

CONCURRENT SESSIONS

CONCURRENT SESSIONS: 9:45 a.m.-11:00 a.m.

9:45 a.m.-11:00 a.m.

AAHHE Commissioned Scholarly Paper

Status of Leadership in Public Colleges and Universities: A Report Card on Administrators and Faculty in California

Room: Emerald 1

Jose Luis Santos, Assistant Professor
Graduate School of Information Studies & Education
University of California, Los Angeles

Nancy Acevedo-Gil, Co-Chair
AAHHE Graduate Fellows Program
University of California, Los Angeles

Numerous retirements, a growth in availability in higher education administrative positions, and increases in the number of minorities earning doctorate degrees present a prospective change in the higher education leadership landscape. The U.S. Bureau of Labor Statistics projects that an estimated 6,000 jobs in higher education administration jobs will need to be filled annually through 2014 (Leubsdorf, 2006). Nationwide, the community college sector experienced 45 percent of community college presidents retiring by 2007, and it is predicted that by 2016 84 percent of presidents will retire (Fain, 2008; Shultz, 2001). Furthermore, research suggests that between 2005 and 2015, higher education will experience a fifty percent turnover in senior administrators (Leubsdorf, 2006).

Given nationwide trends in leadership through the continual increase of the Hispanic population in California, the presenters examine the status of leadership in the three California public higher education systems: California Community College (CCC), California State University (CSU), and University of California (UC).

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

Time: 9:45 a.m.-11:00 a.m.

AAHHE/ETS Outstanding Dissertations Competition, 3rd Place Co-Winner

Out of the Shadows: An Inquiry into the Lives of Undocumented Latino AB540 Students

Room: Emerald 2

Carmen Martinez-Calderon, PhD, Lecturer
Ethnic Studies
University of California, Berkley

This session will highlight findings from a study that helps to understand the varying and segmented patterns of academic achievement and social incorporation of immigrant youth that continue to maintain structures of social inequality. The research project lies at the intersection of immigrant incorporation, academic institutions, urban politics, and U.S. law.

Findings from this study suggest that legal status is a primary factor in dictating, exactly, where in the socio-economic stratum immigrant youth will fall. It demonstrates that state mechanisms like Plyler v. Doe and AB540 create institutional conditions fruitful for immigrant youth, particularly undocumented immigrant students. Among other findings, it was revealed that legality is not completely separate and unmoored from law as some researchers suggest, but rather the experiences and perceptions of participants in this study demonstrate that they are loosely tied, connected, and interactive.

Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: The Latino Policy Agenda in an Election Year

Immigration Reform: Why America Failed Latinos. The Political Debate of Brown or White and its Implication on the 2012 Presidential Election

Room: Emerald 3

Stephen Balkaran, Instructor
Philosophy
Central CT State University

This session promises a much critical debate on one of the most controversial topics in America: immigration and its impact on the 2012 presidential election. From the time of the nation's founding, immigration has been crucial to the United States' growth and has also been source of political conflict. In recent decades, the country has experienced the second great wave of immigration, the largest since the 1920s. The growth of the Latino electorate is going to be an important factor in an increasing number of congressional races across the country in recent elections and beyond. Moreover, how both parties handle the issue of comprehensive immigration reform will have a serious impact on Latino political behavior and the 2012 presidential election. The growing presence of the Latino community will have profound political consequences, and immigration policy agenda will play an important part in the political process.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Community College Collaboratives

Increasing Multicultural Diversity in Agriculture: Education and Partnership—The Collaboration Between a Community College and University

Room: Laguna 1

Nora R Garza, PhD, Vice President
Resource Development
Laredo Community College

Jamie Chahin, PhD, Dean
Applied Arts
Texas State University

Laredo Community College and Texas State University entered in a collaboration grant in order to increase the number of Hispanic students in the agricultural fields of study, succeed academically, transfer successfully, and graduate from the university. Through USDA CSREES (NIFA), a joint admissions agreement was implemented, teleconferenced agriculture orientation courses were carried out, and a summer academy was implemented in order to maximize student success. To date, Texas State University has become a Hispanic Serving Institution (HSI), and the number of students in agriculture has increased. Some students have already transferred, graduated, and started jobs with USDA.

This interactive presentation will cover the goals, objectives, outcomes, outputs, and impacts of the grant. Dr. Irma Lawrence, USDA Hispanic Serving Institutions Program Director, and Dr. Jaime Chahin, Texas State Dean will be invited to share opportunities available for successful community college collaborations.

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Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Community College Collaboratives

Dual Degree Program: Collaboration for Student Success

Room: Laguna 2

Glenda Musoba, Assistant Professor
Leadership and Professional Studies
Florida International University

Lidia Tuttle, Deputy Director
School of International and Public Affairs
Florida International University

Collaboration between community colleges and universities is necessary for student success, but too often our campuses compete. The dual degree program, developed for students who applied to the university but were not ready, demonstrates how the community college prepared these students for success, and the articulation led to higher degree attainment. Based on approximately 50 student interviews and quantitative longitudinal analyses at two Hispanic serving institutions, the presenters will report program's outcomes and discuss the developing culture of collaboration.

A large portion of the session will be dedicated to participant discussion of processes for developing better collaboration between campuses and understanding the political barriers that create challenges for transfer students.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Creating a Pathway to Success

Room: Laguna 3

Shelia Hill, Coordinator
Student Success and Retention
California State University, Long Beach

Nancy Ramirez-Rivera, Graduate Assistant
Student Success and Retention
California State University, Long Beach

Vicenta Arrizon Maffris, Graduate Assistant
Student Success and Retention
California State University, Long Beach

This session will present information on one student success initiative, E3 = Business Students Engaging and Executing for Academic Excellence, at California State University Long Beach. This program is based on two platforms: developing a relationship with our students and creating developmental support programs and services. The aim of the program is to increase academic success. This program uses Web-base technologies and human development and student involvement theories to deliver this student success intervention.

The presenters will leverage small group discussion and case studies as a framework for session. The session will include an interactive discussion of current issues impacting academic achievement of Latinos; sharing of best practices; and participants will receive a resource list of academic support services.

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Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Student Access, Success and Career Pathways (to include developmental education)

iLevantate, North Carolina! Meredith College Takes Action

Room: Newport 1

Daniel Green, Associate Vice President for Enrollment
College Programs
Meredith College

Stephanie Myrto, Associate Director for Admissions
Admissions
Meredith College

North Carolina's largest emerging population is Hispanic, and more than six years ago, Meredith College developed comprehensive strategies to increase the percentage of Latina/o students on campus, including scholarship programs, financial literacy activities, collateral materials, campus engagement, family participation, and community involvement. In this session, participants will examine strategies and materials Meredith College uses to engage the Latina/o population, including undocumented students.

The presenters hope to create a conversation with participants about best practices for recruiting and retaining Latina/o students at their own campuses. Presenters will show statistics, provide family toolkits to all participants to engage families as they transition their student through college success, discuss collaborations and possible alliances with other colleges and universities and the business community, and keep the program lively!

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

9:45 a.m. - 11:00 a.m.

