

AN ABSTRACT OF THE DISSERTATION OF

Kelly Marie Alvarado-Young for the degree of Doctor of Philosophy in Adult and Higher Education presented on May 21, 2020.

Title: Rural Hispanic-Serving Institutional Context on the Development of Hispanic-Serving Initiatives and Strategies

Abstract approved: _____
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The focus of this single-site case study was to explore how rural dispersed Hispanic-serving community colleges in the Pacific Northwest support the development of Hispanic-Serving initiatives and strategies. The conceptual frameworks of Latino critical theory and the multicultural organizational development model were used to analyze and interpret the data. Interviews were conducted with five faculty members and two staff member with a focus on strategies and initiatives Dalé College had implemented to support Latinx students. Publicly available documents were reviewed to better understand the organizational identity of the institution. The findings include the following themes: (a) change management, (b) Hispanic-serving institution (HSI) identity, (c) community buy-in, and (d) faculty development. Recommendations for policy, practice, and future research are presented.

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Rural Hispanic-Serving Institutional Context on the Development
of Hispanic-Serving Initiatives and Strategies

by
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A DISSERTATION

submitted to

Oregon State University

in partial fulfillment of
the requirements for the
degree of

Doctor of Philosophy

Presented May 21, 2020

Commencement June 2021

Doctor of Philosophy dissertation of Kelly Marie Alvarado-Young presented on May 21, 2020.

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I understand that my dissertation will become part of the permanent collection of Oregon State University libraries. My signature below authorizes release of my dissertation to any reader upon request.

Kelly Marie Alvarado-Young, Author

ACKNOWLEDGEMENTS

From 2016–2020, while I was in my doctoral journey, I met my life partner, got engaged, got married, had a baby, and got a puppy. There have been lots of transitions and growth that have involved other people alongside me. This dissertation journey is no different. Thank you to everyone who has supported me through this journey especially my partner and especially my chair, Dr. Gloria Crisp.

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DEDICATION

Para mi hermana, Margie Alvarado. Con Dios des de 2015.

*To my unborn *estrellita*. Con Dios des de 2019.*

Para mi nene lindo, Landon.

A los pueblos indígenas de la Nación Dalé. (pseudonym)

To future Latinx students, staff, and faculty, remember Dalé.

Chapter 1: Introduction and Purpose Statement

This chapter addresses the importance of community colleges designated as Hispanic-serving institutions (HSIs) in developing initiatives and strategies to support Latinx¹ students. My work is focused on HSIs in the Pacific Northwest, a region with a growing Latinx population that has received little attention from higher education scholars. The chapter begins with a detailed description of the research problem and relevant context about the need to support Latinx transfer within HSI community colleges in the Pacific Northwest. Next, I provide a summary of studies on Latinx students, HSIs, and vertical transfer to provide grounding in the current literature. This section highlights the need for exploratory qualitative research focused on Hispanic-serving community colleges in the Pacific Northwest. I conclude with a brief discussion of implications for continued research, policy, and practice.

Growing Student Population

The Latinx population has been growing over the past several decades due to immigration and United States births. This has resulted in more Latinx students graduating high school and transitioning to college (Calderón Galdeano, Flores, & Moder, 2012). The Latinx population is expected to increase by 27 percent by 2022 (American Association of Community Colleges [AACC], 2012; Excelencia in Education, 2015). The Pacific Northwest includes Washington, Oregon, and Idaho. The total Latinx population in Washington ranks 12th in total Latinx population within the United States, while Oregon ranks 19th, and Idaho ranks 33rd (Pew

¹ The term Latinx is used throughout this chapter instead of Hispanic (unless indicating HSI) to refer to students who were born in or self-identifies with having familial roots in Central and South America and the Caribbean (Alemán & Alemán, 2010; Garcia, 2017).

Research Center, 2014). Over the last 30 years, the Pacific Northwest has experienced growth in the Latinx population due to the availability of jobs in the large city centers of Portland, Seattle, and Spokane (Zhao, 2018).

Washington seen an increase in population growth over the last 10 years (Zhao, 2018). Migration has been identified as the top driver for the population growth in Washington resulting in 71 percent growth from migration (Zhao, 2018). The median age of the Latinx population in Washington is 24-years old, which is lower than non-Hispanic Whites, whose median age is 42-years of age. A younger population has the opportunity to support the region's growth over a longer period of time; however, the annual personal earnings of the Latinx population in Washington is \$22,000 dollars, which ranks 19th in the United States (Pew Research Center, 2014). Poverty levels for the Latinx populations ages 17 years old and younger is 29 percent, which impacts the K-12 pipeline into higher education (Pew Research Center, 2014). Washington ranks 11th in the United States on the number of Latinx enrolled students in the K-12 system (Pew Research Center, 2014). Washington has a young population of citizens who are a fitting pipeline to increase the educated population for the labor force and to further impact the state's economic outlook.

President Obama's 2020 College Completion Goal called for the United States to close gaps in the educational pipeline (Obama, 2009). In 2013, only 7 percent of the total Latinx population in the United States had earned an associate degree, 4 percent had earned a bachelor's degree, and 3 percent had earned an occupational degree. The United States Latinx student completion rate for those who attend a community college is only 33 percent (Shapiro et al., 2017). Only one out of 10 students transfer to 4-year institutions, with or without 2-year degrees, and complete bachelor's degrees within a 6-year window.

The Latinx population has the lowest educational attainment rates for any racial group (Núñez, 2017). Latinx students have been primarily enrolled in HSIs, and about 40 percent of Latinx bachelor's degree recipients are produced from HSIs (Núñez, 2017). Latinx students are in the educational pathway to earn bachelor's degrees, and continued gaps in the academic pathway toward the baccalaureate degree continue to widen (Shapiro et al., 2017). Hispanic-serving institutions face at least three major issues in increasing Latinx student completion: (a) a lack of funding, (b) poor academic preparedness of students, and (c) student retention/success (de los Santos & Cuamea, 2010). Student and institutional needs are additional factors necessary to consider when developing initiatives and strategies to support Latinx students, as they pursue higher education to move upward in socioeconomic standing (Hurtado & Ruiz Alvarado, 2015).

Latinx Students at Community Colleges

Almost half of Latinx undergraduate students in the United States begin their educational journeys at community colleges (Jenkins & Fink, 2015; Shapiro et al., 2017). Approximately 80 percent of community college students intend to earn bachelor's degrees (Jenkins & Fink, 2015). A spotlight on first-time postsecondary Latinx student persistence rates for students who began in the 2011-2012 cohort highlights persistence of students who begin at 2-year institutions (57 percent) as compared to Latinx students who begin at 4-year institutions (80 percent; McFarland et al., 2017). Similarly, the completion rate for Latinx students who transferred from a community college (with or without an associate degree) was one out of 10 students completing the baccalaureate degree within the 6-year study window. The highest completion rates were for Asian American and White students (one out of four and one out of five, respectively; Shapiro et al., 2017). Low completion rates are the result of issues Latinx students face in successfully

transferring and attaining the baccalaureate degree (AACC, 2012; Jenkins & Fink, 2015; Shapiro et al., 2017).

Community colleges play an important role in supporting the expectations of Latinx students in transferring to complete baccalaureate degrees and in preparing Latinx students to succeed post-transfer (Shapiro et al., 2017). The College Completion Agenda called on community colleges to ensure students complete their degrees or transfer to other institutions for baccalaureate degrees (Jenkins & Cho, 2013; Kolb, Kalina, & Chapman, 2013; McClenney, 2013; Obama, 2009). There is a difference between an *aspiration*, which can be seen as an idealistic desire, and an *expectation*, which is considered a student's realistic assessment of their educational attainment (Wells, Lynch, & Seifert, 2011). Latinx students' basis of expectations for educational attainment is earning baccalaureate degrees (Jenkins & Fink, 2015; Wells et al., 2011); however, fewer than one third of students who aspire to earn bachelor's degrees currently hold bachelor's degrees. Latinx students are more likely than White students to live closer to home, select open access institutions, choose institutions that have lower costs, and work to support family (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998; Núñez, Hurtado, & Calderón Galdeano, 2015). These are pull factors that require the time and energy of Latinx students; therefore, students manage many life aspects, while pursuing bachelor's degrees.

Barriers to Transfer and Persistence for Latinx Students

National data have highlighted the need for further research in identifying barriers to transfer and degree completion for Latinx students (AACC, 2012). Documented barriers to transfer and persistence include inequities in K-12 education, resulting in a lack of readiness for college level courses; lack of access to 4-year institutions for students living in rural locations, and financial concerns (Núñez, Sparks, & Hernández, 2011; Samayoa, 2018). Santiago (2008)

identified the importance of sense of belonging for minority students' perceptions of group membership. Students who do not feel accepted, safe, and happy at their colleges are more likely than students who have a sense of belonging to not reenroll. In contrast, a safe and secure campus community communicates comfort and support for Latinx students transitioning to a new environment (Santiago, 2008). Students who do not feel their values are shared by the institution may feel less sense of belonging in the campus community. Examples of ways in which Latinx students may not feel like they belong at an institution include not seeing themselves in the curriculum or not having their values and experiences validated (Santiago, 2008).

Community college faculty and administrators need to find ways to effectively support vertical transfer (i.e., transfer from a community college to a bachelor's-granting institution) for Latinx students. Transfer initiatives and programs are implemented at colleges across the country, but little is known about what policies, practices, and program supports are effective, particularly for Latinx students. Community colleges' open access mission of promoting student success needs to be lived out through commitments to access, convenience, and affordability for Latinx students (Boggs & McPhail, 2016). Institutional priorities are able to influence Latinx student outcomes through financial aid practices, student support programs, learning communities, orientation, and investment in faculty (Bensimon, 2007; Zequera & Gross, 2017). Institutionalized practices can provide support systems to address the barriers for transfer and persistence.

Programs effective in supporting Latinx student transfer include programs designed to guide students on how to complete degrees on time (Santiago, 2018). High-touch programs that provide wraparound academic and student services can support persistence and retention (Santiago, 2018). Additionally, programs that provide networks of support have been shown to

increase baccalaureate degree attainment (Santiago, 2008). Further, a sense of belonging can be developed by building academic and social support networks for Latinx students (Samayoa, 2018; Santiago, 2018).

Hispanic-Serving Institutions

Unlike Historically Black Colleges and Universities (HBCUs), which were founded on a mission to serve a particular population, HSI designation is based on enrollment numbers (Pennamon, 2018; Samayoa, 2018). Hispanic-serving institutions were named in the Higher Education Act of 1965 as Title III Minority Serving Institutions (Hispanic Association of Colleges & Universities [HACU], n.d.). The reauthorization of the Higher Education Act in 1993 created the Developing Hispanic Serving Institutions Program of the Higher Education Act of 1965, which is more often referred to as the Title V Act (U.S. Department of Education, 2017). The purpose of the HSI designation is to expand educational opportunities and improve academic attainment for Latinx students (U.S. Department of Education, 2017).

The federal government and HACU (n.d.) have different definitions of what constitutes HSIs. Federal HSI status through Title V has required institutions to (a) enroll 25 percent or more of full-time equivalent students who identify as Latinx, (b) enroll low-income students receiving federal financial aid, and (c) have low education and general operating expenditures (U.S. Department of Education, 2017). In contrast, the HACU has identified the criteria that undergraduate and graduate student population must be over 25 percent Latinx, regardless of enrollment levels (HACU, n.d.). The difference in definition is important because Latinx students are more likely to attend community colleges part time (AACC, 2011). Approximately 80 percent of Latinx community college students are more likely than White students to work (Complete College America, 2011). As such, the accurate number of HSIs may be

underestimated as the federal definition may be excluding some institutions that could be considered HSIs because the percentage threshold of undergraduates who are not full-time is not obtained (HACU, n.d.).

Hispanic-serving institutions have been the fastest growing type of minority-serving institution (MSI) in the United States, with 523 institutions designated as HSIs and 328 additional institutions considered *emerging HSIs* as of 2018 (HACU, 2018). An emerging HSI is an institution with a full-time undergraduate student population between 15 percent and 24 percent who identify as Latinx (HACU, n.d.). Emerging HSIs have the potential to grow their Latinx student enrollment to reach the 25 percent threshold to be considered HSIs. The average HSI has an enrollment that is 63 percent Latinx students (HACU, 2018). A majority of HSIs are 2-year public institutions (HACU, 2018). As of 2016, 215 HSIs were public 2-year institutions, 120 were public 4-year institutions, 135 were private 4-year institutions and 22 were private 2-year institutions (HACU, n.d.).

Hispanic-serving institutions are primarily located in New York, Florida, Texas, Arizona, and California (HACU, n.d.). Nevertheless, HSIs are starting to increase in Connecticut, Oregon, Tennessee, and Washington (Pennamon, 2018). There are six HSIs in Washington, six in Oregon, and none in Idaho (HACU, n.d.). Emerging HSIs are growing as well, with four in Washington, four in Oregon, and four in Idaho (HACU, n.d.). Five out of the six institutions identified as HSIs in Washington are community colleges (HACU, 2018). As such, Washington has an opportunity to make an impact in advancing the educational opportunities of a growing Latinx population.

Over half of HSIs are public 2-year institutions (HACU, n.d.). Primary reasons Latinx students enroll in community college HSIs are access, location, flexibility, and cost (Núñez et al.,

2011). The open-access mission of the community college provides a greater opportunity for Latinx students to enroll and receive additional academic support to address the preparation needs of students (Núñez et al., 2011). Additionally, community colleges tend to be closer to home because they are more geographically dispersed to serve the local communities (Núñez et al., 2011). Also, community colleges provide flexibility in cost and attendance (Núñez et al., 2011). Lower tuition and fees are attractive to Latinx students, who tend to be averse to taking out student loans (Núñez et al., 2011). Smaller class sizes create a welcoming environment for students to engage academically. Finally, flexibility in part-time status and class schedules are another attractive factor for Latinx students, who tend to work while attending school (Núñez et al., 2011).

Hispanic-Enrolling Versus Hispanic-Serving

Hispanic-serving institutions are often criticized for being Hispanic-enrolling and not Hispanic-serving (Garcia, 2017). Some HSIs are great at supporting Latinx students, while others are not. A Hispanic-serving culture has focus beyond only producing Latinx graduates and reports various indicators of students' success. Indicators can include social factors such as positive racial campus climate, community engagement, and student support programs (Núñez, 2017). The focus of higher education institutions are to cultivate an organizational identity that supports students throughout the educational process (Núñez, 2017). The HSI designation and how institutions serve Latinx students can be described on a spectrum (Garcia, 2016; Samayoa, 2018). The large majority of HSIs were not created in the same way as HBCUs or Tribal Colleges and Universities (TCUs; Dayton, Gonzalez-Vasquez, Martinez, & Plum, 2004). The nation's HBCUs and TCUs were formed to support a specific student population, and the institutions were developed around these students (Brint & Karabel, 1989). In contrast, HSIs are

institutions that happen to serve a high number of Latinx students who enroll at the institution (Samayoa, 2018). Hispanic-serving institutions were not developed intentionally for a student population; rather, the institutional designation was created as a reaction for a type of student present within these institutions (Santiago, Taylor, & Calderón Galdeano, 2016; U.S. Department of Education, 2017). Changes can occur intentionally or through institutional evolution to fulfil the organizational objectives of Latinx students completing and transferring to pursue a baccalaureate degree (Núñez, Crisp, & Elizondo, 2015).

Hispanic-serving institutions are important because they are institutions meant to serve Latinx students, as they reclaim the American dream of social mobility through education (AACC, 2012; Excelencia in Education, 2015). Hispanic-serving institutions have played a major role in increasing Latinx educational attainment, which grew from 12 percent in 1995 to 23 percent in 2014 (Santiago et al., 2016). A continued focus on supporting Latinx student success can be achieved through significant changes to HSI initiatives and strategies (Boggs & McPhail, 2016). More specifically, community colleges identified as HSIs have opportunities to be incubators to support Latinx student success in transferring to earn baccalaureate degrees (Excelencia in Education, 2015).

Creating a Latinx-Serving Culture

Institutional leaders need to understand what initiatives and programs can effectively serve Latinx students in successfully transferring and earning bachelor's degrees. Understanding the role of HSIs in supporting Latinx student transfer is paramount. Latinx students are 4 times more likely to be enrolled at HSIs that are community colleges when compared to any other institutional type (Hurtado et al., 1998; Núñez, Crisp, & Elizondo, 2015). The responsibility of a community college that is also designated an HSI is multifaceted with four specific roles: "(1)

academic preparation for transfer to four-year institutions, (2) vocational education to prepare students to enter the workforce directly, (3) developmental education to prepare students for college-level work, and (4) community and multicultural education to serve regional residents” (Núñez, Crisp, & Elizondo, 2015, p. 47). Moreover, a Latinx-serving community college must lead the institution toward a Latinx-serving identity and move beyond solely being Latinx-enrolling (Garcia, 2017). Hispanic-serving initiatives and strategies have the potential to shift HSIs from Hispanic-enrolling to Hispanic-serving (Garcia, 2017); however, higher education is slow to transition strategies, pedagogies, and service models for underserved populations that are growing at exponential rates (Brint & Karabel, 1989; Garcia, 2017). Mission statements, which capture an institution’s values, commitments, and purpose, often times lack any mention of the institution’s HSI status (Malcom-Piqueux & Bensimon, 2015). Additionally, HSI status is often not a noticeable cornerstone of institution’s strategic plans or accreditation self-studies (Malcom-Piqueux & Bensimon, 2015). These omissions highlight how important it is to dictate values that support Latinx student success (Malcom-Piqueux & Bensimon, 2015). Values guide institutions to allocate resources toward stated purposes (Malcom-Piqueux & Bensimon, 2015). Institutions with HSI designation must commit to implement and support critically relevant pedagogies and organizational management to support Latinx completion and baccalaureate degree attainment (Malcom-Piqueux & Bensimon, 2015; Núñez, 2017).

Community colleges have the largest enrollment of Latinx students in the nation (Chapa & Schink, 2006; Contreras & Contreras, 2015; Zequera & Gross, 2017). To reach goals of increasing the number of citizens with bachelor’s degrees, Latinx students in community college must continue to progress through the educational pathway beyond community colleges (Malcom-Piqueux & Bensimon, 2015; Núñez, 2017). Therefore, a focus on how HSIs create a

baccalaureate transfer culture as a measure of Latinx student success is a missing measure in culturally relevant student success literature (Malcom-Piqueux & Bensimon, 2015).

Communicating and developing an HSI identity through the development of curriculum, pedagogical practices, and evaluations that result in Latinx students continuing on for bachelor's degrees are the next steps in Hispanic-servingness (Malcom-Piqueux & Bensimon, 2015).

