

Centering Staff Engagement and Program Development for Achieving Hispanic Serving (HSI) Status

Manuel Guerra- Executive Dean Student Affairs
Colton Christian-Director Institutional Research and Reporting
Gary West- Director Strategic Initiatives and Systems Planning
Chemeketa Community College

Introduction

Over time the demographics of Oregon have been evolving, reflecting a growing Hispanic/Latinx population. As our state's higher education institutions, it is imperative that we reflect and serve the diverse communities we inhabit. This presentation outlines the strategic steps towards achieving Hispanic Serving Institution (HSI) status, fostering inclusivity, and empowering our Hispanic students and communities.

Assessing Current Demographics

1. Conduct a comprehensive analysis of current enrollment data to determine the percentage of Hispanic/Latinx students.
2. Identify areas of improvement and opportunities for increasing Hispanic enrollment.
3. K-12 enrollment trends and where are they enrolling in post-secondary education

Strategies for Assessing Current Demographics

a. Data Collection and Analysis:

- Gather comprehensive enrollment data from various sources, including student records, admissions data, and institutional databases.
- Break down the data by demographic categories, including ethnicity, race, and gender, to identify the percentage of Hispanic/Latinx students.
- Utilize data visualization tools to analyze and present the findings effectively, identifying trends and patterns in Hispanic enrollment over time.

Strategies for Assessing Current Demographics

b. Conducting Focus Groups and Surveys:

- [2017 Community Needs Assessment-Executive Summary.pdf](#)
- Organize focus groups comprising Hispanic students, faculty, and staff to gain qualitative insights into their experiences, challenges, and needs.
- Administer surveys to assess the perceptions and attitudes of Hispanic students towards the institution, academic programs, and support services.
- Incorporate questions related to cultural identity, language proficiency, and barriers to access and success in higher education.

Strategies for Assessing Current Demographics

c. Engaging with High Schools and Community Partners:

- Collaborate with local high schools with significant Hispanic/Latinx student populations to gather data on college readiness, aspirations, and barriers to higher education.
- Partner with community organizations, churches, and cultural centers serving Hispanic communities to reach out to prospective students and families.
- Host informational sessions, workshops, and college fairs to provide guidance on college admissions, financial aid, and academic programs.

Strategies for Assessing Current Demographics

d. Analyzing Pipeline and Transition Points:

- Evaluate the pipeline of Hispanic students from enrollment to graduation, identifying potential points of attrition and barriers to success.
- Examine retention and graduation rates among Hispanic students compared to other demographic groups, identifying disparities and areas for improvement.
- Collaborate with academic advisors, counselors, and student support services to provide targeted interventions and support for Hispanic students at critical transition points.

Strategies for Assessing Current Demographics

e. Benchmarking and [Peer Comparison](#):

- Benchmark Hispanic enrollment and retention rates against peer institutions and national trends to assess performance and identify areas of strength and improvement.
- Participate in national surveys and consortia focused on Hispanic student success, such as the Hispanic Association of Colleges and Universities (HACU) or the Association of Hispanic-Serving Institutions and Educators (AHSIE), to access comparative data and best practices.

Strategies for Assessing Current Demographics

f. Continuous Monitoring and Feedback Mechanisms:

- [Establish mechanisms for ongoing data collection, monitoring, and feedback](#) to track progress towards goals and identify emerging trends or challenges.
- Solicit feedback from stakeholders, including Hispanic students, faculty, staff, and community partners, to inform decision-making and programmatic initiatives.
- Adapt assessment strategies and data collection methods as needed to ensure relevance and effectiveness in addressing the evolving needs of Hispanic students and communities.

Engaging Stakeholders

1. Form a dedicated task force comprising administrators, faculty, staff, students, and community members.
2. Foster dialogue and collaboration to gain insights into the needs and aspirations of Hispanic students and communities.

HSI SUMMIT

Reporting Structure

- Grant Org Chart - [DHSI ORG CHART 11.30.2018.pdf](#)
- President's Advisory Council
 - [CAPS Charter Rev 2023-09-30.pdf](#)
- CAPS Workgroup
 - Group of staff to implement key elements of the HSI grant
- Additional workgroups reporting to President's Advisory Council
 - Early Alert
 - Onboarding
 - Application Redesign
 - Advising Redesign
 - Academic Standing

Developing a Strategic Plan

1. Define clear goals and objectives for achieving HSI status, aligned with the institution's mission and values.
2. Establish measurable targets for increasing Hispanic enrollment and improving retention and graduation rates.

