

HACU 26th Annual Conference

Championing Hispanic Higher Education Success:
Advancing Access and Opportunity in a Changing Environment

October 20-22, 2012 • Marriott Wardman Park Hotel • Washington, D.C.



First Annual Deans' Forum On Hispanic Higher Education

October 23, 2012

**Marriott Wardman Park Hotel
Washington, D.C.**

Room: Maryland C

AGENDA

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|-------------|--|-------------------|
| I. | Welcome, Introductions & Lunch | 12:30 p.m. |
| II. | Presentation by Dr. John Moder, Senior VP/COO
a.) About HACU
b.) Current Demographics
c.) Strategies for recruiting Hispanic students
d.) Strategies for helping Hispanic students succeed
e.) Available Resources | 1:00 p.m. |
| III. | Questions, Comments & Discussion | 1:30 p.m. |
| IV. | Table Conversations
Discussion Topics:
a.) What are some challenges specific to your institution?
b.) What programs or initiatives have been successful or seem promising? | 2:15 p.m. |
| V. | Table Reports & Feedback | 2:45 p.m. |
| VI. | Next Steps & Evaluation | 3:15 p.m. |
| VII. | Adjournment | 3:30 p.m. |

II. a.) ABOUT HACU

Founded in 1986, the Hispanic Association of Colleges and Universities (HACU) is dedicated to bringing together colleges and universities, school districts, corporations, government agencies and individuals to promote the development of member colleges and universities; to improve access to and the quality of postsecondary educational opportunities for Hispanic students; and to meet the needs of business, industry and government through the development and sharing of resources, information and expertise. HACU is guided by this mission statement in the development and implementation of its policies, programs and services.

Currently, HACU is proud to include 402 national member colleges and universities; 41 international universities; and 29 school districts among its 476 dues-paid members in 2012. As the demographics of the country continue to become more diverse, we know more universities will join HACU's efforts to increase access to and success in higher education for Hispanic students.

The Pew Hispanic Center cites U.S Department of Labor data that indicate that Hispanics will comprise 74% of the growth in the American labor force between 2010 and 2020. So the nation's ability to compete in the global economy depends, and will continue to depend, on the level of education attained by members of this community, the youngest and fastest-growing segment of the population – Hispanics.

There are more than 55 million Hispanics in the United States, representing approximately 16 percent of the population. While there has been some progress in their educational attainment, Hispanics still lag behind the rest of the U.S. population in high school graduation, college attendance and college completion.

In an economy increasingly driven by higher education, the state of Hispanic higher education constitutes a crisis that must be addressed. Educating the workforce of tomorrow is a national imperative.

II. b.) CURRENT DEMOGRAPHICS

Hispanic Demographics:

- 50.5 million Hispanics in U.S. in 2010, plus an additional 3.9 million in Puerto Rico.
- 16.3% of U.S. population.
- 43% growth from 2000-2010, largest of all population groups.
- Median age is 27.4 for Hispanics, compared to 36.8 for the population as a whole.
- Almost half (46%) of the nation's Hispanics live in California and Texas. Adding Florida, New York, Arizona, Illinois, New Jersey, and Colorado accounts for over 75% of all Hispanics.
- Hispanic population growth from 2000-2010 has been most rapid in the South and Midwest.
- The purchasing power of U.S. Hispanics in 2010 was \$1 trillion and is projected to reach \$1.3 trillion by 2014.

Hispanic Academic Attainment:

