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| **The Evergreen State College** |
| **Hispanic Student Recruitment, Retention and Success at Evergreen** |
|  |
| **Submitted by** |
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| **8/20/2010** |

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| This report is the summation of a preliminary inquiry into the status of Hispanic student recruitment, retention and success at The Evergreen State College. It draws from data, interviews with Hispanic faculty, staff and students and from discussion and presentations at a Summer Faculty Institute on the topic to develop recommendations for action. |

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This brief report is the summation of a preliminary inquiry into Hispanic student recruitment, retention and success at Evergreen. Originally, our former Provost, Don Bantz, had asked me to explore the potential for a community based education model for Hispanic students in Eastern Washington. After reviewing Evergreen’s reservation-based model, it soon became apparent that Evergreen would have to invest considerable resources to launch a community based model that would serve few students at a very high cost per student. Further, given that Hispanic students were being fairly well served by existing public and private two and four year institutions of higher education in eastern Washington[[1]](#footnote-1), it made more sense for Evergreen to focus on serving the Hispanic population in its own geographic area.

Given the change in focus, several questions arose:

* Why should Evergreen consciously focus on serving Hispanic students?
* What is the nature of the pool of potential Hispanic students in our geographic area?
* Does Evergreen currently serve Hispanic students and if so how well does Evergreen serve them?
* Should Evergreen purposefully recruit Hispanic students?
* Are models available to utilize for effective recruitment and retention of Hispanic students?

These are fairly broad questions and given the limited time I had available to devote to this project, this report does not pretend or aspire to provide data driven and/or otherwise definitive answers to these questions. What this report does provide are some conclusions and recommendations that are sufficiently grounded in data and experience to warrant action.

**Why should evergreen consciously focus on serving Hispanic students?**

Hispanics are currently the largest ethnic minority group in the United States. In 2008 Hispanics represented 15.4% of the US population.[[2]](#footnote-2) The Census Bureau reports that between 2004 and 2006 Hispanics accounted for approximately 50% of this country’s population growth. The Hispanic population in the US is projected to number 47.8 million in 2010 and expected to more than have doubled by 2050 (102.6 million). The ratio of Hispanics to total population is currently one in six and by 2050 is projected to be one in four. Currently one in four babies born in the US is Hispanic. The US now has the second largest Hispanic population of all countries, Mexico being first.

The Hispanic population in the United States is both culturally and racially diverse. Racial background includes Black, Native American, Alaska Native and Asian, Pacific Island. Cultural background varies considerably among the Hispanic population including 64% of Mexican descent; 9% of Puerto Rican descent; 3. % of Cuban descent; 2.8% of Dominican descent; 7.6% of Central American descent; 5.5% of South American descent and 7.7% of other Hispanic origin.[[3]](#footnote-3)

The highest concentrations of Hispanic population can be found in the southwestern United States but Florida, New York and Illinois are also home to large concentrations of Hispanics. The number of Hispanics in the Northwest has continued to increase over the past several years. As we know, there are high concentrations of Hispanics in eastern Washington. What may be less obvious but becoming more apparent each day is the growth of the Hispanic population in the Puget Sound region.

The Hispanic population in the United States is a young population. The median age in 2006 was 27 for males and 27.6 for females (ACS 2006). In 2008 the median age for Hispanics was 24. In 2006 Hispanics were one in five of all K-12 students in the US.[[4]](#footnote-4) The growth and “youth” of the Hispanic population in this country pose considerable challenges for our educational institutions

2010 census data should provide a more accurate profile of the Hispanic population in the US. However, we already have sufficient information from the 2006 and 2008 Census Bureau’s American Community Surveys to put to rest some still current myths about the Hispanic population in the United States. Contrary to conventional wisdom:

* The majority of Hispanics are native born.
* Despite higher dropout rates than other groups, the majority of Hispanics have graduated from high school.
* The majority of Hispanics are US citizens.
* The majority of Hispanics highly value education.[[5]](#footnote-5)

The growth of the Hispanic population in the United States is a clarion call to educators at all levels. We as a country can no long afford to take a passive stance toward the education and training of young Hispanics. They represent a very significant proportion of our future workforce and civic leadership.

Even though the majority of Hispanics have graduated high school, as a population Hispanics still lag considerably behind other population groups in educational attainment. High school dropout rates for Hispanic students continue to be alarming and the proportion of Hispanics with college degrees has not kept up with the growth in population.

“Latinos for the most part are now stalled at the level of high school completion with dropout rates remaining very high across generations. Only one in ten Latinos has a college degree, compared to more than one in four white Americans and more than one in three Asians. The Latino share of college degrees has not increased for more than two decades, while for all other groups the percentage of the population with degrees has increased substantially over this period. “ [[6]](#footnote-6)

Given the size, relative youth and projected growth in the Hispanic population failure to educate Hispanics on a par with the majority population may have significant social, political and economic consequences for everyone. .

“The Center for Public Policy and Higher Education has projected that if California does not immediately begin preparing more underrepresented students for higher education, by 2020 the state will experience an 11 percent drop in per capita income, resulting in serious economic hardship for the state’s population, California is likely to experience the steepest drop because of its very large and undereducated Latino communities, but Arizona, Texas, and other states with high percentages of Latinos are also projected to see declines in per capita income over the period. To understand the effects of such a decline in per capita earnings, it is useful to know that the present-day economy of California is in fact the result of a 30 percent increase in per capita income since 1980. With no evidence of an imminent turnaround in the rate at which Latino students are either graduating from high school or obtaining college degrees, it appears that both a regional and national catastrophe are at hand.”[[7]](#footnote-7)

# As a public institution of higher education with a national reputation, Evergreen shares in the responsibility of contributing to the education of Hispanics in this country. As an institution of higher education in Washington State Evergreen has the responsibility of serving the Hispanic community. Given the growth of the Hispanic population and its importance to our future, Evergreen cannot afford to be passive in its service to the Hispanic population in its own geographic area.

**What is the nature of the pool of potential Hispanic students in Local geographic area?**

**Washington State**

As of 2008 Hispanics represented 10% (643,000) of Washington’s population. The median age of Hispanics in Washington State is 24 and median income for Hispanics 16 years or older is $20,368. The poverty rate of Washington’s Hispanic population 17 years and younger is 28%. Hispanics represent 15% of all K-12 students in Washington State.[[8]](#footnote-8)

Review of projections of total and Hispanic population growth for Washington State developed by The Washington State Office of Financial Management (OFM) reveal a conservative estimate of a 1% increase every five years as the Hispanic percentage of total population for the state.[[9]](#footnote-9) OFM estimates that the Washington State Hispanic population ages 15 to 29 (potential recruitment pool) in 2010 at 185,678. By 2015 this Hispanic age cohort is expected to grow to 223,576, an increase of 37,898.[[10]](#footnote-10)

A profile of the Hispanic population in Washington State can serve to give us an idea of the background of the potential pool of students available for recruitment to Evergreen.

