

# PRE-CONFERENCE WORKSHOPS

**TUESDAY**  
MARCH 2, 2010

**AAHHE FELLOWS DINNER**  
7:00 p.m.

**WEDNESDAY**  
MARCH 3, 2010

**AAHHE FELLOWS WORKSHOPS**  
8:00 a.m. – 5:00 p.m.

**THURSDAY**  
MARCH 4, 2010

**CONFERENCE REGISTRATION**  
7:30 a.m. – 5:00 p.m. | Alcove Foyer

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## **LATINA/O STUDENT SUCCESS INSTITUTE** (SPONSORED BY ETS)

8:00 a.m. – 12:00 p.m.

Laguna Beach 3, B-1 Level

### **“Addressing the Latino Education Crisis: Pathways to Success”**

Welcome:

Loui Olivas, President AAHHE

Frank Gomez, Strategic Alliances-Public Affairs Executive,  
Communications & Public Affairs, ETS

Convener and Institute Chair:

Laura Rendon, Iowa State University

#### **KEYNOTE SPEAKER:**

Estela Bensimon, Professor of Higher Education and  
Co-Director, Center for Urban Education, University of  
Southern California

#### **INSTITUTE PANELISTS:**

Brianne A. Dávila, Research Assistant  
Center for Urban Education,  
University of Southern California

Lindsey Malcom  
Graduate School of Education,  
University of California, Riverside

Amaury Nora  
Department of Educational Leadership & Policy Studies,  
University of Texas, San Antonio

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## PRE-CONFERENCE WORKSHOPS

12:00 p.m. – 4:00 p.m.

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### Workshop 1 | Prioritizing Developmental Education: A Successful Strategy for Enhancing the Success of Latino Students at El Paso Community College

Newport Beach 2, B-1 Level

**Presenters:**

Irma Camacho, Director of Student Success, El Paso Community College

Lucy Hernandez Michal, Professor of Mathematics, El Paso Community College

El Paso Community College (EPCC) was a Round 1 Achieving the Dream College and has been awarded the Developmental Education Initiative Gates funding in 2009 to continue its work. Through a data-driven, self-evaluative model, EPCC reviewed five priority areas, which led to significant improvement of placement, enrollment, and success rates of students in both developmental courses and college credit bearing courses. Several successful interventions at EPCC, such as the Developmental Education Council, and the PREP Program will be presented.

In this highly interactive workshop, participants will have the opportunity to examine their own developmental education program and support structures and to reflect on ways in which the needs of Latino students are met. Participants will also have the opportunity to learn effective strategies for student success and reflect on ways to provide avenues and ideas for next steps at their institutions, which is central in seeking external funding.

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### Workshop 2 | Undocumented Students: Updates, Strategies, and Action Plans

Emerald Bay 1, B-2 Level

**Presenters:**

Irma Archuleta, Vice President of Student Affairs, Evergreen Valley College, San Jose, CA

Josh Bernstein, Director of Immigration, Service Employees International Union

Roberto Gonzalez, Assistant President, School of Social Work, University of Washington

Alfred Herrera, Assistant Vice Provost for Academic Partnerships, Center for Community College Partnerships, UCLA

Alejandra Rincon, Author, *Undocumented Immigrants and Higher Education*

Expanding opportunities for undocumented immigrant students to pursue higher education and participate fully in society is one of the most pressing and complex civil and human rights issue of our time. This workshop will provide participants information and strategies they can use to advocate for undocumented students in their institutions and communities. Participants will also learn the status of the federal Dream Act and state legislations.

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### Workshop 3 | Preparing for Leadership Positions in Higher Education

Emerald Bay 2, B-2 Level

**Presenters:**

William Aguilar, AAHHE Board Member and Conference Chair

Josefina Castillo Baltodano, Senior Advisor to the President, External Relations, California State University, San Bernardino

Diana I. Córdova, Director of the Center for Advancement of Racial and Ethnic Equity, American Council on Education (ACE)

This workshop is designed to prepare faculty and administrators interested in advancing to senior level administrative positions in higher education. Participants will have an opportunity to hear from experts what skills that are necessary to excel at the next level. In addition, nationally-acclaimed search consultant and author, Nancy Archer-Martin, will conduct a career-mapping exercise and several current and/or former Hispanic presidents will share their inspirational insights and experiences.

# PRE-CONFERENCE WORKSHOPS

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## Workshop 4 | Writing for Higher Education Publications

Laguna Beach 1, B-1 Level

**Presenters:**

Esther Elena López-Mulnix, Psychoanalytic Psychotherapist, Author and Consultant, Santa Barbara, California

Michael William Mulnix, Higher Education Executive, Santa Barbara, California

Jose L. Galvan, Acting Dean of Extended Education and Research, California State University, Los Angeles

Writing with the intention to publish in academic publications is one of the pillars of the academy. Academic publications open fields of disciplines by disseminating information and permitting ideas to reach every interested scholar. Ester and Michael Mulnix are founding editors-in-chief of the *Journal of Hispanic Higher Education* (JHHE). They have been dispersing the voice of Latina/o scholars about Latina/o issues for nine years. They will share with attendees the JHHE review process and the rubric used to evaluate manuscripts. Attendees are encouraged to bring writing samples so that they can benefit from their peers' feedback.

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## Workshop 5 | Turning Boys into Men: The School Crisis Facing Minority Males

Laguna Beach 2, B-1 Level

**Moderator:**

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

**Presenters:**

Ron Williams, The College Board, Washington, D.C.

Luis Ponjuan, Assistant Professor, Higher Education Administration, University of Florida

Robert Y. Rivas, Founder, Encuentros Leadership, Oceanside, California

This session will revisit a series of “Dialogue Day” events in 2008 in which College Board leaders exchanged views with scholars, practitioners, and activists from the African American, Hispanic, Asian American and Pacific Islander, and Native American communities to explore the educational challenges facing young men of color in the United States. These discussions intensified the sense that a critical problem exists and pointed to powerful societal pressures threatening the educational aspirations of young men of color. These included the lack of role models, the search for respect, the profound importance of history and cultural memory, barriers of language, the challenges of poverty, a seemingly intractable community of dysfunction, and a sense that the education system favors young women while failing young men.

In addition, this session will highlight a new summary report from these “Dialogue Day” events that offers a review of available data on the gender gap as well as includes a preliminary set of broad recommendations aimed at encouraging more deliberate and focused action on this issue by policymakers at the federal, state, and institutional levels.

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## Workshop 6 | The Value and What Works in P-16 Partnerships

Newport Beach 1, B-1 Level

### Presenters:

Mark Kamimura-Jimenez, Director for Educational Partnerships, California State University, Fullerton

Sara Lundquist, Vice President for Student Services, Santa Ana College

Claudia Martinez, Director, Office of Academic Preparation, University of California, Santa Barbara

Jose Moreno, Associate Professor, Chicano Studies, California State, Long Beach

Frederick Navarro, Assistant Superintendent, Anaheim Union High School District

Fernando de Necochea, Senior Advisor & Director, Southern California Edison

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

Partnerships at all levels of education remain an important component to developing seamless connections for students along their educational journey. P-20 partnerships have emerged as an essential part of increasing access, opportunity, and enhancing the socioeconomic capacity of the communities they serve. In the midst of the current fiscal crisis, the need to organize resources is crucial to counter the profound reductions in funding at each segment of our educational system. This workshop will focus on building partnerships that work and the value of partnerships in the broader landscape of policy change and the impact on practice.

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## EXHIBITS OPEN

3:00 p.m. – 9:00 p.m.

Pacific Ballroom

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## 2010 CONFERENCE EXHIBITORS

ACT, INC.

AYDEE MARTINEZ

THE COLLEGE BOARD

DIVERSE ISSUES IN HIGHER EDUCATION

ETS

THE HISPANIC OUTLOOK IN HIGHER  
EDUCATION MAGAZINE

HACU

LIBRERIA MARTINEZ BOOKS & ART

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URBAN DEVELOPMENT

STYLUS PUBLISHING, LLC.