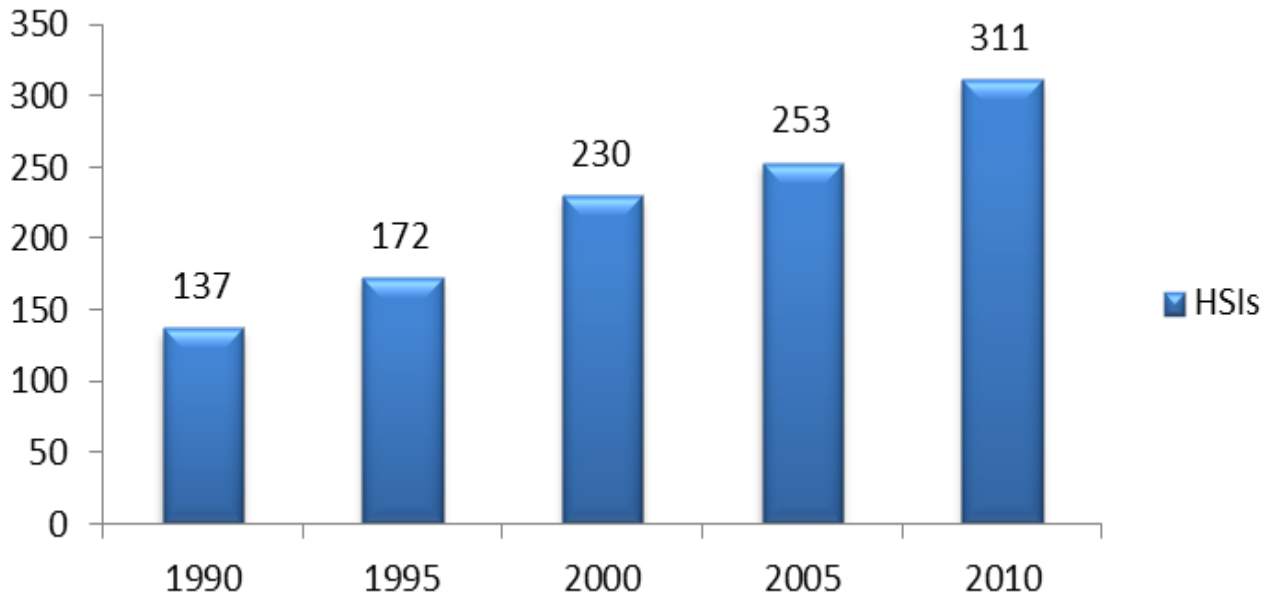
- 37.2% of Hispanics 25 and over have not completed high school as of 2010, compared to 12.5% of non-Hispanic whites.
- 13.9% have a bachelor's degree and 4% an advanced degree as of 2010, compared to 30.3% and 10.7% for non-Hispanic whites.
- 59% of Hispanic high school graduates ages 16-24 were enrolled in college in 2009, compared to 71% for non-Hispanic whites.

Hispanic Higher Education:

- 2.4 million Hispanics were enrolled in college in 2010, including Puerto Rico.
- 49% (1,216,582) of Hispanic college students attend two-year institutions (compared to 37% of all college students).

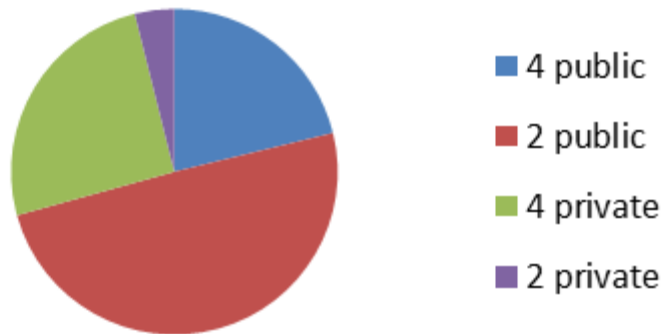
Hispanic-Serving Institutions (HSIs):

- Defined by the Higher Education Act as non-profit degree-granting institutions with Full-Time Equivalent undergraduate enrollments that are at least 25% Hispanic.
- In 2010, 311 institutions met the federal enrollment criterion, enrolling 1,348,513 Hispanic students in postsecondary (non-profit) schools.
- HSIs represent 9% of non-profit colleges and universities in the country, yet enroll 16% of all students in postsecondary (non-profit) schools, and serve 54% of all Hispanic students.
- HSIs receive 66 cents for every dollar going to all other colleges and universities annually, per student, from all federal funding sources.
- The number of HSIs is rapidly growing, from 137 institutions in 1990 to 172 in 1995, to 230 in 2000, to 253 in 2005 and 311 in 2010.



- Of the 311 HSIs in 2010, 152 (49%) were public two-year institutions, 65 public four-year institutions, 82 private four-year institutions, and 12 private two year institutions.