**Table I**

**Demographic Profile of Hispanics in Washington, 2008[[11]](#footnote-11)**

**Population and National Origin**

|  |  |  |
| --- | --- | --- |
|  |  | **U.S. Rank1** |
| Total Hispanic Population in Washington | 643,000 | 13 |
| Hispanics as Percent of State Population | 10% | 16 |
| Hispanics as Percent of U.S. Hispanic Population | 1.4% |  |
| Native-Born Hispanics (Percent of Hispanics) | 62% | 29 |
| Foreign-Born Hispanics (Percent of Hispanics) | 38% | 23 |
| Mexican Origin (Percent of Hispanics) | 83% | 9 |
| Non-Mexican Origin (Percent of Hispanics) | 17% | 19 |

**Age**

|  |  |
| --- | --- |
|  | **Median Age (years)** |
| All Hispanics | 24 |
| Native-Born Hispanics | 14 |
| Foreign-Born Hispanics | 34 |
| Non-Hispanic Whites | 40 |
| Non-Hispanic Blacks | 31 |

**Marriage and Fertility**

|  |  |
| --- | --- |
| **Marriage: Persons Ages 15 and Older** | **Percent Married** |
| All Hispanics | 48% |
| Native-Born Hispanics | 35% |
| Foreign-Born Hispanics | 58% |
| Non-Hispanic Whites | 53% |
| Non-Hispanic Blacks | 35% |

|  |  |
| --- | --- |
| **Fertility: Women 15 to 44** |  |
| Births to Hispanic Women (12 month period prior to survey) | 13,000 |
| Hispanic Births as a Percent of All Births in Washington | 13% |
| Births to Native-Born Hispanics | 6,000 (43%) |
| Births to Foreign-Born Hispanics | 8,000 (57%) |

**Economic Status**

|  |  |  |
| --- | --- | --- |
| **Earnings: Persons 16 and older** | **Median** | **U.S. Rank2** |
| Annual Personal Earnings of Hispanics | $20,368 | 25 |
| Annual Personal Earnings of Non-Hispanic Whites | $34,625 | 13 |
| Annual Personal Earnings of Non-Hispanic Blacks | $26,478 | 11 |

|  |  |
| --- | --- |
| **Poverty** | **Percent in Poverty3** |
| Hispanics 17 and Younger | 28% |
| Non-Hispanic Whites 17 and Younger | 10% |
| Non-Hispanic Blacks 17 and Younger | 30% |
| Hispanics 18-64 | 19% |
| Non-Hispanic Whites 18-64 | 3% |
| Non-Hispanic Blacks 18-64 | 12% |

|  |  |  |
| --- | --- | --- |
| **Homeownership: Householders** | **Homeownership Rate** | **U.S. Rank** |
| Hispanics | 47% | 22 |
| Non-Hispanic Whites | 69% | 43 |
| Non-Hispanic Blacks | 36% | 30 |

**Health Insurance**

|  |  |
| --- | --- |
|  | **Percent Uninsured** |
| Hispanics | 31% |
| Native-Born Hispanics | 20% |
| Foreign-Born Hispanics | 50% |
| Non-Hispanic Whites | 10% |
| Non-Hispanic Blacks | 18% |
| Hispanics 17 and Younger | 18% |
| Non-Hispanic Whites 17 and Younger | 6% |
| Non-Hispanic Blacks 17 and Younger | 9% |

**School Enrollment**

|  |  |  |
| --- | --- | --- |
|  |  | **U.S. Rank** |
| Number of Hispanics Enrolled in K-12 | 165,000 | 11 |
| Hispanics as Percent of All K-12 Students | 15% | 14 |

**Language**

|  |  |
| --- | --- |
| **Language at Home: Persons 5 and Older** |  |
| Only English Spoken at Home | 166,000 (30%) |
| Language Other than Only English Spoken at Home | 390,000 (70%) |

**Notes**

1National rankings include the District of Columbia as well as the 50 states.  
2In order to avoid ties, states are ranked on their median earnings first, then on their average earnings.  
3For detailed information on how poverty status is determined, see [http://usa.ipums.org/usa-action/variableDescription.do?mnemonic=POVERTY](http://usa.ipums.org/usa-action/variableDescription.do?mnemonic=POVERTY" \t "window). Due to the way in which the IPUMS assigns poverty values, these data will differ from those that might be provided by the U.S. Census Bureau.

|  |  |
| --- | --- |
|  |  |
|  |  |

In most ways the Hispanic profile for Washington State parallels that of other areas of the country. Two aspects of Washington’s profile are noteworthy in that they are higher than the national average:

* The percentages of Hispanics of Mexican descent
* The Hispanics speaking a language other than “only English” at home

This information may be helpful in anticipating cultural difference and potential language issues that may need to be addressed for Washington State Hispanics to succeed in higher education.

Although Evergreen recruits students from throughout the nation and the state, Hispanic recruitment should focus on Evergreen’s own geographic area. Hispanics as a group tend to begin their higher education at community colleges and four year colleges within commuting distance. Commuting reduces the cost of higher education and allows Hispanic students to meet family and work expectations.

**Local Geographic Area**

Should Evergreen decide to proactively recruit Hispanic students, it makes sense for the Olympia campus to focus on Lewis, Mason and Thurston counties and for Tacoma campus recruitment to focus on Pierce County. Hispanic population data estimates for these counties shown in Table (?) reflect the growth in the number of Hispanics in the south Puget Sound region.

**Table II**

**Hispanic Population as Percentage of Total by County[[12]](#footnote-12)**

|  |  |  |  |
| --- | --- | --- | --- |
| **County** | **Total Population 2011** | **% Hispanic**  **2008** | **% Hispanic**  **2011** |
| Lewis | 74,741 | 7.90% | 9% |
| Mason | 61,019 | 6.60% | 8% |
| Pierce | 796,836 | 7.80% | 62,153 |
| Thurston | 250,979 | 6.10% | 15309 |

**\***2009 Estimates

\*\*2008 figures

Table III provides age race and gender detail by county for Hispanics ages15 to 29 in Evergreen’s local area.

**Table III**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Potential Hispanic Student Recruitment Pool\*** | | | | | | | | | | | | | | | | | | |  |
|  | **Total Hispanic** | | | **White Hispanic** | | | **Black Hispanic** | | | **AIAN Hispanic** | | | **API Hispanic** | | | **Two or More Hispanic** | | |  |
|  | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female | Total | Male | Female |  |
| **Mason County** | | | | | | | | | | | | | | | | | | |  |
| 15-19 | 372 | 202 | 170 | 321 | 172 | 149 | 8 | 2 | 7 | 28 | 19 | 9 | 5 | 2 | 2 | 10 | 7 | 3 |  |
| 20-24 | 441 | 323 | 117 | 418 | 304 | 114 | 10 | 7 | 3 | 9 | 9 | 0 | 2 | 2 | 0 | 2 | 2 | 0 |  |
| 25-29 | 389 | 274 | 115 | 358 | 257 | 101 | 3 | 2 | 2 | 19 | 13 | 6 | 5 | 0 | 5 | 3 | 2 | 2 |  |
| **Lewis County** | | | | | | | | | | | | | | | | | | |  |
| 15-19 | 583 | 337 | 246 | 550 | 322 | 228 | 7 | 5 | 2 | 7 | 4 | 3 | 7 | 2 | 5 | 12 | 3 | 8 |  |
| 20-24 | 577 | 379 | 198 | 549 | 357 | 192 | 15 | 10 | 5 | 9 | 8 | 1 | 0 | 0 | 0 | 3 | 3 | 0 |  |
| 25-29 | 607 | 409 | 197 | 581 | 395 | 186 | 5 | 4 | 1 | 8 | 6 | 1 | 3 | 0 | 3 | 10 | 3 | 7 |  |
| **Thurston County** | | | | | | | | | | | | | | | | | | | |
| 15-19 | 1,389 | 766 | 623 | 1,127 | 623 | 504 | 47 | 34 | 12 | 57 | 31 | 26 | 63 | 30 | 33 | 95 | 48 | 47 |  |
| 20-24 | 1,229 | 639 | 590 | 1,067 | 562 | 505 | 29 | 17 | 12 | 46 | 25 | 21 | 39 | 13 | 26 | 48 | 22 | 26 |  |
| 25-29 | 1,207 | 655 | 552 | 1,035 | 560 | 475 | 47 | 22 | 25 | 51 | 31 | 19 | 39 | 29 | 10 | 36 | 12 | 23 |  |
| **Pierce County** | | | | | | | | | | | | | | | | | | |  |
| 15-19 | 5,092 | 2,602 | 2,490 | 3,944 | 2,047 | 1,897 | 336 | 168 | 168 | 187 | 86 | 101 | 247 | 124 | 123 | 378 | 176 | 202 |  |
| 20-24 | 6,095 | 3,366 | 2,729 | 4,862 | 2,761 | 2,101 | 440 | 231 | 208 | 153 | 90 | 63 | 312 | 139 | 173 | 328 | 145 | 184 |  |
| 25-29 | 5,594 | 3,005 | 2,589 | 4,688 | 2,572 | 2,116 | 315 | 136 | 179 | 132 | 77 | 55 | 238 | 127 | 111 | 220 | 94 | 127 |  |
|  | | | | | | | | | | | | | | | | | | |  |
|  | | | | | | | | | | | | | | | | | | |  |
| \*from 2008 Washington State Office of Financial Management Estimates | | | | | | | | | | | | | | | | | | |  |