TEACHERS COLLEGE,  
COLUMBIA UNIVERSITY

# CONFERENCE AGENDA

MARCH 4, 2010 ▶ 5:30 PM – 9:00 PM

**THURSDAY**  
MARCH 4, 2010

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## OPENING PLENARY SESSION

5:30 p.m. – 7:30 p.m. | Pacific Ballroom,  
B-2 Level

### Welcome:

Loui Olivas, President AAHHE

### Presiding:

Conference Chair, William Aguilar,  
AAHHE Board Member

### AAHHE Faculty Fellows

Kenneth Gonzalez, Coordinator

### AAHHE Graduate Fellows

David Pérez II, Coordinator

### Keynote Address:

The School Crisis Facing Minority Males

Victor Saenz, Assistant Professor Higher Education  
Administration, The University of Texas, Austin

Ronald A. Williams, Vice President, The College Board

### Introduction of Conference Book Author

Ruebén Martinez, AAHHE Board Member

### Conference Book Author

Gustavo Arellano, Author, *Ask a Mexican*

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## CONFERENCE RECEPTION

7:30 p.m. – 9:00 p.m.  
Pacific Ballroom

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**FRIDAY**  
MARCH 5, 2010

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## CONTINENTAL BREAKFAST

7:00 a.m. – 7:45 a.m. | Pacific Ballroom

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## CONFERENCE REGISTRATION

7:30 a.m. – 4:00 p.m. | Alcove Foyer

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## PLENARY SESSION: MULTI-ETHNIC COLLABRATIVE STRATEGIES IN HIGHER EDUCATION

8:00 a.m. – 9:30 a.m.  
Pacific Ballroom

### Presiding:

Mike Fernandez, AAHHE Board Member

### Facilitator:

Alfred Herrera, Assistant Vice Provost,  
University of California, Los Angeles

### Presenters:

Michelle Asha Cooper, President,  
Institute for Higher Education Policy

Michele Siqueros, Executive Director,  
Campaign for College Opportunity

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## EXHIBITS OPEN

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

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# CONFERENCE AGENDA

## MARCH 5, 2010 ▶ 7:30 AM – 11:00 AM

### CONCURRENT SESSIONS

9:45 a.m. – 11:00 a.m.

9:45 a.m. – 11:00 a.m.

#### ▶ IMMIGRATION/DREAM ACT

### The Challenges of Immigration Status for Transitions to College: An Examination of Student Motivation and Educational Decisions

Balboa Bay 2

Presenters:

Aliah Carolan-Silva, Goshen College

Robert Reyes, Goshen College

Immigrant students overcome considerable challenges in the pursuit of their educational goals, particularly in their transitions to college. Based on qualitative data with Latino immigrant high school seniors and first-year college students, this session examines specific challenges related to students' immigration status and social location and their influence on students' motivation to pursue a college education. This presentation will benefit researchers and professionals interested in the relationship between immigration status and educational outcomes.

The presenters will share their conceptual framework, data, and findings and will have handouts to share lengthier excerpts from their data. The audience will be engaged in a discussion of the data and findings in order to generate new analyses and conclusions about the important relationship between immigrant status, motivation, and educational decisions. Implications for both K-12 and higher education institutions will be discussed.

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

#### ▶ LEADERSHIP PIPELINE ISSUES

### Moving Toward Equity Leadership Issues in Preparing Teachers for Hispanic Students: The Dialogue Needed Between IHEs and LEAs

Laguna Beach 3

Presenters:

Alfredo Benavides, Texas Tech University

Eva Midobuche, Texas Tech University

Irma Almager, Texas Tech University

The number of Hispanic students not completing high school and continuing on to higher education is alarming and disproportionate especially among English language learners. A disconnect seems to exist between university faculty and school administrators thus inhibiting the leadership capacity and preparation of teachers of Hispanic students. This informative session will address the need for dialogue between institutions of higher education and K-12 school administrators in order to lessen this dissonance and other factors beyond their purview. Through presentation, reflective narratives, and open discussions, a range of topics will be covered including such issues as the disconnect between theory, practice, and reality in preparing teachers for Hispanic students; the dispositions needed by teachers of Hispanic students; Hispanic dropout rates; the turn-over rate of teachers of Hispanic students; and issues in alternative certification programs to include different modes of instructional delivery. Session participants will receive handouts to guide their discussion and participation.

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

#### ▶ VANISHING HISPANIC MALES

### Midwest Latino Male Graduate Students: Mattering & Marginality

Emerald Bay 2

Presenter:

Adrian Huerta, University of Southern California

This session explores the educational experience of 10 Midwest first and second generation Latino male graduate students to understand how and why these students have been successful in meeting their college goals using

# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 9:45 AM – 11:00 AM

Schlossberg's theory of mattering and marginality. Due to the growth of Latino population in the Midwest, this topic is important for practitioners who are unfamiliar with methods to support and increase the numbers of Latino male graduate students in academia. Participants will have a chance to share best practices and challenges of supporting Latino male graduate students at their home institutions.

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

## ▶ LEADERSHIP PIPELINE ISSUES

### Potential, Prevention, and Partnership

Laguna Beach 2

Presenters:

Susana Rubio, Molloy College

Madeline Gunn, Molloy College

Maureen E. Carey, Molloy College

This session describes how one college, two K-12 districts with a high percentage of at-risk Latina students, and private/public funding grants launched a creative alternative program. At the heart of this model is the mentoring relationship between college Latina students and their younger middle school/high school counterparts.

Three years of data substantiates the success of this program. Outcomes include improving self-esteem and school attendance; and qualitative data suggests that this program encourages them to include a vision of college graduation in their own futures.

Participants will learn the best practices for replicating this model in their own institutions through an overview of the program components, funding strategies, and partnership building. Presenters will encourage an interactive process throughout the session.

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

## ▶ MULTIETHNIC COLLABORATION STRATEGIES

### Multiples Voces: Un Objetivo

Emerald Bay 3

Presenters:

Margaret Lara, Texas A & M, Corpus Christi

Christina Ybarra, Texas A & M, Corpus Christi

Nancy Nelson, University of North Texas

Stan Barrera, Texas A & M, Corpus Christi

Kim Skinner, Texas A & M, Corpus Christi

Allison Martinez-Shaum, Texas A & M, Corpus Christi

During this forum, a South Texas peer writing group will share the voices and stories as they journey to graduation. The group will discuss their perspectives and learned behaviors based on psychologist Montserrat Castell Badia's research on socially shared writing.

This session will allow participants to understand the logistics and inspiring nature of a peer writing group to successfully achieve and establish a group confidence to successfully complete a doctoral program. Participants will have an opportunity to share their "journey" and discuss ways to establish a writing group within their college community.

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

## ▶ COMMUNITY COLLEGES

### Sembrando la semilla técnica: Building an Online Bridge-to-College Program for High School Latinos/as

Newport Beach 2

Presenters:

Bruno Rhodes, Rio Salado College

Felicia Ramirez, Rio Salado College

We've all heard of bridge-to-college programs, but have you heard of an online bridge-to-college program? One college in Arizona embarked on the challenge to serve high school Latinos/as through distance learning. Rio Salado College, primarily an online community college, came up with the concept in order to introduce more Hispanics to hybrid and online learning. In this session, you'll hear about the process of building such a program, the recruitment and retention efforts, the use of technology, and the results.

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## MARCH 5, 2010 ▶ 9:45 AM – 11:00 AM

During this engaging session, the audience will be asked to work cooperatively in order to identify the best practices, skills, and characteristics of online learners. A panel-led discussion with audience participation will follow.

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

### ▶ STEM

## Culturally Relevant Teaching in Science and Mathematics Through Family Learning Events

Balboa Bay 1

Presenters:

Cherie McCollough, Texas A&M University Corpus Christi

Olga Ramirez, University of Texas, Pan American

This presentation will outline a mixed-methods research study at two Hispanic Serving Institutions to examine how pre-service teachers participation in Family Science and Family Math Learning Events (FS/MLEs) affected self-efficacy in science/mathematics instruction to diverse, low socio-economic student, and parent populations by using culturally relevant curriculum. Participants will learn how FS/MLEs can be a powerful facilitator of learning for all involved, increasing excitement for learning, confidence in using culturally relevant activities, and working with family members.