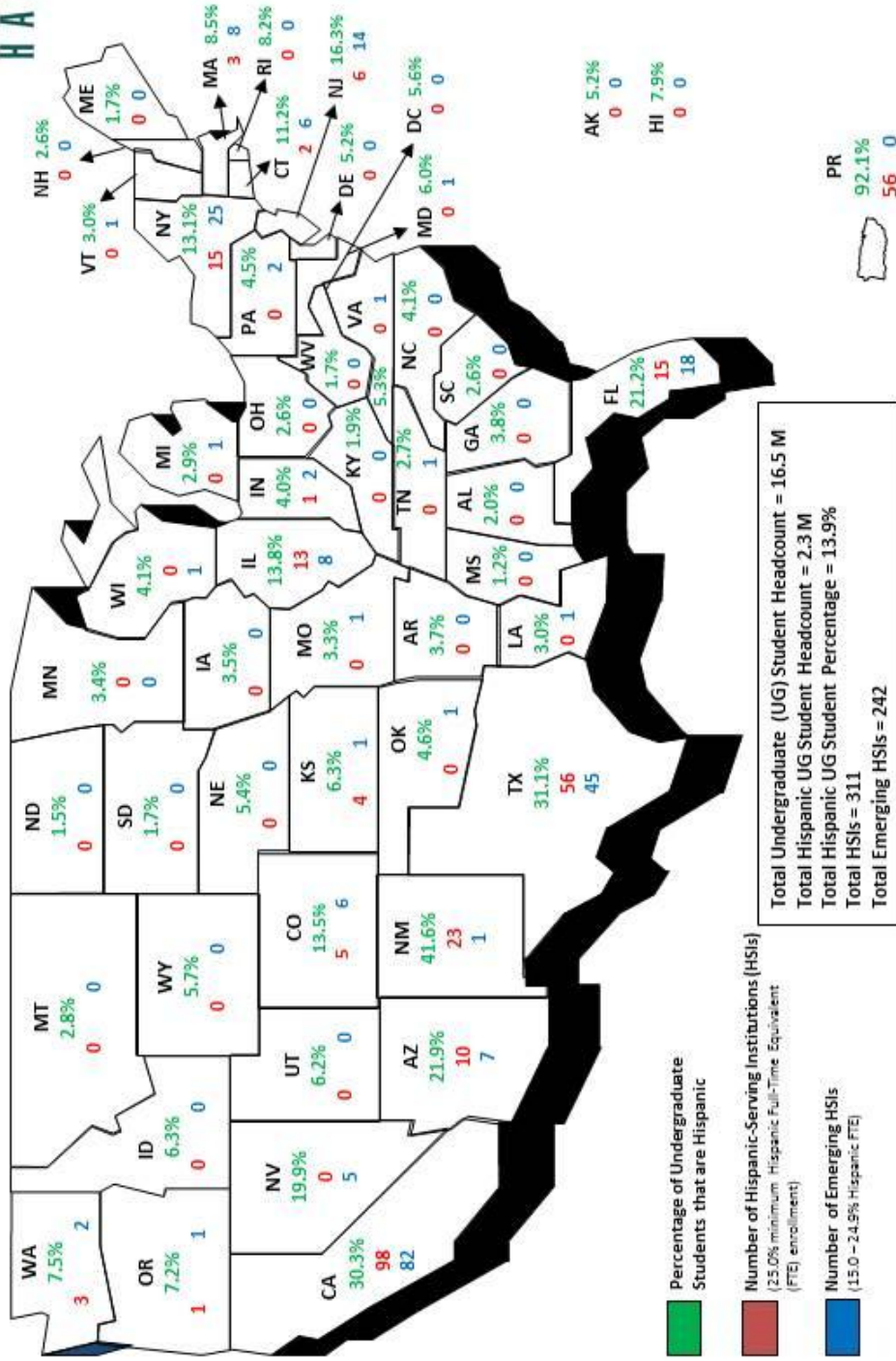
HSIs by Institution Type





2010-11 Fall Enrollment Snapshot

Hispanic Undergraduate Students



HACU Office of Policy Analysis and Information, 01/2012.
 Source: 2010-11 IPEDS early release data, using Title IV eligible
 2-yr & 4-yr, Public & Private, non-profit institutions.