Summary of Existing Knowledge

Latinx student transfer can be supported by an organizational commitment to providing students with culturally responsive student success initiatives that remove structural barriers for students (Crisp & Núñez, 2014; Crisp, Taggart, & Nora, 2015; Garcia 2015, 2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Hurtado & Ruiz Alvarado, 2015; Núñez et al., 2015). Hispanic-serving institutions' missions of serving students must be lived out through student, staff, and faculty awareness about how HSIs provide a different student and academic experience as compared to non-HSIs (Garcia, 2015, 2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Núñez et al., 2015); however, often, students are unaware of the HSI context (Perrakis & Serra Hagedorn, 2010; Zequera & Gross, 2015). A clear definition by all stakeholders of the mission, organization, and academic identity of an HSI shifts the institution from Hispanic-enrolling to Hispanic-serving (Garcia 2015, 2016; Garcia & Okhidoi, 2015; Rendón, 2009; Rendón Linares & Muñoz, 2011).

Known characteristics and factors that affect Latinx student transfer have been identified in the literature (e.g., Crisp & Núñez, 2014; Crisp et al., 2015; Rendón, 2009; Rendón Linares & Muñoz, 2011; Tovar, 2015; Yosso, 2005). Institutional agents play a large role in supporting Latinx student transfer through mentorship and role modeling (Cortez & Castro, 2017; Tovar, 2015). Faculty and staff can provide social and academic support for students as they navigate

the community college experience (Crisp & Núñez, 2014; Crisp et al., 2015; Tovar, 2015).

However, institutions can also capitalize on the role of Latinx students' familial capital (Cuellar, 2014; Yosso, 2005). Research has also shown familial support and/or involvement in Latinx students' college experiences are predictors of success outcomes (Crisp et al., 2015; Cuellar, 2014). Additionally, strategies and initiatives have been identified, such as family orientation, formal mentor programs, and academic counselors (Crisp et al., 2015; Cuellar, 2014; Stanton-Salazar, 2011; Tovar, 2015). These interventions are ways to support the social and academic transition of Latinx students.

Limitations of Existing Research

Previous research has had little focus on implemented community college initiatives and strategies to move beyond Hispanic-enrolling to developing a Hispanic-serving mission. The organizational mission guides the culture from a monocultural perspective to a multicultural focus of serving students (Garcia, 2017; Jackson, 2006). The literature has not addressed how HSIs, especially community colleges, are intentionally developing mission-based initiatives, programs, and services to support Latinx students to transfer to 4-year institutions. Most research has focused on students' perceptions and experiences of attending institutions, with little focus on moving from missions of Hispanic-enrolling to Hispanic-serving, with the goal of supporting baccalaureate transfer (Alcantar & Hernandez, 2020; Cortez & Castro, 2017; Cuellar, 2014; Vela, Sparrow, Ikonopoulous, Gonzalez, & Rodriguez, 2017). Scant literature on HSIs has focused on how community colleges have intentionally developed initiatives and strategies to support Latinx transfer beyond boutique programs (Cortez & Castro, 2017). Additionally, change has to occur inside and outside the classroom through shifting pedagogy and services to support the attainment and transfer onward toward the baccalaureate degree.

Existing scholarship on HSIs has been primarily focused on major Latinx population centers in the Northeast, Florida, Southwest, and California (Excelencia in Education, 2015; Martinez & Fernandez, 2004; Núñez, Crisp, & Elizondo, 2016; Santiago et al., 2016; Wells et al., 2011). It is not clear whether the findings from these major Latinx population centers would be applicable to other parts of the country (Hurtado et al., 1998). Very few studies have been conducted in the Pacific Northwest (Castro & Cortez, 2017). There is a growing Latinx population in the Pacific Northwest, and the impact of HSIs in this region needs to be examined. As such, the geographic focus of the research points out gaps in the literature.

Purpose and Research Question

In response to the stated limitations, the purpose of this qualitative study to explore how rural dispersed Hispanic-serving community colleges in the Pacific Northwest serve Latinx students through context-based initiatives and strategies. The study addressed the following question: How has a rural dispersed community college developed a context informed Hispanic-serving initiatives and strategies to support Latinx students?"

Study Significance

Analysis of 20 years of Title V grant applications has demonstrated institutions have been using federal funds to invest in capacity building efforts to support the educational attainment of Latinx students (Santiago et al., 2016). The average Title V grant is \$510,000 dollars, which only represents 1 percent or 2 percent of institutions' total funding (Santiago et al., 2016). The top three areas in which Title V funding is being used to support Latinx student success are in faculty development and curriculum, student support services, and administrative management (Santiago et al., 2016). Providing a holistic student experience that is focused on advancing Latinx student success is showing gains in Latinx student completion (Santiago et al., 2016).

Additionally, analysis of the Title V grant application data demonstrates an increase in Latinx access and completion at institutions designated as HSIs. The completion rate at 4-year institutions was higher than completion rates at community colleges in 2016 (51 percent and 34 percent, respectively; Santiago et al., 2016); however, persistence rates for 4-year and community colleges have been similar (23 percent and 24 percent, respectively). Increases in Latinx student attainment are possible by building capacity, improving academic quality, and supporting student success. Hispanic-serving institutions have the potential to support the advancement of college completion for Latinx students, especially as an additional 333 emerging HSIs (institutions with 15 percent to 24 percent Latinx full-time enrollment) were identified across the United States (Santiago et al., 2016).

Equity for diverse student populations, including Latinx students, can be achieved through representational equity, resource equity, and equity mindedness (Boggs & McPhail, 2016). These efforts require leadership to address issues and differences in policies and practices that impact Latinx students (Santiago et al., 2016). The efforts to address the issues can then support the acceleration of Latinx student success (Boggs & McPhail, 2016; Santiago et al., 2016). A commitment to understanding the various needs of students provides a deeper sense of belonging and affinity for the institution that can be experienced by all institutional stakeholders resulting directly in higher retention and educational attainment of Latinx students (Boggs & McPhail, 2016; Excelencia in Education, 2015; Santiago et al., 2016).

Similarly, educational achievement of Latinx students can ensure the Latinx population is viable in supporting the U.S. economy, society, and government for years to come (AACC, 2012; Boggs & McPhail, 2016). Hispanic-serving institutions have opportunities to improve society through the education of Latinx students. Therefore, HSIs need to identify strategies to

support Latinx student educational attainment and continue to engage the Latinx population in the development of future initiatives (Boggs & McPhail, 2016; Excelencia in Education, 2015; Santiago et al., 2016).

Change occurs when stories of the underrepresented are shared with open hearts to those who truly want to listen. I believed in using a critical approach in this study to empower those who have been left at the margins. In this study, I used case study design to review documents, conduct interviews, and analyze how the equity and freedom of upward social mobility through higher education is occurring at a rural community college designated as a HSI. Those designated as HSIs in Eastern Washington have the responsibility to serve their communities, which requires being open to shifting perspectives and realities.

Impact on practice. There is a sense of urgency in supporting Latinx student transfer because without a shift in practices, HSIs are enrolling Latinx students but not supporting their educational goals. The purpose of the HSI is then flawed in challenging and creating an initiative aimed at addressing the educational disparities in higher education for Latinx students. Consequently, HSIs have existed nationally for over 30 years, and we must be critical of how HSI status is serving Latinx students in support of the U.S. democracy. Community college leaders must be willing to expand their understandings of how community colleges play an important role in the educational pipeline for Latinx student educational attainment and completion toward a baccalaureate degree.

Impact on policy. Community college is often a practical option for Latinx students because of the access, cost, and geographical location of community colleges; however, there are large gaps in degree attainment rates, especially at the baccalaureate level (Crisp & Núñez, 2014). The transfer gap has been identified, and policy needs to be put into place to support

Latinx transfer and baccalaureate attainment. Vertical transfer agreements need to be modeled differently for White and underrepresented students (Crisp & Núñez, 2014). Institutional context plays a role in transfer; however, most research does not include policy informed by the context to improve transfer rates (Crisp & Núñez, 2014). This study expanded the research base by examining two HSIs, within context, to report on the reality of vertical transfer for Latinx students. Policy can then be further informed by factors that influence Latinx students transfer success (Crisp & Núñez, 2014).

Impact on research. Limited research is available on HSIs and transfer outcomes (Perrakis & Serra Hagedorn, 2010). Latinx students are primarily concentrated in the educational pathway within community colleges (Crisp & Núñez, 2014; Perrakis & Serra Hagedorn, 2010). More work needs to be done to understand factors that support Latinx students transfer, attainment of bachelor's degrees, and how community colleges play a role in this process (Perrakis & Serra Hagedorn, 2010). Additionally, research has shown staff seem to understand more of the HSI mission than faculty (Perrakis & Serra Hagedorn, 2010). This study contributes findings from a single-site and can extend the literature on the understanding of staff and faculty of HSI mission and the relationship with transfer (Perrakis & Serra Hagedorn, 2010). Understanding the purpose and mission of HSIs is imperative to develop initiatives and strategies for postsecondary attainment of Latinx students (Perrakis & Serra Hagedorn, 2010).

Definition of Key Terms

Minoritized: Minority has been used in various context (including in the title of MSI) to denote a group of people who experience unequal treatment and oppression due to a cultural or physical characteristic in comparison to dominant group norms (Viladrich & Loue, 2010). The term minority means to be of lesser importance (Minor, n.d.). Systems of power, privilege, and

oppression create unjust and inequitable treatment based on various characteristics of certain populations referred to as minoritized throughout this study (Viladrich & Loue, 2010).

Latinx: The term Latinx is used throughout this study instead of Hispanic, Latino, Latina, Latina/o (unless indicating HSI) to refer to students who were born in or self-identifies with having familial roots in Central and South America and the Caribbean (Alemán & Alemán, 2010; Garcia, 2017). The “x” is included as a way to challenge the patriarchal and heterosexist norms of the gendered Spanish language (Murillo, 2019).

Vertical transfer: Students who transfer from a 2-year institution to a 4-year institution are considered vertical transfers (Crisp & Núñez, 2014).

Hispanic-servingness: The extent to which institutions focus beyond only producing Latinx graduates and report various indicators of students’ success. Indicators can include social factors such as a positive racial campus, community engagement, and student support programs (Núñez, 2017). The extent to which institutions cultivate an organizational identity that supports students throughout the educational process (Núñez, 2017).

Hispanic-enrolling institution: Institutions that focus on the measurable outcome of Latinx graduation as an indicator of “serving” students (Núñez, 2017). The organization’s identity does not shift specifically to support the Latinx student population present through inclusive teaching andragogy, addressing social factors, or funding concerns (Núñez, 2017).

Minority-serving institutions. Minority-serving institutions are defined by Title III of the Higher Education Act (Li, 2007). Minority-serving institution status is based on the percentage of minority student enrollment (Li, 2007). Some MSIs were founded to serve a particular set of students such as HBCUs and TCUs (Li, 2007). Other forms of MSIs, such as HSIs and Asian

American and Pacific Islander Serving Institutions, are based on the unplanned enrollment of a particular racial/ethnic student population (Li, 2007).

ESCALA: ESCALA is a professional development program that focuses on training faculty in equitable and culturally responsive teaching at HSIs through project-based self-assessments, coaching, and reflective practices. The organization name is not an acronym. *ESCALA* means to climb in Spanish and is capitalized to place emphasis on upward educational mobility.

Social justice: Social justice is equitable and quality resources for all people. Each group should engage at all levels with full and equal participation in the development of society's needs. "Social justice includes a vision . . . [where] all members are physically and psychologically safe and secure" (Bell, 2007, p. 1).

Chapter 2: Literature Review

In this chapter, I provide a synthesis of research to date focused on Latinx students in community college, Latinx student transfer, and HSIs. In doing so, I demonstrated there is an empirical need to better understand how Hispanic-serving community colleges (in particular in areas such as the Pacific Northwest that have received little attention) develop initiatives and strategies to support Latinx students. I begin with a review of studies focused specifically on Latinx student success factors and outcomes in the community college. The section includes a synthesis of how community colleges have supported Latinx students and how these institutions facilitate or inhibit student transfer to a 4-year institution. Next, a review of literature specific to vertical transfer is provided. I give emphasis to studies that focus on Latinx students and inequities in success outcomes and transfer. Third, I review studies that are focused on HSIs. This section focuses on three main areas including mission, organizational, and academic identities. I conclude with a review of related theory.

Review Criteria

The initial search for literature was conducted in fall 2018 using a systematic review of empirical studies. The search for documents was managed using EBSCOhost, Academic Search Complete, and Google Scholar. Additionally, I scanned reference pages of the documents for additional entries. Keywords included *Hispanic, Latina, Latino, Latinx, 2-year college, community college, transfer, vertical transfer, student success, transfer initiatives, and Hispanic-serving institution*. A total of 398 items were located. I scanned these items to identify published, peer-reviewed journal articles, book chapters, and books between 1992 and 2018.

Several inclusion criteria were used to form a Papers 3 database. Documents were tagged with the keywords in the database. Studies conducted between 1992 and 2018 were selected for

inclusion. The choice to use research published between 1992 and 2018 was based on the Higher Education Act federal recognition date of HSIs. The study is using the formation of the Higher Education Act as the beginning of formal research on HSIs. Documents that included Latinx students at community colleges, Latinx student transfer, Latinx vertical transfer, and Latinx students in higher education and at HSIs were included. Research that discussed HSIs or Hispanic/Latino/Latina/Latinx students tangentially were excluded. Books, book chapters, and articles that did not discuss HSIs, transfer, student success, and/or Latinx students using empirical data and analysis were excluded. Dissertations and theses were excluded because they have not been through a peer review process to verify their methodological processes and findings. Finally, articles with a non-U.S. context were excluded. The resulting Papers 3 database had 120 artifacts, which included 47 peer-reviewed articles and three book chapters.

Latinx Students' Experiences and Outcomes

The Latinx population has been rapidly growing, yet many Latinx people still have low levels of postsecondary school attainment (Espinosa, Turk, Taylor, & Chessman, 2019). The community college serves as a local gateway to higher education where Latinx students can aspire to earn a bachelor's degree through vertical transfer (Excelencia in Education, 2015). Higher education equity can be realized through community colleges because a majority of Latinx students begin their educational journeys at community colleges (Excelencia in Education, 2015).

Centering the stories of Latinx students in rural areas is important as a majority of research is regarding Latinx students in urban areas. Mejía and McCarthy (2010) conducted a quantitative study of self-identified Mexican migrant farm worker college student stress. Migrant status and sex were the independent variables. The dependent variables were academic

achievements which included college stress, acculturative stress, level of depressive symptoms, level of anxiety symptoms, and self-reported grade point average as indicators. The researchers hypothesized females would have levels of college stress and acculturative stress, migrant students and females would have higher levels of depression and anxiety symptoms than non-migrant students and males. The final hypothesis was migrant and nonmigrant students would have a significant difference in self-reported GPA than nonmigrant students and between females and males. The sample included students who self-identified as Mexican/Mexican American/Chicano(a) resulting in a sample of 168 participants. A survey was created through a conglomeration of other surveys such as the Undergraduate Stress Questionnaire, Acculturation Stress Scale, and the CES-D, and the anxiety subscale of the Symptoms Check List-90-R. Findings state that migrant students reported higher levels of acculturative stress than nonmigrant students, males students reported higher levels of acculturative stress than females which contradicts various studies on adult female farmworkers. There were no significant results for college stress, depressive, and anxiety symptoms between migrant and nonmigrant student groups. However, all student groups reported high levels of depressive and anxiety symptoms. Mejía and McCarthy (2010) recommend psychological clinical interventions due to the high levels of anxiety and depressive symptoms in the sample. Another recommendation is to develop preventative coping strategies for migrant students such as establishing support groups, disseminate information about community services, and foster social networking (Mejía & McCarthy (2010).

Although not specific to community colleges or HSIs, in a systematic literature review of Latinx undergraduate students, Crisp et al. (2015) identified factors shown across studies to impact Latinx student success outcomes. A total of 63 studies met the inclusion/exclusion

criteria, and studies involving 2-year and 4-year institutions were considered. The majority of identified studies focused on Latinx students were conducted at 4-year institutions, and few studies identified whether institutions were MSIs or HSIs. Findings revealed (a) sociocultural characteristics; (b) academic self-confidence; (c) beliefs, ethnic/racial identity, and coping styles; (d) precollege academic experiences; (e) college experiences; (f) internal motivation and commitment; (g) interactions with supportive individuals; (h) perceptions of the campus climate/environment; and (i) institutional type/characteristics were shown to be related to one or more academic success outcomes for Latina/o students. The researchers observed the majority of studies relied on Tinto's (1993) model of student integration, rather than more culturally relevant frameworks. The scholars recommended more research to understand ways in which institutional context (e.g., HSIs, community colleges) may influence student outcomes.

Researchers have highlighted the importance of faculty at community colleges in supporting Latinx student success. For instance, Chang (2005) conducted a quantitative study to describe levels of faculty-student interaction at a 2-year, urban, community college. The researcher examined how interactions with faculty may be different based on student racial subgroups. A sample of 2,500 students was collected from the Transfer and Retention of Urban Community College Students survey. Results from the study suggested students are less likely than White-identified students to engage with faculty outside of the classroom and to focus their engagement in the class on the course topics; however, students who had grown up in the U.S. educational system, had highly educated parents, and possessed positive and confident attitudes toward school were more disposed to engage with faculty than those who did not. This finding supports the idea that students who perceive a welcoming campus environment engage more

with faculty. Chang (2005) recommended qualitative research to better understand how Students of Color perceive and negotiate their interactions with faculty.

The impacts of family and mentorship have also been shown to influence Latinx students' academic experiences and sense of belonging. For instance, a qualitative study conducted at two community colleges in the Southwest included focus groups to learn about the patterns of success for African American and Latinx students (Sandoval-Lucero, Maes, & Klingsmith, 2014). Success was examined through individual courses, retention from semester to semester, continuous enrollment, successful progress toward degree completion, and graduation. Three themes were identified: (a) relationships with faculty, (b) family support, and (c) campus engagement and support. The role of faculty was discussed by all participants as instrumental to their success. Full-time and part-time students described faculty who understood their roles were to support student success, made themselves available, motivated students, and brought career expertise to the classroom. Another finding was feeling connected to campus was a factor that related to full-time and part-time student success. Connections to campus were described as holding work study jobs, feeling connected in class, having helpful staff members assist in academic processes, and joining clubs and organizations. Drawing from Yosso (2005), Sandoval-Lucero et al. (2014) found students possessed aspirational, familial, social, and navigational capital that contributed to their success.

Researchers have examined the role of campus climate in shaping Latinx students' and other racially minoritized students' college experiences and outcomes (e.g., Hurtado & Carter, 1997). Samayoa (2018) conducted a qualitative study at three 4-year HSIs in Florida, California, and Texas and five PWI research universities. Samayoa specifically studied experiences of students in the HSI Pathways to the Professoriate Program, which has been designed to support

students from HSIs who are interested in becoming faculty. The study had a focus on mentorship interactions and how culturally responsive strategies, based on Museus' (2014) culturally engaging campus environment model, were used in the program. Findings suggested a collectivist cultural orientation was developed in the program by developing a sense of family. More than half of Latinx students shared the familial sense of the program in their reflections, when discussing their relationships to faculty members. Another finding was mentors proactively anticipated hurdles with students. This is a finding that can be used for further research in how institutions address known barriers for Latinx students and support the students to overcome these challenges. Samayoa recommended additional research to understand how campus environments react to student identities and backgrounds and are proactive in reflecting students' identities and backgrounds through culturally relevant practices. Further research on how this may be a strategy or initiative to support Latinx student transfer could be conducted.