Participants will learn the theoretical framework surrounding family learning events and will see results from research data collected from over 150 pre-service mathematics and science teachers supporting changes in self-efficacy in teaching science and math to students and their parents. Attendees will take away classroom activities ideas and they'll learn how to conduct their own family learning event at their respective campus and learn about important resources.

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

### ▶ COMMUNITY COLLEGES

## We Are Family: An Instructional Approach for Student Success, Persistence, and Retention

Laguna Beach 1

Presenter:

Rene Prupes, Dallas County Community College District

Don't miss this high energy presentation of a replicable, data-supported family involvement model that was awarded Best Practice status for engaging Latino students' families in academic community college course content. Participants will hear the stories, data, lessons learned, and extensive resources of a three-year project investigating an interdisciplinary instructional approach. In this interactive session, participants will view high definition video clips of students and their families to get a first-hand glimpse of the stories behind the data. Participants will receive access to extensive resources, including an internationally distributed webinar, and engage in a candid discussion with the facilitators. Participants will also receive a resource with charts, graphs, ready-to-use discipline-specific instructional content for a broad range of courses, and best practice documentation.

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

### ▶ MULTIETHNIC COLLABORATION STRATEGIES

## Nuestra Cultura: Addressing Ethnic/Racial Specific Identity Issues in the Midst of Inclusion

Newport Beach 1

Presenters:

Rebecca Hernandez, Goshen College

Suzanne Ehst, Goshen College

Odelet Nance, Goshen College

Goshen College's Center for Intercultural Teaching and Learning has partnered across various departments to increase outreach and retention efforts to diverse students. In this session the facilitators will highlight the efforts to develop, promote, deliver, and assess the Summer Academic Leadership Training (SALT) and Summer Ambassadors programs. Particular attention will be paid to addressing ethnic/racial specific identity issues in the midst of

# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 11:15 AM – 12:30 PM

inclusion. The audience will be encouraged to discuss best practices and challenges in their institutions and how to improve these efforts. Participants will walk away with new ideas and best practices to share with their institutions. This session is recommended for student life and academic professionals.

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## CONCURRENT SESSIONS

11:15 a.m. – 12:30 p.m.

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

▶ LEADERSHIP PIPELINE ISSUES

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### Inhibiting Hispanic success: A look at within Group Differences

Laguna Beach 3

Presenters:

Serena Flores, Texas A&M University, Corpus Christi

Javier Cavazos, Jr., Texas A&M University, Corpus Christi

Samantha Mendoza, Texas A&M University, Corpus Christi

While research has found that Hispanic students endure low educational expectations, little research has been conducted with Hispanic students who attend predominantly Hispanic high schools. This presentation will highlight several qualitative studies that focused on high school students attending predominantly Hispanic schools. Findings illustrate within group discrimination and prejudice, differential treatment from teachers and school counselors, and unequal access to college information.

Participants will learn ways to promote a more supportive attitude toward Hispanic achievement and will be encouraged to reflect and share their experiences and challenges related to this subject.

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

▶ LEADERSHIP PIPELINE ISSUES

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### AAHHE Commissioned Scholarly Paper College Choices: Why Latina/o Students Select For-profit Colleges

Newport Beach 2

Presenters:

Leticia Oseguera, University of California, Irvine

Maria Malagon, University of California, Los Angeles

Today's prospective college student faces a variety of college options. Among these options is the attractiveness of for-profit institutions who advertise flexible hours, rapid time-to-degrees, and job placement upon graduation. While for-profit institutions continue to enroll large numbers of students, less is known about students' impetus for selecting for-profit options over not-for-profit options, specifically among the Latina/o population. This manuscript presents a review of Latina/o pathways to postsecondary education, focusing specifically on the motivations for pursuing for-profit two- and four-year colleges. An emphasis on students' secondary schooling experiences is included. The guiding question for this study is: What factors influence Latino students' decisions to attend for-profit colleges?

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## MARCH 5, 2010 ▶ 11:15 AM – 12:30 PM

11:15 a.m. – 12:30 p.m.

### ▶ STEM

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#### Pathways to STEM Bachelor and Graduate Degrees for Latino Students: The Role of Community Colleges

Balboa Bay 1

Presenters:

Elsa Macias, University of Southern California

Brianne Dávila, University of Southern California

This session will report findings of an NSF-funded study on the role of community colleges in providing access to future Latino scientists and engineers. The presenters will discuss the need for institutions to facilitate equitable student outcomes for Latinos in STEM fields. The session will especially address how financial issues can impact student and institutional decisions that ultimately result in increased numbers of Latino baccalaureate and graduate STEM degrees.

Attendees will learn more about the role of community colleges in providing access to minority STEM majors to better equip them to endow community college students with the academic, social, and cultural capital necessary to successfully attain a bachelor's degree in the sciences, mathematics, and engineering fields. By sharing the findings with others in the educational community, the presenters aim to further refine their methods of inquiry and to identify remaining gaps in their knowledge regarding the underrepresentation of minorities in STEM fields.

11:15 a.m. – 12:30 p.m.

### ▶ IMMIGRATION/DREAM ACT

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#### The Rollercoaster Ride of the Pathway to College for Undocumented Students

Balboa Bay 2

Presenter:

Claudia Estela Chavez McKay, University of San Diego

This session depicts elements of encouragement and discouragement that served as what can be described as a rollercoaster ride with regard to getting into college for undocumented students. In this rollercoaster ride there were ups that represent elements pushing students forward along their pathway to college and there were downs that represent obstacles distracting students away from their pathway to college. Those interested in learning about the most vulnerable group in American colleges today should attend.

Attendees will be enthralled in the actual data from a research study conducted for a dissertation. They will have an opportunity to not only learn about the rollercoaster ride for undocumented students but also experience a stimulated ride, utilizing direct quotes, a multimedia presentation, and kinesthetic audience involvement.

11:15 a.m. – 12:30 p.m.

### ▶ VANISHING HISPANIC MALES

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#### Voces del Destino: Latino Male Access and Persistence in Doctoral Programs

Emerald Bay 1

Presenters:

Noe Ortega, University of Michigan

Julio Cardona, University of Michigan

Patrick Valdez, University of Texas at Austin

This panel discussion will shed light on some of the social, cultural, and psychological factors that may inhibit the Latino male experience in graduate programs. By looking at the unique experiences of three Latino male PhD students enrolled at Research I institutions, this session seeks to inform institutional leaders, researchers, faculty members, and policy makers about some of individual, group, and institutional strategies currently in place that both enhance and inhibit the Latino males experience in graduate school.

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MARCH 5, 2010 ▶ 11:15 AM – 12:30 PM

The audience will have an opportunity for input, questioning, and most importantly brainstorming plans of action by joining in the open discussion following the presentations.

11:15 a.m. – 12:30 p.m.

## ▶ VANISHING HISPANIC MALES

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### I Want You: Latino Males and Higher Education

#### Latino Males at a Crossroads: Criminal Justice System or College?

Emerald Bay 2

Presenter:  
Stephen Balkaran, Central Connecticut State University

This research examines the controversial debate of increasing Latino male population in prison as opposed to universities. Latino males are underrepresented at all levels of higher education systems in America but at the same time have seen a twofold increase in the prison systems. While Latinos correspond to 14 percent of the United States population, 20 percent of individuals incarcerated in both state and federal prisons, are Latinos. For every one Latino male enrolled in college there are 2.7 Latino males incarcerated in America's prison factory.

This interesting session will discuss the reasons behind the low college enrollment rates and the increasing prison rates of Latino Males.

11:15 a.m. – 12:30 p.m.

