



College Communicators Association of Virginia and DC
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01

GET TO KNOW YOU

Let's start out with some fun

02

**LATINX/E STUDENTS
IN HIGHER ED**

Looking at the current demographics + trends

03

**INCLUSIVE
STORYTELLING**

Representation matters





**LET'S GET
TO KNOW
YOU!**



With a partner...

- What's your name?
- Who gave you your name? Why that name?
- Do you know the ethnic origin or meaning of your name?
- What is your preferred name?

Anyone like to share?

slido



Why is this important?



What's in a name?



Colon or Colón?



Papa or Papá?





Latino:

Includes: **Brazil, French Guiana, Guadeloupe, Haiti, Martinique, Saint Barthélemy, Saint Martin**

Does NOT include: **Spain**

Hispanic:

Includes: **Spain**

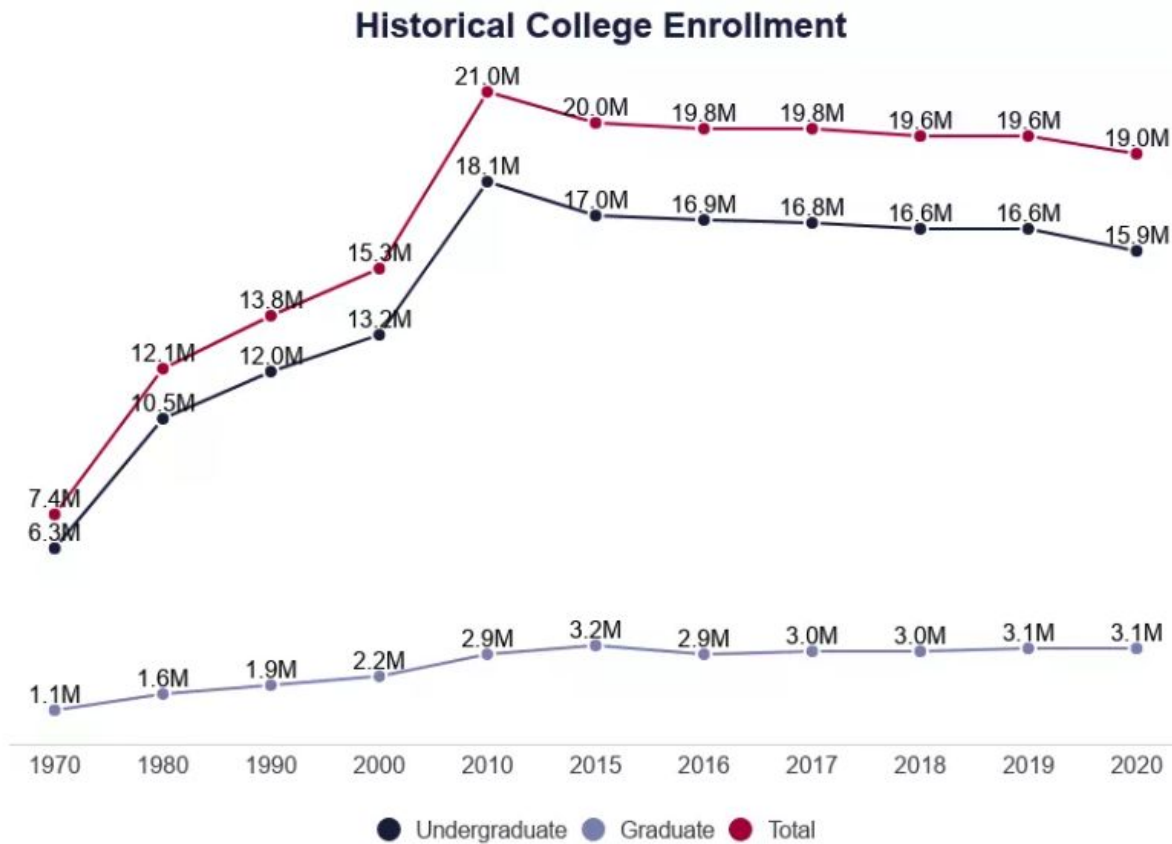
Does NOT include: **Brazil, French Guiana, Guadeloupe, Haiti, Martinique, Saint Barthélemy, Saint Martin**

Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, Venezuela

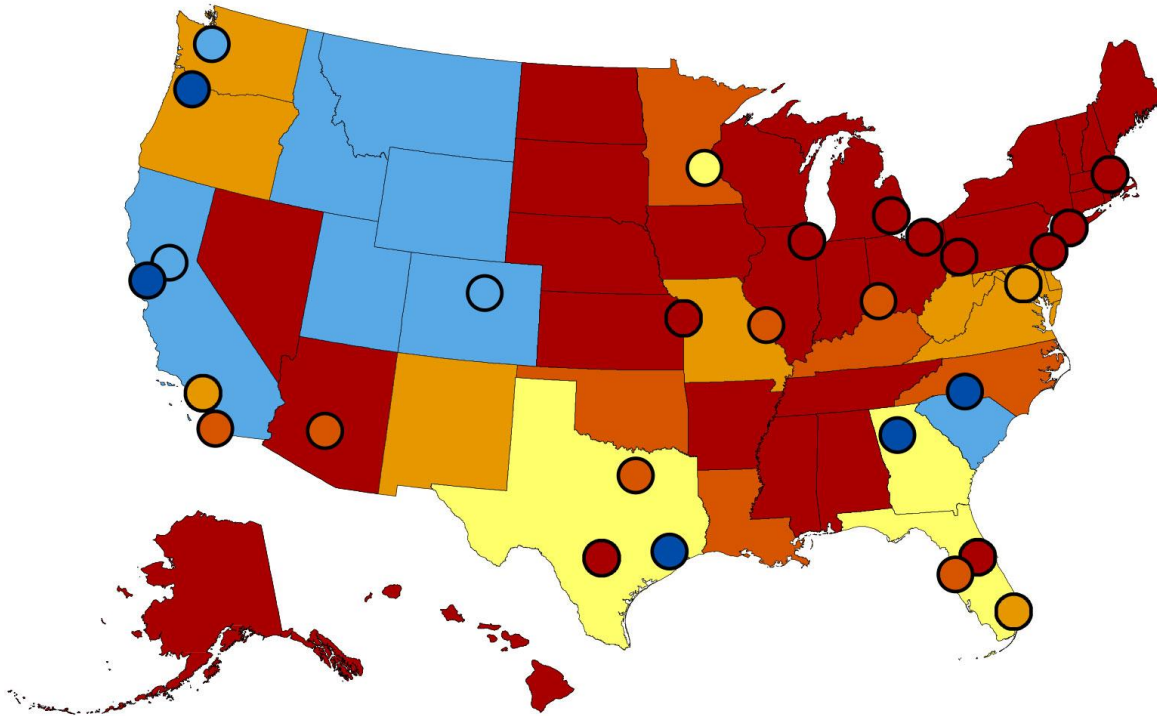
THE STATE OF HIGHER EDUCATION



Higher Ed Enrollment Cliff



Forecasted growth and decline in college-going students, 2012-2029



Legend for forecasted growth and decline in college-going students, 2012-2029:

- Dark Red: <-15%
- Orange: -15% to -7.5%
- Yellow-Orange: -7.5% to -2.5%
- Yellow: -2.5% to 2.5%
- Light Blue: 2.5% to 7.5%
- Dark Blue: >7.5%