There is a need to understand what makes the Latinx student experience different from other racial/ethnic student groups. Latinx students have various socio-cultural characteristics that influence how these students experience higher education. Chun, Marin, Schwartz, Pham, and Castro-Olivo (2016) conducted a quantitative study at a 4-year HSI in the Southwest using structural equation modeling to identify factors that contribute to college adjustment and success among Latinx students. Chun et al. (2016) used a psychosocial-cultural theoretical framework to differentiate the effects of ethnic identity, cultural congruity, and low acculturative stress. Findings indicated positive effects on emotional wellbeing and grade point average (GPA) were significant for cultural factors of low acculturative stress and strong ethnic identity development. Another finding was cultural factors and college success outcomes were partially supported by mediating effects of students' senses of belonging and academic self-efficacy. Ethnic identity

development was shown to positively contribute to increased academic self-efficacy on outcomes. Limitations of the study include a small homogeneous non-generalizable sample (Chun et al., 2016).

Grounded by critical race theory (CRT), Yosso (2005) brought attention to community cultural wealth held by Communities of Color. Community cultural wealth states the cultural knowledge, skills, abilities, and contacts possessed by Communities of Color through forms of capital. It has been posted Latinx students bring multiple forms of capital to college (i.e., aspirational, navigational, social, linguistic, familial, resistant). Forms of capital brought forward by minoritized populations tend to be discounted, underappreciated, and disregarded by the colonized methodology of higher education, which affirms experiences of majority populations (Garcia, 2017; Geertz Gonzalez & Morrison, 2015; Yosso, 2005). Forms of capital brought forward by Latinx students through their knowledge, skills, and abilities highlight the opportunities to develop institutions of higher education prime to support Latinx students (Geertz Gonzalez & Morrison, 2015; Gutierrez, 2003; Rendón 2009; Vela et al., 2017; Yosso, 2005).

Zell (2010) conducted research examining assets Latinx students bring to academic environments. In a qualitative study conducted at community colleges in Chicago and surrounding suburbs, Zell examined the psychological and affective experiences of Latinx students that might contribute to persistence of their higher education goals. Qualitative findings revealed eight themes: (a) overcoming personal and social challenges, (b) maturation, (c) self-discovery and college adjustment, (d) self-efficacy, (e) continuously strategizing, (f) sense of purpose, (h) perceptions of faculty, (i) perceptions of advisors, and (j) guidance and grooming by family. Findings showed comparable results between psychological and affective experiences of Latinx community college students and Latinx students who attended 4-year institutions. Latinx

community college students who developed psychological resilience strengthened the students' motivations to overcome barriers faced in higher education. Another finding was students who persisted toward degree attainment developed a *college-going identity* from experiences that helped them develop self-efficacy, satisfaction with college experience, and a sense of purpose. Institutions in the study were not HSIs, and it is unclear to what extent findings may be transferable.

Crisp and Nora (2010) highlighted the role of sociocultural variables related to Latinx academic outcomes. The researchers used logistic regression to examine the demographic, precollege, sociocultural, environmental, and academic experiences that predict student success. Student success was operationalized in the study as persisting, transferring, or earning a 2-year degree. The sample included a national sample of Latinx students attending 2-year institutions who were also enrolled in developmental education. The conceptual framework was informed by Tinto's (1993) model of student integration, Nora's (2004) student/institution engagement model, and Bourdieu's (1973) cultural capital theory. Social capital was found to be positively related to outcomes for Latinx community college students. Students who continued to persist to the third year were positively affected by attending an HSI. These findings may be due to HSIs creating a sense of belonging for Latinx students, which may impact Latinx student success. This is an area that can be researched further particularly around with what initiatives or support Latinx students engage during their third year. Environmental pull factors that negatively affected student success were working too many hours, not receiving enough financial aid to pay for college, and enrolling part time affected both developmental and nondevelopmental students. The researchers' findings highlighted the need for further support of financial aid, so Latinx students do not have to work and can increase their enrollment statuses to full-time. This is an

important recommendation to deter environmental pull factors impacting Latinx student success. The study limitations included not accounting for Latinx students' educational hopes and aspirations, campus climate, and familial support (Crisp & Nora, 2010).

Section Summary

Research conducted alongside Latinx students is shifting from a deficit view to an assets-based view (Yosso, 2005). Sandoval-Lucero et al. (2014) found when faculty understood their role of walking alongside students through the educational pathway, students experienced an increased sense of belonging. Additionally, the researchers found feeling a sense of connection to campus supported students' sense of belonging. These findings suggest students possess aspirational, familial, social, and navigational capital. Chun et al. (2016) found emotional wellbeing and GPA had positive effects on the cultural factors of low acculturative stress and strong ethnic development present. Chang (2005) found Latinx students were less likely than White students to interact with faculty outside of the classroom and were more likely to interact with faculty in class about course materials.

To summarize, HSIs must leverage the motivations, student assets, and known academic success outcomes that work (Crisp & Núñez, 2014; Crisp et al., 2015). Zell (2010) found developing psychological resilience strengthened Latinx community college students' motivation to overcome barriers within higher education. Zell (2010) suggested persisting toward degree attainment contributes to developing a college-going identity, which impacts self-efficacy, satisfaction with college experiences, and sense of purpose. Crisp and Nora (2010) found students who attended full-time were more successful in Years 2 and 3 and students who worked were more negatively impacted by working than those who did not work. Samayoa (2018) found a collectivist cultural orientation contributes to developing a sense of belonging for students.

Mentors who proactively anticipated challenges with students supported students in having a better experience navigating campus environments (Samayoa, 2018). Programs and initiatives developed with the student in mind allow opportunities to reduce structural barriers that impede student success (Geertz Gonzalez & Morrison, 2015; Rendón, 2009; Yosso, 2005); however, there is little research to demonstrate ways in which HSIs connect to and build upon Latinx students' cultural wealth in the development and implementation of initiatives and strategies designed to support success outcomes such as transfer.

Latinx Student Transfer

Latinx student transfer is an important equity issue in higher education. Closing the educational attainment gaps for Latinx students increases the country's economic progress (Excelencia in Education, 2015). Community colleges can play a strong role in increasing equity in educational attainment by focusing on Latinx student transfer (Excelencia in Education, 2015). Institutions can support Latinx students by addressing needs in the transfer gap, using institutional agents to support student persistence and transfer transition, and focusing on academic success outcomes. Research has suggested Latinx students are more likely than White students to attend college half-time, work, have familial responsibilities, and need access to developmental courses (Excelencia in Education, 2015). In a literature review conducted by Acevedo-Gil (2018), key obstacles Latinas/o community college student-athletes faced affecting persistence and transfer included: being more likely to enroll part-time, struggling with financial aid, lacking academic preparedness, and working with NCAA transferability rules and processes (Acevedo-Gil, 2018). These known barriers could be addressed by institutions to support educational goals of Latinx student-athletes. Institutions that focus on ensuring coaches, counselors, faculty, and staff are trained in topics of cultural assets and strengths have a higher

chance of creating meaningful interactions with Latinx students than those institutions that do not (Excelencia in Education, 2015). Acevedo-Gil (2018) highlighted known barriers for Latinx student-athletes who intend to transfer. As discussed in the following section, researchers have highlighted the need for additional empirical research to understand ways community colleges can better support transfer for Latinx and other racially minoritized students.

Wassmer, Moore, and Shulock (2004) used regression analysis to identify explanatory variables that accounted for differences in transfer rates between community colleges. First-time, full-time first-year students from California community colleges were included in the sample. The variables represented student, college, and community characteristics. Findings revealed community colleges with higher transfer rates tended to enroll younger student populations, students with higher socioeconomic status, students with better academic preparation, and students with a greater focus on academic programs. Another finding was academic preparedness had the highest positive influence on transfer rates. The researchers also found institutions with higher percentages of Latinx and African American students had lower 6-year transfer rates even when all other factors were held constant. Wassmer et al. (2004) concluded institutions with large Latinx and African American populations need to look to implement initiatives and strategies that can better support transfer.

In a qualitative article using case study design, Suarez (2003) explored factors that contributed to the transfer of Latinx community college students in California. Findings were split into three levels of factors: (a) individual, (b) institutional, and (c) environmental. Student characteristics and experiences that made the most impact in supporting Latinx student transfer from the community college to a 4-year institution included personal drive, rigorous academic preparation, and educational career goals. Institutional factors contributing to transfer included

validation by staff and faculty, the active presence of role models, institutional flexibility, a view of transfer as a shared responsibility, and active minority student support programs. Finally, environmental factors identified in the study included the availability and assistance with financial aid, the geographic proximity of the transfer university, and the existence of a strong support system. Further, transfer programs required a strong commitment to the transfer mission of the community college. This study was limited to students who were successful in transferring and did not include students who did not transfer. Further research could be conducted to understand how community colleges develop a shared responsibility for Latinx student transfer and how these institutions support Latinx students' development of their career goals at the community college.

Research has been conducted to understand students' experiences after successfully transferring to 4-year institutions. For example, Castro and Cortez (2017) studied the experiences of transfer students at their 4-year receiving institution located in the Pacific Northwest. The researchers examined how Mexican American transfer students described their transfer experiences while enrolled at their receiving institution. A receptive transfer culture was used as the framework to understand the participants' experiences. Three themes emerged from the study: (a) students had general misinformation and/or lack of information about college, (b) students could not afford university tuition, and (c) students perceived they did not have the English-language skills necessary to be successful at 4-year institutions. A participant shared they felt alone as the only student who identified as Mexican at the receiving institution, which was predominately White (Castro & Cortez, 2017). The student realized after leaving the community college that there were more Mexican students, faculty, and staff who created a sense of belonging at the community college (Castro & Cortez, 2017). Findings have suggested

receiving institutions should take into account students' lived experiences occur in contextualized spaces (Castro & Cortez, 2017). Further research within the Pacific Northwest community colleges and receiving institutions could be conducted to understand how the receiving institutions are creating a culturally appropriate transfer receptive culture for Latinx students.

Latinx transfer gap. Latinx students enter the community college system with intentions to transfer on to 4-year institutions; however, few Latinx students are successful in this endeavor (Melguizo, 2009). The transfer process is often unclear with little support on identifying next steps. In this section, I provide a summary of studies that have sought to document and explain what Crisp and Núñez (2014) termed the *racial transfer gap*. Early work by Kraemer (1995) involved a quantitative study examining the attitudes, cognitive experiences, and transfer-related behaviors of successful community college transfer students. The study was conducted at a private, bilingual college in Illinois, established to intentionally increase the representation of Latinx students in higher education. Findings suggested mathematics abilities, academic performance, and intentions to transfer to 4-year institutions were significantly related to transfer. Students' intentions to transfer to 4-year institutions were the strongest influence of transfer (Kraemer, 1995). Therefore, the researchers recommended focus on directed transfer conversations with first-semester freshman to identify earlier students' intents to transfer (Kramer, 1995).

Ornelas and Solórzano (2004) focused on experiences of students who intend to transfer, which builds upon Kramer's (1995) recommendation to identify students who want to transfer and to foster transfer behavior. Ornelas and Solórzano conducted a qualitative study to examine the transfer functions and processes of a California HSI community college and how student

educational outcomes are affected by pursuing a postsecondary education. The researchers examined resources for academic motivation and potential barriers. A theme that emerged from the study was the passion and personal motivation Latinx students had to excel academically. Participants included administrators, faculty, students, and counselors. A finding based on all groups was the most significant barriers to transfer were Latinx students feeling overwhelmed and the multiple roles and responsibilities outside of the classroom. Another finding was students, counselors, and faculty agreed there was a lack of institutional commitment to address the transfer mission and the institution focused primarily on marketing vocational and technical programs to students. Finally, counselors and administrators were shown to have tendencies to blame Latinx students and their families for perceived low commitments to students' studies. A study limitation was that only one California community college was included in the sample (Ornelas & Solórzano, 2004).

Another notable California transfer study was conducted by Bensimon and Dowd (2009), who examined how academically prepared students were impacted by the transfer choice gap that influences whether a Latinx student transferred or not. The researchers conducted a qualitative study using narrative and secondary data analysis to examine the transfer choice gap. They defined transfer choice gap as the phenomenon of students who are academically eligible for transfer to a selective institution but elect to transfer to a less selective institution or do not transfer at all. Bensimon and Dowd examined how students accessed highly selective institution's transfer resources (e.g., counselors), how students accessed transfer information (e.g., websites), how students sought advice about their transfer decisions, and why students chose not to attend a University of California campus to complete their baccalaureate degree. Students were shown to have a lack of knowledge about transfer opportunity and uncertainty

about their academic goals. Additionally, there was a lack of resources at the community college to provide complementary service to assist students who are ready to transfer. Moreover, students who had the best success worked with institutional agents, such as faculty members, counselors, to navigate cultural borders between the community college and 4-year institutions. Actions institutional agents took included helping students navigate bureaucracies, develop a sense of belonging in college, and overcome barriers in educational processes. Bensimon and Dowd's work included five students attending a single urban community college in California.

Extending Bensimon and Dowd's (2009) research, Vega (2018) explored transfer choices and transfer decision-making processes of high-achieving first-generation students in a qualitative study using interpretive phenomenology. Participants were interviewed at the receiving institution, which was a 4-year HSI in the Southwest. Two themes were found related to the decision to transfer to a 4-year institution: (a) access to greater opportunities and (b) support and motivation. Vega's findings suggested students aspired to attend college to have better futures but faced many obstacles preventing them from initially enrolling at and subsequently transferring to 4-year institutions.

Role of institutions in transfer. The role of institutions and institutional agents in Latinx student transfer has also received empirical attention from sociologists and higher education scholars in recent years. Stanton-Salazar (2011) defined institutional agents as "high-status, non-kin, agents who occupy relatively high positions in the multiple dimensional stratification system, and who are well positioned to provide key forms of social and institutional support" (p. 1066). Stanton-Salazar developed a framework to understand the role institutional agents play in the support and development of low-status youth. The researcher used empowerment theory in the development of the framework to support youth in navigating institutional support agents,

social capital, and empowerment (Stanton-Salazar, 2011). Findings suggested institutional agents face three challenges when trying to build authentic, trusting relationships with students: (a) class and racial segregation, (b) institutional socialization agenda, and (c) institutional agents' own professional agenda priorities (Stanton-Salazar, 2011). The development of successful institutional agents' relationships to support Latinx students has a considerable impact on the aspirations of students to earn a bachelor's degree.

In their early work, Rendón and Valadez (1993) investigated the relationship between institutions and institutional culture in impacting institutional agents' abilities to support Latinx students' transfer. Rendón and Valadez explored attitudes of college administrators, staff, and faculty regarding student achievement and transfer to a 4-year institution. The qualitative study had a focus on institutional related factors to examine how college culture affects student achievement and process at six Southwest community colleges. Five themes were identified that were shown to influence the transfer of community college students to 4-year institutions: (a) importance of family, (b) economic considerations, (c) knowledge of the higher education system, (d) cultural understanding, and (e) relationships with feeder schools and senior institutions. The findings highlighted strained relationships or lack of relationships between community colleges and 4-year institutions may reduce collaborative efforts to support transfer students. Findings suggested White faculty members were not knowledgeable on Latinx student cultural differences, how Latinx students set goals, and how Latinx students plan their academic careers. Future studies could focus on relationships between community colleges and 4-year institutions to identify strategies and initiatives that support Latinx student transfer.

Garcia and Ramirez (2018) conducted a qualitative study using narrative inquiry at a 4-year HSI in the Southwest to examine how leaders and administrators at an HSI developed

structures to support and serve minoritized students through the use of the institutional agent's various forms of capital. The researchers argue that institutional agents play an important role in transforming from a Hispanic-enrolling to a Hispanic-serving institution by using institutional agents' capital and power to change the institution. Findings from the study revealed institutional leaders at the research site empowered faculty and staff to become institutional agents that support students on campus, and leaders empowered staff and faculty toward becoming empowerment agents. Additionally, results suggested increased access at HSIs did not lead to graduation; rather, it is the leaders who created intentional efforts to develop support structures that lead to student success. Moreover, empowerment agents interpreted their roles in creating institutional change. This study included administrators and faculty. As such, future research is recommended to examine how new and mid-level professionals use their social capital to empower students at HSIs (Garcia & Ramirez, 2018).

Tovar (2015) further revealed the importance of institutional agents in supporting Latinx student transfer. Tovar examined interactions between institutional agents and the impact on student success (measured by grades) at a community college. The study included the College Mattering Inventory, and results suggested a small but significant interaction in exchanges between Latinx students and faculty outside of class on student GPAs. The study highlighted Latinx students tended to interact with "less qualified" individuals who were not as versed in academic information as White students. A potential explanation is Latinx students may be more likely to use different social networks that enhance their sense of belonging. Institutional agents can develop help-seeking behaviors in students by facilitating social interactions and relationships with institutional agents that can make an impact on Latinx student academic success. A limitation of the study is that it only included one community college. It is also

unclear if the site was an HSI. The study also could have been strengthened by addressing the potential three development challenges faced in the institutional agent and student relationship (Stanton-Salazar, 2011).

Section summary. The literature on Latinx students continue to highlight gaps in knowledge and theory related to transfer (e.g., Alcantar & Hernandez, 2020; Bensimon & Dowd, 2009; Cortez & Castro, 2017; Crisp & Núñez, 2014; Crisp et al., 2015; Tovar, 2015). Collectively, findings provide information on barriers Latinx students face in the transfer process. The transfer literature continues to be focused primarily on states with large Latinx population centers (Ornelas & Solórzano, 2004; Suarez, 2003; Vega, 2018; Wassmer et al., 2004). A gap area in the research is the lack of studies in the Pacific Northwest. Castro and Cortez's (2017) study was the only study I uncovered in my review with a focus on Latinx student transfer in the Pacific Northwest. Future studies in the Pacific Northwest are needed to identify environmental and contextual factors salient to students' transfer experiences in this region. Known Latinx student success characteristics and factors have not been applied toward furthering theoretical frameworks, services, or initiatives. Latinx students have the passion and motivation to pursue transfer. Additional research could identify how community colleges are creating opportunities to work together through initiatives and strategies between 2-year and 4-year institutions to support Latinx transfer.

Hispanic-Serving Institutions

The institutional mission, culture, and identity development of HSIs are not static. Rather, shifts constantly take place due to the nature and needs of the student populations found within the institution (Garcia, 2015). However, research is exploring whether the changes tend to be more reactive or more actively managed (Núñez, Crisp, & Elizondo, 2015). Conversely, the large

majority of research on organizational development within higher education has focused on elite and selective institutions, which produces results that cannot be assumed to be relevant to HSIs (Garcia, 2015). At the same time, there is a need for empirically grounded evidence to guide administrators, faculty, and staff at institutions that have different historical, economic, and social contexts (Hurtado & Ruiz Alvarado, 2015; Núñez, Crisp, & Elizondo, 2015).