2017-2018 Chemeketa Community College Strategic Plan

10

Strategic Initiative: DHSI Chemeketa Accelerated Pathways to Success (CAPS) / Student-Ready College (GP) (HSI)							Value: Innovation
Activity Timeline:	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Implement DHSI grant. (1) Improve student access, retention, and degree or certificate completion, especially for Hispanic and low-income students. (2) Improve institutional efficiency and effectiveness through a college-wide infrastructure of shared collaboration.							
Planned Activities							
<ul style="list-style-type: none"> • Create a Title V Steering Committee and workgroup • Hire and train key grant personnel • Redesign student admissions and enrollment process <ul style="list-style-type: none"> ○ Redesign admissions application ○ Redesign new student orientation ○ Review student placement process ○ Review student holds and PINs • Identify at-risk students through an early assessment process • Analyze processes, systems and culture for opportunities to better serve students <ul style="list-style-type: none"> ○ Redesign and expand the Early Alert process college-wide ○ Develop communication plan to inform students of available service ○ Expand service hours and locations ○ Explore co-location of student support services • Enhance professional development training <ul style="list-style-type: none"> ○ Focus on better serving students ○ Cross-train student service personnel ○ Faculty training focused on high impact classroom practices and retention strategies <ul style="list-style-type: none"> ■ Offer AVID training for faculty ■ Utilize HUB ○ Exempt and classified training <ul style="list-style-type: none"> ■ Utilize Employee Development ■ Guided Pathways institute on advising • Plan expansion of the early alert system • Hire employees with student-ready college principles <ul style="list-style-type: none"> ○ Develop language to include in job announcements and descriptions 							

Recruiting and Retaining Hispanic Students

1. Implement targeted recruitment strategies to attract Hispanic students, including outreach efforts in local Hispanic communities.
2. Enhance support services, such as bilingual counseling, tutoring, and mentoring programs, to facilitate the academic success and retention of Hispanic students.

Navigators

Hired 4 bilingual/bicultural navigators to support new students through the enrollment funnel and their first term at Chemeketa

Activities:

- All students met with a Navigator who helped them finish any enrollment or financial aid requirements and completed first-term advising
- Funding for these positions was transitioned from the grant to the institution
- Served more than 10,000 admitted and enrolled students to date

Faculty Professional Development

Provided annual funding for full and part time faculty

Activities:

- Partnered with our Center for Academic Innovation
- Developed a self-paced, workshop series focused on Universal Design for Learning with a capstone project
- Offered a culturally responsive teaching and learning institute
- More than 150 faculty (FT/PT) participants to date

Focus on Onboarding and Admissions

Mapped our onboarding and enrollment processes

Activities:

- Process mapped current enrollment and onboarding activities
 - [Student Onboarding Process to Registration \(01.24.2019\).pdf](#)
 - [New Student Advising Process Mapping \(1.15.20\).pdf](#)
 - [Mandatory Advising Flowchart \(2022\).pdf](#)
- Reviewed and updated
 - All onboarding communications
 - Admissions application
 - Public website

Develop Student Needs Assessment

Created a new student inventory survey

In August of 2019, the CAPS Workgroup launched a “Student Inventory Survey” as part of the admissions application for all students who indicate they are pursuing a degree or certificate. The purpose of this survey was to identify individual student risk levels associated with college success, provide staff with information needed to make appropriate referrals, and develop targeted interventions for high risk student profiles.

Activities:

- 17 Questions as part of the admissions application - [New Student inventory](#)
- Automated communications directed students to resources at the time of admissions
- Data was introduced to a machine learning model to predict student success at the end of a student’s first term at Chemeketa. There were 1,801 survey respondents used in the model with an accuracy of 73% prediction.
 - The decision tree identified three successive factors in identifying the at-risk population
 - High School GPA was used as the most important factor
 - Next, the model used the age of students
 - Lastly, it looked at the student’s overall score on the Student Inventory Survey

Integration of Services and Systems

Review of current systems. What technology did we implement?

Slate

- Recruitment management
- Events
- Admissions application

EAB Navigate

- Student Success and Retention Management
- Early Alert

DegreeWorks

- Reimplementation
- Expanded for academic planning

Slate

Procured a CRM (customer relationship management) and admissions management system

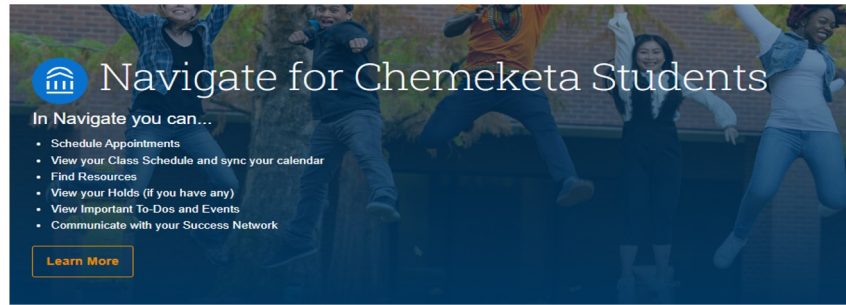
Activities:

- New Admissions application form
- Tracking new student recruitment information
- Automated messaging
- Recruitment event tracking
- Able to expand in the future (custom applications, forms)

The logo for Slate, featuring the word "slate" in a bold, blue, lowercase sans-serif font.

Slate is a comprehensive platform for admissions & enrollment management, student success, and alumni & advancement.