A look at Hispanic age cohorts for each of these counties shows that there is definitely a pool from which to draw Hispanic students to Evergreen. Although I was unable to find information by county detailing college eligibility (GPA-Sat scores) for this population, or data on desire and/or intent to attend college, we do know that on time & extended high school graduation rates for Hispanics in these counties for \*2008-09 \*\*2013 were:[[13]](#footnote-13)

Lewis \*\*56.4% on time graduation rate – \*45.7% extended graduation rate

Mason \*\*60.8% on time graduation rate - \*58.9% extended graduation rate

Pierce \*\*67.9% on time graduation rate – \*70.5% extended graduation rate

Thurston \*\*68% on time graduation rate – \*77.4% extended graduation rate

The Office of the Superintendant of Public Instruction could possibly provide data on numbers of Hispanic students taking the SAT and/or other preparation for college by county and even for specific high schools.

Thirteen percent of the country’s Hispanic population 25 or older have a bachelors degree or higher. If we want to achieve parity with the dominant population of whom 25% of individuals 25 or older have a bachelor’s degree or higher, the United States has to focus resources on degree attainment for Hispanic students.[[14]](#footnote-14) Evergreen can help to achieve that goal by proactively recruiting, retaining and supporting the success of Hispanic students in its own geographic area.

**Does Evergreen currently serve Hispanic students and if so how well does Evergreen serve them?**

Evergreen has been serving Hispanic students since its inception. Data provided by the Registrar’s office notes one self-identified Hispanic student graduating from Evergreen in 1972. Subsequent years have seen small but increasing numbers of Hispanic students graduating from Evergreen. Table IV lists the number of Hispanic student graduates from Evergreen from 1972 to 2009.

**Table IV**

**Number of Hispanic Students Obtaining Degrees from Evergreen**

**1972 to Present**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year** | **Number of Hispanic Students Obtaining Degrees** | **Year** | **Number of Hispanic Students Obtaining Degrees** | **Year** | **Number of Hispanic Students Obtaining Degrees** |
| **1972** | **1** | **1985** | **12** | **1998** | **59** |
| **1973** | **2** | **1986** | **10** | **1999** | **60** |
| **1974** | **7** | **1987** | **13** | **2000** | **61** |
| **1975** | **6** | **1988** | **13** | **2001** | **46** |
| **1976** | **7** | **1989** | **17** | **2002** | **47** |
| **1977** | **9** | **1990** | **20** | **2003** | **70** |
| **1978** | **5** | **1991** | **12** | **2004** | **64** |
| **1979** | **8** | **1992** | **23** | **2005** | **62** |
| **1980** | **5** | **1993** | **31** | **2006** | **66** |
| **1981** | **9** | **1994** | **34** | **2007** | **47** |
| **1982** | **7** | **1995** | **37** | **2008** | **47** |
| **1983** | **10** | **1996** | **48** | **2009** | **46** |
| **1984** | **5** | **1997** | **51** |  |  |

Absent any information about proactive efforts to ensure degree attainment by Hispanics, it would appear that the number of Hispanics graduating from Evergreen reflect market variables and individual ability. The increase in the number of graduates may be nothing more than an increase in the Hispanic population in Evergreen’s local geographic area.

The number of Hispanic graduates from Evergreen peaked in 2003 and has been on the decline since then. Does the reason for this decline fall to lack of support for Hispanic students or does it lie with a failing economy? It would be useful for Institutional Research to attempt an explanation for the decline in graduation rates as well as for differentials in retention of Hispanic students.

According to data provided by Institutional Research the demographic profile of Hispanic students attending Evergreen in the past three years has not changed significantly. Two changes worth noting are the slight drop (4.7%) in the percentage of Hispanic students identified as low income and an increase (9.8%) in the number of first generation Hispanic students between fall 2008 and fall 2009. Hispanic students are over represented) in non-traditional and first generation categories compared to other students at Evergreen.

Fall to Fall retention of all degree-seeking Hispanic students and all continuing Hispanic students between 2007 and 2009 fell below that for all undergraduates at Evergreen. However, retention rates for all new Hispanic transfer students were slightly higher than for all new transfer undergraduates.

In an effort to learn more about Hispanic students at Evergreen and to determine if they conformed to national patterns of attending college within commuting distance, I reviewed a list of all self-identified Hispanic students enrolled at Evergreen in winter of 2010. An aggregation of the data provided in this list provides us with an interesting snapshot of Hispanic students at Evergreen in Winter Quarter, 2010.

Of the Hispanic students attending Evergreen in Winter Quarter 2010 60% were female with ages ranging from 16 to 55 and 40% were male with ages ranging from 18 to 51. 68% of the students were between 16 and 25 years of age; 13% were between were between 26 and 30; and 19% fell between ages 40 to 55. The age range by class standing for Hispanic students was fairly broad with Freshman ages ranging from 18 to 32, Sophomores from 16 to 51, Juniors from 19 to 55 and Seniors from 19 to 53. The majority of Hispanic students attending Evergreen Winter 2010 were seniors.

**Table V**

**Class Standing of Hispanic Students Attending Evergreen Winter 2010**

|  |  |  |
| --- | --- | --- |
| **Class Standing** | | |
| Class | Number | Percent |
| Freshman | 37 | 0.1331 |
| Sophomore | 50 | 0.1799 |
| Junior | 76 | 0.2734 |
| Senior | 100 | 0.3597 |
| Graduate | 15 | 0.054 |
| Total | 278 | 100% |

The data on state of origin and city residence were not surprising. The data very much conforms to national patters for Hispanic students in that of those who attend college, the majority attend an institution within their state and within commuting distance The data evidence the fact that the majority of Evergreen’s Hispanic students are from Washington (88%) and live well within commuting distance of our Olympia campus. In fact the majority (60%) of Evergreen’s Hispanic students are from Olympia, Lacey and Tumwater (See Table VII)