## ▶ MULTIETHNIC COLLABORATION STRATEGIES

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### The Roll of HSI Faculty in Fostering Cross-Cultural Interactions among College Students: Results from a Qualitative Study

Emerald Bay 3

Presenters:  
Monica Torres, New Mexico State University  
Kathryn Valentine, New Mexico State University  
Eduardo Arellano, University of Texas at El Paso

In this session, attendees will learn how to foster cross-cultural interactions among students based on results from

a qualitative study with HIS faculty. In the study, faculty participants responded to several prompts: the extent which they witnessed cross-cultural interactions; the nature of those interactions; and the strategies they used to foster interactions. Session attendees will hear about different aspects of the study and be engaged in an open discussion on the topic.

11:15 a.m. – 12:30 p.m.

## ▶ COMMUNITY COLLEGES

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### Latinos Leading: Preparing Future Community College Executives

Laguna Beach 1

Presenters:  
Maria Harper-Marinick, Maricopa Community Colleges  
Ted Martinez, Jr., Rio Hondo College

The National Community College Hispanic Council's Leadership Fellows program prepares future Latino chief executive officers for the country's community colleges. Eleven cohorts have graduated from this unique educational experience that is organized by current Latino community college presidents and other executive officers. The program focuses on strategies to deal with internal and external politics; preparing for the recruitment process; overcoming barriers; developing a plan for charting career path; networking and mentoring opportunities. In this session attendees will learn about the elements of the program and be engaged in a discussion on how to develop a successful leadership program.

11:15 a.m. – 12:30 p.m.

## ▶ LEADERSHIP PIPELINE ISSUES

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### Multimodal Mentorship: Developing Latino Student Leaders

Laguna Beach 2

Presenter:  
Moises Salinas, Central Connecticut State University

This session will describe the Latino ConnCAS program, an intensive five-week residential on-campus program followed by a year-long program to support incoming Latino students. The program, now in its sixth year, combines mentorship, peer-mentorship, academic support strate-

# CONFERENCE AGENDA

## MARCH 5, 2010 ▶ 11:15 AM – 2:00 PM

gies, and team-support strategies to develop future Latino student leaders. Quantitative and qualitative evaluations will be presented, as well as templates to develop similar programs in other institutions. Attendees will be engaged in group development activities and open discussion.

11:15 a.m. – 12:30 p.m.

### ▶ COMMUNITY COLLEGES

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## Transitioning Hispanics to Higher Education

Newport Beach 2

#### Presenters:

Robert Haro, San Francisco State University

Frances Contreras, University of Washington

Ed Apodaca, University of Houston, Downtown

This panel will explore Latino education and access to college. Information about conditions that affect Latino college preparation and factors that may inhibit their performance in the schools, particularly in locations where the educational support systems are overtaxed or unable to positively influence students will be presented. Intervention strategies and programs to encourage Latino students to achieve in the schools, and gain college access will be examined. Audience participation will be encouraged to shed more light on this important issue.

11:15 a.m. – 12:30 p.m.

### ▶ LEADERSHIP PIPELINE ISSUES

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## Securing Research Grants: Examples from Successfully Funded Proposals

Newport Beach 3

#### Presenters:

Kristin Boyer, TG

Jeff Webster, TG

The session overviews application processes, common mistakes made, and strategies to help applicants make a compelling case when seeking funding for research grants, particularly for research focused on college access, financial aid, and student retention initiatives. Designed for those who are relatively new to crafting proposals, the program will include specific best-practices examples of research proposals funded through TG's Public Benefit program over the past five years.

Attendees will receive handouts that include best-practice examples of research questions, methodology descriptions, and goals/objectives/outcomes. The presentation will include opportunities for audience participation in suggesting ways to strengthen sample proposals and in brainstorming strategies for communicating the connection between theory and practice to better relate to the emerging emphasis that funders and foundations are placing on informing policy and advocacy efforts.

12:45 p.m. – 2:00 p.m.

## PLENARY SESSION (LUNCHEON): IT'S ALL ABOUT MATH

Pacific Ballroom

#### Presiding:

Mildred Garcia, AAHHE Board Member

#### Facilitator:

Milton Gordon, President, California State University, Fullerton

#### Presenters:

David Pagni, Professor, Mathematics Department, California State University, Fullerton

Judith Segura, Thermal Architect, Apple Computers

Richard A. Tapia, Professor in Engineering & Mathematician, Rice University

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# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 2:15 PM – 3:30 PM

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## CONCURRENT SESSIONS

2:15 p.m. – 3:30 p.m.

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

▶ **MULTIETHNIC COLLABORATION STRATEGIES**

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### Research Strategies in Multiethnic Program Collaborations: Analysis of the Summer Academic Leadership Training (S.A.L.T.) Program

Emerald Bay 2

Presenter:  
Robert Reyes, Goshen College

This presentation examines efforts in bridging the divide between theory and practice in the development of multiethnic program collaborations. Using the S.A.L.T. program as an illustration, participants will be introduced to the examination of both conceptual variables and program evaluation measures. A review of the findings will also be provided. The audience will also be engaged in discussion and explore the type of strategies they may be using at their respective universities or organizations to address larger conceptual questions and program evaluation concerns. The presentation aims to reach researchers and administrators interested in exploring ways of studying broader conceptual issues while addressing specific program evaluation needs.

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

▶ **LEADERSHIP PIPELINE ISSUES**

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### Pay It Forward: The Future of Higher Education “Está en Sus Manos”

Laguna Beach 1

Presenters:  
Kristen Betts, Drexel University  
José Luis Chávez, Drexel University  
Victoria Rosario, Los Rios Community College District

The higher education landscape is shifting. Projections indicate 50 percent of college/university senior administrators will retire in the next 5-10 years. The Latino population is the fastest growing group in the U.S., representing 15 percent of the population and comprising 12 percent of

full-time college students. However, Latinos represent just four percent of college/university presidents and professional administrators, 4.6 percent of executive/managerial/administrative staff, and 3.5 percent of faculty. This presentation examines strategies to develop leadership pipelines to recruit/retain Latino college/university leaders.

This session will present current and projected data relating to Latinos in higher education in regards to college enrollment, administration, and governing boards. Data charts from the U.S. Census Bureau, National Center for Educational Statistics, and Chronicle of Higher Education Almanac will be shared as handouts. Video clips will be used to support the theme of “pay it forward.” Attendees will discuss and collectively shared strategies on how to develop leadership pipelines to increase Latino leadership in higher education.

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

▶ **COMMUNITY COLLEGES**

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### Developing a Community College Leadership Program in Oklahoma: Challenges and Rewards

Newport Beach 2

Presenter:  
Juanita Gamez Vargas, University of Oklahoma

This session will cover the methodology used in creating a community college leadership program for the University of Oklahoma. The session illustrates the networking activities; re-building burned bridges between the community colleges and the university; and conducting a qualitative research study with all 12 rural and urban community college presidents. Results to be shared include the CCL courses developed and the political issues impacting the future leadership of Oklahoma community colleges. Attendees will receive helpful handouts and be engaged in a question and answer session.

# CONFERENCE AGENDA

## MARCH 5, 2010 ▶ 2:15 PM – 3:30 PM

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

### ▶ STEM

## Who Will Care for Our People?

Laguna Beach 2

Presenters:

Mary Lou de Leon Siantz, University of Pennsylvania  
Robert Lucero, Columbia University

In the U.S., the proportion of Hispanic healthcare providers is not adequate to address the health needs of Hispanics. The presenters address the role of academic community partnerships, including research, for pipeline development of future Hispanic healthcare providers. Participants will engage in small group discussions to identify community engagement strategies to promote the study of science and mathematics among Hispanic youth. The goal is to exchange and learn potential community engagement strategies that may transcend organizational and/or community barriers.

Attendees will receive written information about our community engagement activities, community engagement frameworks and guiding principles, and research opportunities.

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

### ▶ LEADERSHIP PIPELINE ISSUES

## Partnering for Latinos: A Non-Profit and University Collaboration

Newport Beach 3

Presenters:

Ruben Rodriguez, Hispanic Scholarship Fund  
Belen Sanchez, Hispanic Scholarship Fund  
Dan Perry, Hispanic Scholarship Fund

This session will review university-based programs of the Hispanic Scholarship Fund. These programs seek to leverage the scholarship awarded to college students to increase collaborations leading to higher number of students enrolling and graduating. Participants will be asked to share a description of any partnerships they're currently involved in and to provide feedback to presenters regarding the feasibility of scaling the programs presented.