Source: Nathan D Grawe, Carleton College.pdf

Higher Ed Enrollment

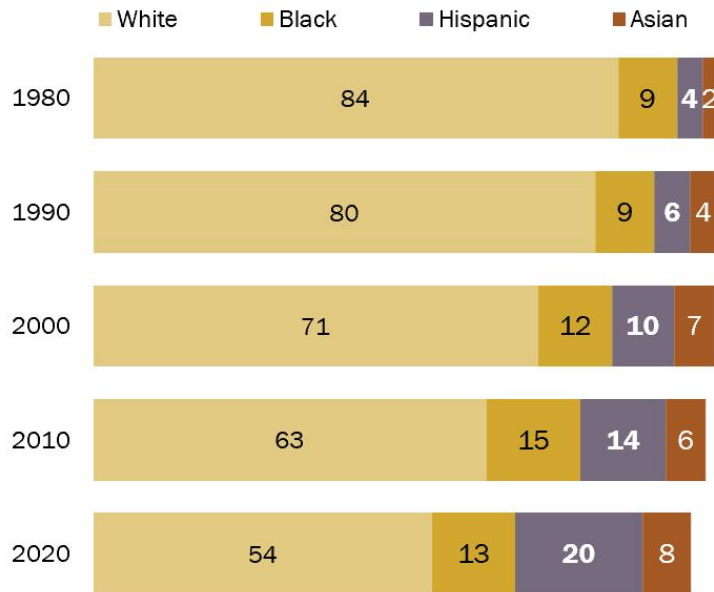




**One-in-five
enrolled
students is
Latinx/e**

Hispanics now make up one-in-five students enrolled at postsecondary institutions in the U.S.

% of enrolled students at U.S. higher education institutions who are ...



Note: Enrollment includes students of all ages. Asians include Pacific Islanders. Other races (not shown) include American Indian/Alaska Native and students with two or more races. White, Black and Asian students are single-race and not Hispanic. Hispanics are of any race. Nonresident students are not included in this analysis.

Source: National Center for Education Statistics, U.S. Department of Education.



Background

- 3.4 million Latinx/e undergraduate students were enrolled in a postsecondary institution in 2020-21
- 80% of Latinx/e students enrolled at a public institution - almost half at a public 4-year and 36% at a public 2-year
- Latinx/e students are more likely to enroll part-time than all students



Background

- **Between fall 2009 and fall 2019, total college enrollment decreased by 5%, but Latinx/e student college enrollment increased by 48%**
- **Latinx/e enrollment fell by 7% between fall 2019 and fall 2021, citing challenges with the pandemic**
- **Number of Hispanic Serving Institutions - those with at least 25% Latinx/e population - also fell during the pandemic**

A decorative border of various tropical leaves in vibrant colors (yellow, teal, orange, purple, red, blue) surrounds the central white area.

10.5%



LATINX/E STUDENTS IN VIRGINIA



Statistics

- The national Hispanic population grew 23% since the last census, making up half of the total population growth nationwide
- Virginia's Latinx population grew significantly faster: a 44% increase over ten years
- Loudoun County
 - Latinx population increased by 55% for a total of 14%, from 2010 to 2020
- Most institutions have prioritized Latinx recruitment and outreach through programming and additional funding

INCLUSIVE STORYTELLING

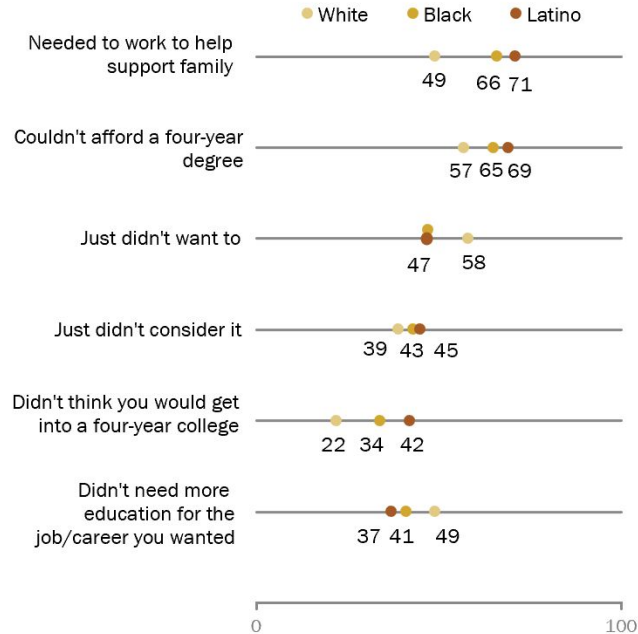


Twice as perfect



About seven-in-ten Latinos without a bachelor's degree cite a need to support family, cost as reasons why

Among adults who do not have a bachelor's degree and are not enrolled in school, % saying each is a major or minor reason they did not receive a four-year degree



Note: White and Black adults are single-race and not Latino. Latinos are of any race. Data for Asian adults is not shown due to small sample size.