**Table VI**

**Evergreen Hispanic Students Winter 2009 by State of Origin**

|  |  |
| --- | --- |
| **State of Origin** | **Number** |
| Alaska | 1 |
| California | 10 |
| Florida | 1 |
| Illinois | 3 |
| Kentucky | 1 |
| Minnesota | 1 |
| New Jersey | 2 |
| New Mexico | 1 |
| New York | 3 |
| Oregon | 2 |
| Puerto Rico | 1 |
| Texas | 3 |
| Wisconsin | 1 |
| None Noted | 3 |
| Washington | 245 |
| **Total** | **278** |

**Table VII**

**Evergreen Hispanic Students Winter 2009 by WA City**

|  |  |  |  |
| --- | --- | --- | --- |
| **WA City** | **Number** | **WA City** | **Number** |
| Aberdeen | 3 | Port Angeles | 1 |
| Bainbridge Island | 1 | Poulsbo | 1 |
| Bellingham | 1 | Puyallup | 4 |
| Bremerton | 4 | Quilcene | 1 |
| Burien | 1 | Rainier | 1 |
| Centralia | 2 | Renton | 1 |
| Chehalis | 1 | Rochester | 2 |
| Elbe | 1 | Seattle | 7 |
| Entiat` | 1 | Shaw Island | 1 |
| Everett | 1 | Shelton | 1 |
| Fox Island | 1 | South Bend | 1 |
| Kennewick | 1 | Spanaway | 1 |
| Kent | 1 | Spokane | 1 |
| Lacey | 13 | Stanwood | 1 |
| Longview | 1 | Tacoma | 14 |
| Lynnwood | 1 | Tenino | 1 |
| McCleary | 1 | Tumwater | 2 |
| Montesano | 1 | Vancouver | 6 |
| Mount Vernon | 1 | Washougal | 1 |
| Mountlake Terrace | 1 | Woodinville | 1 |
| Neah Bay | 1 | Woodland | 1 |
| Olympia | 152 | Yakima | 1 |

**Total 242**

The data also support national patterns in that it indicates a larger number of transfers from two year institutions versus high school direct admission status. The fact that there is a large number of high school direct admits may coincide with the Hispanic population growth in our area and the fact that Hispanics for both economic and cultural reasons tend to select community colleges or four year institutions within close proximity to their family homes. Only thirty-seven of Evergreen’s Hispanic students were reported as living in student housing in 2009-10.

**Table IIX**

**Evergreen Hispanic Students Winter 2009 by Admit Description**

|  |  |
| --- | --- |
| **Admit Description** | **Number** |
| Transfer from 4 year | 31 |
| Transfer from 2 year | 109 |
| High School Direct | 84 |
| High School Lagged | 12 |
| Returning Greener | 11 |
| Running Start | 10 |
| GED | 6 |
| Graduate student | 15 |
| **Total** | **278** |

In fall 2009 Hispanic students comprised approximately 5% of Evergreen’s total undergraduate student headcount and 4.4% of the total graduate student headcount. There were only ten Hispanic students enrolled at the Tacoma campus. The percentage of Hispanic’s in Evergreen’s local area (see Table ) and the fact that Hispanics comprise 10% of Washington’s population, suggest that Evergreen should be enrolling a higher proportion of Hispanic students.

How well is Evergreen serving Hispanic students? Retention and graduation rates suggest that Evergreen could improve its service to Hispanic students. Given that retention and time to graduation can be heavily influenced by financial variables, are there other indicators that might shed light on this question?

One indicator would be how well Hispanic students are doing at Evergreen. An analysis of a random stratified sample of Hispanic student transcripts could provide an indicator of success. A review of a few transcripts quickly dissuaded me from this approach. A content analysis of even a stratified sample of transcripts was beyond the time and resources available to me. However, this is not to say that this should not be done by Institutional Research to see if the transcripts shed any light on how we might better serve Hispanic students. Other indicators that could shed some light on how well Hispanic students are doing at Evergreen compared to the total student body is to assess number of credits attempted vs. number earned and numbers on academic probation.

My observations and discussions with Hispanic students and staff at Evergreen suggested that Hispanics were not being intentionally served at Evergreen. I proceeded to interview some Hispanic faculty, staff and students to assess their perceptions about Evergreen’s service to Hispanic students and found that they too shared my conclusion, i.e., Evergreen did not consciously provide service to Hispanic students.

Conversations with Hispanic students at Evergreen and Hispanic student graduates of Evergreen revealed that some felt empowered by Evergreen’s approach to education (after they figured it out) and others just felt “lost”. The students and alumni all said they found it difficult to approach staff or faculty for guidance. Although some blamed this hesitancy on themselves (“Everyone seemed to know what was going on except me.” “I didn’t want to look stupid by asking.”), others noted a lack of receptivity or proactive efforts on the part of faculty and staff. The students indicated that it would have been useful to have a more encompassing orientation to academics at Evergreen and to have had reliable advice about how to navigate through the curriculum. Several of the students commented on how difficult it was for them to speak up in seminar even if they had prepared the materials.

There does not appear to have been a concerted effort on the part of Evergreen as an institution to identify the types of support needed by Hispanic students to succeed at Evergreen. This coupled with the fact that Evergreen does not appear to consciously serve Hispanic students raises the question of whether Evergreen should proactively work to recruit Hispanic students if there is not an infrastructure to support their success.

Outside of work by First People’s staff with some forty Hispanic students, there are no support services targeted specifically to the needs of Hispanic students. Evergreen does have some targeted programs for minority and low income students and Hispanics can avail themselves of these services. “The KEY program at Evergreen is specifically designed for students who:

### are the first in their family to go to college (i.e. neither parent has a four-year college degree) OR

### meet federal guidelines for low-income status OR

### have a recently documented physical or learning disability

### AND have academic need.”[[15]](#footnote-15)

### According to Evergreen’s KEY Services’ website “KEY students persist and graduate at a higher rate than other Evergreen students - approximately 80 percent per cohort.”[[16]](#footnote-16)

In 2009-10 the KEY program provided service to 17 Hispanic students – 8.5% of all Key students. The fact that 38.6% of 2009-10 Evergreen Hispanic students were classified as low income, suggests that KEY services pursue additional outreach to these students.

In an effort to determine what Evergreen should be doing if it was committed to the success of Hispanic students, I interviewed a number of Hispanic faculty and staff and had informal discussions with Hispanic students. I also convened a Summer Faculty Institute (held July12, 2010) that focused on the question of Hispanic student recruitment, retention and success.

The purpose of the Institute was to engage faculty and staff concerned and/or interested in issues of Hispanic recruitment, retention and success in a discussion of their observations, experience and recommendations on the topic. The Institute was well attended by faculty and staff. (See Appendix A for list of attendees.)

The interviews and discussion at the Institute served to reinforce the finding that Evergreen does not consciously identify or serve the needs of Hispanic students at Evergreen. Discussion at the Institute focused on Hispanic student experience at Evergreen, the support needed by Hispanic students to be successful at Evergreen, and what Evergreen could do to work with the Hispanic community to motivate and prepare students for higher education.

Discussion at the Institute was informed by presentations provided by Ms. Laura Coghlan, Director Institutional Research; a Hispanic student panel; Ms. Raquel Salinas, First Peoples staff member and Ms. Ms. Eunice Santiago, a community health worker.

Ms. Coghlan provided demographic and retention information on Hispanic students at Evergreen for the beginning of fall quarter during the past three academic years (2007-2009). Of note were the fact that Hispanics were 5% of the total undergraduate student headcount in fall 2009 and that as a group Hispanic students were over represented in the first generation and non-traditional student categories. Ms. Coghlan noted that Hispanic students as a group are over represented in Scientific Inquiry which could be due to National Science Foundation (NSF) grants for low income students; they are equally represented in Culture Text & Language and Expressive Arts; and less likely to be enrolled in Society, Politics, Behavior & Change and in Environmental studies.