Session Stream: Student Access, Success and Career Pathways (to include developmental education)

Philanthropy's Engagement in Latino Student Success

Room: Newport 2

Kristin Boyer, Director, Public Benefit Grants
Student & Institutional Success
TG

Tina Gridiron-Smith, Program Officer
Lumina Foundation

Wynn Rosser, Executive Director
Greater Texas Foundation

This session brings together three funders actively working to improve and accelerate Latina/o student achievement. Participants are invited to learn about and discuss specific postsecondary success strategies currently being supported, the critical role of collaboration in these efforts, and the emerging trends and issues that may affect future funding decisions. This session may be of particular interest to those working in student services, academic support, or who have research interests in postsecondary access and success.

The session will engage participants in discussion and invite feedback on the activities currently being supported by foundations and funding organizations. Handouts may include research summaries, case studies, or program profiles of successful, grant-funded projects.

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Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Student Access, Success and Career Pathways (to include developmental education)

Understanding Differences in Retention and Completion Rates in an Era of Accountability

Room: Newport 3

Emily Calderon Galeano, Doctoral Candidate
Educational Leadership
University of Texas, Pan America

Awilda Rodriguez, Doctoral Student
Higher Education
University of Pennsylvania

HSIs are instrumental in producing Latino college graduates, as they enroll 54 percent of Latino students; yet account for only 9 percent of all non-profit institutions. Large projected increases in the Latino population, national demands for increased degree production, and potential policy implications warrant a deeper understand of HSIs. Using IPEDS data, this session discusses the empirical differences in and institutional predictors of retention and completion rates between HSIs and a matched sample of non-HSIs.

In this session, the presenters will cover complex quantitative analysis in an approachable manner. Using Tableau, analytic software that converts data into easily-understood interactive graphics, they will characterize the differences between HSIs and their counterparts. Moreover, they will show how changing predictor variables in their model will affect the retention and completion outcomes. They will also prompt audience members to demonstrate characteristics of certain regions.

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Friday, March 9

9:45 a.m.-11:00 a.m.

Session Stream: Leading in a Multicultural Environment

Latinos and the Pitfalls of Leadership

Room: Balboa 1

Cristina Gonzalez, Professor
Department of Spanish & School of Education
University of California, Davis

David Leon, Professor
Department of Ethnic Studies
California State University, Sacramento

There are relatively few women and minorities, particularly Hispanics, in academic leadership positions, especially at research universities. Institutions of higher learning need to take steps to address this problem, but they cannot accelerate the rate of progress without a clear understanding of the specific challenges facing these groups. Drawing on their research and personal experiences, the presenters discuss ways in which universities can address the pitfalls of leadership affecting Latino executives. In addition, they'll suggest strategies for Hispanic administrators seeking to enhance their chances of overcoming the considerable obstacles they face, which they can ignore only at their peril.

Audience members will be asked if they're aware of specific challenges facing Hispanic administrators and to share some examples of problems experienced by Hispanic administrators. These session interactions will be used start a conversation about strategies to address the pitfalls of leadership affecting Latino executives.

CONCURRENT SESSIONS : 11:15 a.m.-12:30 p.m.

Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: The Latino Policy Agenda in an Election Year

Exposing the Ivory Tower: A Hispanic Challenge for Equity Behind the Podium

Room: Emerald 1

Linda Orozco
Educational Leadership
California State University, Fullerton

Hispanic students are attending college in record numbers across the U.S.; yet Hispanics are severely underrepresented in the ranks of college faculty and administration. Why are those behind the college podium (faculty & university administrators) less likely to reflect the demographics of those sitting in front of the podium? This presentation will detail the demographic trends and disturbing lack of Hispanics in college faculty and administrative positions; and reveal the obstacles and ivory tower "gamesmanship" Hispanics face in striving for equity at all levels of higher education.

This presentation will actively engage conference participants with objectives to describe current demographics across levels in higher education, including past and future trends; identify and discuss barriers to Hispanic equity, both deliberate and unintentional; articulate key research findings citing the importance of reflecting student and community demographics in higher education faculty and administration; and formulate strategies and actions within their institutions to reflect Hispanics equitably across campus.

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Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success and Career Pathways (to include development education)

Parental Perception of Higher Education

Room: Emerald 2

Dawn Person, Coordinator, Higher Education Programs
Educational Leadership
California State University, Fullerton

Mauro Ivan Peña, Parent Coordinator
Educational Partnerships
California State University, Fullerton

Michelle Cuellar, Graduate Assistant
Educational Leadership
California State University, Fullerton

Through a partnership with CSUF's GEAR UP Program, The Center for Research on Educational Access and Leadership recently concluded an evaluation of GEAR UP. The presenters will share evaluation findings, which cover both parental perceptions of college and intervention effectiveness. Additionally, participants will be encouraged to collaborate in creating new parent interventions. Those who work with parents, Trio, and other outreach programs would benefit most from participating in this session.

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Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Cultivating Graduate Student Leadership and Development through Mentoring

Room: Emerald 3

Kristina Alvarado, Learning Specialist
Kortschak Center for Learning and Creativity
University of Southern California

Christine Ho, Graduate Student
Kortschak Center for Learning and Creativity
University of Southern California

Leonel Diaz, Graduate Student
Kortschak Center for Learning and Creativity
University of Southern California

This program will highlight the University of Southern California's Graduate Mentoring and Development Program (GMDP) at the Kortschak Center for Learning and Creativity (KCLC). GMDP aims to create innovative personal and professional growth opportunities for graduate student practitioners. This year-long program is built upon Crisp's (2009) latent variables of mentoring and assessed using Crisp's College Student Mentoring Scale. This session is beneficial to student affairs professionals seeking to implement best mentoring practices among graduate students.

Presenters will ask the audience to brainstorm definitions of mentoring and mentoring activities. Presenters will visually display audience responses to illustrate the broadness of mentoring structure and definition. The audience will then be asked to categorize mentoring activities into Crisp's (2009) four latent variables of mentoring. This interactive session will also include a live Skype session with mentees of GMDP so that they can share their experiences and hold a Q&A session with the audience.

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11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Balancing Act: The Dual-Career Latina/o Partnership

Room: Laguna 1

Aurora Kamimura-Jimenez, PhD Student
University of Michigan

Alexandro Gradilla, PhD, Associate Professor
Chicana and Chicano Studies
California State University, Fullerton

Susana Hernandez, PhD Candidate
Educational Leadership and Policy Studies
Iowa State University

The emergence of the dual-career reality for Latina/os is a new phenomenon facing the Latina/o Family. This session will explore the challenges of being in similar programs at the same university and the various dual-career scenarios. The opportunities presented in each case and the strategies developed to navigate the Latina/o dual PhD partner experience will be discussed. This panel will include partners who are in a PhD program, have completed and a combination of both.

This session will be a panel discussion of 3-4 couples in higher education from around the U.S. The session will be framed by an introduction to the literature on dual career families and lead into a dialogue of Q&A between participants and the panel.