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

### ▶ VANISHING HISPANIC MALES

## Nuestras Historias Como Latinos: Sharing Our Personal Life Journeys in Higher Education

Laguna Beach 3

Presenters:

Luis Ramirez, University of California, Davis  
Rudy Mondragon, Iowa State University  
Eligio Martinez, Jr., University of Washington

The presenters will share their testimonios, as Latino males in higher education, to help promote the value of pursuing a graduate education to other members of the community. The facilitators hope their stories will assist those interested in higher education, while recognizing both the achievement and sacrifice made in their own journeys. Participants will learn the practical and personal barriers that they faced and overcame throughout their undergraduate and graduate studies, highlighting the mentorship they received that has greatly aided their participation in higher education. Presenters will encourage an open dialog with participants to discuss this thought-provoking topic.

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

### ▶ VANISHING HISPANIC MALES

## Utilizing Students Voices for Results: Understanding the Transfer Experience of Latino Males

Balboa Bay 1

Presenters:

Kristan Venegas, University of Southern California  
Adrian Huerta, University of Southern California  
Sheila Sanchez, University of Southern California

This session focuses on Latino males' experiences in post-secondary education, with an emphasis on the transfer process. Participants will hear a brief overview of current research and learn best practices for educational professionals engaging Latino male students. Participants will learn about opportunities to improve and develop services targeted at our struggling Latino male student population.

# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 2:15 PM – 3:30 PM

In this interactive discussion, participants will be asked to form small groups where they will develop or refresh their skills in using qualitative and quantitative information to produce policy that meets the needs of target populations, i.e., the Latino male in postsecondary education. The session is of interest to those who set and enact policies related to services for Latino students.

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

▶ COMMUNITY COLLEGES

## AAHHE Commissioned Scholarly Paper Understanding Latino Access to Community Colleges: A National Study

Newport Beach 1

Presenters:

Anne-Marie Nuñez, University of Texas, San Antonio

Johnelle Sparks, University of Texas, San Antonio

Eliza Hernandez, University of Texas, San Antonio

Hispanic-Serving Institutions (HSIs) enroll about half of Latino college students, yet limited research addresses the characteristics of Latino students who enroll in these institutions and the reasons why Latinos choose to attend these institutions. Latino students are also overrepresented in community colleges; two-thirds of Latino college students are enrolled in community colleges. In addition, the majority of HSIs are community colleges. This study's purpose is to analyze a nationally representative data set of first-time, first-year college students to examine the factors that affect Latino students' enrollment in community colleges that are HSIs. The presenters will address the question: What are the background characteristics, college choice behaviors, and local environmental contexts of Hispanic students enrolled in two-year HSIs compared with those in two-year institutions that are not HSIs?

Given that Latino students do not appear to follow conventional approaches when selecting colleges, this study will inform theoretical perspectives and research on Latinos' college choice processes. The study's implications will also inform university administrators about how to better serve Latino community college students, as well as how to support Latino community college students who intend to transfer and earn four-year degrees.

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

▶ STEM

## AAHHE/ETS Outstanding Dissertation Competition 3<sup>rd</sup> Place Winner

A Learning Model of Policy Implementation:  
Implementing Technology in Response to  
Policy Requirements

Emerald Bay 2

Presenter:

Ryan Edward Alcántara,

California State University, Fullerton

In this session, the facilitator will present his study that integrates organizational learning and change theory into a learning model of policy implantation. Learning in policy implementation is studied in the context of a pair of technology related policies set in a higher education context, one serving an administrative function and the other an instructional function. A model is constructed to detect the presence of organizational learning and identify organizational conditions that promote learning and contribute to achieving implementation objectives. Data was collected via interview, documentation review, and direct observation in order to identify and examine these conditions at the individual and organizational levels. Evidence of organizational learning was observed as changes in organizational membership and culture, as well as the development of new operational systems. Implications on policy implementation include the need for policymakers to consider policy development from an organizational perspective and suggest strategies for managers to advance organizational learning in the implementation process.

## CONCURRENT SESSIONS

3:45 p.m. – 5:00 p.m.

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

### ▶ LEADERSHIP PIPELINE ISSUES

## The Promise and Potential of HSIs: Developing and Responding to a New Institutional Identity

Newport Beach 3

#### Presenters:

Erica Yamamura, Texas State University, San Marcos

Lindsey Malcom, University of California, Riverside

Laura Cortez, University of Texas, Austin

Marcela Cuellar, University of California, Los Angeles

Enrique Romo, University of Texas, Austin

While HSI classification has been in existence for over 15 years, there has been limited attention to the process of institutional change necessary for a university to truly become Hispanic-serving. To fill in this gap, this session will share findings from four research and practitioner-based projects that examined the process of institutional development at HSIs and emerging HSIs. This session will be of interest to educators and practitioners who aim to increase equity for Latina/os.

**SAVE  
THESE  
DATES**

**MARCH 3-5 | 2011**

JOIN AAHHE FOR THE  
2011 NATIONAL CONFERENCE

Hyatt Regency Riverwalk Hotel  
San Antonio, Texas

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

### ▶ COMMUNITY COLLEGES

## Juntos Si Podemos (Together We Can)

Newport Beach 2

#### Presenters:

Madlyn Wohlman-Rodriguez,  
Housing and Urban Development

Betsy Seanard, Midland College

The U.S. Department of Housing and Urban Development created an Office of University Partnerships (OUP) to facilitate, encourage, and expand the growing number of partnerships formed between colleges and universities and their communities. Community colleges are uniquely situated in their missions and communities to foster the commitment of students and faculty by integrating partnership activities into their academic studies and student activities. Through OUP's Hispanic-Serving Institutions Assisting Communities (HSIAC) grant program we will highlight specifically the work of Midland College Savings for Independence project. Midland College, in partnership with a number of community and local government agencies, is providing personal finance and asset-specific training to facilitate homeownership and business ownership. Midland College utilizes the HUD-HSIAC funds with a match up to \$1,000 and the participants' savings to create the Individual Development Account (IDA) program. Midland College Savings for Independence program is enhancing economic resilience by providing access to financial literacy education, entrepreneurship, and affordable housing.

Presenters will provide specific activities and curriculum development ideas, and ask participants to share some of the projects and/or programs they're involved with in their institutions and how they can look to HUD for funding.

# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 3:45 PM – 5:00 PM

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

## ▶ LEADERSHIP PIPELINE ISSUES

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### Site-Based Decision Making Perceptions of Hispanic Educators

Laguna Beach 2

Presenters:

Maria Roberts, University of Texas, Pan American

Shirley Mills, University of Texas, Pan American

The facilitators will share a study that explored the relationships between South Texas teachers' perceptions of the leadership behaviors of administrators and the perceptions of the administrators concerning shared decision-making practices. The study replicates a previous study conducted by Leach and Fulton (2008) using different levels of educators, from teachers to central office administrators in a largely Hispanic region. The study results have implications for collaboration between public schools and educational leadership programs in higher education. Participants will be engaged in a discussion of their own personal perspectives on site-based decision-making and the principals' leadership behaviors correlating to those perceptions.

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

## ▶ IMMIGRATION/DREAM ACT

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### Providing Equitable Postsecondary Opportunities for Undocumented Students

Laguna Beach 3

Presenters:

Patricia Perez, California State University, Fullerton

Roberto Gonzales, University of Washington

Alejandra Rincon, Author, Undocumented Immigrants and Higher Education

Providing equitable postsecondary opportunities for undocumented students in the U.S. is arguably one of the most pressing civil rights issues of our time. This panel examines current research on the plight of these students as they move through the education pipeline, including college access and choice, educational resiliency, and state and federal policy. This interactive session will arm student affairs personnel, administrators, and faculty with practical resources to guide and assist undocumented students at

their institutions. Participants will have ample opportunity to not only have questions answered, but also learn from the experiences of each other.