EAB Navigate



Procured a Student Success and Retention Management system

Activities:

- Increased student communication - text messaging, email, To Do's
- Appointment scheduling and summaries
- Providing students access to resources
- Tracking of student communications and activities
- Re-enrollment campaigns
- Surveys
- Study Buddies
- Early Alerts
- Reports and Analytics

September 2023 - April 2024

All Desktop Users
Number of unique students that "hit" desktop during the report timeframe.

5517

All Mobile Users
Number of unique students that "hit" mobile during the report timeframe.

6094

All Users
Number of unique students that "hit" either desktop or mobile during the report timeframe.

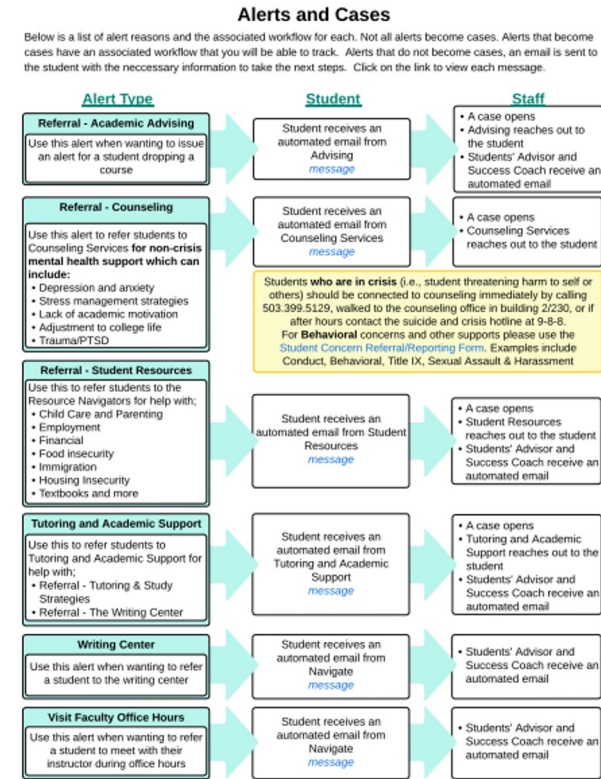
8823

Early Alerts

Student affairs partnered with academic faculty to develop a robust early alert process

Activities:

- [Early-Alerts-and-Cases-\[04.09.24\].pdf](#)
- Created Faculty & Student Affairs workgroups
- Developed alert types and support structures
- Progress reports begin Wed of week 2 until Wed of week 4
- Currently sending progress reports to all writing, math, and science courses, academically reinstated, international, athletics, and college access programs
- Ad hoc early alerts are available for all faculty to submit on any students
- Continuing with Faculty training and awareness, expansion



Physical Space Changes

Collocated:

- Advising and College Access Programs
- Counseling and Basic Needs
- Tutoring and Writing Center
- Student Success Center

The ability of HSIs to enroll and educate Latinx students through a culturally enhancing approach that centers Latinx ways of knowing and being, providing transformative experiences that lead to academic and non-academic outcomes.”