Ms. Coghlan’s data indicated that the percentage of Hispanic students at Evergreen compared favorably with that at other Washington public four year institutions. Evergreen also compared favorably in the representation of Hispanics among public four year institutions’ staff and had the highest percentage (7%) of Hispanic faculty as compared to other four year institutions.

Educators for the most part are very that the ethnic and racial profile of students in Washington State is rapidly changing and will soon include many more Hispanics. Ms. Coghlan noted that the Washington State Higher Education Coordinating Board (HEC Board) had asked Evergreen if it would be willing to come up with a package to support Hispanic students. It is clear, that even in this era of budget cuts there is an attempt to acknowledge the need for increasing the numbers of Hispanics with college degrees.

Most participants in the Summer Faculty Institute had first-hand experience working with Hispanic students at Evergreen as faculty and staff or in the community. However, it was important for the group to have the benefit of hearing from Hispanic students at Evergreen within the context of our discussion. Three local students who were able to adjust their work schedules and were willing to share some of their background and experience at Evergreen were provided a panel presentation at the Institute.

Although these Hispanic students were selected based on availability and not as representative of the Evergreen Hispanic population, their background, path to Evergreen and experience at Evergreen mirrored that of many Hispanic students at Evergreen. For purposes of anonymity, I’ve used pseudonyms for these students in this report.

The first student presenter, Antonio, a junior, was born in Mexico City. When he was two years old he moved to Los Angeles, California with his mom. In Los Angeles, his mother, who had attended UNAM (Universidad Nacional Autónoma de Mexico) met her husband who had attended college in Los Angeles. The family moved from Los Angeles to Seattle, then to Yakima and then to Olympia where Antonio graduated from Capital High School.

There did not appear to be a question of whether or not this student would go to college. The question was where to go and what the family could afford. Antonio applied to both the University of Washington (UW) and Evergreen. His preference was UW due to UW’s strength in the sciences and may have also been influenced by the fact that fellow students at Capital High were “disaffected with Evergreen and put it down.”

Antonio was admitted to both UW and Evergreen. However, UW only offered him financial aid whereas Evergreen offered him an NSF (National Science Foundation) scholarship. Shortly after he opted for Evergreen, the UW offered him a scholarship. But, as he said, “it was already too late – I was already set up at Evergreen.”

Although Evergreen has been challenging for Antonio in that it’s “all white – more white” and hard to find a sense of community, he has liked his experience at Evergreen so far. He finds the sciences at Evergreen to be “way challenging”. This student likes “that action can be taken at Evergreen” and he has developed his own sense of community by involvement with First Peoples, MECHA (Movimiento Estudiantil Chicano de Aztlán), and Student Activities.

Antonio’s success at Evergreen was prefaced by participation in the First Peoples’ Scholars Program, a one week orientation to Evergreen. As a result of this program he felt well grounded in the “Evergreen way” and was made aware of resources available to him. His continued success at Evergreen is also supported by assigned faculty mentors, advising and liaison with student activities all of which services are supported by his grant. He also notes that “if it hadn’t been for Greg Porter, I wouldn’t have been so successful.” This student’s plans for the future include graduate school and a career in medicine.

The second student presenter Javier, a senior, came to Evergreen via Centralia Community College. He is native born and first generation college. His family moved to Centralia, Washington from southern California. He attended high school in Centralia and didn’t feel that he got much out of his first two years and so he went into the Running Start program in his junior and senior years. He graduated high school in 2008, received his AA from Centralia Community College in 2009 and will receive his BA degree from Evergreen in spring 2011.

Javier became interested in Evergreen through the encouragement of a Centralia Community College staff member who had previously worked at Evergreen. His interest in Evergreen grew and he visited campus and sat in on Tony Zaragoza and Tom Womeldorff’s classes. He found this experience both appealing “a new way to learn” and scary because he “was very individualistic and not into group stuff”.

Although Javier’s parents were not knowledgeable in the intricacies of getting into college they supported his goals for higher education. He ultimately applied to Evergreen because he was attracted by Evergreen’s approach to learning and because it was the most affordable of the state’s four year colleges. His parents’ support did not waver although they were “really worried” about his choice of Evergreen – “Evergreen was not good – pot smokers”.

Javier has found his experience at Evergreen to be “pretty good.” He has found Evergreen accepting and Evergreen has helped to develop his mind. He is very serious about his studies and what with attending school full time and working part time, has had little time for involvement in student activities or MECHA. His plans for the future include applying for the MPA program at Evergreen and a career in Social Work.

Our third student presenter Eva, a freshman, was also born in Mexico. Her first two years were spent traveling with her migrant worker parents. She was then left in the care of her grandparents in Michoacán until she was six years old. Eva then came to the United States with her parents where they “moved around all over the place.” The family finally settled in Spanaway, Washington

Eva recalled being kept behind in school because her “teachers assumed that she didn’t speak English. Actually, she was just very shy.” When they did keep her in grade she was an honor student. Her parents who both had a third grade education supported her going to school. However, they thought that staying after school was bad – they didn’t understand that “after school stuff was important for your success.” Her parents didn’t have time to go to school functions or to meet with her teachers. They also expected her help at home.

Around the time Eva graduated from high school, her mother became ill. Eva’s role as student receded in importance to that of daughter who was needed to take care of her mother. Her mom wanted her at home to help and thought “that college would be too hard for her – why not get married.” Her dad pushed her to go to school but wasn’t necessarily supportive of her efforts.

This presenter’s activism in the Hispanic community and with the Latina Playback Theatre Company brought her into contact with current and former Evergreen staff in particular Norma Alicia Pino, Director of First Peoples and Leticia Nieto, PsyD, currently a faculty member at St. Martin’s University. They encouraged Eva to pursue a higher education and to apply to Evergreen. A Hispanic Evergreen alumnus helped her to complete her application to Evergreen and to fill out the FAFSA (Free Application for Federal Student Aid) forms. She was accepted at Evergreen, received financial aid and began her college experience at Evergreen, Winter Quarter 2010 at age 25.

Eva found Evergreen to be very difficult for her. She expected students at Evergreen to have some understanding of white privilege, power and difference. That was not the case. When she raised issues of white privilege in class, the white students would get angry at her. Eva felt that she wasn’t learning, she was teaching. Several of the books they read for the program were about race but no one wanted to talk about race. Even though she felt that she had to take on the role of “teacher”, she felt very much the “target”.

Eva went from being very engaged in class to tuning out. She was, however, determined to finish the program and was aided in this resolve by weekly meetings with Hispanic staff in student advising. She made it through her first year but her plans for sophomore year do not include being in a program. She’s hoping to put together Independent Learning Contracts that will further her education without the difficulties she experienced in her first year.

While these three students felt welcome in the “community of color” at Evergreen, they felt less than welcome among their white student peers. In general, Hispanic students find that faculty members are usually respectful of them but that is not the case with white student peers who exhibit little if any respect for their Hispanic student peers. Hispanic students seem surprised (and one of the student presenters found it “off putting”) that a “bunch of white persons – upper class did not value their education. “Rich white people (students) don’t have a sense of cause.”

Unlike the student presenters, the majority of Hispanic students are neither foreign born or first generation college attendees. However, it would be useful to determine how many of Evergreen’s Hispanic students are foreign born in order to determine what additional support services might be needed by this population. Language barriers and more intense culture “straddling” may be more of an issue for these students.