All HSIs are not the same in regard to important characteristics such as location, enrollment size, and institution type (Dayton et al., 2004). Núñez, Crisp, and Elizondo (2016) developed a typology that identifies different types of HSIs. Unfortunately, the Carnegie classifications types are not sufficient to account for the various differences between HSIs resulting in the development of the typology. The purpose of the study was to create a system of classification across the various HSIs to better understand the heterogeneity of the various unique institutional characteristics. Considering this, the researchers used IPEDS Data for 2008-2009 enrollment, USDA Economic Research Service for 2003, and Rural-Urban Continuum Codes from the United States Census to identify six different types of HSIs. Cluster analysis and descriptive statistics were used to organize the data into comparable groups based on similarities, patterns, or distances. Findings revealed six different types of HSIs including: (a) urban enclave community colleges, (b) rural dispersed community colleges, (c) big systems 4-year institutions, (d) small communities 4-year institutions, (e) Puerto Rican institutions, and (f) health science schools (Núñez et al., 2016).

Hispanic-serving institutions have the opportunity to support Latinx transfer through intentional evolution (Cuellar & Johnson-Ahorlu, 2016). Corral, Gasman, Nguyen, and Samayoa (2015) conducted a qualitative study on HSIs and emerging HSIs to explore what initiatives and strategies are developed to support Latinx students. The researchers examined Title V funding

proposals from HSIs found on institutional websites or the Department of Education's website to understand toward what initiatives or strategies institutions were using the Title V funds.

Institutional websites were also examined to find Latinx student support programs, institutional cultural programs, academic support, and visible Latinx culture on the sites. Findings from the study identify the potential for funding opportunities and incentives to support cultural initiatives for Latinx students as well as offer an incentive to emerging HSIs to receive HSI designation. Another study finding was that few HSIs have demonstrated a high degree of supportive and cultural initiatives to increase Latinx student enrollment. Programs that are highlighted on websites of emerging HSIs tend to be programs that are available to different student populations beyond Latinx students such as TRiO programs. Therefore, the researchers argue these findings do not show potential and current students how the institutions truly serve Latinx students through initiatives and cultural engagements as an HSI (Corral et al., 2015).

Corral et al. (2015) provided five recommendations for HSIs and emerging HSIs: (a) after emerging HSIs meet the 25 percent threshold institutions should be required to show measured steps toward serving and maintaining Latinx student enrollment before being eligible to apply for Title V funding, (b) emerging HSIs should create a 3-year plan for recruiting and enrolling Latinx students, (c) the federal government should compile a list of all HSIs and review the list annually to ensure institutions meet expectations set by the designation, (d) the federal government, in partnership with advocacy organizations, like Excelencia in Education and HACU, should create basic requirements for institutions to follow in sustaining Latinx culture on campuses designated as HSIs, (e) emerging HSIs should partner with established HSIs through an institutional mentorship program to learn from one another about how they can continue developing initiatives and ways to support Latinx culture at their institutions. Limitations of the

study include all institutions being located in states with large Latinx populations (i.e., Texas, Florida, California, New Mexico, and Illinois). The Pacific Northwest was not represented in the sample. Additionally, no theoretical framework was used. The way an HSI develops its mission, organizational identities, and academic identities will dictate the direction the institution takes to move from Hispanic-enrolling to Hispanic-serving (Corral et al., 2015).

Researchers have also recently engaged in work to understand the role of assessment in supporting Latinx student success. For instance, Franco and Hernández (2018) examined how HSIs use assessment strategies to build capacity to serve Latinx students. The researchers explored frameworks for understanding campus climate, college outcomes for Latinx students, and models for institutional research implementation. Franco and Hernández argued that traditional outcomes (retention and graduation rates) are not as effective for HSIs. Process-oriented measures, such as academic progress toward degree, could help HSIs understand how their current practices impede or foster a Latinx-serving identity. Frameworks described in the chapter for understanding campus climate are the campus climate framework and a spectrum typology with the following phases: Latinx-enrolling, Latinx-producing, Latinx-enhancing, and Latinx-serving (Garcia, 2017; Hurtado et al., 1998). When assessing for college outcomes, institutional research can facilitate a better understanding of Latinx students by examining multiple identities (e.g., race/ethnicity, nationality, gender, first-generation status, transfer status), by disaggregating the data, and by making data publicly available. Additionally, the researchers argue that a better understanding of the institution's historical legacy of inclusion or exclusion is a helpful process of reconciling past injustices as the development of more socially just educational environments are created. Franco and Hernández further recommend involving key stakeholders in assessment planning processes, assessing both quantitative and qualitative

data, and engaging in institutional-wide reflection of assessment findings as a way to continue informing the campus conversation on campus climate.

Student organizational identity. Identity and connection to an institution involves creating meaning of experiences and making connections to the institution (Garcia, 2016). Recent scholarship reveals students create their connection to an institution and the HSI designation based on their institution's development of students. For instance, Garcia and Dwyer (2018) conducted a qualitative study to understand how students identify with an organizational identity at an HSI and an emerging HSI. The study was conducted at two institutions that were large, public, master's degree institutions in the Southwest. One institution was an HSI, and one was an emerging HSI. The purpose of the study was to understand to what extent students identify with an organizational identity. Four themes emerged from the data: (a) being an HSI is a "good thing," (b) the term "HSI" is exclusionary or derogatory, (c) there are multiple viewpoints on being an HSI, and (d) there is indifference in being an HSI. The findings suggest students have varying levels of understanding of the HSI designation, which could affect students' sense of belonging, satisfaction, and success at the institution. Garcia and Dwyer also found that the level of student identification was based on students' personal racial/ethnic self-identification. Based on this finding, Garcia and Dwyer recommend that institutions work to understand how students' ties to organizational identity will evolve as a result of students' own racial/ethnic identity development.

Another finding from Garcia and Dwyer's (2018) study was that White students may see the importance of adopting an HSI organizational identity because the students see the value of living in a diverse world being a central part of the HSI experience. For Latinx students, on the other hand, the HSI organizational identity adoption was found to come from feelings of

belonging and acceptance in an institution that is racialized similar to them. Finally, the researchers found that Latinx students who had multiple viewpoints of an HSI felt as though the institution was not serving who it intended to serve. Garcia and Dwyer recommend further research should be conducted asking students to reflect on the way their racial/ethnic identity development has impacted their construction of HSI organizational identity development with an HSI or emerging HSI.

As an illustration of how HSI designation can affect students' sense of belonging, satisfaction, and success at HSIs, Sanchez (2017) conducted a qualitative study that explored how racial microaggressions impacted the perception of campus racial climate for Latinx students at four institutions in the Southwest. Three of the institutions were designated as HSIs, and one was an emerging HSI. The researcher used in-depth interviews with 40 study participants about their experiences at the HSIs and emerging HSI. Findings from the study indicate that Latinx students who attended HSIs institution with critical mass of Latinx individuals had a more positive perception of the climate. Research participants at the HSI were able to share more examples of how they received support and felt accepted when talking about campus racial climate. Notably, students at the emerging HSIs shared more about racial microaggressions they experienced on campus, feelings of alienation/isolation, and being othered more than students who attended HSIs. Sanchez explained the potential for the difference between experiences is students attending an emerging HSI are still within a PWI campus climate context. Limitations of the study included a lack of diversity in terms of region and ethnic origin, and the institutions were all located in the Southwest. Sanchez recommends future research to include HSIs in different regional locations and at the various stages of HSI transition.

Accordingly, Garcia, Patrón, Ramirez, and Hudson's (2018) study looked beyond race/ethnicity and included gender in their research by exploring the impact of institutional HSI designation impact on Latino males. Garcia et al. conducted a qualitative analysis using secondary data to examine how HSIs and emerging HSIs contribute to the racial/ethnic identity development of Latinx males as compared to students attending non-HSIs. Four different research sites were selected including: (a) one small liberal arts HSI in the Southwest; (b) one large public, highly selective emerging HSI in the Southwest; (c) one large public highly selective non-HSI in the Northeast; (d) and one small private highly selective non-HSI in the Northeast. The researchers argue that HSIs and emerging HSIs have an opportunity to develop a deeper sense of self based on racial/ethnic identity for Latino males. Findings from the study suggest that environment plays a key part in the exploration process of intersectional social identities. This finding highlights the impact of developing Latino male students' understanding of self and community, pride in their shared history, academic self-confidence, and identity development when attending an HSI or emerging HSI. A limitation of the study was homogeneity within the research sites and lack of variety of institutional types

Arbelo-Marrero and Milacci (2016) built upon the studies of campus climate and academic interaction at HSIs by examining the experience of nontraditional students. In a qualitative study using hermeneutical phenomenology, Arbelo-Marrero and Milacci (2016) focused on understanding the factors of academic persistence for Latinx nontraditional students enrolled at two HSIs in the Southeast. Both institutions were considered HSIs, but one was public, and one was private. This study attempted to fill gaps in the literature on geography, Hispanic heterogeneity, and nontraditional students within the context of HSIs. Arbelo-Marrero and Milacci conceptualized academic persistence as students staying on the academic path

toward their college degree goals through sustained relationships and experiences. Five themes were identified: (a) family context, (b) aspirations, (c) campus environment within HSIs, (d) life challenges, and (e) English language learning. Research participants shared that the HSI environment created an environment to learn and engage in academic endeavors. Students felt comfortable in the HSI environment because they were surrounded by collaborative atmospheres such as mentoring spaces. Findings suggest that Latinx nontraditional students may feel more accepted and valued on a campus where there are Latinx faculty and administrators. Students felt they had positive interactions with faculty and academic advisors because they were interested in the students' academic pursuits. Arbelo-Marrero and Milacci's (2016) findings also suggest that HSIs and emerging HSIs should understand ethnicity, attitudes, relationships, and social networks are part of the retention persistence formula. Limitations of the study include not addressing Hispanic heterogeneity. Additionally, the study was conducted at two HSIs in the Southeast with over 75 percent Latinx student enrollment, which may not be generalizable to other institutions with lower percentage of Latinx identified students.

Another study on the impact of the HSI designation on the experience of Latinx students was conducted by Fosnacht and Nailos (2016). They examined how a HSI designation supports or hinders students' organizational identity. The quantitative study included data from the 2013 and 2014 administrations of the National Survey of Student Engagement (NSSE). Regression analysis was used for a random sample of first-year and senior students who identified as Hispanic or Latina/o and had taken at least one course on campus. A total of 27 out of the 95 baccalaureate-granting HSIs identified by Carnegie classification were included in the sample. The researchers used student engagement theory to guide the study. Findings are similar with past studies that indicate there is not much of a difference attending an HSI or non-HSI.

However, Fosnacht and Nailos argue that HSIs are not similar to HBCUs or Tribal Colleges, which are founded to serve a particular type of student. Hispanic-serving institutions have a tradition of enrolling Latinx students and continuing to serve a dominant White student population. Therefore, structural environments are continuing to be suited to educate White students and not Latinx students. Another important finding was that HSIs have a small but generally positive effect on first-year and senior Latinx student engagement compared to non-HSIs. Limitations of the study include the researchers treating HSIs as a homogeneous group. Also, similar to other studies in this review, Fosnacht and Nailos's work only included students enrolled at 4-year institutions.

Last, Contreras and Contreras (2015) conducted a quantitative study using secondary data analysis from the Integrated Postsecondary Education Data System (IPEDS) and the California Community College Data Mart. Their sample included 56 HSIs from Southern California; of these HSIs, 14 were California State Universities and 42 of the 127 community colleges in southern California. The purpose of the study was to understand what educational outcomes affect Latinx students attending public HSIs in California, and what type of data HSIs should be collecting to assess the progress and record for serving Latinx students. The study's key finding is that HSIs have promising persistence rates and college units earned for Latinx students. However, Latinx students still have lower completion rates than their peers. This finding suggests that traditional models of success might not be as helpful in predicting college success and degree completion for Latinx students. Limitations in the data include how data are measured to understand student success. Persistence rates are too narrow for Latinx students, and data for students in community college who are taking developmental courses affect the ability to do a critical review and analysis at the systemic level. Contreras and Contreras suggest including

various data points in the reports such as 2-year transfer rate, 2-year degree completion rate, and 3-year transfer and completion rates to have a better picture of the transfer process. With this information the researchers posit that institutions would be able to better understand what points in a student's career to develop strategies to reduce the time to degree and/or transfer.

Institutional organizational identity. There is a growing body of research to better understand the role of organizational identity in serving students at HSIs. One of the first studies was conducted by Perrakis and Serra Hagedorn (2010). Their qualitative work explored the experiences of students, faculty, and administrators who worked at an urban HSI in Southern California. Participants were interviewed in focus groups to evaluate how the HSI designation impacted their experiences with campus climate and with personal and academic interactions. Results revealed that students were on the whole unaware of the HSI designation. The lack of awareness of the HSI status was assumed to impact how the organization develops a Hispanic-serving identity. Students did not understand how their institution was differentiated and more focused on serving Latinx students beyond enrolling Latinx students.

Incidentally, implementation of an organizational identity takes effort by the institution, which can be assessed in various methods. In another qualitative study that used case study design, Kezar, Glenn, Lester, and Nakamoto (2008) sought to report on the implementation of the Equity Scorecard Project (the "Project). The researchers wanted to understand the specific contextual features that need to be addressed within an equity project with a learning and diversity focus. The gap in the research the study sought to fill was in regard to contextual features that enable or inhibit double-looped learning and how contextual conditions are different from other research on initiatives with only one focus of either diversity or learning. A total of 14 different institutions were included in the study, and eight of them were designated as HSIs.

Hispanic-serving institutions have numeric diversity, and in this study the researchers sought to understand how educational outcomes from diverse groups were different despite the diversity of the study body. Six themes were identified: (a) knowledge capacity, (b) physical capacity, (c) institutional willingness to reflect, (d) project connection with institutional operations, (e) leadership within both the team and the institution, and (f) racial climate including intergroup relations. Findings suggest that institutions should implement initiatives that take into account the individual campus context, the approach to how change is implemented should also be taken into account for each individual campus, and finally, the equity change model developed can be used to analyze strengths and weaknesses that enable and inhibit implementation (Kezar et al., 2008).

More recently, Garcia (2016) conducted a study focused on differences between organizational identity that is grounded in service to Latinx students and a Latinx enrolling identity. Findings suggest a Hispanic-serving organizational identity includes access with a regional focus, giving back to the community, connecting on a cultural level, validating students' role as co-creators of knowledge, and belief in students' success. Hence, the case study findings on developing a Hispanic-serving identity included values and processes used to sustain and enhance the culture of Latinx students. Students who felt validated and included holistically in all areas of the educational experience felt a part of the institution. Ultimately, the students perceived that the institution supported the educational attainment of Latinx students.

Garcia (2018) developed a typology of HSIs to understand how HSIs are moving from an enrolling to a serving identity. In her qualitative study Garcia used organizational development theories, decolonization ideology, and antiracism ideology to develop an organization framework for decolonizing HSIs. The study calls on scholars and practitioners to embrace what it means to

liberate Latinx students from the coloniality of power, which has been part of the Latin American experience since the original conquests of countries by Spain and what continues now through the political, economic, and social subjection of minoritized people. Garcia developed the framework to work with any type of HSIs that is committed to creating an experience grounded in the liberation of Latinx students. The framework is assumed to be applicable for 2-year, 4-year, public or private or research, liberal arts, or religious institution types. A key part of using the framework requires institutions to reconcile coloniality of power by addressing patterns of oppression and exclusion toward Latinx students that have continued to be perpetuated by higher education. Garcia argues the most effective way to serve Latinx students is to study HSIs through the organizational lens to dismantle racist structures and discriminatory policies that continue to plague postsecondary institutions. Therefore, the Organizational Framework for Decolonizing HSIs is heavily influenced by organizational development theories. Garcia's (2018) framework includes nine dimensions: (a) purpose, (b) mission, (c) membership, (d) technology, (e) governance, (f) community standards, (g) justice and accountability, (h) incentive structure, (i) external boundary management. The framework looks beyond graduation and degree completion as the only outcomes for the development of Latinx students and also assumes organizations should focus on outcomes based on enhancing student's racial and cultural understanding through history, values, languages, epistemologies, and methodologies of the students the institution serves.

Finally, institutions need to develop structures, as those highlighted by Garcia's (2018) typology, which includes financial aid support for students. Venegas (2015) conducted a qualitative literature review in regard to how HSIs organize themselves to support financial aid for Latinx students. Venegas argued that providing aid is not enough and institutions with federal

HSI designation have a need to provide widespread institutional commitment to this student population. Findings support that Latinx students make their college decisions based on financial aid choices. Also, findings suggest that strategies used to support Latinx students were student support services, faculty and peer mentoring, engagement activities, and developing transfer pathways. Venegas argues that strategic planning and coordination of financial aid services with other student programming were missing as a strategy to support Latinx students.

Recommendations for future strategies or initiatives to support Latinx students includes aligning financial aid policy to connect with institutional and/or completion goals.

HSIs that receive Title V Developing Hispanic-Serving Institutions grants have the opportunity to expand capacity and quality of educational outcomes for Latinx and low-income students (Santiago et al., 2016). Nationwide, faculty and curriculum development are the top usages for Title V grant funding. Funding toward the development of culturally relevant initiatives and strategies in the classroom have the opportunity to support an environment that is Latinx serving. By way of example, in a case study, Garcia and Okhidoi (2015) examined participants' perceptions of how Latinx academic services were represented within an HSI to develop culturally relevant practices. The research site was a large, public master's granting institution HSI. Two themes emerged from the data: (a) the historical presence of culturally relevant curricula and programs and (b) the embedding of culturally relevant curricula and programs within the structures of the institution. The researchers found that the Chicana/o education department at the research site was institutionalized into the university through the department offering courses that met general educational requirements. Therefore, all students were found to have had the opportunity to be exposed to multicultural curriculum during their

time at the institution. Limitations of the study include the case being bound to one site location (Garcia & Okhidoi, 2015).

Similarly, in a case study navigating the resistance of anti-racist and anti-oppressive curriculum at a majority-minority public, 4-year institution (De Leon, Katira, López, Martinez, & Valenzuela, 2017). The researchers sought to understand the impact of trying to decolonize the curriculum. The study used autoethnography methodology that mapped how ideologies and practices are used to protest the inclusion of antiracist and intersectional anti-oppressive curriculum. Findings included how good intentions are used to provide reasons not to move forward with curricular changes. *Trucos* (tricks) are used by staff and faculty positions of structural and disciplinary power to stop the decolonization of the curriculum. The study concluded that faculty interested in creating more diverse course offerings had to use interest convergence. Interest convergence was defined by the researchers as the idea that progress for minoritized racial groups can only be achieved when the dominant racial group concerns coincide with the interest of Whites who are in policy-making positions. An example from the research was faculty incorporating an equity lens into classes by looking at equity from a global workforce preparation perspective. Finally, issues the faculty faced were from upper administration, who lacked background in diversity, equity, or inclusion work and who discredited oppression and discrimination as academic jargon (De Leon et al., 2017).