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11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success and Career Pathways (to include development education)

Challenges for Latino Students in Transitioning to Higher Education: Findings and Recommendations

Room: Laguna 2

John W. Young, Research Director
Validity Research
Educational Testing Service

Many students face difficult challenges in transitioning to higher education. A review by ETS researchers found that Latino students are less likely to finish college and that the attainment gap for Latino students attending college is larger than the high school attainment gap since 47 percent of White high school graduate but only 23 percent of Latino high school graduates earn a 4-year college degree. In this session, the presenters highlight the findings from their review as well as reveal recommendations to increase the attainment of Latinos. There will be a group discussion as well as time for a Q&A session.

Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Latino First-generation Students: Pre-college Characteristics and Intentions for Campus Engagement and Work

Room: Laguna 3

Luis Ponjuan, Assistant Professor
Higher Education Administration
University of Florida

The racial/ethnic demographic profile of incoming first-generation students continues to raise new questions about their transition into higher education. In

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particular, in this presentation participants will learn about the factors that influence racial/ethnic subgroups of first-generation students, especially Latino first-generation students' transitions into higher education. The session will particularly benefit academic and student affairs administrators who want to better understand how to work with Latino first-generation students.

A majority of the presentation will ask participants to discuss how institutions have worked with Latino first generation students. The presenter will work with participants to develop key guiding questions to self-examine their institutions efforts to help this student group.

Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Masculinity and Peers: Latino Males in Higher Education

Room: Newport 1

Victor Saenz, Assistant Professor
Educational Administration
The University of Texas at Austin

Beth Bukoski, Doctoral Candidate
Educational Administration
The University of Texas at Austin

Charles Lu, Doctoral Student
Educational Administration
The University of Texas at Austin

Latino males are vanishing from the higher education landscape. This qualitative study explored the educational attainment of Latino males through interviews and focus groups with Latino students and administrators to explore the growing gendered educational attainment gap. The presentation will discuss how normative notions of masculinity as well as peers shaped perceptions of Latino males' educational pathways. This presentation will be of particular benefit to those working directly with or directing programs that serve Latino males. This lively session will integrate presentation, discussion, and audience involvement.

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Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Leading in a Multicultural Environment

Charting Your Career Path in the Current Higher Education Market

Room: Newport 2

Ellen Heffernan, Partner
SJG (The Spelman & Johnson Group)

Peter Rosenberg, Senior Search Associate
SJG

Career advancement and job search success has relevance to higher education professionals throughout their careers. This session provides an outline of the skills required for mid-level professionals to advancement to the senior levels of administration, along with concrete examples of how professionals can gain or improve their skills in critical leadership areas. The session will have a strong focus on goal setting with specific suggestions relating to outlining relevant experience, presenting your materials, interviewing, the importance of references, and transitioning to a key leadership position.

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11:15 a.m.-12:30 p.m.

Session Stream: Leading in a Multicultural Environment

Institutional and Student Transformation: Our Response to a Shared Vision

Room: Newport 3

Teresita Aguilar, Director
Center for Mexican American Studies and Research
Our Lady of the Lake University

Catherine Fragoso, Director
Office of Student Leadership and Development
Our Lady of the Lake University

Our Lady of the Lake University's vision statement declares that it aspires to be nationally recognized for its distinctive programs, expertise in Mexican American culture, and diverse graduates who lead and serve with faith and wisdom to improve the world. In response to this, the presenters have proposed transformative strategies that will move the university toward that vision. Specifically they will share two examples: using a Center to transform institutional practices and refining a program to transform students through enhanced engagement in the university experience.

The presenters will provide a brief background leading to the new vision statement and present the current status of the Center for Mexican American Studies and Research and a student leadership development program and strategies for creating more institutional buy-in and collaboration are presented. Participants are encouraged to bring examples of programs designed to enhance student leadership development, or programs best aligned with their institutional missions to share with others in this session.

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Friday, March 9

11:15 a.m.-12:30 p.m.

Session Stream: Leading in a Multicultural Environment

Cross Racial Interactions in the First Year of College: An Exploration of the Latina/o Experience

Room: Balboa 1

Marcia Fuentes, PhD Student
Higher Education and Organizational Change (HEOC)
University of California, Los Angeles (UCLA)

This session will discuss informal interactional diversity using student survey data from the Cooperative Institutional Research Program (CIRP) at the Higher Education Research Institute (HERI) at the University of California, Los Angeles. Participants will learn how students are engaging cross-racially during their first year of college. Particular emphasis will be given to the Latina/o student experience. This session will benefit educators interested in campus race relations.

The presenter will provide an interactive forum for participants to engage with the material presented and to discuss the race relations on their campuses as well as discuss effective practices that encourage meaningful and positive cross-racial interactions—all through the lenses of the Latina/o student experience.

12:45 p.m. – 2:00 p.m.

Plenary Session (Luncheon): Celebrating the Latino Image in the Arts

Pacific Ballroom

Presiding:

Josefina Baltodano, Executive Director, AAHHE/Berkeley Executive Leadership Academy and AAHHE Board Member

Presenters:

Ricardo Romo, President, University of Texas at San Antonio

Gilberto Cardenas, Assistant Provost and Director, Institute for Latino Studies, University of Notre Dame

Judith Baca, Professor, Department of Chicano and Chicano Studies, University of California, Los Angeles

CONCURRENT SESSIONS: 2:15 p.m.-3:30 p.m.

Friday, March 9

2:15 p.m.-3:30 p.m.

AAHHE Commissioned Scholarly Paper

Impact of Redistricting on Latino Educational Policy Issues

Room: Emerald 1

Jorge Chapa, Director
Center on Democracy in a Multicultural Society
University of Illinois at Urbana Champaign

Emmanuel Garcia, Doctoral Student
The University of Texas at Austin

As required by federal law, redistricting is occurring throughout the U.S. This

process often appears to be of interest mainly to politicians and politicians. However, since redistricting can minimize or maximize Latino representation in the political process, it can have a great impact on policies that promote or hinder Latino educational access and success. This paper will highlight the demographics behind Texas' recent redistricting and the representational impact of various proposed redistricting maps. The paper will use the passage and preservation of the Top Ten Percent Plan as a case study to showing the impact of representatives from Latino districts and the positive impact that this law has had on Latino access to public higher education in Texas.

Friday, March 9

2:15 p.m.-3:30 p.m.

AAHHE/ETS Outstanding Dissertations Competition 2nd Place Winner

Poverty in the Valley of Plenty: Mexican Families and Migrant Work in California

Room: Emerald 2

Armando Ibarra, Assistant Professor
University of Wisconsin Madison
School for Workers

Mexican migrant farm workers in California, and across the nation, toil long hours, often without overtime pay, live in often squalid conditions, and earn low wages that have remained virtually unchanged for decades. Moreover, farm workers are isolated from the larger society, which often views them with suspicion as unwanted "illegal aliens." This dissertation offers an account of the lives and work of migrant farm worker families in California. It is based on two years of fieldwork in the state's farm worker labor camps, where the presenter met workers, managers, and government supervisors. The research shows that migrant farm workers are faced with a unique context of reception that stimulates labor migration and hinders incorporation in the U.S.

