%)	0
COMMUNITY COLLEGE OF THE AIR FORCE	NOT AVAILABLE	NOT AVAILABLE	NOT AVAILABLE

† The data source collected information about only two sexes, "female" and "male," and refers to those terms as "gender." A person's sex is their biological anatomy at birth (male, female, intersex), while gender (identity) refers to how people identify (woman, man, nonbinary, transgender, etc.) (Prince, 2005; WHO, 2011)

The findings in this report are based on both qualitative and quantitative data. The qualitative data is organized under students' high school experience and college experience, respectively, and is based on the interviews of the 21 students. There are six themes—three for students' experience at CPHS and three for students' college experience. We should note that there is one student in this sub-analysis of 21 students who stopped attending community college and is currently not enrolled at any institution. The quantitative data is derived from the CECE survey and revealed four main findings.

STUDENTS' HIGH SCHOOL EXPERIENCE AT CPHS

Within the context of CPHS, there were three overarching themes which captured the nature and quality of students' high school experience and engagement. The first theme is 'Curriculum and the Workload' and consists of five sub-themes. Students discussed the value of having access to CPHS' *interactive and technologically advanced curriculum*. As a result, students felt prepared for today's colleges and universities. Students also shared that *CPHS' workload is in-line with college expectations*, even though many students said they had to *adjust to college-level rigor and lecture-style classes, and learn how to take high-stakes midterms and exams*. According to students, classroom discussions at CPHS fostered *critical thinking and practical communication skills*. Finally, students were able to *learn and discuss real-world issues in class*, which created both relevance and meaning to student learning at CPHS.

The second theme is 'Home Away from Home.' The majority of students commented on the quality of teacher interactions at CPHS saying they felt like CPHS provided a '*home away from home*.' Several students shared that they were able to discuss personal problems with CPHS staff and, if needed, were able to obtain some leniency regarding assignment due dates when unforeseen circumstances occurred. Some African American/Black students said they felt a '*disconnect*' or a '*lack of support*' because of their race/ethnicity. They wished that CPHS had more African American/Black teachers who they could connect with based on their identity and cultural affiliation.

The third and final theme is 'College Readiness.' All 21 of the students commented that they felt ready for college after attending CPHS. They felt that CPHS' college-preparatory process was effective, particularly the use of the college tours and having to complete college applications and apply for financial aid. Nearly all students shared that college financial aid was a significant issue in the college-going process and that more financial literacy and engagement was needed. Additionally, some students felt that there was a lack of support for those who were interested in applying to *two-year institutions* and *Historically Black Colleges and Universities (HBCUs)*.

CHALLENGES AND OPPORTUNITIES IN COLLEGE

While some students have argued that going to college is a '*life choice,*' there were three themes which seem critical to all 21 students' college access and quality of experience: 'Getting Involved,' 'The Rigor of College-Level Work,' and 'Financial Aid.' The first two themes highlight critical areas of college student engagement and provide insight into the quality of students' educational and academic experiences on campus. There were also several other perspectives, concerns, and issues that students shared. These issues ranged from having the opportunity to give back to their community, to learning how to deal with failure, to studying abroad as well as transferring from community college to a four-year university.

The first theme is 'Getting Involved.' Out of the 21 students, 12 stated that they had joined on-campus activities and organizations. Students who were involved on campus through student organizations were often '*able to find [their] place*' on campus. Second to student involvement in campus-based organizations was a student's interactions with professors. Most students found that interacting with professors improved their overall college experience. In fact, 12 out of the 21 students mentioned that they had positive interactions with their professors. Yet, two students said they had negative interactions with their professors. Additionally, 10 out of 21 students mentioned that they found cultural, racial or ethnic community spaces that supported and validated their identity as a member of a marginalized group on campus. This finding is not surprising considering the majority of the 21 students are attending diverse postsecondary institutions on the West Coast. However, two students shared that they have struggled to find on-campus spaces at predominantly white institutions (PWI) where their racial and ethnic

identity is affirmed. While these two students were doing well academically, they did not feel as though they belonged at the PWIs. In addition, students who effectively utilized campus resources usually found the help they needed and felt strongly that other students should do the same.

The second theme is 'The Rigor of College-Level Work.' This theme is the complement to 'Curriculum and the Workload' from high school. In other words, students argued that one of the main adjustments to college was not the amount of work (workload) but the rigor of college-level work. In particular, the difficulty of college-level work was made even more difficult given that students also had to adjust to college lectures. Lecturing was not the preferred pedagogical approach used by CPHS teachers, but it is pervasive in college. For instance, five out of the 21 students stated that they struggled in large lecture classes and four out of the 21 students struggled with taking high-stakes midterms and finals.

The third theme within the challenges and opportunities in college is 'Financial Aid.' All of the students argued about the importance of college affordability and financial aid. Out of the 21 students, 11 asserted that they chose their college or university solely on cost. Eight out of the 21 students said they were stressed and worried about their finances as they attempted to pay for their college costs. In some instances, a student's resourcefulness, like borrowing books from the library, was shared as a strategy for dealing with the high costs of college education.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY DATA

The quantitative data is organized under students' high school experience, college experience, and correlations, respectively.

First, the findings indicate that the overall mean scores for 'High School Sense of Belonging' reported by students attending four-year universities and two-year colleges were statistically higher than students not attending four-year or two-year institutions. The ANOVA test result was significant at the 0.05 level, $F(2, 74)=4.5$, $p=0.01$, indicating that students attending various types of colleges reported feeling differently about their sense of belonging in high school. It should be noted that these sample sizes are small and such statistically significant differences do not mean that students not attending a university or college did not feel like they belonged to CPHS. Instead, this finding likely indicates that students might have felt a tension between the alignment of CPHS as a college-prep school and their own educational/career pathway—especially since this survey was taken after students had graduated from CPHS. The results were not statistically significant for Education Satisfaction across these groups.

TABLE 21. ANOVA FOR HIGH SCHOOL CECE INDICATORS BY STUDENTS WHO ARE NOW ATTENDING FOUR-YEAR UNIVERSITIES, TWO-YEAR COLLEGES AND THOSE <u>NOT</u> IN FOUR-YEAR OR TWO-YEAR INSTITUTIONS

ANOVA TEST (n=83)			
HIGH SCHOOL CECE INDICATOR	4-YEAR UNIVERSITY MEAN SCORE	2-YEAR COLLEGE MEAN SCORE	NOT IN 4-YEAR OR 2-YEAR COLLEGE MEAN SCORE	SIGNIFICANCE p=value
CULTURAL FAMILIARITY	4.27	4.29	4	0.80
CULTURALLY RELEVANT KNOWLEDGE	4.16	4.57	3.83	0.09
CULTURAL COMMUNITY SERVICE	4.17	4.36	3.67	0.20
MEANINGFUL CROSS-CULTURAL ENGAGEMENT	4.1	4.29	3.67	0.41
CULTURAL VALIDATION	4.41	4.43	3.67	0.12
COLLECTIVIST CULTURAL ORIENTATIONS	4.53	4.62	4	0.15
HUMANIZED EDUCATIONAL ENVIRONMENTS	4.67	4.77	4	0.04*
PROACTIVE PHILOSOPHIES	4.05	4.64	3.83	0.08
HOLISTIC SUPPORT	4.52	4.77	4	0.07
SENSE OF BELONGING	4.37	4.62	3.4	0.01*
HIGH SCHOOL SATISFACTION	4.36	4.43	4	0.6
CULTURAL RELEVANCE	4.6	4.57	4.17	0.24
CULTURAL RESPONSIVENESS	4.66	4.85	4.17	0.03*

*Mean difference is significant at the 0.05 level. The scale is 1-5: 1 being the lowest rating and 5 being the highest.

Follow-up (post-hoc) tests were conducted and show that there is a significant difference (p=0.01) in the means between the students who are attending two-year colleges and the students who are not attending a two-year college or four-year university. This indicates that students who attend two-year colleges have a stronger High School Sense of Belonging compared to students who are not attending a two-year college or four-year university. The mean difference between Sense of Belonging among the students who attend a four-year university and the students who are not at a two-year college or four-year university is significant (p=0.03). This indicates that students who attend a four-year university have a stronger High School Sense of Belonging compared to students who are not at a two-year college or four-year university. There were no statistically significant differences between students' High School Sense of Belonging among those attending a two-year college or four-year university.

Second, the findings also indicate that there is a statistically significant difference in a student's mean score on Cultural Responsiveness in high school between students who attend two-year colleges and students who are not attending a two-year college or four-year university. Follow-up (post-hoc) tests were conducted and show that there is a significant difference (p=0.03) in the mean of Cultural Responsiveness between students who attend a two-year college and students who are not at a two-year college or four-year university. Yet, all of the mean scores were relatively high—mean scores were above 4 points on a 5-point scale. This suggests that students felt that CPHS was culturally responsive, which may be more important to students who decided to go to a two-year college when compared to those not attending a four-year or two-year institution. More analysis of this issue, however, will be conducted after the third round of data collection is completed.

TABLE 22. POST-HOC SCHEFFE TEST FOR HIGH SCHOOL CECE INDICATORS BETWEEN INSTITUTION TYPE AND SENSE OF BELONGING AND CULTURAL RESPONSIVENESS

POST-HOC TABLE FOR HIGH SCHOOL CECE INDICATORS (SENSE OF BELONGING AND CULTURAL RESPONSIVENESS)			
	MEAN SCORE (GROUP 1)	**MEAN SCORE (GROUP 2)**	**SIGNIFICANCE** p=value
SENSE OF BELONGING	4.37 (4-YEAR UNIVERSITY)	3.4 (NOT IN 4-YEAR OR 2-YEAR COLLEGE)	0.03*
SENSE OF BELONGING	4.62 (2-YEAR COLLEGE)	3.4 (NOT IN 4-YEAR OR 2-YEAR COLLEGE)	0.01*
CULTURAL RESPONSIVENESS	4.85 (2-YEAR COLLEGE)	4.17 (NOT IN 4-YEAR OR 2-YEAR COLLEGE)	0.03*

*mean difference is significant at the 0.05 level

Third, the findings demonstrate that there are no statistically significant differences at the .05 level between a student's College CECE indicators, Sense of Belonging, and Education Satisfaction for students attending four-year universities and two-year colleges. This finding was particularly surprising as there were several CECE indicators where students attending four-year universities had lower mean scores. It should be noted that the sample size for students not attending a two-year college or four-year university was too low to produce a post-hoc analysis. While the small sample size is likely an issue, future analyses might examine either predominantly white institutions or highly-selective institutions.

TABLE 23. ANOVA FOR COLLEGE CECE INDICATORS BY FOUR-YEAR UNIVERSITIES AND TWO-YEAR COLLEGES

ANOVA TEST (n=44)			
COLLEGE CECE INDICATOR	**4-YEAR UNIVERSITY MEAN SCORE**	**2-YEAR COLLEGE MEAN SCORE**	**SIGNIFICANCE p=value**
CULTURAL FAMILIARITY	3.89	4.5	0.19
CULTURALLY RELEVANT KNOWLEDGE	3.91	4.43	0.16
CULTURAL COMMUNITY SERVICE	4.14	4.14	1
MEANINGFUL CROSS-CULTURAL ENGAGEMENT	4.19	4.43	0.56
CULTURAL VALIDATION	4.03	4.43	0.26
COLLECTIVIST CULTURAL ORIENTATIONS	3.91	4.33	0.3
HUMANIZED EDUCATIONAL ENVIRONMENTS	4.14	4.14	1
PROACTIVE PHILOSOPHIES	4.44	4.29	0.63
HOLISTIC SUPPORT	4.31	4.57	0.47
SENSE OF BELONGING	4.14	4.17	0.96
COLLEGE SATISFACTION	4.23	4.29	0.78
CULTURAL RELEVANCE	4.34	4.67	0.28
CULTURAL RESPONSIVENESS	4.5	4.67	0.56

*mean difference is significant at the 0.05 level

Finally, correlation analyses were conducted to determine statistically significant relationships between Cultural Relevance, Cultural Responsiveness, College Sense of Belonging, and College Education Satisfaction. While there are statistically significant correlations between Cultural Relevance, Cultural Responsiveness, Sense of Belonging, and Education Satisfaction, most are moderately high—between .4 to .6. The Cultural Responsiveness and College Sense of Belonging results are high (above .7), which indicates that a unit increase in Cultural Relevance is correlated with a .74 unit increase in students' College Sense of Belonging.

TABLE 24. CORRELATIONS BETWEEN CULTURAL RELEVANCE, CULTURAL RESPONSIVENESS, SENSE OF BELONGING, AND EDUCATION SATISFACTION

CORRELATION				
	SENSE OF BELONGING		EDUCATION SATISFACTION	
	High School (*n*=83)	College (*n*=44)	High School (*n*=83)	College (*n*=44)
CULTURAL RELEVANCE	0.58**	0.37*	0.46**	0.35*
CULTURAL RESPONSIVENESS	0.58**	0.74**	0.57**	0.57**

**Correlation is significant at the 0.01 level.
*Correlation is significant at the 0.05 level.

CPHS STUDENT PROFILES

This report presents 21 student profiles from the data that we have collected. Each profile contains information that was self-reported when the student completed the CECE survey and two rounds of interviews. Each profile features highlights of the students' high school and college experiences, responses to the nine CECE Survey indicators, data from two outcomes, and an in-depth biographical narrative.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY SCORES

The data presented from the CECE Survey has four Categories: 1) individual score; 2) mean (M); 3) standard deviation (SD); and 4) sample size (n).

- Individual score is the actual score that the participant has for the scale.
- Mean is the average of a group of values. In our study, it delineates the average of each CECE indicator for the entire group of participants (high school participants sample size is 83; first-year college participants sample size is 44).
- Standard deviation (SD) is one of the common measures of variability. The larger the deviation, the greater distance from the mean. The greater the distance from the mean, the greater difference is among students' scores.
- Sample size indicates the number of participants that we used for calculating the group mean. In this report, the sample size for the high school scores is 83 and the sample size for the first-year college scores is 44.

The CECE Survey rating typically ranges from 0-80. Our report adopts a 1-5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

Jennifer

CPHS Class of 2017

Cornell University

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Doctoral or Professional Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
Yes

High School AP Classes
Yes

Cornell University Graduation Rates

78%
Likelihood of graduating in four years for all students

95%
Likelihood of graduating in six years for all students

92%
6-year graduation rate considering Jennifer's Race/Ethnicity

Profile #1
Jennifer

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Jennifer highlights how meaningful it was for her to get involved with multiple student organizations and clubs at CPHS. She explained that her parents constantly enforced the idea of going to college as a means to success. The information and knowledge from the college-readiness course helped her decide what colleges she wanted to apply to and attend. Her visit to a highly-ranked public school on the West Coast and an Ivy League school on the East Coast helped her come to her final decision. Both her trips were sponsored by institutional scholarships, and she ultimately decided to attend the Ivy League institution.

COLLEGE EXPERIENCE HIGHLIGHT

Jennifer is currently majoring in Spanish and sociology, minoring in business, Latino/Latina studies, and inequality studies. Her goal is to start a nonprofit organization for the Latinx community. Jennifer's interactions with peers and faculty at her institution are excellent. She feels that people she interacts with at her institution are very respectful and open to her. She describes a busy schedule with a heavy course load and student involvement. She is involved both on campus and in the community. She emphasized that it is essential to understand the greater community, rather than solely focusing on her university. Her long-term goals include graduating on time and finishing her college career with a strong network and academic support system. Jennifer hopes to provide more financial support to her family with her career.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:

> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jennifer's Rating	5.00		4.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jennifer's Rating	5.00		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jennifer's Rating	5.00		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jennifer's Rating	4.00		5.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jennifer's Rating	5.00		4.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.
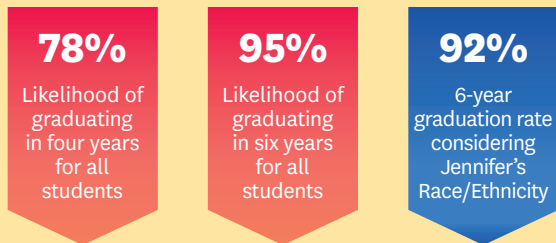
CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.33	Jennifer's Rating	4.00
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Jennifer's Rating	3.67
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Jennifer's Rating	3.67
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.00	Jennifer's Rating	4.00
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.00	Jennifer's Rating	3.67
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Jennifer's Rating	4.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Jennifer was born in South America and graduated from CPHS in 2017. She currently attends an Ivy League University on the East Coast where she majors in Spanish and sociology while minoring in business, Latino/Latina studies, and inequality studies. She is in her sophomore year.

HIGH SCHOOL EXPERIENCE

Jennifer's four years at CPHS were memorable and important for her. She attended a public middle school and explained how the small student body size at CPHS provided the opportunity to learn how to seek resources. Her experience as a student representative for the CPHS recruitment team broke her out of her shell. Since she needed to speak about her experience at CPHS in front of different groups of people, she felt like she became more outgoing and mature. Jennifer discussed how she "evolved" throughout her time at CPHS. She highlighted her role as the first Associated Student Body (ASB) president at her high school, and the way in which she was able to get involved with multiple student organizations and clubs. Jennifer adds, "Even though our school was small, it would give you the opportunity to create something if you were really interested or passionate about it. You were able to establish something that not only meant something for you but could add to the school community."

When talking about educational aspirations, Jennifer explained that her parents had a significant impact on her. She said, "They've constantly been enforcing the idea of going to college as a way to actually be successful." Thus, she had the mentality of "going to college" before she attended CPHS.

COLLEGE PREPARATION

The college-readiness course at CPHS prepared Jennifer well for the college application process. She reflected, "In the beginning of 11th grade, we started creating our academic résumés, so pretty much the extracurriculars, your GPA—that's kind of when you also start knowing your rankings and you become more aware of what you need to do or what classes you want to take for the following year, to be a competitive applicant, as well." She said that the college preparation program in 11th grade was more for pre-planning and familiarizing the students with the different institutions and what they offer. The preparation from 11th grade can then be utilized in the 12th grade class. In the 12th grade, the students did research to understand how certain colleges best fit their interests before submitting applications.

All the information and knowledge from the college-readiness course helped her decide what colleges she wanted to apply to. She explained, "Learning how to read my financial aid package helped me even just decide what school I would go to, for the reason that money does come into consideration, coming down to picking what school you want to go to."

Moreover, the CPHS environment influenced her choice of college. The change from a traditional public middle school to CPHS, a small charter school, led her to learn how to seek resources that were critical for her studies. A big, private liberal arts school was attractive to her. According to Jennifer, "The school choice that I made, in terms of just wanting to pursue a challenging course or a challenging academic life, the same way that I had been challenged in CPHS, was going to translate into the university."

Her visit to a highly ranked public school on the West Coast and an Ivy League school on the East Coast helped her make her final decision. Both of her trips were sponsored by institutional scholarships. She stated, "The private school has various resources within their different colleges, they offer a lot of opportunities that I feel like I could have gotten on the West Coast, but the environment and the institution composed of various scholars and high-achieving people would definitely offer me a network that is anywhere around the U.S. and probably the world, compared to other schools that were here on the West Coast."

When she talked about how she picked her major, she explained her life goal. She said, "I have a very ambitious dream to become a founder of a nonprofit organization. [CPHS] has instilled the idea of creating a positive, multi-generational change." In addition, her experience with an after-school program for students in the community also inspired her. She wants to be able to support and understand the people in her community. She chose to major in

Spanish, because it can help her effectively communicate with people in her community as she works to create her nonprofit organization.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Jennifer obtained several skills from her high school training that were essential to her academic college success. She stated, "I learned how to pretty much break down things that have to get done." Jennifer also highlighted that knowing how to utilize office hours helped her a lot. She described, "I know for sure I won't be shy to go to the office hours and ask for help when I need to, and stay and have a talk with my professor, or even know how to email professionally." CPHS also taught her how to use resources at the institution that she attends. For instance, she took the initiative to connect with the mayor of the city and successfully enrolled in her university's Educational Opportunity program, which was usually only offered to in-state residents, as a result.

Moreover, Jennifer reflected that the performance tasks in the CPHS curriculum prepared her for college academically. "Performance tasks were also part of the reason why I decided to do my majors and minors. With the different topics that we have: the freshman year, it was know yourself; the second year is know your community; then it's knowing your nation; and then it's know your world. For me, I kept looking into the Latino community, immigrants, immigrant rights and stuff like that." At the same time, performance tasks also helped her set academic and career goals.

In addition to her academic preparation, she benefited from her high school social experience as she quickly adjusted to social life in college. She was very active in student clubs or communities in high school, so she was well aware of how to balance study and social activities. Jennifer stated that she had found the right balance in college between academic, personal, and social life. She said, "I make sure to not only have a student's work-life balance but also to have a personal/social life and all be balanced."

OVERALL COLLEGE EXPERIENCE

Jennifer adapted very well to her university on the East Coast. Jennifer enjoys her classes in college and feels that she is doing well academically. Even though she has a heavy workload, she enjoys all of her courses and does not feel burdened. She continues to have Spanish and sociology as her majors, with three minors as well. She chose business as her minor because she always wanted to enter the business field. She also chose Latino/Latina studies as a minor, because the subject has a relation to her culture and identity. Furthermore, she chose to minor in inequality studies to help her understand structures and interpersonal relationships in different circumstances.

INVOLVEMENT

Jennifer's interaction with peers and faculty is excellent. She feels that people she interacts with at her institution are very respectful and open to her. She was able to connect well with a professor from her freshman year. In regard to her grades, she said, "I wish I could have done better last semester, but that's due to personal things happening because I was taking too many credits. It's above what you are supposed to take. I also challenge myself from that aspect, but I also learned from that."

She also gained valuable experience from joining student organizations. For instance, she was a member of an organization that provides a support network for undocumented and DACAmented students on campus. She is also a member of the leadership council for the Public Service Center. She connected with organizations, because they tied to her identity, and she felt similar to the people in these organizations. She said, "I found a lot of support, but also challenged. People are actually willing to challenge me with what I am actually capable of. I constantly get challenged by people I am surrounded by, which allows me to push more things, discover new things, and try new things. Because of the people that I met, I have created different opportunities not only for myself but for other people."

Jennifer emphasized that it is essential to understand the greater community rather than solely focusing on her university, so she is involved with the city, as well. She stated, "The organizations that I am in are making me think critically about how we can share these resources within my university community at large and also how we can share the resource with the community that we are actually in." Meanwhile, she reflected that she benefits from the

connections outside of her university. She said, "Building these relationships and trying to know these places, not just on campus, but also off-campus, is super critical." In addition to her involvement in student organizations, she works about 12-15 hours on average each week at the service center on campus.

ACADEMIC AND CAREER ASPIRATIONS

When referring to educational goals, Jennifer plans to get all As in her academic coursework. Her long-term goal including graduating on time and finishing her college career with a strong network and academic support system. Jennifer hopes to provide more financial support to her family with her career. She was contacted for several interview opportunities for a summer internship, including one for a Business Analyst position at McKinsey. She is going to continue applying for internships and networking, as she plans to hold a Business internship position in her junior year.

RECOMMENDATIONS FOR CPHS

Jennifer reflected that it would be useful to have exposure to a variety of different courses, especially if the courses can be tailored to students with different academic levels. Accordingly, she would suggest CPHS have more class opportunities for everyone and allow students to experience a different range of courses to fit their academic capabilities and goals.

Jeff

CPHS Class of 2017

UC Irvine
transferred to
CCAF

Race/Ethnicity
Asian or Asian American

Gender Identity
Man

First-Generation College Student
No

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

High School AP Classes
Yes

Paid Job
No
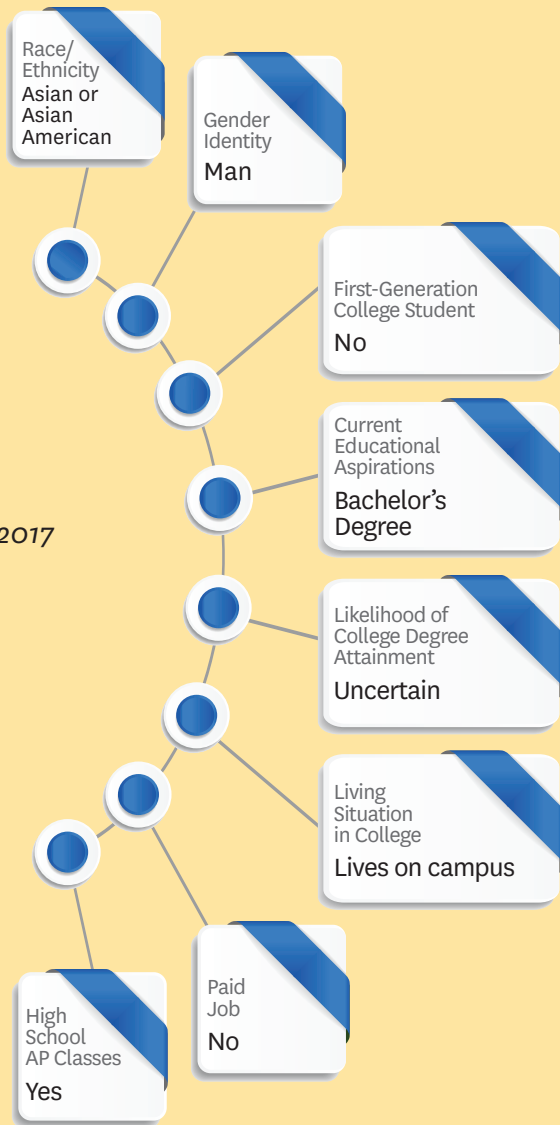
CCAF Transfer Rate

Not Available

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Jeff transferred to CPHS because his English honors teacher at his local public high school encouraged him to attend a school that could better prepare him for college. Before entering CPHS, Jeff explained that he had surface-level knowledge about college and a general goal to obtain a biology or medical degree. His college counselor and alumni coordinator helped him set up specific educational goals. When making his college decision, he wanted to attend a military affiliated college since he is from a military family. Considering his family is on the West Coast and his family responsibilities he has, he ultimately decided against it. He later chose a public, four-year research university on the West Coast because the school offered him financial aid, and they had a Reserve Officer Training Corps (ROTC) program.

COLLEGE EXPERIENCE HIGHLIGHT

Jeff shared that his college experience at the four-year university was negative because the biology major courses were tough. Meanwhile, college tuition was costly, which worried him. In consideration of his negative experience at the university, Jeff is now attending a community college affiliated with a federal military branch. He first attended an out-of-state technical school to learn about aerospace equipment. When Jeff completed the technical training, he went to the Northwest for his first base duty. His works as an aerospace equipment mechanic and will continue his online studies to complete his associate degree.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:

> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.33		NOT AVAILABLE
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.67		NOT AVAILABLE
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.67		NOT AVAILABLE
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.67		NOT AVAILABLE
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	5.00		NOT AVAILABLE
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

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Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	5.00		NOT AVAILABLE
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	5.00		NOT AVAILABLE
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.67		NOT AVAILABLE
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	5.00		NOT AVAILABLE
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.67		NOT AVAILABLE
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jeff's Rating	4.00		NOT AVAILABLE
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Jeff is currently enrolled at a community college affiliated with a federal military branch and is majoring in aerospace equipment. He is also working as an aerospace mechanic in the Northwest and taking online classes to complete his associate degree. Before beginning community college, Jeff was a biology major at a four-year, public research university on the West Coast. He graduated from CPHS in 2017.

HIGH SCHOOL EXPERIENCE

Jeff first attended a public high school where he had a strong connection to his English Honors teacher. The teacher wanted Jeff to attend a high school that could better prepare him for college. Accordingly, the teacher encouraged and helped him transfer to CPHS to start his 10th grade year.

Before entering CPHS, Jeff only had a surface-level knowledge about college and a general goal to obtain a biology or medical degree and then land a "decent" job. CPHS impacted his college-going behavior in a significant way. He said, "[When] at first, I was doubting a lot about myself, where just because I'm ranked 11 in my school, I still think that I'm not that great…but teachers in CPHS supported us, encouraged us to keep on trying."

COLLEGE PREPARATION

Jeff learned a lot from the college-readiness courses in regards to scholarships, tuition, financial aid, and time management. His college counselor and alumni coordinator helped him set specific educational goals and keep on track toward those goals. When making his college decision, he wanted to attend a military college since he comes from a military family. He first wanted to apply to an army school located on the East Coast. Considering his family is on the West Coast and the family responsibilities he has, he ultimately decided against it. He later chose a public, four-year research university on the West Coast because the school offered him financial aid, and they had a Reserve Officer Training Corps (ROTC) program.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

When referring to the transition from high school to college, Jeff felt that CPHS prepared him well in terms of school workload, communication with professors, and academic readiness. He said, "I think doing a lot of homework and then doing all-nighters prepared us for college because it's like you're in college even though you only have three classes." CPHS also trained students to use email for communication. He said, "They prepared us for emailing professors by telling us if you have any questions, email, but this is the format of how to talk to your teacher." His chemistry class at CPHS provided him with a solid background for the chemistry classes in college. Jeff's senior thesis prepared him to conduct research and write articles professionally, which benefited him a lot in college.

The summer before college, Jeff started studying both biology and chemistry on his own from an AP coursebook and online resources. Despite this, he felt it was hard to do well in biology because he did not take any biology classes in high school.

OVERALL COLLEGE EXPERIENCE

Jeff said that his college experience at the four-year university was negative because biology major courses were tough. He said, "I studied a lot for my tests, and it ended up not being good." He also felt that the courses were so draining that he didn't have enough time to be around people. Meanwhile, college tuition was costly, which worried him. He said, "It kind of hit me when I am getting bad grades. The class is going to be expensive, and I am getting bad grades."

Jeff is now attending a community college affiliated with a federal military branch. He first attended a technical school out-of-state to learn about aerospace equipment. When Jeff completed the technical training, he went to the Northwest for his first base duty. He works as an aerospace equipment mechanic and plans to continue his online studies to complete his associate's degree.

INVOLVEMENT

When disclosing his experience in the Northwest, Jeff mentioned that he had not reached out to academic counseling. He also said that there is an Education Center that offers plenty of resources, and the staff there is committed to helping students meet their educational goals. He utilizes the library to borrow study materials for tests.

ACADEMIC AND CAREER ASPIRATIONS

In comparing his current community college experience to his prior university experience, Jeff prefers his current working and learning environment. He stated, "Transitioning to [community college] allows me to be more positive, actually with my educational goal." He shared his plan to complete his associate degree and find a job in the military. He then plans to earn a bachelor's degree, which will be related to his career. Jeff also mentioned that it was an important decision for him to transfer to this community college. He said, "This is a life choice. I need to help myself and my family to make sure that they don't worry about me all the time. So, I joined the military."

Jeff demonstrates significant commitment to his job, and he is willing to continuously learn and take on additional responsibilities. Although he is far away from home, he is in constant communication with his family. He expressed his gratitude, "I am just fortunate enough to have supporters, family members, and significant others to allow me to make my decision to join the military."

Jeff embraces and finds inspiration in CPHS's motto of positive multigenerational change (PMC). Coming from a third-generation military family, Jeff believes that what he is doing is practicing PMC, and he is proud to keep that going.

RECOMMENDATIONS FOR CPHS

When reflecting on what CPHS prepared him for post-high school, Jeff credited his math teacher and said, "He always talks about life experience. He has always been there for everybody. We talk about the truth, how it is, how life is. Always keep on going and never give up." Jeff suggested that CPHS host a workshop about other life skills, such as financial management, taxes, and making life decisions. He also recommended CPHS to arrange more university tours and alumni visits for current CPHS students. He believed that those activities would better educate students about the importance of college and motivate them to apply for college.

Christine

CPHS Class of 2017

Attended
Santa Monica College

Currently not enrolled

Race/Ethnicity
Black or African American

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Associate Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
N/A

Paid Job
Yes

High School AP Classes
Yes

Santa Monica College Transfer Rate

20%
Transfer rate
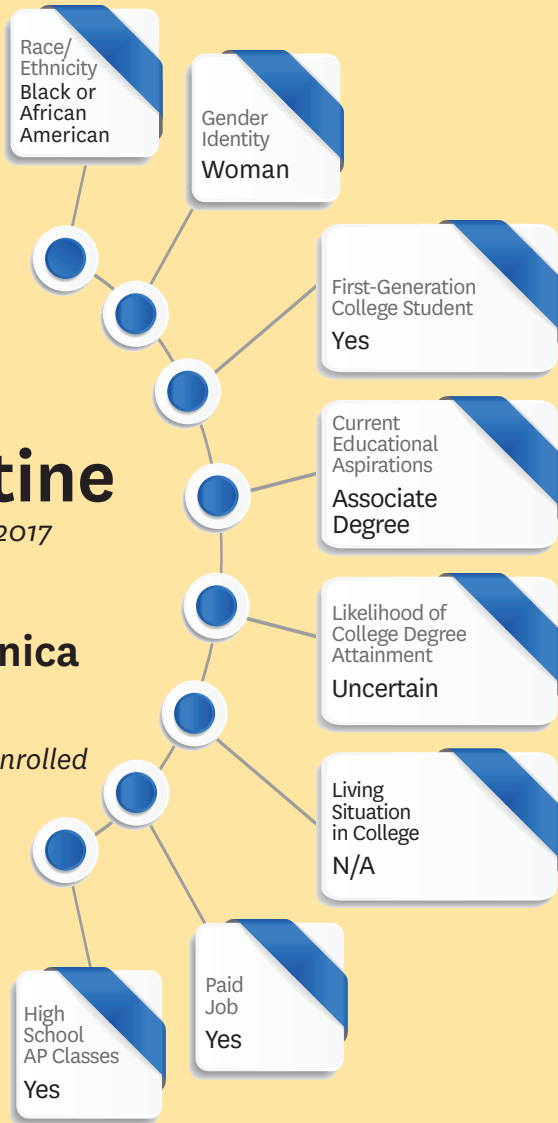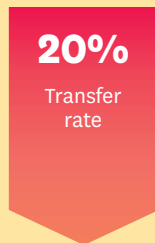
CHRISTINE

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Christine, an African American student, attended two traditional high schools closer to her neighborhood before transferring to CPHS. The high schools she attended were predominantly African American. Once she started at CPHS, which is mostly Latinx students, she felt a disconnect. During high school, Christine worked many hours to support herself. One of her most meaningful experiences at CPHS came her junior year when she founded Shatter the Glass, a club where students could share their sexual assault experiences. When Christine began attending CPHS in 10th grade, she knew she wanted to go to college and ideally attend a college that was far away from home. She ultimately decided to attend a two-year community college while working, with plans to transfer to a four-year institution.

COLLEGE EXPERIENCE HIGHLIGHT

When Christine graduated from CPHS, she attended a community college close to where she lived because of its high transfer rates. She planned to obtain her associate's degree and major in psychology. During her first year, she fell at her job and tore a ligament in her right ankle, which caused her to put everything on pause. Christine is now working at her grandmother's restaurant and is also trying to obtain employment at another restaurant. She expressed, "I would love to go back to school," however her current work schedule and commute are barriers to doing so.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:

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CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	3.67		NOT AVAILABLE
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.67		NOT AVAILABLE
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.00		NOT AVAILABLE
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.33		NOT AVAILABLE
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	3.00		NOT AVAILABLE
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

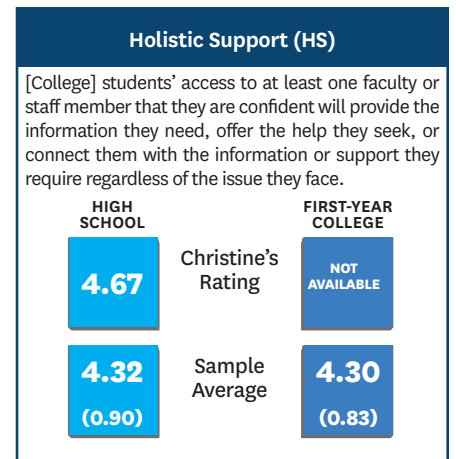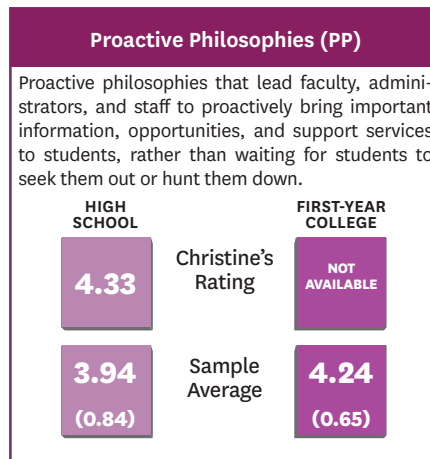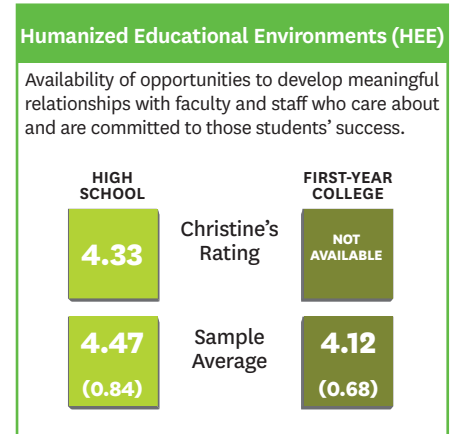|	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	3.67		NOT AVAILABLE
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.33		NOT AVAILABLE
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.33		NOT AVAILABLE
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.67		NOT AVAILABLE
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	3.33		NOT AVAILABLE
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Christine's Rating	4.00		NOT AVAILABLE
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Christine is a graduate of the CPHS class of 2017. Christine began attending CPHS in the middle of her 10th-grade year. She was born and raised in a major U.S. city on the West Coast.

HIGH SCHOOL EXPERIENCE

Christine, an African American student, attended two traditional high schools closer to her neighborhood before transferring to CPHS. The high schools she attended were predominantly African American. Once she started at CPHS, which is mostly Latinx students, she felt a disconnect. She explained,

> "I felt disadvantaged. I was more used to being with African Americans than I was with Latinos, and it seemed like they had a better sense of community than the African American students at the school did."

During high school, Christine worked many hours to support herself. She reflected,

> "I worked every day, and I worked at least six hours after I got out of school. So I got out of school at 4:30, and I wouldn't get off of work until about 11:00. And so it was hard for me to wake up at 5:00 in the morning to go to school, you understand? And it was kind of like they didn't really work with me, as far as that. I mean, yes, sometimes I was able to leave school early, but then those counted as absent days for me, so then it made it so that I had to come to school more often, even though I'm sick. And I felt like because I was working so hard at school and then working so hard at work, and then trying to find time to do homework and stuff like that, it was really putting a lot of stress on me, to the point where I made myself sick, and I was absent a lot because I was sick. Then I had to play catch-up with all my work and stuff like that, and it was like there was no consideration for the fact of that."

Christine described her relationship with her parents as "rough." This caused difficulty for her in school. She said, "I had a lot of tension built up in myself, and so it made it that I would kind of lash out at students or teachers." At school she was assigned to work with a behavioral advisor who taught Christine different strategies to handle the stress. She described, "[The behavioral advisor] taught me different breathing exercises and different scenarios that make me upset to better help me cope with those situations." She learned to lean on her advisor, as well as other teachers and the principal at CPHS. If situations arose where Christine was supposed to attend after-school detention, the principal worked with her to ensure she could still meet her work commitments. Eventually, the school became her "safe haven" where she was not "as stressed."

One of her most meaningful experiences at CPHS came in her junior year when she founded Shatter the Glass, a club where students could share their sexual assault experiences. She explained,

> "Shatter the Glass was about sexual assault and how we could better help prevent it in our community, because in our community, we have very high rates of sexual assault and abuse, and how we can start talking about it, or how shattering the glass of silence can help prevent things like this happening to other people, and how we can stop predators from doing this to other people. It was a safe group."

Furthermore, the students in the club began looking out for one another. She noted, "We started to design a buddy system, so to see who took what bus and stuff, because that was how most of the kids were getting to school, through bus and train, so that kids could form groups and stay together, so that no one was really alone or could ever fall victim to being snatched or kidnapped or trafficked or anything like that." Christine loved her role in the organization. She revealed,

> "It made me feel like I was a leader for once… it built friendships for me and helped build connections." She also appreciated how she was able to speak to teachers and someone in the police department about sexual assault, a "serious topic that people like to shun or put off."

COLLEGE PREPARATION

When Christine began attending CPHS in 10th grade, she knew she wanted to go to college and ideally, attend a college that was far away from home. She explained that her cousins, who stayed near home to attend community college, were "subjected to family drama...which caused them to drop out of school."

The college preparation emphasis at CPHS "pushed" Christine to apply to and get accepted to colleges. She said, "This made it more real to me that I should go and that I could go." She reflected on how the college-readiness course was crucial for her understanding of college. She noted, "I was learning things I didn't know about... I didn't know anything about an SAT or an ACT." Since Christine had a later start than her classmates, who began at CPHS in 9th grade, she felt like she was at a disadvantage, stating,

> "I felt like I was at a disadvantage [as compared] to them because they had already been studying for this, they knew this, and they were scoring higher than me… But going into the college-readiness course, it helped me feel like I would be able to push myself, and that there were kids who started off lower than I did, and that I could build myself up in order to go to college."

Christine struggled to complete FAFSA and other financial aid forms because of her family situation. She shared, "I wasn't living with my mother. Neither one of my parents really wanted me to go [to college]." She was unable to complete her financial aid documents "until the very last moment."

Christine was accepted to two four-year, public state institutions that were "part of [her] top three schools." However, because of her delay in submitting her financial aid documents, she did not receive enough financial aid to attend. She said, "I didn't get as good of a package as I thought I would have gotten—that I could have gotten, had I applied earlier with my peers." She worked with the CPHS college counselor to plan her next steps. She decided to attend a two-year community college and continue working, with plans to transfer to a four-year institution.

POST-HIGH SCHOOL EXPERIENCES

When Christine graduated from CPHS, she attended a community college approximately 30 minutes from where she lived because of its high transfer rates. She planned to obtain her associate degree and major in psychology. Her first semester was "really hard." Time management was a challenge for her. Despite working throughout high school, she was not used to working so much once she started in college. She explained that she took on a lot of work shifts because she is responsible for financially supporting herself. She said, "I took on any hours...because I needed the money." Reflecting on the situation, she admits,

> "It became hard for me to juggle work and school. I didn't really know how to balance the two, and I probably should have just stuck with what they had given me when I was in high school, but not knowing and just thinking that I need more money than I did—I needed the money more than I needed school, it became really hard for me."

In fact, during her first year, she fell at her job and tore a ligament in her right ankle, which caused her to put everything on pause. She shared, "I had to take a break from school and work." She is currently in a lawsuit with her former employer where the injury took place.

Christine is now working at her grandmother's restaurant and is trying to obtain employment at another restaurant. She expressed, "I would love to go back to school." However, her current work schedule and the commute are preventing her from doing so. Furthermore, she is having issues filling out financial aid forms because her father has not filed his taxes in several years, and she still does not have a relationship with her mother. She has looked for support in what to do and tried to become independent from her parents, but she has not been able to find a solution. This means that she would not be eligible for several traditional financial aid options. When she returns to school, she would be responsible for all of her school expenses, which is why she is working and saving money to eventually return to school.

Christine has also been focused on her health. She explained, "I started eating better, and working out, getting myself into shape so that I can feel like my old self." She explains that in high school, she was involved in three sports, but since graduating, she has gained weight and has not been taking care of herself physically. She has also been seeing a therapist. She shared, "That has really helped change the way I think about things, change the way I feel and stuff like that."

ACADEMIC AND CAREER ASPIRATIONS

When Christine graduated from CPHS, she was interested in a career as a prison psychologist. She became interested in this career path because of a test she took in the college-readiness course about potential jobs students might be interested in pursuing. She also had friends who were already in college who told her about prison psychology. She noted, "I want to help the community of sexually abused people and women and men, and in order to do that, I felt like you have to start at the source, why are these people doing the things that they do, and in order to do that, I feel like I had to be on a one-on-one level with those individuals, and the only way you can do something like that is to be a prison psychologist." She also planned to major in psychology and eventually earn her doctorate. Her academic goals are important to her. She stated, "I want to study something that's going to help me have a good life, as far as being able to work for myself, be able to help take care of my family."

Now, Christine is interested in studying business. Her grandmother wants Christine to be able to help her with her restaurant business. Christine is interested in supporting Black-owned businesses and helping them "thrive" to ultimately "make a Black, positive, multi-generational change." Christine hopes to return to school in the next year. She explained that the timing of her return depends on her lawsuit because she is "currently waiting on a large sum of money from them. Once I get my money from them, I feel like I'll be able to pay for school and be settled… getting myself back to a point where I'm stable, and I feel like I can go to school and actually focus only on school. Because I feel like once I'm focusing on other stuff, if I'm worried about money, if I'm worried about this, I'm worried about that, I'm not giving school my all."

RECOMMENDATIONS FOR CPHS

Christine wishes she was able to begin at CPHS in 9th grade. She explained, "I feel like I would have been a little bit more prepared then, about learning about the ACT before and just basically going to CPHS a little bit earlier than I did."

One of her significant recommendations for CPHS is to continue making sure that they have "teachers who support students" and understand that students may have competing commitments at home and work. She also recommended, "[CPHS] should teach students how to work, apply for a job, and get resumes." She appreciated the resubmission policy that CPHS had for assignments. Otherwise, she stated, "I was rushing trying to make the deadline and making silly mistakes."

