November 19, 2021

Institutions Serving Hispanic Student – Advising Community Formal Request

From: Cassie Jaquez, Interim Proposed Chair

Rationale

Hispanic Serving Institutions (HSI) comprise a huge portion of post-secondary education populations in the United States. According to 2020 IPEDS data, there are a total of 569 HSIs in 25 states, the District of Columbia, and Puerto Rico. These institutions fall under the federal definition of HSIs: non-profit, degree-granting institutions with full-time equivalent (FTE) undergraduate Hispanic student enrollment of at least 25%. Not all of these institutions are certified as an HSI for Title V or other Federal grant purposes.

The Hispanic Association of Colleges and Universities (HACU) also concludes from this data that there are approximately 352 emerging HSIs in 35 states and Puerto Rico. They have defined these as non-profit, degree-granting institutions with full-time equivalent (FTE) undergraduate Hispanic student enrollment of at least 15% but fewer than 25%. Many of the HSI Hispanic percentages are well over the 25% benchmark; New Mexico State University's current Hispanic population is over 61% while Alamo Colleges (a system of community colleges in San Antonio, Texas) is at 62% Hispanic population. This is a substantial number of institutions that serve a population and that are not formally identified in a NACADA advising community. According to the HACU 2021 Fact Sheet, "Since 2013, HSIs have increased on average by 29 institutions per year." These numbers include both four-year and two-year public and private institutions.

The proposed advising community of Institutions Serving Hispanic Students will support all advisors, administrators, and members of NACADA that work with Hispanic students - not just those who work at designated HSIs or at those institutions deemed emerging. The proposed advising community was named purposely to be inclusive of all members who work with this population.

Substantial disparities exist between Hispanics and other ethnic groups in terms of bachelor's degree attainment (Llagas & Snyder, 2003). In response, there is a rapidly growing body of evidence to understand how both independent and collective roles of student characteristics, perceptions, academic and social experiences, and behaviors influence undergraduate Hispanic student engagements and/or academic outcomes. Although Latinos are among the least educated groups in the United States, they are making a significant impact in schools at all levels (Laden, 2004). In 2000, over 11.4 million school-aged Hispanic children resided in the country, representing 16% of all children. By 2020, it was projected more than 20% of all children under age 18 in the United States will be Hispanic (Llagas & Snyder, 2003); the 2020 Census data shows 18.8 million Hispanics under 18 totaling 25.7% of the population. That is almost 6% higher than projections. This means that these students will soon be moving on to post-secondary institutions.

In September 2021, the first HSI Senate Caucus was formed to promote equity in education. Hispanic students face different barriers to both college access and success such as academic preparedness, academic performance, socioeconomic obstacles, and cultural and social capital. The unique impediments that we see many Hispanics students face include increasing tuition, lack of financial aid, and parental support. Not only are our Hispanic students such a large population of our institutions, but they also require a different set of support that is crucial

aspects to the retention and success of these students. The purpose of this committee is to engage in discussion and share effective practices that successfully enhances Hispanic students' experiences. This community will focus on engaging academic advisors to promote their campus' academic opportunities while improving students' academic persistence and retention. Maintaining student persistence is vital to any institution. Through collaboration within this advising community will be able to reinforce advisors in their day to day jobs to better support and recognize this growing student population. Our goals outlined below give greater detail on how this advising community plans to help advisors help students.

Laden, B.V. (2004). Hispanic Serving Institutions: What are they? Where are they? Community College Journal of Research and Practice, 28, 181–198.

Llagas, C., & Snyder, T.D. (2003). Status and trends in the education of Hispanics. Washington, DC: U.S. Department of Education, National Center for Educational Statistics. (NCES 2003–008).

Inclusion and Engagement Statement

NACADA's Advising Committee for Institutions Serving Hispanic Students celebrates diverse cultures, fosters a climate of mutual respect, and promotes an inclusive environment that values all people. The goal of the Advising Committee Institutions Serving Hispanic Students is to expand access to higher education, to improve student success and retention of Hispanic students, and to take action to measure and create a more diverse, equal, and inclusive community.