Section summary. In sum, much of the existing literature highlights the reality that many institutions have a *Latinx-enrolling* identity versus *Latinx-serving* identity (Garcia 2015, 2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Hurtado & Ruiz Alvarado, 2015; Landen, 2004). Studies have identified ways in which Hispanic-servingness could be lived out through mission, organization, and academic identity (Cejda & Rhodes, 2004; Garcia 2015,

2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Landen, 2004). However, there has been limited research on the process of implementation of such initiatives and strategies. My review also shows that HSI status awareness is limited in many organizations (Perrakis & Serra Hagedorn, 2010), which fails to capitalize on Latinx student perception of institutional support to increase persistence (Garcia, 2016). Students have various levels of understanding of HSI designation, which potentially affects student sense of belonging, satisfaction, and success (Garcia & Dwyer, 2018). Sanchez's (2017) findings suggest differences between HSIs and emerging HSIs impact students' experiences on campus, feelings of alienation/isolation, and feeling othered. Garcia's (2018) Organizational Framework to Decolonize HSIs calls for institutions to do the work to reconcile the institutions oppressive policies and structures to move forward in creating an equitable institution focused on serving Latinx students. Finally, research highlights Latinx students benefit from culturally relevant classroom experiences (e.g., Cejda & Rhodes, 2004; De Leon et al., 2017; Garcia & Okhidoi, 2015), and Latinx faculty can be role models of academic achievement (Perrakis & Serra Hagedorn, 2010).

Theoretical Lens

My review of related theory suggests that multicultural organizational development (MCO) and Latino critical (LatCrit) theory are appropriate lenses for studying HSIs in relation to supporting Latinx student transfer. Applying a lens of the MCO to the literature highlights how organizations can move through a stage model from monocultural to multicultural through the implementation of an organization's policies, procedures, and practices (Jackson, 2006). A multicultural organization actively includes diverse representation up and down the organization, has a learning mindset, and values all people (Jackson, 2006). That is to say, organizational

culture includes diverse identities, styles, and groups not only having a voice at the table, but also have an influence on the culture (Jackson, 2006). On the other hand, an exclusionary organization is committed to the dominant values and norms while the values and perspectives of other groups are excluded (Jackson, 2006). Understanding the organization's context in which Latinx students are engaging provides opportunities to compare what the institution espouses as their values and the lived experiences of Latinx students (Jackson, 2006).

LatCrit theory worked in concert with MCOB as part of the conceptual framework as a theory through which to analyze the literature using a Latinx-centric point of view (Geertz Gonzalez & Morrison, 2015). The tenets of LatCrit include: (a) acknowledging Latinx culture, (b) disrupting the Black/White racial binary, and (c) taking on a *mestiza* world view of combining both cultural and academic knowledge (Villalpando, 2003). LatCrit was developed within a legal framework to address issues of social justice and racial oppression (Villalpando, 2003). LatCrit was applied to understand how "race-neutral" laws and policies continued to perpetuate racial inequities (Villalpando, 2003, p. 622). The theory was then applied to the HSI context to understand how race-neutral initiatives and strategies affect the persistence and attainment of Latinx students (Villalpando, 2003).

Additionally, LatCrit serves as the foundation for CRT (Solórzano & Yosso, 2001). Solórzano and Yosso (2001) state that CRT has five themes that form the perspective, research methods, and andragogy, which include: (a) the centrality of race and racism and their intersectionality with other forms of subordination, (b) the challenge to dominant ideology, (c) the commitment to social justice, (d) the centrality of experiential knowledge, (e) the transdisciplinary perspective. LatCrit was developed by critical legal scholars and is the grandmother to CRT. Some studies throughout the literature apply CRT frameworks to their

research (Acevedo-Gil, 2018; Sanchez, 2017; Villalpando, 2003). In this study I used LatCrit to better understand how an organization, based on the MCOB stages, is supporting policies, strategies, and initiatives to deconstruct social injustices and racial oppression of Latinx students within community colleges and the transfer pathway.

Summary

The review of literature highlighted a growing body of work to understand the relatively young sector of HSI higher education. The research presented in this literature review provides a strong focus on the student experience (Garcia 2015, 2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Hurtado & Ruiz Alvarado, 2015; Núñez, Hurtado, & Calderón, 2015) and the factors that contribute to the success of students who aspire and attain a degree from a 2- or 4-year institution (Crisp & Núñez, 2014; Tovar, 2015). Strengths of existing work include research findings suggesting changes to the view of student success outcomes for Latinx students (e.g., Contreras & Contreras, 2015; Hagedorn, Chi, Cepeda, & McLain, 2007). Findings support the idea that serving Latinx students requires institutions to reimagine how to educate students. Additionally, research highlights that context of the organization is important when examining why certain policies, procedures, practices, and pedagogies are used within an institution (Arbelo-Marrero & Milacci, 2016; Castro & Cortez, 2017; Kezar et al., 2008; Kraemer, 1995). Another strength of the literature includes a focused mixture of qualitative and quantitative studies that provide value in understanding HSIs within the context of higher education and the experiences of HSI community colleges (Garcia 2015, 2016; Garcia & Okhidoi, 2015; Geertz Gonzalez & Morrison, 2015; Hurtado & Ruiz Alvarado, 2015; Núñez, Crisp, & Elizondo, 2015).

Major areas of weakness of the literature include the lack of research specifically focused on community colleges and HSIs outside of the major Latinx population centers. The lack of geographical diversity makes the application of findings less generalizable to different contexts such as different parts of the United States. Many of the studies were focused on California community colleges and transfer institutions (Bensimon & Dowd, 2009; Contreras & Contreras 2015; Corral et al., 2015; Melguizo, 2009; Ornelas & Solórzano, 2004; Samayoa, 2018; Suarez, 2003; Wassmer et al., 2004). Additionally, existing studies have focused on the voices of students who had successfully transferred (Castro & Cortez, 2017). Bensimon and Dowd's (2009) study included research participants who were not successful in transferring. The experiences of students who do not transfer are important in understanding the complete picture of barriers and obstacles institutions create intentionally or not for Latinx students. Finally, factors for successful transfer were identified (Castro & Cortez, 2017; Suarez, 2003). However, little research has been conducted on how institutions develop strategies and initiatives to support Latinx transfer.

My study addresses the previously mentioned limitations by conducting research outside major Latinx population centers to understand the differences between Latinx students in different regions of the country. The research studies included in this summary were located in the primarily high Latinx population areas with only one study focused on the Pacific Northwest (Castro & Cortez, 2017). The Latinx population is growing quickly in the Northwest, and this growth will provide opportunities to research to understand how initiatives and strategies to support Latinx student transfers are occurring intentionally (or not) within community colleges. Using Núñez, Crisp, and Elizondo (2015) HSI typology, research can focus on understanding the differences between HSIs as well as provide opportunities to compare similar institutions.

Much of the existing research focuses on the experience of students within HSIs (Geertz Gonzalez & Morrison, 2015). My research considered the perspective of students, staff, and faculty on the organizational identity and how initiatives and strategies to support Latinx student transfer can be created and strengthened. Research is also needed that focuses on strategies and initiatives that are created, such as articulation agreements with 4-year institutions, learning communities, allocating funds to orientation programs, student academic counseling, and developmental programs. Additionally, in my research, I sought to increase current understanding of how campus environments cultivate Latinx student identities and background through culturally relevant events, programs, services, and pedagogies. Finally, my work will add to existing research by exploring how community college HSIs in the Pacific Northwest defines and articulates a transfer culture to Latinx students.

Chapter 3: Methods

The purpose of this qualitative single case study was to understand how HSIs engage in the pursuit of Hispanic-serving initiatives and strategies to support Latinx student transfer. The process of this chapter started looking at initiatives and strategies to support Latinx transfer. However, the focus of the study shifted in the process. Ultimately the question that was addressed by the study was how has a rural dispersed community college developed a context informed Hispanic-serving initiatives and strategies to support Latinx students?

This chapter provides an overview of the research design and methods used to address my research question. The chapter begins with a discussion of epistemology and my positionality as a Latina researcher who conducted research on a HSI community college. I describe the research method used and overview of the study site. Next, I present a detailed data collection and analysis plan for my work along with rationale for those choices.

Epistemology

Epistemology refers to what we know about reality, how that reality is represented, and how it is constructed (Cooper & White, 2011; Yin, 2014). My study took a critical approach grounded by critical theory that assumes a reality based on historical power relationships. A critical approach acknowledges my values as an investigator may influence the inquiry (Yin, 2014). The purpose of using a critical lens was to investigate how social institutions develop structures that perpetuate oppression of certain groups, specifically Latinx students, to uphold the classes developed by society (Cooper & White, 2011). A critical research approach allowed for documenting the voice of the oppressed in the process of emancipation from the oppressive structures (Cooper & White, 2011).

Social justice is both a process and goal (Bell, 2007). Using a critical theory epistemology aligned with the goal of creating a socially just world in which there is “equal participation of all groups in a society that is mutually shaped to meet their needs . . . in which distribution of resources is equitable and all members are physically and psychologically safe and secure” (Bell, 2007, p. 1). A social justice lens demands two important aspects of change, which include unveiling oppressive policies and practices and working toward transformation of the identified oppressive institutional structures (Mthethwa-Sommers, 2014). Critical theory asserts and recognizes subjectivity and the role of institutions with promulgating economic, social, and political inequities, in this case within higher education (Mthethwa-Sommers, 2014).

The first step to using critical theory was developing a presence of mind, which included conscientization, or critical consciousness, and political clarity (Freire, 2007; hooks, 1994; Leistyana, 1999). Presence of mind refers to understanding the existence of unequal power relations and our social nature of cultural assumption (Leistyana 1999; Mthethwa-Sommers, 2014). I recognized that I have been socialized in a racist, sexist, heterosexist, and elitist society (hooks, 1994; Mthethwa-Sommers, 2014). Therefore, I was called to acknowledge the way I had been socialized and worked to reconstruct my socialization process in a more equitable way (hooks, 1994; Mthethwa-Sommers, 2014). My political clarity was developed in my awareness of the sociopolitical and economic relations that recognizes linkages between minoritized group experiences and the macro-level politics, economic variables, and social variables that exist (Leistyana, 1999).

My epistemology orientation encouraged me to use Latinx-focused race methods, data collection, theories, and analysis approaches in this study. The study was descriptive to illuminate a clearer image of how HSIs develop Hispanic-servingness that encouraged and

supported Latinx students. The explanatory nature of the research tied together the questions of what, how, and why HSIs develop strategies and initiatives to support Latinx students. Dialogue was a significant part of my critical lens (Mthethwa-Somers, 2014). Through dialogue I worked to understand oppression, build bridges, and form coalitions among educators who wanted to make this HSI a more equitable structure and practice of higher education (Mthethwa-Somers, 2014). I used my critical lens to examine the varying perspectives on the issue and embrace a pluralistic and diverse viewpoint by interrogating unequal socio-political and economic social structures within the institution (Mthethwa-Somers, 2014).

Positionality Statement

As I worked on this study, I must be clear about my worldview and the position I brought to the research. I identify as a first-generation, Latina community college graduate. My ontological assumptions came from my experience earning a bachelor's degree, which was how I created my understanding of the social realities of the transfer process. I began at a community college and transferred to three different institutions before earning my bachelor's degree. Each time I transferred was because of challenges I faced at the institution, such as negative campus climate, lack of support, and no sense of belonging, which made me feel like I could not be successful at the institution. I kept transferring to find the right fit for me academically and personally. I wanted an institution that had faculty and/or staff who were available to ask my "dumb questions" and people who would not make me feel unworthy of being in college. I found that place but did so after losing a lot of money and time. Earning my bachelor's degree took me six years. I acknowledge that I was a high achieving, academically prepared student. My personal drive to learn and my past successes at community college motivated me to seek out resources and services to support my navigation of the transfer process. Additionally, the support

of my community college mentors helped me navigate the multiple transfer experiences. If it had not been for the community college, I would not be in my doctoral program today.

As I progressed through my research, I used both an insider and outside perspective. Yin (2014) describes insider research as a privilege the researcher brings from connections or real-life roles related to the setting studied. I also experienced outsider perspective because I was researching an institution from the outside perspective as a 4-year private, religiously affiliated, university administrator (Yin, 2014). I also grew up in an urban, multinational city in New York. I had never grown up in a rural area that had a Latinx populations comprised of people who identified as Mexican. My insider perspective came from my own experiences as a Latina student who navigated the transfer pathways via the community college. My outsider perspective was grounded in not working at a community college that is an HSI and not having worked at a community college in over 10 years. My knowledge about HSIs came from what I learned through my professional association volunteer role with the NASPA Latinx/a/o Knowledge Community and academic coursework.

Many of my Latinx student affairs colleagues work at HSIs and describe the continued efforts to support Latinx students. My professional experience has been within highly selective institutions, which are PWIs. I have seen many Latinx students succeed at my institutions and want to see more succeed through the HSI pathway to transfer to institutions like mine. Therefore, my epistemological assumptions are driven by a need to understand why there are not substantial increases in Latinx transfer when HSIs are growing across the Pacific Northwest. My research sought to understand how the social and historical context of Latinx students in higher education affect how an institution supports student transfer.

My research was focused on understanding the story of an underserved population within Washington not mentioned throughout the HSI literature. I moved to Eastern Washington in April 2014. A value I had as a Latinx professional and scholar was to serve the communities in which I live. My career has positioned me outside of the community college setting and has positioned me within private, Catholic higher education. My outsider positionality brought me challenges I had to face and address clearly with my research subjects as I worked to build rapport to learn more about their context (Yin, 2014). By reading through the documents I collected, I was able to better understand the institutional jargon. I tried to identify potential acronyms that would be used in my conversations. Of course, when acronyms were used that I did not understand I would either write them down in my field notes or ask the subject to tell me the acronyms' meanings. I also worked to understand what was going on in the institution at the time. As I began my conversations with the subjects, it was helpful to ask questions about their involvement in some of things going on around campus such as the accreditation visit or events.

My racial, educational, and gender roles as an educated Latina provided me some insider positioning because my values called me back to support my *familia* in the literal and symbolic sense. The Latinx community of Eastern Washington is my *familia*. So, the folks I spoke with were more willing to participate because they understood that this study would be supporting their institution and students like theirs at HSIs in the Pacific Northwest. The drive to support Latinx students was something that my interviewees shared as a common grounding. This area of the country needed scholars to explore the unique strategies and initiatives this HSI is implementing to support Latinx student success and/or transfer.

The community college provides opportunities for folks to identify new career pathways. Eastern Washington powers a diverse agricultural economy led by 70 percent of the United

States' production of apples (Washington State Department of Agriculture, 2017). Many of those crops are picked by my Latinx *familia* who are seeking a better life for themselves and their children. The generational values we hold as a Latinx community are what drove my desire to ensure the work of my present honored the work of those behind me and will impact the future of the Latinx community in Washington.

Research Approach

The study was conducted using a case study design. Yin (2014) describes a case study as an appropriate qualitative inquiry method when the phenomenon's variables cannot be separated by the context. The study focused on the process of how strategies and initiatives were used within an HSI context to support Latinx students. The goal was to discover information rather than confirm a phenomenon. Merriam and Tisdell (2016) define a bounded case when there is a limited pool of data collection, limits to the number of people involved, or a finite time for observations. The boundaries for the case included a HSI community college within Eastern Washington that was rurally dispersed based on the typology created by Núñez et al. (2016).

There was a need to understand how rural dispersed community colleges in Washington develop initiatives and strategies to support Latinx students. The case study explored and provided description of a phenomenon through a narrowly focused lens with a high level of detail and combined both objective and subjective data to achieve an in-depth understanding (Yin, 2014). Using questions of how or why in the case study's design allows for confirming, challenging, or extending theory by forming hypotheses for future research (Yin, 2014). Advantages to using a case study design included in-depth context that can create a complete picture of the phenomenon, data collected in a natural setting, and the flexibility to discover and explore research as it develops (Yin, 2014).

Overall limitations to case study design include having data that are not necessarily transferable, potential for researcher bias, and research not conducted at a large scale (Yin, 2014). The case study provided a deeper understanding of the phenomena being researched (Merriam & Tisdell, 2016; Yin, 2014).

Four indicators of quality for qualitative research that I included were construct validity, internal validity, external validity, and reliability (Yin, 2014). All four of these tests were addressed by the case study design. Construct validity was addressed during the data collection stage by using multiple sources of evidence, establishing a chain of evidence, and having key informants review draft case study reports (Yin, 2014). Internal validity was addressed during the data analysis stage through pattern matching, explanation building, addressing rival explanations, and using logic models (Yin, 2014). Finally, reliability was addressed during data collection by following the case study protocol and developing the case study database.

Case

As of the 2017-2018 academic year, HACU reported there were six HSI institutions in Washington; one was a 2-year public institution and four were 4-year public master's granting institutions. One community college was located in Western Washington. The other three institutions were in Eastern Washington. One case was selected as a research site for this study. The following section describes the HSI case that I studied.

The research site, Dalé College was located in the Pacific Northwest. The institution identified as an open-enrollment community college and was designated an HSI in 2002. Dalé College offered three different types of transfer degrees. Finally, the institution had a 40 percent graduation rate, which was the best in the State. A full description of the college is presented in Chapter 4.

Sampling

Sampling involved systematically identifying a subsection of a population to be included in the study (Madison, 2017). Purposive sampling was used to provide the most relevant and plentiful data specific to HSI transfer culture at the case institution. Purposive sampling provided predetermined criterion of importance by gaining information-rich sources (Yin, 2014). In a case study, two levels of purposeful sampling occurred (Merriam & Tisdell, 2016). The first level of purposeful sampling was to identify the criteria for the institution that was selected as the research site location. The location was purposefully selected because there was very limited research on HSIs in the Pacific Northwest. There was a major gap in the literature for HSIs outside of the dominant HSI regions of the New York, Florida, Texas, Arizona, and Florida. This study provided research on a region of the country that has been overlooked in the current HSI literature. Only one published study on HSIs had been conducted in the Pacific Northwest, but this study focused on the experience of students at the transfer receiving institution (Castro & Cortez, 2017). Washington had the largest number of recognized HSIs in the Pacific Northwest and the fastest growing Latinx population, and community colleges in Washington had the largest Latinx student enrollment. Therefore, the research site selection criteria included: must be located in Washington, must be a 2-year community college, must be federally designated as an HSI, and must have been awarded a Title V grant for at least five years.

The second level of sampling involved research participants. Participants were selected using purposeful sampling (Merriam & Tisdell, 2016). The study included staff and faculty. Staff and faculty criteria included: must have worked at the institution for at least one year, could be of any racial identity, and must have earned at least a bachelor's degree. The reason for a staff and faculty to have earned a bachelor's degree was because of their cultural capital about the

differences between community colleges and 4-year institutions. Staff and faculty who had a Bachelor of Applied Science (BAS) were eligible to be included because of their ability to earn a 4-year degree within the community college setting, but none of the participants interviewed held a BAS.