Christine continues to connect with CPHS staff post-graduation. She has felt supported by the CPHS alumni coordinator. She explained, "He helped me reach out to my grandparents and go and stay with them. He helped me by giving me a few suggestions of lawyers. He helped me look for a place. And he'll call and check on me and ask how I'm doing, how things are going, how my case is going."

EVALUATING COLLEGE READINESS AND INSTITUTIONAL SUPPORT
FOR COLLEGE-PREPARATORY HIGH SCHOOL (CPHS) GRADUATES

Santiago

CPHS Class of 2016

Azusa Pacific University

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Man

First-Generation College Student
Yes

Current Educational Aspirations
Doctoral or Professional Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
Yes

High School AP Classes
No Data

Azusa Pacific University Graduation Rates

50%
Likelihood of graduating in four years for all students

64%
Likelihood of graduating in six years for all students

50%
6-year graduation rate considering Santiago's Race/Ethnicity

Profile #4
Santiago

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Santiago attended CPHS as a transfer student from El Salvador in his junior year. CPHS prepared him for college admission by guiding him to take courses to ensure his academic record matched college requirements. Santiago's English teacher at CPHS influenced his decision to attend his current university by taking him and other students to tour the university. Moreover, he received a scholarship for the program he was interested in entering.

COLLEGE EXPERIENCE HIGHLIGHT

Santiago is attending a private Christian university majoring in graphic design. He is very active on campus. He learned to utilize on-campus resources, such as the first-generation student program, writing center, library, and health center. As a fellow of a multiethnic leadership scholarship, he learned a lot from his mentor and scholarship director. He had two paid jobs through the connections of his scholarship director. Santiago aspires to advance his education with a master's degree in art. He thinks he may want to earn a Ph.D., but he is still not quite sure. As for career goals, he would like to work for a graphic design firm. His ultimate goal is to become a professor at a college.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:

> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
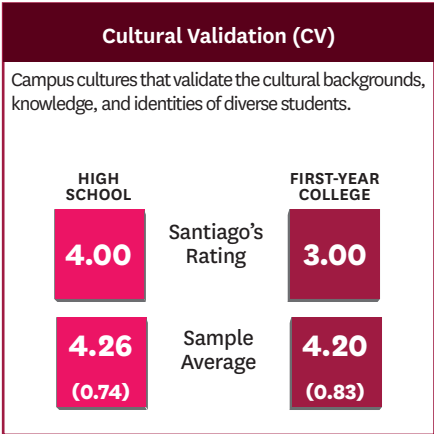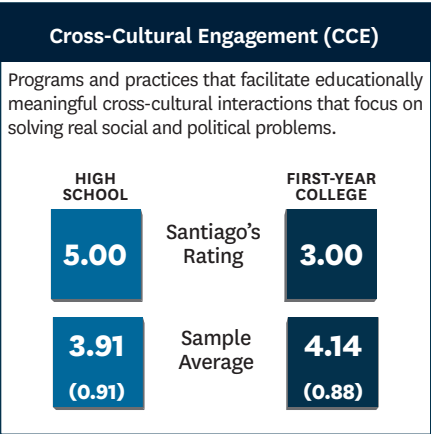
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Santiago's Rating	4.33		2.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Santiago's Rating	3.67		3.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

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Santiago's Rating	3.00		3.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Santiago's Rating	5.00		3.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
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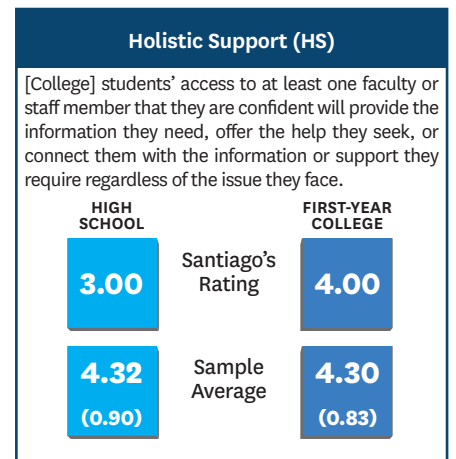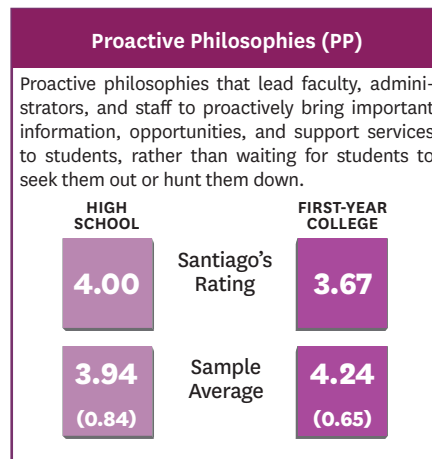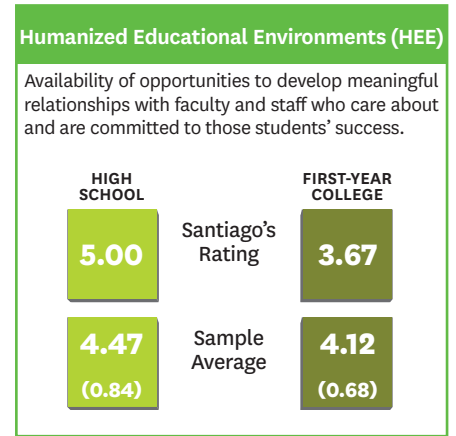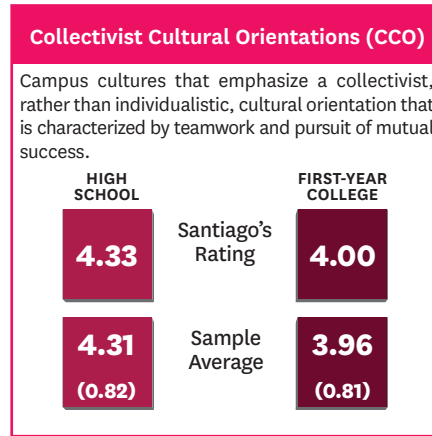
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Sample Average	4.47 (0.84)		4.12 (0.68)

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The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

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Santiago's Rating	4.00		4.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Santiago is a junior attending a private Christian university on the West Coast. He is majoring in graphic design. He is originally from El Salvador and the first one in his family to attend college. He graduated from CPHS in 2016.

HIGH SCHOOL EXPERIENCE

Santiago attended CPHS as a transfer student from El Salvador in his junior year. Before attending CPHS, Santiago aspired to attend college. However, he did not have a clear action plan. He received a lot of support from CPHS, which not only helped him obtain college admission with scholarships but also helped him to become college-ready.

COLLEGE PREPARATION

When he first attended CPHS as a junior, CPHS prepared him for college admission by guiding him to take courses so that his academic record and GPA matched college requirements. The college-readiness course at CPHS guided him through every step of the application process. He was asked to research the schools that he wanted to attend, work on his personal statement, and prepare other application materials. The course also hosted workshops that invited college representatives from different schools to speak about their institutions.

Santiago's English teacher at CPHS influenced his decision to attend his current university. His teacher took five or six students, including Santiago, to tour the university and learn about the programs. His English teacher's efforts fostered his interest in his current university. Moreover, he received a scholarship for the program he was interested in entering. He said, "When I got into the program, I saw it as an opportunity for me to advocate for racial reconciliation on campus…Also, when I visited the school, the community here was great. So, I really liked it."

TRANSITION FROM HIGH SCHOOL TO COLLEGE

The training from CPHS prepared Santiago for the university. The college-readiness courses required him to research campus resources that he could utilize. This helped him become aware of how he can seek help in his new environment. He said, "I learned a lot, and I feel [the college-readiness] class is something that really prepared me for college. And even though I'm a first-generation student, when I came to college I still had to face some difficulties, but my process was way easier because of that class." In addition to that, Santiago commented, "[CPHS] was trying to run high school in a similar way to how a regular college is run. So, I think that was really important for me because at the end I was taking classes at a high school level but the way that they were and the work and all of that was really like college." The office hours policy at CPHS also familiarized him with the office hour culture in college. He also learned how to communicate with professors in person and through email while still at CPHS.

OVERALL COLLEGE EXPERIENCE

Yet his college experience has been very different compared to what he experienced in high school. He said, "I was more on my own, which can be scary, but at the same time it was like a motivation for me just knowing that I had made it to college and feeling confident about myself."

INVOLVEMENT

Santiago is very active on campus. He learned to utilize on-campus resources, such as the first-generation student program, writing center, library, and health center. He stated, "Even though I'm a first-generation student, I think it's been much easier for me than most first-generation students just because I already knew what I would be expecting here at [the university]." The writing center is the resource he visited most frequently. He explained, "I visited the writing center a lot, especially for the finals, just because I [want to] be very confident about my paper." He managed to borrow course textbooks from the library, so he could save money.

He is satisfied with his interactions with professors and found some of them to be inspirational. As a fellow of a multiethnic leadership scholarship, he is required to have a mentor every year. He benefited from the mentorship with one of his professors in the graphic design program, who he meets twice a month and receives a lot of support from. He also enjoyed the interactions with his former scholarship director. He commented, "I learned a lot from her, like networking and communicating with other people." She also referred him to two jobs, and he got hired for both positions.

Santiago practiced his skills and made money from his work-study job. When he worked for the yearbook, he tried to make an impact by choosing images that well-represented the student population and reflected the diversity on campus. He commented on his work experience and stated, "It's been a great resource for me, because it allows me to get to know a lot of people and to start networking, and also it provides experience for my career." Through his job, he earned money to buy photography and art supplies.

ACADEMIC AND CAREER ASPIRATIONS

Santiago enjoys his courses where his professors challenge them to think like they are doing work for the industry. When talking about the challenges that he faced in academics, he mentioned that he did not have the same proficiency level in his major courses with his classmates who have a long history of studying art. Accordingly, it took him more effort to overcome the general difficulties. His current GPA is 3.25, and he wants to graduate with at least a 3.5 GPA in the short term.

Santiago aspires to advance his education with a master's degree in art. He thinks he may want to earn a Ph.D., but he is still not quite sure. As for career goals, he would like to work for a graphic design firm. His ultimate goal is to become a professor at a college.

RECOMMENDATIONS FOR CPHS

Santiago believes that CPHS is great for what they are doing as a college-preparatory high school. He wants the school to continue the college-readiness course, college information workshops, and well-rounded support from the teachers. Santiago also realizes that the teachers at CPHS were very caring, so they would reach out to the student when the student fell behind. In contrast, no professor in college has acted the same way as the teachers at CPHS. Accordingly, he suggested that the school should expose students to college-level work and expectations. He also feels that CPHS did not offer enough course options for students who are interested in art, and he would recommend for CPHS to offer more class options. Lastly, he thinks the college-readiness course could improve by providing more individual and personal advice for students.
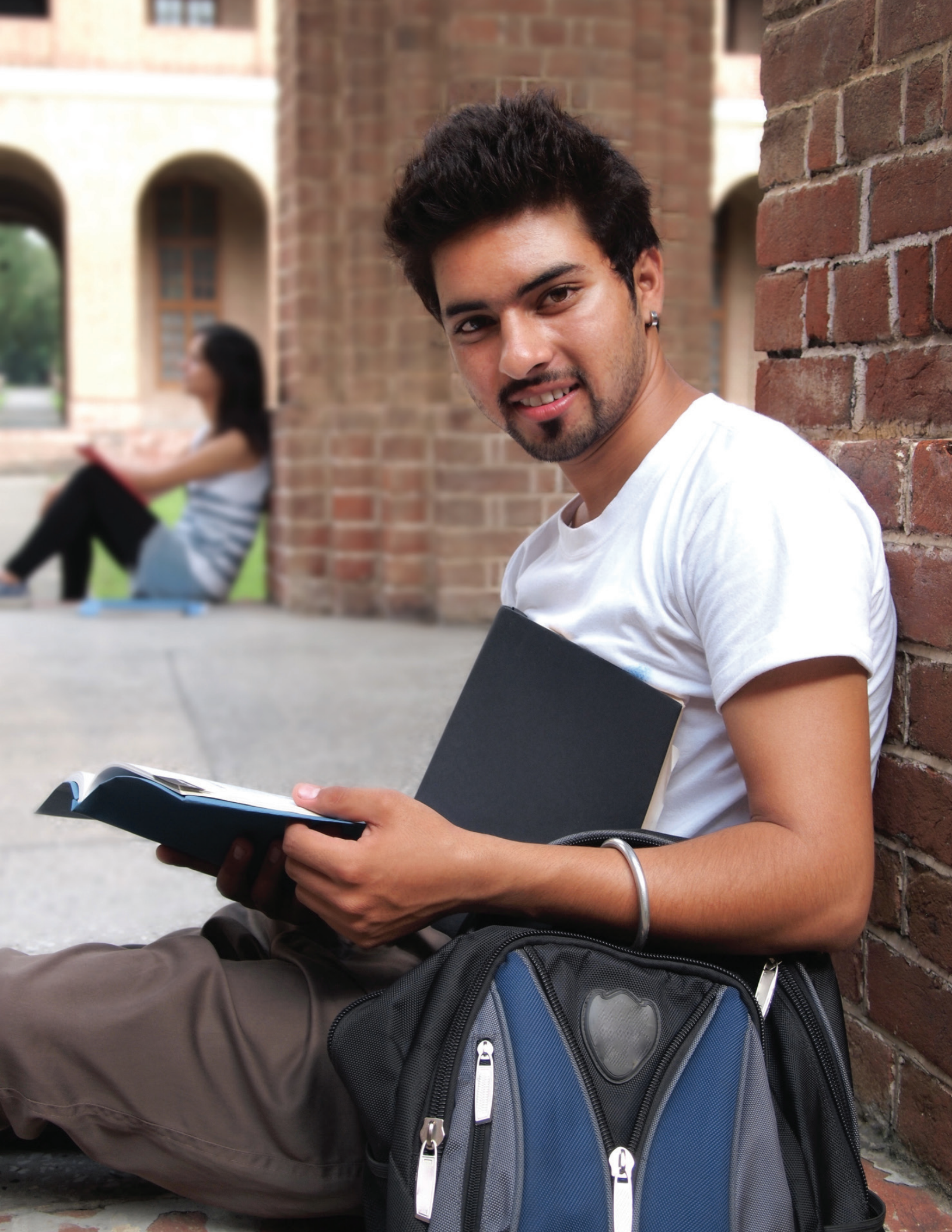
Prosperous

CPHS Class of 2016

Cal State Monterey Bay

Race/Ethnicity
Black or African American

Gender Identity
Woman

First-Generation College Student
No

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Likely

Living Situation in College
Lives on campus

Paid Job
No

High School AP Classes
No Data
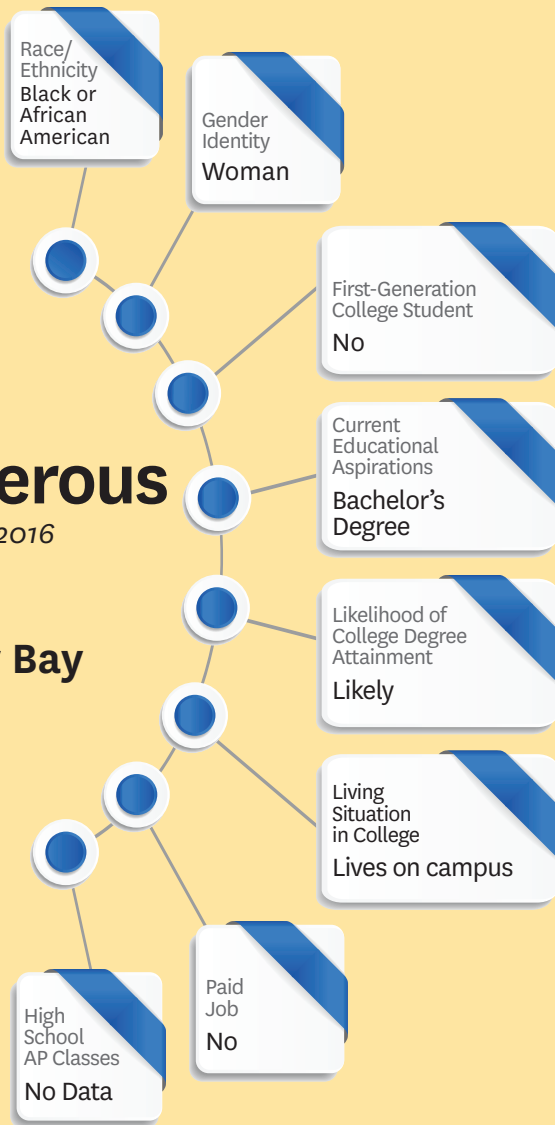
Cal State Monterey Bay Graduation Rates

27%
Likelihood of graduating in four years for all students

60.2%
Likelihood of graduating in six years for all students

45%
6-year graduation rate considering Prosperous' Race/Ethnicity

PROFILE #5 PROSPEROUS

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Before she attended CPHS, Prosperous had already decided to attend college. Her family played a significant role in motivating her to pursue higher education. On one hand, she enjoyed her interactions with some teachers, coursework, and extracurricular activities. On the other hand, she expressed her disappointment toward the school's lack of support for Black students and her bad experience in some courses. She intended to apply to Historically Black Colleges and Universities, but felt that her Black college counselor did not support her. She chose her current university because the school offers a music program that caught her interest. However, as a music major, she felt that the curriculum at CPHS did not provide any art-related courses or extracurricular activities.

COLLEGE EXPERIENCE HIGHLIGHT

Prosperous received a full scholarship to attend a public university majoring in music. Prosperous loves college and she feels that her college allows her to learn more about herself. Prosperous was not only busy with school but also occupied herself with an on-campus job and student organization responsibilities. When talking about her short-term goals, she says she wants to obtain her bachelor's degree. In the long term, she sees herself earning a master's degree. After graduation, she wants to pursue a career in theater, and hopefully go to Broadway or have a position in the performance field.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
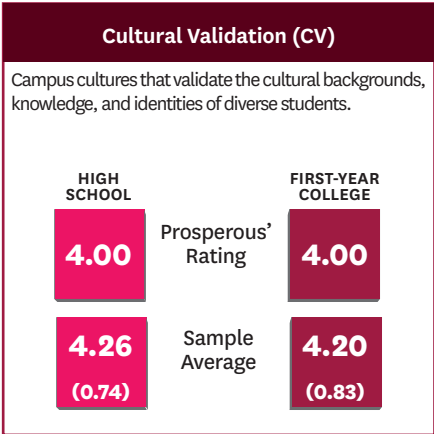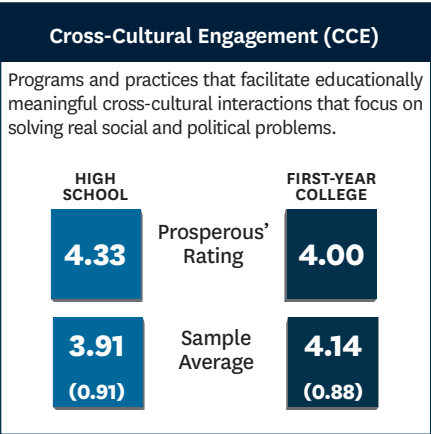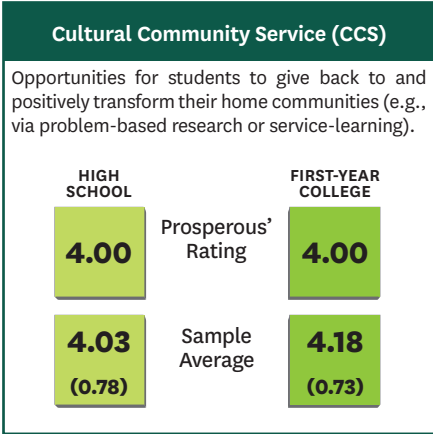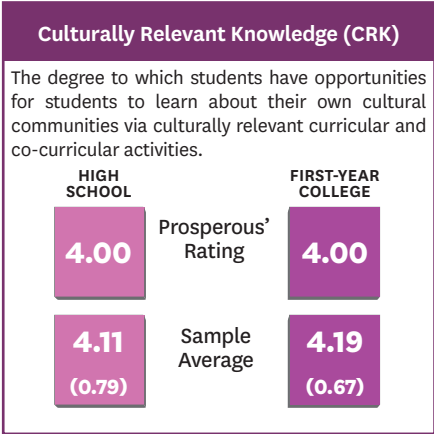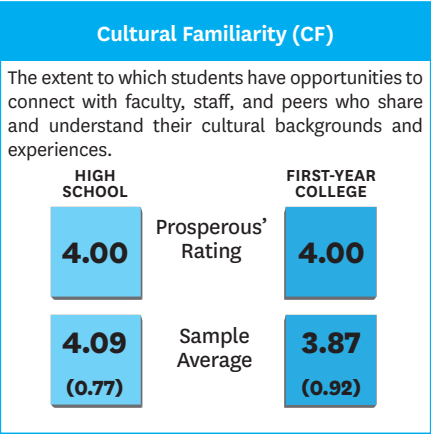
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Prosperous' Rating	4.00		4.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Prosperous' Rating	4.00		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Prosperous' Rating	4.00		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Prosperous' Rating	4.33		4.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Prosperous' Rating	4.00		4.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
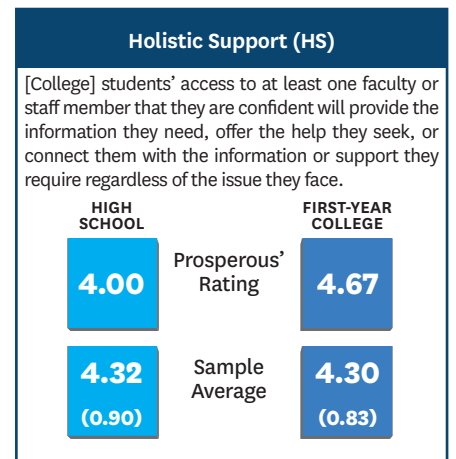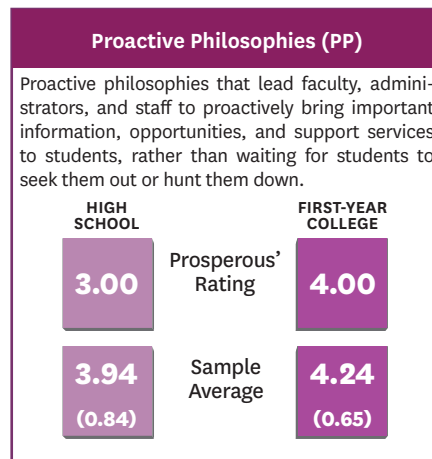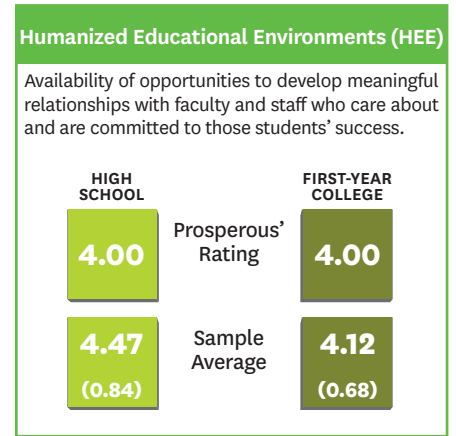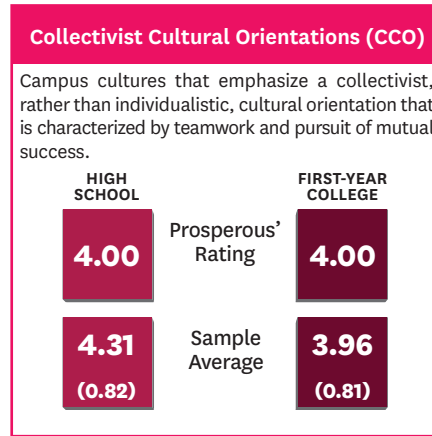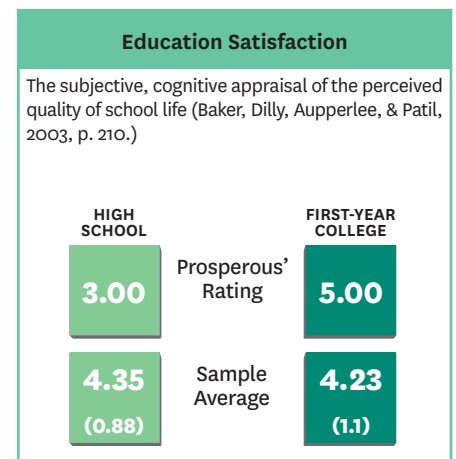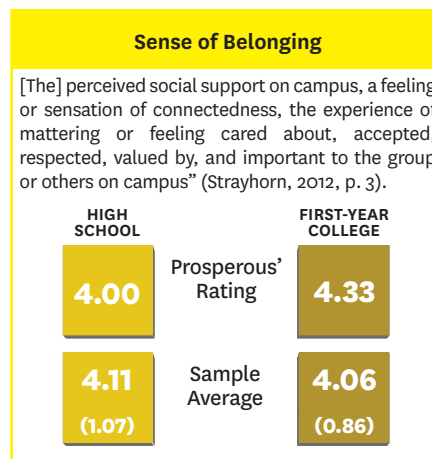
Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Prosperous' Rating	4.00
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Prosperous' Rating	4.00
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.00	Prosperous' Rating	4.00
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Prosperous' Rating	4.67
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Prosperous' Rating	4.33
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.00	Prosperous' Rating	5.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Prosperous is currently a junior music major attending a public university on the West Coast with a full scholarship. She is a first-generation college student. She is originally from a major U.S. city on the West Coast and graduated from CPHS in 2016.

HIGH SCHOOL EXPERIENCE

Before she attended CPHS, she had already decided to attend college. Her family also played a significant role in motivating her to pursue higher education. When reflecting on her experience at CPHS, Prosperous had mixed feelings. On the one hand, she enjoyed her interactions with some teachers, coursework, and extracurricular activities. For example, Prosperous shared that her experience of distributing care bags to homeless people in the downtown area of the city was her most memorable and meaningful event at CPHS. On the other hand, she expressed her disappointment toward the lack of support from the school for Black students and her bad experience in some courses.

COLLEGE PREPARATION

Prosperous took the college-readiness course during 11th and 12th grade; however, her college selection was *not* supported during the course. She intended to attend one of the Historically Black Colleges and Universities (HBCUs), where she felt she would have a stronger sense of belonging, as well as a better chance of obtaining leadership experience. Her college-readiness teacher, who also identified as African American, did not support her decision. The reason this teacher did not support Prosperous' choice was twofold: 1) the HBCUs were not located in California, and 2) less financial aid would be available to assist out-of-state student enrollment. There was one other incident that made Prosperous feel like she could not trust her college-readiness teacher. Prosperous learned that an HBCU on the East Coast where she had applied never received her academic transcript. Her college-readiness course teacher was responsible for sending out the transcripts.

When talking about her experience in the college application process, she commented that it was not very complicated, but she had to learn how to utilize the website for applying for financial aid through the FAFSA (Free Application for Federal Student Aid). Despite her success in completing applications, she wished that she had a chance to learn more about programs for first-generation students and students of color. She commented, "I think [Educational Opportunity Programs (EOP) or services for first-generation students and students of color] is important ... and they have scholarships. I think it's also [important to] make sure that the students understand what EOP is, what it provides, how the students can get involved, stuff like that with the [college] application process."

She received acceptances from several universities. She chose her current university because the school offers a music program that caught her interest. However, as a music major, she felt that the curriculum at CPHS did not provide any art-related courses or extracurricular activities. She would suggest that CPHS offer more course options to students with different interests.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Prosperous commented that the workload at CPHS prepared her very well for college. She felt like she benefited a lot from the heavy workload of the English and history classes at CPHS. She stated, "It was a good transition in regard to that because we already had a heavy workload. So, going to college is like, oh, I could change my schedule, and I'm used to this already…" In contrast, she struggled with both math and science courses. She had to take the pre-math classes at college for two semesters. She mentioned that her bad experience with a math teacher at CPHS contributed to her poor performance in a college math course. She said, "He made me feel unteachable, and that was one of the reasons why I didn't want to continue in the math class and the reason why I felt discouraged is because…if he doesn't seem like he wants to teach me, so why would I even push even harder?"

The substantial class discussions at CPHS formed her critical thinking and communication skills. She commented, "In college, I found myself always talking about and always participating in all discussions, and you know, having that at CPHS was what prepared me to be confident enough to [ask] questions in front of the class or even just express how I feel or what my opinion is. So that really helped me with discussions and learning about how to ask questions and being okay with it."

OVERALL COLLEGE EXPERIENCE

Prosperous received a full scholarship to attend college through a nonprofit organization. She obtained the scholarship through a nonprofit organization that supports underserved youth. Prosperous loves college, and she feels that her college allows her to learn more about herself. She stated, "I feel like definitely going to college, you really learn about yourself…and who you want to be and who you are going to be." She also talked about her relationship with God. She commented, "I've gotten closer to God… I've called for my own journey, and everyone's called for their own journey, everyone has their own testimony. I've learned so much about me personally and just spiritually and just everything God has for me."

INVOLVEMENT

Prosperous was not only busy with school but also occupied herself with an on-campus job and student organization responsibilities. She shared, "I like to find ways to be a better person, be a better leader, to find new talents or new things about myself that I've never discovered."

Prosperous rated her on-campus job as a resident advisor as one of her most valuable experiences in college. She gained so much knowledge through that position by hosting events, resolving conflicts among students, and coordinating different programs. She also practiced her leadership skills in the Black Student Union. She found it to be a great way to work with other Black students to build up the Black community on campus.

As for the interaction with professors, she sincerely appreciated having one particular professor's classes. She stated, "I feel like he's been my favorite professor because he really wants to get to know who I am personally and having that person who is there for you. And he's Black, too. So, having that person who you relate to—culture, background—and who actually wants to get to know you and wants to see you succeed and not just want to get paid."

Prosperous learned to utilize different resources on campus. For instance, Prosperous used the services from the learning center for Sign Language and math. She also found peer tutoring to be very helpful.

ACADEMIC AND CAREER ASPIRATIONS

In the first two years of college, she almost completed all of her general education courses and was doing well. She felt pretty confident about her efforts to study and get good grades. As a junior, Prosperous revealed that she had not passed all her courses in college thus far. She reflected that the sophomore and junior years became challenging for her, especially since she had so many extracurricular responsibilities. It seemed that the mentality that she formed in high school also affected her academic performance. She stated, "It's really just been like the idea of doing the bare minimum to get by…and that's what I did in high school, too, even though I know that I'm an A student, and so I'm still getting into the groove of finding that balance…" However, she realized that this mindset was hurtful, and she took more effort to study and have more balance.

When talking about her short-term goals, she says she wants to obtain her bachelor's degree. In the long term, she sees herself earning a master's degree. After graduation, she wants to pursue a career in theater, and hopefully go to Broadway or have a position in the performance field.

RECOMMENDATIONS FOR CPHS

She had the following suggestions for CPHS:
- The school should have more teachers with different ethnic backgrounds so that all students feel more connected with the teachers.
- The school should hire teachers who have a passion for teaching. Accordingly, the teachers will be more caring toward students.
- Incorporate more programs with music and art. More creative programs will help students who are interested in having music and art as their area of study and career plans.
- Provide more class options for students. Instead of only offering Spanish and English, the school could have French and Sign Language for students.

Stacey
CPHS Class of 2016
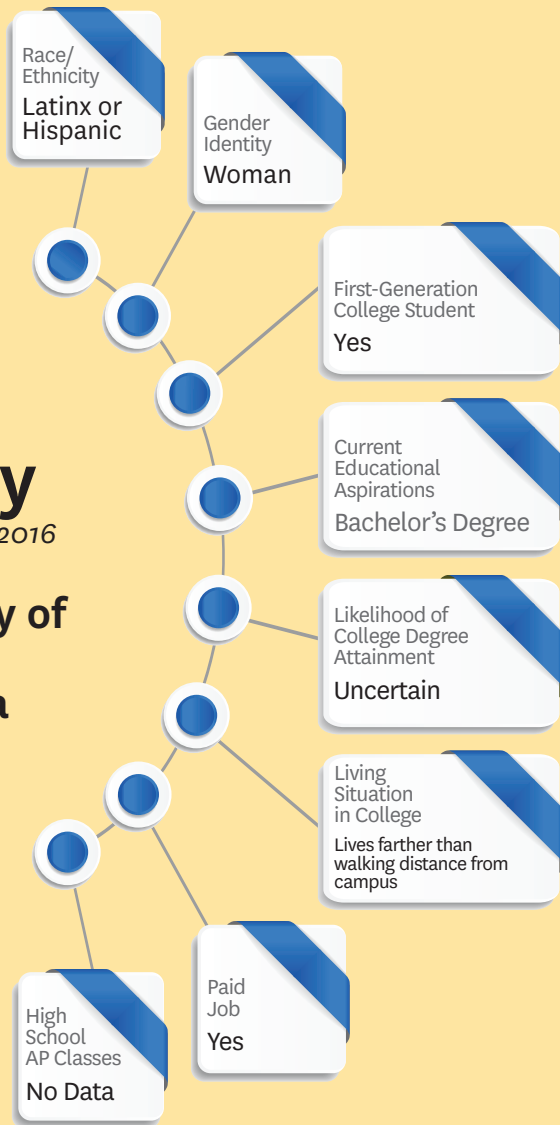
University of Southern California

- Race/Ethnicity
  Latinx or Hispanic
- Gender Identity
  Woman
- First-Generation College Student
  Yes
- Current Educational Aspirations
  Bachelor's Degree
- Likelihood of College Degree Attainment
  Uncertain
- Living Situation in College
  Lives farther than walking distance from campus
- Paid Job
  Yes
- High School AP Classes
  No Data

University of Southern California Graduation Rates

78%
Likelihood of graduating in four years for all students

92.1%
Likelihood of graduating in six years for all students

91%
6-year graduation rate considering Stacey's Race/Ethnicity

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Stacey first attended CPHS in 9th grade and transferred to another school for 10th grade. She decided to go back to CPHS in 11th grade when she learned from her friends that the school was now more organized. In high school, she benefited from ACT preparations and holistic support from her advisor. CPHS encouraged Stacey to apply to a handful of universities. She mentioned that the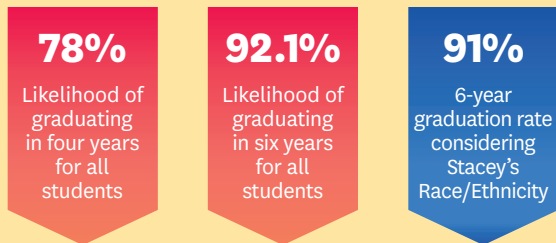 university she now attends was her dream school. When she received the acceptance and financial aid letter from the university, she cried. She not only got accepted by her dream school, but the university offered the most competitive financial aid package.

COLLEGE EXPERIENCE HIGHLIGHT

Even though Stacey attends her dream school, she has had a difficult transition to college in her first year. She gradually adjusted to her new environment with the help and influence from on-campus resources, staff, work, and the student organizations she joined. Upon entering her sophomore year, Stacey decided to drop the biochemistry major and solely pursue contemporary Latino American studies with a minor in education instead. Her job as a tutor for elementary kids sparked her interest in being an elementary school teacher. She then added education as her minor. She plans to finish her bachelor's degree then pursue her master's degree in education.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
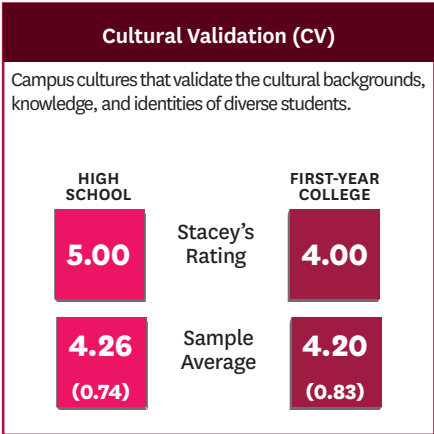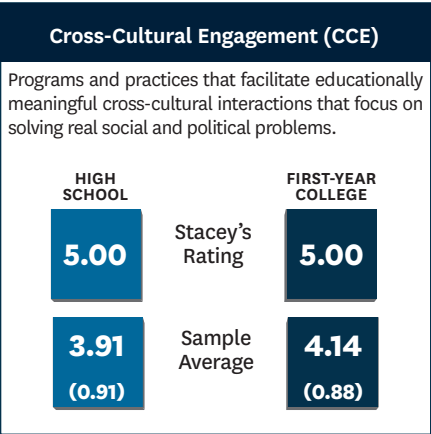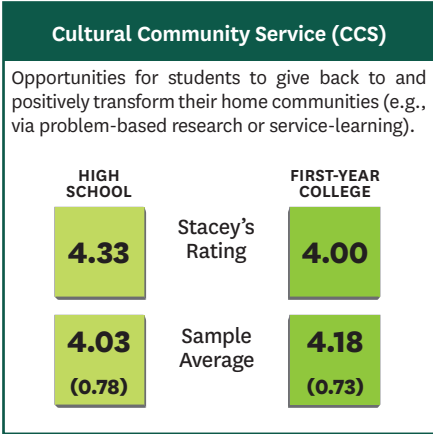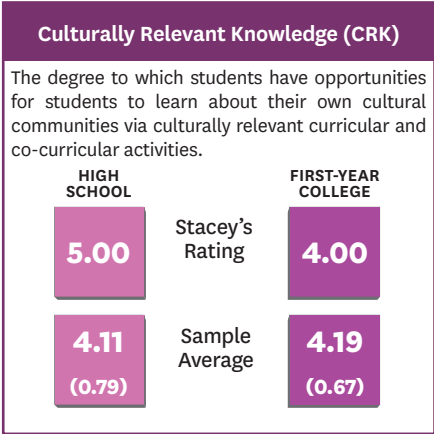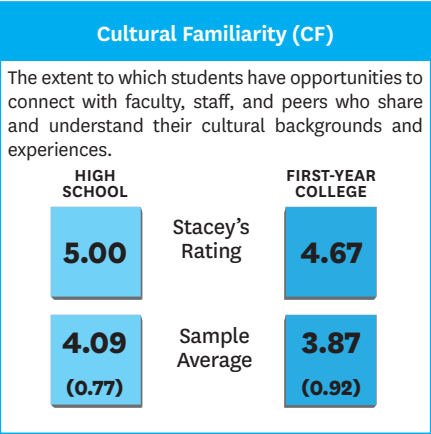
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		4.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	4.33		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		5.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		4.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
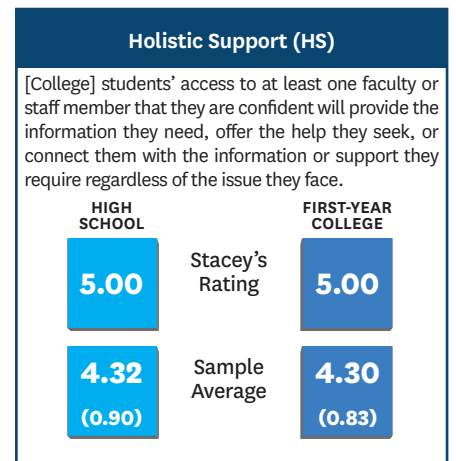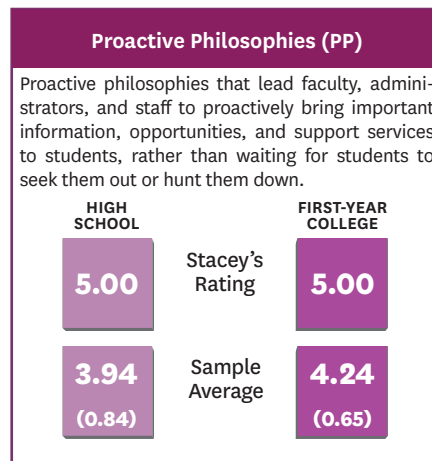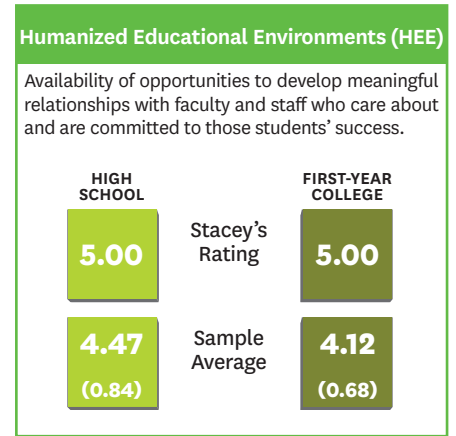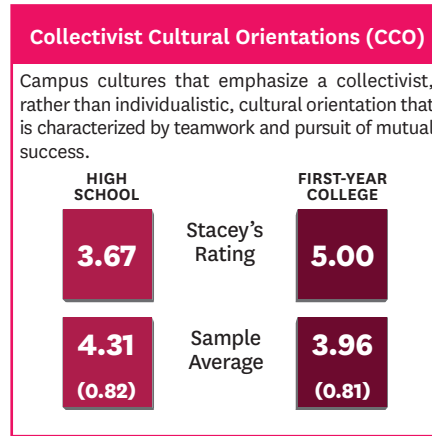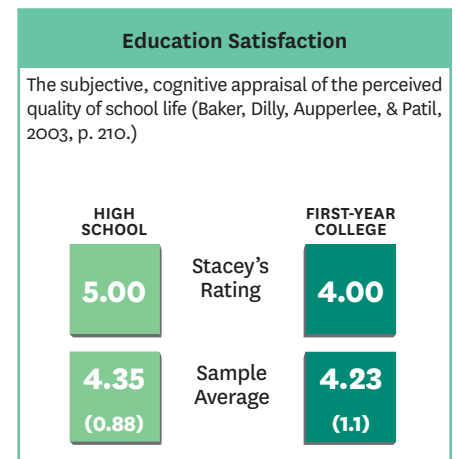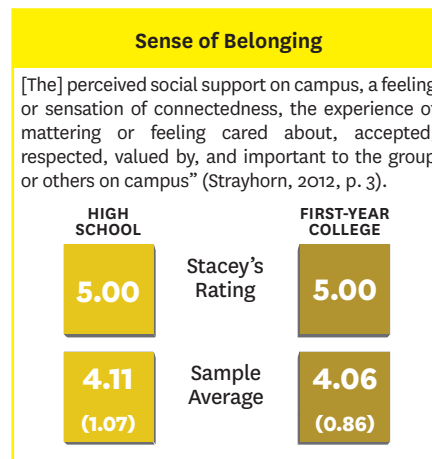
Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	3.67		5.00
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		5.00
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		5.00
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		5.00
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		5.00
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stacey's Rating	5.00		4.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Stacey is currently a junior at a private research university on the West Coast. She is majoring in contemporary Latino American studies with a minor in early child development. She started at the university with the intention of completing two majors but has since decided to leave bioengineering to focus on contemporary Latino American studies.

HIGH SCHOOL EXPERIENCE

When Stacey began attending CPHS, she knew she wanted to go to college. For 10th grade, she transferred to a public high school because she did not feel that [CPHS] "had their structure put together." For 11th grade she went back to CPHS after learning that the school was much more organized. She was an active member of several clubs and sports, including yearbook, art, volleyball, and soccer. She was happy about her decision to return to CPHS and eventually graduate from there.

COLLEGE PREPARATION

At CPHS, Stacey benefited from ACT preparations and holistic support from her advisor, who helped make accommodations to take the test at CPHS instead of a testing center. It helped with her test anxiety to be in a safe and comfortable environment, which then improved her score for the second time. She received a lot of help from her advisor and felt very comfortable asking her advisor for information and advice on how to address problems that she encountered. Going into college, she planned to be on a pre-pharmacy track as a biochemistry major because she was interested in a medical career. She said, "Two of my sisters are nurses, and one of my cousins works in the medical [field]…I want to help people, and I want to be like them when I grow up."

CPHS encouraged Stacey to apply to a handful of universities. She mentioned that the university she now attends was her dream school. When she received her acceptance and financial aid letter, she cried. She not only got accepted by her dream school, but the university offered the most competitive financial aid package, too.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Stacey felt that it was a big transition for her to go from a small high school to a large university. Even though Stacey attends her dream school, she had a difficult transition to college in her first year. She described her situation, "It was a big adjustment. I was not happy with my grades. But it was mostly because I was adjusting to school and adjusting to a whole other life situation that I wasn't used to." Stacey had a very close relationship with the staff at CPHS, and she felt very comfortable reaching out to them for help in this time of need.

In comparison, it was harder for her to connect with people when she was at her university. At CPHS, she was used to being an outstanding student. In college, she was still adjusting and trying to figure out how to do well in college. She stated, "It took me time to adjust to everything, and I wasn't doing very well when I took class[es], so I was just like, this is new to me, and it's scary, and I don't want to fail."

OVERALL COLLEGE EXPERIENCE – INVOLVEMENT

Stacey gradually adjusted to her new environment with the help from on-campus resources, staff, work, and student organizations that she joined. She went to the on-campus learning resource center and improved her skills in time management, meditation practice, and mindfulness training. These skills improved her academic performance. As a soon-to-be junior, she developed strong bonds with her academic advisor. She said, "I can go to her, mostly with everything." Stacey also works in the IT department for 15 hours per week, and she gets along with her bosses very well. Her bosses and coworkers support her, particularly when times are tough at school.

Her participation in the marching band brought her a lot of joy, friends, and inspiration. However, because the marching band is very time consuming, she was not able to focus on her academics in her first year. She then realized that she needed to improve her time management skills to balance her studies and extracurricular activities.