II. c.) STRATEGIES FOR RECRUITING HISPANIC STUDENTS

- A. Don't wait for funding to figure out what your institution can do with its current resources.
- B. The biggest challenge: not new programs, but systemic change to reduce barriers to attendance: information, preparation, finances.
- C. Hispanic students are as diverse as any other set of students, but more likely to be: first generation college students and consequently unfamiliar with college life and less networked to resources that could help, low income, economically and socially responsible for their families at least in part, working part- or full-time, less well-prepared academically.
- D. Connect with Hispanic-Serving School Districts and/or other feeder K-12 schools in your area at multiple levels:
 - 1. President/CEO to Superintendent/Principal shows institutional commitment
 - 2. High school counselor to college recruiter, financial aid office, and enrollment manager
 - 3. Faculty, especially in STEM areas
- E. Recruit Families
 - 1. Make your campus family-friendly and accessible to all
 - 2. Make all orientations, tours, and financial aid workshops family-friendly and (Spanish) language-friendly
 - 3. Parents of first-generation students may find college campuses foreign terrain; college processes (admissions, financial aid, registration, course selection, housing, bursar) even more so.
 - 4. Make sure that your faculty and staff members are mindful of the fact that some parents may feel embarrassed if their own educational attainment is not what they wished it had been
- F. Students as mentors – Think of using your own successful students as mentors or speakers and have them share their own story
 - 1. At their high schools or other Hispanic-Serving schools
 - 2. In recruitment and orientation activities
- G. Early information is key
 - 1. Don't wait for students to be juniors and seniors in high school. Start as early as middle school and include families.
 - 2. The information should be easily accessible and provided in different formats and languages.
 - a. College Prep 101: why college?, what is it like?, what high school courses do I need to take?
 - b. Campus tours
 - c. Financial aid: college costs, kinds of aid, information needed

d. Motivation: “You can do it, we can help.”

H. 2-year/4-year transitions

1. How articulated is your institution with counterpart 2-year or 4-year institutions?
 - a. Not only paper agreement
 - b. But counselor/transfer recruiter contact
 - c. Faculty/faculty contact
2. Ease of transfer credit
3. Orientation processes for transfers
4. Information about 4 year options available on 2-year campuses

II. d.) STRATEGIES FOR HELPING HISPANIC STUDENTS SUCCEED

- A. Fitting in is a key factor in persistence for all students
- B. Business-processes student friendly? recruitment, admissions, financial aid, bursar's office, registrar, advising, etc.
 - 1. Customer-service orientation
 - 2. Accurate information
 - 3. Departmental interaction and communication: does the right hand know what the left hand is doing? (or is the student responsible for trying to get everyone on the same page?)
 - 4. Getting through this maze is a challenge for those who know what they're doing, but can look impossible to someone unfamiliar with the process
- C. Academics
 - 1. Student-oriented faculty? Success-oriented environment?
 - a. Do the classes offer a mix of challenge while also conveying a sense of "you can do this"?
 - b. Are faculty members accessible and helpful?
 - c. Does the faculty reward system encourage teaching, serious student advising, honoring office hours and being available to students?
 - 2. Advising
 - a. Does the faculty take advising seriously?
 - b. Do advisors have adequate and up-to-date information?
 - c. Does the advisor meet with students individually to help students identify their strengths and what they want to do?
 - 3. Diversity
 - a. Is the faculty and administration ethnically representative?
 - b. Are tenure opportunities open to diverse faculty?
 - 4. Remediation can be an issue/need
 - a. Supportive environment without stigma
 - b. Relate to the overall academic program
 - c. Clear and defined goals that students buy into
 - d. Institutions must oversee the remediation programs in-house instead of outsourcing it to community or technical colleges
- D. Student Development
 - 1. All extracurricular activities must be inclusive
 - 2. Opportunity to meet similar people who are succeeding?
 - 3. Are students able to make connections with faculty?
 - 4. Programs for first generation college students
 - 5. Comprehensive general orientation to college should be available to all students
 - 6. Institutions must create a campus climate that gives students a chance to fit in, not as a side program, but as part of the entire college strategy
 - 7. Is student housing a welcoming environment for all ethnicities?
 - 8. Commuter student issues: a sense of belonging, family and financial responsibilities, adequate commuter parking, public transportation

E. Interventions

1. Implement systems for identifying at-risk students
 - a. Grades
 - b. Absences
 - c. Financial difficulties
 - d. Work/family issues
2. Proactive intervention strategies, particularly the first year
3. Make sure Hispanic student organizations are officially recognized by the institution so that language and culture are validated as important
4. Campus issues with racism and prejudice must be addressed immediately and decisively, making it clear that they will not be tolerated

II. e.) AVAILABLE RESOURCES

HACU National Internship Program (HNIP)

College-level students looking for an internship opportunity may want to consider applying to HNIP. HNIP is HACU's largest student program, placing hundreds of students each year in paid federal and corporate internships throughout the U.S. and Puerto Rico. Additional HNIP information including an application may be obtained through HNIP's website at <http://www.hacu.net/hnip>. Please see enclosed HNIP brochure.