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Friday, March 9

Time: 2:15pm-3:30pm

Session Stream: The Latino Policy Agenda in an Election Year

Exploring the Role of State Public in Undocumented Student Access to Higher Education and Financial Aid

Room: Emerald 3

Frances Contreras, Associate Professor and Director
Educational Leadership & Policy Studies, Higher Education
University of Washington

Cristina Gaeta, Doctoral Student
Educational Leadership & Policy Studies, Organizational Policy
University of Washington

Esthela Chavez, Masters Student
Educational Leadership & Policy Studies, Organizational Policy
University of Washington

A rapidly growing Latino population into non-traditional states has highlighted the continual struggle that states are experiencing to meet the needs of Latino students. Within this population, the presenters focus their content on the dialog of undocumented student policy as a national agenda and expand on state political efforts to allow undocumented students to compete for need and merit-based financial aid. Providing a comparative framework of California's and Illinois' success in passing state DREAM Acts, the presenters will highlight how a non-traditional state, such as Washington state, can socially and economically benefit from the integration of this population. This presentation provides an overview of undocumented student policy developments and community mobilization to better integrate these high achievers into IHEs and ensure equitable access.

This presentation will be a blend of traditional lecture, group activity, and lively town hall discussion to share best practices.

Friday, March 9

2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways

Santa Ana ¡Adelante!

Room: Laguna 1

Sara Lundquist, Vice President
Student Services
Santa Ana College

Kandy Salas Mink, Associate Vice President
Student Services
California State University, Fullerton

Stephanie Reyes-Tuccio, Executive Director
The Center for Educational Partnerships
University of California, Irvine

Santa Ana ¡Adelante! is a new initiative in Santa Ana that provides all Santa Ana Unified School District graduates with the opportunity to enroll in Santa Ana College and have guaranteed admission from there to California State University, Fullerton or the University of California, Irvine.

All students begin the program with a College-Going Pledge that they sign with their parents in sixth grade, and continue activities through to college graduation. The initiative is sponsored by the Santa Ana Partnership in conjunction with the Obama Administration's Vision 2020 Initiative.

This session will travel along the student pipeline from middle school to college graduation, highlighting the partnership programs and policy initiatives in each segment. The session will identify strategy for adaptation at each state of the pipeline for leaders that are working to close the college degree achievement gap for Latinos. Participants will leave with a roadmap for change at their institutions.

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2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Risk Behavior Reduction for Hispanic School Age Children

Room: Laguna 2

Alsacia Pacsi, Assistant Professor
Nursing
Lehman College – The City University of New York

The workshop will present the teaching and evaluation strategies of the Teaching Life Skills Project (TLSP), as adapted for third and fourth grade children in primarily Hispanic neighborhoods, attending after school programs.

The purpose of the session is to for attendees to learn how to effectively implement a series of risk behavior prevention activities for the above mentioned children that will decrease the use of tobacco, alcohol and drugs. Educators and health care providers working with this population will be interested in this presentation. Case studies and group interactions that focus will make this session a lively discussion.

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2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Effectively Serving the AB 540 Undocumented Student Population

Room: Laguna 3

Esiquio Uballe, Associate Dean, Student Life
Division of Student Affairs
California State University, Fullerton

Laura Minero, Project Consultant
Center for Research of Educational Access and Leadership
California State University, Fullerton

Skye Parral, Research Assistant
Center for Research of Educational Access and Leadership
California State University, Fullerton

The Center for Research on Education Access and Leadership recently concluded an evaluation of the needs and challenges of undocumented and AB 540 students. Together, the principal evaluator and AB 540 leadership faculty will share evaluation findings identifying the barriers and supports for academic success and personal development. Additionally, participants will be encouraged to collaborate in expanding outreach to AB 540 population to aid in successful outcomes.

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Time: 2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Apoyo y Conexiones: The AAHHE Graduate Student Fellows Program Fostering Latino Graduate Student Success

Room: Newport 1

Desiree Zerquera, Doctoral Student
Higher Education and Student Affairs
Indiana University

Nancy Acevedo-Gil, Co-Chair
AAHHE Graduate Student Fellows Program

Eligio Martinez, Alumni Coordinator
AAHHE Graduate Student Fellows Program

This session focuses on the AAHHE's Graduate Student Fellows Program, centering on the experiences of former graduate fellows. Presenters will discuss obstacles commonly encountered by Latina/o doctoral students and the support provided by the program. The session shares programming strategies and pedagogies that foster a community of support for Latinas/os as they pursue a doctoral degree. The session will be helpful to those interested in applying to the program as well as practitioners interested in developing a graduate support program for Latina/o graduate students on their own campuses.

The purpose of the session is to introduce the audience to the AAHHE Graduate Student Fellows Program and provide an overview of Fellow experiences. The session will also provide the space to network and to begin an outline for their program application or development of a plan for creating a graduate support program for practitioners.

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Friday, March 9

2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Voluntary Support at Hispanic-Serving Institutions (HSIs): An Examination of the Relationship between Private Support and Institutional Viability and its Impact on Access and Degree Completion

Room: Newport 2

Noe Ortega, Research Associate
Center for the Study of Higher and Postsecondary Education
University of Michigan

Christopher Nellum, PhD Candidate/Research Associate
Center for the Study of Higher and Postsecondary Education
University of Michigan

Aurora Kamimura, Research Associate
Center for the Study of Higher and Postsecondary Education
University of Michigan

Public investment in higher education continues to be threatened by intense pressure on public expenditures at all levels, a policy challenge that comes at a time when society points to the growing importance of a college education. This presentation will examine how the availability of alternative sources of funding and the distribution of institutional endowments has affected patterns of access and degree completion at HSIs over the past five years.

The presenters will share preliminary findings, showing how their results impact HSIs and the Latino community. In the end, attendees will be asked to engage in a discussion about the role that educators, professionals, and higher education practitioners play in broadening the impact of philanthropic partnerships at HSIs in support of Latino student success.

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Time: 2:15 p.m.-3:30 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Creating a Completion Agenda on Your Campus

Room: Newport 3

William Serrata, Vice President for Student Affairs & Enrollment Management
Student Affairs & Enrollment Management
South Texas College

Jose Cruz, Vice President for Information Services & Planning
Information Services & Planning
South Texas College

Paul Hernandez, Dean
Student Support Services
South Texas College

In an effort to meet the challenges set forth by the American Graduation Initiative, South Texas College is creating a college-ready, college-going, and college graduating culture in deep South Texas by increasing collaboration with K-12 partners. The ISD programming begins in elementary and middle schools and culminates in a robust dual enrollment program that closes achievement gaps and facilitates college-readiness. Administrators, faculty, and staff will learn how to create a completion agenda on their campus.

Participants will be provided with opportunities to discuss, reflect, provide, and receive feedback regarding completion initiatives on their respective campuses. In addition, participants will receive insight into data collection and analysis. Attendees will also learn how to design and create a series of short-, intermediate- and long-term strategies for significantly improving the timely completion of degrees and/or certificates by the IPEDS designated graduation cohort.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

2:15 p.m.-3:30 p.m.