Source: Pew Research Center Survey of U.S. adults conducted Oct. 18-24, 2021.

PEW RESEARCH CENTER

From the Students' Lens





Latinx Values

FAMILISMO	PERSONALISMO	RESPETO	MACHISMO	CONFIANZA
Family-centeredness	Preference for warm, personal interactions	Encourages deferential behavior towards people with higher social rank as designated by age, gender, authority, or position	Traditional, often stereotypical, gender roles that guide behaviors	Confidence and trust in a relationship

Why is this important?

- Service the local community
- Showcase the university as a safe space for all students
- Build relationships with community leaders
- Allows the student to “see themselves” in college
- Support the need for local counselors





RECRUITMENT

RECRUITMENT FUNNEL

OUTREACH

Connect with the community



INTEREST

Attract prospects and inquiries



ENGAGEMENT

Connect, invite, and promote



APPLICATION

Apply and decisions are finalized



SELECTION

Yield



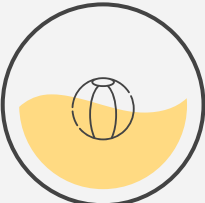
Latinx Recruitment

- Spanish-language outreach and advertising
- Creating new scholarships and sources of emergency aid
- Engaging high school students
- Connecting a college education to career advancement
- Bilingual programming
- Visit local businesses and places of worship
- Collaborate with local non-profits
- Host events on campus



PROGRAM EXAMPLES

INSTITUTION
NC State University
CAMINOS



REGIONAL
Collaborative
between 2-year and
4-year institutions



STATE-WIDE
Virginia Hispanic
College Institute



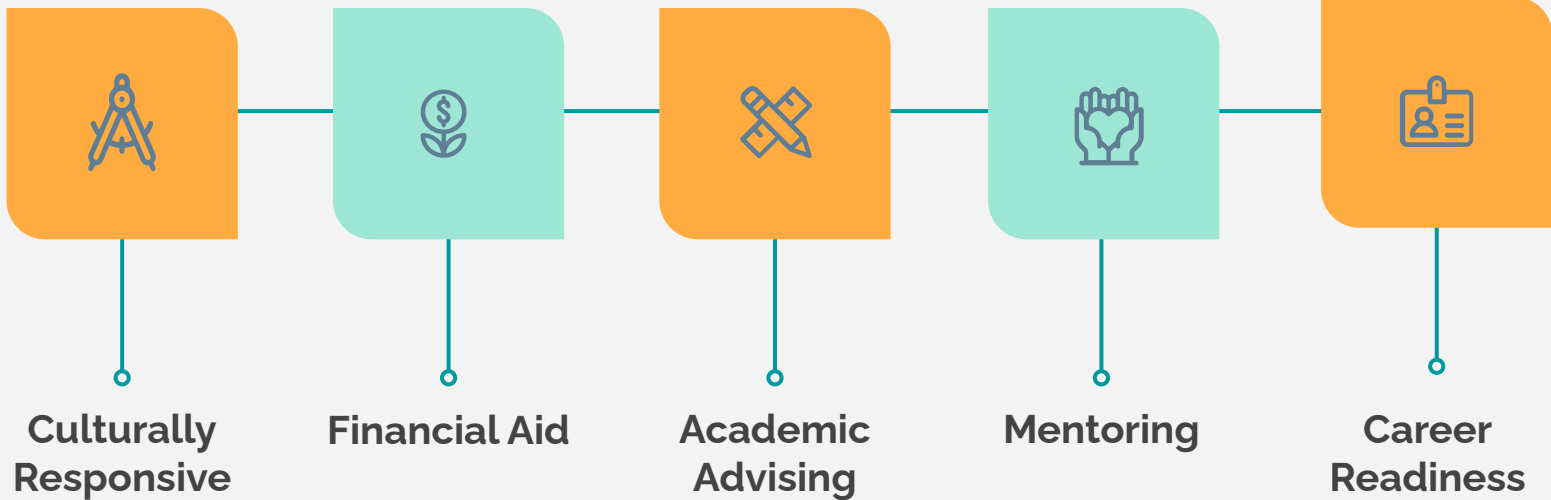
NATIONAL
Trio, Upward Bound,
etc.