HACU Scholarship Programs

To be eligible to apply for one of HACU's scholarships, students must be attending a HACU Member or Partner college or university (visit <http://www.hacu.net/> for a complete listing) and meet all additional criteria for the program to which they are applying. HACU uses one scholarship application for the several different programs it administers. Program criteria will vary based on the requirements of the funding organization, e.g., specific major, level of study, college/university, region of the country, etc. Scholarship amounts also vary depending on the program, usually ranging from \$500 - \$2,000 per year. Applications for the 2013-2014 academic year will be available at scholarships.hacu.net in spring 2013 and can be completed online. You may also contact scholarship@hacu.net for more information.

Southwest Airlines' Travel Award Program

Through "Dándole Alas a Tu Éxito/Giving Flight To Your Success," Southwest Airlines will provide roundtrip tickets to students with socioeconomic need who travel away from home to pursue a higher education. Students must submit a transcript and certificate of enrollment from the university that they are attending. More information regarding the online application, eligibility criteria and deadlines for the travel award program is now available on HACU's website www.hacu.net. For more information, please e-mail: development@hacu.net.

HACU Study Abroad Scholarship Programs

HACU has partnered with several study abroad providers to provide scholarships for students at HACU member institutions to participate in a number of programs around the world. In addition to the scholarship, a student can ordinarily apply federal financial aid (Pell Grant, Stafford Loan, and PLUS loan) toward this study abroad program.

HACU-Global Learning Semesters Program: Hispanic Study Abroad Scholars –

Global Learning Semesters (GLS) will offer one student nominated from each HACU member institution a \$1000 scholarship for eligible participants in one of their 35 study abroad opportunities. See <http://www.studyabroadscholars.org/> for more information on their unique set of offerings.

HACU-AIFS Scholarship Program – Apply by March 15 for summer session, by April 15 for academic year/fall quarter/fall semester, or by October 1 for spring quarter/spring semester! The American Institute for Foreign Study (AIFS)-HACU program will provide scholarships of up to 50% of the full program fee to study at Richmond, the American International University in London, England. Students will gain work experience as part of a special internship program where they will be placed with an international company in their field of interest. The program is available during the summer and both fall and

spring semesters. For additional information: call (800) 727-2437, ext. 5163 (toll-free), or e-mail college.info@aifs.com.

HACU-IES Scholarship Program – The Institute for the International Education of Students (IES)-HACU program will provide five awards of \$1,000 to HACU member institution students, and there will be one award of \$2,500 each semester. IES is one of the nation’s oldest, largest, and most reputable study abroad providers. IES Abroad is a growing Chicago-based, not-for-profit organization that enrolls more than 5,000 students annually. For additional information, contact Jenise Holloway at 800-995-2300 or jholloway@iesabroad.org.

Annual Conference Scholarships

In addition to our general scholarship programs, HACU also has opportunities for students to attend our Annual Conference, held in the fall. There are two ways students attending HACU Member and Partner colleges and universities may be considered for this opportunity. “Student Conference Scholarships” pay for the student’s conference registration, travel, lodging, and meals with conference-sponsored events. The “Student Ambassador” program enables HACU-member colleges and universities to sponsor students to attend HACU’s Annual Conference. Applications for both programs are posted on HACU’s website as they become available. You may also contact studenttrack@hacu.net for more information.

HACU Alumni Association

Past participants of HACU student programs, including former HNIP interns, scholarship recipients, conference student track attendees, are invited to be part of the HACU Alumni Association. Membership is free and provides the opportunity to keep up with HACU doings and network with fellow alumni. D.C. area alums are active in periodic volunteer projects. For more information, visit the Alumni page on the HNIP website at <http://www.hacu.net/hacu/Alumni.asp>.

ProTalent Latino: The HACU Resume Database for Hispanic Professionals

Post your resume to this online database and give employers a chance to look you over. It's free--and easy. Help employers become more diverse and create a workforce of tomorrow that looks more like us! For more information, visit the ProTalent page on the HACU website at: http://www.hacu.net/hacu/ProTalent_Résumé_Database.asp.