-Dr. Gina Garcia

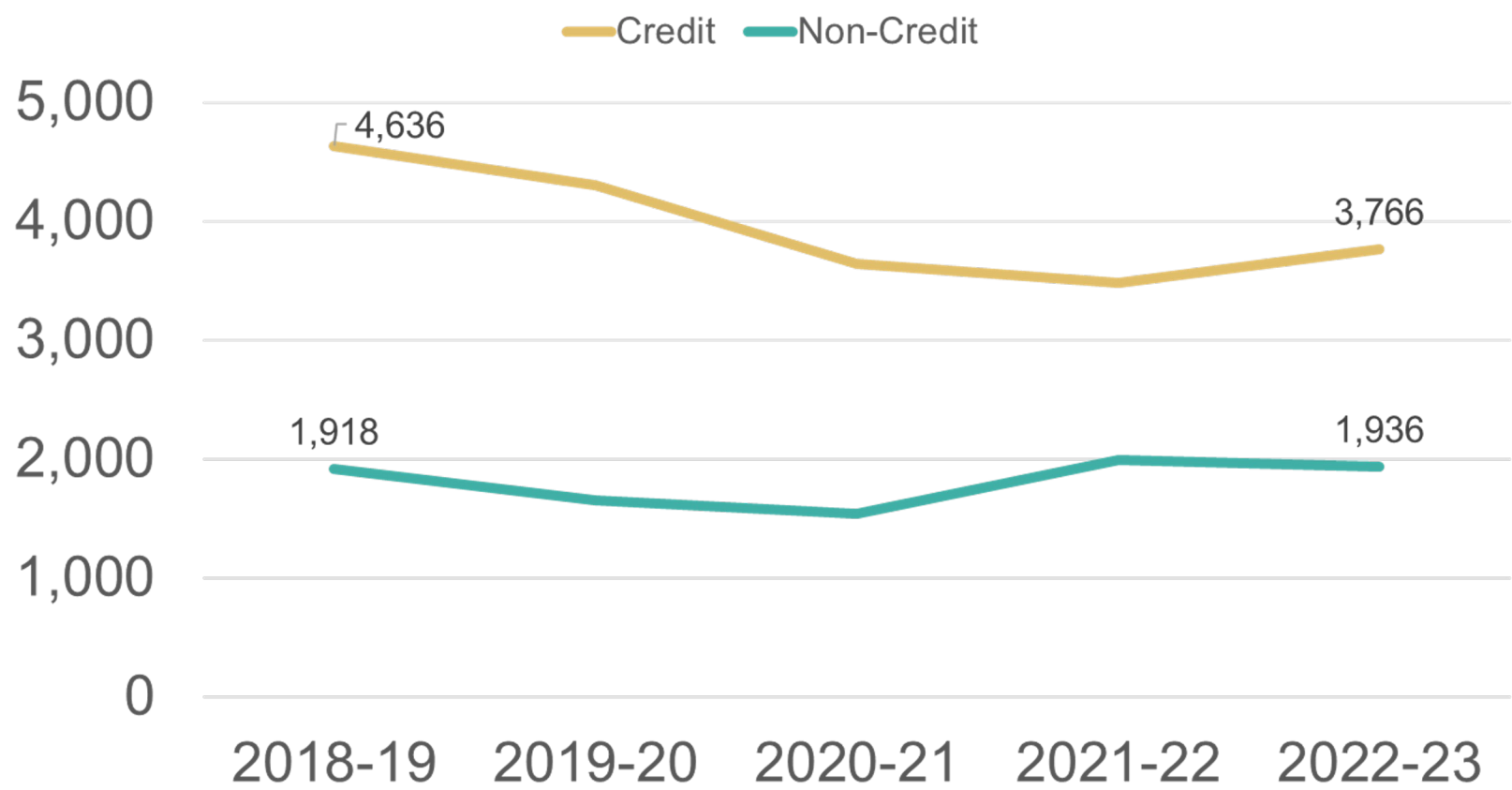
HSI Grant Goals and Objectives

Goal: Improve student access, retention, and completion

Objectives:

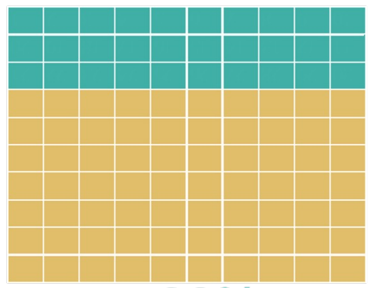
- Objective 1: Increase degree or certificate completion within 150% of normal time by 5%.
- Objective 2: Increase fall-to-fall retention rates by 7%.
- Objective 3: Increase student engagement in support services by 10%.
- Objective 4: Increase successful completion of developmental courses by 5%.

