Welcome to Today's PaperClip Communications Webinar
Hispanic Student Success: Data, Strategies, Completion

Thursday, November 5, 2015
2:00 – 3:30 PM ET

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Panelist

• Dr. Amy Golden
• Assistant Dean of Students
• Arizona State University
• amy.golden@asu.edu

The opinions expressed during today’s event are not necessarily those of PaperClip Communications
Panelist

• Lindsay Romasanta, MPA
• Assistant Director & Doctoral Student
• Arizona State University
• Lindsay.Romasanta@asu.edu

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<table>
<thead>
<tr>
<th>Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today’s Hispanic Students</td>
</tr>
<tr>
<td>What campuses need to know</td>
</tr>
<tr>
<td>Support Services  (transition-persistence-graduation)</td>
</tr>
<tr>
<td>Paradigm shifts in engagement</td>
</tr>
<tr>
<td>Validation vs. Engagement</td>
</tr>
<tr>
<td>Future Implications</td>
</tr>
</tbody>
</table>
1. Nationally, 25% of college students do not return after their first year in college.

2. Hispanic students persist at the same rate as other students.

3. Nationally, 35% of all undergraduates do not graduate.
The three states with the highest percentage of Hispanic undergraduate students are:

1. _____________ (44%)
2. _____________ (36.8%)
3. _____________ (35.2%)
Let’s Define the Topic

Hispanic vs. Latino

First-Generation College Student (FGCS)

Community of Practice
Who is coming to college?

I feel a lot of pressure because in my entire family nobody has gone to college. They are like "Hey mija how are you doing? You’re doing good right?” And it’s like "Yeahhh, I have all these assignments going on" and they are like "Yeah you are gonna do good! We are gonna make you a big party when you graduate!” and I’m like “I’m not even there yet, let’s slow down.”

-ASU Student
National Context: Graduation Rates

Degrees Earned in 2012

- Hispanic Bachelor's degrees Earned (18-24): 9%
- White Bachelor's degrees Earned (18-24): 69%

National Center for Education Statistics, 2012
Local Context: Arizona

- Performance based funding

- 2nd fastest growing state in the US
  - 24% population growth from 2000-2010

- 2nd fastest growing Latino population
  - Increase of 46%
    - From 1.20 million
    - To 1.89 million
ASU’s enrollment already exceeds 80,000

Only institution in the state committed to meet the in-state educational demand
  
  - Agreed to absorb 90%
  
  - Continue growing enrollment to 90,000

36% of Spring 2014 undergraduate student population was racial/ethnic minority = 21,252
  
  - 19.9% Hispanic/Latino

Low-income and FGCS are the largest growth population of entering freshmen in AZ
• Struggle with major and/or career choice
  • Heightened level of anxiety and uncertainty

• Classic transitions
  • Increasing confidence
  • Reflection
  • Group mentoring process
  • Interest in Study Abroad

• Peer Networking
  • Social connections
  • Student organizations
• Parents non-supportive of higher education

• Low degree aspirations
Dual Responsibility for engagement

“Students should not be chiefly responsible for engaging themselves, but instead faculty and student affairs educators must foster the conditions that enable diverse population of students to be engaged (Harper & Quaye, p. 5, 2009).”
Interactive Inquiry

• What are some programs/services/efforts your institution has/is implementing to support and/or engage Hispanic students?
<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicana/o Urban Art</td>
</tr>
<tr>
<td>Music and performances</td>
</tr>
<tr>
<td>Multi-media lecture</td>
</tr>
<tr>
<td>Sports Events</td>
</tr>
<tr>
<td>Dance lessons</td>
</tr>
<tr>
<td>Community Service</td>
</tr>
<tr>
<td>Film Screenings</td>
</tr>
</tbody>
</table>
Hispanic Heritage Month Video at Opening Home Game

An Undergraduate student population that is 20% Hispanic/Latin@/Chican@
Student Engagement

National Affiliates

- National Association of Latino Fraternal Organizations (NALFO – Greek organizations)
- Society of Hispanic Professional Engineers (SHPE)
- Association of Latino Professionals in Finance and Accounting (ALPFA)
- Hispanic Business Student Association
- MEChA (Movimiento Estudiantil Chican@ de Aztlán)
- National Association of Hispanic Journalists (NAHJ)
National Organizations

- National Council of La Raza Líderes Initiative
  http://lideres.nclr.org/

- Hispanic College Fund Summer Symposiums
  http://www.hispanicfund.org/programs

- Hispanic Association of Colleges & Universities
  http://www.hacu.net/hacu/Annual_Conference1.asp

- NASPA Undergraduate Fellows Program (NUFP)
  http://www.naspa.org/programs/nufp/

