



Diagnostic Tools for Supporting Latinx Graduate Student Success

The four diagnostic tools in this document allow graduate institutions to conduct an inventory of practices that support Latinx student success across the entire student lifecycle. The tools are organized into four templates that correspond to different phases of the lifecycle:

- Graduate School Readiness
- Recruitment and Admissions
- Retention and Completion
- Career Transition

These tools are intended to be organic and adaptable to the needs of different institutions; additional strategies may need to be added to help you meet your institution's goals and we have left space for you to add them. After using the inventories to assess your institution's areas of strength and opportunity, readers can use the Ecosystem Implementation Plan provided in the CGS toolkit to develop a customized plan of action.

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Diagnostic Tool for Graduate School Readiness

The preparation for graduate school ideally begins during the individual’s undergraduate experience. During these years, students should connect with mentors, engage in undergraduate research, participate in preparation workshops for standardized testing, as well as explore options and requirements for graduate school. The **Diagnostic Tool for Graduate School Readiness** is designed to help institutions support undergraduate readiness for graduate school.

Focus Area	Activity My institution...	1 Not in Place	2 Needs Work	3 In Place	Comments or Plans for Follow-Up
Goal-Setting and Accountability	Has identified clear institutional goals regarding UG to G trajectory for programs on campus.				
	Has identified clear institutional goals regarding UG to G trajectory for programs at other HSIs.				
	Has identified clear institutional goals regarding relationships with Latinx professional organizations.				
Funding Allocations	Has allocated funds to support dedicated staff (including graduate assistants from various disciplines) to provide direction, oversight, support, and accountability for efforts to support Latinx student success.				
	Provides fee reduction support for standardized test applications.				

	Has invested in a comprehensive customer relations management system to track prospects that auto-generates admissions and enrollment data by college/school/department/program including pipeline cities, regions, and universities.				
Marketing	Has developed detailed program-specific marketing plans.				
	Has an explicit external communication and collaboration plan among all relevant constituencies.				
	Showcases persistence and achievements at the institutional level and in individual students' hometowns, as well as on social media.				
	Produces bilingual publications that engender support from parents/guardians/families.				
	Has created a Graduate Student Recruitment Handbook for faculty that includes templates for presentations, communications, etc.				
	Has created guides for enhancing program websites and promotional materials.				
	Has created guides with templates to facilitate development of departmental/program graduate recruitment plans, i.e., goal setting, strategies, etc.				
	Has ensured that webpages address the quality of the program; the program of study requirements and the pathway(s) available; expectations; faculty/staff; program cost/affordability; the career(s) available; academic and professional success stories, and return-on-investment.				

	Has launched an engaging and deliberate social media campaign including search engine optimization with assessment metrics.				
	Has an explicit internal communication and collaboration plan among all relevant units.				
Direct Outreach and Support	Offers standardized test preparation workshops (GRE/GMAT/LSAT/MCAT).				
	Conducts proactive recruitment visits to undergraduate programs at the institution with natural feeder programs, led by representative students/alumni/faculty who personally meet with students.				
	Conducts proactive onsite recruitment visits to other HSIs with natural feeder programs, led by representative students/alumni/faculty from that institution/area to personally meet with students.				
	Ensures that prospective students receive personal phone calls from students in the program.				
	Ensures that prospective students receive personal phone calls from faculty in the program.				
	Conducts proactive recruitment of Latinx students at professional association conferences targeting the Latinx population, e.g., AAHHE, HACU, McNair, SACNAS, by requesting the list of attendees, individually contacting them and inviting them to meet with Latinx faculty/students/staff from the institution in a private social setting to network and explore opportunities and participate in facilitated application opportunities.				

	<p>Holds preview days for undergraduates that includes a plenary on the benefits of a graduate education, followed by individual college presentations, complimentary practice GRE, GMAT, LSAT exams and conversations with current students and alumni.</p> <p>Holds welcoming campus events, e.g., site visits for prospective Latinx students to expose them to the academic (program requirements, facilities) and non-academic (housing) aspects of the program and campus. Schedules formal and informal opportunities to meet with faculty, students, and staff.</p>				
	Provides a list of institutional and community resources for medical, legal, mental, familial support, e.g., childcare, senior care, etc.				
	Offers application packet preparation workshops.				
Program Practices	Assists the program in identifying clear goals regarding size and profile of targeted population.				
	Provides support for mentor assignment including staff, faculty, peers approaching program completion and alumni.				
	Provides a data-rich environment to inform strategic and tactical planning.				
Partnerships	Has articulation agreements with undergraduate feeder programs at the institution.				
	Has articulation agreements with undergraduate-only Hispanic Serving Institutions.				

	Has articulation agreements with Hispanic Serving Institutions not offering similar advanced degrees.				

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Diagnostic Tool for Recruitment and Enrollment

The recruitment and admissions phases of the graduate student’s life cycle are closely intertwined. Successful recruitment and enrollment of Latinx graduate students will require special attention to the ways these phases complement one another. This **Diagnostic Tool for Recruitment and Enrollment** is designed to help improve Latinx student recruitment and enrollment.