Two of the student presenters were influenced in their decision to attend Evergreen by people currently or formerly involved with Evergreen. This information in conjunction with studies on Hispanic student recruitment suggests the importance of reliance on family, friends and other trusted individuals in influencing choices about pursuing a BA and decisions about which college to attend.

It’s also important to note that Evergreen’s reputation in parts of its local community is still not one of the nationally reputed liberal arts college but rather that of the pot smoking hippies in the woods. The matter of Evergreen’s reputation is important for all recruitment from our local community but it would seem even more critical for potential Hispanic students. It would be useful to have an array of profiles of successful local Hispanic Evergreen graduates to share with potential Hispanic recruits and their families.

While the student presenters for the Sumer Faculty Institute may not be statistically representative of the Hispanic student body at Evergreen, their background, their path to Evergreen and their experience at Evergreen are certainly illustrative. Their background and path to college reflects that of many Hispanic students in Washington.

Staff members in First People’s Advising have the most one to one contact with Hispanic students at Evergreen. As previously noted, First Peoples’ staff work with approximately forty Hispanic students on an annual basis. My interview with Ms. Norma Alicia Pino, Director of First Peoples’ provided insights on the issues faced by Hispanic students at Evergreen. She also shared ideas about how Evergreen might better support these students. Norma Alicia agreed to work with Ms. Raquel Salinas, a First Peoples’ staff member, to capture their experience in a presentation for the Summer Faculty Institute on Hispanic Recruitment, Retention and Success.

In her presentation, Ms. Salinas identified several areas that are important to success for students of color. Among these are experiencing a sense of community; having a support system; the ability to find resources; an effective orientation to Evergreen and a strong sense of self. She also provided several suggestions for better serving Hispanic students.

Ms. Salinas noted that students of color appear to be invisible at Evergreen and that it is hard for these students to experience a sense of community. Curricular programs and classes are the main source of community at Evergreen. There may be one or two visible students of color in a program. If you don’t relate to others in a program or class, it’s very difficult to find sense of community at Evergreen.

The ability to find and access resources is characteristic of successful students. However, identifying and accessing resources is often difficult for students of color because they have limited ways of knowing what resources may be available to them. This is especially true of first generation student and those whose parents are foreign born. The difficulty of accessing resources is compounded for many students of color by having already been made to feel “less than.”

A myth current among students of color is that if you draw from resources, e.g. counseling, that you are not strong – that you’ll be perceived as not being ready for college. It would appear that in addition to having resources available or Hispanic students that Evergreen also needs to provide the resource as a matter of course i.e. be proactive in providing students with the help they need.

Successful students will usually have a support system that helps them to achieve their goals. Hispanic students, who like other students of color, may find it difficult to identify sources of support and develop their own support system at Evergreen. Although the majority of Hispanic students are attending full time (taking twelve credits or more), most of them also work and commute to campus which closes off opportunities for building a support system. Hispanic students’ parents may support their students’ educational aspirations, but many are usually not able to advise the students or help them in navigating an unknown environment.

Orientation week is designed to assist students in their transition to Evergreen. First Peoples’ offers a focused orientation program for students of color. The First Peoples’ Scholars’ Program can make a big difference in a student’s ability to get off on the right foot at Evergreen and to persevere through the first year. However, many students of color skip orientation so that they can continue working – making the money necessary to support their education – until the “last minute.” Hispanics also want and may be expected to spend their “free” time with their families.

The First Peoples’ Scholars Program has been known to contribute significantly to the success of students of color. However, there is limited availability (only twenty-five positions) and although Evergreen subsidizes this program, students still have to pay $75.00 to attend. In addition, there is the opportunity cost for many of losing a week’s worth of wages that may be needed to offset college expenses. The Scholars Program for the 2009-10 academic year was attended by six Hispanic students.

A strong sense of self is also important for success as a student. Students of color are more likely to have a strong sense of self than majority students. Ms. Salinas said that “It is difficult for students of color to be in a program with people who are just learning who they are, never mind who you are.”

Faculty may not be aware of the ethnocentrism present in a class/program. Often there is a frenzy of talk; people are interrupted, sometimes targeted, put down. This is not respectful behavior. Students of color experience a lack of respect from their majority peers and often intolerance of their religious beliefs or political ideologies. Often students of color feel a need to “recreate” themselves to fit in the program/class.

Ms. Salinas noted that “It is ironic that Evergreen’s difference - uniqueness - has bred a brood of “unique followers.” “Evergreen creates a false sense that we accept everyone and we don’t.” There is considerable pressure to “recreate” yourself to fit in and be accepted. The other option is to forge ahead on your own and try to make it.

The students’ and Ms. Salinas’s presentation prefaced a lengthy discussion about how Evergreen could help Hispanic students succeed at Evergreen. The presentations and subsequent discussion led to several recommendations that are captured in the conclusion of this report.

If Evergreen is going to actively recruit Hispanic students from the surrounding geographic area, it is important that recruiters, staff and faculty have a better understanding of the diversity of the Hispanic community in this region. Clearly, Evergreen cannot afford a “one size fits all” strategy when it comes to Hispanic students. Some of Evergreen’s potential Hispanic students may come from professional or middle class families, settled out migrant families and working class families. Families who have recently immigrated to this country will also provide a pool of potential Hispanic students for Evergreen. To be successful, Evergreen cannot approach Hispanic students in their junior year of high school – at the decision point. Evergreen needs to participate in building and ensuring that there is a pipeline of Hispanic students eligible for admission to Evergreen. To do this Evergreen needs to work with the families of potential students.

Ms. Eunice Santiago, a community health worker in the southwest Puget Sound area provided participants at the Institute with a glimpse of the recent immigrant Hispanic community in our area. When Ms. Santiago first began her work with low income families in this area, most of her clients were from Mexico. Today, most of her clients in Mason County are from Guatemala. The primary languages for these families are Spanish and indigenous languages native to Guatemala. Many are learning to speak English. The children of these families represent a great opportunity in that many of them are or will be trilingual.

Ms. Santiago made a special point of speaking to the resiliency and strength of these families. “Think of what it takes to set off on a journey toward what you hope will be a better life; you’ve risked everything and incurred debt to pay for this dangerous journey; you cross borders in trepidation; you arrive in a foreign place; you must find a way to feed, clothe and shelter your family; it’s not surprising that these families have what it takes to survive and hopefully flourish in this country.”

Ms. Santiago‘s involvement with the Latino Family Group has provided her with an excellent understanding of the struggles and aspirations of Hispanic migrant families. The Latino Family Group is an important resource for these families in that it provides information and resources but also because the Group brings these families together to discuss and obtain information on issues of common concern.

A very important issue for these families is the education of their children. They want their children to get an education but are often stymied in helping their children because of language barriers and “foreign” bureaucratic structures. The Latino Family Group provides support for these families in a number of ways ranging from translating papers from the schools, obtaining documentation for the children and explaining the requirements that must be met to graduate high school.

Many of these migrant parents experience a tug of war between their aspirations for their children’s education and the need to have the older children work to help support the family, pay off the debt to the “coyote” and have some money left to send to the family “back home.”

It is clear and has been for some time that meeting the educational needs of immigrant Hispanic children will require more than an “English translation”. We need to understand more about these children’s learning styles and we also need to identify and build on their strengths. The elementary schools are not well equipped to give these students the strong foundation necessary for success. The educators in Mason County are working to determine the learning needs of these students. It is critical that the schools in this area make the adaptations necessary to meet the needs of Hispanic immigrant children as well as other Hispanic children.