The staff could work in any department within the institution. Faculty taught various disciplines, primarily in-person. Faculty who held administrative roles, such as department chair or program coordinator, were included. Institutional leaders, such as deans, vice presidents, and presidents, were excluded from the study. Latinx students intending to transfer were invited to the study. However, they did not self-select to participate even with an incentive for their time. Therefore, students were excluded due to non-participation. Senior administrators' roles should be to provide a vision for executing a Hispanic-serving mission. This study's research question explored how the Hispanic-serving mission was operationalized within the units directly serving students. Therefore, senior administrators were excluded.

Unlike other research methods, case study research identifies no clear cut-off points of when enough data are collected for a study (Yin, 2014). Rather, data are collected until enough data that confirm evidence from two or more sources for the main topics have been collected (Yin, 2014). In case study research interviews and document analysis provide various points of evidence in triangulating conclusions to reach data saturation (Yin, 2014).

Data Collection

Case study research has six main means of evidence (Yin, 2014). I used documentation and interviews as the two sources of evidence. Direct observations and participant-observations were not used because of the distance of the institution to my home. I was unable to visit the case study campuses, which are located a substantial distance from my location (Yin, 2014). The

three principles of data collection in case study design are: ensure multiple data sources of evidence are used, create a case study database, and develop a chain of evidence (Yin, 2014).

Documents. Prior to the interviews, publicly available documents were reviewed. The document review protocol to assess the presence of HSI identity in institutional artifacts was used to identify how the institution communicated their HSI practices and identity (Malcom-Piqueux & Bensimon, 2015). A large array of administrative documents were reviewed including: the institution's strategic plan, [name redacted] (2019) Year Seven Self-Evaluation Report, Title V grant applications, board minutes from 2016 – 2019, mission statement, purpose statements, board actions, board bylaws, student newspaper issues, news clippings, other documents in local newspapers or mass media, Guided Pathways information, and the institution's websites about transfer. Information that was reviewed on the website included mission and vision statements, Guided Pathways information, transfer information, and student services resources such as tutoring. Communication about these student success initiatives was important for understanding how the institution discussed Latinx students. The analysis of these documents provided additional context about the institution, provided insight into how the institution chose to publicly proclaim its HSI identity, and provided a means of triangulation.

The documents corroborated and/or contradicted evidence from the study and were used to corroborate information from other sources (Yin, 2014). Finally, document analysis supported inferences from documents that were clues toward findings (Yin, 2014). However, there are potential pitfalls of document collection and analysis that I addressed. I understood documents were written for specific purposes and audiences (Yin, 2014). The objectives of the authors may be different than objectives of this case study. Therefore, I aimed to be a vicarious observer and critical in interpreting the context of the evidence (Yin, 2014).

Interviews. Interviews were conducted via Zoom video conferencing software. Initial contact at the case study institution was the vice president for student services and instruction (VPSSI) to seek approval and gain access to the research site (Creswell, 2009). Typical sampling was used as “a form of purposeful sampling in which the researcher studies a person or site that is ‘typical’ to those unfamiliar with the situation” (Creswell, 2009, p. 204). A primary contact in the VPSSI office was established. I worked with the contact person to develop a list of possible research participants. Names and contact information of research participants were obtained by the main point of contact. I reached out via email and phone to solicit participants, schedule interviews, and collect documents. The email stated participation was voluntary, and participants were presented with an informed consent form for their review prior to the interview. All participants were offered compensation of a \$10 Starbucks gift card for participation in the interview. Participants were welcome to withdraw at any time in the study process.

I conducted individual semi-structured interviews with participants. The main purpose of the interview was to explore the initiatives and strategies of the institution to support Latinx students (Merriam & Tisdell, 2016). The interviewees were provided general themes prior to the interview. Interview questions varied for staff and faculty. The questions were specific to each group, but the focus was the same. Questions for the structured part of the interview were developed based off the literature review and off of my understanding of the history, meanings, practices, and beliefs of the research site (Merriam & Tisdell, 2016). The questions are located in Appendix A. I used flexibly in asking the questions throughout the interview (Merriam & Tisdell, 2016; Yin, 2014). I worked to ensure the questions did not become a checklist during the interview. Rather, the questions helped guide the fluidity of our dialogue (Madison, 2017; Yin, 2014). Questions leading with “how” were used to ask friendly, non-threatening questions in an

open-ended interview to get to a better understanding of the “why” of the question (Yin, 2014). The interviews were video recorded for transcription and analysis, and I also took notes to capture key words and phrases.

The interviews started with a review of the consent forms and an opportunity to get to know each other. Participants answered some background questions during the interview such as their gender, race, how long have they worked at the institution and their definition of an HSI. The interviews lasted no more than 60-minutes.

At the end of the interview, I asked participants if they had any questions for me. I provided them an overview of the study moving forward. Finally, I sent thank you emails to the participants reiterating next steps. Each interview was digitally recorded, stored, and transcribed following the Oregon State University Institutional Review Board protocol. The transcripts were sent back to the participants for member checks. The data from the interview were used to corroborate information from other sources (Yin, 2014).

The conceptual framework created in Appendix B was used to develop the questions. Questions focused on the following components of initiatives and strategies developed to support Latinx students: (a) information about the organization, (b) explanation of how initiatives and strategies work, (c) discussion on why the initiatives and strategies work, (d) and information about organizational outcomes. The critical lens of power and privilege were applied during data analysis. Using LatCrit and MCOB as the conceptual framework, I made sure to keep the constructs of race and racism central to my analysis.

Informed consent. Informed consent was obtained at the start of each interview. The informed consent protocol was emailed to the participant and reviewed through the video conference software using a shared screen before the interview. Participants were advised of the

following: (a) participating in the study is voluntary; (b) the participant may not benefit directly as a result of taking part of the study, but the knowledge gained may benefit others; (c) the participant is free to withdraw at any time throughout the study; (d) there may be risks related to the study procedures that are not yet known to the researcher; (e) other people may learn that they participated in this study, but the information they provide will be kept confidential to the extent permitted by law; and (f) they will be compensated with a \$10 Starbucks gift card.

Data confidentiality. Maintaining confidentiality was important throughout multiple phases of the study (Kaiser, 2009; Merriam & Tisdell, 2016, Yin, 2014). The three main stages of the research process that required vigilance in regard to confidentiality were the data collection, data cleaning, and dissemination stages (Kaiser, 2009). Information that could identify participants was kept confidential, such as site institutional names and the names of participants, programs, and initiatives. The data were stored on my password-protected laptop computer. Data were only viewable to me and my primary faculty member. The video files were collected through the Oregon State University Zoom video conferencing account in MyMedia. The files were transferred immediately to my laptop. I had an external company transcribe my interviews. I went back through each written transcription and video to ensure accuracy in the transcription. Participants were not identifiable in any written materials. Results of the study may be published but identifying information will be removed from all documents. At the termination of the study, the files will be maintained according to Oregon State University Institutional Review Board rules.

Theoretical Lens

This study was rooted within critical race and organizational development theories. I approached the study with a conceptual framework composed of the MCOB and LatCrit

(Jackson, 2006; Villalpando, 2003). These theories provided a critical lens into the organization. The framework challenged dominant ideology to support the growth of underrepresented populations within the organization. The main focus was on an organization at the systems level and its initiatives and strategies rather than on the individual or group levels.

The MCOF focused on shifting an organization from a monocultural to a multicultural organization. The organization in this study was a community college in rural Eastern Washington that was classified as an HSI. The MCOF identified where, in a spectrum from monocultural to multicultural, the community college was located in regard to their efforts at becoming a multicultural organization. The MCOF was used in this research as a diagnostic tool to provide an assessment of the college's current placement on the spectrum based on the participant interviews and document review. Understanding the current state of the institution in this study provided a more complete picture of how the community college was on track in shifting to a Hispanic-serving culture.

LatCrit theory emerged through the legal field (Villalpando, 2003). The theory challenged the centrality of race and racism; challenged dominant ideology, the centrality of experiential knowledge, and historic context; and provided an interdisciplinary perspective (Villalpando, 2003). The use of this lens in the study provided a critical, Latinx-centric perspective of the role of community colleges in serving a Latinx student population (Villalpando, 2003). Community colleges have an open access mission that provides an opportunity for all to engage in higher education (Boggs & McPhail, 2016; Brint & Karabel, 1989). However, HSIs have a higher concentration of a particular student population present. Therefore, understanding Latinx student needs through a Latinx lens is helpful. LatCrit provided

an opportunity to engage with the stories and data in a way that was centrally focused on how Latinx students are served through initiatives and strategies to support transfer.

Data Analysis

The document analysis and interviews provided an opportunity to develop inferences, identify nuances, and apply a magnifying glass to enlarge, amplify, reconfigure, and make meaning of the data (Merriam & Tisdell, 2016). The conceptual framework of the MCOB and LatCrit theory were used as lenses to interpret the data (Jackson, 2006; Villalpando, 2003). The conceptual framework was applied to the literature review, which informed the development of the interview questions (Yin, 2014). The conceptual lenses informed how the data were organized and presented into themes (Yin, 2014). NVivo qualitative software was used to organize and analyze the data from the document analysis and interviews.

The documents that were collected included the institutional strategic plan, website, Year Seven Self-Evaluation Report (Yakima Valley College, 2019), mission statement, purpose statement, board minutes from 2016 – 2019, board actions, board bylaws, publicly available videos, and institutional news archives (Yin, 2014). The strength of case study research is the ability to use various forms of data to triangulate and develop converging lines of inquiry to develop corroborating fact or phenomenon (Yin, 2014). Construct validity was addressed in this process because multiple forms of data were used to measure the same phenomenon (Yin, 2014). The most significant aspects of the case were defined and addressed (Yin, 2014). Finally, my knowledge of literature and professional experiences were presented in supporting the current thinking and discourse throughout the study (Yin, 2014).

Coding was used to group together themes and categories accumulated from the research site (Merriam & Tisdell, 2016). High-level coding was used to identify abstract ideas, while low-

level coding was used to understand concrete data (Merriam & Tisdell, 2016). The interviews focused on maintaining specific themes (Madison, 2017). The data coding process included examining each cluster; comparing and contrasting the topics within the cluster; examining notes within the cluster; identifying overlapping topics; identifying distinctive topics that move between clusters and some that should be eliminated; adjusting for comparisons and contrasts' creating linkages and themes across clusters; and revealing the themes of the data (Madison, 2017). The artifact assessment tool developed by the Center for Urban Education was used for the document review (Malcom-Piqueux & Bensimon, 2015). The assessment tool provided a grounding of how an HSI identity was communicated through the documents (Malcom-Piqueux & Bensimon, 2015).

Theoretical propositions were employed to analyze the data. The MCOB and LatCrit were used to focus the data on certain themes based off the set of research questions and literature. All forms of data were reviewed simultaneously to maintain a chain of evidence for the identified themes (Yin, 2014). Conclusions are presented with the supporting evidence from the various forms of data (Yin, 2014).

Credibility, Trustworthiness, and Researcher Bias

Research must be conducted in rigorous, ethical ways to ensure the findings and conclusions are applicable to practitioners, policy makers, other researchers, and anyone who reads the study (Merriam & Tisdell, 2016). The way the data were collected, analyzed, interpreted, and presented was important to ensure credibility and trustworthiness.

Credibility was established using the data to check the integrity of the identified themes (Schwandt, 2007). The process of establishing credibility included triangulation from the individual interviews and document analysis (Merriam & Tisdell, 2016). Merriam and Tisdell

(2016) stated triangulation must include “cross-checking data collected through . . . interview data collected from people with different perspectives or from follow up interviews” (p. 245). Multiple forms of data ensure that the phenomenon is being viewed from several vantage points to converge in developing a shared truth (Schwandt, 2007).

Member checks, or respondent credibility, were used to gather further data about the integrity of the findings (Schwandt, 2007). Member checks represent another way to engage the research participants in a dialogue about the findings. Further, they help to ensure that the researcher is not representing the phenomenon, study site, or research participant in a way that is tainted by biases (Madison, 2017). Additionally, including more cases provides a more complete interpretation of the phenomenon (Merriam & Tisdell, 2016). The perception, credibility, and stability of the findings are strengthened when case sites are compared to one another. External validity is strengthened by grounding the phenomenon in various locations.

Trustworthiness was established by creating credibility, dependability, and confirmability with the research data (Schwandt, 2007). First, credibility was established through my description of the research participants’ view of the phenomenon (Schwandt, 2007). Second, dependability was established by creating a logical, well documented research process that others would be able to follow and replicate (Schwandt, 2007). Third, confirmability was established by making connections and links to the findings of the research study (Schwandt, 2007).

Ethical Considerations

Care and protection of research participants and case location was a top priority for the study. All interview questions were approved by the Oregon State University Institutional Review Board in Appendix C. Participants were provided information explaining the research and received an informed consent form. Participants were asked to make sure they understood

the purpose of the study, their role in participation, the permission they were granting for the interview to be recorded and for notes to be taken, and their right to end the interview and withdraw at any time.

All data were collected through gate keepers, public information, and interviews. Privacy and confidentiality were maintained by protecting all the data and ensuring pseudonyms were used throughout the dissertation.

Limitations

The study had various limitations that should be addressed in future studies. Limitations came from various points throughout the study that impacted the individual, group, and global data collected at the case site. Many of these issues were outside of my control. I wish to address the challenges faced and how future researchers could take these into account as they design their research studies.

Institutional access. The study proposal originally was developed as a multi-site case study. Unfortunately, my contact at one of the sites stopped communicating with me. I was unable to gain access to anyone else at the institution to serve as my main point of contact. Therefore, I had to move to a single-site case study. Future research on rural HSIs and how they support Latinx student transfer would benefit from reviewing multiple cases.

Location. Observations are a part of case study methodology. However, Dalé College was located over two hours away, which created the inability to visit the campus for observations and in-person interviews. I never had the opportunity to visit the campus in-person. Dalé College was the closest HSI to me. Originally, the research plan included going to the campus for observations. After having my son in summer 2019, I had to unknowing use all of my vacation time instead of sick time to cover my maternity leave. Unfortunately, this left me with no paid

time off for observations since I am employed full-time. Thus, I had to remove observations from the research plan. Additionally, not going to the research site created limitations in understanding the role of the physical environment and how it supports a Hispanic-servingness. I did not have the opportunity to explore the campus. Future research should be conducted that includes the opportunity to be on campus for observations.

Virtual interviews. Scheduling interviews was also more difficult because we were using Zoom video conferencing technologies. There were instances in which the technology failed, requiring us to reschedule. The interruptions and issues with technology caused the interview window to extend from the beginning of the fall quarter to finals week. Faculty interviews in particular became shorter as the quarter went on because faculty and staff felt their time was more limited with end of quarter work and the holidays.

Summary

In this study I attempted to examine Hispanic-servingness through initiatives and strategies at an HSI-designated rural community colleges. The study contributed to the literature base in three significant ways. First, the study added to literature on HSIs located in the Pacific Northwest. The study contributed to building the research base on HSIs beyond the major HSI-concentrated areas of New York, California, Florida, Texas, and Arizona. Second, the study provided research on the development of Hispanic-servingness. The findings informed how HSIs develop initiatives and strategies that move beyond Hispanic-enrolling to Hispanic-serving. Third, the application of the conceptual framework provided an equity lens to understand how HSIs are impacting Latinx students.

Chapter 4: Case Description

The purpose of this case study was to explore how rural dispersed Hispanic-serving community colleges in the Pacific Northwest serve Latinx students through initiatives and strategies. The research question that guided this study was: How has a rural dispersed community college developed a context informed Hispanic-serving initiatives and strategies to support Latinx students? In Chapter 2, I introduced the conceptual framework composed of LatCrit theory and the MCOB (Jackson, 2006; Villalpando, 2003). In Chapter 3, I described the case study methodology and approach to answering the research question. In this chapter I present the analysis of the data gained from interviews and document review. Four themes were identified from the various data points to identify how the institution supports Latinx transfer. The themes were: (a) change management, (b) HSI identity, (c) community buy-in, and (d) faculty development.

Case Description

The research case was an open-enrollment community college in Eastern Washington. The pseudonym for the research site was Dalé College. The institutional context is important to understand how the region has developed to influence the strategies and initiatives developed at Dalé College. The following case description provides information on the service area, institutional context, and professional development opportunities. These three areas are important to understand as I grounded the study in the place and time of the institution.

Service area. Dalé College is located in Dalé County and has two campus locations. It was founded in 1928. The institution is located on the original tribal lands of the Confederated Tribes and Bands of the Dalé Nation (Yakama Nation, 2010). As of the 2010 United States Census, the county population was 243,240 and the Dalé Nation was 31,272 (United States

Census Bureau, 2019). The Dalé Nation's land is located on the Central plateau of Washington State. The lands have the Cascade Mountains to the West, the Dalé River foothills to the East, Pahto (Mount Adams) overlooking the Valley, and the Columbia River as a central part of the land (Yakama Nation History, 2010). The Dalé Nation Treaty of 1855 with the United States Government ceded the Dalé Nation lands from 12 million miles to 1.5 million miles, and the Governor opened the 11 million miles of land to White settlers immediately instead of the agreed upon 2-year period (Meyers, 2017). Today the Dalé Nation is governed by a council of 14 members in honor of the original 14 tribes and bands (Yakama Nation History, 2010). The federal and state governments have continued to break promises to the Dalé Nation such as authority over the Dalé people and providing complete sovereignty (Yakama Nation History, 2010).

The racial/ethnic composition of Dalé County in 2018 was 1.5 percent Black or African American, 6.5 percent American Indian, 1.6 percent Asian, 0.3 percent Native Hawaiian and other Pacific Islander, 2.9 percent two or more races, 49.9 percent Hispanic or Latino, and 42.7 percent White alone, not Hispanic or Latino inhabitants (United States Census Bureau, 2019). A total of 82,300 households and 73 percent of persons older than 25 held a high school diploma, and only 16 percent held a bachelor's degree. Median household income in 2018 was \$49,871, with 16.5 percent of people in poverty (United States Census Bureau, 2019). The geographical region was comprised of 4,295.40 square miles and 56.6 people per square mile (United States Census Bureau, 2019). As of 2018, 85.8 percent of households owned a computer, and 75 percent of households had a broadband internet subscription (United States Census Bureau, 2019). The median home price was \$167,700 (United States Census Bureau, 2019). As of

January 2020, the Washington State unemployment rate was 3.9 percent, and the Yakima County unemployment rate was 8.9 percent (U.S. Bureau of Labor Statistics, 2020).

The business community is comprised primarily of agriculture. Participants described the area as run by four wealthy, White identified families who own or manage a majority of business in Dalé County. Whiteness and colonization were central to the region with the move west during the late 1800's. The Dalé Nation was removed from their lands by White colonist, then, the White colonist brought migrant workers to do the work in the orchards, and the community population has exploded in the number of migrant workers from Mexico, but not in the overall county institutions and businesses. Participants shared that the reigning White families of Dalé County are involved in every facet of Dalé County government, education, and businesses.

The institution was also a part of the Washington State Board of Community and Technical Colleges (WSBCTC). The WSBCTC was comprised of 34 community and technical colleges in Washington. All institutions were required to abide by Washington Administrative Codes and the Revised Code of Washington developed by the Washington State Legislators. The board of WSBCTC was governed by a 9-person state governor appointed board. Total student enrollment across the state was about 363,000 students, with 59 percent of students in Washington State's public higher education system. Dalé College was designated as District 16 and was the third oldest community and technical college in the state (Washington State Board for Community and Technical Colleges, 2020).