Focus Area	Activity My institution...	1 Not in Place	2 Needs Work	3 In Place	Comments or Plans for Follow-Up
Goal-Setting and Accountability	Has clear institutional goals regarding the number of Latinx graduate students it seeks to recruit over the next 3-5 years.				
	Works with programs to identify clear goals regarding size and profile of target population.				
	Has a data-rich environment to inform strategic and tactical regional and national planning.				
Funding Allocations	Offers fee reduction support for applications and standardized tests.				
	Has identified resources for targeted, competitive funding to support Latinx students that is substantive enough to preclude the need for loans, (e.g., assistantships with a reasonable cost of living stipend, tuition remission).				

	Has identified emergency discretionary funding support for unexpected student needs.				
	Has identified dedicated personnel support (including graduate assistants from various disciplines) to provide direction, oversight, support, and accountability for achieving goals.				
Marketing	Has implemented a comprehensive customer relations management system to track prospects that auto-generates admissions and enrollment data by college, school, department, and program including pipeline cities, regions, and universities.				
	Provides programs with guidance on developing Latinx graduate recruitment plans, i.e., goal setting, strategies and action steps, etc.				
	Provides program with materials for executing plans (websites and promotional materials; templates for presentations and written and verbal communications).				
	Has created bilingual marketing publications that engender support from parents/guardians/families.				
	Integrates persistence and achievements of Latinx students in marketing materials.				
	Has created an engaging social media campaign focusing on Latinx students.				
	Has developed bilingual publications/websites regarding housing, cultural opportunities, and community resources.				

Program Practices	Has established a holistic admissions process with explicit and transparent assessments of cognitive skills, academic and professional skills, and personal attributes.				
	Identifies diverse, well-informed admissions committee members.				
	Conducts external review of admissions practices and decisions, including admissions requirements.				
Direct Outreach and Support	Provides a pre-enrollment orientation for Latinx graduate students.				
	Conducts intentional outreach through special interest groups.				
	Provides workshops focused on preparing application packets.				
	Conducts workshops focused on standardized test preparation workshops (GRE/GMAT/LSAT/MCAT).				
	Conducts onsite recruitment visits to other HSIs with natural feeder programs by inviting representative students/alumni/faculty from that institution/area to personally meet with students.				
	Conducts recruitment of Latinx students at professional association conferences targeting the Latinx population, (e.g., AAHHE, HACU, McNair, SACNAS). Requests the list of attendees, individually contacting them and inviting them to meet with Latinx faculty/students/staff from the institution in a private social setting to network and explore opportunities and participate in facilitated application opportunities.				

	Conducts proactive recruitment visits to undergraduate programs at the institution with natural feeder programs. Representative students/alumni/faculty personally meet with the students.				
	Sends personalized emails to students with incomplete applications.				
	Holds welcoming campus events, (e.g., site visits for prospective and admitted Latinx students). These events expose students to the academic (program requirements, facilities) and non-academic (housing) aspects of the program and campus and include formal and informal opportunities to meet with faculty, students, and staff.				
	Provides personalized welcome emails to newly admitted students from the college dean and the program/department chair.				
	Organizes personal phone calls from faculty and students in the program, welcoming admitted students.				
	Provides list of institutional and community resources for medical, legal, mental, familial support, (e.g., childcare, senior care, etc.)				
	Assigns mentors to Latinx students. Mentors may include staff, faculty, peers approaching program completion, and alumni.				
Partnerships	Has articulation agreements with undergraduate feeder programs at the institution.				

	Has articulation agreements with undergraduate-only Hispanic Serving Institutions.				
	Has articulation agreements with Hispanic Serving Institutions not offering similar advanced degrees.				
	Has articulation agreements with employers willing to support graduate students.				

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Diagnostic Tool for Retention and Completion

As with the recruitment and admissions phases of the graduate student’s life cycle, the retention and completion cycles are so intertwined that they were combined into one phase. The **Diagnostic Tool for Retention and Completion** addresses strategies for retaining and supporting graduate students to completion.

Focus Area	Activity My institution...	1 Not in Place	2 Needs Work	3 In Place	Comments or Plans for Follow-Up
Goal-Setting and Accountability	Conducts external review of program practices and decisions including academic progress and financial, academic and internship awards of all students.				
	Uses the customer relations management system to auto-generate enrollment and academic data by college/school/department/program.				
	Has dedicated Latinx staff (including graduate assistants from various disciplines) that can provide direction, oversight, support and accountability.				
Funding Allocations	Provides continued tuition and stipend support beyond the recruitment year.				
	Has identified emergency discretionary funding support for unexpected needs.				