Advancement of NACADA's mission and goals

The Institutions Serving Hispanic Students Advising Community aims to increase opportunity for engagement, cultivate professional development, enhance scholarly approaches

in academic advising practices for Hispanic students, and build a sustainable network of internal and external partners.

The advising community has many aspirations and goals we would like to pursue in the coming years. The impact of current research, improving collaboration in advising Hispanic students, researching and formulating best practices in advising that meet the needs of this marginalized community, and creating programming specific to Hispanic students and their success are objectives we aim to accomplish through this endeavor. It is important to this advising community to inform and educate others about former, current, and future research needed to address the evolving needs of the fast-growing Hispanic student population. We feel we can all help in ensuring that our students voices, their lived experiences, and current practitioners careers allow a space for continuous growth and development. We feel this community will highlight the cultural wealth of our Hispanic students and support advisors in understanding the richness and value they possess. This will allow for furthering our efforts to improve the access, retention and completion of our Hispanic student population with goals of improving livable wage outcomes and upward mobility for students, their families and communities.

AC Chair and AC Steering Committee members

AC Chair:

Cassie Jaquez   Alamo Colleges District

AC Steering Committee Members:

Abraham Dones   Durham Technical Community College

Ahmad Sims   Christian Brothers University

Alex Gutierrez   The University of Texas at Dallas

Angela Rios	Dutchess Community College
Barbra Smith	The University of Texas at San Antonio
Dorothy Collins	Lehigh Carbon Community College
Elizabeth Villegas	University of Houston
Emily Bonney	University of Arizona
Eva Magallan	Texas A&M University
Jessica Santiago	East Stroudsburg University
Lina Anastasovitou	San Jose State University
Lyn Duran	University of Arizona
Michelle Steiner	Marymount University
Reyna Romero	University of Houston-Downtown
Stephanie Hand	University of New Mexico
Caitlin Bruseth	The University of Texas Rio Grande Valley
Erin Moika Lemkow	University of Notre Dame
Kathleen Vancheri	Passaic County Community College
Nicole Gonzalez	University of Arizona
Freddie Romero	New Mexico State University

Evidentiary Support of Activity and Membership

Business Meeting – Hosted October 7, 2021 at the annual conference in Cincinnati, Ohio. Total of 12 participants in attendance.

Virtual Business Meeting – Hosted November 9, 2021 virtually via Zoom. 59 registered and 33 total participants in attendance.

Email List – 188 people have requested to receive email updates.

Social Media – Created a Facebook group named "NACADA proposed Advising Community: Institutions Serving Hispanic Students" on September 9, 2021. The group currently has 72 members. See graph below to see the growth of the group since being created.
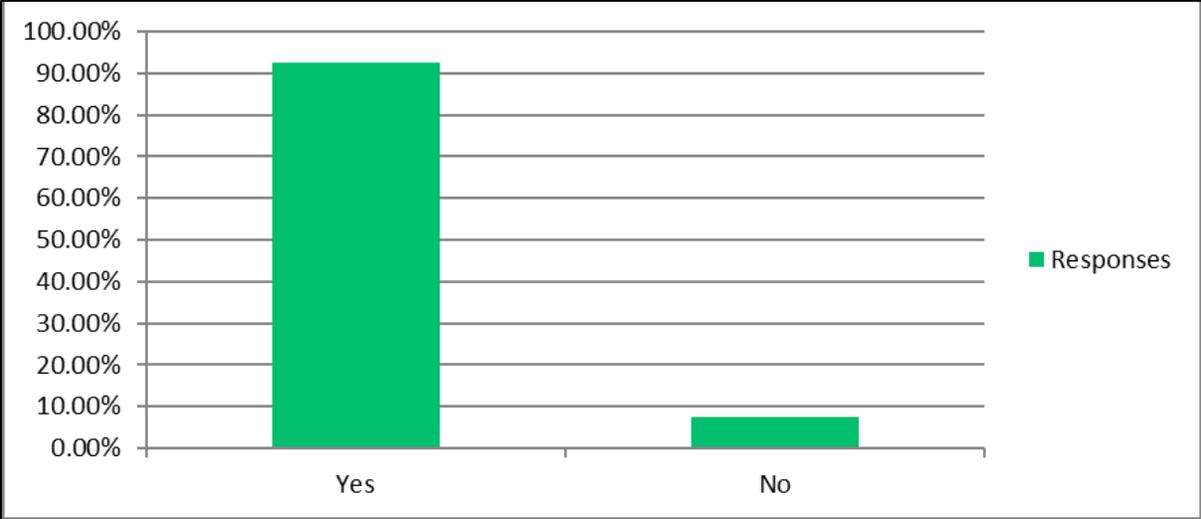
Survey Results