Another issue Stacey brought up was her mental health struggles. At times she felt like an impostor in college. She talked to her friends who are also first-generation college students and realized that she was not the only one who felt like an impostor and that others also felt like they: that she was not the only one who felt like they do not belong in college. She also researched impostor syndrome and sought help from her health care provider.

ACADEMIC AND CAREER ASPIRATIONS

When Stacey entered her sophomore year, she decided to leave her biochemistry major. She reflected on her first year when she wanted to be on a pre-pharmacy track, but the chemistry and biology courses in college were very challenging. Meanwhile, she was enjoying her Spanish literature course. Thus, she decided to switch majors to contemporary Latino American Studies only. Her job as a tutor for elementary school children sparked her interest in being an elementary school teacher, so she added education as her minor.

She plans to finish her bachelor's degree then pursue her master's degree in education. She said, "Because of my education class, knowing the system that education works on... I want to be more knowledgeable on education to better improve it for two or three generations."

Among all of her college experiences, she mentioned being independent, which developed at CPHS, was essential to her success. It helped her figure out her schedule, delegate energy, arrange her calendar, and ask for help when needed along the way. Her two years of college experience led her to realize that the following skills are essential for college success: time management, realizing what you feel before it gets too difficult, and knowing when to reach out.

RECOMMENDATIONS FOR CPHS

While she enjoyed her CPHS experience, she does have a couple of recommendations. She stated, "Have a lot more student performance tasks, which just prepares you to give presentations and be more innovative." She also mentioned that it would be helpful to educate students about mental health issues early on and organize a cultural club. She also highlighted the close relationship with her advisor helped her a lot, and she hopes that continues for future students.
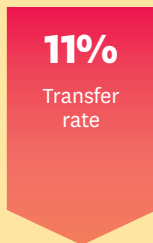
Mark

CPHS Class of 2017

El Camino College

Race/Ethnicity
Black or African American

Gender Identity
Man

First-Generation College Student
No

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

High School AP Classes
Yes

Paid Job
No
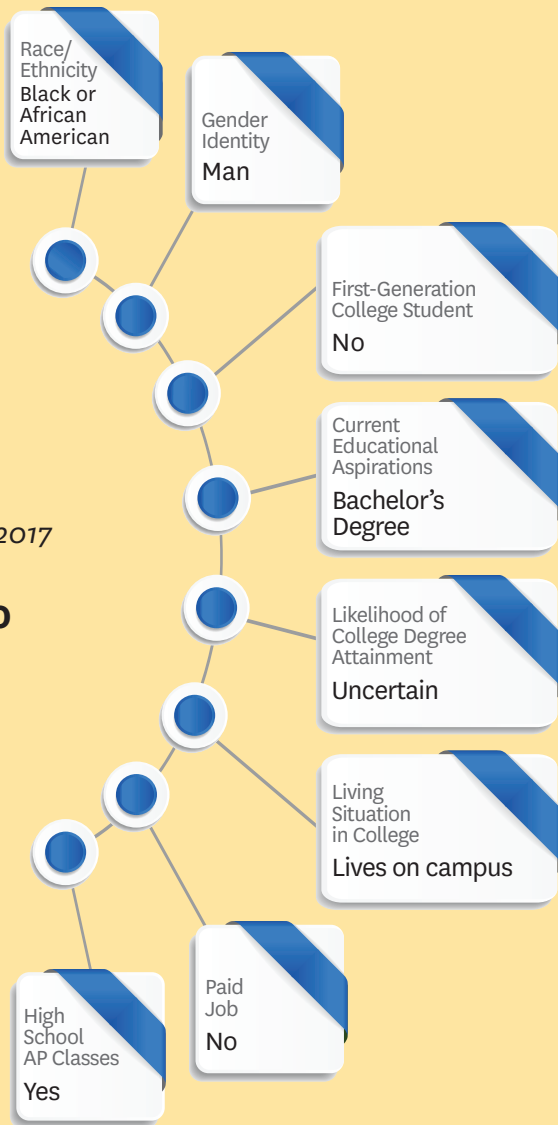
El Camino College Transfer Rate

11%
Transfer rate

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Mark began to consider college around 10th grade because of the perspective CPHS gave him. He learned to adopt different strategies to effectively work on a team from the assignments and group projects that were assigned at CPHS. He also appreciated the interaction with so many teachers at CPHS. Mark's training in the college readiness course helped relieve his anxiety. Mark was worried that he wouldn't be accepted by any colleges but was eventually accepted to four universities. Ultimately, he decided to attend a community college because he was more comfortable with the pace.

COLLEGE EXPERIENCE HIGHLIGHT

Mark attends a community college as a business administration major with the goal to transfer to a four-year university. He felt fairly prepared for college, but expressed his frustration with the cancellation of his financial aid in his second year. When talking about the transfer application process, he expressed feeling comfortable because he received a lot of support from his mom. He also makes an effort to attend workshops and events about transferring that are held at his institution.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
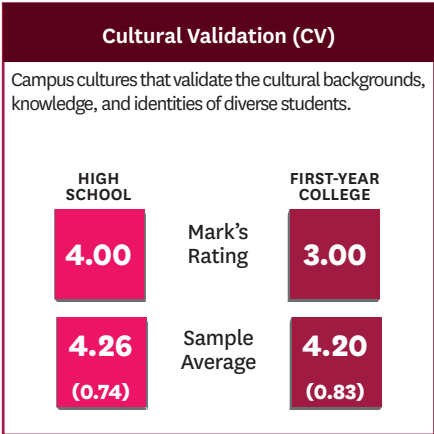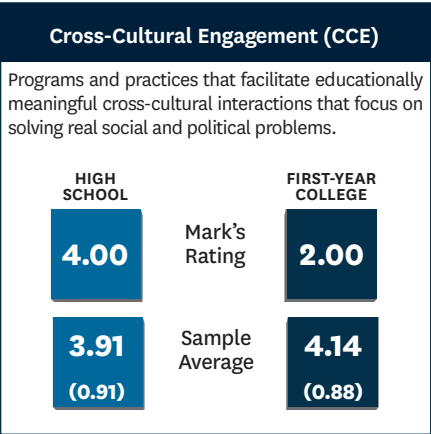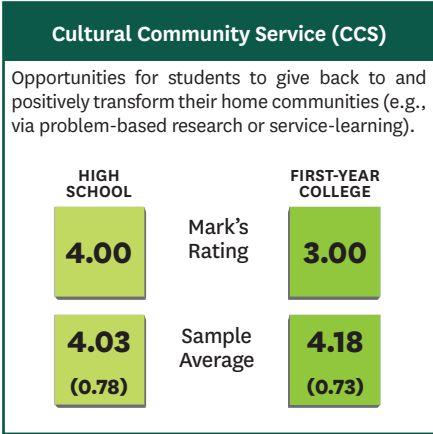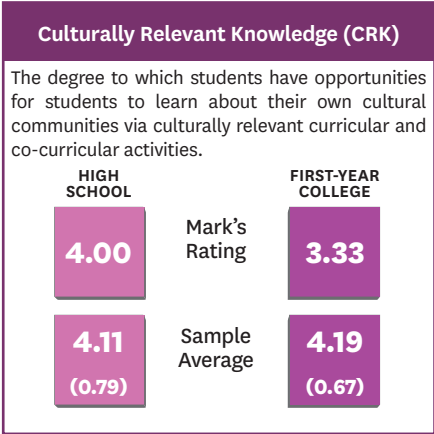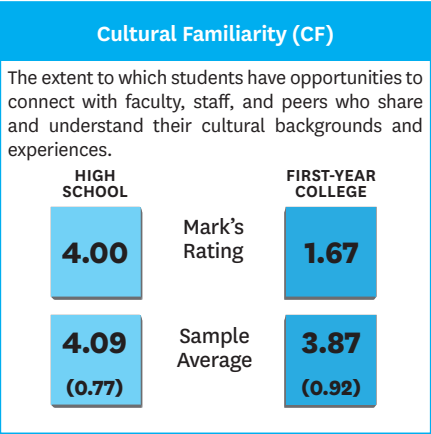
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		1.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.33
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		2.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
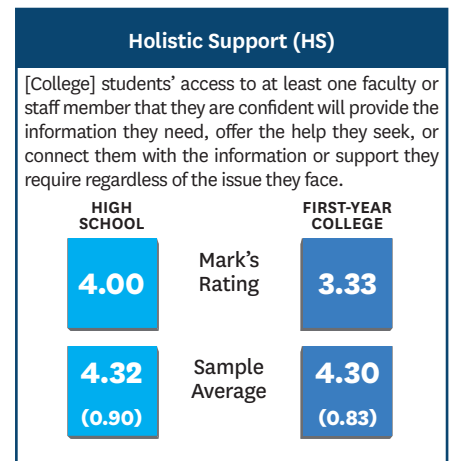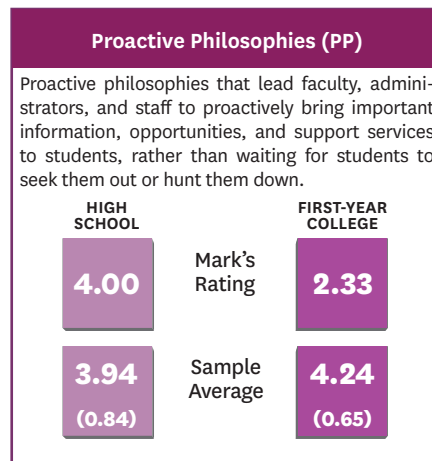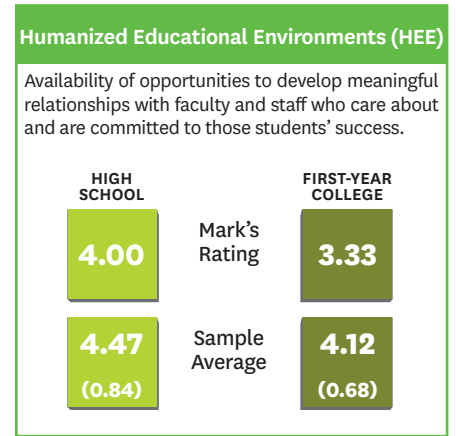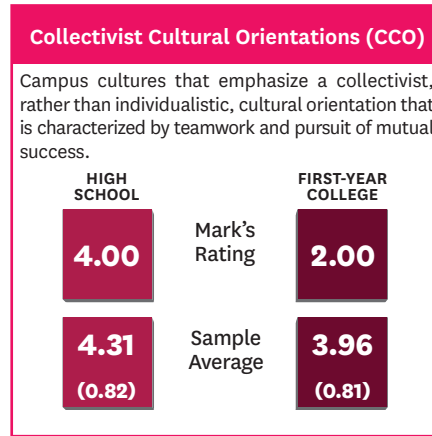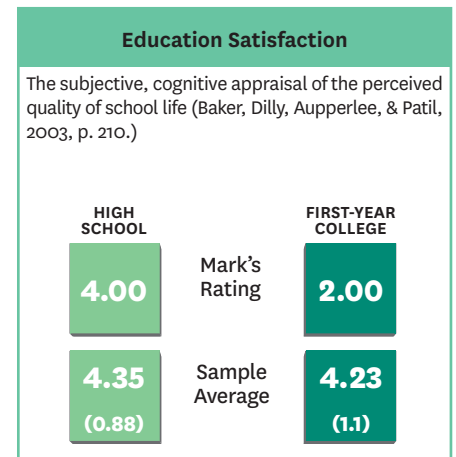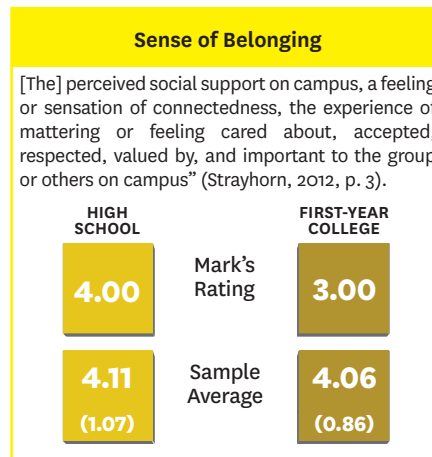
Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		2.00
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.33
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		2.33
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.33
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		3.00
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mark's Rating	4.00		2.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Mark, originally from a major city on the West Coast, is currently a second-year business administration major at a community college that is also on the West Coast. He aims to transfer to a public, four-year state institution as a business major. He graduated from CPHS in 2016. He first attended community college seeking to major in engineering.

HIGH SCHOOL EXPERIENCE

During Mark's high school years, CPHS required that he become familiar with the college system, college-level coursework, and the resources available in college. Mark began to consider college when he was in 10th grade at CPHS, which works to cultivate students' aspirations for college. He noted, "[CPHS] kind of gave me a bit more perspective on what college expects from us as students. They really got you down to the point of understanding how serious it is to become competitive and become strategic in how you approach certain things and how you accomplish certain goals." From his perspective, the curriculum motivated students by building up students' college readiness and academic self-confidence. CPHS also created an excellent professional environment.

Mark was part of the Associated Student Body (ASB) and the AMC club, a club that discussed anime, movies, and video games. His involvement in ASB was very meaningful to him. He explained, "I was also part of this thing called the AMC, which was a club that gathered people who had geeky interests, like anime, movies, video games, stuff like that, something that made certain people in high school feel like such outcasts, because that sort of stuff does make you wonder if you were going to have any friends. So, it allowed people to come together and make a group where they felt happy, safe, and comfortable, and I was pretty happy to be part of that." He felt that CPHS always tried to create professional environments for students. The students learned how to dress, act, and talk professionally. From various types of group projects, he learned to adopt different strategies to work effectively within a team setting. He also appreciated the interactions with many teachers at CPHS. He explained that even though the teachers were strict, they always explained what the students did right and wrong so that the students could learn from their experience. His senior year math teacher shared a valuable life lesson with Mark that impressed him. He recalled, "We shouldn't let certain people's expectations get to us and how we should break through those expectations and then move on to what we want for ourselves."

COLLEGE PREPARATION

The college-readiness course at CPHS set expectations for students about how they should navigate their college applications and how they should make their decisions. Mark stated, "[CPHS] really did give you a good hint on what to take as the highest priority to lowest priority based on what you wanted to be able to do in the future. So, they really give you the heads-up on everything you thought you would be doing in the future; what career you had, what kind of programs you want to be a part of, what kind of extracurricular classes you wanted to do." Furthermore, the course was very informative for Mark in terms of college resources and scholarship programs for minoritized groups.

Mark's training in the college-readiness course helped relieve his anxiety. Mark was worried that he was not going to get into any college. However, he was accepted by four of the universities that he applied to. He was amazed by the results and gave the credit to CPHS. He asserted, "[CPHS] does get you out of your shell, they do convince you that you actually have a little more power than you think you do as a student…they do give you a lot of help along the way, so it made things a little bit less stressful so you wouldn't have to worry about [so many circumstances]." CPHS also provided students with clear step-by-step instructions for college applications, which made the process straightforward and quick for Mark. In addition to the college application preparation, CPHS motivated students to achieve higher goals by sharing encouraging stories of how students got admitted to top universities, not just because of their grades.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Mark chose to go to his community college at first instead of attending any of the four universities where he was accepted. He mentioned that CPHS explained the benefits of community colleges to students such as cost-effectiveness, transfer rates to a four-year institution, and the option to obtain an associate degree. His mother also influenced his decision. He stated, "I could just keep a certain pace and not rush myself so much that I'm working myself down to the bone."

The CPHS experience positively impacted Mark's adjustment to college-level studying. For instance, CPHS introduced students to new studying tactics to help students with different learning styles learn more efficiently. CPHS also trained the students on the way they can interact with teachers so they could adopt the appropriate manners for college professors. The CPHS group projects modeled the college study groups well and helped students learn good teamwork. Moreover, the strict rule about deadlines in CPHS also prepared Mark for college. He said, "They're definitely not forgiving at all with the deadlines, which is necessary, because they're trying to simulate the college experience." Mark felt well prepared for college life, commenting, "I must admit, they did give me a lot of insight on what I'm going to be doing, and from what I can tell, it's the exact same thing that I was experiencing at CPHS."

OVERALL COLLEGE EXPERIENCE

Mark's attitude toward his college experience changed from the first year to the second year. He felt well prepared for college at the time of his first interview. He stated, "I feel pretty prepared for college. I must admit, they did give me a lot of insight on what I'm going to be doing, and from what I can tell, it's the exact same thing that I was experiencing at CPHS." However, his attitude shifted by his second interview. He felt unprepared because he did not expect the volume of information that would flood in and that he would need to compile research at the beginning of the class. However, with exposure to the coursework, he began to understand how to keep pace and succeed academically.

Mark expressed his satisfaction, as well as disappointments, in his college experience thus far. He felt that it was a smooth transition to community college, and the commute was not bad. On the other hand, Mark was very frustrated with the cancellation of his financial aid in his second year. As a result, he struggled to keep

up with tuition payments. Mark was able to make payments without needing to apply for a student loan. He was also upset about the interaction with some of his professors because some of them were not very supportive. He explained, "Most of them aren't exactly the most approachable because of the fact that they don't exactly explain things all that perfectly."

Mark's main goal at the community college is to transfer to a four-year university, but he was worried. Mark was concerned about adjusting to both the people and systems from community college to university, much like high school to community college. When talking about the transfer application process, he felt comfortable because he received a lot of support from his mom. They worked together to set up plans, such as researching which schools best fit his needs and what courses as well as how many credits he should take to maintain good grades.

INVOLVEMENT

During his time at the community college, Mark focused on preparing for transfer to a four-year university. He was highly involved with workshops and events. He mentioned his experience in a college seminar where he obtained the information of certain schools, the recommendations for transfer requirements, some programs that could help to improve academic standing, and scholarship programs.

Mark has sought help from the tutoring center and the counseling center. He is somewhat disappointed about his interactions with professors because some professors were not quite approachable for discussion and others did not deliver instructions. Their answers often made things more complicated. Therefore, Mark needed to educate himself about course concepts.

ACADEMIC AND CAREER ASPIRATIONS

During his second year of college, Mark changed educational goals. Instead of pursuing an engineering major, he decided to pursue business administration as his major. He always liked the professional atmosphere in business and the teamwork elements needed for solving business problems. Mark intends to transfer to a four-year, public institution in state. He aspired to have a Ph.D. degree when we interviewed him in the first year; he now plans to obtain a master's degree after earning his bachelor's degree and working for several years.

When talking about career goals, he showed a high interest in obtaining an internship. He said, "I want to grab an internship to get hands-on experience in the workforce so I won't be confused as soon as I step out…since the courses do not do that good of a job showing you how the stuff implements itself. So, I want to try to get my foot in [the door]." After graduation, he would like to take a managerial accounting position at a business firm or possibly become a restaurant manager. He chose these two positions because he enjoyed giving people financial advice and was interested in applying different strategies to compete with other restaurants.

RECOMMENDATIONS FOR CPHS

When asked about suggestions to improve CPHS, he said, "The teachers should spend more time with freshmen and sophomore students to help them understand what to expect [in college]." He also encouraged the students to explore as much as they can, saying, "Have researched courses beforehand, do research as much as possible in school, on your possible major, take as much consideration to your interests and see how they line up before you tried to get to your career." He also suggested that CPHS should host a seminar to gather students to discuss and inspire each other to succeed in education.

Scarlet

CPHS Class of 2016

Cal State East Bay
transferred to
Lone Star College

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Doctoral or Professional Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives within walking distance to campus

High School AP Classes
No Data

Paid Job
Yes

Lone Star College Transfer Rate

21%
Transfer rate

Profile #8
Scarlet

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Scarlet began attending CPHS her sophomore year, after attending four high schools her freshman year. She felt connected to and supported by the teachers and principal of CPHS, especially as she struggled with family matters during high school. When Scarlet started taking the college-readiness course her junior year, she was not very excited, because she wanted to join the military. After going through the college preparation curriculum, she ended up selecting a public four-year state university on the West Coast because of its financial affordability.
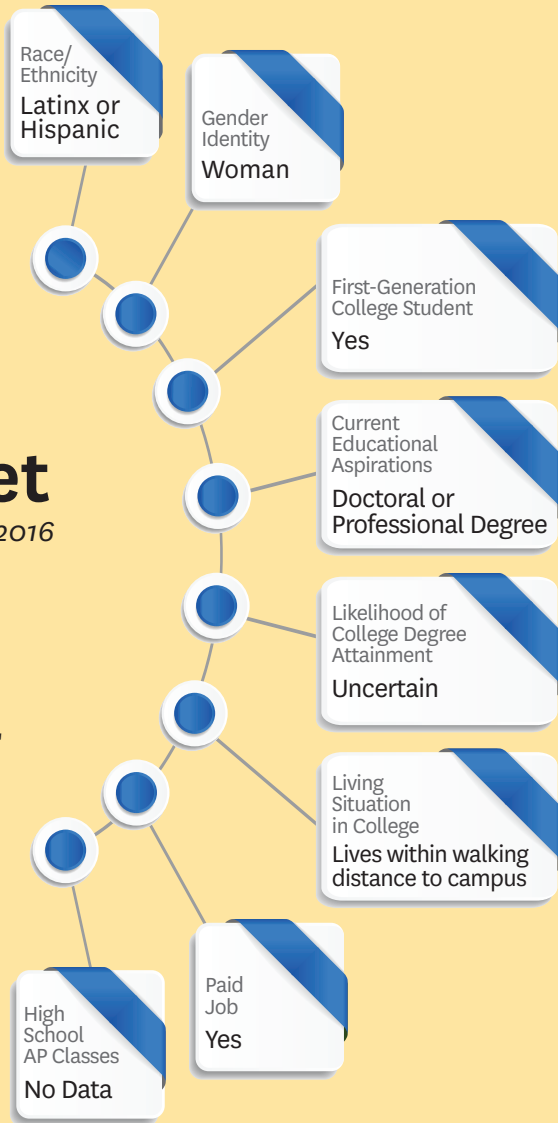
COLLEGE EXPERIENCE HIGHLIGHT

Scarlet's transition to college was difficult both socially and academically. After about a month and a half at her institution, Scarlet decided to return home. Scarlet felt like she needed to spend time to "heal" from previous experiences in her personal life, as well as her anxiety and depression. Her CPHS alumni coordinator and teachers supported her. Scarlet then got married to her husband, who is in the army. They moved out of state as part of his job. Scarlet and her husband recently had their first child. Scarlet was attending a two-year community college and studying early childhood development. She plans to return to school.
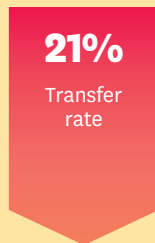
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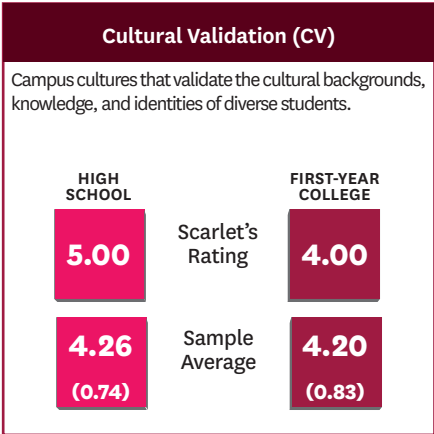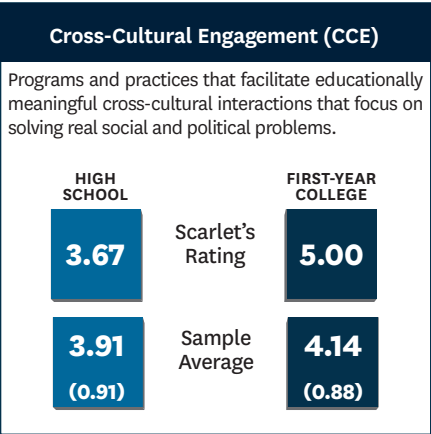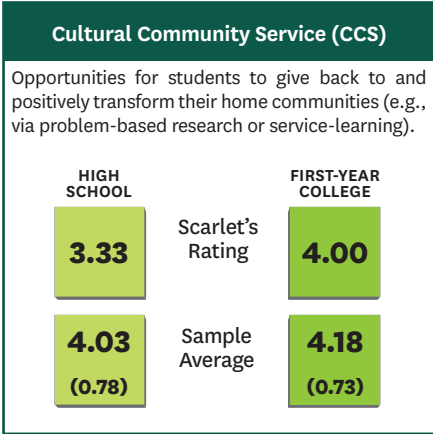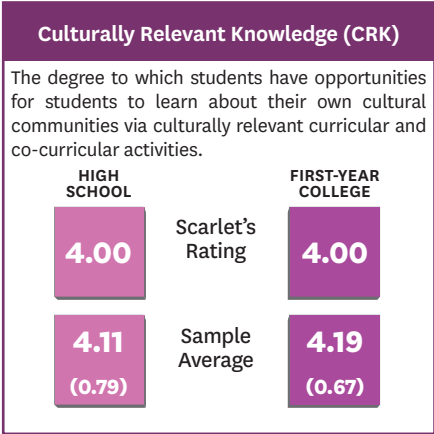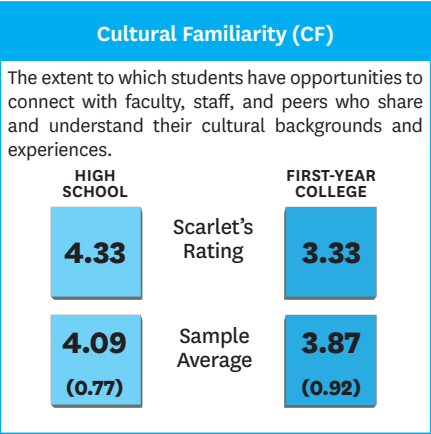
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To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Scarlet's Rating	4.33		3.33
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Scarlet's Rating	4.00		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Scarlet's Rating	3.33		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Scarlet's Rating	3.67		5.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Scarlet's Rating	5.00		4.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
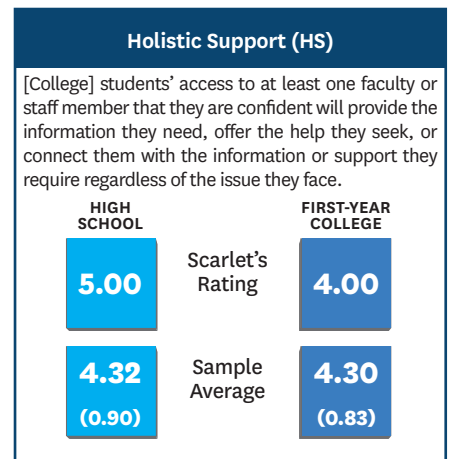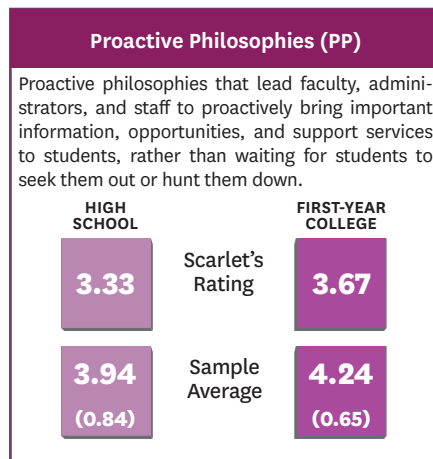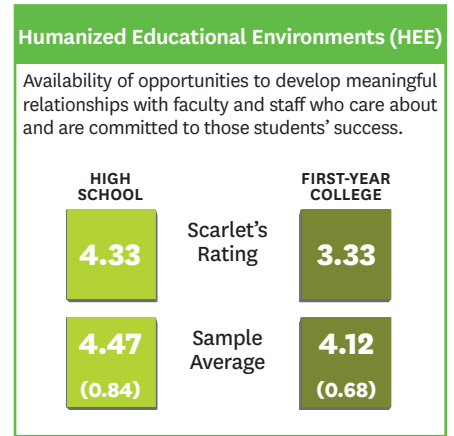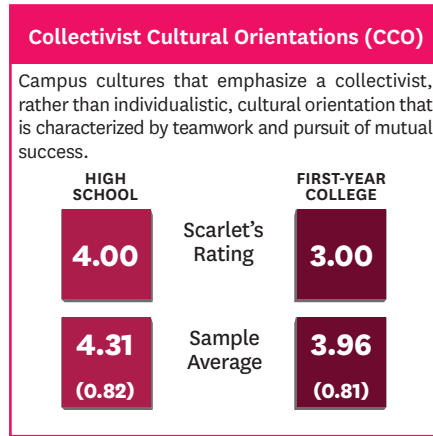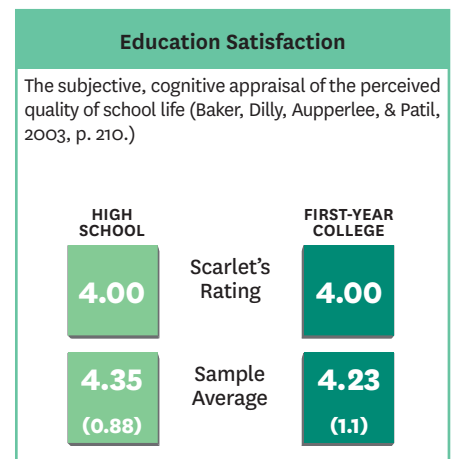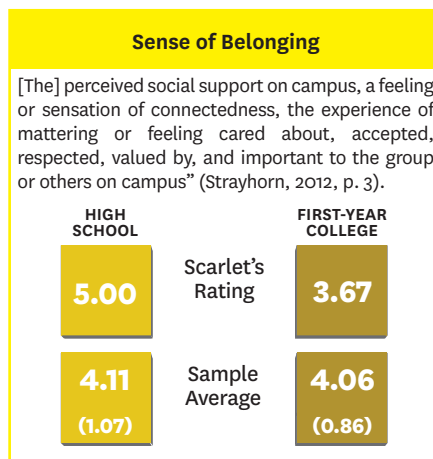
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Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

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4.00	Scarlet's Rating	3.00
4.31 (0.82)	Sample Average	3.96 (0.81)

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Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

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4.33	Scarlet's Rating	3.33
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.33	Scarlet's Rating	3.67
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Scarlet's Rating	4.00
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Scarlet's Rating	3.67
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Scarlet's Rating	4.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Scarlet is a former foster youth. She is currently residing in the Southwest with her husband and child and is planning to begin classes at a local community college to study early childhood education.

HIGH SCHOOL EXPERIENCE

Scarlet began attending CPHS for her sophomore year, after attending four high schools her freshman year. She shared that during her freshman year she "had pure Fs in school." However, once she started attending CPHS, her high school experience completely changed. She believes it had to do with her advisor. She explained, "She was really supportive and always there. And I had stuff going on at home, so I felt comfortable opening up to her, and then the more I opened up to people, the more support I got from my school. So, when I went to school, I felt like it was more of a home, so it would make me actually want to go." She is proud to note that she hardly ever missed a day of school and maintained a 3.0 GPA throughout the rest of her time at CPHS.

She also felt connected to the teachers and principal at CPHS. Scarlet struggled with personal family matters in high school, and one day the principal opened up to her about something personal in his life. She shared, "It was kind of similar to mine, so it made me think, okay, this is someone that never opens up about their personal past, and it surprised me that we had related pasts. So, I have seen how far he went and what an amazing guy he is, so it made me actually sit down and think about my life, and I was like, okay, it wouldn't hurt to try to go to college instead of just dropping out." Scarlet's interaction with the CPHS principal allowed her to realize that attending college could be a promising opportunity for her.

COLLEGE PREPARATION

When Scarlet started taking the college-readiness course during her junior year, she was not very excited. She admitted that she thought, "Oh my god, there's no point to this." However, later she realized it could be "a big help" and allowed students to "find everything [they] need to do." From a young age, Scarlet had planned to join the military. She explained, "I always wanted to go into the Marines. This was all before [CPHS], and then once I went into [CPHS], it was more of a school—I'm not saying they don't support students who want to go to the military, but they have their mind set on college is better, and the military is not something you want to do, and if you do, it's better to go to college and then the military. So, the mindset is just go to college first." Scarlet's journey at CPHS led her to "actually want to go" to college.

Although Scarlet was accepted to her "dream college," she ended up selecting a public four-year state university on the West Coast because it "was financially most available." However, she feels that it "ruined" her decision. She said, "I ended up picking a college I didn't like." She also did not have the opportunity to visit her selected institution before committing. She reflects that she wishes she did, stating, "I wish I would have went to view the school, see the dorms and everything, and then see if that's what I wanted—but I just went straight to, okay, this is a good college, I'm going to accept it, there's money for me to go to college—but then I wish I would have done all that, as I was told."

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Scarlet felt excited as she prepared to attend her public four-year state institution. However, she admitted, "My first day, I was really sad. I wanted to go home already. I'm like, what am I doing here?" She attributes some of her loneliness to not knowing many people in her residence hall. She had a suite-style residence hall with ten other women. Scarlet explained, "I wasn't going to sit down and open up about my life, how I felt. So, I would mostly stay in my room."

Despite the transition issues with her suite mates, Scarlet shared that she did try to reach out for support, which she learned at CPHS. She stated, "I knew not to be scared and to ask for help." She admitted, "Once I actually tried

going out and going to my classes, I realized I did kind of like college, but when it came down to it, dorm life was not for me." She did try to make other friends through clubs on campus. She elaborated, "There was a hiking trail right next to my dorm, I like hiking and walking, so I would have other friends from other dorms, and we would just walk there and talk about how we all feel, and most of my friends ended up going home, as well, so we all helped each other through the process, and what are the steps we have to do, if we do want to go home."

Scarlet's academic transition was difficult, as well. She believes that difficulty was the main reason she decided to leave. She explained, "I had 16 units, and then I was added to remedial classes. So, it was just way too much for me. Most of the classes were very easy, especially when it came to math since I love math. But when it came down to bigger classes that had 400 students, that's where I struggled the most, since I got used to smaller classes at CPHS and online. I wasn't used to being in a big lecture class and most of my classes were like that. So, I realized that a school with a lot of students was not for me, which made me realize that I wanted to go straight to an online degree." She missed the smaller class sizes and personalized learning models from CPHS, where there were more opportunities for engagement. The larger lecture-style classes with lots of students at her public university made it difficult for her to concentrate and left her feeling helpless. She admitted, "I was nervous and anxious, and I just wanted to run out the class. It's too many kids, everybody's loud, I can't concentrate."

After about a month and a half at her institution, Scarlet decided to return home. She tried to work with campus offices at her university to properly withdraw from her classes and residence hall but struggled to do so. She shared, "[CPHS] helped me more than [her university]." She contacted the alumni coordinator and informed him of her struggle finding support. He explained that he was actually going to visit her campus in a few days, so he would be able to help her in person. He also helped gather the appropriate information about withdrawing from the university, which she was ultimately able to do.

ACADEMIC AND CAREER ASPIRATIONS

In her first year after CPHS, Scarlet's career goal was to be a probation officer for juvenile students, with a planned major in criminal justice. She participated in a program in high school that supported juvenile students and enjoyed it. She elaborated, "I really liked it… I feel like they just need someone to support them… I don't like how a lot of the probation officers… don't really care about the students there. So, I just felt like if I were to go into that field, I would want to change it and maybe start my own nonprofit organization to help juvenile students go to college."

After returning home from her public institution, Scarlet felt like she needed to spend time to "heal" from previous experiences in her personal life, as well as from her anxiety and depression. Her CPHS alumni coordinator and teachers supported her. She explained, "They were really supportive about me not going back to school for a long time…because I felt peer-pressure from other people and was like, oh, I'm getting depressed. I can't go to school, but I still felt like I had to. So, when I talked to them, I was like, okay, you know what, it's okay not to go back to college right now. I have to worry about me and to better myself, and then once I'm in a good mindset, then I can go back."

Scarlet then married her husband, who is in the army, knowing they could potentially move to a new location. She planned on enrolling in an online degree program before she learned that she was pregnant with her first child. Her husband then received a transfer offer, and they decided to move to the Southwest, which they think is a "better environment" for starting a family.

Scarlet was attending a two-year community college and studying early childhood development. After the birth of her daughter, she reflected on her academic and career goals and realized she was more interested in jobs related to children. She explained, "I noticed that I would be happier in that job than my original plan." She also believes that other teachers and educators in her life inspired her interest to study early childhood education. She shared, "Teachers were able to change my mind and be there for me and care for me. It makes me feel like I want to do that for another student one day, too."

She hopes to transfer to a four-year institution within two years and eventually earn her license to teach. Her community college offers online classes, which she was specifically looking for so she can take care of her daughter. When she is ready to transfer, she feels comfortable with the process and knows where to access support. She said,

"I can always message my alumni coordinator and say, hey, I'm struggling with this. Is there any way you can help me? Is there any way you can help me look for internships? They're always there to support me. Even though I'm in a different state now, any time I need help with anything, I just give them a call, and they're always there to help." Scarlet keeps in contact with her CPHS community and feels that "it's like family." Her motivation to succeed is now also fueled by her daughter. Scarlet divulged, "I want to finish school earlier to be able to achieve my goal earlier, and she can see me walk the stage once I'm done."

RECOMMENDATIONS FOR CPHS

Scarlet's recommendations for CPHS mainly focus on the college-readiness course. Scarlet appreciated the focus on activities and resources each college offers but hoped more financial literacy concepts could be added. She explained, "It always feels like it would be more helpful if it added, okay, this is the day where we're going to say what to do when it comes to financial [things] in college—so getting jobs, maybe starting your credit, how to work with loans, taxes and stuff like that, stuff we never actually learn in school." Furthermore, the course led her to feel forced to quickly decide on her college. She expressed, "I felt peer-pressure to pick a college already. I wish I had more time to sit down and decide." She felt like the culture at CPHS emphasized four-year institutions over two-year institutions, and she recommends that CPHS consider the effects of that. She noted, "They could make students feel like it's okay if we go straight to community college, because this is how much you'll save."

Finally, Scarlet hopes that CPHS continues to have a caring, supportive environment. She shared, "Every teacher I ever had at [CPHS has] always been caring and so like family... I've never had a rude teacher or had a teacher show that they don't care about me, so that's probably the only school I've ever attended that I felt like my teachers were my family." Scarlet admits that one of the reasons she is "a little bummed out" about living in the Southwest is that her daughter will not be able to attend CPHS. She explained, "I've always wanted my child to go to the same high school I went to… however, it's not here in [state]." Scarlet hopes with her early childhood education major and career plans that maybe that can change. She stated, "Maybe one day I'll be a principal and see if we could start it here in [state]."

Dino

CPHS Class of 2017

UC Santa Cruz

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Man

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
Yes

High School AP Classes
Yes
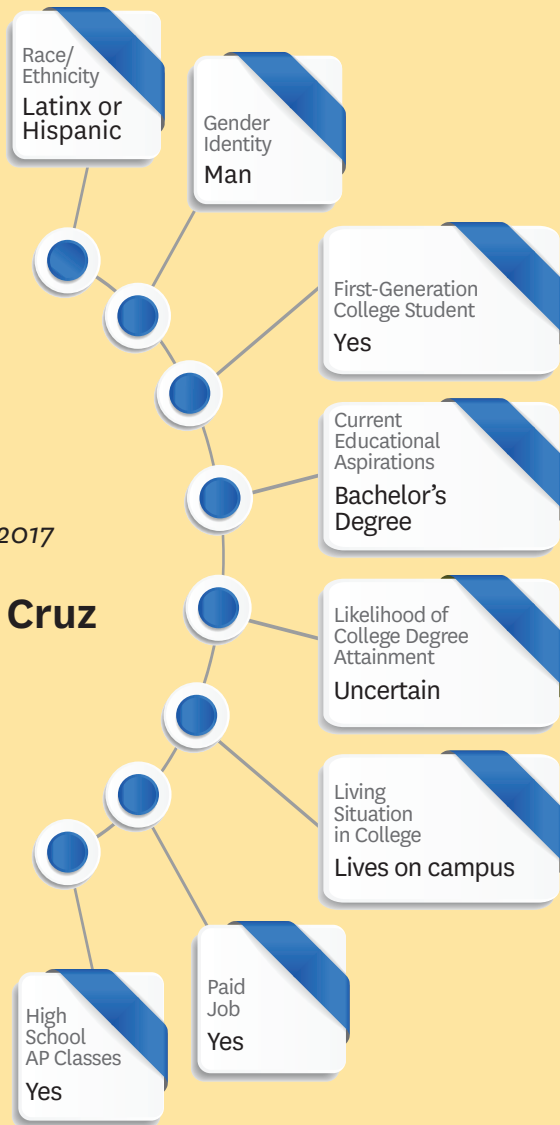
UC Santa Cruz Graduation Rates

49%
Likelihood of graduating in four years for all students

74.4%
Likelihood of graduating in six years for all students

70%
6-year graduation rate considering Dino's Race/Ethnicity

PROFILE #9
DINO

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Dino shared how going to college was not talked about when he was growing up. Dino described attending CPHS as a life-changing event for him. The college readiness course at CPHS assisted Dino with his college selection and application process. Dino's chemistry and physics teachers greatly influenced his decision to major in computer science. He decided to attend an in-state public university approximately six hours from home.

COLLEGE EXPERIENCE HIGHLIGHT

Since starting his undergraduate career, Dino switched his major to chemistry and is considering adding a minor in mathematics. He shared how he initially struggled with connecting to people from different backgrounds. Dino shared that individuals at his college were sometimes of higher socio-economic status which made it difficult for him to relate to them. He has gotten involved with student organizations, like the Engineering Club, which has served as his support system. He aspires to a career in chemical engineering where he can work toward reducing pollution.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
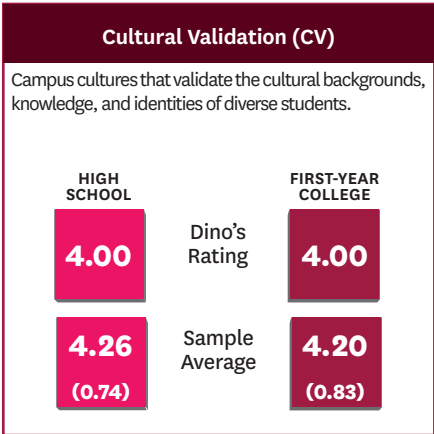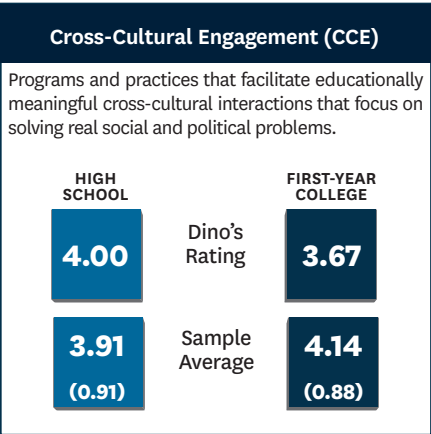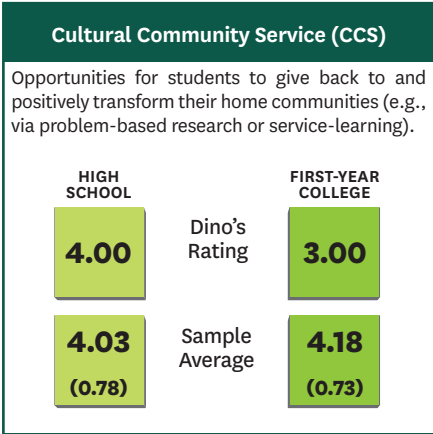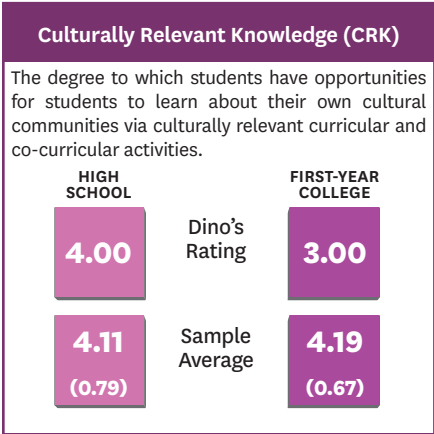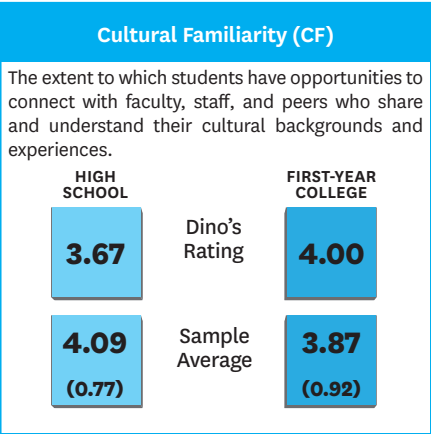
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Dino's Rating	3.67		4.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Dino's Rating	4.00		3.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Dino's Rating	4.00		3.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

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Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

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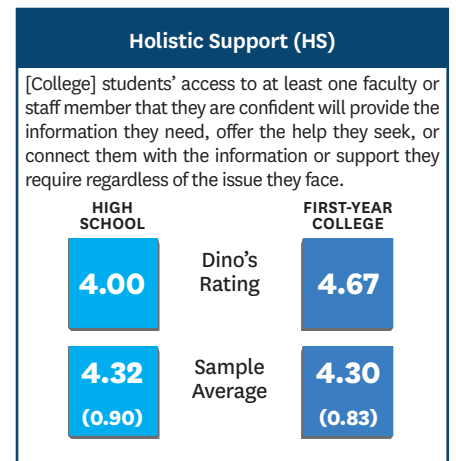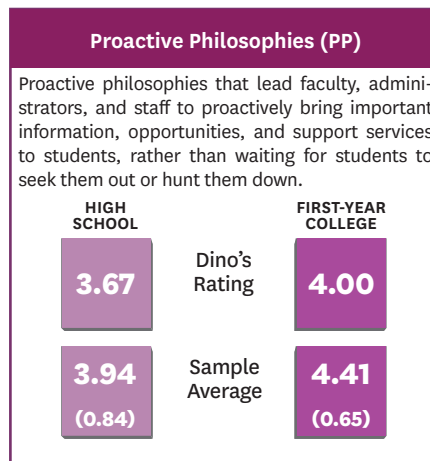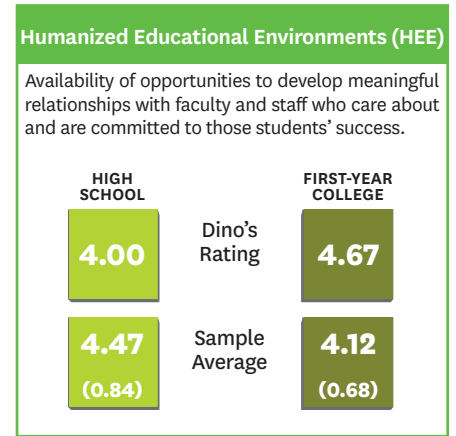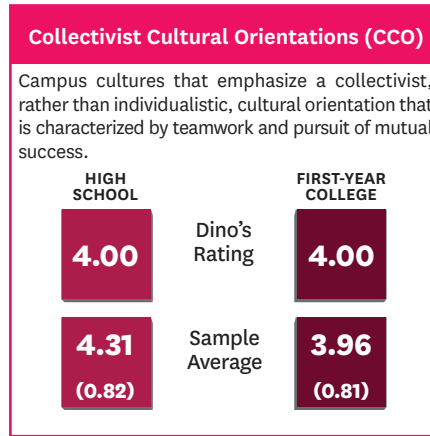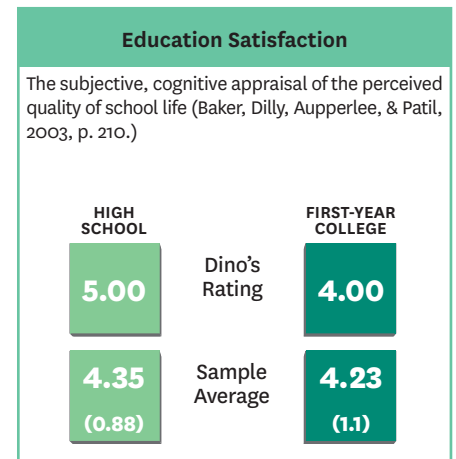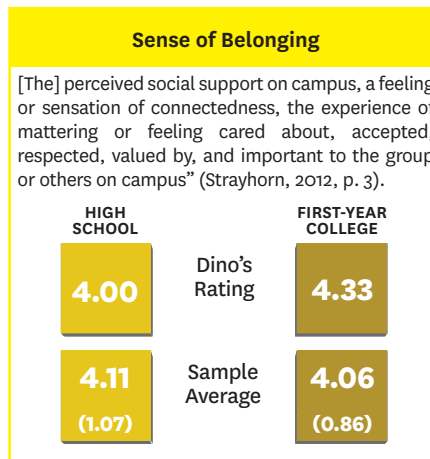
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Sense of Belonging

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INTRODUCTION

Dino is a second-year student at a public university on the West Coast majoring in chemistry. He graduated from CPHS in 2017 and became the first in his family to attend college.