	Has set aside funding for target of opportunity hires for faculty members.				
	Offers students conference and travel support to participate in professional organization conferences.				
Marketing	Provides bilingual publications/websites regarding housing, cultural opportunities, community resources.				
	Showcases Latinx students' persistence and achievements at the institutional level and in the individual's hometown, as well as on social media.				
	Has created an explicit internal communication and collaboration plan among all relevant units.				
	Has created an explicit external communication and collaboration plan among all relevant constituencies.				
Program Practices	Organizes welcoming campus events to nurture networking opportunities.				
	Provides list of institutional and community resources for medical, mental and well-being programs, familial support, (e.g., childcare, senior care, etc.)				
	Celebrates key milestones along the graduate program continuum, successful first semester, advancing to candidacy, etc.				
	Provides support and guidance for Latinx students to engage in community service opportunities.				

	Initiates outreach to ensure needed support is in place.				
	Offers university and program-specific orientations.				
	Provides a Program Handbook.				
	Requires a completed degree plan within the first two months of enrollment.				
	Requires an individualized development plan that includes required co-curricular professional development opportunities.				
	Has in place early academic alert systems.				
	Provides curricular maps of courses required for the degree.				
	Allows advance schedule availability (at a minimum a year in advance) to allow for personal/financial/professional advance planning.				
	Offers curriculum and assignments that are professionally and academically relevant to Latinx students.				
	Offers stackable credential offerings.				
	Offers flexible scheduling and offerings to accommodate part-time students.				
	Has in place a classroom/course feedback process.				
	Offers Thesis/dissertation boot camps.				

	Assigns student mentors that include staff, faculty, peers approaching program completion, and alumni.				
	Offers career exploration opportunities, i.e., shadowing, internships, etc.				
	Sponsors students to serve on campus and professional organization committees, e.g., advisory committees, search committees, admissions' review committees, etc.				
	Requires co-curricular participation.				
	Provides training for faculty mentorship.				
	Provides cultural sensitivity training for faculty.				
	Has reward structure to recognize cultural competency participation and initiatives.				
	Provides training and support for peer mentoring among graduate students.				
Partnerships	Has explicit partnerships with R1 institutions to provide students with summer research experiences.				
	Seeks federal funding for collaborative relationships with multiple institutions to focus on targeted research opportunities.				
	Has explicit partnerships with federal agencies and national organizations, e.g., NIH, USDA, CHEA,				

	CGS, for funded summer and/or term internship/fellowship experiences.				

Latinx Graduate Student Success Diagnostic Tool for Career Transition

Ideally, the graduate student’s career transition phase should begin while the student is navigating the requirements of their degree. Graduate students should be required, at a minimum, to participate in a pre-determined number of co-curricular professional development activities that align with identified needs and/or enhance their degree program requirements. These can either be part of individual courses or the student’s individualized development plan.

The **Diagnostic Tool for Career Transition** includes a variety of strategies for supporting graduate student career transitions to the workforce.

Focus Area	Activity	1	2	3	Comments or Plans for Follow-Up
	My institution...	Not in Place	Needs Work	In Place	
Goal-Setting and Accountability	Ensures that each department/program has identified specific co-curricular professional development activities that complement the degree program requirements.				
Funding Allocations	Has targeted funding to support professional development for graduate students and postdocs.				

	Has a place and a space designated for graduate students, especially those who commute, to congregate for support, professional development, and networking with members of the community.				
	Offers funding to support graduate students' participation in professional development that will aid in career transition.				
Marketing	Showcases the achievements of Latinx graduate students in professional venues, both academic and non-academic.				
Program Practices	Includes professional development opportunities as part of each program's course requirements.				
	Includes a variety of program offerings that not only complement degree requirements but build their capacity in broad and diverse ways.*				
	Offers certificates that complement the degree requirements based on a collective set of pre-identified professional development offerings.				
	Offers graduates continuous education opportunities that can be applied to a doctorate or a certification that complements their degree.				
	Sponsors Latinx students for networking and professional opportunities.				
	Offers structured mentoring opportunities as they transition into the workforce.				

Direct Outreach and Support	Recognizes their achievements in the workplace and showcases their accomplishments to alumni and institutional donors.				
Partnerships	Has an explicit arrangement with other units on campus, e.g., professional development centers, career awareness, health services research office, etc., to offer regularly scheduled workshops for graduate students (and post docs).				
	Has an explicit arrangement with external constituencies in the community, e.g., Chamber of Commerce, Legal Aid, that can provide professional development on leadership, entrepreneurship, as well as offer internships.				
	Offers opportunities for members of the community to meet and learn about the knowledge and skills of their Latinx graduate students, e.g., serving as judges of the 3MThesis competition or culminating events or poster presentations.				

***Example** topics may include: Analytical skills development, Cultural competency, Digital literacy, Entrepreneurship, Grant Writing, Cultural Identity, Leadership Development, Networking, Preparing Future Faculty, Project Management, Public Speaking, Research Ethics/Scholarly integrity, Self-Care, Sexual Harassment, Teacher Preparation, (pedagogy/assessment), Time Management, and Wellness.