COLLEGE EXPERIENCE



LATINX STUDENT SUCCESS*





Serving Latinx Students

- **Acknowledge that Latinx students often are juggling multiple responsibilities in multigenerational households**
- **Address technology disparities**
- **Provide high-touch interventions**
 - Mental health services
 - Special funds
- **Focus on improving adult education**
 - Flexibility
 - Affordability
- **Leverage data to identify what's working for whom, and why**
 - Potential for certificate programs

COMUNIDAD

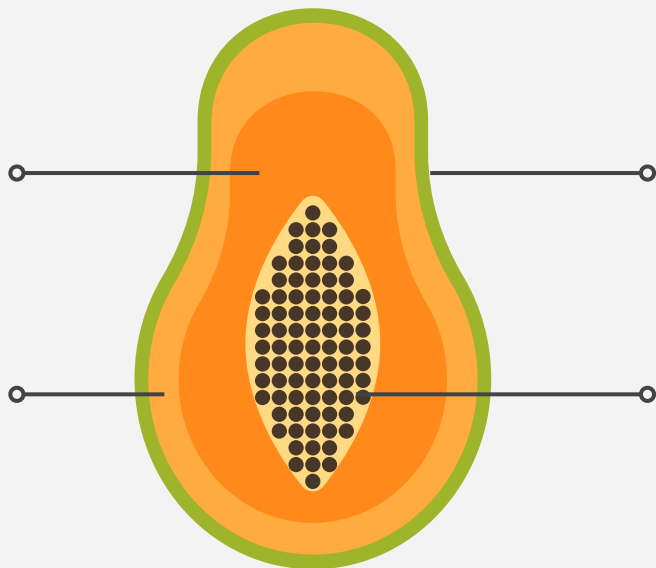


PRE-COLLEGE

Allow students the opportunity to dream

COMMUNITY

Local schools, businesses, places of worship, markets, etc.