HIGH SCHOOL EXPERIENCE

As a CPHS senior, he shared how going to college was not talked about throughout his upbringing. He states, "Where I come from, college isn't really such a big thing here. Usually, if you graduated from high school…you're basically set for life." CPHS influenced his decision to go to college and made him realize how attending college is an avenue toward fulfilling his life goals. Dino described that attending CPHS was a life-changing event for him. The college-readiness course at CPHS assisted Dino with the college selection and application process. After being accepted into one of the colleges of his choice, Dino had the opportunity to visit the campus through a trip that his college-readiness instructor had organized. After this trip, Dino realized that he did not want to attend this institution and instead accepted a more competitive financial aid package at his current institution.

Dino's chemistry and physics teachers greatly influenced his major selection process. They helped discover Dino's passion for science and mathematics and provided him with support toward applying as a computer science major. When speaking about the impact that his teachers had on his high school experience, Dino stated,

> "I think they made it a lot better. They actually helped clear my mind from what I was going to do, because at first, I went to high school not knowing what I was going to do…I didn't know what career I'm going to get [into]. I didn't even know what I [was] going to do. And throughout the years and through the help of those two teachers, they actually helped me complete what I wanted to do, and…what kind of careers I would be expected to have, and basically they helped guide [me], and without them, I don't think I actually would be able to know what I was going to do with the skills that I have now."

COLLEGE PREPARATION

Aside from the support that Dino received with his applications, CPHS prepared Dino for college through the structure of his courses. Dino shared his experiences in the college-readiness class and explained how this course was more of a college environment. He stated, "Her class was actually designed more like a college classroom, where the students have discussions in groups, where you have to read some sort of paper regarding a topic, and we come back into [class] the next day and talk about it more in-depth."

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Dino described his college experience as much different than high school. He made various adjustments to be a part of the new environment. Since starting his undergraduate career, Dino switched his major to chemistry and is considering adding a minor in mathematics. He completed a chemistry course in the third quarter of his first year and felt like chemistry was the subject for him. Dino elaborated,

> "I just switched at the beginning of my second year. I took a chem class in my third quarter as a freshman and I realized, maybe chem is the thing for me, I should study it. I don't have a problem struggling with it because I know at the end of the day, I'm going to get it. So, that kind of led me to push more into the whole chemistry field and for the mathematics. I was never actually good at speaking or writing or any of that. So, when I was a kid, I was just good with numbers and like throughout my whole academic life, I'll just stick with math rather than anything else. So, that's another thing I'm pursuing, mathematics." Dino realized that although he enjoyed computer science, he did not want to commit to it for the rest of his life."

He has also started a job as a student supervisor in the dining hall. He enjoys his position and appreciates the flexibility that allows him to take his classes at any time of day. Dino mentioned that his manager is one of the most important contacts he has in college. She has high expectations of him and has delegated more responsibilities to him as he moved into the student-supervisor role. His work experience has helped his time management skills.

He has gotten involved with student organizations like the Engineering Club, which has served as his support system. Through the Engineering Club, Dino receives academic support from peers, such as study sessions. When asked how his involvement in the program has impacted his college experience, he explained, "I can reach out to them when I need help for some type of math class. Considering that we took the same lower-division classes, they're very helpful with me, helping me out with homework and they organize study sessions that we go to and ask for help." Dino also shared how the students in the Engineering Club reminded him of home. He shared, "They were people from [my hometown] so, we kind of connected. It felt like they were part of home and it made me kind of miss home for a bit—you know, I wanted to join because you guys remind me so much of back home, I just want to be with you guys now (laughs)."

OVERALL COLLEGE EXPERIENCE

Dino's perceptions about the college social experience changed once he realized how demanding his academics were. Aside from realizing that college is not just about social gatherings, Dino quickly realized the diversity at his campus. He shared how he initially struggled with connecting to people from different backgrounds. Dino shared that individuals at his college were sometimes of a higher socio-economic status which made it difficult for him to relate to. Reflecting on his experience connecting with others from different backgrounds, Dino mentioned, "It was a challenge at first, but now, getting to know more people, it's like oh, it's kind of a great thing to hear other people's stories and stuff."

Being on the quarter system allowed Dino to realize that he needed to stay on top of his schoolwork in order to perform well. The time management skills he learned at CPHS provided him with guidance, but he was still challenged when it came to dedicating time to a daily study schedule. Although he struggled a bit with his academics at the beginning, Dino was proactive toward his academics and now attends weekly Modified Supplemental Instruction (MSI) tutoring.

Dino's short-term goal includes developing an educational plan for the last years of his college degree. He mentioned how he wishes he would have known what he wanted to do coming out of high school. He shared that he felt he could have performed better academically if he had had time to explore his major and get a sense of what the field was like.

During the summer, Dino hopes to work with youth and teach them about computer programming. He aspires to have a career in chemical engineering where he can work toward reducing pollution. When asked about his career aspirations, Dino explained, "I guess to eventually be a chemical engineer—I want to actually save or try to save the environment, so I want to do something with taking pollution out of the air, you know, through chemical methods… and create a device that's able to successfully remove CO_2 out of the air without causing any more damage."

ACADEMIC AND CAREER ASPIRATIONS

While he has not thought much about graduate school, Dino shared that he is interested in pursuing a graduate degree but is focused on securing an internship or job within the field of chemistry.

RECOMMENDATIONS FOR CPHS

Dino's experience as a student at CPHS has proven to be meaningful and supportive. He shared how CPHS and their alumni coordinator has played a significant role throughout his journey at his university. Dino is thankful for the relationships he built at CPHS and knows that he will be remembered even after his college career. Dino advises, "You do mess up and that's fine, but you need to get back up and not [make] the same mistake again."

Race/Ethnicity
Black or African American

Gender Identity
Woman

First-Generation College Student
No

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives farther than walking distance from campus

Paid Job
No

High School AP Classes
No Data

Monique
CPHS Class of 2016

UC Merced
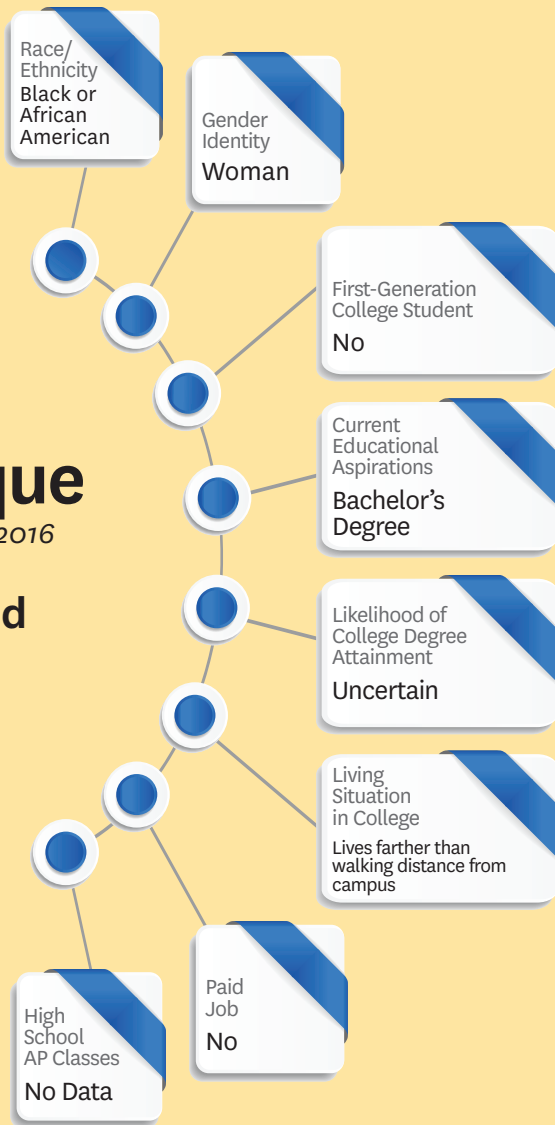
UC Merced Graduation Rates

39.5%
Likelihood of graduating in four years for all students

69.1%
Likelihood of graduating in six years for all students

66.7%
6-year graduation rate considering Monique's Race/Ethnicity

Profile #10
Monique

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Monique enjoyed the collaborative study environment at CPHS. Her CPHS experience inspired her to discover her passions and find the university that she wanted to attend. She felt that her college application experience went well because her college counselor ensured that students would be ready for every step of the application process. Monique decided to attend a fairly new in-state, public university.

COLLEGE EXPERIENCE HIGHLIGHT

After her first year of college, Monique realized that biology, which she first chose as her major, was not what she wanted to study. Monique decided to major in applied mathematics with an emphasis on computational biology. She has enjoyed her interactions with professors who support her and inspire her to do well. She is very active in different student organizations, including Women in STEM, African Americans For Retention Outreach, and the National Society of Black Engineers. She found that these experiences are very helpful to feeling connected on her campus. She aspires to either earn a master's degree and become a data analyst or earn a doctorate degree and become a researcher.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
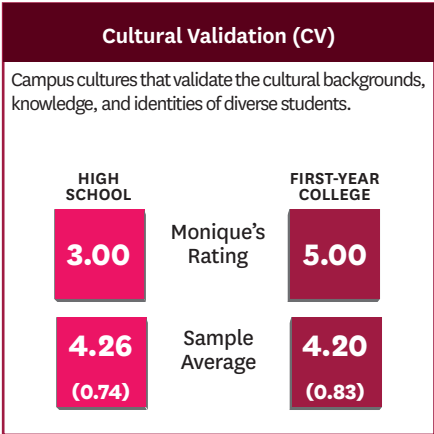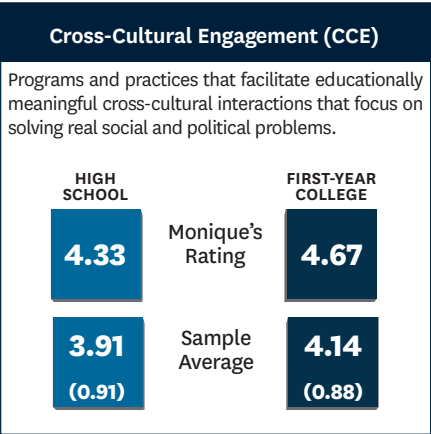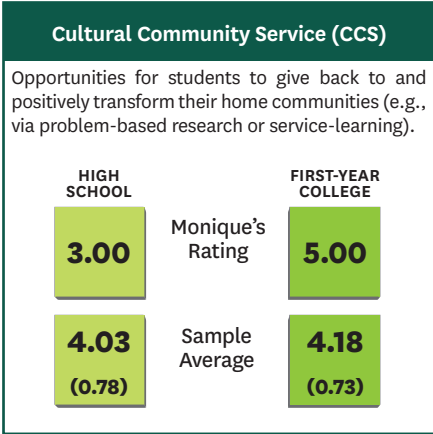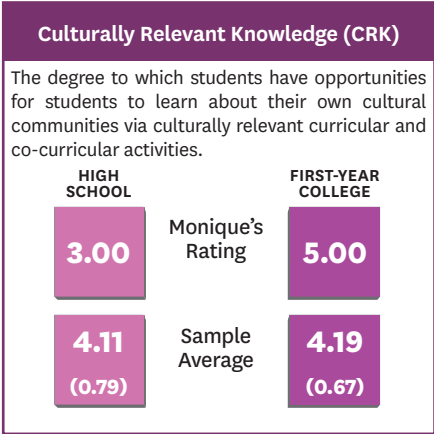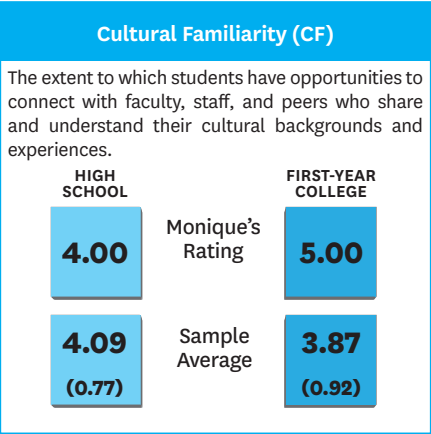
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
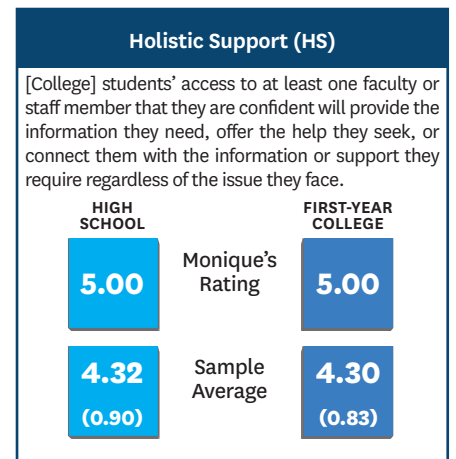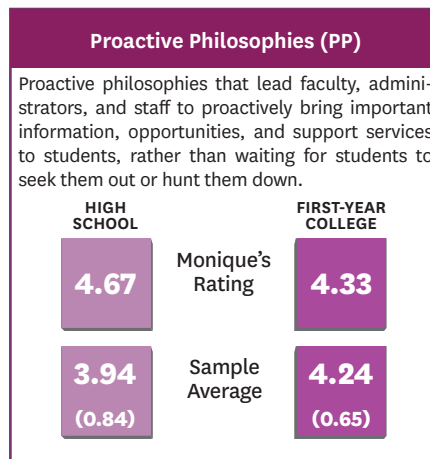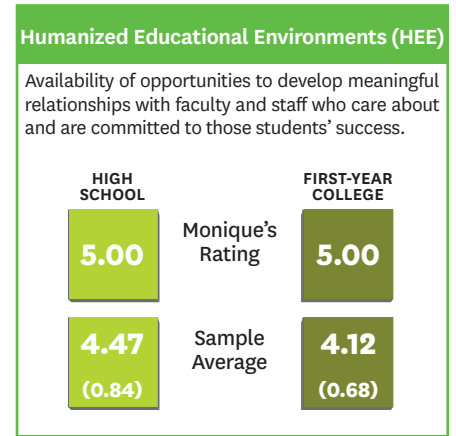
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Monique's Rating	4.00		5.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Monique's Rating	3.00		5.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Monique's Rating	3.00		5.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Monique's Rating	4.33		4.67
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Monique's Rating	3.00		5.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
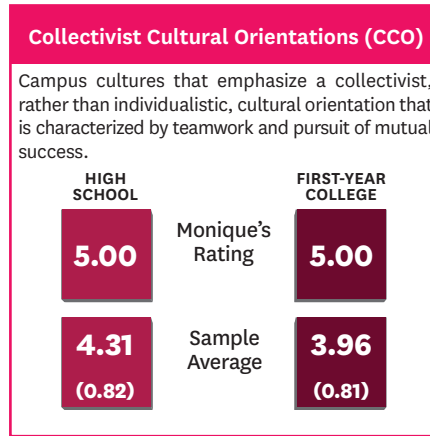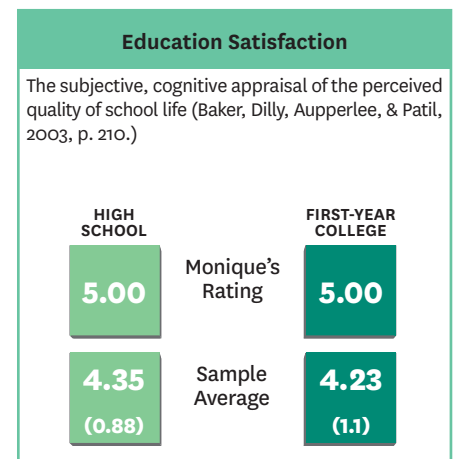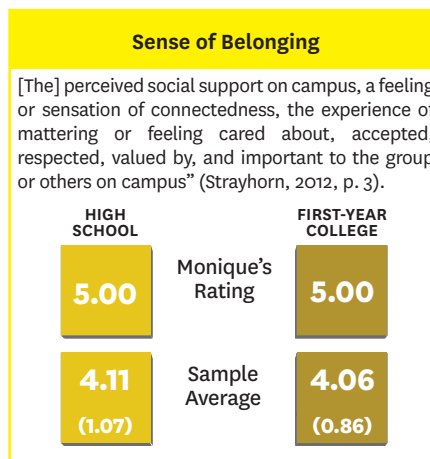
Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Monique's Rating	**5.00**
4.31 (0.82)	Sample Average	**3.96** (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Monique's Rating	**5.00**
4.47 (0.84)	Sample Average	**4.12** (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.67	Monique's Rating	**4.33**
3.94 (0.84)	Sample Average	**4.24** (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Monique's Rating	**5.00**
4.32 (0.90)	Sample Average	**4.30** (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Monique's Rating	**5.00**
4.11 (1.07)	Sample Average	**4.06** (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Monique's Rating	**5.00**
4.35 (0.88)	Sample Average	**4.23** (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Monique, originally from a major city on the West Coast, is a sophomore at a public four-year university that is also on the West Coast. She originally pursued a biology major and is now majoring in applied mathematics with an emphasis on computational biology. She graduated from CPHS in 2016.

HIGH SCHOOL EXPERIENCE

Monique's experience at CPHS influenced her college-going behavior in many ways. Her CPHS experience inspired her to discover her passion and find a university that she wanted to attend. She stated, "They're really good about making sure you research what kind of school you want to attend, the environment you want to place yourself in, [where] you see yourself, how does that impact your success and what kind of resources are important to you." Monique appreciated what CPHS taught her and that they pushed her to pursue her dream school.

Monique enjoyed the collaborative study environment at CPHS. When assigned group projects, she learned to reach out to people outside of the classroom and effectively work with other team members in order to complete the assignment. This experience led her to practice communication and networking skills. She was also accustomed to utilizing the office hours at CPHS to seek help from teachers. She said, "I definitely say that [CPHS]…builds up the confidence for students to seek help."

Monique felt supported by her teachers at CPHS, elaborating, "I love my teachers at [CPHS]. I feel that I can sit down and talk to them about anything. They were very helpful. They supported me and inspired me to do well all the time."

COLLEGE PREPARATION

Based on her experience, Monique rated the college-readiness course very highly. She mentioned that the CPHS college counselor ensured that students were ready for every step of the college application process. Monique shared, "She was really good at making sure that we were looking for schools that were helpful to us. But also making sure that everything about the college application process was done and completed effectively as well… just making sure that this whole college process was easier than it is because it's quite difficult."

Monique was also taught how to conduct research in the college-readiness class. For instance, she learned to navigate university websites and explore career service centers to learn what services and advice are available for students. She also learned about course requirements for her major, so that she could better plan for her studies.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Monique's CPHS experience prepared her for college academically. Monique thought that the course load at CPHS was demanding, but it helped her to prepare for college-level courses. For example, Monique mentioned that the writing and science courses benefited her a lot. She explained, "CPHS is really good at modeling the college writing experience, as well as research." She continued, "They are really good at problem solving and so those problem-solving techniques in my biology classes or the sciences I was taking at CPHS helped me with those classes in college."

The training on professional communication that students at CPHS received was essential for Monique. She said, "[The teacher] was really good at teaching us how to respond to the email professionally without sounding disrespectful in any way to the teacher. [If] we have a concern with the grade or grading policy, we will talk to them in a way that isn't disrespectful in any way." These communication skills helped Monique express herself professionally in college. Her CPHS experience also trained her to utilize professors' office hours and helped build her confidence in seeking help. Monique felt that her transition to college was smooth, given all the training at CPHS. She stated, "I felt like my high school experience at [CPHS] wasn't any different from my college experience."

She has a very positive relationship with the alumni coordinator at CPHS, who she described as very helpful. She said, "He's a good listener, so if I was going through something, he definitely would be there to support me, to give me the resources to help me and guide me in the direction I need to go to." In addition, the alumni coordinator follows up with her to make sure that she fills out the financial aid forms correctly every year.

OVERALL COLLEGE EXPERIENCE

Monique's college experience has allowed her to become more self-reflective . She shared that she has learned to "take time [for herself] and not [let] the pressure of graduating get to [her] because everybody [and everything] has a time and place." She thought it was critical to learn and observe things without rushing in college.

After pursuing biology during her freshman year, Monique realized it was no longer what she wanted to study. She explained, "It was a lot more memorizing than problem solving and I wasn't really happy with that." She wanted to switch to a major that better fit her interests and learning style. In order to change her major, Monique reached out to one of her biology professors, as well as analyzed the course requirements for other study paths. She also took a career interest test at the Career Center and learned that most science, technology, engineering, and mathematics (STEM) fields aligned with her goals. Monique then inquired with students already majoring in mathematics and bioengineering, before finally switching to applied mathematics with an emphasis in computational biology. She ultimately chose this major based on its intersection with her two interests of mathematics and biology, as well as the potential to utilize her already existing coding, statistical, and analytical skills from her previous courses.

Since changing her major, she is much happier and seems to enjoy her classes. She stated, "[The courses] are difficult, but I have so much fun with them. They vary in intensity of courseload as well as curriculum." In order to succeed in her coursework, she applies scheduling skills to manage her time. She has also joined a study group and collaborates with classmates in different courses.

INVOLVEMENT

Monique is satisfied with her professor interaction in college. She stated, "I never changed the way that I

approach my professors and teachers. I love my teachers at [CPHS]. I can talk to them about anything. They are very helpful. They support me and inspire me to do well all the time. My professors are the same way." Monique feels like she is doing fairly well in regard to her college academics, although she did struggle with testing. Despite this challenge, she usually improved her grades by the end of the term.

She is very active in different student organizations, including Women in STEM, African Americans For Retention Outreach, and the National Society of Black Engineers. She found that these experiences are very helpful and explained, "They taught me a lot about myself and they taught me to be resourceful, taught me about the community, definitely be part of the community...I do better in school. I feel more connected to school. I feel connected to my peers."

Monique also benefited from utilizing campus resources. She loves going to the library, receives tutoring from the Math Lab, and actively participates in group study sessions with others in her major. She also found that the career and writing centers are useful because they provide practical skills that she can implement immediately. The Counseling Center, particularly the mindfulness training it provides, has helped her learn how to cope with her anxiety and stress.

ACADEMIC AND CAREER ASPIRATION

Monique has a clear vision for her educational and career goals. She reflected, "The Ph.D. has been my agenda since I was young. I made my decision to get a Ph.D. when I was in second grade." She expressed that she is considering two potential career paths at the moment. One option is to obtain a master's degree and become a data analyst while "building up [her]self" and eventually establishing her own company, while the other is to earn a doctorate degree to become a researcher. Meanwhile, Monique is obtaining numerous job and internship positions on campus, which will contribute to her overall career preparation.
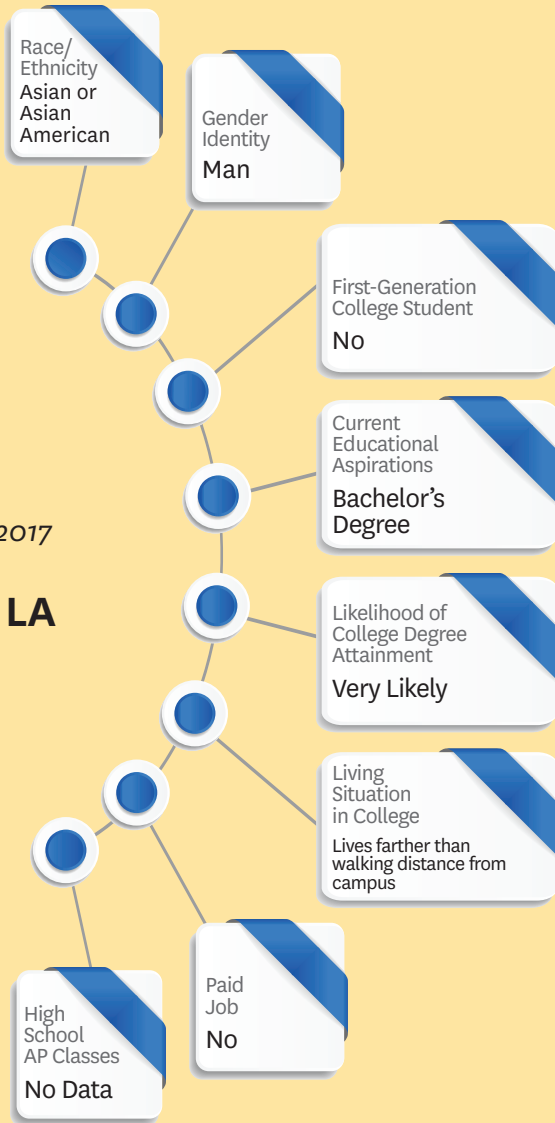
RECOMMENDATIONS FOR CPHS

Based on her college experience, Monique recommends that CPHS hold a workshop that teaches students how to budget once they are in college. She noted, "Once I got to college, I [had] to take over some finances." Financial and budget management skills would skills would help students because many begin to manage loans and take on more financial responsibility in college. Secondly, she suggests that CPHS maintain the heavy workload in their courses, so students can easily transition to the workload expected in college.

Race/
Ethnicity
Asian or
Asian
American

Gender
Identity
Man

First-Generation
College Student
No

Current
Educational
Aspirations
Bachelor's
Degree

Likelihood of
College Degree
Attainment
Very Likely

Living
Situation
in College
Lives farther than
walking distance from
campus

"M"

CPHS Class of 2017

Cal State LA
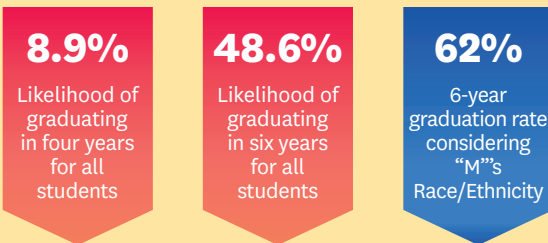
High
School
AP Classes
No Data

Paid
Job
No

HIGH SCHOOL EXPERIENCE HIGHLIGHT

At CPHS, M connected with people by sharing his artwork at several school events and joining multiple clubs. He was aware of the importance of obtaining a college education before entering high school, although the entire process was unclear to him. CPHS not only prepared him with the relevant knowledge, but also guided him in every step of the application process. M decided to attend a public four-year university close to home.

COLLEGE EXPERIENCE HIGHLIGHT

M chose to major in animation because he is passionate about becoming a professional artist. His dream job is to write graphic novels and comics, and he also has interests in designing 3D animation. M's educational goals at his four-year institution include transferring to a more competitive four-year institution and studying abroad, which he is currently focused on. M commented that his involvement in an art club has been a meaningful social experience, as well as a resource for professional development opportunities. He is also interested in becoming an animator and designing 3D animation.

Cal State LA Graduation Rates

8.9%
Likelihood of
graduating
in four years
for all
students

48.6%
Likelihood of
graduating
in six years
for all
students

62%
6-year
graduation rate
considering
"M"'s
Race/Ethnicity

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
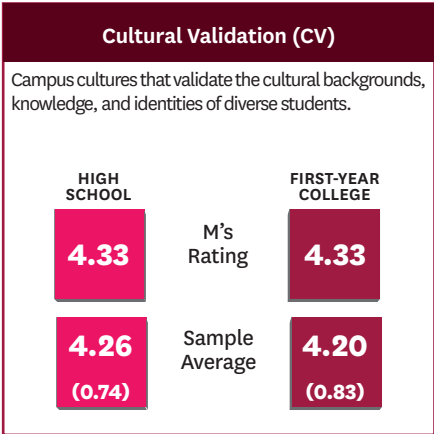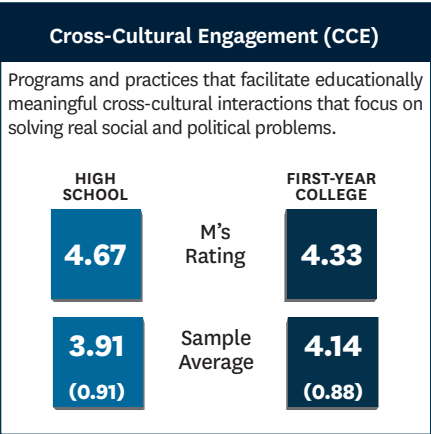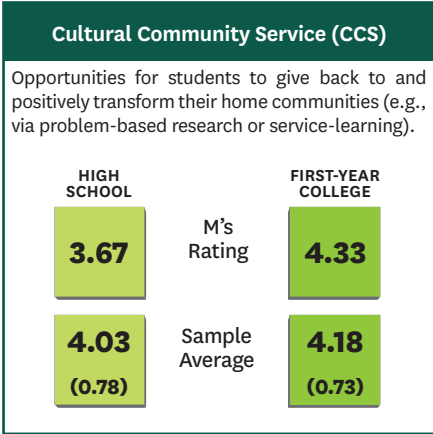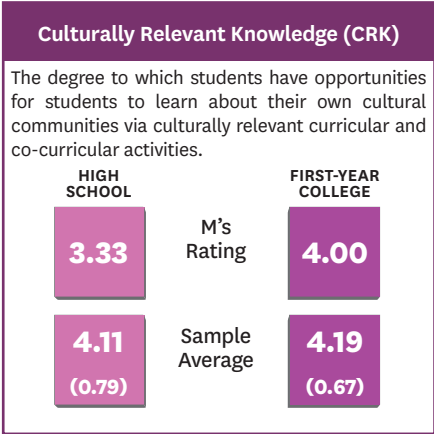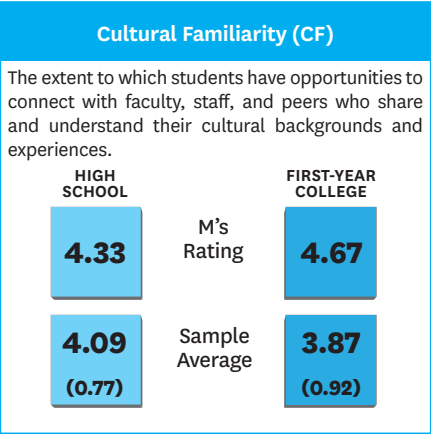
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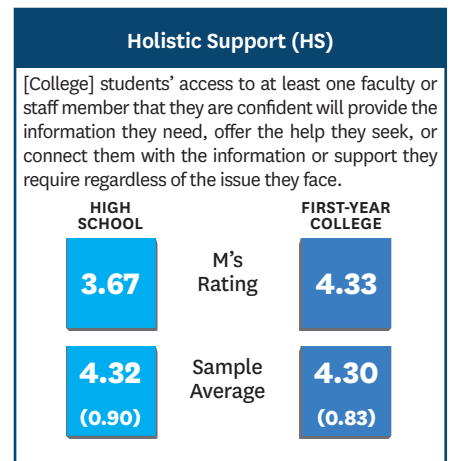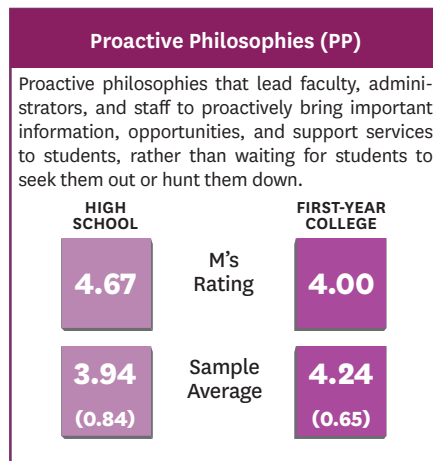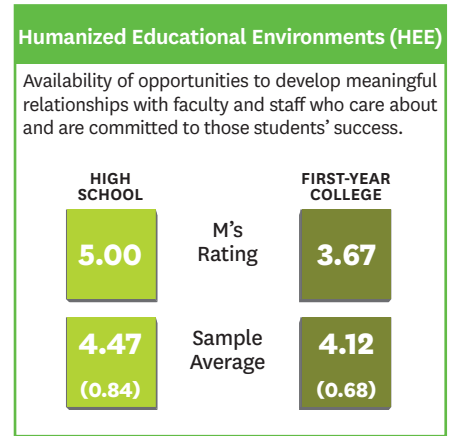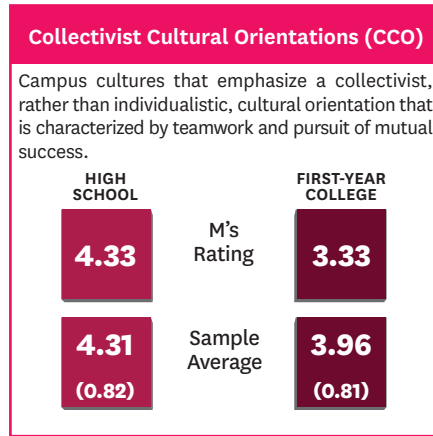
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Sample Average	4.09 (0.77)		3.87 (0.92)

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Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

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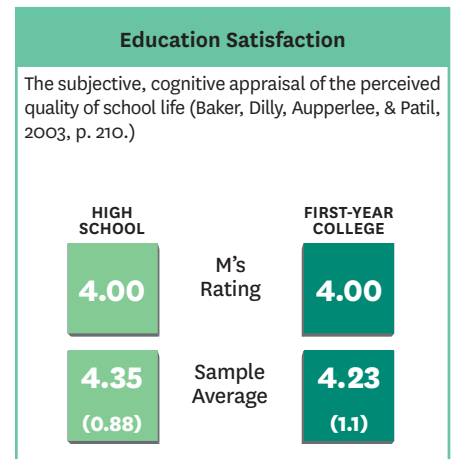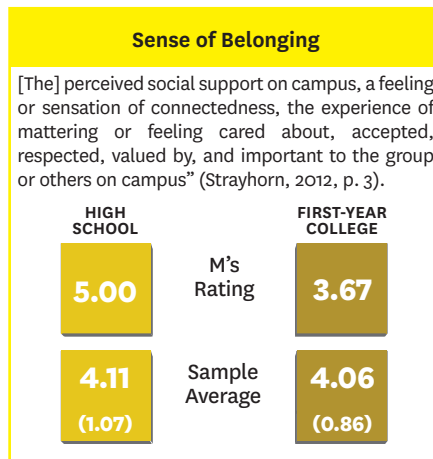
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.33	M's Rating	3.33
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	M's Rating	3.67
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.67	M's Rating	4.00
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.67	M's Rating	4.33
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	M's Rating	3.67
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	M's Rating	4.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

M attends a four-year public university on the West Coast where he is majoring in animation. He was born in Southeast Asia before moving to a major U.S. city on the West Coast.

HIGH SCHOOL EXPERIENCE

M enjoyed his experience at CPHS, which he first learned about at a high school fair. In high school, M connected with people by sharing his artwork at several school events and joining multiple clubs. His involvement with clubs and volunteer work taught him to be sociable and how to interact with people. He had positive interactions with the teachers. He says they were great to talk to and were upfront about addressing his mistakes.

He was aware of the importance of obtaining a college education before entering high school, although the entire process was unclear to him. CPHS not only prepared him with the relevant knowledge but also guided him in every step of the application process.

COLLEGE PREPARATION

The college-readiness course helped M with the college application process, which included writing a personal statement and completing the required forms. The college-readiness course teacher ensured the students submitted all of their application documents before the deadline. M also became aware of the cost of college and began applying for scholarships and financial aid. The course invited guest speakers from different colleges to talk about their schools, which helped M thoroughly understand his college options.

When deciding on his university, M's main priority was affordability. Accordingly, he only considered public universities with good art programs during his application process. He applied to several in-state universities and, ultimately, decided on a public four-year university that is close to home.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

The communication skills that M acquired at CPHS eased his transition to college. He stated, "[The communication skills are] still useful, especially in interviews and talks with professors." He considers teachers at CPHS as both friends and teachers. He said, "They very much taught me methods and technologies that I still use here in college. [It gave] me a head start…They are great to talk to, charming, all the stuff." The courses he took at CPHS prepared him academically. His English courses trained him on how to format an essay and apply MLA citations. He also acquired time management skills, note-taking methods, and reading tactics. He felt prepared for college and said, "I'm fairly understanding of what college requires, the demands, but actually acting it out, it's a whole different issue. That's a whole different set of problems. But I knew what I was coming into." His university also utilizes Canvas, the same online course program used at CPHS. M's previous experience with Canvas provided an advantage in managing his coursework in college.

OVERALL COLLEGE EXPERIENCE

M has had a positive college experience so far. M is majoring in animation because he is passionate about becoming a professional artist. His dream job is to write graphic novels and comics, and he also has interests in designing 3D animation. Additionally, a specialization in animation will provide more career opportunities. He asserted, "Animation deals with aspects of graphic design, visual design. It has a much better industry to get into. As much as I wanted to do art, I wanted to make it something that paid."

Two of his goals while in college include transferring to a more competitive four-year institution and studying abroad before he graduates. He mentioned being hesitant about meeting his goal of transferring, due to his freshman year grades and the distance from home. However, M is still earnest about studying abroad. He elaborated,

"Study abroad is the other one I want to do and that one's much more plausible, amazingly enough. Yeah, I've been meaning to study abroad in either Japan, Italy, France, or even the Czech Republic. All of these have art-related programs."

The financial affordability of college concerns him, as he is unsure how he will handle financial responsibilities. He is currently relying on student loans, which are already accumulating interest. While the financial burden is a strong barrier to transferring and studying abroad, he is focused on saving money.

INVOLVEMENT

M commented that his involvement in an art club has been a meaningful social experience, as well as a resource for professional development opportunities. He said, "There were a lot of chances to learn more about the industry I'm planning to go into." He was very excited when the club offered him opportunities to interact with professionals from the industry. He stated, "One of the best things about one of my clubs is that they bring along industry professionals…It gives me an idea of how these people get into the industry, how do they work, what it's like. What exactly are the criteria of being a good animator in this industry and how should I approach college and life to achieve this dream of being, like say, an animator."

M is currently searching for employment and volunteer opportunities that are "primarily with kids or within education, or perhaps just general charity work." When discussing his interactions with professors, he positively commented, "There are few faculty, like professors, who I know I can rely on, that I deeply respect and enjoy working with."

ACADEMIC AND CAREER ASPIRATIONS

M shared that he was doing fine academically but felt like he could have done better. He felt challenged during finals week and needed to learn how to cope with stress. He managed to balance his time with friends, family, and schoolwork. He enrolled in animation major courses with the intention of learning how the program and animation techniques would apply to a future career, and he hopes to strengthen his skill set.

As for his educational goal, he said, "I would like to come out of college with a definite skill set, with an idea of what I'm good at, what I can excel at, and most importantly, have those skills, things that I can actually use professionally, things that would help me provide for my family, provide for myself, and show to family and friends that I have a definite skill set and I can walk on my own two feet." M is eager to pursue a career in the art and animation field. His dream job is to be a writer, "especially of graphic novels, comics, and the like," and he also has interests in designing 3D animation.

When he looked back on his experience at high school, he commented that he had some regrets. He felt that he should have put more effort into applying to colleges and scholarships, as well as preparing for a college workload. He said, "I should have been more prepared when it comes to how committed I would have to be for going to college, finances and all that."
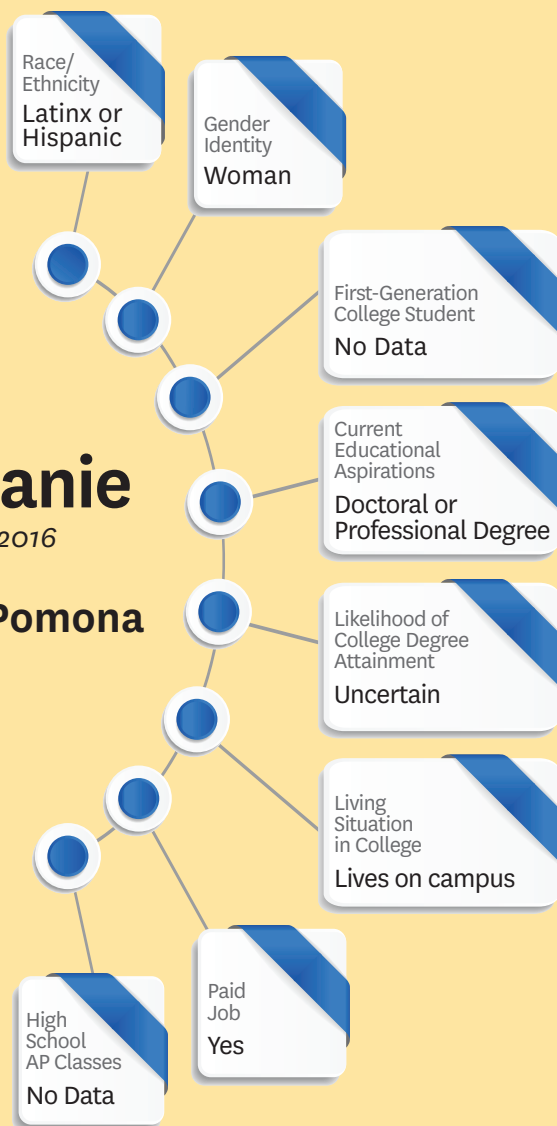
RECOMMENDATIONS FOR CPHS

He has both compliments and recommendations for CPHS. He was impressed that the alumni coordinator keeps in touch with them and disseminates information about scholarships and offers to help them when needed. He recommends that CPHS emphasize the importance of the application deadlines. He worries that students will regret missing deadlines as much as he does now. In general, he feels grateful for his experience as a CPHS student. He believes that he could not have achieved all that he has without help from staff and faculty at CPHS.

Stephanie

CPHS Class of 2016

Cal Poly Pomona

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
No Data

Current Educational Aspirations
Doctoral or Professional Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
Yes

High School AP Classes
No Data

Cal Poly Pomona Graduation Rates

29.7%
Likelihood of graduating in four years for all students

71.1%
Likelihood of graduating in six years for all students

66%
6-year graduation rate considering Stephanie's Race/Ethnicity

Profile #12
Stephanie

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Stephanie transferred to CPHS her sophomore year due to personal issues at her previous school. In comparison with her former high school, she commented that CPHS was more technologically advanced. Stephanie had college-going aspirations prior to attending CPHS, but she did think the school was impactful in preparing her to be college-ready. The college-readiness course at CPHS guided her through every step of the application process. CPHS trained her in time management and utilizing resources, which greatly benefit her in college. Stephanie decided to attend a public four-year institution located on the West Coast where she is from.