Hispanic/Latinx Students



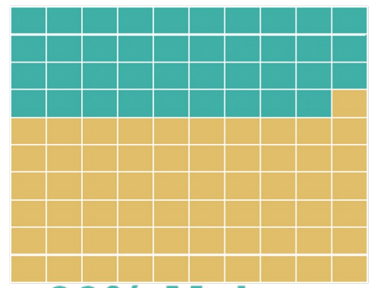
HSI SUMMIT

Hispanic/Latinx



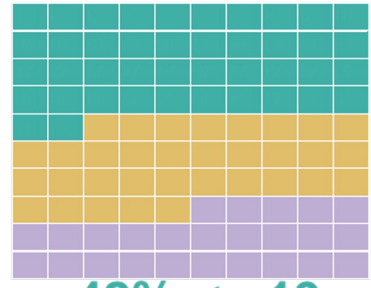
30%

Gender



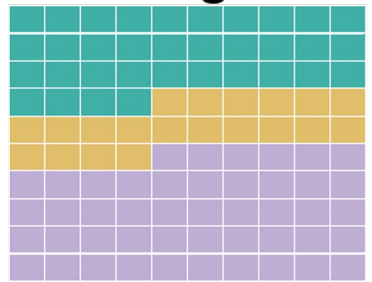
39% Male
61% Female

Age



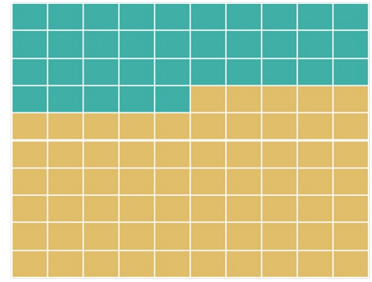
42% <= 19
33% 20-24
25% >= 25

Pell-Eligible



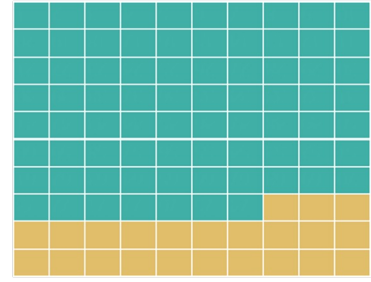
34% Pell
20% Not Pell
46% No FAFSA

First Generation



35% First Gen
65% Not First Gen

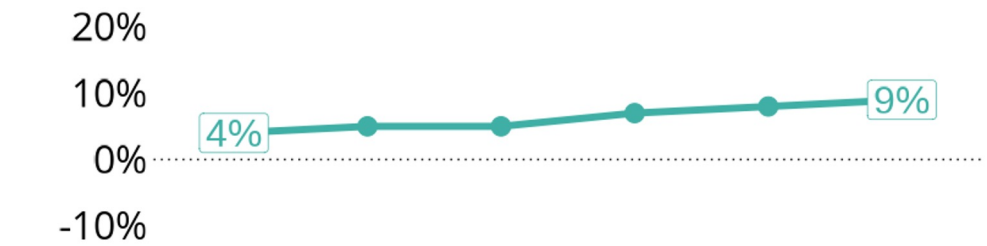
Credential-Seeking



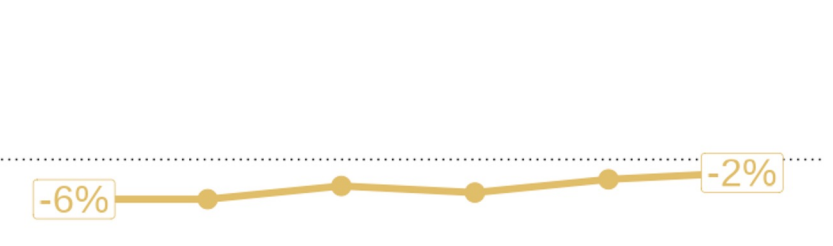
77% Credential-Seeking
23% Not Credential-Seeking

HSI SUMMIT

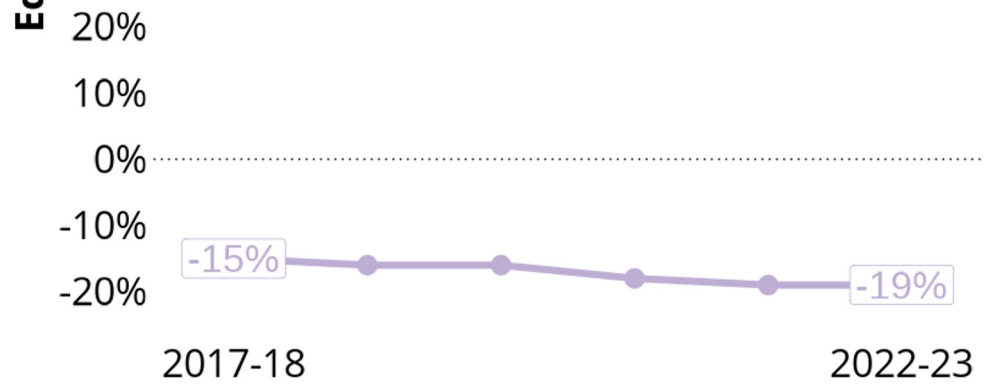
Hispanic/Latino/a/x Students to Service Area



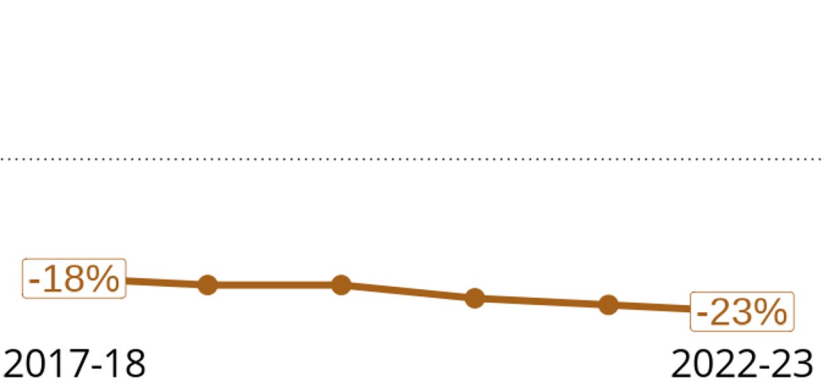
Hispanic/Latino/a/x Classified Staff to Students