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

## ▶ VANISHING HISPANIC MALES

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### A Holistic Retention Model for the Success of Hispanic Male First Generation College Students

Balboa Bay 1

Presenters:

Andrea Tawney, Texas Tech University,  
Health Sciences Center

Jodi Gonzalez, Texas Tech University

Laura Bosh, Texas Tech University

Much of the research on first generation college (FGC) students focuses on cognitive variables such as high school grades or standardized tests scores in an attempt to predict college academic performance. However, results of these studies have had low validity when researching at-risk student populations such as Hispanic male FGC students. The presenters will share a holistic support-services approach that addresses the non-cognitive characteristics of Hispanic FGC students. Participants will learn about these key characteristics and the appropriate interventions and assessment tools. This highly interactive session will allow participants to contribute their recommendations for support services that best address the non-cognitive characteristics. Advisors, faculty, Hispanic students, and other college staff will benefit from this session.

# CONFERENCE AGENDA

## MARCH 5, 2010 ▶ 3:45 PM – 5:00 PM

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

### ▶ COMMUNITY COLLEGES

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## The Four Components of Increasing Student Success: Using Data to Close Equity Gaps

Laguna Beach 1

Presenter:

Kenneth Gonzalez, University of San Diego

Based on lessons learned from the national Achieving the Dream Initiative, this session will present a step-by-step approach to using data to close equity gaps and increase student success, particularly for Latinas/os. This hands-on learning experience will guide participants in their initial planning on their campuses. Templates, tools, and methods will be discussed in the context of case studies summarizing how colleges used this approach to achieve results. Audience members will walk away with a sound understanding of how to more effectively use data to develop interventions, programs, and services that will increase student success.

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

### ▶ COMMUNITY COLLEGES

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## The Influence of Social Structural Factors and Cultural Capital on Bachelor's Degree Attainment

Emerald Bay 3

Presenter:

Daisy Alfaro, University of Washington, Seattle

This session addresses the need for research on Latino undergraduates. Logistic regression results from the NELS 1988-2000 class indicate that social structural factors have greater impact on bachelor degree attainment and that variables used in the NELS data to depict cultural capital are inaccurate for the Chicano population. These implications suggest that institutions should provide programming that remedy structural factors and calls researchers to redefine what cultural capital is for Chicano students.

Attendees will learn the conceptual framework, methodology, and findings around this topic and will be asked to reflect on how the findings can be applied to their own

respective institutions; to share their views on redefining cultural capital; and to share any institutional or personal goals, plan of actions, or efforts to ensure that the educational experiences and outcomes of Chicano undergraduate students are improved.

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

### ▶ MULTIETHNIC COLLABORATION STRATEGIES

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## Developing Collaboration Across Academic and Student Affairs Departments

Emerald Bay 1

Presenters:

Veronikha Salazar, University of Arkansas

Barbara Lofton, University of Arkansas

There are many misconceptions about African Americans and Hispanics and how these two ethnic groups dislike each other. This interactive session will allow attendees to share the multiple similarities and differences among these two ethnic groups. Strategies to promote collaboration not only among staff, but also among faculty and students, will be shared among participants. Examples of the different collaboration across academic and student affairs will be shared so participants are sure to walk away with best practices for success in their organizations or institutions.

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

### ▶ VANISHING HISPANIC MALES

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## Academic Assistance Program: An Example of a Clinical Application of Critical Race Theory

Balboa Bay 2

Presenter:

Alison Cerezo, California School for Professional Psychology

This presentation explores the effectiveness of an intervention designed to improve social adjustment to college and increased utilization of campus resources. Results demonstrated partial success for the intervention with improved social adjustment to college, but not for enhanced cultural congruity or intention to utilize campus resources. As conducted in the intervention, audience members will explore the clinical application of critical race theory by completing exercises focused on building a supportive academic

# CONFERENCE AGENDA

MARCH 5, 2010 ▶ 3:45 PM – 9:30 PM

community, raising critical consciousness of race in higher education, and raising awareness of cultural demands within university and home contexts.

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

## ▶ MULTIETHNIC COLLABORATION STRATEGIES

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### Managing Across Generations in a Culturally Diverse College

Emerald Bay 2

Presenters:

Richard Dittbenner, San Diego Community College District

Jorge Solorio, Lubrizol Advanced Materials, Inc.

The nation's colleges are led by Baby Boomers and Gen-Xers. Most new faculty and staff members are Millennials. The values and workplace motivations of these ethnically diverse Millennials differ sharply from either generation before them. This presentation will focus on the kinds of leadership skills that are necessary to recruit and retain them if your college hopes to attract and retain the "best and brightest" of this generation in a rapidly changing educational organizational environment.

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

## ▶ LEADERSHIP PIPELINE ISSUES

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### AAHHE/ETS Outstanding Dissertation Competition 1<sup>st</sup> Place Winner

An Examination of Psychological Wellbeing for Latina/o College Students

Newport Beach 1

Presenter:

Theresa A. Segura Herrera, Northeastern Illinois University

This investigation was the first of its kind to capture the developmental processes toward creating a culturally-centered and culturally-valid measure of psychological well-being for Latina/o undergraduate students, the Latina/o Psychological Well-Being Scale. Due to the paucity in well-being research specific to Latinas/os, and the underlying Western European American value embedded within the construct of well-being, it was unknown whether current conceptualizations and measures of well-being are transferable to Latina/o populations. By using

multiple states (i.e., literature review, focus group interviews, content analysis, member checking, expert judgment, accuracy checks) for item development, the new psychological well-being scale was piloted. Next, initial validity (i.e., convergent discriminate), measures of reliability (i.e., internal, test-retest across two weeks), and its preliminary factor structure (i.e., exploratory factor solution) were established for the new well-being scale. The general findings demonstrated favorable results for the new scale's validity and reliability. Consequently, a multidimensional definition and measurement of psychological well-being for Latina/o undergraduates was captured.

5:30 p.m. – 6:30 p.m.

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### 2010 TOMÁS RIVERA LECTURE

Pacific Ballroom

Presiding:

Lou Monville, AAHHE Board Member

### A Systems Approach to Higher Education

Charles B. Reed, Chancellor,  
The California State University

Jack Scott, Chancellor, California Community Colleges

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6:30 p.m. – 9:30 p.m.

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### TOMÁS RIVERA LECTURE RECEPTION

Pacific Ballroom

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# CONFERENCE AGENDA

## MARCH 6, 2010 ▶ 7:00 AM – 9:45 AM

**SATURDAY**  
MARCH 6, 2010

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### CONTINENTAL BREAKFAST

7:00 a.m. – 7:45 a.m. | Pacific Ballroom

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### CONFERENCE REGISTRATION

7:30 a.m. – 12:00 p.m. | Alcove Foyer

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### EXHIBITS OPEN

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

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### PLENARY SESSION

8:00 a.m. – 9:45 a.m. | Regency Ballroom

Presiding: Ricardo Romo, AAHHE Board Member

**C-Span and PBS Filming: Immigration: Educational, Economic, and Political Perspectives**

Panel Chair and Moderator

John Quiñones, Co-anchor “PrimeTime” ABC News

Patricia Gándara, Professor of Education,  
University of California, Los Angeles

Aída Hurtado, Professor of Education,  
University of California, Santa Cruz

Kevin R. Johnson, Dean of the School of Law; Mabie-  
Apallas Professor of Public Interest Law and Chicana/o  
Studies at the University of California, Davis

Jorge Klor de Alva, Senior Vice President,  
University of Phoenix

David Montejano, Associate Professor of History,  
University of California, Berkeley

Francisco Rivera-Batiz, Professor of Economics and  
Education, Columbia University

Jesse Torres, President & CEO, Pan American Bank,  
East Los Angeles, CA

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### CONCURRENT SESSIONS

10:00 a.m. – 11:15 a.m.