Question #1 – At what email address would you like to be contacted?

Answered by all 148 participants

Question #2 - Are you interested in joining the potential Advising

Community: Institutions Serving Hispanic Students?

Answer Choices	Responses	
Yes	92.52%	136
No	7.48%	11
	Answered	147
	Skipped	1

**Question #3 - NACADA members are allowed to choose up to four communities.**

If Institutions Serving Hispanic Students is approved as an advising community, would you

change your advising communities to include this community?

Answer Choices	Responses	
Yes	84.35%	124
No	15.65%	23
	Answered	147
	Skipped	1
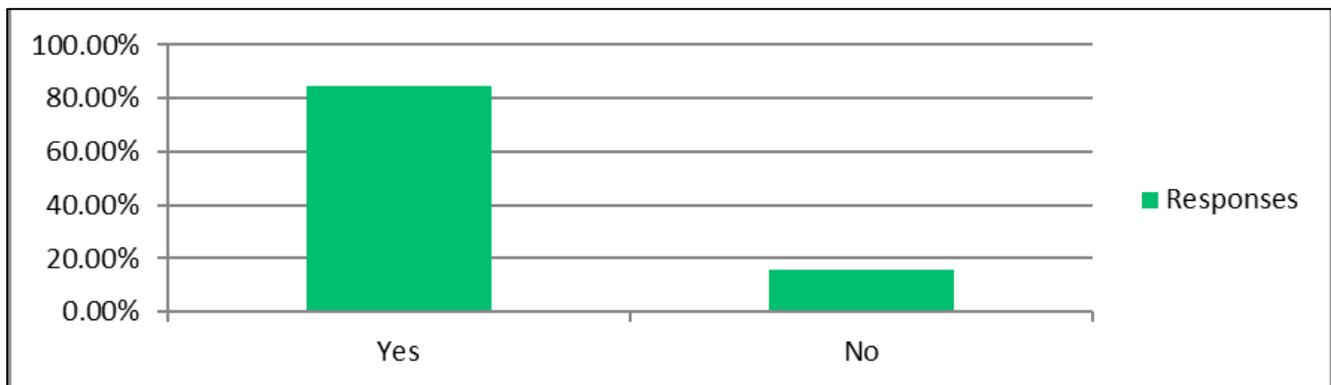
Question #4 - Until we are approved as an Advising Community, would you like to join an email list or Facebook Group to be provided updates and give input on this potential community?

