Agenda

• Today’s Hispanic Students
• What campuses need to know
• Support Services
  – Transition
  – Persistence
  – Graduation
• Campus Models
• Validation vs. Engagement
• Future Implications

Statistics: True or False

1. Almost half of the increase in collegiate freshmen enrollment nationwide is due to enrollment by minorities.

2. Nationally, the enrollment of first-generation college students has increased 10% in the last 25 years.

3. In higher education, freshmen enrollment jumped 15% for Latinos, 8% for African Americans, and 6% for Asian Americans, compared with an increase of 3% for White students.
4. Nationally, 25% of college students do not return after their first year in college.

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

6. Nationally, 35% of all undergraduates do not graduate.

7. First-generation college students (FGCS) graduate at a lower rate than their continuing-generation college student counterparts.

## Statistics: True or False

- Hispanic vs. Latino
- First-Generation College Student (FGCS)
- Community of Practice

## Who is coming to college?

### National Context: Graduation Rates

<table>
<thead>
<tr>
<th>Year</th>
<th>Female Graduation Rate</th>
<th>Male Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>11.0%</td>
<td>9.7%</td>
</tr>
<tr>
<td>2010</td>
<td>16.8%</td>
<td>13.5%</td>
</tr>
</tbody>
</table>

Latinos between 25 and 29 years
National Center for Education Statistics, 2012

### Hispanic Millennials

#### Top Majors
- Business Administration, Social Sciences, Health Professional, Biological Science, Engineering

#### Top Career Objectives
- Business (Exec. Or Admin), Doctor (MD or DDS), Artist, Education (Elementary or Secondary), Engineer
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

Local Context: Arizona State University

- 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

Literature - Contradictions

- Parents non-supportive of higher education
- Low degree aspirations

Literature - Consistencies

- 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

Hispanic Student Success

“Many times encouragement comes from mentors and advisors within the college setting. This finding places encouragement as a stronger effect than academic integration in the first year of college for Latino students. While this should not undermine the need for strong academic behaviors, it does illustrate the cultural nuances that are particular to Latino college students…”

Vasti Torres (2009), Faculty Education Leadership & Policy Studies Indiana University

Breaking through Barriers

Realistic Concerns

- Financing college journey
  - Taboo to seek a loan for school; need to change attitudes about the investment and ROI
  - Save for college
  - Financial literacy
- Traditional / Cultural place of daughter or son
  - Help family financially
  - Not allowed to live on campus
  - Family values
**Breaking through Barriers**

- Change in Culture
  - Biculturalism
  - Campus environment
- Relationship Building
  - Common transition experience e.g., summer program or academic course(s) taken.
  - Student organizations
- DREAMers

**Support Services**

- Academic Advising
- Student & Cultural Engagement area
  - Clubs & Organizations
  - Fraternal organizations
  - Nationally affiliated organizations
  - 1-on-1 Advising beyond the academic advisor
- Counseling Services
- Tutoring and Learning Support
- Cultural Faculty & Staff support system

**Institutional Engagement**

- Hispanic Heritage Month activities
- Faith-based, cultural experiences
- Hispanic Convocation ceremony
- Outreach with local non-profit organizations
- Alumni opportunities for mentoring
- Social Media
- Experiential learning

**El Concilio**

- Chican@/Hispanic/Latin@ Student Coalition
  - Governing Body
    - Member and affiliate student clubs and organizations
    - Four ASU locations
- Restructuring Process
  - Student Driven – Staff Supported

**Interactive Inquiry**

- What are some programs/services/efforts your institution has/is implementing to support and/or engage Hispanic students?
**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
- Hispanic College Fund – HCF Summer Symposiums
- HACU
- NASPA Undergraduate Fellows Program (NUFP)
- ALF-CIO’s Union Summer (social justice program)
- SEO Internship
- Inroads
- Congressional Hispanic Caucus Institute
- NALEO Internship

**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 the 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
**Booster Shot Theory**

- Limited, small-group mentoring
- Positively impacted FG-Latinas in their sophomore year
  - Served as a recommitment
  - Re-energized, re-focused
  - Connected with others “like me”
- Benefits of communities of practice

**Characteristics Hispanic Millennials**

- Symbols of their parental success
- Sheltered
  - experienced more child protection laws, rules & practices than any other age cohort
  - in rule-oriented environments that are overseen by an authority figure
- Collaborators and team oriented
- Pressured to Succeed
- Achievers

**Supporting Hispanic Millennials**

**Implications in Higher Education**

- Stating clear expectations and being transparent
- Faculty/Staff Accessibility
  - Rely on “adults” to mentor and guide their progress
  - Choose to act on ways to please
  - Validating the student’s work, recognizing their effort and knowing that our knowledge plays a pivotal part in their success
- Support for Pressured Students
  - Connecting them with outlets to share their pressure as a way for them to reenergize

**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**

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

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Q/A

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OR

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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!

References


Resources

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,
PaperClip Communications

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