- ALF-CIO’s Union Summer
  http://www.aflcio.org/Get-Involved/Union-Summer

- Sponsors for Educational Opportunity Internship
  http://www.seo-usa.org/

- InRroads Internships
  http://www.inroads.org/

- Congressional Hispanic Caucus Institute
  http://www.chci.org/internships/

- NALEO Internships
  http://www.naleo.org/employment.html
Critical Themes for College Success

- Confidence
  - Personal
  - Academic

- College Capital
  - Changing Majors
  - Finances

- Connections
  - Communities of Practice
Millennial 3 C’s

Confidence
• Hispanic millennial students report higher degree aspiration than Gen X peers
  • 78.8% compared to 71.2%

College Capital
• Financial – are less likely to attend college based on their tuition rates (community college to four year institution route) and attend the college based on financial assistance

Connection
• Family-Oriented – are more likely to go to a college close to their family than Gen X peers
Advising Hispanic Students

- Understanding culture
- Validation
- Advising – academic and extracurricular
  - Meet student where they are
  - Major and Career Exploration, Academic Success, Leadership
  - Development courses
  - Student organizations – communities of practice
Strategies for your campus

- Take a look at your campus
  - Programming
  - Faculty and staff
- Establish “task forces”
- Research available resources – internal and external
- Pilot programs/services
• Limited, small-group mentoring

• Positively impacted FG-Latina@s in their sophomore year
  • Served as a recommitment
  • Re-energized, re-focused
  • Connected with others “like me”

• Benefits of communities of practice
Overview of Research
Students as Experts: Using photovoice facilitation groups to understand the resiliency of Latina, low-income FGCS.

Purpose of the Study
To examine and explain the protective factors that assist Latina, low-income FGCS to persist and succeed, and to gather their recommendations so that it may be embedded as part of shaping university retention efforts.

Who or what influenced you to attend college?

What keeps you going when times get tough?
Low-income, FGCS college students demonstrate aspirational resiliency and capital (Huber, 2005, Yosso, 2005).

Current retention literature places a heavy emphasis on pre-admission factors as reasons for persisting (i.e. high school GPA, income, parental education levels).

There exists limited literature on retention innovations and strategies that are crafted, vetted and endorsed by students themselves.
• Latina, low-income FGCS benefit from gatekeepers.
  “I would have been so lost had I not met the president of ______ club at the dining hall. He saw me sitting by myself and he came up to me and asked me to join them for a meeting. Prior to that, I was about to leave because I didn’t know anyone who was going through it like me.”

• Latina, low-income FGCS are fueled by their parent’s immigration experiences.
  “No matter how hard school gets, I just think about my mom. That she works in a factory all day so that I don’t have to.”

• Latina, low-income FGCS receive lots of emotional support from their family to complete a college education.
  “My dad always said he couldn’t give me much, but what he could give me was the importance of education.”
Questions
Faculty/Staff need to ask, reach out and engage
  - Rethink teaching/learning environments
  - Rethink faculty/student relationships
  - Meet students where they are

Validating students
  - Involvement places responsibility on the student
  - Validation shifts the responsibility
    - FGCS least likely to ask faculty/staff questions
    - Fear of appearing incompetent – Don’t know what they don’t know
Implications for Future Practice

- Institutional diversity assessment
  - Environmental check
  - Assess need and effectiveness – is your institution addressing needs of diverse student population?
  - Formulate support strategies

- Faculty/Staff competencies
  - Explore characteristics and competencies for working with diverse populations
  - Be prepared for who’s coming to your institution
  - “Business as usual” will become archaic
How Do I Call-in with a Question?

If you would like to ask a question of our panelist(s) please press *1 and you will be put in a call queue until it is your turn to ask your question.

OR

You can write in a question or comment anytime during the event by clicking on the “Chat” Bubble in the left hand corner of your screen.

For Questions that Arise After the Conference

If you have a question that you were unable to ask of our presenter(s), please feel free to email us at Info@paper-clip.com and we will be happy to forward it to our panelists!


Latinos In College
http://www.latinosincollege.com/home/default.aspx

Student & Cultural Engagement @ Arizona State University
https://eoss.asu.edu/student-engagement
Feedback

We want your feedback on today’s event!

If you would like to provide suggestions for improvement and/or ideas for future event topics, please email Tamie Klumpyan at:

tamie@paper-clip.com

and she will send you the link to our brief online survey.

Thank you for your participation,

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• Developing Resilient Students: Strategies for Life-Skill Development - November 17, 2015 Webinar & CD
• Youth on Campus: Policies & Protocols for 2016 - November 17, 2015 Webinar & CD
• FLSA Changes: Potential Implications for Higher Ed & Your Institution - November 18, 2015 Webinar & CD
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• International Students 2016: Transition, Persistence & Graduation - November 18, 2015 Webinar & CD
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