If Evergreen wants to serve the Hispanic community in this area, especially low income families, it is important to begin work with the families and students in middle school. The families and their children need help in understanding that higher education is an option for them. The children need support in preparing to be eligible for college and later, support in applying for admission and financial aid.

Ms. Santiago noted that there are a number of organizations that could partner with Evergreen in working with these families. The Latino Family Group and the CIELO Project (Centro Integral Educativo Latino de Olympia) are two such groups.

Subsequent discussion of the needs of immigrant and low income Hispanic families brought attention to concentrations of these families in the Yelm and Centralia areas. It was suggested that a modified “community based” or “extension program” might be very helpful as an introduction to Evergreen for these potential students who cannot afford the time and/or expense to come to the Olympia campus.

The discussion at the Institute then turned to whether or not Evergreen should actively recruit Hispanic students since it did not appear that Evergreen was well equipped to support these students’ success. The point was made that many Hispanic students receive support from one another. To have more Hispanic students at Evergreen would increase their visibility and extend the potential for peer support and building a sense of community.

**Are models available to utilize for effective recruitment and retention of Hispanic students?**

There are several models for effective recruitment and retention of Hispanic students that Evergreen can draw from to determine its own strategy. The most effective models involve contact with the families and students at the beginning of middle school. The models that appear to work best are those that begin with the student in middle school and involve the parent(s) by acquainting them with how the school “system” works, training them in how to navigate the school system and in how to be proactive in advocating for the needs of their children, and finally, in opening opportunities for the parent(s)’ own education.

Most of these models have been successful in low income, high density Hispanic communities. There are other models for recruitment across the Hispanic population i.e., not income or origin sensitive. Hispanic recruitment and retention programs at The University of Washington, Washington State University and Central Washington University come to mind.

Another source for exploring effective models is *Excelencia* in Education, a non-profit organization head quartered in Washington, D.C. This non-profit organization was founded with the purpose of accelerating “higher education success for Latino students by providing data-driven analysis of the educational status of Latino students and by promoting education policies and institutional practices that support their academic achievement.”[[17]](#footnote-17)

Recently Paul Gallegos, Director of Evergreen’s Diversity Affairs Office hosted a webinar presentation on “Latino Students and the College Completion Agenda” given by Ms. Sarita E. Brown, President of Excelencia.[[18]](#footnote-18) As preface to her comments Ms. Brown emphasized the importance of increasing the number of Hispanics with bachelor’s degrees. She said that it would be impossible to reach national goals for education, i.e. goal to return the U.S. to number one in degrees conferred by 2020, without a tactical plan for Latino education.

Ms. Brown noted that key elements of campus tested strategies for increasing the number of Hispanics obtaining Associate, Baccalaureate and Graduate degrees were that the strategies be intentional, data driven, results based and on-going. This is advice that Evergreen would do well to heed in developing its own strategy for Hispanic recruitment, retention and success

In addition to providing general information on Hispanic college students, Ms. Brown noted that finances are the driving factor for Hispanic students in decisions to go to college and stick it out. She emphasized the “pressing need” to talk to potential students and their families about financial aid and scholarships. Ms. Brown said that Hispanic students make decisions on attending college based on the cost at admission and their ability to pay for college quarter by quarter – semester by semester.

Ms. Brown commented on Excelencia resources for best practices for recruitment and retention of Hispanic students. She also talked about ALASS (Achieving LAtino Student Success) an Excelencia initiative “to work with institutions interested in critically examining their practices and policies to improve the success of their Latino students. This initiative began in 2004 and, to date, has worked with more than 16 institutions in a collaborative manner to examine institutional practices, policies, and leadership efforts to accelerate Latino student success.”[[19]](#footnote-19) ALASS’s goal is “to develop greater understanding about what it means to serve Latino students in higher education at the institution-level and to promote, implement, and evaluate promising practices.”[[20]](#footnote-20)

In addition to resources and models available through Excelencia, I was especially impressed by the recruitment and retention model used by ENLACE (Engaging Latino Communities for Education, a program that has been very effective in New Mexico.[[21]](#footnote-21) This program was created in 2001 and was funded by the W.K. Kellogg Foundation. It is currently supported by the New Mexico State legislature and other sources. ENLACE is a powerful program that utilizes state and community collaboration to ensure Latino students and all students attain high levels of academic achievement. ENLACE is a state wide program with defined leadership and coordination in each of the five regions of the state. Leadership in the regions is provided by school districts, community colleges, New Mexico State University and the University of New Mexico. [[22]](#footnote-22)

The higher education recruitment and retention components of ENLACE that are worthy of note by Evergreen are:

* Establish relationships with middle schools that serve a high density of Hispanic students.
* Provide mentors for Hispanic middle school students to help prepare and guide them toward college eligibility.
* Work with the parents of these students to assist them in understanding the school system and in becoming advocates for their children.
* Assist the parents in meeting their own education goals. (ENLACE has a parents’ college).
* Provide support for juniors and seniors in researching financial aid options, filling out FAFSA and/or scholarship applications and applications to the college(s) of their choice.

These components of an effective recruitment and retention strategy are seen in several “best practices” models. This model can be adopted in an incremental fashion and Evergreen could begin by partnering with middle school and high school teachers who work with Hispanic students in Lewis, Mason and Thurston Counties. The Hispanic Round Table, a local organization that hosts the annual Latino Youth Forum, could assist Evergreen in identifying these teachers. Evergreen Hispanic students could be recruited and trained to serve as mentors for Hispanic middle and high school students. Community service work study funds could be used to support this endeavor.

**Conclusion and Recommendations**

Hispanic students have (albeit in small numbers) been a part of Evergreen since its founding. Evergreen is comparable to other Washington State four year institutions in the Hispanic percentage of its students, staff and faculty. However, Evergreen is not consciously serving the needs of its Hispanic students or the educational needs of the Hispanic community in its local geographic area. It is time that Evergreen joins the national initiative for increasing higher education attainment for Latino students.

The overarching recommendation resulting from this study is that Evergreen consciously focus on the recruitment, retention and graduation of Hispanic students.

* An action committee on Hispanic Student Recruitment, Retention and Success should be charged by the Provost and Vice President for Student Affairs and mandated to set goals and develop a strategy for increasing the number of Hispanic students at Evergreen and their retention and graduation rates. The committee would provide oversight for the achievement of recruitment, retention and graduation goals.
  + The Committee should be chaired by a Hispanic faculty member and include relevant decision makers in Academics, Enrollment Services, Student Services and Institutional Research. A select number of local Hispanic community leaders should be asked to serve as advisors to the committee.
  + The Committee should work with the Strategic Enrollment Group to ensure that Evergreen’s current enrollment strategies (early closing of admissions, rebase budget – non-resident student emphasis, etc.) do not negatively impact the potential admission of Hispanic students.
  + The Committee should work with the HEC Board to explore funding for its initiatives.
  + The Committee should assess the following recommendations which emanated from this study and determine which of them to pursue in the immediate future.

Academics

* + - Faculty training to include how to facilitate discussions on white privilege, power and difference; how to identify and deal with racial and ethnic discrimination among students in classes/programs; how to enlist participation by Hispanic students in class and seminar without putting the student in the role of teacher; how to improve communication among students and build sense of community; and cultural awareness.
    - Have Hispanic faculty serve as hosts for informal gatherings of Hispanic students.
    - Have Hispanic faculty assigned as advisors to Hispanic students
    - Reexamine utility of writing tests for new admits as a tool for determining necessary support for success.
    - Have Office of Institutional Research and Assessment examine the following:

1. Why are Hispanic graduation and retention rates lower than those of majority students and what can be done to improve Hispanic rates of retention and graduation?
2. How well are Hispanic students doing compared to their majority counterparts and if not doing as well what interventions are needed for improvement.
3. Using focus groups of current Hispanic students and Hispanic alumni, determine what works and what doesn’t work for Hispanic students at Evergreen.
   * + Provide bilingual (Spanish/English) tutors at the Writing and QuaSR centers.