COLLEGE EXPERIENCE HIGHLIGHT

She first attended her university as a psychology major and later switched her major to business administration. She found business appealing because her dad owns a business that she is interested in helping to expand. Stephanie is actively involved with a business fraternity on-campus and is currently interning at a nonprofit organization in the education field. She is interested in obtaining a master's in business administration after gaining work experience.

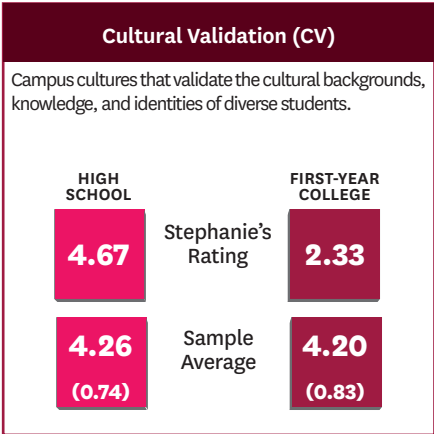Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
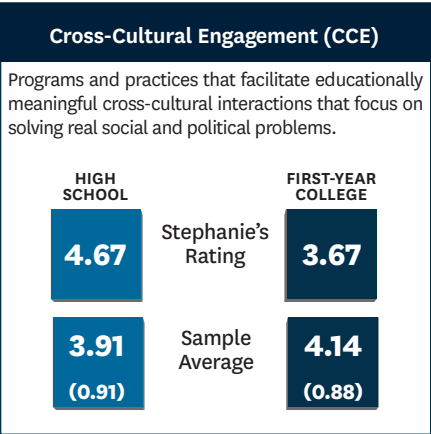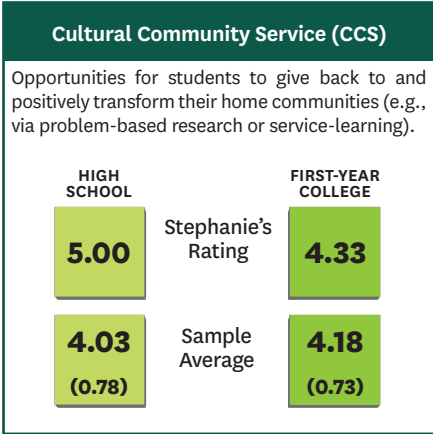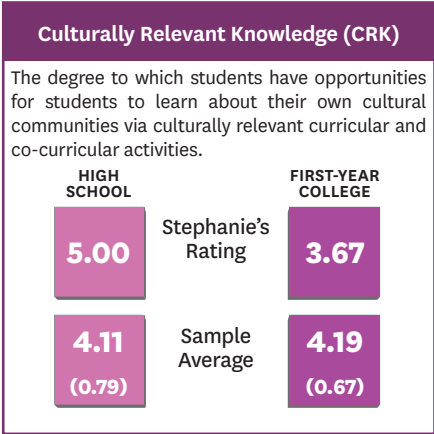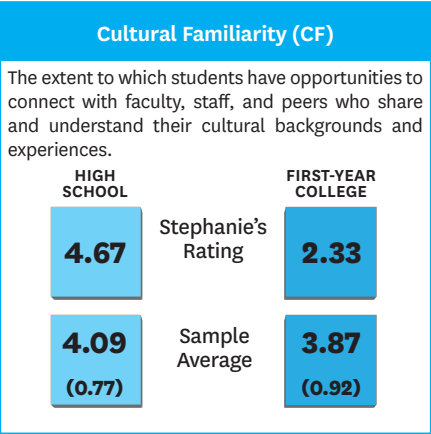
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
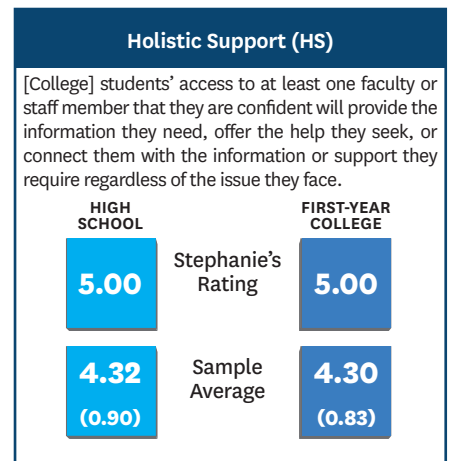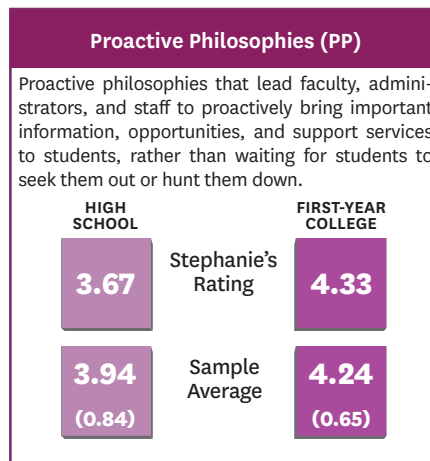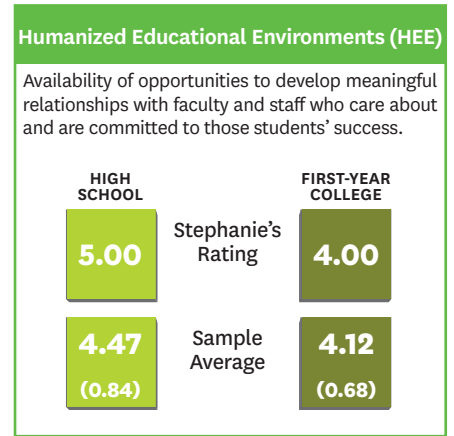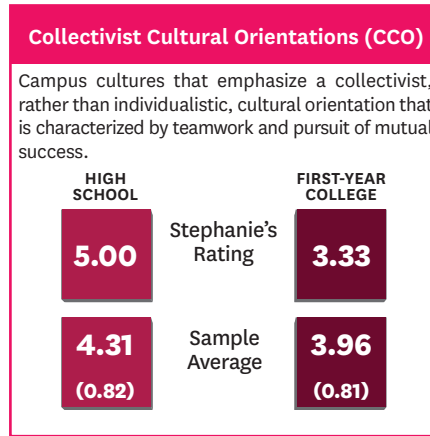
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stephanie's Rating	4.67		2.33
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stephanie's Rating	5.00		3.67
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stephanie's Rating	5.00		4.33
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stephanie's Rating	4.67		3.67
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Stephanie's Rating	4.67		2.33
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
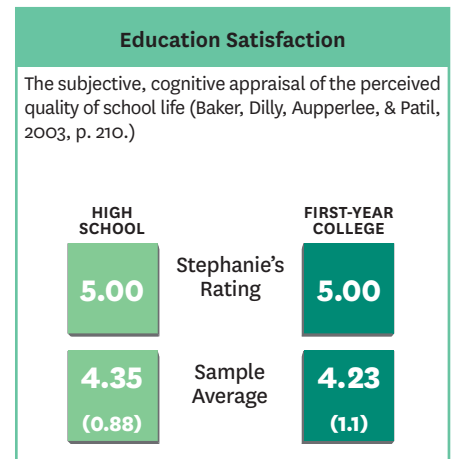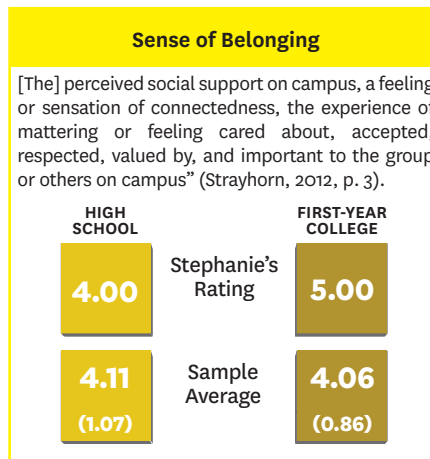
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Stephanie's Rating	3.33
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Stephanie's Rating	4.00
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.67	Stephanie's Rating	4.33
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Stephanie's Rating	5.00
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Stephanie's Rating	5.00
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Stephanie's Rating	5.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

IN-DEPTH BIOGRAPHICAL NARRATIVE — STEPHANIE

INTRODUCTION

Stephanie is a junior at a public four-year university on the West Coast. She initially pursued a psychology major and later switched to business administration with an emphasis in management. She graduated from CPHS in 2016.

HIGH SCHOOL EXPERIENCE

Stephanie transferred to CPHS during her sophomore year due to personal issues with her previous school. In comparison with her former high school, she commented that CPHS was more technologically advanced. She also appreciated that students could utilize electronic devices as well as the online learning modules for their coursework. CPHS provided students with freedom to decide how to prioritize their academic tasks and meet deadlines.

COLLEGE PREPARATION

Stephanie had college-going aspirations prior to attending CPHS, but she did think the school was impactful in preparing her to be college-ready. She said, "I think [CPHS] probably helped because they are a college-prep school, and a lot of the things that we did inside of the classroom were meant to help us prepare for college, and the setting itself was even different from your traditional high school setting."

The college-readiness course at CPHS guided her through every step of the application process. The course required students to research universities of interest, then organize them into three categories: a) safety school, b) reach school, and c) target school. Meanwhile, the students also worked on evaluating their qualifications based on their grade point average, standardized testing scores, and extracurricular activities, which helped them decide which schools to prioritize when applying.

The college-readiness teacher instructed them on how to prepare their personal statement, scholarship applications, and financial aid documents. Stephanie also received strong peer support during the preparation process. She said, "[Our classmates] all kind of pushed each other and helped each other out and really supported each other, so that was really awesome, too." The college-readiness course teacher enforced deadlines to ensure that all students were on track. With the teacher's help, the process was more straightforward and less stressful. Moreover, Stephanie's teachers from other courses were also very supportive and helpful during the application process. The school also arranged several campus visits and invited different college representatives to CPHS to meet with students and answer their questions.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Stephanie mentioned that CPHS trained her to manage her time wisely. She said, "I learned how to organize—create a method for myself that helped me…for instance, I played [sports] in high school, so I was able to manage that and still do everything that I had to do for my classes." CPHS built up the students' mentality of utilizing resources on campus. She explained, "They [CPHS] make sure you know what your school provides…know that they have academic centers, know that they have tutoring sessions." The preparation from high school also helped her adjust to social life on campus.

When talking about the challenges of the transition to college, Stephanie felt it was challenging to get used to the grading system in college. At CPHS, she was well aware of her academic standing and had easy access to her grades. In contrast, Stephanie did not know about her grades in college until the end of the semester. She later learned that she could conduct grade calculations based on the syllabus and have a better understanding of grading. Stephanie also struggled with college-level writing, saying, "I don't feel like my writing developed from my sophomore year into my senior year…and then writing the paper itself, like, how do you format those things? That's really difficult."

OVERALL COLLEGE EXPERIENCE

During her first two years of college, Stephanie was able to balance her work responsibilities and academic coursework well. She began to have more campus involvement in her third year and started developing professional connections and looking for internships. She felt prepared for college coursework because of the rigorous workload she had at CPHS.

She first attended her university as a psychology major and later switched her major to business administration. She mentioned that she took several classes in psychology and realized that it was not what she wanted as her career. She found business appealing because her dad owns a business that she is interested in helping to expand. She also added, "I like to work with people. I felt like business was a good balance of working with people, but still being able to...have that business side of it."

INVOLVEMENT

Stephanie is actively involved with a business fraternity on campus. Her experience in the organization has had a positive impact on her. It helps her grow professionally, as she was able to utilize the network she built to obtain an internship.

As for utilizing the resources on campus, Stephanie sought help from the tutoring center when necessary, and went to the library often. She found that her university's career fair was helpful as she sought internship opportunities. She also mentioned that she still reaches out to several teachers at CPHS, and they are still responsive and willing to assist. Stephanie formed a good relationship with her college professors, too. She said, "I do try to develop a more professional relationship with my professors, especially my business professors because…they'll teach like part-time and still have their own business. So, I think it's a good way to network and just kind of stay in contact."

ACADEMIC AND CAREER ASPIRATION

When talking about her academic goals, she explained that she would like to finish her degree in the short term. In the long run, she wants to work in the business field and eventually obtain a master's in business administration after gaining relevant work experience.

She is currently interning at a nonprofit organization in the education field. She had the opportunity to lead the intern team and work on numerous projects related to her class. However, she is not entirely clear about her career objectives at this point. She said, "I'm still learning a lot about what I like to do and trying to discover what my passion is…I try to seek out internships; I can gain that experience and see what is that I like and what it is that I don't like."
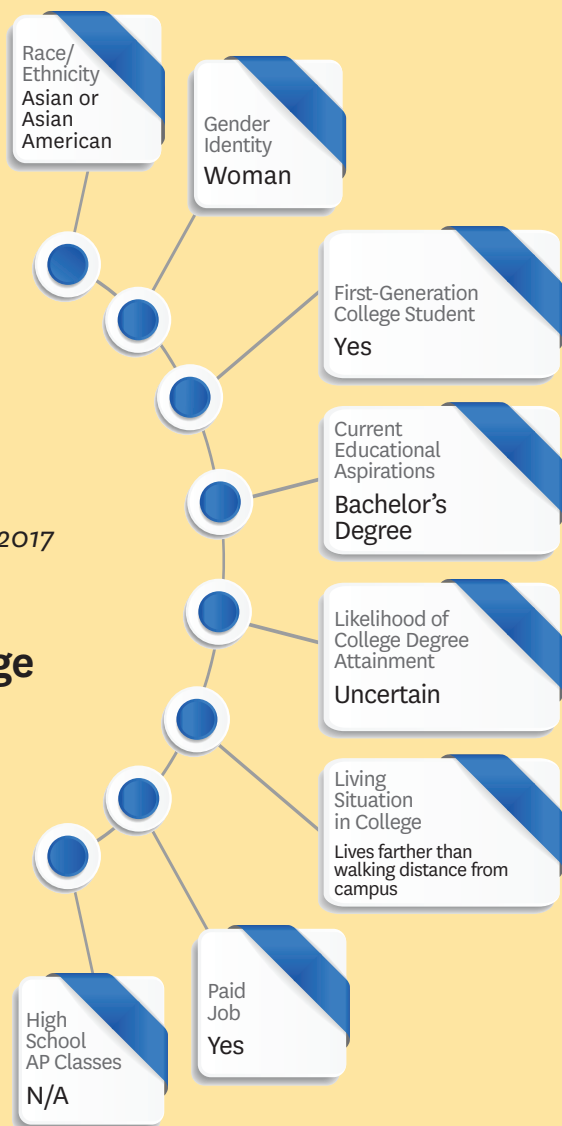
RECOMMENDATIONS FOR CPHS

Stephanie has a few recommendations for CPHS. First, she suggests teaching students how to conduct research and write papers. She struggled with research projects in college and wished there was more preparation in high school. Secondly, she recommends CPHS help students "understand their learning style."

Sadie
CPHS Class of 2017

Cal State Northridge

Race/Ethnicity
Asian or Asian American

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives farther than walking distance from campus

High School AP Classes
N/A

Paid Job
Yes

Cal State Northridge Graduation Rates

14.2%
Likelihood of graduating in four years for all students

53.5%
Likelihood of graduating in six years for all students

63%
6-year graduation rate considering Sadie's Race/Ethnicity

Profile #13
Sadie

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Sadie attended CPHS as a transfer student from 11th grade onward. She transferred to CPHS because she did not receive enough support from her previous high school. CPHS supported her in many different ways to help her succeed in high school and prepare for college. Sadie struggled with anxiety and depression. The teachers and staff at CPHS were accommodated her mental health hardships by easing otherwise stressful academic challenges. Sadie had college aspirations before attending CPHS; however, she did not have an action plan. CPHS continued to motivate her for college and guided her in the application process. She decided to attend a local state university.

COLLEGE EXPERIENCE HIGHLIGHT

The CPHS alumni high school coordinator played a vital role in helping Sadie transition to college. She expressed that it eased a lot of her anxiety knowing that she could always turn to him for support. Although Sadie has yet to declare a major, she is interested in psychology because of her mental health experiences and an introductory course she took in college. On campus, she receives a lot of support from disability services who have also connected her with peer resources that she enjoys. After graduating with a bachelor's degree, she is interested in pursuing her master's degree. As for her career goals, she wants to become a clinical social worker or a therapist. She would like to specialize in mental health and work with clients.

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:

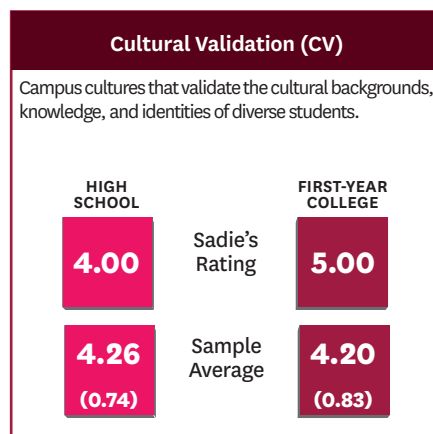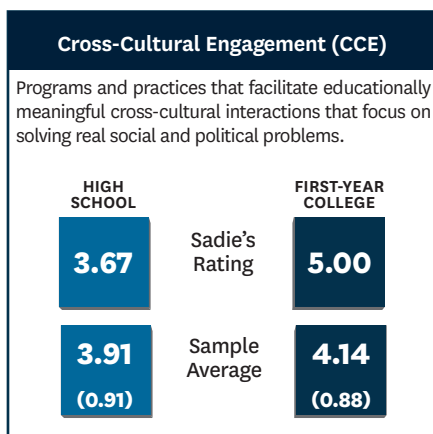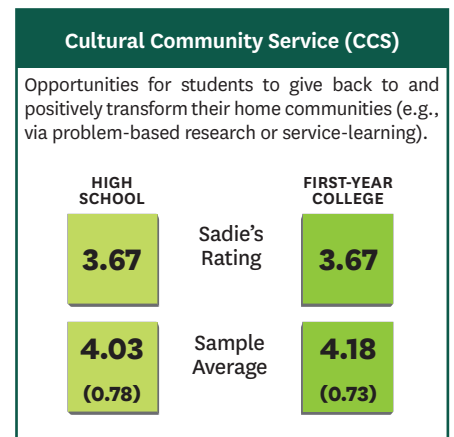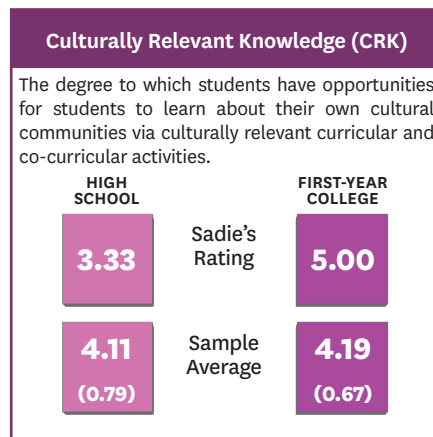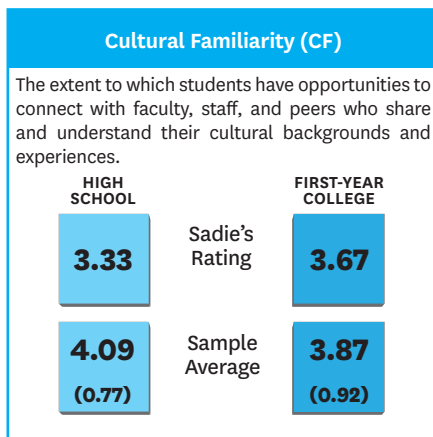> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
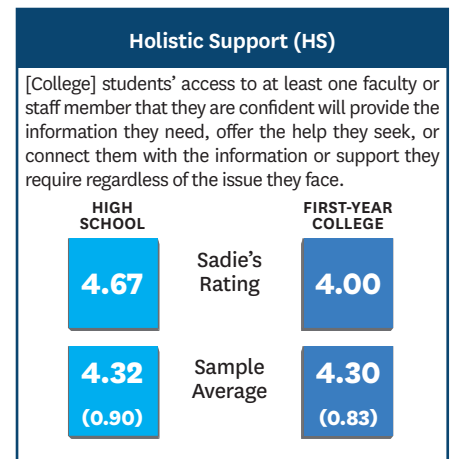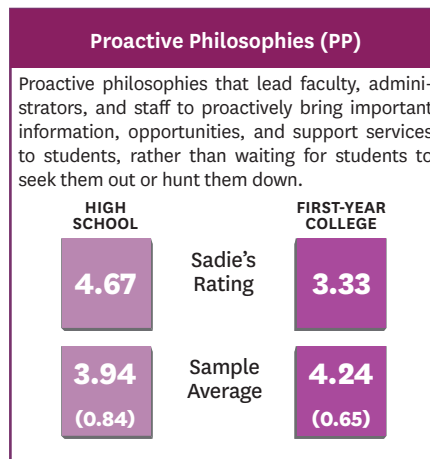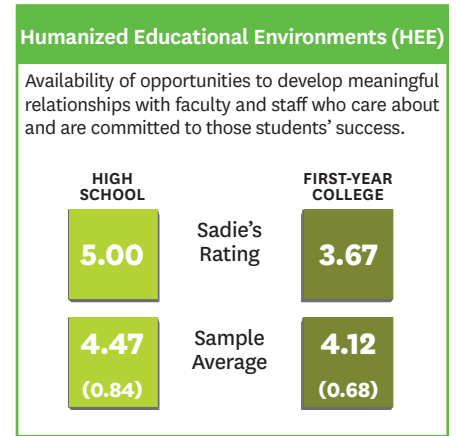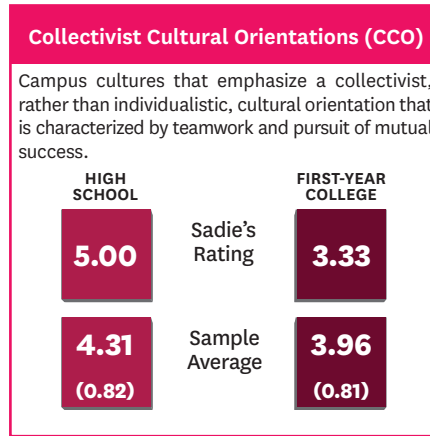
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	3.33		3.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	3.33		5.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	3.67		3.67
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	3.67		5.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	4.00		5.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
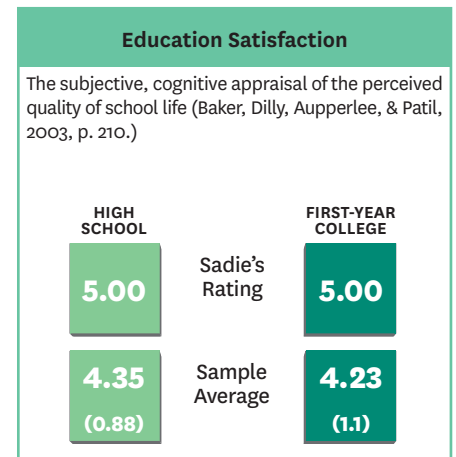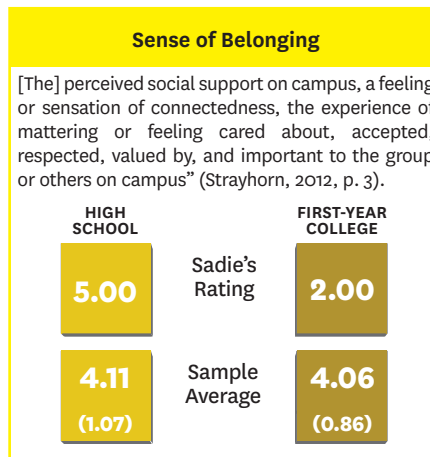
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	5.00		3.33
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	5.00		3.67
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	4.67		3.33
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	4.67		4.00
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	5.00		2.00
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sadie's Rating	5.00		5.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Sadie attends a public four-year university on the West Coast as an undeclared major; although she intends to major in psychology. She graduated from CPHS in 2017.

HIGH SCHOOL EXPERIENCE

Sadie attended CPHS as a transfer student from 11th grade onward. She learned about CPHS from her cousin who was in the same grade. She transferred to CPHS because she did not receive enough support from her previous high school, and she wanted to attend a school near home.

CPHS supported her in many different ways to help her succeed in high school and prepare for college. Sadie struggled with anxiety and depression. The teachers and staff at CPHS were accommodating to her mental health hardships by easing otherwise stressful academic challenges. For instance, when Sadie was experiencing high anxiety, she was given a flexible schedule for assignments, which included breaks for when she needed to relax. Sadie felt cared for when the school principal knew detailed information about her. The principal even provided her with his phone number in case she might need support. She said, "I really appreciated that because with what I was going through, it was really what I needed to actually recover from what I was going through and preserve as a student." Furthermore, CPHS helped her to think independently and to figure out what she needed for herself and from others in her life.

COLLEGE PREPARATION

Sadie had college aspirations before attending CPHS; however, she did not have an action plan. CPHS continued to motivate her for college and guided her in the application process. She said, "[CPHS] really opened up my future goals and aspirations, and they were really supportive with the whole process of going to college."

Sadie's college-readiness teacher worked with her at every step of the college application process. She ensured every student was well prepared for the application process. For instance, she instructed students to complete personal statements, conduct research for college choice, and apply for scholarships and financial aid. The teacher also enforced deadlines and oversaw the whole application process. Sadie said, "[She] made it really easy and less stressful for us to be able to apply for colleges, especially since we had finals around that time." Sadie was accepted by several of the universities that she applied to with the help of her teacher.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

CPHS prepared Sadie for college. Her current university also utilizes Canvas, the same academic online system used by CPHS, and its familiarity was an advantage. CPHS's technology-based and interactive curriculum design not only engaged her but also trained her to be adaptable to electronic study tools. Moreover, the workload and courses at CPHS prepared her for the challenging work in college. She commented, "Because most of my classes are comprehension-based, and they ask us questions and ask us to use critical thinking in all of my subjects at [CPHS]…[it] was really helpful." Additionally, the support and helpfulness of CPHS staff encouraged her to reach out for help when needed.

The CPHS alumni coordinator played a vital role in helping her transition to college. Sadie said, "I think that having an alumni coordinator was beneficial for me because it eased my anxiety about problems [that I might face and helped me when] I didn't know who to go to." The alumni coordinator continues to serve the alumni by sending out scholarship information and following up with students even beyond their first year in college.

OVERALL COLLEGE EXPERIENCE

When talking about her college experience, Sadie mentioned that it was quite different from high school. She felt prepared from high school, but upper-division college courses were challenging. Although Sadie has yet to declare a major, she is interested in psychology due to her experience with mental health challenges and an introductory course she took in college.

During her time on campus, she received a lot of support from disability services for her mental health needs. When she had a hard time focusing because of her depression, the disability services office made sure she could obtain notes from someone in class. She also received an extended test hour due to her test anxiety, and the office also signed her up for the peer mentor program. She stated, "That program is really helpful for me, and it helped me guide my way through the first years that I was at [the university]."

Sadie also sought help from a trauma-informed therapist on campus who offered her additional forms of therapy. The therapist also introduced her to other on-campus resources and programs, including an initiative that disseminates information about depression and offers a peer group that Sadie was interested in.

As for campus involvement, Sadie has not joined any organizations yet. However, she showed great interest in the university helpline, where students can call in for help with their problems. Sadie felt that working with the helpline would provide relevant experience for her future career. Despite experiencing some difficulties with her studies, Sadie was satisfied with her academic performance. She said, "I've been able to pass my previous reading exams, which were open-ended questions, with an A. So, I'm very proud of myself because I've been able to persevere." At the same time, she mentioned that she felt anxious talking to professors, so she did not interact with them very much.

After graduating with a bachelor's degree, Sadie is considering pursuing a master's degree. She would like to specialize in mental health to eventually meet her career goal of being either a clinical social worker or a therapist.

RECOMMENDATIONS FOR CPHS

The biggest lesson that Sadie learned from college was how to deal with failure and learn from it. She said, "I guess just being able to let myself fail at some things…seeing those failures as opportunities to become better will make me a better person, so I shouldn't see them as a weakness. I should see them as an opportunity to become smarter or stronger in whatever aspect of life I'm trying to overcome."

Sadie suggests that CPHS offer a seminar or class that educates students on communicating with new people and how to become more open with others. Overall, she rated CPHS highly in curriculum design, school atmosphere, and support from teachers. She said, "I really loved CPHS because I was able to feel like a person to my teacher. I felt like they cared about me, and I wasn't just another student to them."
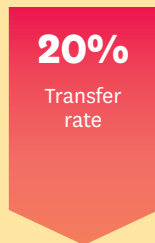
Jessie
CPHS Class of 2017

Santa Monica College

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives farther than walking distance from campus

Paid Job
Yes

High School AP Classes
Yes

Santa Monica College Transfer Rate

20%
Transfer rate

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Throughout high school, Jessie worked for eight hours every Saturday and Sunday at McDonald's. She also volunteered at the same hospital where her sister worked at as a nurse. She most appreciated the support system available to her at CPHS. In her advisory class, she was able to check in with other students and the advisor every day. Jessie "didn't know much" about college before starting at CPHS. She hoped that attending CPHS would assist her in finding a college that was best for her. Ultimately, Jessie decided that it was best for her to attend a community college. She felt like she could continue working to save money before transferring to a four-year university.

COLLEGE EXPERIENCE HIGHLIGHT

Jessie felt "very well-prepared" when she started at her community college. She felt like the academic workload she had at CPHS was similar. In her first year of college, she decided that she wanted to major in nursing and ultimately become a registered nurse. She now works as a nursing assistant at a nursing home. Her educational goal is to complete the nursing program at her community college, then transfer to a university to obtain a Bachelor of Science in nursing. Her long-term goal is to obtain a master's degree in nursing.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
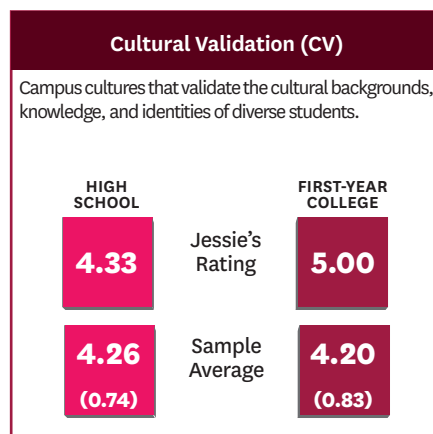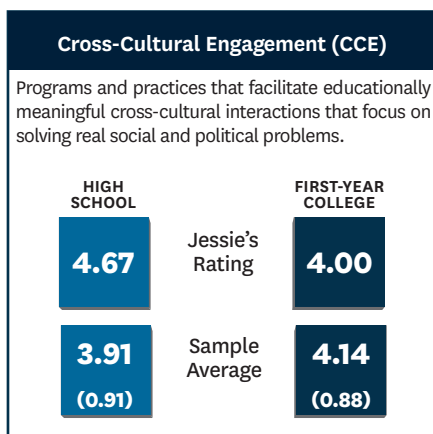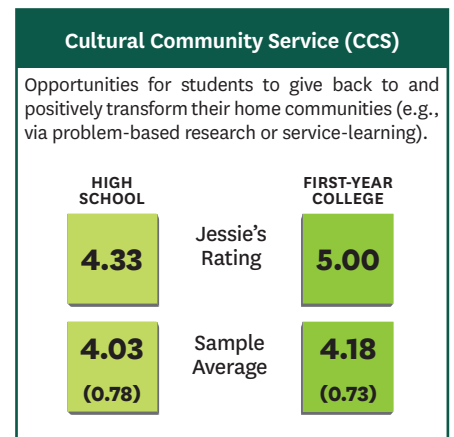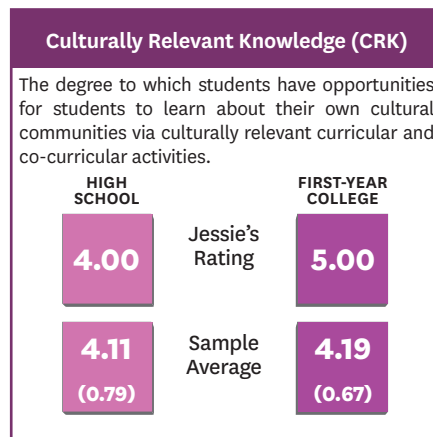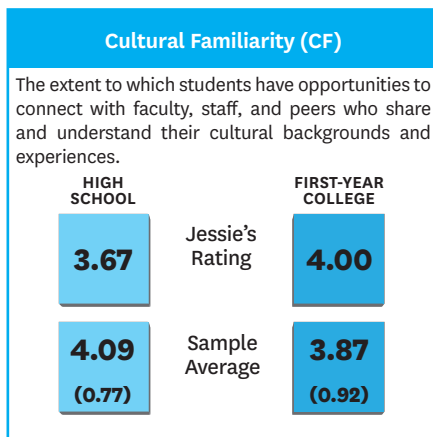
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
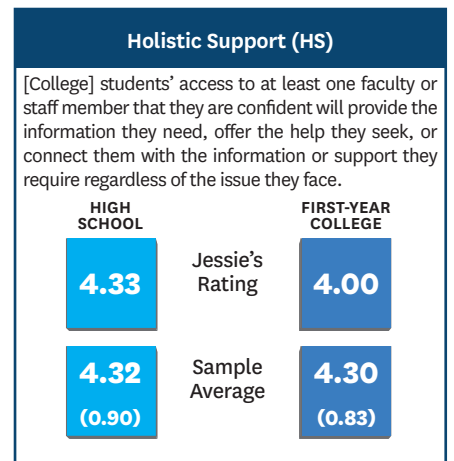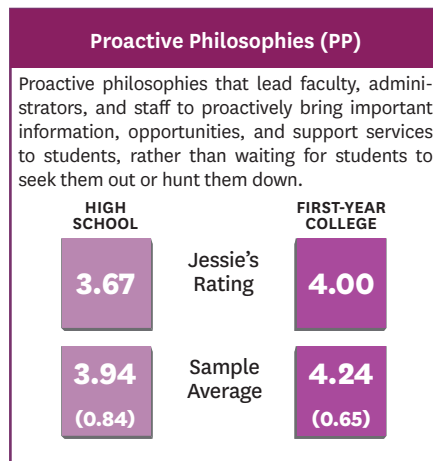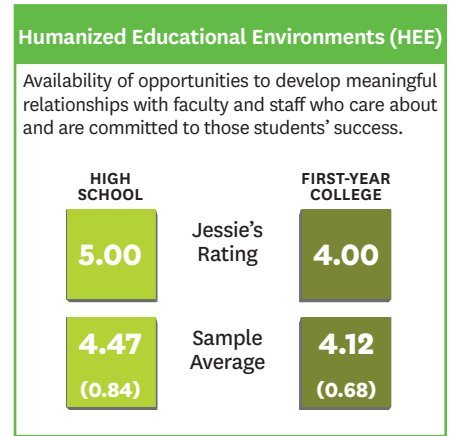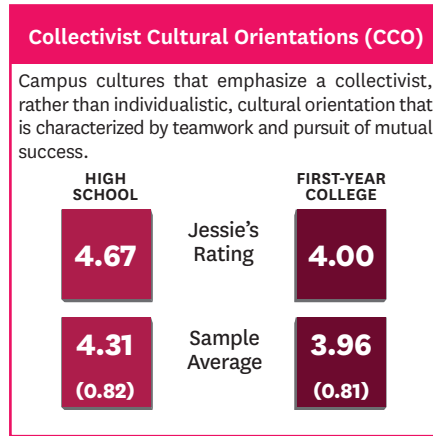
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jessie's Rating	3.67		4.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jessie's Rating	4.00		5.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jessie's Rating	4.33		5.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jessie's Rating	4.67		4.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jessie's Rating	4.33		5.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
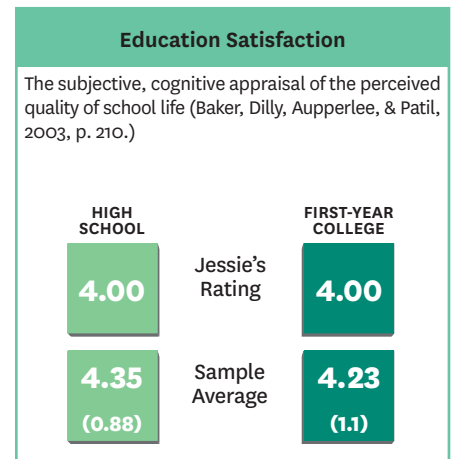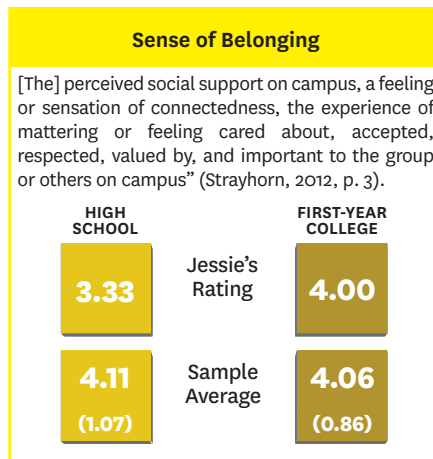
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.67	Jessie's Rating	4.00
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Jessie's Rating	4.00
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.67	Jessie's Rating	4.00
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.33	Jessie's Rating	4.00
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
3.33	Jessie's Rating	4.00
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Jessie's Rating	4.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Jessie is a graduate from the CPHS class of 2017. She is currently attending a community college in a major U.S. city on the West Coast.

HIGH SCHOOL EXPERIENCE

When Jessie began at CPHS her freshman year, she felt "like it was so different from the schools that I was surrounded by…and the schools surrounding me were not good." She remembers being excited for CPHS because of the personalized learning models and all of the opportunities available at a smaller school.

Throughout high school, Jessie worked for eight hours every Saturday and Sunday at McDonald's. She also volunteered at the same hospital where her sister worked at as a nurse. She appreciated this experience because she also wants to work in the medical field, so "it gave me an insight of how doctors work with patients and how they work with medicine and how to deal with a patient, like if they're ever angry, sad, or how to cheer them up."

She appreciated the support system available to her at CPHS. In her advisory class, she was able to check in with other students and the advisor every day. She found that "really helpful and, I think, really important." She felt supported by the principal, who would "have talks with me to see how I am [doing and] what's going on. Like if I wasn't doing so well in the class, [he would ask] what's wrong? Is it something at home? You know, this is not you. He'll check up on me a lot. And I really appreciate that. And it just made me gain a lot of trust, and—just a lot of support from him."

COLLEGE PREPARATION

Jessie "didn't know much" about college before starting at CPHS. She hoped that attending CPHS would assist her in finding a college that was best for her. This process began in the college-readiness course in her junior year. Jessie recalls, "looking at schools and [the teacher] was making us look up videos of the schools to see what the campus is like. And once I was looking at the campuses, I'm like, oh my God, they're so beautiful! And while I never thought [about what] attending a university would be like… it seemed like you had more freedom."

In her senior year, Jessie applied mainly to state universities and one private university. Although she believes the process was straightforward, she recalls some of the questions being difficult when they required information from her parents. She stated, "I had difficulty asking my parents. And they were just like, oh, why do you want to know? You know, and it's like, oh, I'm just asking because it's for my application for college. I need to put that. I need to put something in there, you know? And then they were like, oh, okay. That's when they were understanding about it. It was this year…they started giving me more information. I guess it's just the part where you have to ask your parents for their pasts, for their profile."

Jessie was accepted to a few state universities. She was highly considering one of the state universities approximately two hours from home. She liked that "nobody else in my class was thinking about going there. I wanted to go somewhere where I didn't know anybody. Just being on my own, you know, meet new people and go to a different area." However, although her financial aid package made the school "affordable," she was worried about her ability to "get a job over there." She also felt like she "was still young," saying "I still need to be here with my parents. I just felt like it wasn't the time for me to leave yet."

Jessie was accepted to the local private university that she "wanted to attend" because her sister also went there. However, her sister received a full scholarship to attend and Jessie did not want to "rely on my financial aid and whatever my parents were able to give me, and whatever came out of my pocket, because I also worked."

Ultimately, Jessie decided that it was best for her to attend a community college. She felt like she could continue working to save up before transferring to a four-year institution. She chose her particular community college because of its high transfer rates to the public state universities compared to the community colleges in her neighborhood.

She visited the campus and "thought it was a pretty nice location" and found a public transportation route that takes her right to her institution. She felt supported in her decision by her college counselor at CPHS. Jessie was concerned that it was "a bad thing" to attend a community college, but she said that her college counselor "comforted me. She told me… It's not going to be that bad. She just told me… the decision I'm making is right for myself. And she [said] if it fits your financial need, if it fits your likings… if it fits your major, then—yeah, then go for it. Why not?"

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Starting at her community college, Jessie felt "very well prepared." She felt like the academic workload she had at CPHS is "similar to the amount of work we get now." She learned "to always research, research, research" at CPHS, and she knows to ask for help if she ever needs support.

Jessie admitted that one mistake she made in her transition from high school to college was selecting early morning classes in her first year, starting at 7:00 a.m. Given her commute to campus is nearly an hour, she shared "it was difficult getting up so early in the morning and having to wait for the bus to get to school on time. I feel like choosing really early morning classes was not my best choice and maybe choosing classes that started at 9:00 a.m. [is better]."

OVERALL COLLEGE EXPERIENCE

Jessie is enjoying her experience at the community college because it "is so similar" to CPHS. She feels supported at her community college. She not only utilizes the resources available to her on campus, but she also feels like the professors are "very helpful" and "similar to the [CPHS] teachers." She explained that she would have tried another community college had that not been the case.

Financially, Jessie has not felt stressed about paying for her community college expenses because her financial aid package covers her tuition, transportation, and books. She has continued to work throughout college to cover any remaining costs as well as save money for her future education plans.

INVOLVEMENT

In her first year of college, Jessie was busy balancing her academics, commute, social and personal commitments, and work. Jessie continued to work at

McDonald's in her first year, for eight hours a day, three days a week on Friday, Saturday, and Sunday. She did not have much time to get involved on campus besides utilizing resources such as the counseling and tutoring centers. She started attending the pre-medical students (pre-med) club events.

Jessie learned about different career and volunteer opportunities through the pre-med club's events, which is where she discovered the certified nursing assistant program. She completed a six-week course and passed the state licensing test to become a nursing assistant at the end of her first year of college. Now, she works as a nursing assistant at a nursing home. She loves that experience, she asserted, "I can see how doctors and nurses co-exist in the patient care environment. So, it shows me what career path I want to follow and what I want to do" as a registered nurse.

ACADEMIC AND CAREER ASPIRATIONS

She decided in her first year of college that she wanted to major in nursing and ultimately become a registered nurse. Besides her sister's experience as a registered nurse, Jessie has "always wanted to be like a doctor." She also has other family connections to the field. Her sister's husband and her boyfriend are nursing assistants and her cousins are registered nurses. She feels that her career is "in the family, so I think that has a big part into why I want to work in the medical field."

Jessie is also a part of a first-year experience program that requires her to complete monthly check-ins with an academic counselor, which she has found useful. Her counselor helped her develop an education plan that included the courses she should take in order to transfer to a state university.

Her educational goal is to complete the nursing program at her community college. She knows that completing the program at her institution is "cheaper," and if she were to do it at a four-year institution, the expenses would be "more out-of-pocket." After completing her associate degree in nursing, she wants to attend a university to obtain a Bachelor of Science in nursing. Her long-term goal is to earn a master's in nursing.

Jessie emphasized that she feels she is "doing it right, financially." She saw her sister go into debt from her undergraduate experience at a private university, and some of her friends at public, in-state universities are also in debt. She said she is "trying to prevent that debt and be financially smart. It might take me longer than most of my classmates or other people, but that's the way that I believe is best for me financially speaking."

RECOMMENDATIONS FOR CPHS

As Jessie reflected on her CPHS experience, she wished that she "was able to stand out." She worries that she "might have missed out on going to a different college that could've given me different experiences… I wish like—I cared more about how I was doing in school. I wish I would have pushed myself more because I know the people around me pushed me, but I wish I had the confidence that I have now—to push myself as much as I have, you know, on my own." She recommended that CPHS have "more activities" available to students, such as field trips.
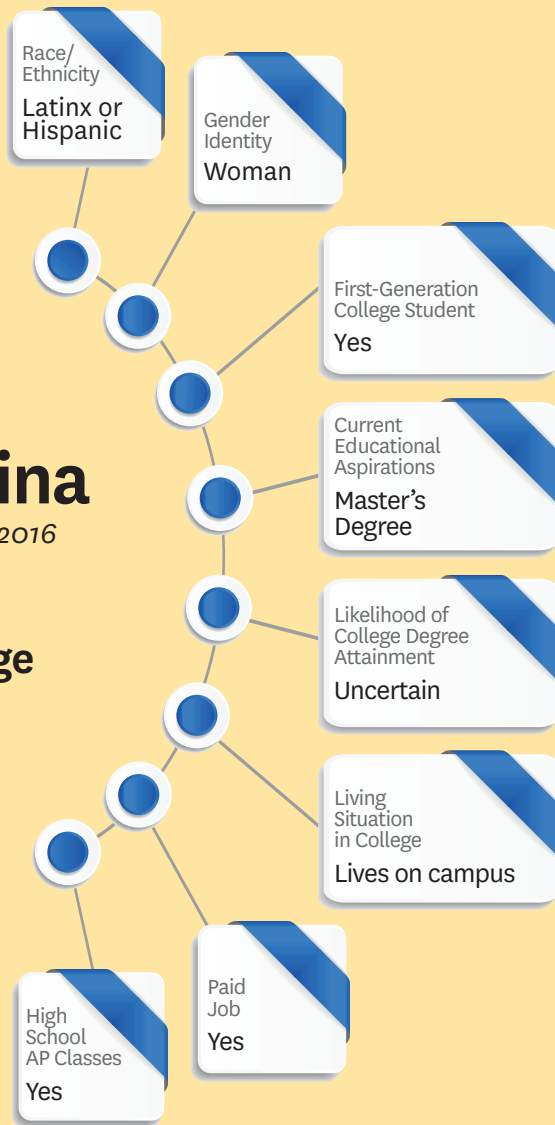
She wants to pass on the message to CPHS and other students that they should consider community college. Students who consider community college should not feel "shameful or feel bad because the other classmates of yours are going to attend a four-year and you're not, because you'll eventually get there. It just takes time."