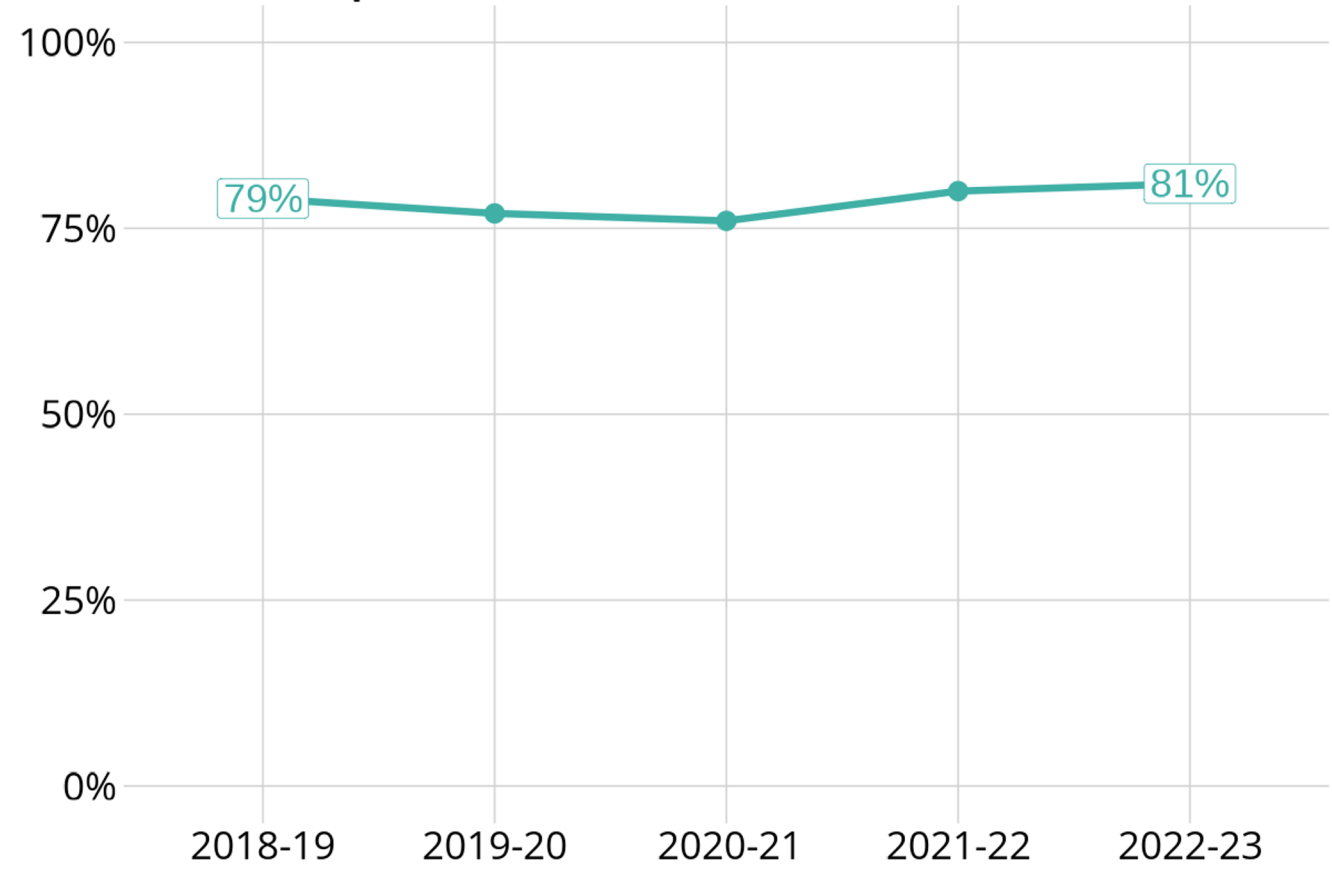
Hispanic/Latino/a/x Exempt Staff to Students