Enrollment Services

* + - Set 10% as the 2014-15 goal for Hispanic student representation in Evergreen’s student body at both campuses. Hispanics are currently 10% of Washington’s population.
    - Have recruiters partner with teachers in high density Hispanic middle and high schools to ascertain student needs for college eligibility and arrange visits to Evergreen to include a campus tour and sitting in on selected programs.
    - Have recruitment materials available in Spanish; ensure that practical information is uppermost and clearly visible i.e., cost of attendance, sources of financial aid/eligibility for same and career and job options for Evergreen graduates.
    - Hire and train Hispanic undergraduate student mentors to work with Hispanic middle and high-school students and their families (ENLACE’s part-time mentors carry a caseload of approximately 30 students).

Financial Aid

* + - Identify sources of support (e.g. Instructions in Spanish for FAFSA) for Hispanic students and their families in applying for financial aid.
    - Identify and share all non-loan sources of aid with Hispanic students

Student and Academic Support Services

* + - Ensure that Hispanic students are availing themselves of support services, especially KEY and First Peoples’ services
    - Increase staffing for First Peoples’
    - Increase number of slots available for First Peoples’ Scholars’ orientation.
    - Provide scholarships for First Peoples’ Scholars program or subsidize the full cost. Provide scholarship/honorarium to eligible students to offset opportunity cost of attendance.
    - Provide a peer mentorship program for Hispanic students at Evergreen.
    - Provide more support for First Peoples’ work with conditional admits; and examine the use of the conditional admit contract as providing support for marginal admits.
    - Have recruiters partner with teachers in high density Hispanic middle and high schools to ascertain student needs for college eligibility and arrange visits to Evergreen to include a campus tour and sitting in on selected programs.
    - Reexamine utility of “placement tests” writing – math
    - Bilingual (Spanish/English) tutors in Writing center, Qusar?
    - More slots in Scholars program – scholarships to cover $75. cost + honorarium to offset loss of wages
    - Hire and train Hispanic undergraduate student mentors to work with Hispanic middle and high-school students (ENLACE’s part-time mentors carry a caseload of approximately 30 students)

Residential and Dining Services

* + - Examine the need for and feasibility of providing multicultural housing areas.

**Appendix**

**List of Participants in July 12, 2010 Summer Faculty Institute on Hispanic Student Recruitment, Retention and Success at Evergreen**

**Faculty Members Staff**

**Jose Gomez Paul Gallegos**

**Dariush Khaleghi Kitty Jones**

**Cindy Marchand-Cecil Sara Martin**

**Alice Nelson Raquel Salinas**

**Tom Womeldorff Ellen Short-Sanchez**

**Jerad Sorber**

1. Both Heritage University in Toppenish, WA and Yakima Valley Community College in Yakima, WA have received the HSI – Hispanic Serving Institution designation which is given to institutions whose enrollment is comprised of 25% or more Hispanic students. WSU has an extensive recruitment program for Hispanics and provides support for Hispanic student retention.Emerging HSI designations are given to those institutions that are making significant progress toward achieving the 25% Hispanic enrollment required for the HSI designation. Emerging HSI designations are held by Big Bend Community College, Moses Lake; Columbia Basin College, Pasco and Wenatchee Valley College, Wenatchee, WA.

   [↑](#footnote-ref-1)
2. US Census Bureau: 2008 American Community Survey. All Hispanic population and demographic data in this report unless otherwise noted are from the US Census Bureau. [↑](#footnote-ref-2)
3. US Census Bureau: “Hispanics in the United States” Hispanic Origin by Type, 2006 American Community Survey [↑](#footnote-ref-3)
4. Fry, Rick and Gonzales, Patricia, “One-in-Five and Growing Fast: A Profile of Hispanic Public School Students”, PEW Hispanic Center publication, 2008. [↑](#footnote-ref-4)
5. According to the PEW Hispanic Center’s “2008 National Survey of Latinos: Hispanic Voter Attitudes” 93% of Hispanic registered voters ranked education as the issue of most importance to them. ) [↑](#footnote-ref-5)
6. Gandara, Patricia and Contreras, Frances, The Latino Education Crisis: The Consequences of Failed Social Policies, Harvard University Press: Cambridge, Massachusetts, 2009, p. 5 [↑](#footnote-ref-6)
7. Ibid [↑](#footnote-ref-7)
8. All data are from Pew Hispanic Center tabulations of the 1% Integrated Public Use Microdata Series (IPUMS)

   sample of the 2008 American Community Survey. [↑](#footnote-ref-8)
9. Washington State Office of Financial Management Population Forecasts: State Population by Age and Sex: 1970 – 2030 from November 2009 Forecast. [**http://www.ofm.wa.gov/pop/stfc/stfc2009/stfc2009.pdf**](http://www.ofm.wa.gov/pop/stfc/stfc2009/stfc2009.pdf) [↑](#footnote-ref-9)
10. Washington State Office of Financial Management Population Forecasts: **2008 Population Estimates by Race for Washington Counties-** Population Estimates by County by Age, Gender, Race, and Hispanic Origin. **http://www.ofm.wa.gov/pop/race/08estimates/2008race\_estimates.xls** [↑](#footnote-ref-10)
11. All data are from Pew Hispanic Center tabulations of the 1% Integrated Public Use Microdata Series (IPUMS)

    sample of the 2008 American Community Survey. [↑](#footnote-ref-11)
12. US Census Bureau: State and County Quick Facts. http://quickfacts.census.gov/qfd/states/53/53000.html [↑](#footnote-ref-12)
13. Office of Superintendant of Public Instruction: Graduation and Dropout Statistics for Washington in

    2008-09(County, District, and School Level Data in Appendices).<http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/08-09/GraduationDropoutWashington2008-09.pdf> Link to appendix of data by Ethnicity and Race: http://www.k12.wa.us/DataAdmin/pubdocs/GradDropout/08-09/AppendixC2008-09.xls [↑](#footnote-ref-13)
14. As recently as August 10, 2010 President Obama again stressed the need for Latino degree attainment in a speech at the University of Texas at Austin. He said education is the economic issue of our time. Educational officials emphasized the need to do more to help Hispanics obtain college degrees in order to educate ourselves into a better economy. [↑](#footnote-ref-14)
15. http://www.evergreen.edu/key/whoiskey.htm [↑](#footnote-ref-15)
16. http://www.evergreen.edu/key/home.htm [↑](#footnote-ref-16)
17. Excelencia in Education web site: http://www.edexcelencia.org/about-us [↑](#footnote-ref-17)
18. Brown, Sarita E., “Latino Students and the College Completion Agenda”, July 27, 2010 – 11:00AM PDT [↑](#footnote-ref-18)
19. Excelencia in Education web site: http://www.edexcelencia.org/initiatives/alass/full [↑](#footnote-ref-19)
20. Ibid [↑](#footnote-ref-20)
21. http://enlacenm.unm.edu/ [↑](#footnote-ref-21)
22. “ENLACE New Mexico Program Audit-2007” prepared by Excelencia in Education, Washington, D.C. [↑](#footnote-ref-22)