Overall, she is grateful for the preparation CPHS provided her. She has yet to run into an academic situation where she felt surprised or unprepared for. She recommends that CPHS continue to check in on not just their students, but also their alumni. She appreciates getting "emails or text messages or social media posts" asking alumni to communicate and engage with the CPHS staff.
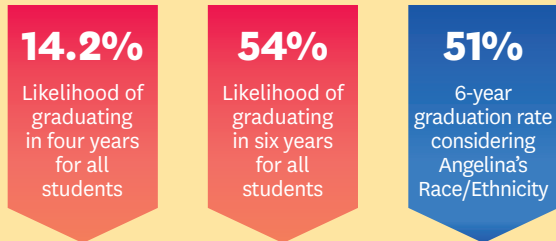
Angelina
CPHS Class of 2016

Cal State Northridge

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Master's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

High School AP Classes
Yes

Paid Job
Yes

Cal State Northridge Graduation Rates

14.2%
Likelihood of graduating in four years for all students

54%
Likelihood of graduating in six years for all students

51%
6-year graduation rate considering Angelina's Race/Ethnicity

PROFILE #15
ANGELINA

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Angelina was not being challenged at her first high school during her freshman year, so she asked her parents if she could transfer schools and started attending CPHS her sophomore year. As the first child in her family to attend college, she feels a sense of responsibility to be the best she can be. Angelina was involved in many clubs and had numerous organizational commitments during high school. Although education has always been important to Angelina and her family, she started at CPHS with uncertainty about how to get to college and which college to attend. As a first-generation college-bound student, Angelina appreciated the support of CPHS staff and teachers as well as the college-readiness course. Angelina made her college decision to attend a four-year, public state university based on financial affordability.

COLLEGE EXPERIENCE HIGHLIGHT

She described her academic transition as very difficult. For example, she was not used to a traditional style of learning because of CPHS's personalized learning modules. Reflecting on her academic struggles, Angelina felt "really disappointed" in herself for the first time because of her performance. She shared her sentiment with the CPHS alumni coordinator, who served as one of her sources of support. As a civil engineering major, she decided to join her institution's chapter of the American Society of Civil Engineers (ASCE). Angelina works off campus with a construction company for five hours per week. She is on track to graduate in five years and wants to work in construction project management.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
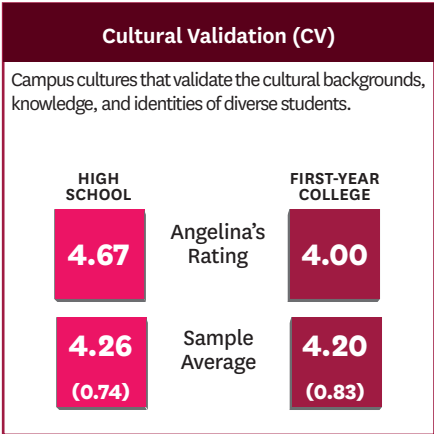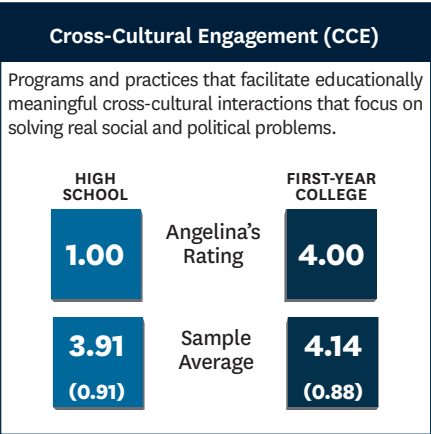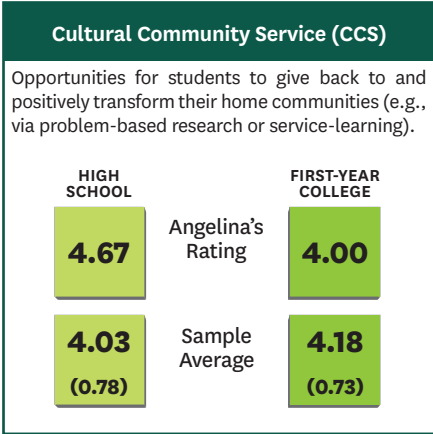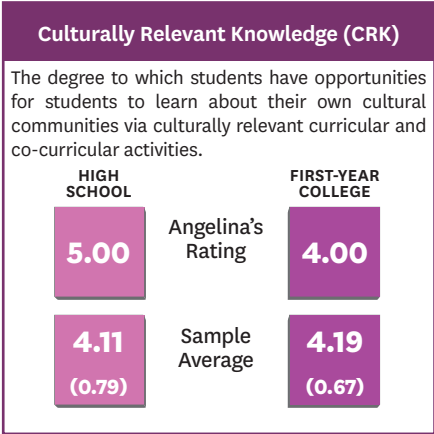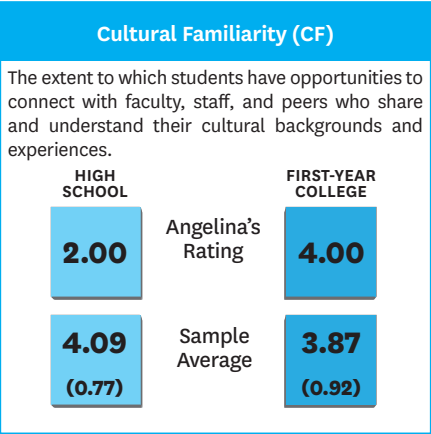
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
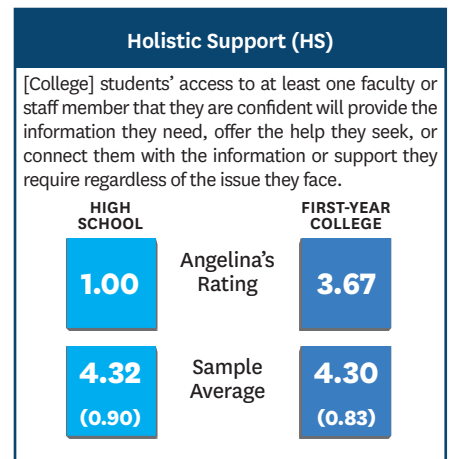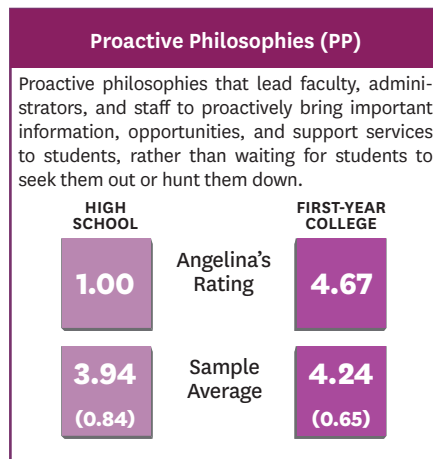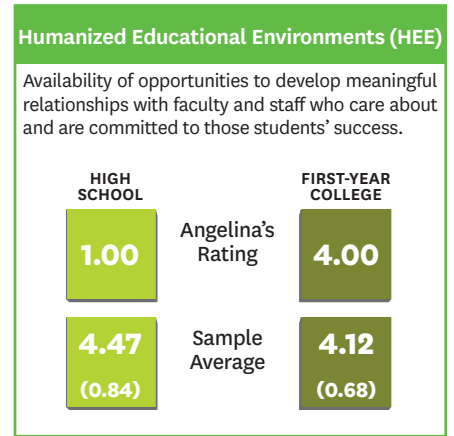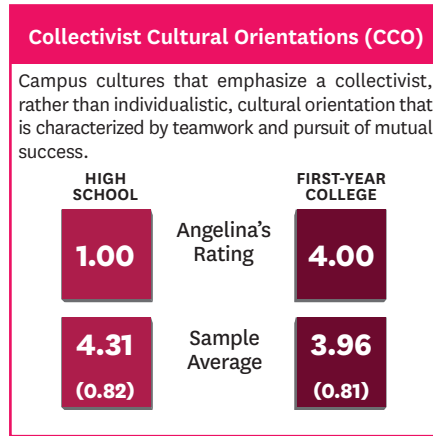
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	2.00		4.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	5.00		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	4.67		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		4.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	4.67		4.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
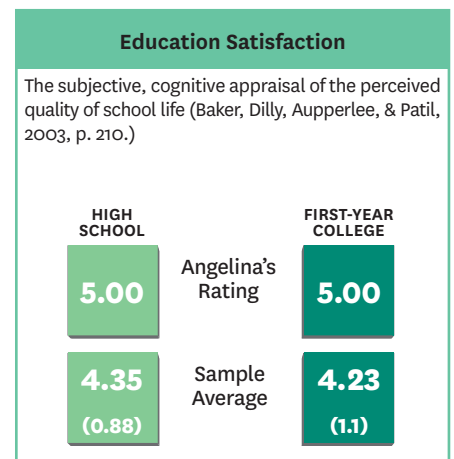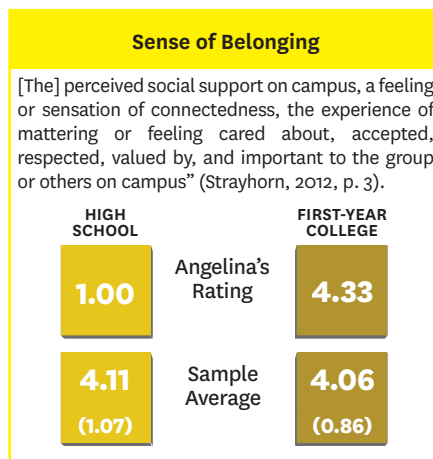
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		4.00
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		4.00
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		4.67
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		3.67
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	1.00		4.33
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Angelina's Rating	5.00		5.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Angelina, a graduate from the CPHS class of 2016, started attending CPHS at the beginning of her sophomore year. During her freshman year, she attended another charter school in the area. She explained that her parents grew up in Central America and that "Education is very valuable in our family." Therefore, when Angelina was not being challenged, she asked her parents if she could transfer to CPHS. As the first child in her family to attend university, she feels a sense of responsibility "to better myself...I really wanted to make sure I was going to a school that would help my brothers, too." One of her younger brothers is now a CPHS student.

HIGH SCHOOL EXPERIENCE

Angelina was involved in many clubs and had numerous organizational commitments during high school. Angelina admitted, "I was a shy student… [CPHS] really helped me get rid of that shyness. I was very, very involved in high school." She supported the first college fair at CPHS by helping the leadership team recruit new students. She credits that experience with helping reduce her fear around asking questions or networking. She joined several clubs related to women's empowerment and STEM as well as played soccer and volleyball.

During her junior year, Angelina "went through a really hard loss." She remembers the emotional support her teachers and staff provided. She said, "Teachers there mentored me a lot...I couldn't talk to anyone else because everyone at home was going through the same loss." Angelina considers that time an important part of her development and growth.

COLLEGE PREPARATION

Although education has always been important for Angelina and her family, she started at CPHS with uncertainty about how to get to college and which college to attend. She explained, "I knew I wanted to go to college, I just didn't know which college to go to...I [thought] every student is going to a very prestigious college. So, that was my mindset, but I know how I was doing in school wasn't going to get me there. So, I really like wanted to do better."

In her sophomore year, her advisor and English teacher hosted a program to learn about colleges. Angelina said, "I think that's when I really got into colleges, and I really learned college is so cool. I really have to reach out and try to get it because there's no one else that can help me but myself and the teachers around me…I feel that was when I knew I really wanted to go to college."

When Angelina took the college-readiness course during her junior and senior year, she appreciated the support of the teachers and staff. As the first person in her family to go to college, she explained, "I'm the first child...my parents don't know anything about the college system. I couldn't ask them for help...I felt really bad because they really wanted to help me, but they couldn't." Angelina applied to a mix of public and private institutions. She also attended campus visits when she could and some included overnight programs.

Angelina made her college decision to attend a four-year, public state university based on financial affordability. She said, "Because there's also my half-brothers behind me, so I just wanted to find the cheapest school." She admitted that it was a hard decision because she was accepted at a more "prestigious" institution that was "so expensive" for her. She planned to major in civil engineering.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Angelina recalled being "nervous" on her first day in college. She admitted, "I feel lucky because I had some friends there," but it was difficult for her to connect with those old friends and make new friends. She lived on campus in an apartment-style building with a few other women. She believes she did not "choose the right living space for socialness… the freshman dorms were more social." She described her academic transition as "very difficult but very easy at the same time." For example, she was not used to a traditional style of learning because of CPHS's

personalized learning modules. She divulged, "It was weird to have normal lectures…a teacher actually teaching in front of me." She was also not used to big classes because she had gone from a small private school to a charter school that also had "little classes." However, she felt prepared for discussions and homework, where she "did very well." Her first semester, she enrolled in 16 units and failed one class. Her second semester she took fewer units, but she was enrolled in harder classes, so she struggled more academically. She was not used to the pace of her chemistry and math classes in college.

Reflecting on her academic struggles, Angelina felt "really disappointed" in herself for the first time because of her performance. She shared her sentiment with the CPHS alumni coordinator who served as one of her sources of support. As a result of her support system and prior academic preparation, Angelina was able to receive valuable lessons from her academic struggles. She recalled, "Failing is my most important experience…now I know how to be better." She figured out that she needs to find a better balance of responsibilities. She stated, "I can't take too many classes, but I can't take too little [either]. I need to find stuff to keep myself occupied, like stay on campus more, get more involved, a little more tutoring sessions, just try my best."

She decided to join her institution's chapter of the American Society of Civil Engineers (ASCE) even before she began attending her institution. She learned about it through contacting the institution about opportunities available to engineers as she was making her college decision. She joined the club her second semester and received a mentor who checks in with her and introduced her to fellow students in the club. She also attended a few events for a club related to Hispanic and Latinx students in engineering, but ultimately decided not to continue because there were no other civil engineering majors in the club.

Angelina admitted that being the first person in her family to attend college has been challenging. She said, "Being the first-generation college person in your family is very difficult, especially being the oldest one going to college, because you have no one to lean on. And so, that has been something that's very hard and sometimes very unmotivating, but then I feel like it's kind of easier for my brother because he has me to ask 'Hey, how do I do this?' 'How do I do that?' So that's been something very hard and…you feel like you don't want to disappoint, but it's been hard."

OVERALL COLLEGE EXPERIENCE

Now in her third year of college, Angelina is living off campus with three other students. One of her roommates is also an engineering major, which has "helped tremendously." The academic struggles Angelina experienced her first year of college put her on academic probation. Since then, her grades "have gotten better and better, and so far, I haven't failed classes at all this year." Angelina is on track to graduate in five years.

INVOLVEMENT

Once she joined ASCE her second semester of her first year, she felt more connected on campus. She explained, "I had the support system I needed, and so much more to do." She appreciated the club's networking opportunities. She is still involved but not as active now in her third year, especially because she and her engineering roommate support each other.

Angelina has utilized several on-campus resources. She visits the learning center for her English and math classes, where she has received support both from faculty and from fellow students. She also makes a point to attend office hours, something she learned at CPHS. Through her involvement in ASCE, she was able to meet the dean of engineering. She has also connected with her academic advisor.

Angelina works off campus with a construction company for five hours per week, where she supports different aspects of the business. She explained, "I gain leads, help him get customers, or if we have the customers, I help them with estimates for getting orders. Just anything he basically needs." She feels that working with this company over the past year has helped her professionally because of the relevant experience and knowledge she has gained.

ACADEMIC AND CAREER ASPIRATIONS

In high school, Angelina was set on studying medicine. However, she changed her mind when applying to colleges. She shared, "I honestly chose it because growing up, my dad is not an engineer, but he works in construction. I remember when I was eight, me and my dad visited Central America, and they own land. So, my dad [said], 'Let's build a house.' So, we sat down one day and we just made a blueprint. He was teaching me how to make blueprints and stuff, but he learned about that over there in Central America. He's not certified. So, he doesn't work on that. So, he always told me that was his dream. And in middle school I was able to take an architecture class." Angelina's personal experiences related to construction and her enjoyment of her middle school architecture class led her to choose civil engineering as her major. She found it to be a perfect fit for her. She stated, "I liked the major, and why not help my family at the same time?" Although she was originally unsure about choosing her institution, she feels that it is a good fit: "[My institution] is offering me everything that I need."

Angelina hoped to minor in construction management but realized it was going to delay her graduation. She explained, "I was trying to minor, but it was going to take me longer just to graduate. I wanted to just focus on engineering and then go back to school for construction management, which is like the business of engineering." She said, "I like that it offers more of a hands-on job than civil engineering."

Angelina believes that the professors in her engineering classes have been instrumental in helping her reach her academic and career goals. She shared, "They have prepared me tremendously...My professors are all working in the field, so they know exactly what we need to learn, and they emphasize that...so I feel like they're very up-to-date and very hands-on as well."

RECOMMENDATIONS FOR CPHS

One recommendation that Angelina has for CPHS is to allow students the opportunity to choose their classes, she said, "I feel like choosing class is something very important because that's what we generally do in college—you choose what classes you want to take. So, I feel like that was something that I didn't have a chance [to do] and lectures as well."
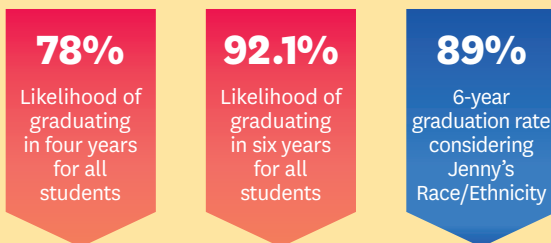
Jenny
CPHS Class of 2017

University of Southern California

Race/Ethnicity
Black or African American

Gender Identity
Woman

First-Generation College Student
No

Current Educational Aspirations
Master's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
No

High School AP Classes
No Data

University of Southern California Graduation Rates

78%
Likelihood of graduating in four years for all students

92.1%
Likelihood of graduating in six years for all students

89%
6-year graduation rate considering Jenny's Race/Ethnicity

PROFILE #16
JENNY

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Academically, Jenny appreciated the opportunities that CPHS gave her to learn and discuss real-world issues. She played volleyball, co-founded the yearbook club, participated in the journalism club, and danced for two years. In particular, her advisor became her home away from home. Jenny knew when she entered CPHS as a freshman that college was an important goal for her. The college-readiness course at CPHS helped prepare her to reach her goals. She ended up needing to decide between two private institutions, both with strong journalism programs. She ultimately chose to attend a local private university.

COLLEGE EXPERIENCE HIGHLIGHT

Jenny decided to live on campus, despite how close the local university is to where she and her mom live. She felt prepared for the workload but not for the rigor of the work in college. She is proud of her academic accomplishments thus far, including the maintenance of a 3.5 grade point average, which she wishes to continue improving. Jenny has been able to find her place at her large private institution by getting involved. She is a member of the marching band and is currently pledging a cinematic fraternity. Furthermore, she is involved in the journalism school's programs, such as being an ambassador and working at the media center. Jenny is passionate about fair and equal representation in the media, especially for marginalized communities. She hopes to become a writer and/or producer at a top media company and eventually start her own media production company.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
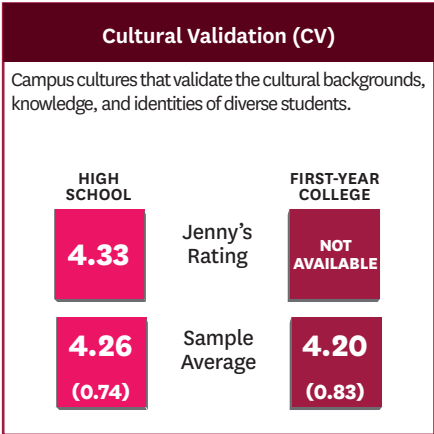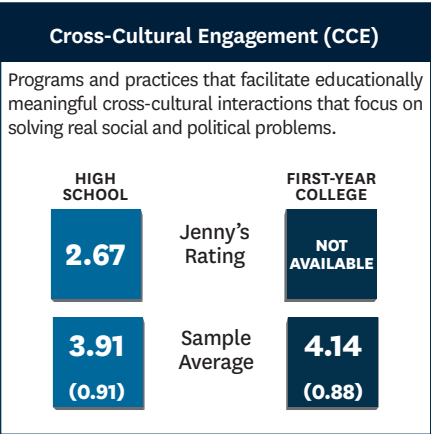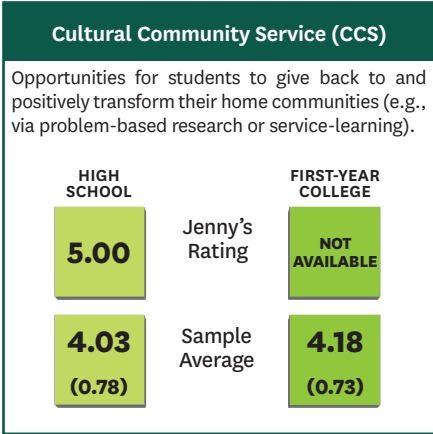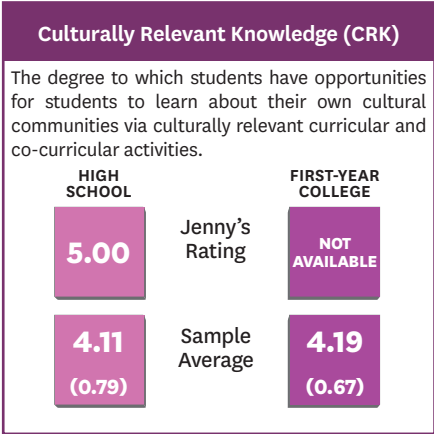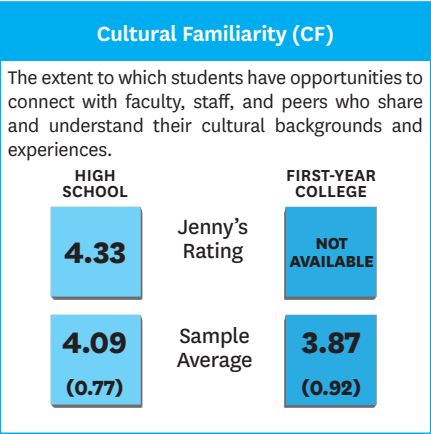
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
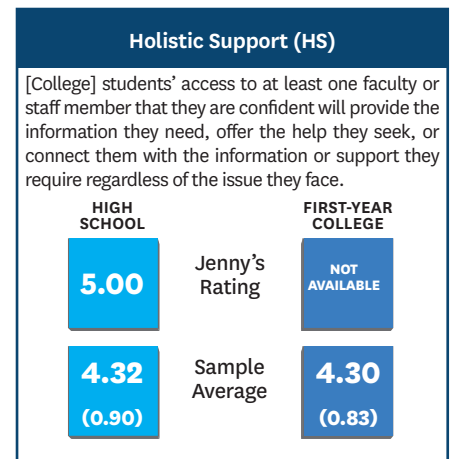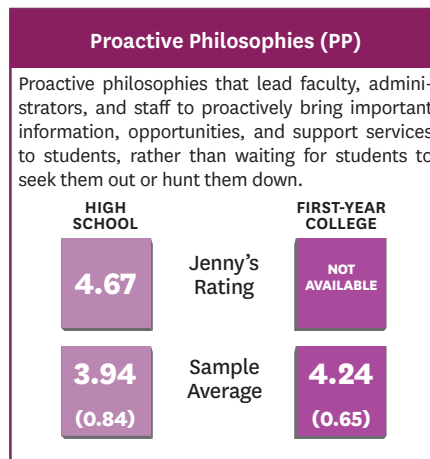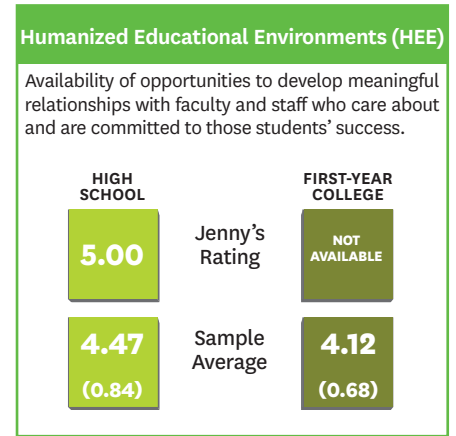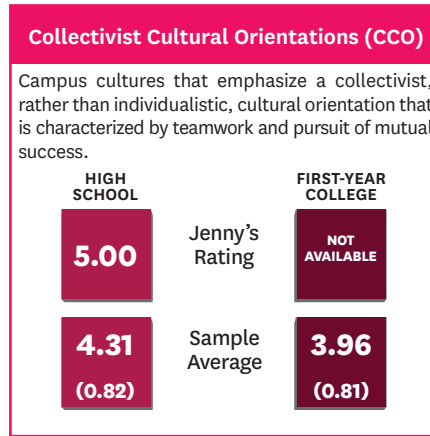
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	4.33		NOT AVAILABLE
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	2.67		NOT AVAILABLE
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	4.33		NOT AVAILABLE
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
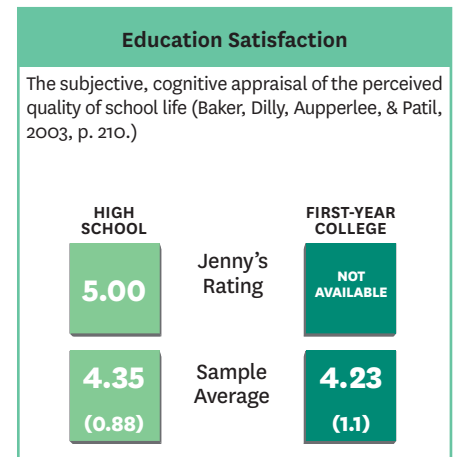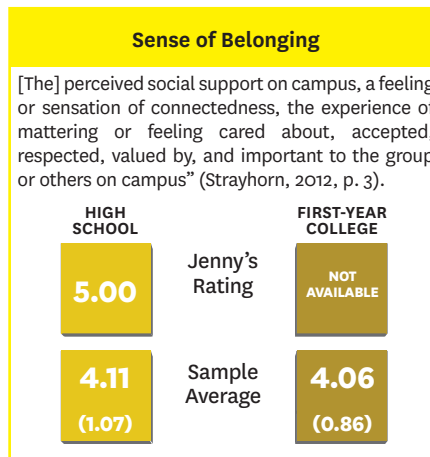
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	4.67		NOT AVAILABLE
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Jenny's Rating	5.00		NOT AVAILABLE
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Jenny is a CPHS class of 2017 graduate and was a student at CPHS for all four years of high school. She is now a sophomore at a four-year private institution in a major U.S. city on the West Coast.

HIGH SCHOOL EXPERIENCE

Jenny attended a very small middle school, making her transition to CPHS an interesting one. She explained, "[CPHS] was also small, but my middle school was so, so, so much smaller… So, everybody in the classroom looked like me, and we basically had the same backgrounds. We lived in the same area, had the same type of family situations. I got to [CPHS] and I was just like, whoa, all these people exist and they're different… I learned so much from the people around me at [CPHS]. And all of my friends are different. Everybody—all of the teachers I come across, they're just diverse individuals to begin with, and they're so creative, and I love them so much."

> Academically, Jenny appreciated the opportunities that CPHS gave her to learn and discuss real-world issues. She shared, "Every little assignment we did in school, they definitely allowed me to think of things on a bigger level…even in statistics, we talked about politics and stuff and social issues. But they just allowed me to think of things on a grander level. And even though some of the classes were politically charged, they were never charged in a specific direction. They were just like, here's this issue, pick a stance. Here are the complexities of the issues in our world, and they just allow you to think of both sides and not just be so singular, and that's how—even with the students (my peers)—they allowed me to think. Even though we're from similar backgrounds, they can think something completely different than I do, and we learn and grow from that by having conversations. [CPHS] encourages those conversations to happen in the classroom."

Socially, Jenny felt like she had the opportunity to develop as an individual. She discussed that CPHS "allowed me to figure out who I was a little bit more… [CPHS] really pushed me to know who I was and be aware of who I was… Sophomore year was about 'Yes, you're in high school, but you're in high school and you're Black' or 'You're in high school with all of these Latino students, what does that mean?' [CPHS], as a whole, allowed me to be an aware citizen in our society."

Jenny felt supported by the teachers and staff at CPHS. Jenny shared what kind of impact her advisor had on her stating, "She was my advisor all four years. I only saw her 40 minutes a day, but it made a huge difference…She was really like a second mom, in that sense. She was my home away from home." Jenny also appreciated the principal's leadership. She shared, "He was always looking for the best in everybody. I remember there was one instance, in particular. It was me and a couple of friends and we didn't have an advanced choir teacher, so we would just sit and work in the learning commons. But we would get off task a lot and then one time [the principal] came up, and we were pretending to work, and he was like, [Jenny] I know you have a B in physics, and I was like, I'm passing. He said, 'What do you mean? Okay, but it could be an A.' I think that really speaks to what [the principal] is all about. He sees the best in everybody, and he only wants us to grow and be the best students we can be."

Jenny was involved in various activities during her time as a CPHS student. She played volleyball, co-founded the yearbook club, participated in the journalism club, and danced for two years.

COLLEGE PREPARATION

Jenny knew when she entered CPHS as a freshman that college was an important goal for her. She explained, "I just really wanted to go to a really good college… It's heavily [emphasized] in my family that I have to go to college." The college-readiness course at CPHS helped prepare her to reach her goals. She shared, "It definitely expanded my knowledge about the college process…We definitely got a lot of help with the college application process." Jenny also received support from a nonprofit organization she was involved with. She said, "It was like having two different support systems for the same thing." She applied to a mix of public and private institutions and was accepted to most of the schools she applied to.

The financial aid application process was difficult for Jenny. She lives with her mother, who has primary custody of her, and she does not have a relationship with her father. She explained that schools wanted information on her non-custodial parent, which she always tried to waive. She said that some schools insisted she report information from her father, but she and her mother told the schools, "No, please don't make us do this. We don't associate with him. So, that was really challenging during the application process."

She ended up needing to decide between two private institutions, both with strong journalism programs. However, one was local, and one was across the country. Jenny was set on attending the institution across the country. The CPHS college counselor encouraged her to go visit that institution because Jenny was already familiar with the local institution. During her visit, Jenny kept comparing the institution to the local institution she was familiar with. It was then that she realized she wanted to attend the local institution.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Jenny decided to live on campus, despite how close the local university is to where she and her mom live in order "to feel immersed in the culture." However, she stated, "I definitely think the culture shock was a challenge. I didn't realize how different people could be, especially growing up in a neighborhood that was pretty homogeneous... I still didn't realize that there were people that thought different from me or could live in such a different place and that that could affect how they think as well. So, it's just being prepared for different perspectives… That was challenging because it was just something I had never really seen before."

Furthermore, Jenny spent a lot of time in her room during her first year. She discussed, "I much preferred to do work behind my computer, if I can Google it, I'll be fine." Eventually, she learned that she needed to spend more time on campus. She admitted, "I learned that some of the most valuable experiences I could ever get would be from actually going outside and meeting and talking to people, especially because there are so many doers at [my institution]."

Academically, Jenny has done fairly well in her transition to college. She did express that there were moments where things were difficult. She explained, "I lost the confidence within myself to accomplish some of the work." However, she continues to push forward. She also tried to attend her professors' office hours during her first year. She said, "At [CPHS], I was encouraged to go to office hours, and I'm definitely taking that with me to college." She felt prepared for the workload but not for the rigor of the work. She explained, "I think I was prepared for the amount of work that I would have, but not necessarily the level of difficulty. The way [CPHS] taught us to—the work ethic that they had spoken of—was essentially 'Just get all of it done' and not necessarily think critically about what you're doing...that was a challenge I did face early on."

Jenny also felt supported and continues to feel supported in her transition to college by the CPHS alumni coordinator. She shared, "He's so nice, so supportive, and so helpful. Whenever he checks in, he's always like 'How are you doing?' I'm always doing pretty fine or pretty well, so it's nice to know that he's there… So [it's] mostly for reminders of technical stuff that [he] helps me with."

OVERALL COLLEGE EXPERIENCE

Jenny is enjoying the "independence" she has in college. She is proud of her academic accomplishments thus far, including the maintenance of a 3.5 grade point average, which she wishes to continue improving. She said, "I definitely want to strive for straight As. I eventually want to get to magna cum laude." Socially, it was a challenging transition at first, but she feels like she has found her "place."

INVOLVEMENT

Jenny has been able to find her place at her large private institution by getting involved. She is a member of the marching band and is currently pledging a cinematic fraternity. Furthermore, she is involved in her journalism school's programs, such as being an ambassador and working at the media center, where she has learned "hands on skills." She enjoys being involved in the journalism school's program because of the representation she can provide of her community. She said, "I know it's a really underrepresented field of work for people, for people of color, so I want to be able to mentor younger generations into getting more into media and communications and how cool that feels

to me, and just being a representative of the community." She also frequents the Black Cultural Center (BCC) on campus. She explained, "I go to [BCC] to just hang out. It's always a really fun and calm community there."

One of the most surreal experiences for Jenny was in her role in the marching band. She was able to travel with the band to her university football team's bowl game out of state. She shared, "I used to watch college football with my aunt, literally a year prior, as that would be something I was watching on TV and a year later, I was actually there. So that was symbolizing all of the opportunities...that could easily be made a reality. Because I literally just walked into the band, was like, okay, I'm going to give it a try, and then I ended up going to the bowl game. It was a symbol for all of the opportunities that can easily be obtained just by coming to this university. So, in that moment, it stuck with me because it's just a reminder of how lucky I am to be here and all of the opportunities that are available here."

ACADEMIC AND CAREER ASPIRATIONS

Jenny decided to major in journalism because of the performance task assignments at CPHS. She would always choose something media-related for her performance task assignments, and then held a leadership role in the yearbook. She was also a co-founder of the journalism club. She is now considering communication as a major, but both majors have similar requirements, so she has not made a final decision. She plans to study abroad during the spring semester. Jenny is also considering graduate school. She explained, "I'm still debating grad schools, but I think I might want to take the GRE maybe after senior year. I'm not really sure if I want a master's in journalism or if I want an MBA with an emphasis on media, but I think I am leaning more toward an MBA in terms of maybe entrepreneurship."

Jenny shared, "I want to have people be represented well. Like, that's my life goal, is just to make sure everybody's story, everybody's life, is just represented accurately and in the best way possible." She explained how people from her Black community and her neighborhood are often portrayed negatively in the media. For example, she noted, "Black people are always sort of criminalized and villainized in the media, and it's not fair. I just really want to be a person that switches that. I'm not saying that, if there's a criminal's pictures on the news, it doesn't have to always be a mugshot or a really bad photo of the person. It could just be a neutral photo… There are little, subtle things being portrayed in the media that affect people so much and it's not fair. I just really want to help with that. I just want to give everybody a fair opportunity in terms of representation and accuracy." Jenny would love to carry out this goal in a media creation role. She said, "I am super interested in short form content creation. I really want to work at a place like Vice or Buzzfeed that does create short form content that's easily digestible but also really impactful at the same time. So definitely be a writer and/or producer at one of those companies. Eventually, I do want to start my own media production company." Her immediate next step is to obtain a media internship this year.

RECOMMENDATIONS FOR CPHS

Reflecting on her CPHS experience she recalled how her CPHS community had a similar political ideology. In the moment, she appreciated it, but looking back, she considers how it made her transition to a Predominantly White Institution (PWI) more difficult. She explained, "At [CPHS], a lot of us are from similar backgrounds, or slightly different backgrounds, but most of us have the same political ideology, and I wish we would be more exposed to stuff like that. So, there wasn't a lot of racism on campus because we're all primarily from the same race, but definitely getting us ready for things like that—like, if you go to a predominantly white institution."
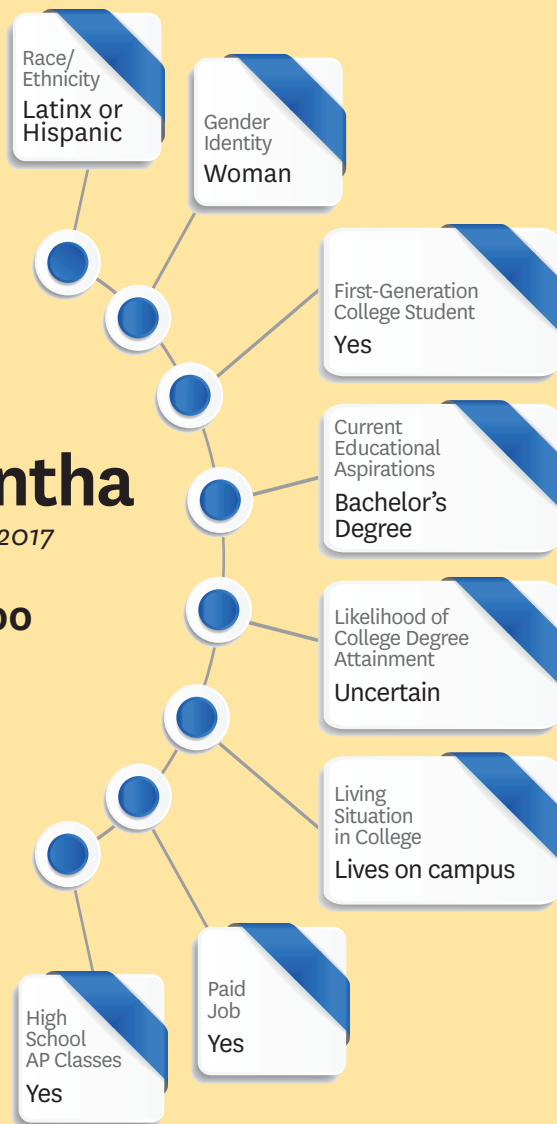
She also appreciated the online personalized learning models at CPHS when she was there, but she thought another model could have been more helpful. She shared, "I think just because the blended learning model allows us to passively go through things instead of actively learning stuff. I wish it could be a little bit more active because we're just sitting in front of a computer for most of our class time. Sometimes, you could just go through assignments—just to go through the motions—and you have to actually want to learn stuff. Except for the performance tasks… But the regular assignments, it's a passive learning experience, I think."

Overall, Jenny is grateful for her experience at CPHS and believes the school prepared her well for college academically, socially, and professionally. She noted, "[CPHS is] truly sticking to their mission of making a positive, multi-generational change because once they get that college [degree] they can pass it on, and then you're bettering yourself and other people in the future."

Samantha

CPHS Class of 2017

Kalamazoo College

Race/ Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
Yes

High School AP Classes
Yes

Kalamazoo College Graduation Rates

72.2%
Likelihood of graduating in four years for all students

78.7%
Likelihood of graduating in six years for all students

79%
6-year graduation rate considering Samantha's Race/Ethnicity

PROFILE #17
SAMANTHA

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Samantha discovered her passion for art during high school. She felt very supported to pursue the arts by several CPHS teachers. Samantha knew before beginning at CPHS that she wanted to attend college just like her sister did. Samantha felt supported during the college application process. She was nominated for and received a Posse Scholarship to attend an out-of-state institution.

COLLEGE EXPERIENCE HIGHLIGHT

As an incoming freshman, Samantha had already declared her studio art major. Academically, she is learning a lot in her classes and feels like her grades are "good." Samantha's network as a Posse scholar has created a sense of community for her. Some of her most meaningful interactions on campus are with faculty members. One of her art instructors serves as her professor, advisor, and head of the ceramics studio where Samantha works. Her second job is leading a program that offers art classes to high school students. Samantha's current career goal is to become an art therapist.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
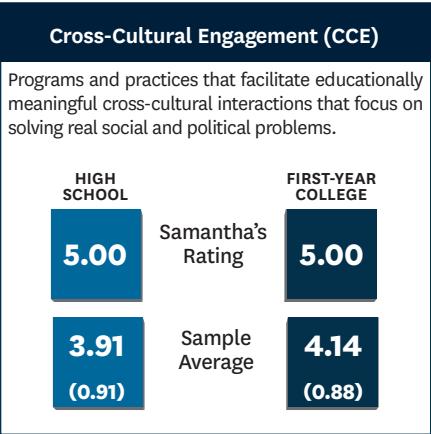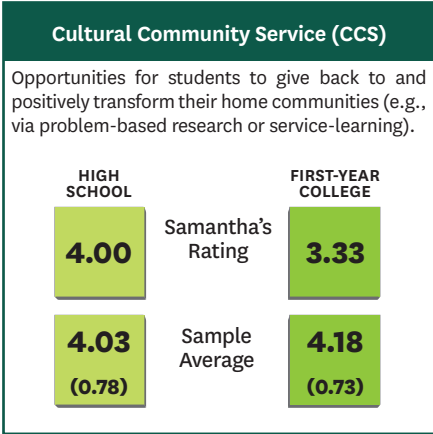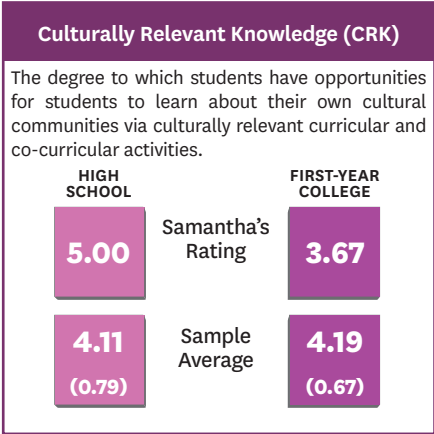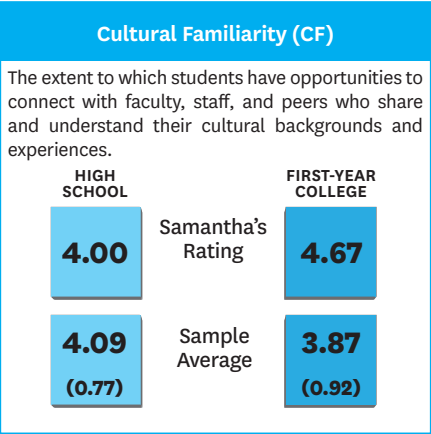
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
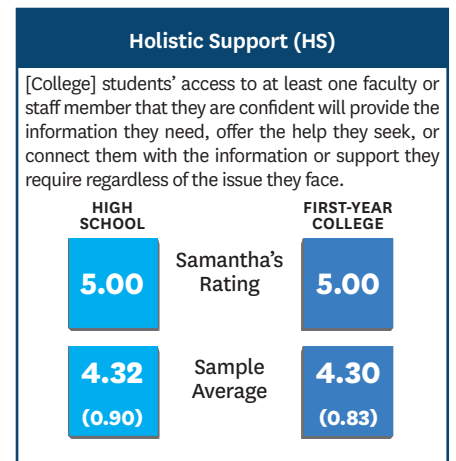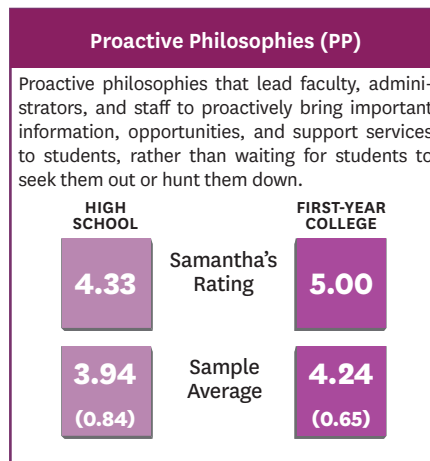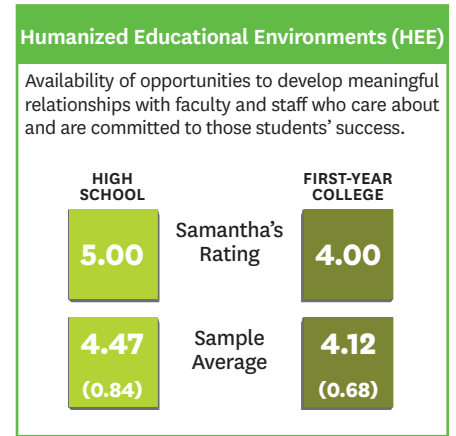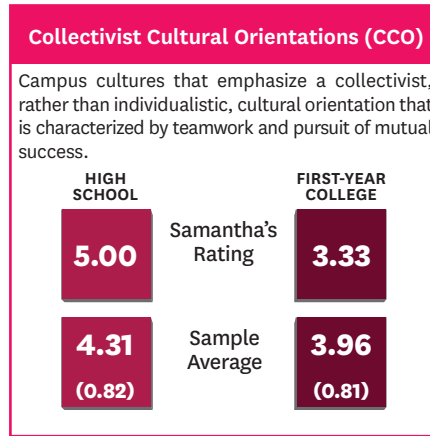
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Samantha's Rating	4.00		4.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Samantha's Rating	5.00		3.67
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Samantha's Rating	4.00		3.33
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Samantha's Rating	5.00		5.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Samantha's Rating	5.00		4.33
Sample Average	4.26 (0.74)		4.20 (0.83)

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CULTURAL RESPONSIVENESS

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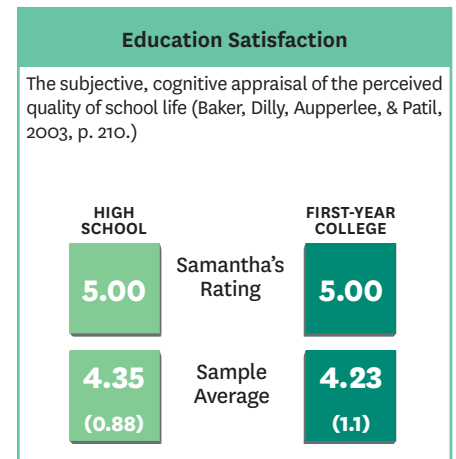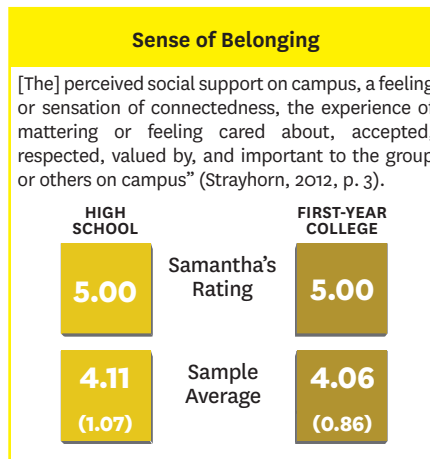
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5.00	Samantha's Rating	5.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Samantha is a CPHS class of 2017 graduate and is one of the few students from her class attending an out-of-state institution. She is studying Studio Art and Women, Gender, and Sexuality Studies at a four-year liberal arts college in the Midwest.