FACULTY, STAFF, AND STUDENTS

Create a collaborative on campus

ALUMNI

Engage alumni for recruiting, fundraising, and in support of current students



TAKEAWAYS



Start at home

Your local community is
your greatest asset



Build community

From programming to a
collaborative




Listen to students

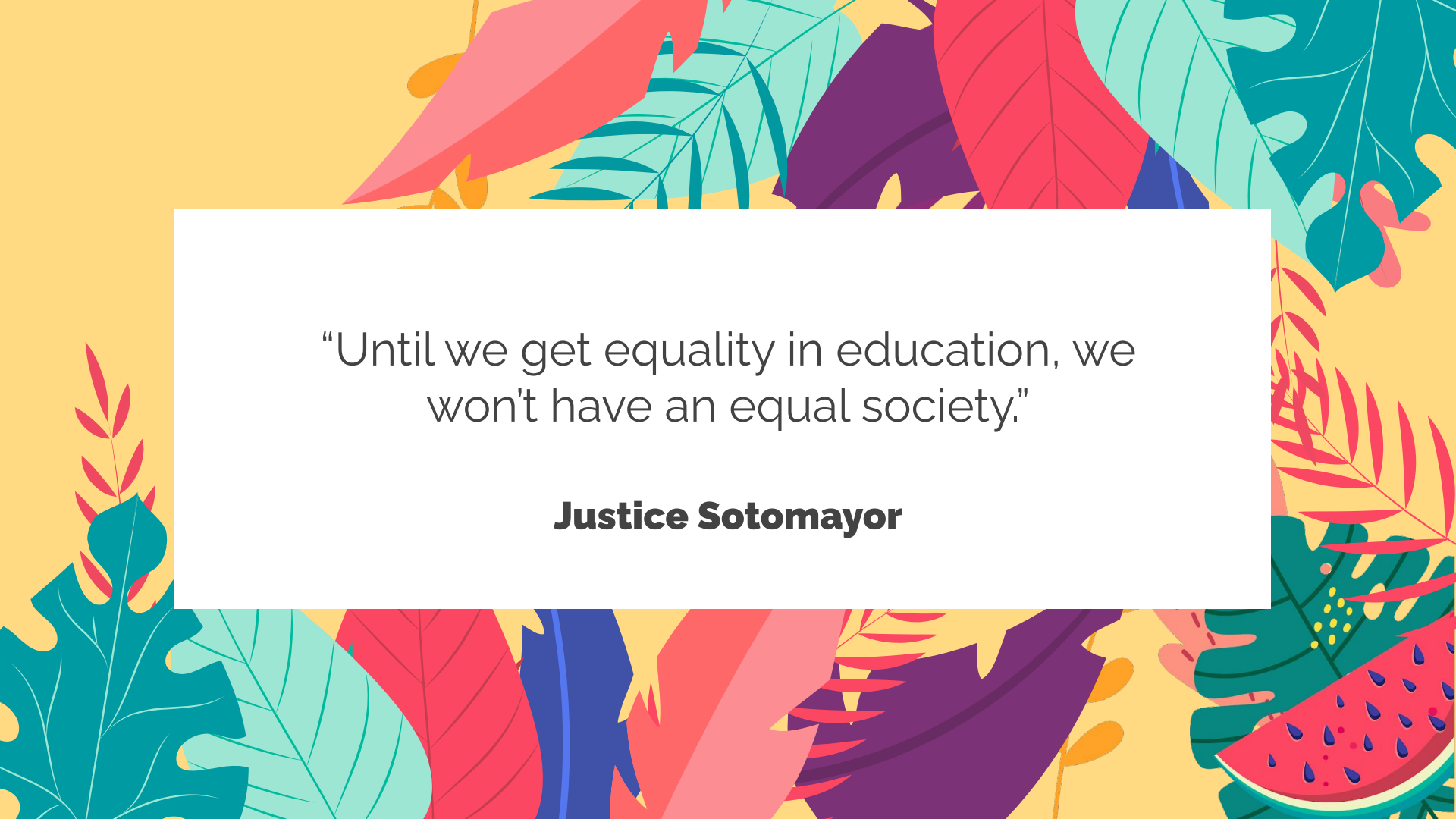
They are your greatest
resource



Be authentic

It's no longer "if you
build it, they will come"



A vibrant, colorful background featuring a variety of tropical leaves in shades of teal, pink, purple, and yellow. The leaves are stylized and layered, creating a dense, lush appearance. A white rectangular box is centered on the page, containing text.

“Until we get equality in education, we
won’t have an equal society.”

Justice Sotomayor

LET'S CONNECT!





WANT TO LEARN MORE?

- **Critical Readings on Latinos and Education** edited by Enrique Murillo, Jr
- **Finding Latinx** by Paola Ramos
- **An African American and Latinx History of the United States** by Paul Ortiz
- **Latinx** by Ed Morales
- **Critical Dialogues in Latinx Studies** edited by Ramos-Zayas and Rua
- **The New Latino Studies Reader** by Gutierrez and Almaguer
- **Living in Spanglish** by Ed Morales
- **Mi Voz, Mi Vida** by Garrod, Kikenny, and Gomez
- **American Like Me** edited by America Ferrera