Session Stream: Leading in a Multicultural Environment

Pre-Service Educators' Cultural Identity Competence for Teaching

Room: Balboa 1

Iris Haapanen, PhD
Teacher Education
CSU, Stanislaus

Zenobia Ochoa, Student
Teacher Education
CSU, Stanislaus

Ramon Vega de Jesus, PhD
Education
CSU, Stanislaus

Participants will learn that Pre-Service Educators "Cultural Identity Competence for Teaching" embraces similarities and differences. The Social Studies Visual Performing Arts course provided pre-service opportunities to teach cultural narrative identity to their Hispanic fellow classmates from low socioeconomic background. Participants presented their written stories weekly: Who am I, traditions, positive events, negative events, reconfigurations of positive and negative experiences, and a reflection of future plan. The cultural narrative identity enriched participants' understanding of underserved pre-service teacher, changed their pre-conceived stereotypes, and improved their understanding of the multi-cultures. These findings suggest cultural narrative identity in the Social Studies Visual Performing Arts course may influence pre-service educators' cultural Competence for Teaching. This session will benefit all educators in K-college levels.

The Cultural Narrative Identity will be a hands-on cultural project. Each participant will create a Cultural Narrative Identity project in group setting, cultural realia, visual aids, cultural dances, and a project sample.

CONCURRENT SESSIONS: 3:45 p.m.-5:00 p.m.

Friday, March 9

3:45 p.m.-5:00 p.m.

AAHHE Commissioned Scholarly Paper

The Impact of the Ford Fellowship Program in the Creation of Latina/o Academic

Room: Emerald 1

Carlos Velez-Ibañez, Professor of Anthropology
School of Transborder Studies
Arizona State University

Following World War II, the GI Bill was an extremely important educational benefit that supported many Americans who hadn't previously been able to afford, or have access to, higher education. This program moved hundreds of men and women through universities at the graduate level, and these men and women went on to form the educational and intellectual foundation of many American universities.

This paper proposes that the Ford Fellowship Program has had an analogous impact on American universities when minorities were given the opportunity to be afforded access to higher education. This paper will present preliminary data to test out the manner in which the Ford Fellows Program intellectually and academically impacted American higher education and especially those afforded to Mexican and Puerto Rican origin fellows from 1980 to 2010.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Community College Collaboratives

The Components of a Successful Program: Community College Partner in Admissions, Instruction, and Financial Aid to the Four-year Components of Housing, Advising, Counseling, and Admissions

Room: Emerald 2

Michelle Kiser, Director
Support Operations for Academic Retention
Texas Tech University

In the session, participants will learn how to successfully collaborate with a local community college and university. The session will describe successful transitioned students with denied admissions to Texas Tech University by collaborating with South Plains College, a local community college. The session will benefit community college administrators and university administrators.

The presentation will include an interactive PowerPoint presentation, handouts with interactive methods with the presentation, and graphs of the successful program components. In addition, the group attendees will be able to view sample prospective students and make a decision on whether the student will be a good candidate for the program. Finally, the participants will be able to understand how the essential program components were put into place in order for the program to be successful.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Leadership and Faculty Development STEM Pathways

Quebrando Fronteras: Latinas & Latinos in Engineering Education

Room: Emerald 3

Michelle M. Camacho, Chair and Associate Professor
Sociology Dept
University of San Diego

Susan Lord, Professor
Electrical Engineering
University of San Diego

Drawing on qualitative and quantitative data, the presenters examine trends among undergraduate Latinos and Latinas in engineering education. They raise questions about the pathways in STEM fields, engineering in particular, and conclude that the largest obstacle to improving rates of graduation is not retention, rather recruitment. They also discuss pedagogical challenges.

This session will include active learning with pair-share activities and visual data displays.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Student Access, Success, and Career Pathways (to include developmental education)

Migrant Students: The Role of Their Parents in the Pursuit to Higher Education

Room: Laguna 1

Aracely Torres, Graduate Student
Educational Leadership
California State University, Fullerton

Marcela Rojas, Graduate Student
Educational Leadership
California State University, Fullerton

The Latino migrant student population is faced with a multitude of obstacles throughout their education. These obstacles, including their socioeconomic status, are often the cause which prevents or delays their access to Higher Education. Yet, some Latina/o migrant students are achieving academically. This session will focus on the role that Latino migrant parents play in their children's attainment toward higher education. Higher education professionals who work with Latino Migrant Students will benefit from this session.

Round table and open discussions will help attendees understand what type of changes or additions can be made to programs to better assist migrant students.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Repurposing Assistive Technology and Social Media in Teaching

Room: Laguna 2

Leonel Diaz, Graduate Student
Kortschak Center for Learning and Creativity
University of Southern California

Christine Ho, Graduate Student
Kortschak Center for Learning and Creativity
University of Southern California

Kristina Alvarado, Learning Specialist
Kortschak Center for Learning and Creativity
University of Southern California

This program will demonstrate how Assistive Technology and social media can be used effectively and creatively to traverse barriers of traditional learning paradigms. Throughout this presentation, the capabilities of a variety of applications (Google Calendar, Kurzweil3000, Inspiration, and Skype) will be demonstrated as a means to encourage universal design in teaching practices and student outreach.

This program ignites leadership by encouraging student affairs professionals to take initiative to become familiar with emerging technology that can benefit a new generation of college students. Leaders in education can combine useful traditional practices with emerging technology to create optimal learning environments for the students they serve. The Kortschak Center for Learning and Creativity at the University of Southern California is dedicated to creating learning environments in which students do not simply maintain the status quo, but thrive and partake in innovative endeavors.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

The “Ins and Outs” of Academic Authorship

Room: Laguna 3

Estanislado Barrera, PhD
Curriculum & Instruction
Texas A & M University – Corpus Christi

Kim Skinner
Curriculum & Instruction
Texas A & M University – Corpus Christi

Corinne Valadez, PhD
Curriculum & Instruction
Texas A & M University – Corpus Christi

The focus of this session is on academic writing and publication. Audience members will engage in activities that will go through the “nonlinear, recursive, and hierarchical” model of writing. Participants will also learn the importance of entering and becoming a part of a disclosure community. This presentation is primarily for new writers and graduate students, and it is encouraged that they bring a draft of their work. Using their own written drafts, participants will be given time to evaluate their use of stance (hedges, boosters, authority makers, and self-mentions) and engagement (reader pronouns, personal asides, appeals to shared knowledge, directives, and questions).