Institutional context. The research site was an open-enrollment community college in Eastern Washington. The site was called Dalé College. The institution was designated by the United States Department of Education as an HSI and received the institution's first Title V grant in 2002. Institutional characteristics as of the 2018-2019 academic year included: total student

headcount of 8,238, which consisted of 55 percent of students who attended full-time and 33 percent who attended part-time. Students' average age was 27. Over 63 percent of students received need-based financial aid; and over 40 percent of students worked. A total of 31 percent of students intended to transfer, 45 percent intended on workforce training, 20 percent intended on college and career readiness, 3 percent enrolled for personal enrichment and 83 percent were first-generation. Approximately 60 percent of students identified as Hispanic/Latino/Latinx, 30 percent of students identified as White, 3 percent of students identified as Native American, 2 percent as Black, 2 percent as Asian/Pacific Islander, and 2 percent identified Other. The student to faculty ratio was 17 to 1.

The Dalé College mission statement was approved by the Board of Trustees in 2008. The mission statement described the purpose of the institution to enhance a diverse set of individuals and community. The delivery processes available were basic literacy, academic, professional, technical education, and lifelong learning. Community, access, and success were the College's core themes. Community included the cultural developments of the community. Access included enrollment and support services for the service district. Success included completion of programs to support students' employment, transfer, or general civic engagement in the service area. Transfer was specifically mentioned under the community objective with success in STEM initiatives including retention, completion, and transfer to a baccalaureate institution. The community objective included an effort to market college programs, which included an emphasis for people interested in bachelor's degrees. Access objectives included the continued development of Bachelor of Applied Science degrees (Yakima Valley College, 2018c).

The institution was designated by the United States Department of Education as an HSI and received the institution's first Title V grant in 2002. At the time, Dalé College was 27

percent Latinx FTE with a total FTE of 2,736. The activities for the usage of funds were supplemental instruction in developmental education and faculty development. Developmental instruction included a holistic approach that provided students support in advising, skill development, career planning, and other wrap around services. Faculty development included instructional strategies, assessment of student learning, and discipline specific knowledge (U.S. Department of Education, 2002).

In 2019, the institution offered three transfer degree options, which included an associate degree in arts, associate degree in business, and associate degree in science. The institution was the first in the state to implement Guided Pathways. Guided Pathways was championed by the Community College Research Center as a way to create structured services, programs, and activities to clarify the complexity of the college experience (Bailey, 2017). The goal of Guided Pathways was to increase graduation rates, especially for student of color and low-income students who often have a more difficult time navigating college and may be negatively affected by the confusing college environment (Bailey, 2017). The implementation of Guided Pathways was important in understanding the institutional context. The institutional graduation rate was 40 percent, which is the highest in the state's community and technical college system.

Additionally, the institution provided access to applied bachelor's degrees starting in 2014 (Guerrero, 2014). Students who had earned an applied associate degree could continue on a pathway taking upper-division credits for an application-oriented, 4-year degree. Federal labor statistics and consultation with community businesses and organizations drove the selection of degree programs (Guerrero, 2014). Degree options included business management, dental hygiene, bridge to dental hygiene, information technology networking - systems administrators, and teacher education. All these programs were located on the Dalé College campus primarily at

night with classes meeting once a week to cater to the working adult population (Yakima College, 2018a). Students had the option to transfer to two different 4-year institutions that had articulation agreements with Dalé College. The first 4-year institution was located 40 miles away, and the second 4-year institution was located 189 miles away. The largest city in the state was located 145 miles away, and the second largest city in the state was located 200 miles away.

Institutional characteristics as of the 2018-2019 academic year included: total student headcount of 8,238; 55 percent of students who attended full-time, and 33 percent who attended part-time. Students' average age was 27. Over 63 percent of students received need-based financial aid, and over 40 percent of students worked. A total of 31 percent of students intended to transfer, 45 percent intended on workforce training, 20 percent intended on college and career readiness, and 3 percent enrolled for personal enrichment. Additionally, 83 percent were first-generation students. Approximately 60 percent of students identified as Hispanic/Latino/Latinx, 30 percent of students identified as White, 3 percent of students identified as Native American, 2 percent identified as Black, 2 percent identified as Asian/Pacific Islander, and 2 percent identified Other. The student to faculty ratio was 17 to 1. The institution was connected to the K-12 community through the Dalé College consortium. A total of 22 secondary schools met quarterly to discuss trends in the community and at the college (Yakima College, 2018b).

The institution did not have institutional specific data on transfer out rates. Students were able to gain transfer credit through military experience, advanced placement tests, international baccalaureate, college-level examination program, DANTES standardized subject tests, non-traditional learning, and international transcripts (Yakima College, 2018d).

Professional development. A key professional development opportunity for faculty at Dalé College was ESCALA. ESCALA was an initiative the institution was undertaking to

transition toward having a Hispanic-serving identity. ESCALA is a third-party program for HSIs to teach Latinx student-centered pedagogy to support closing education access gaps and completion rates for Latinx students. Rosa explained the program as the following:

ESCALA is a faculty development program. So it's a professional development for faculty, specifically White faculty who are teaching in Hispanic-Serving Institutes and serving Latinx students. So it's a program out of Santa Fe, New Mexico, it's a national program, but we are the furthest along I guess compared to all of the other schools that they're working with. So we work directly with the CEO and her team on, we created our own in-house model. So we bought their curriculum and we are facilitating it to our fifth cohort. So we already have five cohorts of faculty go through this program. And really, it's teaching the faculty that all of the things that they've learned about how to be a teacher for students is not the way Latinx students learn.

ESCALA had been implemented at Dalé College since 2014 as a part of the Title V grant award. Faculty were placed into cohorts to complete a 3-day retreat focused on learning their patterns of teaching, exploring their identities, considering inclusive teaching pedagogy, learning about equity, and learning about HSIs. Faculty participants identified classroom inquiry projects to work on throughout the academic year. Then, the cohort members met with a "coach," who was another faculty person who had completed ESCALA. Each cohort member was then asked to identify a classroom inquiry project that was then presented at the end of year all-faculty meeting. Faculty who complete all three parts (i.e., retreat, coaching, and classroom inquiry project) received a stipend, completion certificate, letter for their tenure folder, and public recognition. Mark shared that a total of 58 out of 110 faculty members had completed both the ESCALA retreat and classroom inquiry project. There were more faculty members who had gone through the program but had not completed the project.

Profile of Participants

The Office of the vice president for student services and instruction provided an initial listing of 10 faculty and staff to contact to invite to participate in the study. The VPSSI provided

the names of staff and faculty who had started the ESCALA program, faculty who were new additions to the steering committee, and faculty who had completed the classroom inquiry project. I am aware that there may be some participant bias because the VPSSI selected the names of available campus participants. I kept this mind during my interviews and analysis to maintain a critical perspective. Participants were invited to participate in the study via email. A total of seven participants responded to the invite. In the subsequent sections I provide an overview of participant backgrounds, characteristics, and experiences related to the research question.

Participants' background and characteristics. Participants included five faculty members, who are designated here as Irene, Rosa, Buddy, Natalia, and two staff members, who are designated here as Camilla and Veronica. Each participant selected their individual pseudonym. My inclusion criteria required participants to work in student services or academic affairs, to have worked at the institution for at least one year, and to have earned at least a bachelor's degree. Participants were asked to self-identify based on gender and racial identity. The length of time in which they had worked at the institution ranged from 5 to 31 years. All seven participants held master's degrees. Three of the participants were in the process of pursuing their doctorates while working full-time at Dalé College. Three out of the seven participants identified as alumni from Dalé College. Six of the participants had participated in ESCALA, which was a year-long faculty development and teaching evaluation cohort program. Key information about each participant is presented in this section, and an overview of the participants is presented in Table 1.

Buddy. Buddy had been at the institution for 20 years. He identified as a White male who was a faculty member in the English department. His contract was for 10 months. He held a

master's degree. Buddy shared that each faculty member in his entire department, which was one of the largest on campus, identified as White. He was one of the first faculty members to participate in ESCALA. He had continued to be involved with the program and encouraged other faculty members to go through ESCALA. He had been a champion for ESCALA and Latinx-centric teaching practices. He grew up in the Northern California Valley, which was very similar in Latinx and rural culture to the Dalé College service area.

Camilla. Camilla had been at the institution for six years. She identified as a Latina female who was a staff member in Student Services. She worked year-round as a full-time, exempt employee. She held a master's degree and was working on her doctorate in higher education. Camilla was the only person in her department. She also grew up in the institution's service area and was an alumna. Her main responsibility was managing the Title V grant, and she was very involved with the administration of ESCALA.

Irene. Irene had worked at the institution for over 30 years. She identified as a White, female who was a faculty member in the Office of Institutional Research. Her faculty contract was 12 months. She held a master's degree. She was the original grant writer for the Title V grant awarded in 2002. Irene had written various grants that had been awarded to address the needs of Latinx students. Grants the institution had secured included Lumina Foundation, Ford Foundation, and National Science Foundation grants. Irene worked with the VPSSI on bringing ESCALA to the institution. Irene taught only one class an academic year since she transitioned into her administrative role in the Office of Institutional Research. She advocated to keep her faculty status to better communicate with faculty from a similar positional standpoint in the organization. Irene was the main conduit of data information to the local 4-year, public institution and was trying to do more research on transfer outcomes for Dalé College students

who transfer to the 4-year institution. Unfortunately, Irene shared the struggles Dalé College has in trying to coordinate research efforts with the local 4-year institution, Dalé Central University. Dalé Central University had various interim leadership over the subsequent four years that led to continued reorganization of the university institutional research offices. There had not been capacity at Dalé Central University to work with Dalé College.

Mark. Mark had been at the institution for 10 years. He identified as a White male who was a faculty member in the math department. His contract was for 10 months. He held a master's degree. Dalé College was the first and only community college he has worked for. When asked about how he has developed a Latinx-centric teaching pedagogy Mark provided a reflection of his own educational experience. He had a "traditional" educational experience which included a supportive family, going from high school to college and then onward to obtain his master's. Mark shared:

I had kind of your traditional parents [who] save[d] some money for me to go to college and right after I finished high school, I went off to university, lived in the dorms, so I didn't have to personally go through that situation where you are trying to juggle a life and responsibilities with school. And so, it took me a little time to understand all those factors.

Mark was also one of the first cohorts to go through ESCALA. He had learned a lot about working at a community college and had been opened to understanding his positionality as a White male in higher education to better serve Latinx students. Mark continued to be an advocate for ESCALA and encouraged other math instructors to attend. Mark shared a learning moment in which he identified that math is one of the reasons students do not make it through their programs or onward toward transfer. From attending ESCALA he worked with his department to create math classes that were transferable to other public 4-year institutions, identified issues

with their algebra sequence, and redesigned the curriculum for developmental math, all based on the information and insight gained from ESCALA.

Natalia. Natalia had been at the institution for five years. She identified as a Latina female who was a faculty member working in the library. Her contract was for 10 months. She held a master's degree. Natalia was the only Latina in her department. She also grew up in the institution's service area. She had worked to support Latinx students by advocating for more Spanish language materials for the library and continued to advocate to create a sense of belonging in the library. Natalia purposefully reached out to the student transfer club and attended club fairs to increase the visibility of the library around campus. She wanted Latinx students to know they had a Spanish-speaker librarian available to support their research needs.

Rosa. Rosa had been at the institution for six years. She identified as a Latina, female and a faculty member in the Counseling Center. Her contract was for 10 months. She held a master's degree. Her department was the most diverse on campus, with all the faculty identifying as Latinx. Rosa was also an alumnus of the institution and grew up in the institution's service area. She had taken various roles around campus to address the needs of Latinx students. The amount of work, above and beyond her faculty job duties, had become overwhelming at times, but a sense of service and responsibility to her Latinx community kept her going. She was working to activate other people in her office to serve to reduce the burden of her being the person to carry the diversity, equity, and inclusion work. The Counseling Center was the main office that provided transfer counseling information. Rosa trained all the faculty on how to introduce and talk about transfer options, even during the first official meeting, with students. Rosa was also a doctoral student.

Veronica. Veronica previously worked at the institution for eight years and had left to work at a 4-year institution in the area, Dalé Central University. She had returned to Dalé College in a director level staff position three years prior. She identified as a White female. She has a master's degree and was working on her doctorate in higher education. She was the Director of Applied Baccalaureate Programs.

Table 1

Participant Demographics

Name	Role	Department	Sex	Ethnic/Racial Identity	Grew Up in Institutional Service Region
Buddy	Faculty	English	Male	White	No
Camilla	Staff	Title V Grant	Female	Latina	Yes
Irene	Faculty	Institutional Research	Female	White	No
Mark	Faculty	Math	Male	White	No
Natalia	Faculty	Library	Female	Latina	Yes
Rosa	Faculty	Counseling Center	Female	Latina	Yes
Veronica	Staff	Applied Baccalaureate Programs	Female	White	No

Document Review

I conducted document review prior to interviews. I chose to do the review prior to the interviews to gain a better understanding of the institutional landscape from my outsider perspective (Yin, 2014). I wanted to examine how the institution describes itself as an HSI through public channels. Documents that I reviewed included: institutional strategic plan, institutional website, Year Seven Self-Evaluation Report, mission statement, purpose statement,

board minutes from 2016 to 2019, board actions, board bylaws, publicly available videos, and institutional news archives. I read through each document to gain more context about the institution. I focused on the strategic planning documents, accreditation reports within the last 10 years, and mission statement to better understand how the institution engaged in planning and how it provided resources and supports to the institution. I did a keyword count for the following words: ESCALA, Hispanic or Latinx/o/a, Hispanic-serving institution, which are presented in Table 2.

Table 2

Keyword Count

Document	Hispanic or Latinx/a/o	Hispanic-Serving Institution	ESCALA	Guided Pathways
Strategic Plan Vision 2020	2	0	0	0
Year Seven Self-Evaluation Report	7	3	9	19
2014 Mid-Cycle Evaluation Report	11	0	0	0
2012 Dalé College Year-One Self-Evaluation Report	14	4	0	0
2011 Dalé College Self-Evaluation Report	28	4	0	0
Mission Statement	0	0	0	0

Chapter 5: Findings

The research study focused on what extent HSIs engage in the pursuit of Hispanic-serving initiatives and strategies to support Latinx transfer. This focus therefore guided the discernment process of key themes. All data were stored, managed, and processed through NVIVO. The data resulted in a total 17 initial thematic areas, which are listed in Figure 1. The larger the box in the figure, the more data were coded into the thematic area.

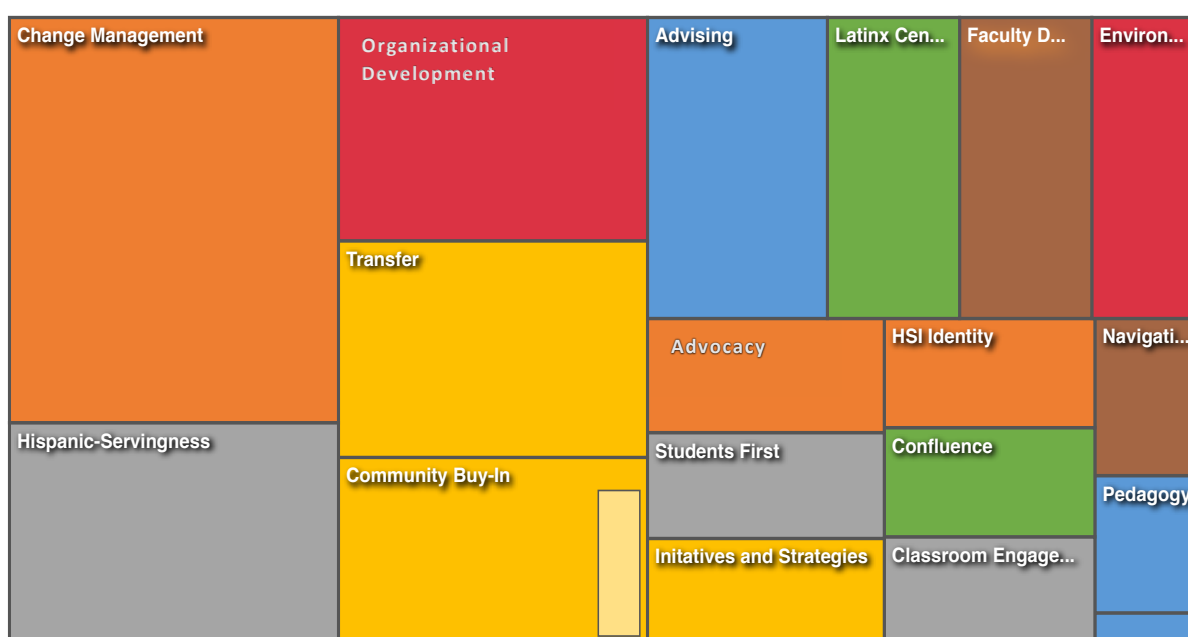


Figure 1. Initial Coded Themes

A second round of analysis resulted in the consolidation of themes into the larger emerging categories listed in Figure 2. The conceptual framework was used to identify the broader emerging category themes. The data from each theme were coded using LatCrit and MCOB. The LatCrit themes of centrality of race and racism, challenge to dominant ideology, commitment to social justice, centrality of experiential knowledge, and transdisciplinary perspectives are referenced throughout the findings. The MCOB themes of organizations with diverse representation, learning mindset, and valuing people are also referenced in the findings.

Data that referenced these themes call attention to how the institution is addressing or not supporting Latinx students through strategies and initiatives to support Latinx students. LatCrit and MCOB guided the final round of coding.

The initiatives and strategies described in the interviews included: ESCALA; articulation agreements; K-12 community pipeline; teaching pedagogy; access to Spanish language books and databases; academic early working; and a diversity events committee. The final four emerging themes were: (a) change management, (b) HSI identity, (c) community buy-in, and (d) faculty development, which are presented in Figure 2. The final coded themes and sub themes are presented in Table 3.