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

▶ IMMIGRATION/DREAM ACT

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### Walking in the Shadows: AB 540 Students

Laguna Beach 3

Presenter:

Esiquio Uballe, California State University, Fullerton

AB540 is a California law that allows undocumented and out of state students to be exempt from paying non-resident tuition at all public colleges and universities in California. There are special challenges AB 540 undocumented students face as they pursue their education. There are recorded incidents where AB 540 undocumented students have felt fearful and alone and not sure how their status may be perceived on college campuses. In some cases they have encountered obstacles in accessing university services. In addition these students have limited employment opportunities once they graduate.

As professional staff we interact with students who are enrolled as AB540 Students without necessarily being aware of their status. In this session participants will learn more about AB 540 eligibility and more importantly how educators can respond appropriately to issues or concerns that may arise in their departments. This session will also engage in a dialogue on how to ensure that these students are appropriately advised and cover strategies such as the development of private funding for scholarships that can be implemented.

# CONFERENCE AGENDA

MARCH 6, 2010 ▶ 10:00 AM – 11:15 AM

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

▶ LEADERSHIP PIPELINE ISSUES

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## Creating a Critical Mass of Latino Students in Doctoral Education: A Model for Success

Laguna Beach 1

Presenters:

Philip Vasquez, Iowa State University  
Susana Hernandez, Iowa State University  
Ignacio Hernandez, Iowa State University  
Jessica J. Ranero, Iowa State University  
Jose A. Cabrales, Iowa State University  
Laura I. Rendon, Iowa State University

Graduate school completion among Latina/o students is vital if higher education wishes to see more Latinas/os among its professoriate and administration. This session presents a Model for Recruiting and Retaining a Critical Mass of Latina/o Graduate Students. The model emerged from a Higher Education program that has successfully matriculated a cohort of thriving Latina/o graduate students. Practices that promote the creation of a critical mass and the facilitation of an engaging and multidimensional academic unit will be presented. This highly interactive session will allow higher education graduate students, administrators, and faculty to contemplate ways in which they can increase the participation and completion of master's and doctoral degrees among Latinas/os in their institutions.

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

▶ STEM

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## Improving Achievement in Gatekeeper Math Courses at an HIS

Laguna Beach 2

Presenter(s)

Olga Ramirez, University of Texas, Pan American  
Cristina Villalobos, University of Texas, Pan American  
John Bernard, University of Texas, Pan American

At the University of Texas-Pan American, an HSI, entering freshmen (primarily Hispanic) have struggled for years in developmental math courses. Participants will learn about

the Quality Enhancement Plan with multiple interventions that are showing promise for success in mathematical achievement, student perception of learning and satisfaction, and positive learning in a subsequent mathematics course. Participants will be engaged in an exercise to illustrate the teaching pedagogy of relational learning. This session will benefit faculty at HSI institutions who are seeking to improve pass rates in gate-keeper courses and to improve time-to-graduation.

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

▶ LEADERSHIP PIPELINE ISSUES

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## Latinos and Academic Administration: Is the Path to the Top Widening?

Newport Beach 3

Presenters:

Cristina Gonzalez, University of California, Davis  
Enrique Lavernia, University of California, Davis

Although there are still relatively few Latinos in top academic administrative positions, there are some indications that this situation may be starting to change. Latinos may not be where they want to be yet, but their path to the top appears a little less narrow and constricted than it did only a few years ago. At present, universities seem to be hiring more high-level administrators of Hispanic background than they did in the past. Latinos are taking notice and hoping that this is the beginning of a more inclusive period. Drawing on our personal experiences, as well as on our research on leadership and diversity, we will offer specific advice both for institutions of higher learning that wish to recruit Latino executives and for individuals of Hispanic background who seek to improve their chances of success in securing positions in academic administration.

# CONFERENCE AGENDA

## MARCH 6, 2010 ▶ 10:00 AM – 11:15 AM

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

### ▶ VANISHING HISPANIC MALES

#### Latino Males in a State of Limbo: The Psychologically Colonized Human Being

Balboa Bay 1

Presenter:

Roberto Clemente, Roosevelt University

There are several theories attempting to explain the abysmal academic and behavioral performance of Latino males in the K-12 and higher education systems and the high rate of incarceration. However, none has approached the reality of the psychologically colonized man. Collective self-pity hypotheses blaming the system have been wildly popular. In this thought-provoking, interactive session, participants will learn how to truly empower Latino men by conquering the intricacies of a defeated psyche. Come prepared to be challenged and defy perpetuated myths.

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

### ▶ STEM

#### Students' Perception of Intellectual Ability in STEM

Emerald Bay 2

Presenter:

Jose Hernandez, University of Washington, Seattle

This research is aimed at investigating undergraduate STEM students' perception of their intellectual/academic abilities. This study will look at whether a student's gender, race, mothers education, the number of high school math courses taken, honor status during college, and SAT math subtest performance predict how students rate themselves on their intellectual and Academic abilities. This presentation will benefit anyone interested in finding potential solutions for the growing attrition rates of minority populations in STEM, by providing recommendations that can improve this growing concern.

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

### ▶ MULTIETHNIC COLLABORATION STRATEGIES

#### Creating School and Community Partnerships in Higher Education

Emerald Bay 1

Presenters:

Gabriela Rivera, The University of Iowa

Carolyn Colvin, The University of Iowa

This session will provide tools necessary to establish successful school and community partnerships. The presenter will describe goals for effective productive partnerships that promote participants' awareness of the needs of school and community partners while nurturing ongoing and sustainable relationships and sustaining individually designed programs that are specific to the needs of each school and community partner. Participants will engage in discussion of best practices and how they might develop good partnerships.

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

#### AAHHE Commissioned Scholarly Paper Multiethnic Collaboration Strategies

Responsibility for the Latina/o Educational Agenda through Multi-professional Association Collaborations

Newport Beach 1

Presenters:

Patricia Arredondo, University of Wisconsin, Milwaukee

Linda Castillo, Texas A&M University

To date, AAHHE is the only professional higher education association with a P-20 agenda that gives attention to Latina/os educational achievement. Even though Latina/os student retention and achievement statistics indicate a gap in student success, higher education associations such as the Association of Public Land Grant Universities (APLU) and the American Association of Universities (AA&U) have not given Latina/o educational success the same level of importance as other priorities such as international education or STEM educational initiatives. Given AA&U and APLU's strong leadership role in higher education, this paper makes a call to action and provides strategies and models of multi-professional collaborations that can be used as a guide to improve Latina/o student success.

# CONFERENCE AGENDA

MARCH 6, 2010 ▶ 10:00 AM – 12:45 PM

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

## ▶ VANISHING HISPANIC MALES

### CAMINOS Giving Hispanic Males a Headstart on Carnegie Unit Accrual

Balboa Bay 2

Presenter:

Jaime Chahin, Texas State University

JoAnn Canales, Texas A&M, Corpus Christi

In this informative session, presenters will share the results of a six-year study examining the efficacy of a six-week academic intensive program on helping at-risk rising ninth grade students acclimate to the high school and college settings. The research suggests that at-risk students can pass ninth grade high school courses, continue on the path of accruing credits in a college bound curriculum, and gain lifelong study and leadership skills. The process utilized to design and implement the program will be shared.

## CONCURRENT SESSIONS

11:30 a.m. – 12:45 p.m.

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

## ▶ LEADERSHIP PIPELINE ISSUES

### Continuing the Conversation on Emerging HSIs: An Opportunity to Increase Latina/o College Access and Equity

Newport Beach 3

Presenters:

Erica Yamamura, Texas State University, San Marcos

Miguel Guajardo, Texas State University, San Marcos

At present, over fifty colleges are “emerging HISs,” a few percentage points away from HIS status. To advance Latina/o college access and equity, we must examine this important and understudied context. Building upon our session from last year, we will share research on emerging HISs, including a newly revised framework. This session will be of interest to educators and policymakers who aim to increase equity for Latina/os in a time of demographic shifts and change.