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Tragos Amargos: The Graduate School Experience of Latino Male Graduate Students

Room: Newport 1

Eligio Martinez Jr., C.R.E.S.T. Research Fellow
College of Education
University of Washington

Juan G. Berumen, Doctoral Candidate
Department of Education, Leadership, and Policy Studies
Indiana University

Adrian H. Huerta, Doctoral Student
Graduate School of Education and Information Studies
University of California, Los Angeles

Latino males comprise less than a percent of the total graduate population, and often find themselves isolated and not fully supported in their programs. This session examines the unique experiences of Latino male doctoral students enrolled in seven institutions in the United States and their journey navigating higher education. Findings provide insight to graduate programs across the nation, which can better structure programs to support, retain and increase the completion rates of Latino males in graduate school. Attendees will be asked to participate in group discussions as well.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

A Special gateway to the Bachelor's Degree: Hispanic Serving Community Colleges' Role in Promoting Hispanic Students' Transfer

Room: Newport 2

Anne-Marie Nuñez, Assistant Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio

Gloria Crisp Crisp, Assistant Professor
Educational Leadership and Policy Studies
University of Texas at San Antonio

Diane Elizondo Elizondo, Graduate Fellow
Educational Leadership and Policy Studies
University of Texas at San Antonio

Community colleges offer Hispanic students a critical gateway to bachelor's degrees, but these institutions also have low transfer rates to four-year institutions. Some preliminary research suggests that community college Hispanic Serving Institutions (HSIs) see higher Hispanic student transfer rates to four-year institutions than non-HSI community colleges. Session participants will have the opportunity to compare Hispanic students' transfer rates in community college HSIs and other community colleges, and investigate student and organizational factors that promote transfer.

Through handouts and interactive discussion, it is expected that this session will offer participants an increased awareness of how community college HSIs across the nation are providing a gateway to the bachelor's degree for Hispanic students. Finally, by learning about the organizational characteristics related to transfer from community colleges to four-year institutions, it is hoped that participants will leave this session with a sense of how policies and practices might be developed or enhanced to promote Hispanic student transfer.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Improving Time to Degree: Enrollment and Mobility Patterns that Help Latina/os Graduate

Room: Newport 3

Adriana Ruiz, Graduate Student Researcher
Higher Education Research Institute
University of California, Los Angeles

Sylvia Hurtado, Professor and Director
Higher Education Research Institute
University of California, Los Angeles

More than half of all bachelor's degree recipients attend more than one college. With less than one quarter of Latina/o students earning a degree within 10 years of their high school graduation, it is important to understand how attending multiple institutions can improve time to degree. This session will share findings about the enrollment and mobility patterns that positively affect the timely degree completion of Latina/o students, and will engage participants in discussion about their practice and policy implications.

American Association of Hispanics in Higher Education, Inc.

Friday, March 9

3:45 p.m.-5:00 p.m.

Session Stream: Leading in a Multicultural Environment

Teachers' Perceptions of Mexican American Students

Room: Balboa 1

Irma Almager, Doctoral Student
Curriculum & Instruction
Texas Tech University

In Texas, 50.2 percent of students enrolled in K-12 are Hispanic (Texas Education Agency, 2011). However, while the Hispanic population continues to grow, Mexican American students still fall behind their Anglo counterparts in academics. As schools and districts turn to funding for supporting better academic achievement, school leaders have missed another important challenge; teachers' perceptions and how they impact the academic success of their Mexican American students. This session will benefit those interested in policy and multicultural education.

This session will present data results from research study involving the interviews and classroom observations concerning the perceptions of secondary school teachers who currently instruct Mexican American students using handouts and visual aids. The presenter will additionally show the concrete need for multicultural education within public schools for students and especially for pre-service teachers and those already in the field.

American Association of Hispanics in Higher Education, Inc.

SATURDAY, MARCH 10, 2012

Continental Breakfast: 7:00 a.m. – 7:45 a.m.
Pacific Ballroom

Conference Registration: 7:30 a.m. – 4:00 p.m.
Ballroom Foyer

Exhibits Open: 7:30 a.m. – 9:00 p.m.
Pacific Ballroom

Plenary Session:
Social Media: Technology, Access and Enhancement of
Higher Education
8:00 a.m. – 9:30 a.m.

Pacific Ballroom

Presiding:

Jim Estrada, Chairman and CEO, Estrada Communications Group & AAHHE AAHHE Board Member

Panel Moderator:

Monica Lozano, CEO, Impremedia LLC

Presenters:

Rosa V. Alonso, Founder & CEO, My Latino Voice

Chiqui Cartagena, Vice President of Marketing, Univision Communications

Mark Lopez, Head of U.S. Hispanic Audience, Google

Larry A. Ortega, President & Founder, Community Union, Inc.

Hector Ruiz, CEO, Bull Ventures, LLC

Manny Ruiz, President & CEO, Hispanicize

CONCURRENT SESSIONS : 10:00 a.m.-11:15 a.m.

Saturday, March 10

10:00 a.m.-11:15 a.m.

AAHHE Commissioned Scholarly Paper

Examining the Diversity of the College Student Experience

Room: Emerald 1

Ebelia Hernández
Graduate School of Education
Rutgers, The State University of New Jersey

Michael Mobley, Associate Professor
Department of Educational Psychology
Rutgers, The State University of New Jersey

There is substantial support to make the claim that “the more time and energy students devote to learning and the more intensely they engage in their own education, the greater the achievement, satisfaction with educational experiences, and persistence in college” (Tinto, 1987, p. 145). This evidence has led to conclusion that the influence of engagement on the college experience is a stronger predictor for student success than parental educational background, social class, or race/ethnicity. This time and energy that students give to their college career is called *engagement* (Kuh, 2001).

From a quantitative critical stance (Stage, 2007) and utilizing a critical race theory theoretical framework (Solórzano, 1998), this paper aims to assess the cultural validity of an existing student engagement measure (SERU) for its relevance for Latino college students. Results and implications for promoting culturally appropriate student engagement initiatives with Latino students will be discussed.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

**AAHHE/ETS Outstanding Dissertations Competition
3rd Place Co-Winner**

Sueños Indocumentados: Using LatCrit to Explore the Testimonios of Undocumented and U.S. born Chicana College Students on Discourses of Racist Nativism in Education

Room: Emerald 2

Lindsay Perez Huber, PhD, Visiting Scholar
Chicano Studies Research Center
University of California, Los Angeles

The purpose of this dissertation was two-fold. First, it was intended to acknowledge the growing presence and experiences of undocumented Latina/o students in higher education. Second, it sought to understand how racist nativism—the historical racialization of U.S. Latinas/os as immigrant—can shape the educational experiences of undocumented and U.S. born Latina/o college students. Using the theoretical construct of racist nativism, issues of race, class, gender and immigration status in the educational trajectories of 20 undocumented and U.S. born Chicana college students were explored through 40 *testimonio* interviews. Don't miss this informative discussion to find out the results of this intriguing study.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: The Latino Policy Agenda in an Election Year

How We Can Advance the Hispanic Serving Institution Agenda and Move Latino Students Forward

Room: Emerald 3

Erica Romero, Executive Director
Western States Legislative Affairs
Hispanic Association of Colleges and Universities (HACU)

In this session, the presenter will discuss HACU's Legislative Agenda, where participants can learn not only how they can play a role in advocating for HSIs and Latino student success, but will also learn where there are pots of money available for HSIs to compete for. The presenter will also cover both Federal Appropriations and Policy issues. Participants will be engaged in how to use the CapWiz advocacy system, and a dialogue will be encouraged as to where additional advocacy is needed.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

**Latina/o College Access, Campus Climate, and Degree Completion:
Uncovering Differences across Ethnic Groups and Multiracial
Latina/os**

Room: Laguna 1

Marcela Cuellar, Postdoctoral Research Associate
Rossier School of Education
University of Southern California

Lucy Arellano, Faculty
Graduate School of Education
University of California, Riverside

Chelsea Guillermo-Wann, Doctoral Candidate
Graduate School of Education and Information Studies
University of California, Los Angeles

Latina/os are ethnically and racially diverse, yet limited attention is given to their unique experiences within higher education. This session will explore the experiences of Latina/os across ethnic and multiracial differences that facilitate postsecondary success. Research findings focused on access, campus climate, and degree completion will be presented. Participants will also engage in a conversation on how scholars and practitioners can further promote students' success by understanding the unique experiences across Latino communities.