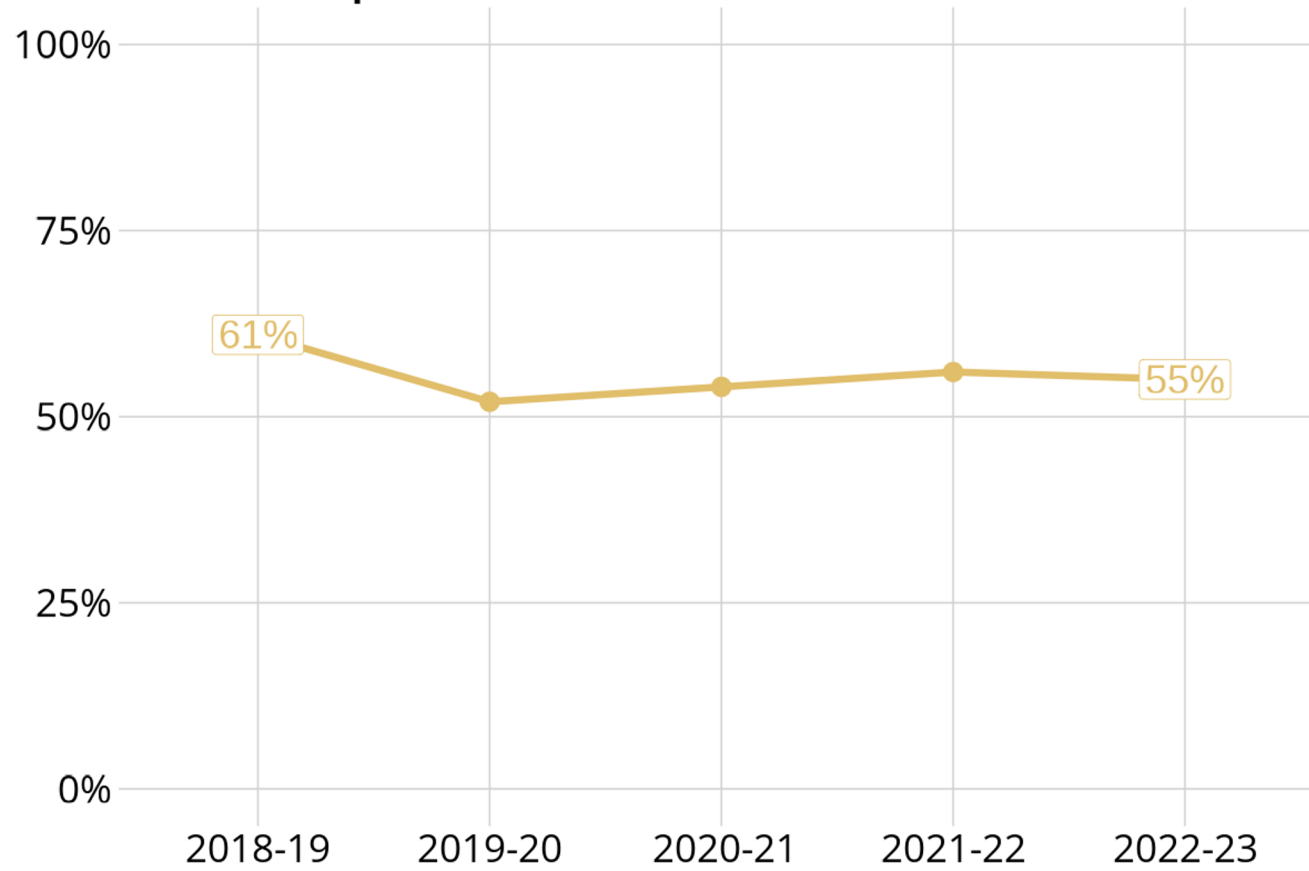
Hispanic/Latino/a/x Faculty to Students



Hispanic/Latino/a/x -- Second Term Persistence

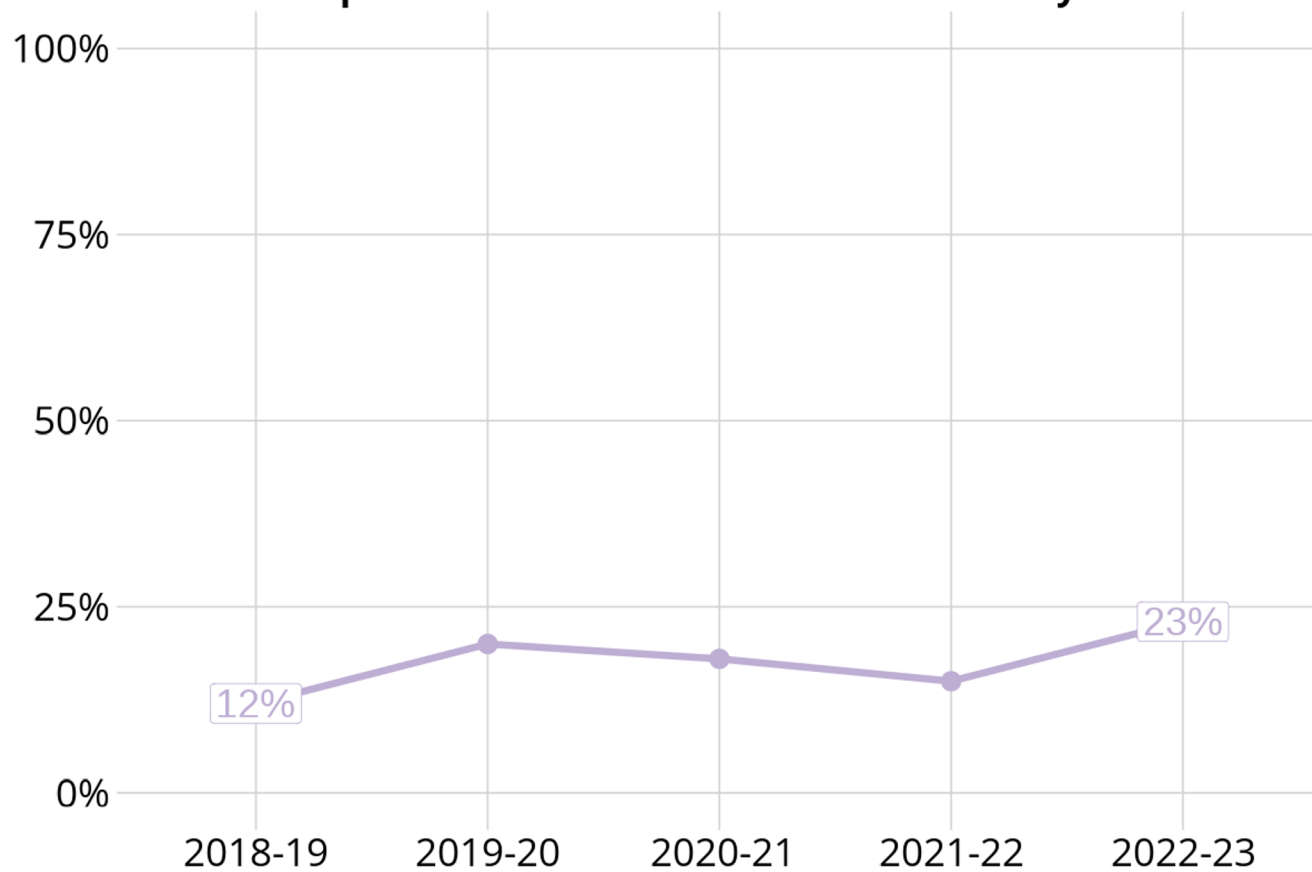


Hispanic/Latino/a/x -- Second Year Persistence

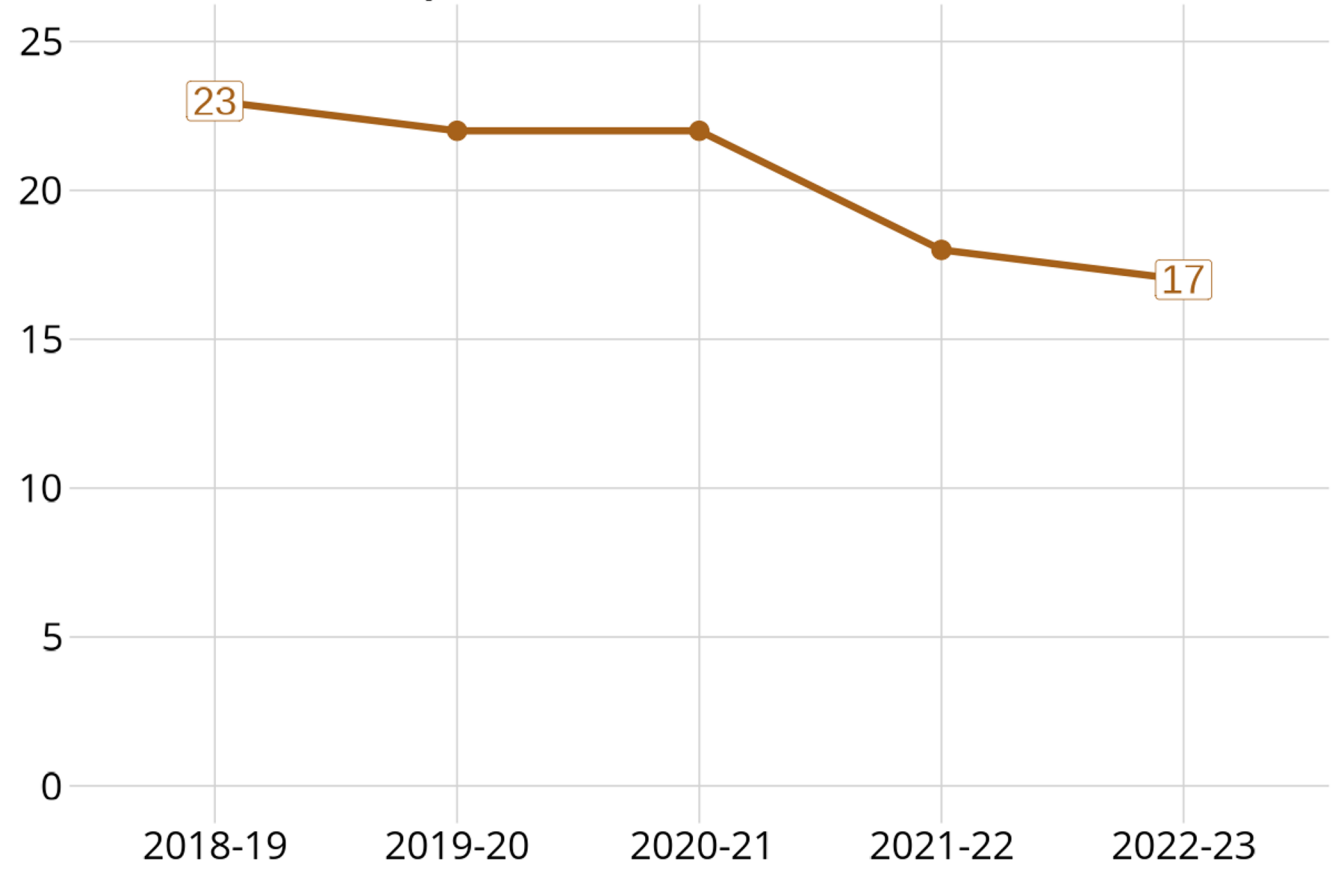


HSI SUMMIT

Hispanic/Latino/a/x -- Graduation Rate - 3 years



Hispanic/Latino/a/x -- Excess Credits



HSI SUMMIT



Thank you!

Contact information:

manuel.guerra@chemeketa.edu

gary.west@chemeketa.edu

colton.christian@chemeketa.edu

Hispanic Student Servingness

- Enrolling (Chemeketa)
- Serving (Chemeketa)
- Thriving