HIGH SCHOOL EXPERIENCE

Samantha discovered her passion for art during high school. CPHS introduced her to a city-related arts program. She credits that program, her most meaningful high school experience, for teaching her that she "could go into a career in the arts."

Samantha felt very supported to pursue the arts by several CPHS teachers. For example, her advisor "really supported me going into the art field, and when I was younger, not a lot of people—I didn't really have that support. But she really encouraged me, and she encouraged me to apply to the art program and [to] just keep drawing." Samantha felt like she "was able to just be [her]self" around teachers and "talk to them without that hierarchy going on."

Samantha also appreciated the performance tasks that were part of the CPHS curriculum. She says that performance tasks "made me more aware of the issues around the world" and allowed her to "learn something new." Performance tasks are "the most important thing I've learned at [CPHS]." In her environmental science class, she completed a performance task on water access and quality in various countries. She was tasked with "trying to create an affordable filter out of household items." Samantha is interested in taking environmental science courses in college because of this experience.

COLLEGE PREPARATION

Samantha knew before beginning at CPHS that she wanted to attend college, just like her sister did. She stated that, "[CPHS] really prepared me in choosing the right college because I always knew I wanted to go to college, but I didn't know which one. So, the people I met at [CPHS] and the programs they introduced me to…I knew more about art… and what different majors I could choose."

In the college-readiness course, she learned "about yourself, about college, but more specifically, how to advocate for yourself—like, making phone calls and doing your research on what you really want and what is best for you." She also felt that the course prepared her to know that in college "everyone is going to be different, and you have to be open to new experiences and people." She is also grateful for the course's focus on "budgeting and how to be financially prepared for college, and I learned about expenses. And I didn't realize that I had learned that much until my other friends who went to other high schools, like, they didn't know certain things."

Samantha chose to attend her institution for several reasons. First, she was nominated for a national scholarship program her senior year at CPHS, which led her to further research that school. She explained, "I knew I wanted to go out of state when I was applying to schools. I chose this school specifically because it was small. It was a liberal arts school, and they really supported the arts, and they had the whole art building and they have studios and stuff for their students in the city downtown. So, I knew that I would get the attention I needed to go into my art field." Second, her participation in the city-related arts program introduced her to a CPHS student from the class of 2016, the graduating class before hers. The student received the same national college scholarship the year prior and chose to attend the out-of-state four-year liberal arts college. This connection and scholarship gave Samantha exposure to the institution. Lastly, when Samantha visited her institution, she "fell in love with it… the people there were very supportive. And because I also met other national scholars, they really talked a lot about the school and how they loved it there, and how they really support what each of them want to do. And I knew I would have both academic and social support, so I chose it for that reason, as well."

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Leaving CPHS, Samantha felt "pretty prepared because of what [CPHS] taught me academically, but also like I said before, about what's going on in the world." She also had plans to join specific organizations (an outdoors club, club sports, community service) after her research into what the institution offered during the college-readiness course. She ended up joining different organizations but "felt prepared" knowing and learning about various organizations beforehand.

Once she arrived at her college, living on campus "was a bit weird with the roommate because I didn't really relate to her. And she was always in the room, and it made it difficult for me to really feel like I had my space." Samantha also felt like she "had so much free time, and I didn't know what to do with it." She was able to overcome these challenges with the support of her peers in the national scholarship program. They had several small group meetings for the first year students and also large group meetings with other national scholarship program scholars (students in their sophomore, junior, and senior years).

OVERALL COLLEGE EXPERIENCE

As a sophomore, Samantha had a much better living experience living with someone she knew on campus. Academically, she is learning a lot in her classes, and she likes that assignments are manageable. She also feels like her grades are "good."

Samantha's network as a national scholar has created a sense of "family because you can talk to any year level, like the seniors or freshmen. It's really nice just to know that they're going to be there for you." In her second year of college, she "got really close to the freshmen national program scholars, and it felt nice to be that role model." Although the National Program Scholars do not meet as much in their second year, she said "whenever we come together, we know we are there for each other. And it's just nice to know you have that group of people that understand you because we are all from the same city and this is all new to us."

Aside from Samantha's National Scholars Program network, Samantha has tried to make many connections on campus and not let the fact that she attends "a predominantly white school" stop her. She noted that some of her friends of color "have trouble making friends that don't look like them or are not like them, and I think that's something that's not helpful if you are trying to make this world a better place—if you push others away." Financially, with the help of her scholarship, affording college has "been pretty easy." Samantha only worries about "buying a flight to come back home and whether or not I choose to come home. And that is mostly paid off through work-study. And that's about it."

INVOLVEMENT

Samantha joined a new club, a Latin music dance club, "that's really fun… we got to perform, and it was a nice way to bond with other people from different years. We also had activities outside of dance practice where we would go to dance conventions."

She is a work-study eligible student who has two jobs on campus. She admits that it is "sometimes difficult to balance working and being a student, but I was able to do it this quarter." Compared to her freshman year where she had "so much free time," she now has a full schedule and sometimes forgets to "take care of yourself or step back and really explore the city and not just to be stuck in this bubble all the time." One of her jobs is at the ceramics studio on campus. Her other job is leading a program that "offers art classes to high school students." She appreciates the opportunity to "work with outside communities" since she did not grow up in the area. She participated in an art program during her high school experience, and she understands "the impact that art can have on young people… It's my favorite thing to do now."

Samantha has taken advantage of resources on campus, such as the counseling center. She shared that "[it has] really helped a lot, not only dealing with stress but with other things as well. And balancing my time, I learned a lot about not really stressing myself out because that doesn't help. I am just doing one thing at a time. With the counseling center, they gave me new techniques as to how to calm down, or just some activities I can do just to become a better me. And yeah, I definitely recommend that to anyone."

ACADEMIC AND CAREER ASPIRATIONS

As an incoming freshman, Samantha had already declared her studio art major. In her freshman year, she took an introductory course on women and gender studies. She revealed, "[I] learned so much about systematic oppression… it's just very eye-opening, and I think it's very important to understand what it is because often people think feminism is this, but they don't really understand what it can be because it's so broad." That inspired her to add a second major, Women, Gender, and Sexuality Studies, and she hopes to continue learning more.

Some of her most meaningful interactions on campus are with faculty members. One of her art instructors serves as her professor, advisor, and head of the ceramics studio where Samantha works. Samantha shared that "[the faculty is] someone who has always been there to give me advice and to lead me. And she's always offering me different opportunities, like art courses and things like that. So, she's one of the [people] I really enjoy having in my life, and [she] has made a big impact on me." Another professor she utilizes is her mentor assigned from the national scholarship program. Although he's a science professor, Samantha feels like she "can speak to him on a personal level rather than academically."

Samantha's current career goal is to become an art therapist. She said, "[my] art background… [and] going to the counseling center and then the program I lead [for high school students] and putting all those three things together made me want to become an art therapist. That's something I see myself doing in the future. I also enjoy working with kids, any age, so maybe something with education or art or students. Something like that." This past summer, she volunteered at a nonprofit organization in her hometown, where she coaches art.

RECOMMENDATIONS FOR CPHS

Reflecting on her CPHS experience, Samantha wishes that the campus location and size would have reflected a more comfortable space. She said, "There's always, filming or construction, it's just really not a place to learn. It's very distracting. And, walking to class, the hallways were always really, really packed. The door can't even open because the lanes are filled with students."
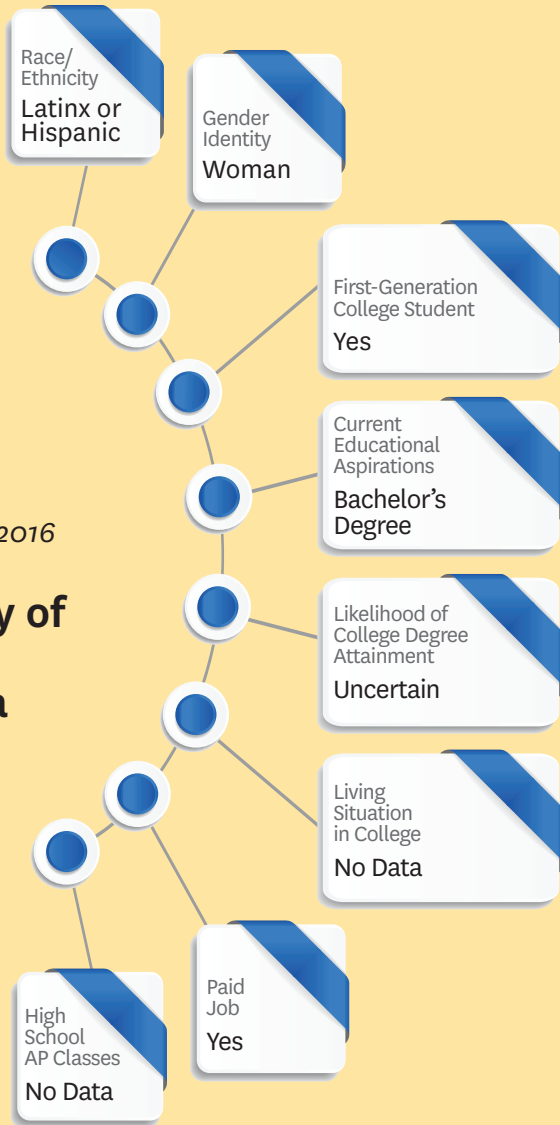
Academically, Samantha sees a difference in college writing versus high school writing. She notes that the "format is so different" and thinks that CPHS should change their preparation to match that. She feels like the heavy use of technology at CPHS did not wholly prepare her for college lectures. She was "used to being on the computer all the time. But in college, there are some professors that don't allow you to bring your laptop to class; it was all hand-written notes." She noted that her AP environmental science teacher at CPHS "would begin class with 10 minutes of lecture one day a week, or something like that, and I think that really prepared me to take notes. I appreciated that little intro to what a college lecture would look like."

Samantha "just felt really supported" at CPHS. She loved the "small school" atmosphere that "really allowed the teachers and staff to get on a much more personal level with the students, and also more guidance." She suggests CPHS continue to keep the school and class sizes small. Her English teachers at CPHS assigned "very diverse types of literature from scholarly journals, essays, books they made us read. That was very helpful—[to] bringing that back to college." Samantha also reflects on the usefulness of CPHS teachers hosting office hours. She learned that it's important to "advocate" for yourself, and she has utilized office hours in college with no problem because of her experience at CPHS.
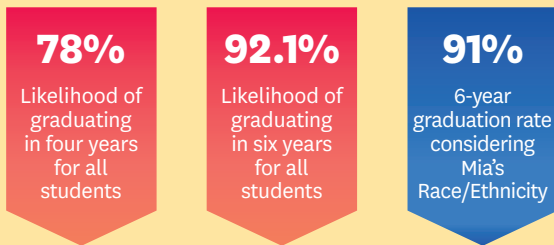
Mia

CPHS Class of 2016

University of Southern California

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
No Data

Paid Job
Yes

High School AP Classes
No Data

University of Southern California Graduation Rates

78%
Likelihood of graduating in four years for all students

92.1%
Likelihood of graduating in six years for all students

91%
6-year graduation rate considering Mia's Race/Ethnicity

Profile #18
Mia

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Mia was an involved student at CPHS. Her student organization involvement served as an opportunity to preoccupy herself with tasks that were unrelated to school work. She particularly enjoyed the Girls Empowerment Club. She admits that she was not thinking about college her freshman year, but that began to change because of the CPHS curriculum. Mia's academic performance and preparation at CPHS demonstrated the promising opportunity of attending a competitive institution upon graduation from high school. Mia explained how her private institution's competitive financial aid package made it easier to make the decision to attend.

COLLEGE EXPERIENCE HIGHLIGHT

Mia explains that the challenging aspect of her college experience is having to balance her school work along with her work schedule, social life, and other personal commitments. On campus, Mia is involved with a multicultural sorority where she serves as the community service chair and secretary. She also volunteers weekly at a nonprofit organization and works at her university's public safety department. Mia has recently applied to an accelerated master's program in public administration at her institution. If admitted, she will begin taking graduate courses during the fall semester of her senior year. Her interests in the nonprofit sector and experience with volunteering have influenced her decision to apply to this graduate program.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
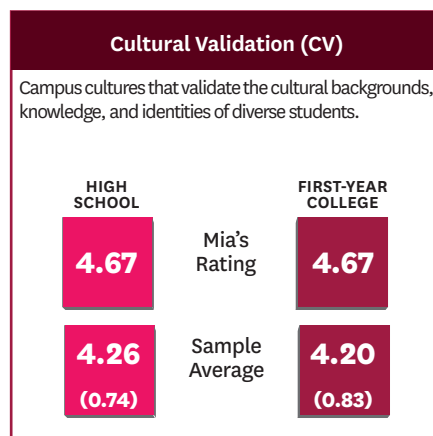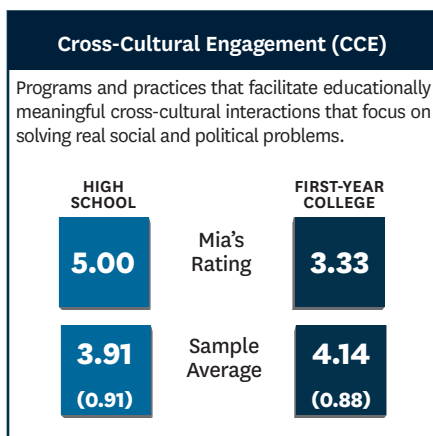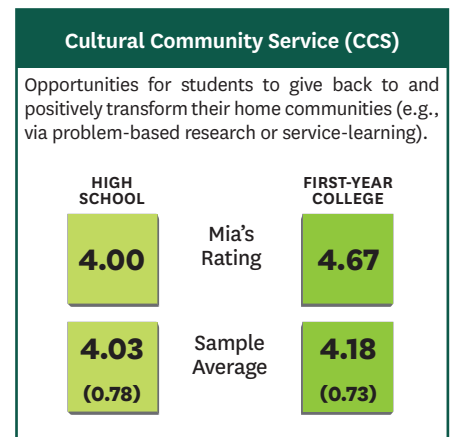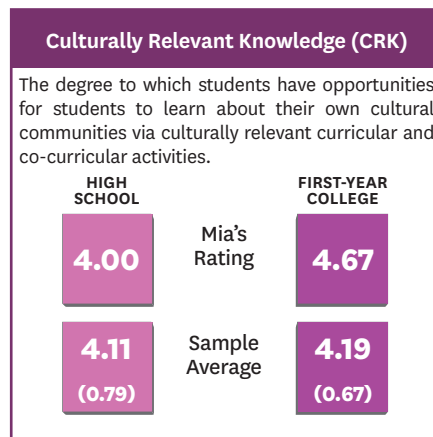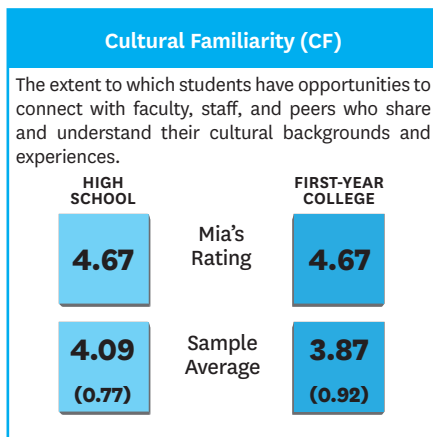
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
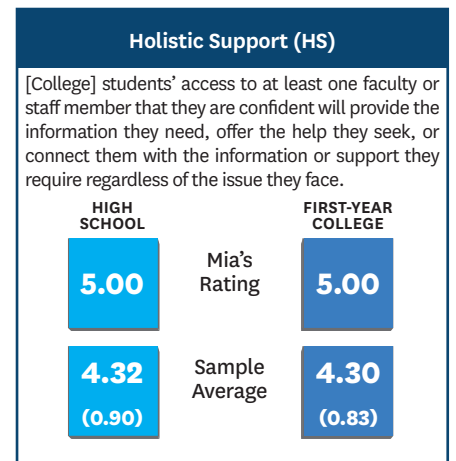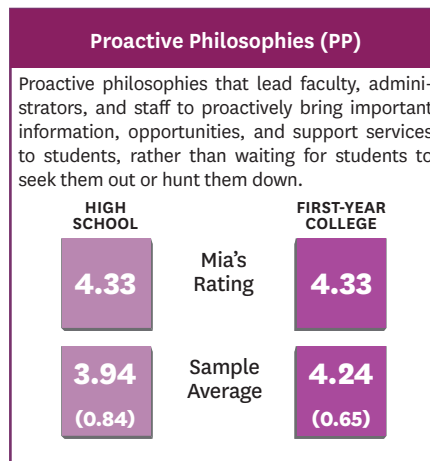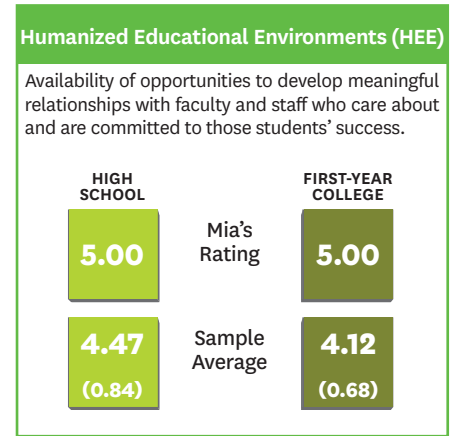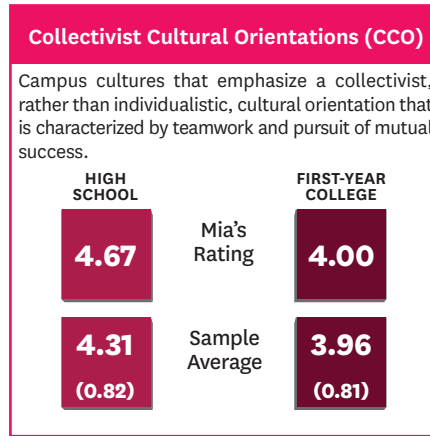
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.67		4.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.00		4.67
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.00		4.67
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	5.00		3.33
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.67		4.67
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
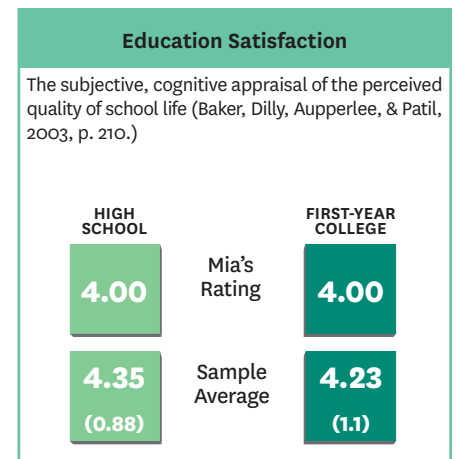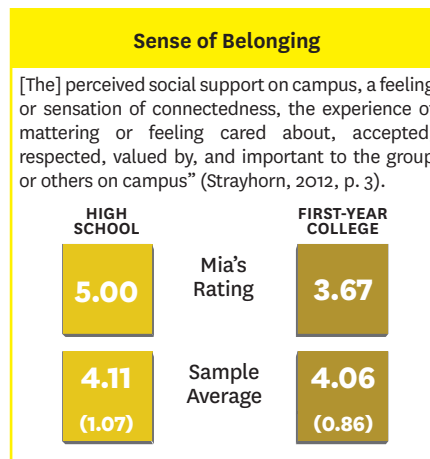
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.67		4.00
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	5.00		5.00
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.33		4.33
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	5.00		5.00
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	5.00		3.67
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Mia's Rating	4.00		4.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Mia is currently a junior at a private university on the West Coast, double majoring in anthropology and contemporary Latin American studies with a minor in nonprofit philanthropy and volunteerism. She graduated from CPHS in 2016.

HIGH SCHOOL EXPERIENCE

While at CPHS, Mia was involved with the Artastic Club and the Girls Empowerment Club, which discussed topics like relationships, self-esteem, and domestic violence. Throughout her senior year, she was also a part of the Grad Club—a club that planned prom and other events. Mia highlighted how her high school career was quite stressful. She stated, "And because I felt that high school was a very high-stress environment for me, those things kind of took my mind off of the stress and just made it a little bit more bearable." Her student organization involvement served as an opportunity to preoccupy her with tasks that were unrelated to schoolwork.

COLLEGE PREPARATION

When asked about her experience at CPHS, Mia shared that her junior year college-readiness course provided her with the opportunity to research prospective schools as well as draft and complete her personal statements. When speaking about her decision to go to college, she stated, "So I guess freshman year, that wasn't really something on my radar. I assumed I would go, but I didn't—I wasn't aiming very high, and I guess because I was performing well at [CPHS] and because of the preparation they gave us, junior year, senior year, I started to take the possibility of college more seriously, which I guess in turn made me want to apply to a more prestigious institution, you could say, like [my institution]." Mia's academic performance and preparation at CPHS demonstrated the promising opportunity of attending a competitive institution upon graduation from high school.

When researching prospective campuses, the college-readiness course prepared Mia to consider multiple factors before committing to a school, such as the financial aid package and location of the university. Once she was accepted to three of her top colleges, she shared how "it kind of came down to financial aid." Mia mentioned how the competitive financial aid package "made the decision easier" to attend her current institution.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Mia described her first year in college as a "little rocky" but acknowledged that with time, she began to realize what worked for her. She explained, "I think I wasn't prepared for the amount of free time I would have and the lack of supervision. So, I would procrastinate a lot because I didn't have a parent or a teacher kind of telling me, 'Oh, this needs to get done' or 'This is due soon.' I didn't realize the drastic change in the amount of work I would have to put in because I felt like high school came very easy to me." Mia noted how she quickly realized she needed to be alone to be productive. Aside from acknowledging her studying preferences, she also noted, "I also figured out that I can't join too many things because I made commitments that I can't necessarily keep all the time, and that cuts into my academics, as well. So, it was just figuring out a balance between school, free time, and other commitments."

OVERALL COLLEGE EXPERIENCE

Mia described her college experience as "challenging but rewarding and worth the stress." She explained that the challenging aspect of her college experience was how to balance her schoolwork along with her work schedule, social life, and other personal commitments. Through her participation in a summer preparation program at her institution, Mia became familiar with the various student support services that were offered. Mia discussed attending the writing center and visiting a resource center that helped her with time management and developing a study schedule. Despite these challenges, Mia explains how the hard work she pours into her academics is reflected in her grades and understanding of the course material. After two years of living on campus, Mia is now living at home with her family.

Although she enjoyed her residence hall experience and felt like she became more independent, she has enjoyed being at home because she is close to her loved ones.

INVOLVEMENT

Mia was able to connect with various student organizations by attending her school's Involvement Fair. On campus, Mia is involved with a multicultural sorority where she serves as the community service chair and secretary. She also volunteers weekly at a nonprofit organization and works at her university's public safety department. Before her volunteer service at the nonprofit organization located near her university community, Mia volunteered at a different nonprofit downtown to fulfill community service hours. Although Mia acknowledges that she struggled with balancing all of her commitments when she first started, she reflected, "I think it really helped me, in terms of my confidence as a student. When I got here, I didn't really feel like I belonged. I felt like maybe I was accepted by accident or it was some type of quota that they had to fulfill. So, I didn't really feel like I belonged at [my institution]. But the more involved I became and the better my grades got, it just gave me the confidence to do better all around."

In addition to utilizing campus services and getting involved, Mia has also developed relationships with faculty members at her campus. As a scholarship recipient, Mia has the opportunity to invite a faculty member to lunch every semester for a faculty and student luncheon. She shared that having lunch with faculty members has "forced [her] out of her comfort zone" and has led to strong relationships with two faculty members. She has also excelled academically and was placed on the Dean's Honor List for one of her semesters.

ACADEMIC AND CAREER ASPIRATIONS

Mia recently applied to an accelerated master's program in public administration at her institution. If admitted, she will begin taking graduate courses the fall semester of her senior year. Her interests in the nonprofit sector and experience with volunteering have influenced her decision to apply to this graduate program. Mia is interested in entering the field of education and working in public schools and potentially serving as an academic advisor in a college setting. As the first in her family to attend college, Mia noted, "All my friends and I have kind of had the same experiences. And the people who are our advisors, they don't necessarily understand because they're not [first-generation college students], they're not people of color." Mia was recently accepted into a teaching fellowship that works toward training aspiring teachers. Whether she accepts the fellowship offer or not is dependent on her admittance to the accelerated master's program in public administration.
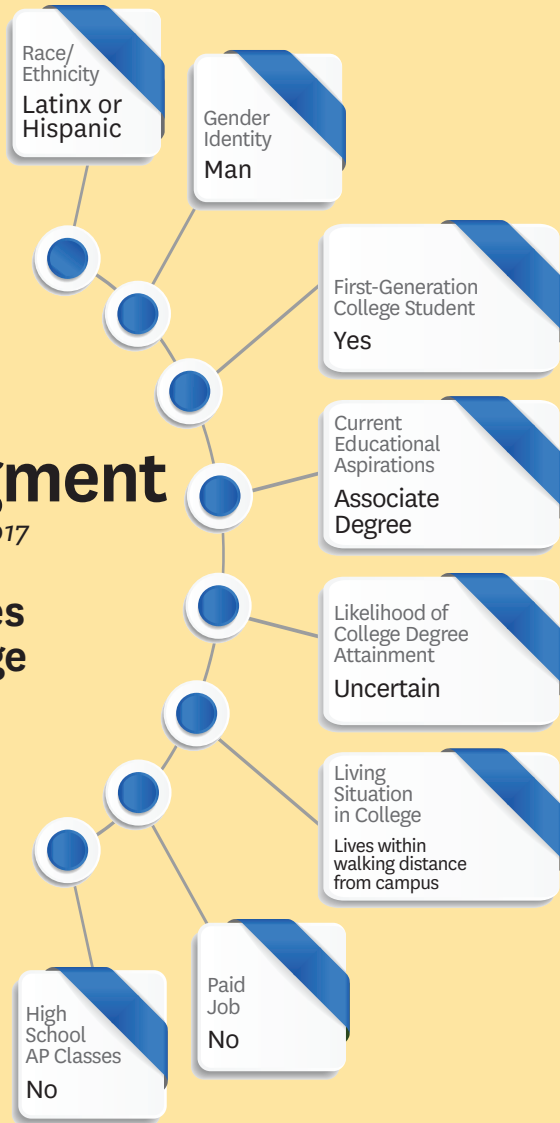
RECOMMENDATIONS FOR CPHS

Mia offers that although CPHS did a great job of emphasizing the importance of college, she felt there was a lot of pressure throughout the college application process. She suggests CPHS find ways to "not talk about college 24/7 and just kind of give [students] workshops or something to de-stress." She emphasized the realities of threats to mental health throughout the college application processes. Mia is especially grateful for the college-readiness course and the accessibility of the alumni coordinator at CPHS.
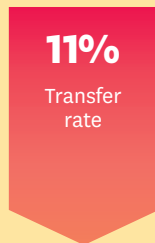
Unfragment

CPHS Class of 2017

**Los Angeles
City College**

Race/
Ethnicity
Latinx or
Hispanic

Gender
Identity
Man

First-Generation
College Student
Yes

Current
Educational
Aspirations
Associate
Degree

Likelihood of
College Degree
Attainment
Uncertain

Living
Situation
in College
Lives within
walking distance
from campus

Paid
Job
No

High
School
AP Classes
No

Los Angeles City College Transfer Rate

11%
Transfer
rate

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Unfragment recalled that during his time in high school, he went through a challenging experience at home and felt supported by his CPHS community. In particular, two teachers at CPHS had an impact on him and taught him that it is important to ask for help and persevere when you are struggling. Unfragment's family and educational environments have always encouraged him to pursue college. He decided to enroll at a local community college that is within walking distance of his home. Despite feeling pressure about choosing a four-year institution, his CPHS alumni coordinator and college counselor explained why a two-year institution made sense for him.

COLLEGE EXPERIENCE HIGHLIGHT

Unfragment felt that the workload at CPHS prepared him well for his community college classes, academically. He reveals that he is a fairly shy person, so it has been challenging to connect socially. He has remained focused on his coursework but is looking to obtain a job close to campus. Unfragment has found useful resources on campus, such as the tutoring and writing centers. He is focused on transferring to a four-year institution to earn his bachelor's degree.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
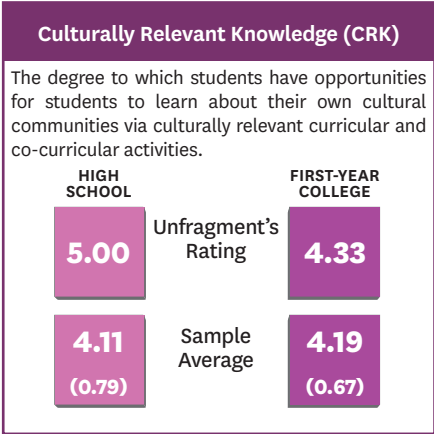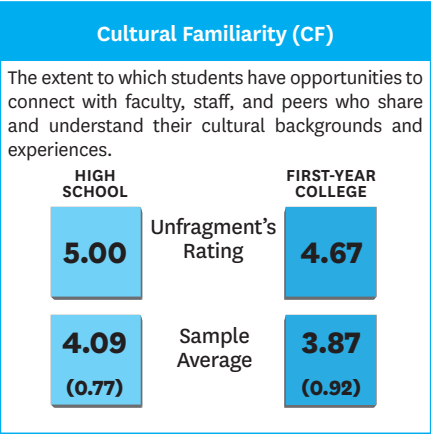
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> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
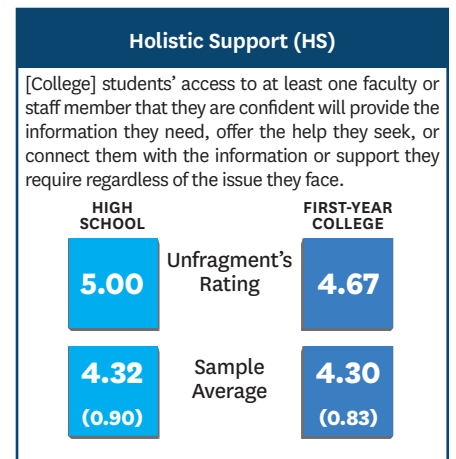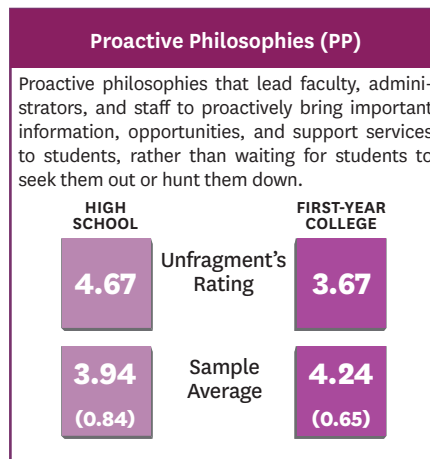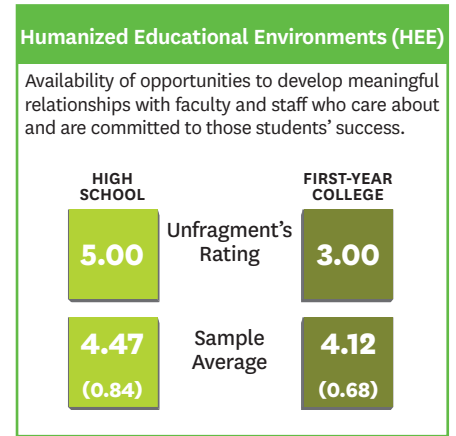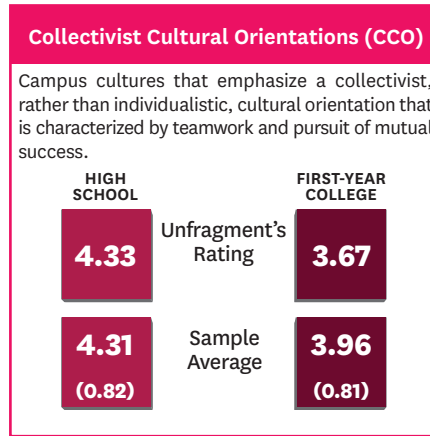
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Unfragment's Rating	5.00		4.67
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Unfragment's Rating	5.00		4.33
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Unfragment's Rating	3.67		3.67
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Unfragment's Rating	3.00		4.33
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Unfragment's Rating	3.67		4.67
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
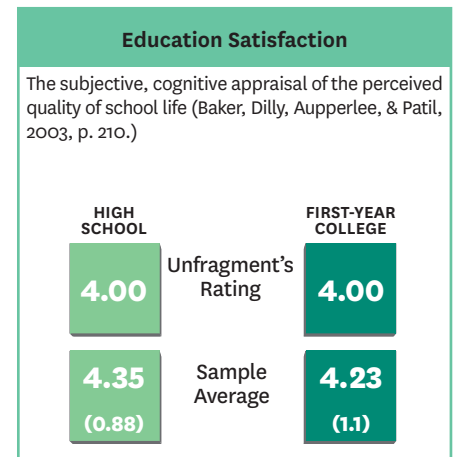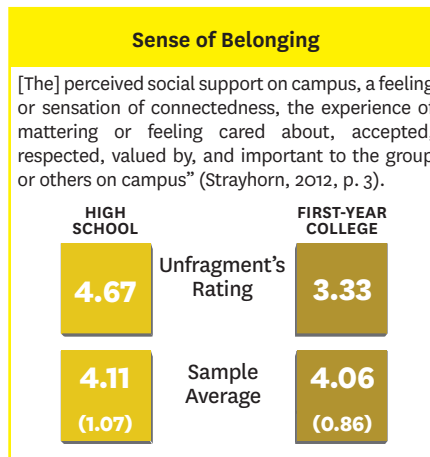
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.33	Unfragment's Rating	3.67
4.31 (0.82)	Sample Average	3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Unfragment's Rating	3.00
4.47 (0.84)	Sample Average	4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.67	Unfragment's Rating	3.67
3.94 (0.84)	Sample Average	4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

HIGH SCHOOL		FIRST-YEAR COLLEGE
5.00	Unfragment's Rating	4.67
4.32 (0.90)	Sample Average	4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.67	Unfragment's Rating	3.33
4.11 (1.07)	Sample Average	4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

HIGH SCHOOL		FIRST-YEAR COLLEGE
4.00	Unfragment's Rating	4.00
4.35 (0.88)	Sample Average	4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Unfragment graduated from CPHS with the class of 2017. He is currently attending a two-year community college in his hometown, a major U.S. city on the West Coast.

HIGH SCHOOL EXPERIENCE

At CPHS, Unfragment and his friends started a club called the AMC club that focused on enjoying "anime, movies, and comics." He loved the club, and shared, "People from different demographics and backgrounds, they would just come together. We would watch some anime, we would watch some movies, we would read comics together, we would have arguments and debates....it really showed that even people from high-end or low-end communities can just come together for something as simple as video games and movies."

He added, "[The club was] a place to just relax, especially during times when I was unsure of myself or times when I just felt like I was going to fail a big test that was coming up. Just coming together and relaxing with the people, having conversations, and even sometimes we would just have something playing in the background while we practiced math equations or something. It helped me calm down from the situation I was in and focus on what I needed to do then and there, or what I needed to do to relax and calm myself."

Unfragment recalled that during his time in high school, he went through a challenging experience at home and felt supported by his CPHS community. He explained, "A very close relative passed away, and I was just distraught." He shared,

> "[CPHS] staff members came out and talked to me, and they had conversations with me, and it was really good because it showed how much the staff cared about you. But, they also told us that we should seek help if we need it. And even now, some of the things that they told me, stick with me, and they really showed you how important it is to go seek out help if you are struggling with something. It's nothing to be embarrassed about. It can be something from our personal life, it could be something that is an external factor at school, or it could be something that you're struggling with in school, but you should definitely seek out help from someone who can help you if you need it. That's one lesson that they taught me and something that I still hold dear."

In particular, two teachers at CPHS had an impact on him and taught him that it is essential to ask for help and persevere when you are struggling. His sophomore year English teacher shared her background with the class. She explained, "She fought tooth and nail just to get a college education. She was homeless for a while, and then we all just stood there in shock, and I thought it was amazing how this woman would still go on to get her college education, despite being homeless. Like, if I was in that situation, I don't know how I would deal with it."

Unfragment's senior year advisor also shared his struggles in pursuing his college education, such as his mom being diagnosed with cancer and eventually passing away. Unfragment was inspired by this teacher continuing to pursue his education. He expressed, "Even if he goes through all of this roughness in his life...that he can do it, so why shouldn't we if we have all this help at [CPHS]."

COLLEGE PREPARATION

Unfragment's family and educational environments have always encouraged him to pursue college. He began taking the college-readiness course in his junior year. He explained, "I did a lot of extensive background research for some colleges that we were interested in...we were always taught to look for specific things, like the demographics of the school, where the school is located, so if we might not be comfortable in such a rural college, we might want to go for something in a suburban area. We also had to see what would fit our needs." He reflected on this experience and laughed, "I remember a lot of stress...it was tedious, definitely." Despite the tedious nature of college applications, he appreciated CPHS's effort to help. He shared, "They help you figure out exactly what you needed to focus on, especially if you already know by your junior or senior year what you want to major in."

Unfragment has been passionate about music and math for a long time. He explained, "I had a great ability in math that also just stuck with me for a while, and I just wanted to see what I would be more comfortable doing—something that's more music-related or something that was more math-related." His plans for college and career were unclear, and he was hoping throughout high school to figure out what he wanted to study.

Unfragment was focused on finding affordable colleges, "the cheapest options, in all honesty." He began to look at community colleges and learn more about them. He noted, "It made [me] really want to go to a community college because it would be a cheaper option, and I would spend time doing my general education classes while figuring out what I wanted to major in." He decided to enroll at a local community college that was within walking distance of his home. Despite feeling pressure to choose a four-year institution, his CPHS alumni coordinator and college counselor explained why a two-year institution made sense for him. He recalled them saying, "You're still going to have to be doing general education classes at a four-year, and you're also going to have to do classes for your major." Unfragment continued, "It really helped me put my mind at ease and helped me settle down from going to a four-year to a two-year school, and they also helped me figure out what I should be focusing on, if I do go to a two-year, and what I should be getting involved with so I can stay enrolled."

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Unfragment felt that the workload at CPHS prepared him well for his community college classes academically. In his first semester, he enrolled in four classes. He noted, "I felt completely underwhelmed, and I was finishing my work in the middle of the week, compared to the end of the week at [CPHS]." He explained that at CPHS, he earned Bs and Cs, but at his community college, he is getting above average grades with less effort. He "thinks it's cool" that the same workload he used to complain about at CPHS actually "trained [him] to deal with" his college workload.

Unfragment revealed that he is a fairly shy person. He explained, "At [CPHS], I learned that you can find someone, even a teacher, who has a similar interest as you, and just talk to them about that interest until you feel comfortable with them to just befriend them." Starting at his community college, he took this lesson to heart. It was challenging at first, he admitted,

> "I was just so petrified with social anxiety that I didn't want to talk to anyone, until someone saw I was playing a game on my phone, and then I realized, well, these people are in the same situation as I am. They don't know how to talk to someone new, especially if they're here on their own. So, I just came out and talked to them and asked them simple questions that would apply to a variety of people until I found something that they said they had an interest in that I also had an interest in, and it worked really well."

OVERALL COLLEGE EXPERIENCE

Unfragment feels like his first two years of college have been going well. He shared, "It's actually been really good… I would actually compare it to being better than my first two years in high school… I have the privilege of being incredibly close to campus, so I just walk to and from school every day."

INVOLVEMENT

In his first year at community college, Unfragment was aware of many resources and activities he wanted to become involved in but had not yet joined because he was focused on his coursework. In his second year, he joined two clubs on campus before ultimately deciding they were not a good fit. He has remained focused on his coursework but is looking to obtain a job close to campus. He has found other useful resources on campus, such as the tutoring and writing centers. Additionally, he has found multiple staff members to be supportive when he asks for help. He shared, "I have a few professors who I feel [are] open enough, [so I can] ask for help without feeling hesitant or scared."

ACADEMIC AND CAREER ASPIRATIONS

Unfragment started at his community college with the intention to major in business administration. In his first year in college he explained, "I am indecisive on what I want to do. Maybe an accountant or maybe something more." His goal coming into community college was to complete his general education courses and earn an associate degree in business. After earning his associate degree, he plans to transfer to a four-year institution. He shared, "I want to transfer to a four-year or work in the workforce for a while. And then when I start understanding what I want to do, maybe I'll continue in the workforce or maybe I'll just go and continue my education at a four-year."

Now in his second year, he has decided to focus on transferring to a four-year institution to earn his bachelor's degree. He plans to transfer to a private institution in his home state in the fall of his third year. He has a specific school in mind because of "the way that the school is structured." He also liked that the university offers "satellite schools all throughout" his region to "accommodate people who are working or people who just don't have the time in their schedule to go to campus and then have to work and then have to juggle, you know, their school life." He feels comfortable with his plans to transfer because of the resources available to him at his community college and his intended four-year institution.

He is enjoying his business administration major courses and intends to earn his bachelor's degree in business. He believes his major classes are preparing him well for four-year institution classes; he said, "because they want me to have a good sense of what I'm getting into at a four year university while also giving me a bit of practice beforehand."

Unfragment has not had to take out any loans for his community college courses. He stated that "[I am] trying to save up as much as I could for the basic necessities." Once he transfers to a four-year institution, he feels confident that it will be "really affordable."
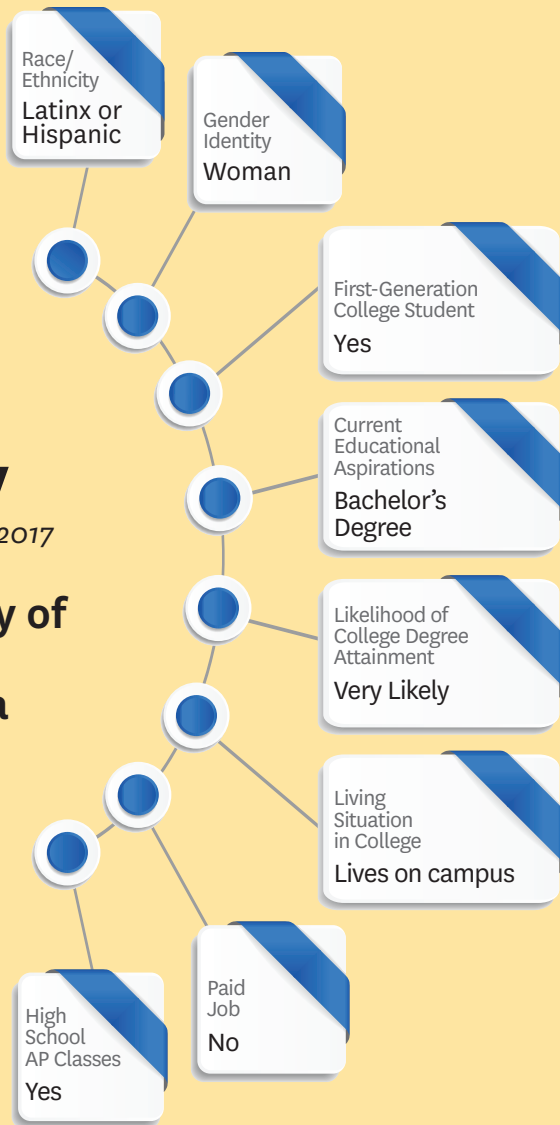
RECOMMENDATIONS FOR CPHS

Unfragment's recommendations for CPHS center around the idea of college expectations. He recommends "the opportunity to sit down at a few lectures at different colleges to kind of give us a sense of the environment in terms of class structure—that might have been a bit helpful." Unfragment was also unsure how to create a schedule when arriving at college, so he ended up having "big gaps in [his] schedule." He thinks it would be useful to train students not only how to complete degree requirements but also how to set up a schedule that was useful for "structuring time."