The session will begin with a brief panel presentation from each of the three facilitators. Participants will then contribute to small group discussions on key themes of this research and will be asked to share how their own practice and/or research informs our understanding of these issues. The session will conclude with a larger conversation on how scholars and practitioners can further promote students' success by understanding the unique experiences across Latino communities.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Dispatches from the Pipeline: Latino Males Pursuing Success at Community Colleges

Room: Laguna 2

Beth Buoski, Doctoral Candidate
Educational Administration
The University of Texas at Austin

Daryl Hatch, Doctoral Student
Educational Administration
The University of Texas at Austin

Latino males are virtually from the postsecondary pipeline. This qualitative study followed a group of Houston community college students from August 2009 through April 2011 in a series of focus groups aimed at understanding their transactions experiences. This program will share the narratives of selected participants, including how students made meaning of their experiences and how students' stories can inform practice. This session is of particular interest to those working directly with Latino males.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Es El Momento? Latino Parents' Perceptions of Spanish Television College Going Campaigns and Suggestions for Future Use

Room: Laguna 3

Mayra Olivares-Urueta, Director of Student Affairs/Instructor
Health Care & Education Research
UT Southwestern School of Health Professions

Patrick Vasquez, Director
Outreach

Spanish television in the United States reaches millions and could provide critically needed information about getting to college in culturally relevant ways and through various college-themed genres. College access advocates will learn about findings resulting from focus groups during which 48 Latino Spanish-speaking parents shared reactions and suggestions for Univision's Es El Momento campaign and "Amor Escolar," a novela created and produced by Novelas Educativas and the National Council for Community and Educational Partnerships.

This session will highlight selected findings from the qualitative research study. Examples of media messages for Latino parents to get their children into and/or through college will be shared. The session will culminate in a facilitated dialog where participants will have opportunities to discuss promising practices and ideas for developing culturally relevant approaches which involve the media in efforts to increase Latino access, retention and degree completion.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Cultural Paradigms and Virtual Delivery

Room: Newport 1

Jennifer Mims, Doctoral Learner, PhD/HEA
University of Phoenix

Wider access to higher education through virtual delivery modality combined with increased first-generation Hispanic higher education learner enrollment presents risks to online Hispanic student success as defined by graduation and skilled career preparation. This study investigates the gap in institutional support of students beyond provision of access through online courses in service of learner needs attending their online campuses attempting to balance cultural factors driving them to seek this non-traditional mode of education.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Challenges and Opportunities for Data-driven Transformative Change for Ensuring Latino/a Student Success—The Eastern Connecticut State University Model

Room: Newport 2

Carmen Cid, Dean
School of Arts and Sciences
Eastern Connecticut State University

Walter Diaz, Interim Dean
Student Affairs
Eastern Connecticut State University

Margaret Martin, Professor
Social Work
Eastern Connecticut State University

This session will explore a data-driven model for transformative change that is opportunistic, creative, and promotes interdepartmental collaborations, integrating Student Affairs, Academic Affairs, Information Technology, and Institutional Advancement units in a student success network for improving retention, ease of career choice, and progress to graduation. The presenters will show how partnerships with community colleges, engaging Latino/Latina students as campus change agents, and faculty as problem-solvers can help develop sustainable academic advising plans for improving Latino/a student success.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Lifting as We Climb: Mentoring and Advising Latina/o Greek Letter Organizational Members

Room: Newport 3

Taryn Ozuna, Doctoral Candidate
Educational Administration
University of Texas at Austin

Estee Hernandez, Residence Director
Housing and Residential Life
Texas State University, San Marco

As the Latino population continues to increase, Latino Greek Letter Organizations continue to emerge on college campuses. Often providing a supportive environment, peer mentorship, professional development, and a sense of familia, each organization is unique in its mission, vision, and operations. This session will provide a brief overview of the similarities and differences represented among LGLO sororities and fraternities and will discuss promising practices in supporting its collegiate members.

The presenters will also collaborate with participants to discuss strategies for improving services for LGLOs. Attendees will be encouraged to present how they (either individually or within a department) have effectively served as advocates for these organizations. They may also present current challenges to the group for discussion.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

10:00 a.m.-11:15 a.m.

Session Stream: Leading in a Multicultural Environment

The Unveiling of New Orientalism Through Global, Critical Conversations

Room: Balboa 1

Kathleen Fleming, Graduate Assistant
Curriculum and Instruction
Texas A&M, Corpus Christi

Douglas Loveless, Assistant Professor
Early, Elementary, and Reading Education
James Madison University

Gena Rea, Doctoral Student
Curriculum and Instruction
Texas A&M-Corpus Christi

Participants will learn about the state of multicultural readings in south Texas schools, new ways of thinking about multicultural literacy, and ways to inspire reflection and interactions with books and cultures in this increasingly digital age. This session would benefit educators interested in literacy issues, particularly high school teachers.

CONCURRENT SESSIONS: 11:30 a.m.-12:45 p.m.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: The Latino Policy Agenda in an Election Year

Similar Student Dreams, Different Political Realities

Room: Emerald 1

Cinthya Salazar, Graduate Assistant
Women's Center
Florida International University

Wolfgang Acevedo, Graduate Assistant
Campus Life
Florida International University

Glenda Musoba, Assistant Professor
Leadership and Professional Studies
Florida International University

Texas embraces its undocumented students with generous higher education policies. Florida on the other hand has not, yet has not taken as hostile a position as Arizona. This presentation will share the student experience narratives of undocumented students in Texas and Florida as well as the political contexts. Comparison of the Texas environment for House Bill 1403 will be made with Florida where often a Dream Act and Arizona Senate 1070 bills are proposed simultaneously. There will also be time for an interactive group discussion of student political activism and contemporary state contexts.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Student Access, Success, and Career Pathways (to include developmental education)

Breaking New Ground from the STEM-Up

Room: Emerald 2

Gary Cruz, Manager
Grants and Research Development
Great Minds in STEM

Monica Villafana, Senior Manager
Contracts and Grants
Great Minds in STEM

Lupe Munoz-Alvarado, Director
Education Programs
Great Minds in STEM

The STEM-Up Initiative is a community-building, content rich, culturally responsive intervention to effectively create sustained student interest in STEM. The initiative is an action strategy developed from a set of design principles, grounded in a theory of change, which presents a practical roadmap to transform a community culture towards STEM. This first-of-its-kind initiative serving 92,000 residents with a school-age population of approximately 20,000 school age students is providing an innovative solution to meet the projected shortage of the nation's STEM workforce. The ultimate goal of STEM-Up is to transform the attitudes, values, perceptions and behaviors of students, parents, teachers, and administrators, regarding the pursuit of math and science as a viable career pathway.