Answer Choices	Responses	
Email	53.79%	78
Facebook Group	5.52%	8
Both!	40.69%	59
	Answered	**145**
	Skipped	**3**
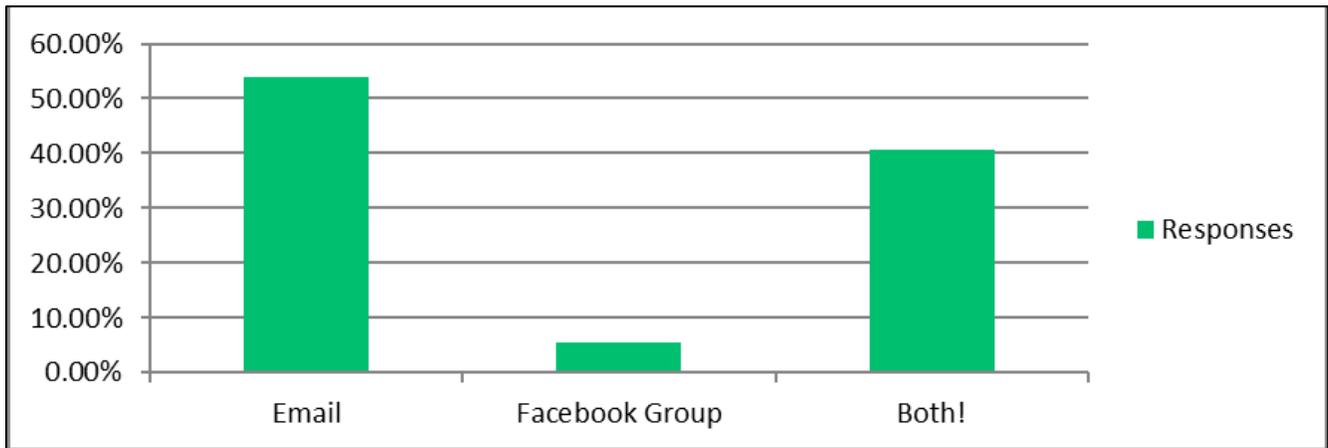
Question #5 - Do you have any other thoughts or items you would like to share?

1. I currently work at Cal Poly, San Luis Obispo in California, which is a PWI but there are plans to move forward to Cal Poly being an HSI. I am really interested in participating in this advising community and look forward to the discussions!

2. I'm still relatively new to being a health professions advisor but I think this would be a great group to have.

3. Great idea!

4. Sorry I missed the session in Cincinnati. too many to select from for one person

5. My institution is not an ISHS - I'm still interested in joining this group!

6. Great idea!

7. Good luck! I'm looking forward to this advising community!

8. It's a great idea to implement this HSI community to NACADA. This organization of professionals and this area is can benefit everyone. Please keep me posted with more information.

9. Don't give up on advocating for this vital community. Thank you.

10. Way to go!

11. So excited for this initiative

12. I think this will be a great community!

13. I would want to see the mission statement before joining.

14. This will be so helpful to have more insight and resources to work with this growing population on my caseload. Thanks!

15. as a new HSI/MSI my campus is eager to continue to improve our student support!

16. This is great. Right now, I can't commit to joining another committee but would love to be updated on this. Thanks.

17. I think this would be a worthwhile AC. My institution is not an HSI, so we wouldn't be a target audience. But this is still valuable.

18. Thank you for doing this. Much appreciated!

19. It would be important to send out a meeting invite for the Nov. 9th meeting to all who completed the survey.

20. Long overdue--thanks for initiating this!

21. What do institutions provide if student doesn't have a strong foundation in English: Remedial course sequence or ESL non credit or Coreq model to bridge the gap? English skills.

22. While this is not a community I would join, I think it is needed and support your movement forward.

23. I do not currently have a NACADA membership, but my university is considering purchasing one for me. If they do, then I would be interested in joining the community.

24. Thank you for starting this much needed group and please let me know if you need any help.

25. great idea - especially if it includes community college colleagues

26. I think it's a great group, just doesn't apply to my work

27. Thank you for being a part of this!

28. It would be great to have a year-college community for HSI's

29. I would love for this to be a separate advising group, but would be open to being incorporated into a group more broadly focused on advising at MSIs of all identifications.

30. This would be an amazing idea, thank you for creating it! I am very interested! I work for a university that was recently designated a Hispanic Serving Institution (University of Central Florida) and this would be an excellent opportunity to network with colleagues that have the same interests as me.

31. Thank you!

32. While we don't "officially" classify as a Hispanic Serving Institution (we are at 23% Hispanic students), we endeavor to get there. I am quite interested in being involved so we can better support our growing number of Hispanic Students.

33. Yes, don't give up on making this AC a reality. Thank you.

34. Pertinent matter that needs attention.

35. This is a great idea and speaks to my privilege because I did not even realize this community was not already available.

36. Excellent idea to create this community. Our institution is Hispanic serving and the advising community will benefit from such a group.