Unfragment has taken many of the skills acquired at CPHS to his college environment and recommends that CPHS continues to emphasize professionalism and asking for help. For example, during his first few weeks of college, he knew if he had a question, he would "remember what I would normally do at [CPHS]. I would email a teacher, let them know what situation I'm in and see what I can do or where I can go for help. That worked out exactly how it worked out at [CPHS]. They emailed me back, they told me [their] office hours. [They said] if you need me for anything, send me a draft or something for your first essay, and I'll get back to you, and we can schedule a meeting to see how we can get it." He has met people from many different backgrounds in college and has felt prepared to "respect people in a great way" because of the CPHS culture.
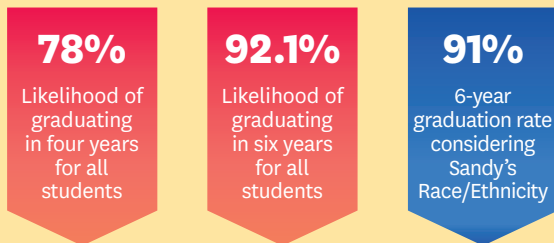
Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Very Likely

Living Situation in College
Lives on campus

Paid Job
No

High School AP Classes
Yes

Sandy
CPHS Class of 2017

University of Southern California

University of Southern California Graduation Rates

78%
Likelihood of graduating in four years for all students

92.1%
Likelihood of graduating in six years for all students

91%
6-year graduation rate considering Sandy's Race/Ethnicity

PROFILE #20
SANDY

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Sandy's involvement at CPHS during the academic year included the college fair team, the STEM club, and the journalism club. When Sandy began attending CPHS, her goal was to graduate high school and attend college. CPHS helped shape why she wanted to attend college and provided her with the resources and knowledge to do so. Sandy reflected on her college counselor's positive influence. Sandy felt supported and accomplished in reaching her goals to graduate from high school and attend college. Ultimately, she made her college decision based on comfort, financial affordability, and opportunities for students. She is now attending a local private university

COLLEGE EXPERIENCE HIGHLIGHT

One of the greatest challenges for Sandy in her transition from high school to college has been learning how to study. Sandy entered her university as a biology major and quickly learned it was not the right major for her. She is now an environmental studies major. Sandy is an involved student on campus and feels positively about her interactions with academic advisors and professors. She is a part of the marching band and two service organizations on campus. She is still considering her career options and is interested in potentially pursuing graduate school.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
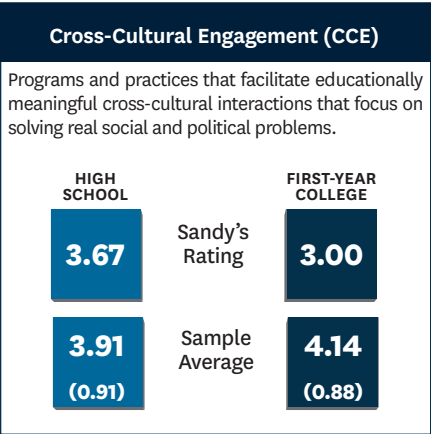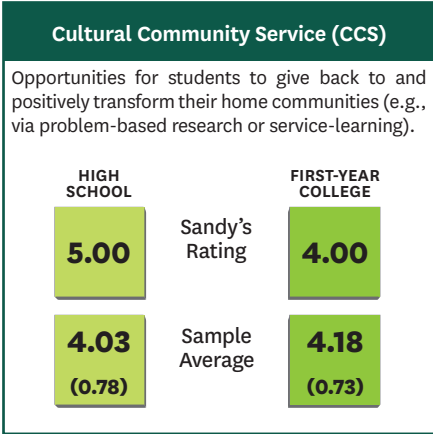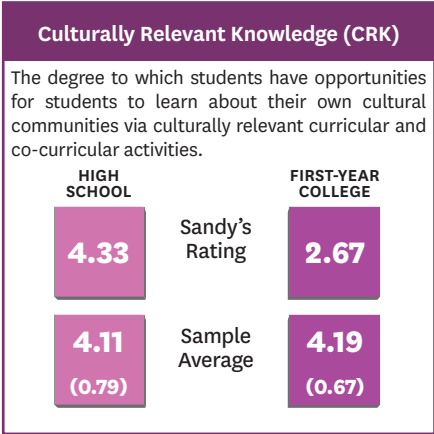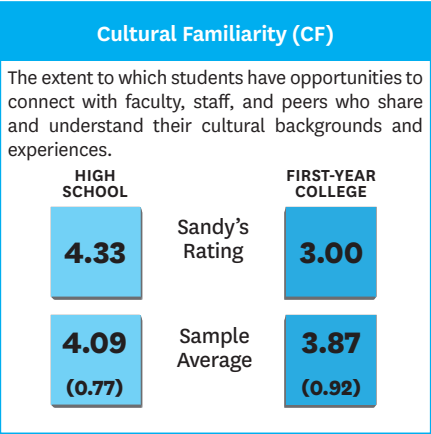
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
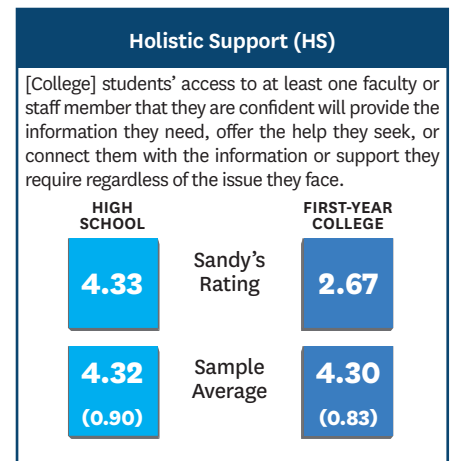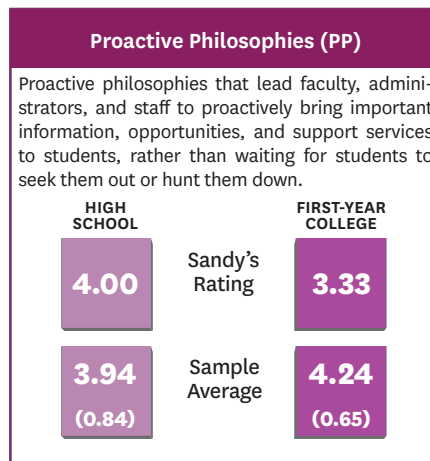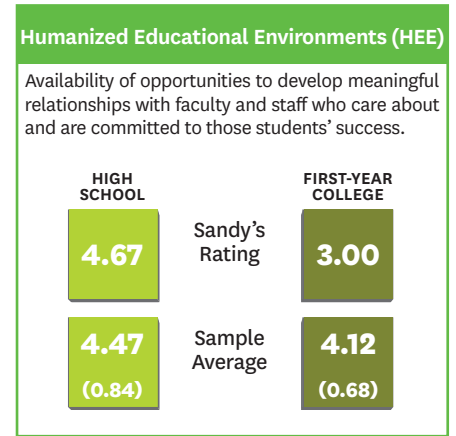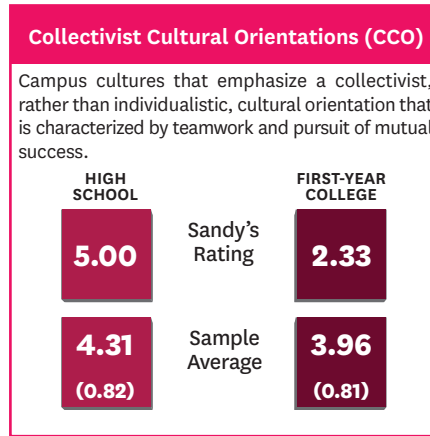
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	4.33		3.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	4.33		2.67
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	5.00		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	3.67		3.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	4.00		3.00
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

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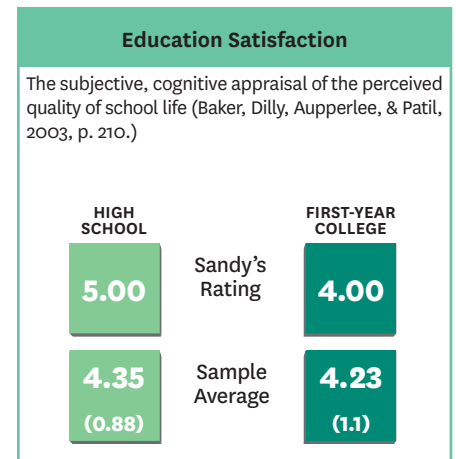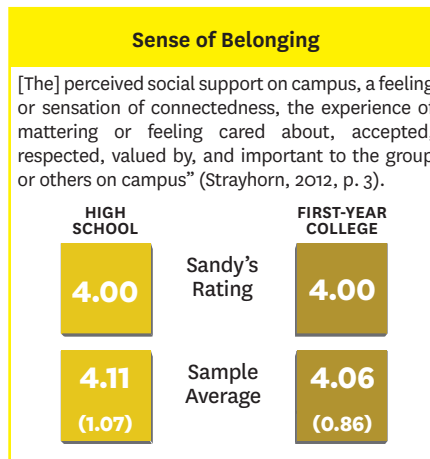
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Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

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OUTCOMES

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Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Sandy's Rating	5.00		4.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Sandy graduated from CPHS in 2017. She is currently a sophomore at a private four-year institution on the West Coast. She is studying environmental studies with a minor in entrepreneurship. Sandy was born in Mexico but now considers her major U.S. city on the West Coast to be her home.

HIGH SCHOOL EXPERIENCE

Her involvement at CPHS during the academic year included the college fair team, the STEM club, and the journalism club. During the summer, she participated on the summer school peer-tutoring team. She appreciated the CPHS college counselor and teaching staff's efforts to expose students to outside programs. She shared, "They set up a club that would search for summer programs, and they would help you through the application process. So, I found one [summer program], and they helped me with my essay." Sandy was accepted to the STEM summer program and really enjoyed her experience. This experience influenced her choice of college major.

COLLEGE PREPARATION

When Sandy began at CPHS as a freshman in high school, she knew she wanted to go to college. She explained, "I honestly didn't know why I wanted to go to college. I just knew that that's something people usually did after high school. But I didn't know what you could do with a college education, what you would be able to study in college." Regardless, her goal was clear: to graduate high school and attend college. CPHS helped shape why she wanted to attend college, which she describes as playing "a huge role in my future and my well-being in the future." Sandy feels that the college-readiness course at CPHS allowed her to learn "how the process of applying to college really starts."

The college-readiness course was helpful to her because she looked deeper into what each institution offered. She said, "I researched the culture and race groups and the student groups that are present in every college, and I think that was really helpful for me because it had me thinking about that aspect when it came to college. That's an aspect that I don't think a lot of people touch upon." Ultimately, she made her decision to attend [her university] based on her "three most important factors that came when choosing a school: 'how comfortable I felt, the financial aspect of the school, and the opportunities that a school had for its students.'" She was also unable to visit all of her options, especially the non-local institutions. Sandy selected a local four-year private institution because it was where she "felt most comfortable."

Sandy reflects on her college counselor's positive influence. She shared, "She was a source of support for me because again... I knew her since 10th grade, so we established a good relationship throughout the three years that I worked with her. And she was also very encouraging. She pushed me with everything that I did. So, that's one staff member that really made my time at [CPHS] a good one." Overall, Sandy felt supported and accomplished in reaching her goals to graduate from high school and attend college.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

One of the most significant challenges for Sandy in her transition from high school to college has been learning to study. She noted, "[At CPHS] I didn't really have to study until our last year there because they started implementing finals week and all that. But learning to study has been incredibly difficult because sometimes I go into midterms having studied for hours, but I still end up not doing so well because I guess I didn't study the right way for that class. So, I guess just learning to study for different classes and different types of professors has been really hard. It's hard because every semester I feel like it's new. I have to adapt, and I have to learn new strategies or just keep changing. It's never just the same, I feel."

Sandy entered her university as a biology major in part because of the summer STEM focused program she attended. She also learned about the major through the career exploration session her college counselor hosted. She added, "Biology was something that every school that I applied to offered." Reflecting on her major selection as a second year, Sandy shared, "I didn't like the major, and I struggled with many of the classes." In her first year, she met with her academic advisor once and frequently received emails letting her know about opportunities available to her. Although she quickly learned she did not want to be a biology major, she took some time to be an undecided major before deciding her next area of study. She said, "It was an experience in itself because I had to figure out what major I wanted to do and what classes I had to take. And it was a point where I had genuinely finished all my general education classes, so [I] had to choose something."

Sandy believed that she was academically "prepared" for college. This proved to be true in the general education writing course usually known to be challenging for first-year students. Sandy shared, "I felt like I was prepared for it because my English classes at [CPHS] were so writing intensive, and we were always writing essays, and we were always reading. And so, I felt like it was an easy transition." She explained that most of her general education courses were reading and writing intensive, which was "easy" for her. At CPHS, she felt like reading and writing were heavily emphasized. She stated, "It was written into the curriculum—[it] was something that you had to do for every single class. So, we were constantly doing it. And even though it was annoying, I see now that it's very helpful to plan your essays and review, peer review, and do all those things that I thought were unnecessary. Now in college, I see that it's very helpful."

The science classes in college were very different for Sandy. She stated that her science classes made her think, "Oh, yikes, I don't feel prepared at all." She felt like her peers were ahead of her in terms of preparation. She observed, "They were familiarized with laboratories and had taken AP bio or AP chemistry." This led her to feel like she did not belong in a science major. She admitted, "I felt like I didn't really belong in these classes because I didn't have a lot of experience with intensive science courses in high school." Sandy believes her CPHS classmates at various institutions also struggled in their science courses.

Financially, Sandy felt like her first year was challenging. She admitted, "It was kind of a lot just because there was the deposit you had to make on actually attending and the deposit for housing and living on campus is incredibly expensive… I had to take out loans just to be able to attend." In her second year, she feels more comfortable. She explained, "I chose to live off campus, and it's much cheaper. And I didn't have to take out loans this semester or last semester. So, it's been more affordable this year than last year." Even though she feels more financially comfortable in her second year, she shared that the financial aid reapplication process is stressful each year. Sandy noted, "I talk to my mom about how much [she makes per] year, how much [she has] been spending on this and that, and getting the tax forms out. It's all very stressful for us… But having to reapply every single year is something we don't look forward to, but when it's done, it's done."

Sandy shared that it's been beneficial during the transition to know that the CPHS alumni coordinator is available, no matter how often they communicate. She explained, "Every so often I do have a question on financial aid. I had a question about the FAFSA a couple of weeks ago, and I texted him. And he answered me as soon as I had sent the message. So, even though it's not close contact, he's definitely still there for us."

OVERALL COLLEGE EXPERIENCE

Sandy is an involved student on campus and feels positively about her interactions with academic advisors and professors. Her experiences in advising appointments, office hours, or visiting campus resources have "generally been really good." She also feels that her office hours interactions with faculty are laid back and "genuine."

INVOLVEMENT

Sandy's first extracurricular commitment was joining the marching band. She said, "I have always been into music. I've played an instrument before and the fact that the band lets you join and pick up a new instrument, led me to join that. And they travel a lot. I've been able to travel to many different places for free. So that's kind of what convinced me to join them and kind of convinces me to stay with them. And it's very fun. It's a very spirited organization, and I never got that in high school."

In her first year, she also joined two service-type organizations. She explained, "I got involved with a multicultural sorority on campus. I do a lot of service with them and because I joined one that's fairly new on campus, I've gotten to be on the leadership board for them… I also joined a committee for this program that holds a high school program for kids at [CPHS]. And that was something that I was part of during high school, so it was a good experience being able to plan toward something that I have been part of in high school." Sandy feels passionate about being involved in the community. She explained, "Those were the organizations that I felt not only [involved] communities that I can relate to but [provided] opportunities for me to give back to my community."

In her second year, Sandy secured a work-study position at the campus career center for eight hours per week, which she describes as "very manageable." She explained, "I didn't really want to depend on my mom as much because living off campus you don't get the meal plan anymore. So, I don't like asking my mom [to] deposit money in my account for food." She continues to be involved with the service organizations and the marching band. The band, in particular, has helped her feel part of the greater campus community. She shared, "It builds a sense of responsibility to be in the band because if you're not there, then they have a missing spot. And so, in addition to that, I think it's just hard work because I had to go in and learn an entirely new instrument. I had to put in work to be able to play, to be able to sound good, to be able to sign up for the cool gigs that the band gets to do."

Although it has been time-consuming, she described it as "a very good community to be a part of because there are so many different people from so many different majors and everything." She added, "I've got really great friends and connections."

Reflecting on her overall involvement, Sandy thinks it has made a positive impact on her college experience. She elaborated, "[These activities] made it a lot better. Because I guess school wasn't going as well as I thought it was when I was transitioning from majors... I was doing well in these extracurriculars. And that made me feel proud because something was working out [and] because I have responsibilities within these extracurriculars. So, it kind of gave me an outlet to do something good, whereas I was struggling in my classes. It didn't feel as good to be struggling at something."

ACADEMIC AND CAREER ASPIRATIONS

After changing her major from biology to undecided, Sandy declared an environmental studies major. She liked that the major still had science classes, and she had already completed some of the required courses. She also appreciated that the major is not geared toward pre-medical school students, unlike biology. She explained, "The atmosphere [in the biology major] was very competitive, and it was something that I wasn't used to. And the fact that the classes were really difficult, and I wasn't enjoying those classes." She feels that the environmental studies major is a better fit for her, even though the classes are still challenging. She noted, "[The environmental studies classes have] a lot of material and a lot of things you have to memorize, but there's much more flexibility in the classes. There's more discussions. And there is a lot more interactiveness with the professors than giant lecture halls with the professor."

Sandy is still considering her career options, she elaborated, "I'm interested in being a researcher. But I don't know yet. And I guess something within business. But I still don't know yet." Sandy's difficult academic transition has led her to make her primary academic goal to improve her grades. She explained, "I want to get my grades better so I can get a better GPA so I can have the option of grad school." She is still deciding if and what type of graduate school she wants to attend, but she is considering a business degree. She discussed, "An MBA or a master's in social entrepreneurship. And I've heard a lot of good things. So, I may want to get something related to that because I do enjoy entrepreneurship and business, and I think it's very applicable to environmental studies and like many disciplines." Her interest in entrepreneurship stems from her participation in a CPHS program. She explained, "I got to see what entrepreneurship was, and I really related to it."

RECOMMENDATIONS FOR CPHS

Her recommendations to improve CPHS include placing more of an emphasis on studying. Due to her academic transition struggles, she feels that it would be useful if CPHS worked on preparing students for traditional college-style curriculum. Sandy reflected, "Really instilling that studying is important because I just had a midterm and I didn't know how to study for it because I didn't really have to study at [CPHS]... they did attempt to have study days and prepare us with studying worksheets and all of that, but I think it has to be done very early on, not just senior year... because you don't really have homework in college; you just have to study." Furthermore, she added, "If study methods could be integrated into curriculums of the different classes, I feel like that would make the transition much smoother."

She also reflects on the idea of beginning career exploration earlier in her high school career. She wishes she spent more time on this herself in high school. She admitted, "It wasn't until my junior year that I did something to explore a career, like the engineering seminar. They didn't really inform us that there were opportunities like that. I'm not saying that it's their fault or anything, but it wasn't really suggested until junior year. So, I think I would've done other career explorations earlier on."
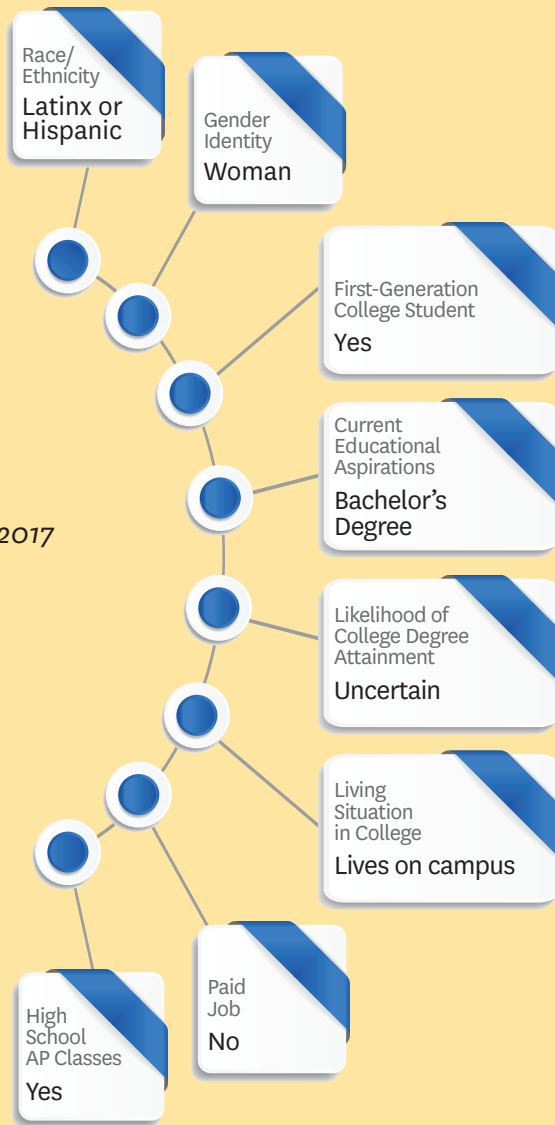
When reflecting on her CPHS career and her first two years of college, Sandy has felt humbled by the experiences. She explained, "The struggle of college has been very humbling, and it's definitely been a learning experience, especially because you're not the only one that's struggling. Even though it may feel like that a lot of the time... I think the struggling part of college wasn't at all emphasized when I was applying for college, and I had all these alumni come back to [CPHS] and talk about their experience. I feel like it's not a part that's talked about at all. But struggling is part of college, and I feel like it's been not just helpful for me to learn how to embrace that struggle in college but definitely out in the real world, [like] in my extracurriculars. It's not always going to be smooth, especially when you're dealing with finances and things like that."

Sandy is passionate about CPHS continuing to cultivate a sense of community. She shared, "The community, the sense of community that exists there. I think that was something really important for me. So, making sure that faculty and students get along I think is something that should definitely continue."

Kate

CPHS Class of 2017

UC Irvine

Race/Ethnicity
Latinx or Hispanic

Gender Identity
Woman

First-Generation College Student
Yes

Current Educational Aspirations
Bachelor's Degree

Likelihood of College Degree Attainment
Uncertain

Living Situation in College
Lives on campus

Paid Job
No

High School AP Classes
Yes

UC Irvine Graduation Rates

67.8%
Likelihood of graduating in four years for all students

83.8%
Likelihood of graduating in six years for all students

76%
6-year graduation rate considering Kate's Race/Ethnicity

Profile #21
Kate

HIGH SCHOOL EXPERIENCE HIGHLIGHT

Before attending CPHS, Kate did not think much about going to college. CPHS not only exposed her to college but also impacted her college decision. Kate talked about her challenging experience taking honors and AP writing courses in her sophomore and junior years of high school. Kate had a difficult time making her college decision, and she ultimately decided to attend a public university not far from home.

COLLEGE EXPERIENCE HIGHLIGHT

Kate first attended college without a declared major, although she considered engineering. However, she did not do very well in the engineering classes and was placed on academic probation. She then decided to major in education and urban studies. Kate struggled with mental health issues in her first two years of college and did not feel comfortable going to counseling on campus because of the mental health stigma within her Latinx community. Kate had a difficult time with the exams in college because she was so used to the assignments in high school. She shared that the most important academic experience she has had is earning an A in her writing class. Kate expressed that she might be interested in working in the education policy field or working with the city.

CULTURALLY ENGAGING CAMPUS ENVIRONMENTS (CECE) SURVEY RESULTS

Research findings (National Institute for Transformation & Equity, n.d.) of the CECE Model indicate the following:
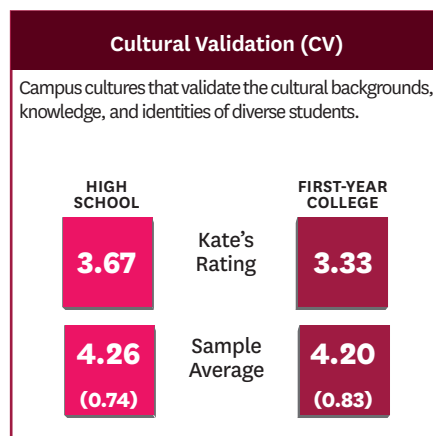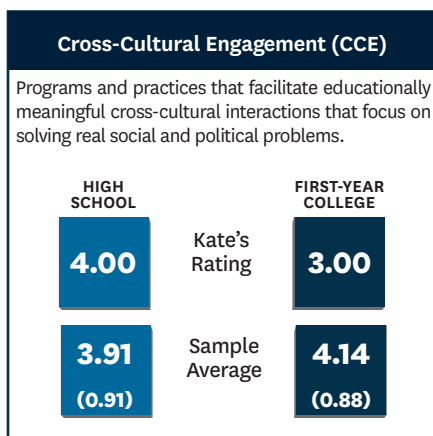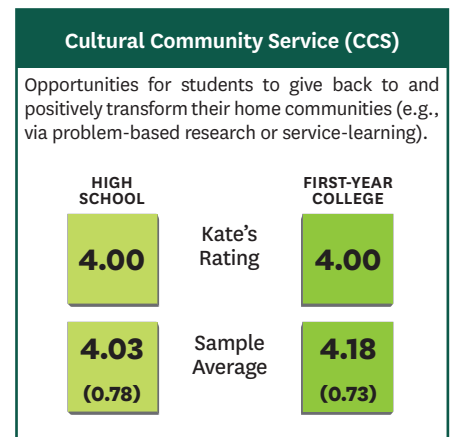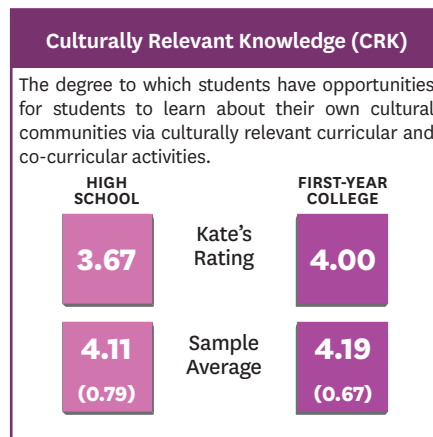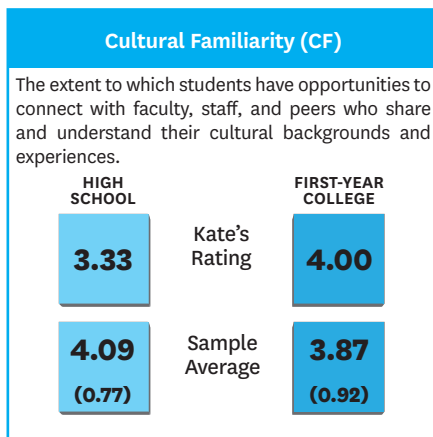
> Engaging campus environments characterized by the nine CECE indicators lead to more positive, engaging, empowering, validating, and satisfactory student experiences. Such environments (1) optimize diverse students' thriving, (2) diminish the likelihood of students experiencing a tense, hostile, and toxic campus environment, (3) ensure that the larger environment on campus are supportive of marginalized student populations, if or when an incident causes tension within the campus climate (p.1).

> The nine indicators measure the extent to which campus environments reflect and respond to the cultural communities, backgrounds, and identities of their diverse student populations and provide the conditions for them to thrive. They can be categorized into two groups: Cultural Relevance and Cultural Responsiveness (National Institute for Transformation & Equity, n.d.).

CULTURAL RELEVANCE

The first five indicators focus on the relevance of the campus environment to the cultural background and communities of diverse college students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.

To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."
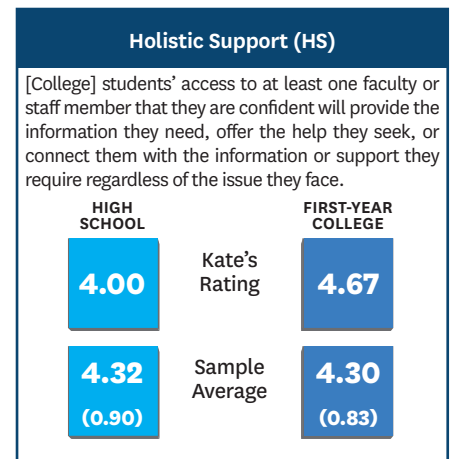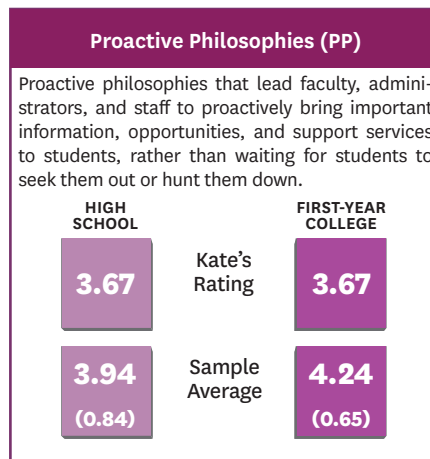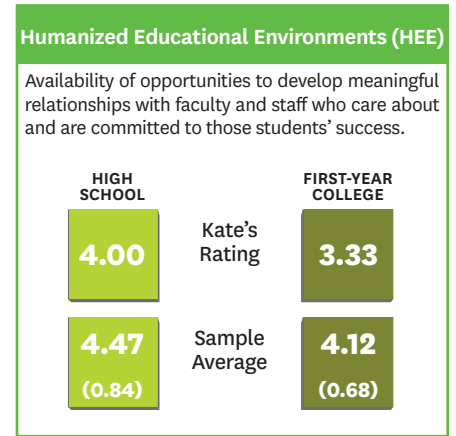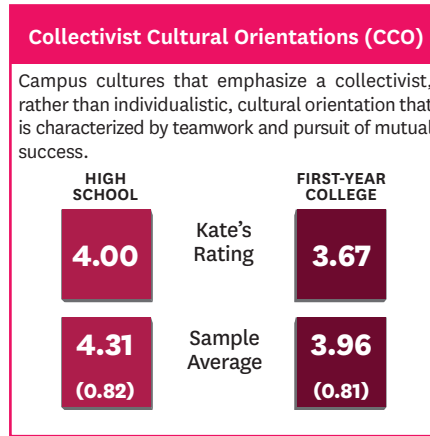
Cultural Familiarity (CF)

The extent to which students have opportunities to connect with faculty, staff, and peers who share and understand their cultural backgrounds and experiences.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	3.33		4.00
Sample Average	4.09 (0.77)		3.87 (0.92)

Culturally Relevant Knowledge (CRK)

The degree to which students have opportunities for students to learn about their own cultural communities via culturally relevant curricular and co-curricular activities.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	3.67		4.00
Sample Average	4.11 (0.79)		4.19 (0.67)

Cultural Community Service (CCS)

Opportunities for students to give back to and positively transform their home communities (e.g., via problem-based research or service-learning).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		4.00
Sample Average	4.03 (0.78)		4.18 (0.73)

Cross-Cultural Engagement (CCE)

Programs and practices that facilitate educationally meaningful cross-cultural interactions that focus on solving real social and political problems.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		3.00
Sample Average	3.91 (0.91)		4.14 (0.88)

Cultural Validation (CV)

Campus cultures that validate the cultural backgrounds, knowledge, and identities of diverse students.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	3.67		3.33
Sample Average	4.26 (0.74)		4.20 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

CULTURAL RESPONSIVENESS

The remaining four indicators focus on the responsiveness of the campus environment to the cultural norms and needs of diverse students. The sample size of high school survey participants is 83. The sample size of college survey participants is 44.
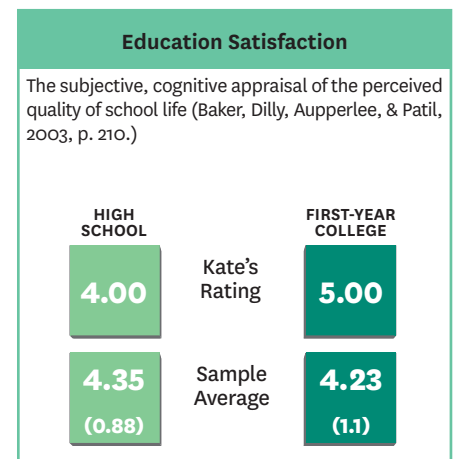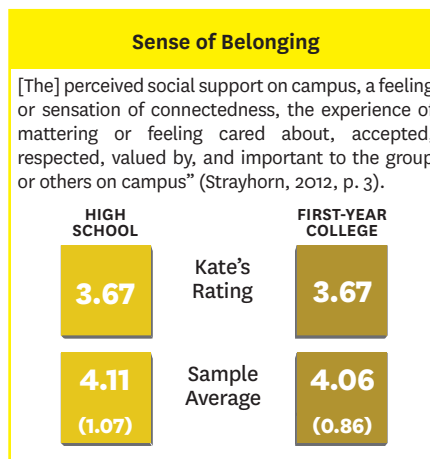
To interpret: The higher the score for each cultural relevant and cultural responsive indicator, the more likely students have strong "academic and social connections to their institutions while allowing them to maintain important ties with their cultural communities (Museus, 2011, p. 198)."

Collectivist Cultural Orientations (CCO)

Campus cultures that emphasize a collectivist, rather than individualistic, cultural orientation that is characterized by teamwork and pursuit of mutual success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		3.67
Sample Average	4.31 (0.82)		3.96 (0.81)

Humanized Educational Environments (HEE)

Availability of opportunities to develop meaningful relationships with faculty and staff who care about and are committed to those students' success.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		3.33
Sample Average	4.47 (0.84)		4.12 (0.68)

Proactive Philosophies (PP)

Proactive philosophies that lead faculty, administrators, and staff to proactively bring important information, opportunities, and support services to students, rather than waiting for students to seek them out or hunt them down.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	3.67		3.67
Sample Average	3.94 (0.84)		4.24 (0.65)

Holistic Support (HS)

[College] students' access to at least one faculty or staff member that they are confident will provide the information they need, offer the help they seek, or connect them with the information or support they require regardless of the issue they face.

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		4.67
Sample Average	4.32 (0.90)		4.30 (0.83)

The CECE Survey rating range from 0–80. Our report adopts a 1–5 rating for common interpretation: 1 indicates the lowest rating and 5 indicates the highest rating.

OUTCOMES

The survey also provides the following outcome measures, which are Sense of Belonging and Education Satisfaction.

Sense of Belonging

[The] perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group or others on campus" (Strayhorn, 2012, p. 3).

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	3.67		3.67
Sample Average	4.11 (1.07)		4.06 (0.86)

Education Satisfaction

The subjective, cognitive appraisal of the perceived quality of school life (Baker, Dilly, Aupperlee, & Patil, 2003, p. 210.)

	HIGH SCHOOL		FIRST-YEAR COLLEGE
Kate's Rating	4.00		5.00
Sample Average	4.35 (0.88)		4.23 (1.1)

1 indicates the lowest rating and 5 indicates the highest rating.

INTRODUCTION

Kate is a sophomore attending a public four-year university on the West Coast with a dual major in education and urban studies. She is also a first-generation college student from a single-parent family.

HIGH SCHOOL EXPERIENCE

Kate talked about her unique experience of learning about CPHS from her brother. Her older brother encouraged her to apply to CPHS after he met a CPHS student on a bus who talked to him about the school.

At CPHS, Kate was involved with the tennis club. She also participated in community service around CPHS after school and on the weekends. Her main involvement in high school was off campus in a hip-hop dance program, which kept her very busy after school. She eventually became a teaching assistant for the dance program which helped her fulfill her community service hours at CPHS.

COLLEGE PREPARATION

The college-readiness course prepared her well for her college applications. Kate explained that the course taught students about college types and options. As part of the course, students were asked to conduct research on each school and learn about the admission requirements and extracurricular factors, such as the school culture and student organizations. The students were instructed on how to apply for financial aid and were given information about state grants for financial assistance. When it came to the application process, she received help from her teacher and her mom's friend on both her personal statement and overall application.

Before attending CPHS, Kate did not think much about going to college. CPHS not only exposed her to college but also impacted her decision. She said, "It did open me to options and opportunities, not only for school [but also] my future, like my life after college." When she planned to apply for a public university near her home, her college-readiness course teacher encouraged her to apply for universities with even higher rankings. In the beginning, she preferred to stay with her original choice because the school is near her home, which would allow her to have more time with her mom. Her college-readiness course teacher suggested what she thought would be best for Kate's future. This conversation helped Kate choose a public university with a better ranking that is further, but not far, from home.

TRANSITION FROM HIGH SCHOOL TO COLLEGE

Kate talked about her challenging experience taking honors and AP writing courses in her sophomore and junior years of high school. She stated, "I was able to challenge myself and also see the growth I made from honors and AP [classes]… And even now, I'm struggling in my writing classes. But I feel that if I did it once, I could do it again." Her knowledge of navigating the Canvas platform at CPHS helped her better manage her coursework in college. However, the interactions with professors in college were different from her interactions with CPHS teachers. She stated, "Teachers at CPHS actually go to the students, but here, professors don't do that." In general, she felt like she had a good transition from CPHS to college, although she was working hard to pass her courses in order to stay in good academic standing.

OVERALL COLLEGE EXPERIENCE

Kate has enjoyed her college experience, despite its challenges. She started college without a declared major, although she considered engineering. However, she did not do very well in the engineering classes and was placed on probation. After that experience, she did not take any more courses related to engineering and instead chose to major in education and urban studies. She said, "There's always something challenging for me, but eventually, even after I went through all that, I still like my college."

INVOLVEMENT

As she became familiar with her college, Kate began to utilize resources on campus and got involved in more student organizations. She went to a tutoring service for her math class, enrolled in a peer advising program, and worked on research projects in the library. When she was on academic probation, she was required to enroll in a motivational workshop. She found that joining a Latina women's club was very helpful in connecting with people who shared the same background as hers.

Kate struggled with mental health issues in her first two years of college. She said, "I still overcame my anxiety by the end of my first year. But now I am struggling again. I've been thinking that I really need to speak to someone professionally." However, she did not feel comfortable going to counseling services on campus. She stated, "I don't like talking about my feelings. It's like a stigma, especially since I come from a Latino family. We really aren't used to speaking about our feelings or our emotions. And even mental health is seen as a bad thing. So, it's still something that I need to see—that [it is not a bad thing to seek help]."

ACADEMIC AND CAREER ASPIRATIONS

Kate decided to declare education as a major after she realized that engineering was not a good fit for her. She added urban studies as a second major after she took urban planning classes. Even though the college coursework is challenging for her, she benefited from an online resource provided by her institution that allows her to better understand what is needed for the major. One of the main challenges that she has faced in college and in her coursework was that she was not used to taking exams. Additionally, the university is on the quarter system, which makes it more challenging. She stated, "It was pretty hard for me because you just learn content for three weeks and then the fourth week you have midterms and then again going back to three weeks and then finals week. So, [the quarter passes by] pretty fast."

Kate's most fulfilling academic experience was earning an A in a writing class. She said, "That was the most impactful experience because it was for a writing class that I got an A, my first A." For her educational goals, she wants to raise her GPA and graduate in four years. She is not sure whether she will attend graduate school right after graduation or work for a few years first.

As for career objectives, Kate does not yet have a clear picture. Although one of her majors is education, she does not want to be a teacher, she stated, "It's not the way, I guess, for me to influence children. I feel like being a teacher is not a job to take lightly." She expressed that she might be interested in working in the education policy field or working with the city.

RECOMMENDATIONS FOR CPHS

Kate appreciated what CPHS did for her because it helped her get to where she is now. She mentioned that it would be helpful if CPHS incorporated finals week or even midterms each semester to prepare students for college academics. Teachers could also better utilize their course syllabi to guide students toward learning goals like professors do in college.

RECOMMENDATIONS

Students appreciated that CPHS staff and faculty were proactive and thoughtful about accommodating their needs: teaching, providing support, and taking time inside and outside of the classroom to prepare them for college. Students noted accommodations such as the resubmission policy of assignments, availability of teachers, and counselors to speak with, as well as the continued outreach from the alumni coordinator, as examples of activities conducted at CPHS to prepare them for college. Even though the 21 students who were profiled in this report from the 2016 and 2017 cohorts are a few years removed from high school, they offer useful recommendations for CPHS, high schools, community colleges, and four-year universities.

HOW SHOULD HIGH SCHOOLS PREPARE STUDENTS?

For CPHS and other high schools:

- Spend more time teaching students how to research and write papers as well as continuing to develop students' critical thinking.

- Help students better prepare for high-stakes midterms and finals in college, learn strategies for studying efficiently/effectively, and adapt to lecture-style classes.

- Incorporate more blended learning styles in the classroom in order to prepare students for the transition to lecture-heavy college courses.

- Better utilize high school course syllabi to guide students toward learning goals and objectives, much like professors do in college.

- Expand course offerings and extracurricular activities. For instance, many students stated that they wished CPHS offered more classes and activities related to music and art.

- Offer workshops on budgeting, the financial aid reapplication process, and other life skills (e.g., such as financial management, taxes, and life decisions).

- Provide mental health workshops to prepare students to navigate stressful situations and environments in college. Provide additional mental health resources such as a resource center or student organization.

- Include opportunities for students to learn how to identify resources on a college campus and how to advocate for themselves when they go to college.

- Hire more teachers with different racial/ethnic backgrounds so that all students can feel more connected with the teachers.

- Provide cultural competency and awareness training for current teachers and staff.

- Present two-year colleges, Historically Black Colleges and Universities (HBCUs), and minority-serving institutions (MSIs) as viable institutions from which to seek college admissions. Students attending predominantly white institutions sometimes struggle with finding their place and feeling like they belong; yet, racial and ethnic minoritized students may have a better sense of belonging at HBCUs and other minority-serving institutions, and thus have higher educational satisfaction as well as other education-related outcomes.

- Direct students to culturally responsive institutions as a critical approach for selecting a university or college.

- Arrange more opportunities for students to visit college campuses prior to making their enrollment decision. Connect students with campus financial aid officers, admissions teams, and other staff that would be helpful to students' decision-making process. Some students in the study stated that they wished they had the opportunity to visit their college campus before deciding to enroll. Most of the students who were able to visit their college campus had their trips sponsored by the university or an external scholarship organization.

- Introduce career exploration programs earlier in high school to give students more time to explore potential career pathways.

- Consider how and in what ways to support non-traditional educational or career-oriented pathways (i.e. military, vocational careers, etc.) for students who will not attend a four-year university or two-year college. For instance, how might being college-ready improve a students' career opportunities in the military or a student's readiness to enter certain jobs/careers, and should a student consider entering college at a later time.

- Continue to be responsive to all students' cultural needs.

- Students should be encouraged to consider a university's four-year and six-year graduation rates as well as the racial/ethnic graduation rates when making decisions about which college to attend.

- Continue supporting and engaging alumni. Increase capacity for alumni coordinator. Develop a platform where alumni can continue to stay connected while sharing issues they are experiencing in college. This will allow alumni to feel like they still have access to the community they cultivated in high school. This will also help students realize that they are not alone in facing certain issues in college, while giving them the opportunity to help each other troubleshoot these problems.

HOW SHOULD COLLEGES AND UNIVERSITIES SUPPORT STUDENTS?

For two-year colleges and four-year universities:

- Work more seamlessly with CPHS and other high schools to:

  - increase contact with high school academic counselors and college academic advisors with a focus on college transition-related issues;

  - assist students regarding disability services; and

  - help educate students about mental health issues and available resources.

- Create a more streamlined and effective communication channel regarding scholarships, fellowships, work-study, and other financial support as students are applying to and making decisions about accepting admissions offers.

- Develop a program to help students in their first year transition to college, specifically targeting first-generation students. Programming may include workshops on how to make the most of a professor's office hours, identifying resources on campus, effective study strategies, tips for budgeting while in college, navigating roommate issues, etc. The program could also include mentorship from upper-level students or faculty members as a way to help students develop a sense of belonging and community on their college campus.

- Create an on-campus resource center for first-generation college students to receive assistance in finding scholarships, fellowships, or emergency funds from a financial aid specialist. The resource center may also have a food pantry available for students who are struggling with food security. This resource center can simultaneously serve as a resource for financial information as well as a safe space and immigration resource for students who may be undocumented. Offering these resources can help first-generation college students, especially those who have to work to support themselves or their families financially. If these structural resources and support systems are not available, it forces students to work more hours, which can interfere with the amount of time they spend attending classes, doing homework, and joining student organizations.

- Encourage colleges and universities to focus on increasing their capacity to be culturally responsive organizations where students are more likely to feel like they belong.

- Help students identify ways to seek academic and emotional support on campus. Ensure that existing resources and services are well-publicized and that students understand how to access these resources. Provide training for faculty, administrators, and staff in how to direct students to services when they reach out seeking help.

- Increase mental health services. Improve and increase access to existing services and programs.

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About the Center for Education, Identity and Social Justice

The Center for Education, Identity and Social Justice at the USC Rossier School of Education was launched on February 1, 2017 by Professor Shafiqa Ahmadi and Professor Darnell Cole who serve as co-directors. Our Center has a compelling interest in eradicating all forms of discrimination based on the intersection of an individual's identities that include religion, gender, sexual orientation, race, ethnicity and disability. Using rigorous research and legal analysis, we empower educators to utilize laws and policies in order to identify and extricate bias and unequal distributions of power within educational institutions.

TEAM MEMBERS *pictured from left to right: Maritza Salazar, Yutong Liu (Emma), Shafiqa Ahmadi, Darnell Cole, Alex Atashi, Mabel Sanchez*

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