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

## ▶ MULTIETHNIC COLLABORATION STRATEGIES

### Creating a Transformative Space in the Academy: The Research for the Education and Advancement of Latin@s Collaborative

Balboa Bay 2

Presenter(s):

Anne-Marie Nuñez, University of Texas at San Antonio

Maricela Oliva, University of Texas at San Antonio

This session will address how ten female junior faculty at a Hispanic-Serving Institution, most of whom are Latinas, have built the Research for the Education and Advancement of Latin@s (REAL) Collaborative. These assistant professors represent diverse ethnic origins and disciplinary perspectives. They share a common interest in promoting Latinos' educational attainment from pre-kindergarten to graduate school and beyond.

Session participants will gain an expanded sense of the possibilities for forming multiethnic collaborative that advance Latin@ education. Together, the facilitators and participants will explore a set of questions about the nature of related efforts at other higher education institutions. Participants will leave with an expanded sense of the possibilities for forming collaborative that advance Latin@ education and have a greater understanding of how Latinos and non-Latinos from diverse backgrounds can partner to promote educational equity.

# CONFERENCE AGENDA

## MARCH 6, 2010 ▶ 11:30 AM – 12:45 PM

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

### ▶ COMMUNITY COLLEGES

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## Innovative Technology that Supports Content Accessibility for English Language Learners

Newport Beach 2

Presenter:

Jill Burstein, Educational Testing Services

Jane Shore, Educational Testing Services

An understanding and appreciation for the linguistic and cultural diversity in educational settings are important to the larger educational community, including professors, administrators and policymakers. It is critical that individuals involved in the educational process at institutions have a clear understanding of the interaction between the language in materials, assessments and classroom presentation of content, and student learning.

This presentation focuses on innovative technology supporting educators', administrators', and policymakers' cultural and linguistic awareness in developing accessible content-area materials for English learners (ELs). The presenters will discuss the technology, and how it is informed by research and practice around text modification for content accessibility. This session is intended for individuals concerned with access and achievement of diverse ELs in the U.S.

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

### ▶ MULTIETHNIC COLLABORATION STRATEGIES

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## Teaching for Educational Equity

Emerald Bay 1

Presenter:

Ross Peterson-Veatch, Goshen College

In this highly interactive workshop, participants will engage in a two-step process designed to support them in learning: a) principles of transformative learning theory and a framework for critically reflecting on their own experiences and the experiences of others, and b) strategies for engaging in deeper dialogue about instructional practices, student achievement and equity. Participants will have the opportunity to craft a brief plan for continuing to pursue this topic

when they return home. This workshop will be of particular interest to faculty teaching “diversity” classes in which there is a mix of students.

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

### ▶ VANISHING HISPANIC MALES

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## Making Latino Fathers, Students, and University Professors Light Up on the Same Radar

Laguna Beach 3

Presenters:

Alphonso Rincon, Fathers Active in Communities & Ed (FACE)

Gilda Ramirez, Texas A&M University, Corpus Christi

Learn how Fathers Active in Communities and Education (FACE) and the GEAR UP STAR Faculty Fellows from Texas A&M University-Corpus Christi implement activities that target fathers to create a college-going culture at the secondary level of six South Texas school districts. This presentation will benefit secondary principals, university outreach officers, district and university leaders, program designers, and policy makers concerned about vanishing Hispanic male students and their too often invisible fathers and father figures.

# CONFERENCE AGENDA

MARCH 6, 2010 ▶ 11:30 AM – 12:45 PM

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

▶ VANISHING HISPANIC MALES

## Deferred Enrollment: The Latino Decision to Enlist in the Military Before Entering College

Emerald Bay 2

Presenters:

Eligio Martinez, University of Washington

Luis Ramirez, University of California, Davis

Jeremy Franklin, University of Utah

As the number of Chicano/Latino students of military enlistment age and college-going age are expected to significantly grow by 2020, understanding factors that continuously influence their careers choices becomes of critical importance for educators. The panel will present interview data from nine Chicano/Latino men who enlisted in the military before enrolling in an institution of higher education. The session is focused on the analysis of socialization factors, students' conception of male masculinity, and sociocultural norms. Participants will be able to engage in an interactive discussion of the topic.

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

▶ MULTIETHNIC COLLABORATION STRATEGIES

## Giving Back: Partnering Cultural Centers & Alumni Networks for Scholarship Fundraising

Balboa Bay 1

Presenter:

Lorena Marquez, California State Polytechnic University, Pomona

During financially difficult times, more and more students struggle with financing their education. In order to ensure that underrepresented students continue to have access to higher education, it is imperative that partnerships be developed to provide much needed fundraising support for scholarships. The presenter will share her experiences with a successful partnership and facilitate a discussion around this emerging role of student affairs professionals.

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

▶ IMMIGRATION/DREAM ACT

## Stories of Undocumented College Students in Arkansas

Laguna Beach 1

Presenter:

Veronikha Salazar, University of Arkansas

This presentation will allow attendees get the real story from real, honest Hispanic students making their voices be heard. Attendees will be introduced to Hispanic/Latino students who talk candidly about their experiences as undocumented students and share the highs and lows of being a minority student on a majority white campus. Attendees will learn how to develop programs that will promote advocacy in the administration level while retaining these groups of students.

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

▶ IMMIGRATION/DREAM ACT

## AAHHE Commissioned Scholarly Paper Immigration and Higher Education

Newport Beach 1

Presenters:

John Burkhardt, University of Michigan

Noe Ortega, University of Michigan

Grounded in social capital theory, this paper examines the national discourse surrounding the issue of educational access for immigrant students, particularly as it relates to undocumented students and access to higher education. Through the use of qualitative discourse analysis, the presenters examine documents, letters, and statements promulgated on the Web by national higher education associations outlining their values and attitudes on the DREAM Act. The conceptual framework of this paper builds on Putnam's distinction between "bridging" and "bonding" networks and applies this distinction to the role that higher education associations play in shaping and influencing public policy. Ultimately, this paper seeks to uncover empirical evidence to: (1) determine if values and attitudes on the DREAM Act differ among predominantly "bridging" and "bonding" associations and (2) whether these differences divest associations of the benefits associated with "structural holes" that serve as a means for garnering support on DREAM Act legislation.

# CONFERENCE AGENDA

## MARCH 6, 2010 ▶ 11:30 AM – 4:00 PM

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

▶ STEM

### AAHHE/ETS Outstanding Dissertation Competition 2<sup>nd</sup> Place Winner

Linguistic Complexity and Differential Item Functioning (DIF) for English Language Learners (ELL) in Math Word Problems

Emerald Bay 3

Presenter:

Maria Martiniello, Educational Testing Service

Maria Martiniello will present her dissertation that illustrates the validity and fairness of mathematics assessments for English Language Learners (ELLs). It examines non-mathematical linguistic complexity as a source of construct-irrelevant difficulty for ELLs in a fourth-grade test. The dissertation comprises three papers. Paper one describes the relationship between linguistic complexity, non-linguistic representations and Differential Item Functioning (DIF). The greater an item's non-mathematical lexical and syntactic complexity, the greater the differences in item difficulty favoring non-ELLs over ELLs with equivalent math proficiency. However, the impact of linguistic complexity is attenuated when items provide non-linguistic representations that help ELLs make meaning of the text. Through textual analyses and children's responses to think-aloud protocols, paper two illustrates linguistic characteristics of math word problems that pose disproportionate difficulty for Spanish-speaking ELLs. Among these features are complex sentences with long noun phrases, unfamiliar vocabulary, polysemous words, and cultural references. Paper three examines the limitations of current methods for detecting DIF and proposes an alternative approach. This research has important implications for the development and fairness evaluation of mathematics assessments for ELLs.

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### ANNUAL AWARDS LUNCHEON

(SPONSORED BY THE UNIVERSITY OF PHOENIX)

1:00 p.m. – 3:30 p.m. | Pacific Ballroom

Presiding:

Dave Gonzales, AAHHE Board Member

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### CONFERENCE CLOSURE

3:30 p.m. – 4:00 p.m. | Pacific Ballroom

William Aguilar, AAHHE Conference Chair and Board Member

Loui Olivas, President, AAHHE

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DATES**

**MARCH 3–5 | 2011**

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