The presenters will provide an overview of the framework underpinning STEM-Up, its seven operational objectives, best practices to deliver on the defined objectives and measures of impact. The audience will be engaged to explore the possibilities in deploying this strategy within other underserved communities across the United States.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

Multi-capitals and Latino Academic Success

Room: Emerald 3

Victor Castillo, Multi-capitals and Latino Academic Success
Bicultural-Bilingual Studies
The University of Texas at San Antonio

While many studies have focused on individual and institutional deficiencies, the purpose of this qualitative study was to tap into the “black-box” of ten academically successful Latino students from San Antonio and capture their life history, the recollections of factors that facilitated or impeded their educational accomplishment, and identify the capital that was salient in accomplishing their attainment of a doctoral degree. In seeking an understanding of this phenomenon, this research is guided by a phenomenological interviewing technique and a theoretical framework underpinned by Bourdieu’s multi-capitals.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include developmental education)

The Latino College Completion Agenda

Room: Laguna 1

Richard Paul Durán, Professor
Gevirtz Graduate School of Education
University of California, Santa Barbara

Adriana Flores-Ragade, Director of Diversity Initiatives
Relationship Development
The College Board

Frances Contreras
Associate Professor
Graduate School of Education
University of Washington

This fall the College Board released its College Completion Agenda: Latino Edition 2011 Progress Report, State Policy Guide, A Research and Context Brief and an interactive Web site aimed at providing the best data and policies for increasing college completion rates among this important demographic. The Latino Edition is based on the ten recommendations issued in 2008 by the Commission on Access, Admissions and Success in Higher Education. State legislators, policymakers and educators play a large part in advancing each recommendation. Participants will explore the highlights of the ten recommendations and will review Latino progress for each indicator. The session will end with participants sharing national, regional, and local strategies to increase the college completion rates of Latino/a Americans in the United States.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

AAHHE/ETS Outstanding Dissertations Competition 1st Place Winner

A Multiple-Group Path Analysis of the Role of Social Marginality on Self-Rated Physical Health among U.S. Latina/o Adults: An Intersectional Perspective

Room: Laguna 2

Kristine M. Molina, NIH/NHLBI Postdoctoral Research Center
Division of Health Psychology, Behavior Medicine
University of Miami

Few studies examine differential exposure to forms of social marginality, and how they contribute to health outcomes among Latina/o subgroups. This dissertation examined Latina/os' differential exposure to "dimensions" of social marginality (everyday discrimination and subjective social status in the U.S.). It also examined how health effects of social marginality unfold across Latina/os. Lastly, this study examined the extent to which gender and ethnicity moderated relations between everyday discrimination, subjective social status in the U.S., psychological distress, and self-rated physical health. Data were from the National Latino and Asian American Study (N= 2,554), comprised of Cuban women/men, Puerto Rican women/men, Mexican women/men, and Other Latina/o women/men. Attend this interesting session to learn more about the results of this important research study.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Student Access, Success, and Career Pathways (to include development education)

Cultivating the Latino/a Academy: Identity, Expectation, Culture, and Mentorship for Latina/o Doctoral Students

Room: Laguna 3

Patrick Valdez, PhD Candidate
Educational Administration
University of Texas, Austin

Mark Kamimura, PhD, Director of Graduate Student Success
Rackham Graduate School
University of Michigan, Ann Arbor

Marcella Cuellar, PhD, Postdoctoral Fellow
Center for Enrollment Research, Policy and Practice
University of Southern California

The session will explore the climate challenges of the doctoral experience that influences shifts in identity, expectations, conflict with cultural values, the various forms of mentorship that facilitate progress, and how Latinos navigate the doctoral environment to position themselves for success. Graduate students, faculty members, and those considering a doctoral degree will benefit from this session and learn about an array of strategies for students and practitioners.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Student Access, Success, and Career Pathways (to include development education)

Volunteerism: Latino Students and College Experiences

Room: Newport 1

Ismael Fajardo
College of Education
University of Washington

The benefits of college students volunteering are well documented; however, the characteristics of Latino college students that promote volunteerism are not well understood. In a recent report, the Bureau of Labor Statistics U.S. Department of Labor (2010) found Latinos volunteered at 14.7 percent. Using data from Cooperative Institutional Research Program from UCLA (n=522), predictors within volunteerism were investigated. In this study, Latinos/as attended primarily private institutions and volunteered at 76.4 percent. Using logistic regression, this study investigates why these Latinos/as volunteer at high rates and what factors predict volunteerism in these students. The purpose of this study is to examine pre-enrollment experiences, curricular, and co-curricular experiences that promote Latinos to volunteer in college. This information can be of interest to educators and policy makers that are committed in increasing their knowledge on Latino student's college involvement that predicts Latinos to volunteer.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Leading in a Multicultural Environment

How to Survive an Attack to Your Institutional Policies: The Cases of Leaders Protecting Multicultural Environments for Undocumented Students

Room: Newport 2

Angela Vidal-Rodriguez, Research Associate
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In this session, the presenters examine three situations where leaders have stepped forward to take positions in favor of providing access and institutional aid to undocumented students. They will document the legal, institutional, and political context; study media reports; documents the reactions of stakeholders; interview key institutional leaders and affected students; and analyze what happened when these institutions implemented their policies and how they handled the negative reaction.

American Association of Hispanics in Higher Education, Inc.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Leading in a Multicultural Environment

Hashtags, Newsfeeds, and Check-ins: Maximizing Social Media Use as Latina/o Educators

Room: Newport 3

Estee Hernández, Residence Director
Housing and Residential Life
Texas State University-San Marcos

Taryn Ozuna, Doctoral Candidate
Educational Administration
The University of Texas

With 3 million U.S. Latinos online and more institutions of higher education establishing a social media presence, learning more about this form of technology becomes increasingly valuable. However, most of us have not had time to learn all the ins and outs. This session aims to connect attendees to emerging social media technologies and how to maximize them as a resource both as developing professionals and as educators. Tweeting is strongly encouraged! This session promises to be highly interactive, educational, and eye-opening in regards to the potential of social media use in higher education.

Saturday, March 10

11:30 a.m.-12:45 p.m.

Session Stream: Leading in a Multicultural Environment

Becoming an HSI: Exploring Administrators Perspectives on Improving Latina/o College Access and Retention

Room: Balboa 1

Erica Yamamura, Assistant Professor
Seattle University

This session will share findings from a longitudinal research study that examined the process of becoming an HSI at one four-year, public institution in Central Texas. In particular, this session will explore the perspectives of administrators (student affairs and academic affairs) who are charged with increasing Latina/o access and retention. Participants will have an opportunity to learn more about institutional programs, policies, and practices that enhanced Latina/o student success. The presenters hope to provoke discussion on the need create a community and family centered university climate for institutions, especially those of which seek to become an HSI.