37. My institution is very close to becoming an emerging HSI and this is an area that I do not have a lot of experience with as an administrator. I would love to be part of a community talking about this so that I can best help students. Thank you for taking the lead and putting this together, I appreciate it so much!

38. I am very interested in assisting in any way needed to ensure we have a community in NACADA focused on HSI's.

39. I am excited to see this start of this new advising community. I currently work at an HSI.

40. I love this!

41. I am very interested in how we can serve Hispanic students better at IUB. We do not currently have a large population of Hispanic students, but it is growing.

42. I would love to support this Advising community! I think it is important and a wonderful idea.

43. I just learned that my University is a proud partner institution of the Hispanic Association of Colleges and Universities (HACU). Also, as someone who majored in Spanish, I would also be very interested in joining this community!

44. I would love to see this group address ideas about retention and student success of Hispanics students.

45. Thank you for taking the initiative to set something like this up! I would love to participate. I won't be at the annual conference sadly, but would love to join this session or a future one if possible. Thanks, Miranda Milovich

46. Great Idea!! Thanks for organizing this effort.

Division Unit Report for <mark>Institutions Serving Hispanic Students</mark> Submitted by <mark>Cassie Jaquez</mark>

<mark>Please complete Columns 1 through 6 and return by November 15, 2021.</mark> Columns 7 and 8 are completed for the progress report due August 15, 2022.

Please send your report to your Cluster Rep and the ACD Reps: Gavin Farber (gavin.farber@temple.edu), Wendy Schindler (schindlerw1@nku.edu) and EO Liaison: Liz Alcantara (lizbeth@ksu.edu). Thank you!

1. NACADA Strategic Goal(s) *(List one of NACADA's 8 strategic goal(s) related to the specific desired outcome in #2)*	2. Specific desired outcome *(What you want to occur as a result of your efforts; what you want someone to know, do, or value)*	3. Actions, activities, or opportunities for outcome to occur *(What processes need to be in place to achieve desired outcome)*	4. Outcome measurements & related data instrument(s) *(How will you specifically measure the outcome and with what instruments? e.g. survey, focus group)*	5. Other groups or individuals to connect *(List opportunities for collaboration with other groups)*	6. Anticipated challenges *(How will you address issues that arise as you work to achieve the outcome?)*	7. Progress toward outcome *(Complete in August 2022 report)*	8. Future action(s) based on data (Data-informed decisions) *(Complete in August 2022 report)*
Identify and remove barriers to accessibility of all opportunities for engagement and professional growth in the association to foster equity and inclusion for all members.	Host Zoom events to provide increased access to resources for those unable to attend the conference.	Identify days/time with greatest availability, advertise and host multiple events to reach a greater audience	Log number of attendees and request session feedback.	Depending on session content reach out to appropriate AC(s) to co-sponsor event	Identifying availability		

Provide practices that allow members to identify and cultivate their long-term professional development and engagement with the association.	Developing content for Advising Community	Identify appropriate resources	Analyze Facebook and possible webpage traffic.	Connect with other ACs or colleagues who are subject matter experts as needed.	Ensuring content is inclusive		
Develop innovative and expanded opportunities for professional development that are relevant across the global contexts of academic advising.	Establish steering committee with sub-committees if needed	Identify members who are interested in positions, identify areas of need	Log number of members interested in leadership and host first meeting	Connect with other ACs, colleagues or former AC chairs to distinguish what works and doesn't work for steering committees	Lack of willing participants		

INSERT rows as needed

Resources:

NACADA Strategic Goals - https://www.nacada.ksu.edu/About-Us/Vision-and-Mission.aspx
Advising Community Self-Assessment Rubric - https://docs.google.com/document/d/1QRd4FTxuE72NDOMdcw8cnDP7k5pISRZIYhYzG-EgP0o/edit?usp=sharing
Advising Community Chair Self-Assessment Rubric - https://docs.google.com/document/d/1Z-4O7ir_AzjM088vGNOsC5odtYOEMbNAYYseEUU6U88/edit?usp=sharing