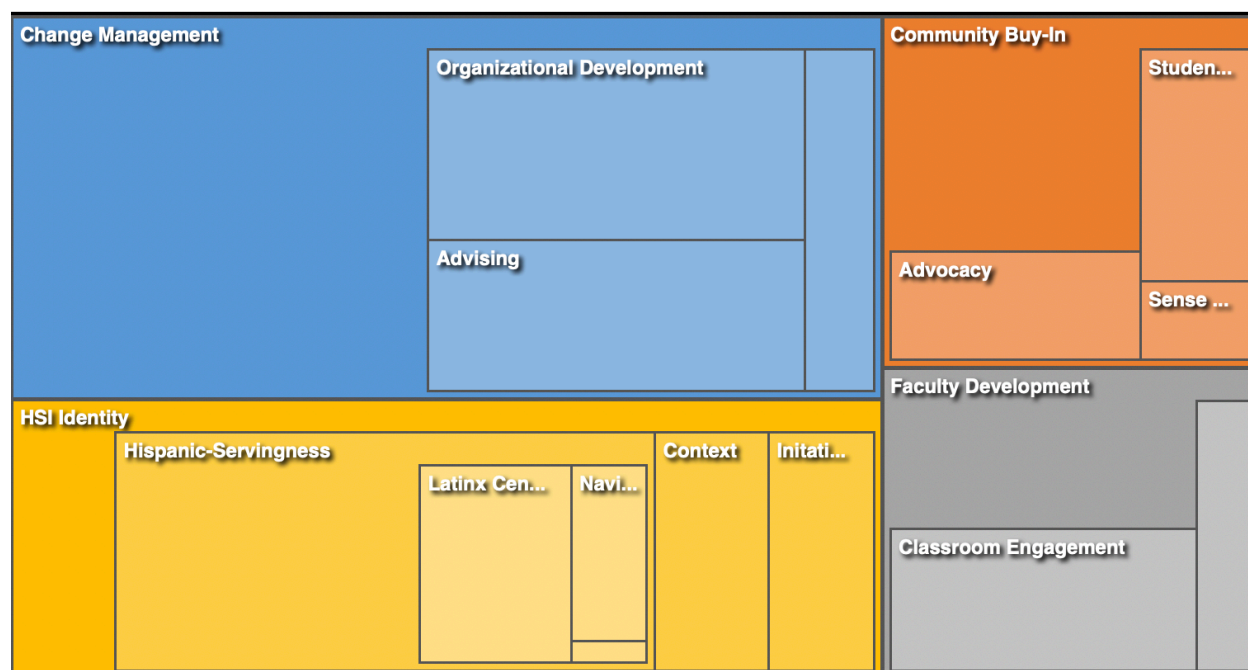


Figure 2. Final Coded Themes

Table 3

Final Coded Themes

Theme	Sub-theme
Change management	Organizational Development Advising Confluence
HSI identity	Hispanic-servingness Latinx-centered pedagogy Navigational capital Context Initiatives and strategies
Community buy-in	Advocacy Students first Sense of community
Faculty development	Pedagogy Classroom engagement

Connections to Conceptual Framework

By applying the conceptual framework of LatCrit and MCOB, the data described the organization (HSI identity), how initiatives and strategies work (change management and faculty development), and why initiatives and strategies work (faculty development and community buy-in). First, change management required the institution creating the structures, providing funding, and identifying champions to advocate for change toward Hispanic-servingness through the centrality of race and racism (Villalpando, 2003). Then, HSI identity was heavily influenced by the regional rural context of being a predominately Latinx community, being located on tribal lands, and having prominent White families in control of the economic landscape of the area. Initiatives like ESCALA challenged the dominant ideology as the institution shifted toward Hispanic-servingness (Villalpando, 2003). Next, community buy-in occurred through a

grassroots effort of key administrators working with faculty to influence peer-to-peer learning professional development opportunities to impact organizational change (Jackson, 2006). The process of community buy-in had only recently moved forward with the reallocation of grant funds and large campus-wide initiatives such as ESCALA and diversity cultural committee. Reallocating funds was a process change that highlighted the institutional commitment towards becoming a multicultural organization (Jackson, 2006). Finally, participants shared the impact of professional development on influencing changes at the individual, group, and systems levels.

Theme 1: Change management. Change management was the largest theme and was comprised of three sub-themes: (a) organizational development, (b) advising, and (c) confluence. Literature highlights the transformative nature and call for HSIs to transition from being Latinx student enrolling to Latinx student serving (Garcia, 2015, 2016, 2018; Garcia & Dwyer, 2018; Hurtado & Carter, 1997; Hurtado & Ruiz Alvarado, 2015; Jackson 2006; Jenkins & Fink, 2015; Malcom-Piqueux & Bensimon, 2015). The top three frequently used words from the participant interviews in this node were *faculty*, *people*, and *students*, respectively.

The first sub-theme was organizational development. Participants discussed the basic need to just get students through developmental courses which posed a challenge for being able to focus on transfer. Over the previous 10 years the institution had focused on Guided Pathways and ESCALA as the two major initiatives to support completion. Irene had been a part of the institution since the first awarding of the Title V grant and HSI designation and shared:

I think that the Title V funding that we received really enabled us to make a transition but we weren't ready to do the transformative work. We really just started off enrolling and it was more like what are we doing here and I honestly, I think it took us 10 years to get a point where we actually could start to see things.

An example shared by Irene included reevaluating programs that were not meeting their intended outcomes, such as the early warning system, was stopped. These first years of change started the self-reflective process on initiatives and strategies that were high impact practices but did not take the context into consideration. The institution became an Achieving the Dream institution five years prior, which impacted and also opened the eyes of the institution about how to better support Latinx students. In speaking about the initial institutional perception of how Dalé College was supporting Latinx students Irene shared:

So, when we started disaggregating data and taking a look at practices and trying to figure out if there were any correlations between the types of initiative, we were putting in place thinking they were going to positively impact Latinx students and the things that were actually happening, which there often wasn't any relationship there.

Participants described shifts in the institutional consciousness about the attainment gaps of Latinx students came through continual messaging, training, faculty development, and equity assessments. Faculty participants described doing equity assessments of their gradebooks, as a part of ESCALA, as a pivotal realization about barriers students were facing in the faculty members' classrooms. Change management was addressed through a racial justice lens with a focus to challenge to the status quo, key tenets of LatCrit. In speaking about how assessment impacted the way the institution developed an understanding of how strategies and initiatives were supporting Latinx students Irene shared:

The data can become really powerful to help people break out of mindset. That they think they have an answer and they can excuse themselves from responsibility . . . we've been working very hard in our office to try to develop data and policies and procedures that help illuminate equity issues and don't further perpetuate racist or disadvantaged behaviors, and cause boy data can say whatever you want and so you know you got to be careful. So, we try to be very mindful of that to really try to use equitable practices with not just aggregated data well actually to be able to desegregate data we had to go to rolling 3-year averages because our groups were too small especially in Native American population, and so by using rolling 3-year averages we can really better see trends, as opposed to blips in any particular area and we can then provide data at a much more, well

a responsible level, who are the groups of students we have and what is happening to them. And certainly, for Latinx and White students we can just use annual data.

As the organizational change toward developing a Hispanic-serving identity was occurring on campus, all the participants shared that the effort had been grassroots and had taken place through a transdisciplinary perspective. Administrators and leaders, such as Irene and the VPISS, worked to identify resources for change management opportunities. Then, they worked to identify faculty and staff who were interested in driving the change management initiatives such as ESCALA or the Bias in Hiring training. A common sentiment among most of the participants was the importance of the financial resources and the people necessary to make change take off in achieving success. When asked about how strategies and initiatives are implemented at Dalé College Mark shared:

They [administration] haven't taken those grant funds and just said, "Oh, let's throw some at this and throw some at that." They've given a substantial amount of resources to this thing [ESCALA] that has proven to really impact on the ground level what's happening in the classroom. And so, for me that's really big that they've [administration] really focused on that.

Natalia shared, "what is happening here is coming from the faculty level. The ones that are taking the leadership role and one of the great initiatives that they're trying to implement."

Involvement in change management through ESCALA and Guided Pathways was done through diverse representation up and down the organization as stated by the MCOB. Dalé College intentionally worked to provide professional development opportunities for staff and faculty as a part of succession planning. Camilla shared:

I applied at Dalé College. and I started off here as the administrative assistant to [Colleague name Redacted] . . . I was there for about two years before obtaining this position and so the HSI Title V Grant Director . . . I have been here ever since . . . [my former boss] shared that his decision in selecting me as the candidate for his office primarily stemmed from my experiences but also my knowledge in working with students

that are disadvantaged, underrepresented, you know having experience working with Trio programs such as S.S.S., I am also a product of S.S.S. and then CAMP, and I'm familiar with MacNair as well and then you know how important that was to him to really have that experience represented in his office, and at the institution. So that was affirming for me given that I'd gone through my entire life really doubting my abilities, my intelligence, and you know earning my degrees at such a delayed time I would say, but yeah that was great to finally be affirmed and recognized for the amount of work that I done, you know not that I really need that recognition but you know every once in while a pat on the back you know it feels good. So yeah, I relate to the students here, I mirror them, and much of their experiences here. I am from the valley, we call it the valley, you know, and so I can relate to their experiences.

However, some participants shared it would have been helpful to have a little more push for change to happen faster. Mark shared:

[Administrators] keep driving all the logistical things and with the administrators, making the case for why it was important, but then simultaneously there were faculty members pitching to the faculty why it's important. So, it was kind of that two-pronged approach where you have to keep the administrators on board. But if the faculty aren't excited about it, then it doesn't matter. Then if the faculty get excited about something, but the administrators decided that's a lot of money, then it fizzles out too. And so, it's like you have to have people in both areas that have credibility with the groups they're talking to, to really get it going. That's what's kept the ball rolling.

The sentiment from the participants was this desire to continue pushing forward with ESCALA and changes to advising. In speaking about a desire for change Buddy shared:

The office of the Vice President has been really good at letting faculty build a lot of the structures for them, for the faculty to be able to do this advising thing. That I think they've been really supportive in that way. But not pushy, and sometimes I want them to be a little more pushy.

The next sub-theme was advising. Participants described different structures in place were being reviewed for barriers that underrepresented students may face as a part of the Guided Pathways advising initiative. When asked about how initiatives and strategies were decided on to support Latinx students Irene shared:

[In 2013] I asked the vice president if I could pull together a group at Christmas time to take a look at our student advising structure because our data was telling us the advising

structure we had we didn't think was really helping students. I happened to have an advanced copy of Jenkins' *Implementing Guided Pathways* before it ever got published and I took it to faculty, and I said I think this is what we need to do. I think we need to take this mystery out of it. We need to narrow the choices students have when they walk in the door, so it's more structured for them and we need to band together and help each other do a better job with our students rather than be in isolated pockets thinking my discipline is the thing, we need to embrace who our students are.

Natalia shared how advising had now become mandatory for students as a part of Guided Pathways. The benefits would be providing more touchpoints to build relationship with students and advisors and keep students focused on transfer goals. She explained:

So we have mandatory advising days, I think three times, once a quarter for students that have 30 credits or less. And so I guess that is one way that we are serving the transfer students. So we're regularly checking in to make sure that they're on track, especially, I help out with the Exploratory Pathway. So a lot of them were just general transfer.

Veronica shared, “[Advising days] are actually taken, scheduled and there's no classes on those days, so all students can participate in advising day. But the students who are zero to 30 credits are required. So that's mandatory for those new students.”

However, there was a sentiment of the benefit of further faculty advisor development.

Camilla shared:

I have a daughter who attended YVC, and she was in the pre-vet program. She graduated in 2017. She had to take remedial math, remedial science courses . . . There's been times where she's visited her advisor and because she's been in remedial courses the advisor for the pre-vet program really questioned her and asked her “Do you really think that this what you wanna do?” Really articulating and questioning her intelligence, then her ability as to whether or not she is capable of going through this kind of rigor in programming. And that was not okay that was definitely out of line, definitely inappropriate. Definitely not her role as an advisor and definitely not encouraging.

Participants shared there were still some faculty advisors who did not want to advise students outside of their discipline or did not trust other faculty to advise their students. These barriers impacted the long-term goals for students who wanted to transfer. Camilla shared:

Advising could be an opportunity where advisors say you know this is the plan even though you may not be thinking about it now, but this is the plan in which you can be ready should you decide to transfer and then let the students decide whether or not they want to transfer.

Additionally, participants shared that faculty who had completed ESCALA were using their gradebook equity assessments skills to review how their own departments and disciplines were creating potential barriers. Participants shared that the math and English departments had the highest number of ESCALA graduates, which resulted in changes to course sequencing and curriculum changes to better support students. Latinx, low-income, working, and adult learners were student groups who were often thought of by faculty, staff, and senior leadership when trying to identify barriers for students.

White-identified staff and faculty spoke about their acknowledgement of a new understanding for the need to identify barriers for Latinx students more so than participants from other racial backgrounds. ESCALA provided an experience that supported White participants to examine their unconscious biases and Whiteness in the classroom. The LatCrit tenants of race and racism were central to examining processes such as admissions, placement, and transfer.

Veronica shared:

I wanted to bring forth things like, are we really using this information? Is it important? Is it really what's helping us decide who enters into the program or is it something that's just there that causes increased stress or increased barrier for students? So I guess that's what I see my role is, is looking for barriers for students and how can we remove them and making sure we're thoughtful and meaningful when we create programs and that we are creating them in such a way that our community can attend them, if that makes sense.

The final sub-theme was confluence. Desires for change benefited from a confluence of institutional needs for change. Participants shared that it was helpful to focus on making changes to better support Latinx students. Factors such as addressing advising loads as a part of Guided

Pathways, changes to the institutions mission statement, and accreditation processes were some reasons why faculty and staff were more eager to participate or get involved in institutional change. Natalia shared, “[administrators] keep saying, HSI, HSI. So then, I just take advantage of, ‘Hello, we’re all talking about this then. So let’s start thinking about this again.’” Buddy shared:

And interestingly enough, it was like seizing on the pressure that was coming from the faculty to do something about the unequal numbers of advisees they had. So, my colleague in criminal justice, she had 288 advisees and me an English instructor, I had zero.

Camilla, Rosa, and Natalia shared frustrations about accountability of follow through for systemic changes, especially in the classroom. Camilla shared:

I mean the institution right; we could offer these opportunities of which faculty can learn to explore outside of their pedagogical practices right. Whether or not they choose to implement that in their class that’s a whole different story, because they have the academic freedom to do that and aside from that as humans we are creatures of habit and unless we intentionally and purposefully change our ways of being and our habits, it’s very easy to conform to what is comfortable, and whiteness as a culture within higher education has been vetted and embedded for such a long time through colonization and that’s the framework of which higher institutions operate.

The Year Seven Self-Evaluation Report included ESCALA under Standard 3: Planning and Implementation. The report stated ESCALA provided a way to take a narrow focus to broaden impact. However, ESCALA, as the activity, was not reported to have supported curricular changes, placement studies, or prerequisites. The information was presented the other way around, whereby the curricular changes, placement studies, and prerequisites resulted in changes to ESCALA. Similar to the sentiments from the Latina participants, Whiteness was taking the credit for changes that had being done through a Latinx-centric pedagogy.

Participants recognized that administration took a carrot approach to encourage change from the grassroots level, which was done through peer-to-peer learning, public recognition, and

monetarily incentivizing participation in ESCALA. Irene shared, “It’s a game changer because then when you’re at all campus meetings when your vice president says I would like to recognize everyone who’s done ESCALA and more than happy to, and when you stand up, it changes the dynamic of the conversation.”

The commitment to social justice, as described by LatCrit, is a praxis that must come from each individual to support the group and change the organization (Villalpando, 2003). ESCALA provided this opportunity, and each participant mentioned the power of the program had been folks choosing to change on their own and not being told or forced to change. Mark summarized the need for individual work to occur for collective, systems level work:

I basically would want every faculty member to go through ESCALA part of the effectiveness of it is being there willingly and ready to learn and be open minded I think there are a lot of faculty members that still haven’t done it that would like to and are very open to it. But they have scheduling conflicts. There’s various barriers in their way. So I guess what I would say is I would like everyone who has a willingness for us to be able to find a way for them to go through ESCALA or a similar professional development. That would be one just because that’s the thing from a faculty member’s perspective, that’s what’s going to really affect students in the most direct way.

Participants said a learning mindset, as described by the MCOB, was needed for change management to occur (Jackson, 2006). Buddy shared how the institution had created an organizational culture that allowed for failure and growth, “let’s just give it a try. Because what we were doing before sure wasn’t working. So we’ll try this new thing, and then if you don’t like it, then we try something else. We’re all intellectuals.”

Change was occurring within the organization at the individual and systems level. Participants echoed seeing changes that were occurring. Changes included: (a) focus on equity issues for students, (b) curriculum changes, (c) cultural pedagogy, and (d) identification of potential barriers for students. Participants who had worked at the institution 10 years or longer

seemed to have a better understanding of how the institution had changed. Participants who worked less than 10 years at the institution were more frustrated with changes not happening fast enough. Additionally, participants who identified as White reported seeing the most change, while those who identified as Latinx reported seeing the least amount of change. Mark shared:

I know that now equity is something that's at the forefront of that decision-making process. I'm not sure if it was at the very beginning or not, but I know it is now. I would just say that from being here 10 years and just the types of conversations that happen campus wide gatherings for faculty, we have something at the beginning of every year at convocation. The types of things our administrators are bringing to our attention and bringing to us and having us think about and having us break into groups and work on almost are entirely equity focused at this point. I don't think that that wasn't the case 10 years ago when I started. Not that there was none of that, but you can tell there's a much more concerted effort to look at all of our decisions through that lens. So that's kind of my perception of all that.

Camilla shared:

Within curriculum, outside of curriculum, you know and we're teaching teachers within that particular framework and system and it carries through into their professional teaching roles and you know we can offer professional development and workshops and trainings and what have you but it is the responsibility of the instructor to decide whether or not that's what they want to implement. So, I could say whole heartedly that yes, the institution has provided some segment of that by offering ESCALA but I think it needs to be further evaluated or further embedded into systems [tenure process].

Rosa shared:

I think that a lot of the barriers are institutional, just like systems level. That there's all these policies and procedures that were made or decided upon a long time ago. So now when we're like, okay, that no longer serves the students that we are enrolling, so how do we change it? And then it's always a constant pushback. Like, well, this is how we've always done it. It's that thing that continually gets in the way of trying to create an environment that our students can thrive in We're afraid to look at ourselves in the mirror through the eyes of our students.

Unfortunately, changes did not impact transfer in a substantial way. Irene provided some context about the intention of the Title V grant, Guided Pathways, and ESCALA to impact Latinx student transfer through partnerships with the local 4-year, public institution. She said:

Five years ago, when we wrote the grant that I manage there was a different administrative structure and different administrators [at Dalé Central University]. And they had a single person who was the provost who was responsible for the academic work and they had a single person who was their research person. Those two people left at the same time the grant was awarded and the provost position became three positions and the research became split into two. So, it's been very difficult to do the work we had planned because the leaders who were behind it who had the clout left. And in their wake were interims who didn't know what was going on.

Dalé College was ready to use data to better understand what changes to initiatives or strategies needed to occur. However, the receiving transfer institution had not been able to meet agreed-upon partnership responsibilities. Irene shared:

We really felt that the next step we needed to go to was to get better at predictive analytics and try and figure out if we could strategize and do more kind of quasi-experimental work and figure out could we really have an impact. And that way we could figure out what we needed to sustain, what we needed to tweak, how we were gonna work with things. So, I had thought the 4-year, public institution was gonna be able to really help us with that, but when they split up all that [research] function and they lost a person and the person up under that person left too. And so, there was no capability there to do any of the work, and they hired someone who in fact could help us but in fact he was a social scientist not a researcher, and he was very interested in more like dissertation work rather than educational institution work.

Finally, change management included succession planning to keep including diverse representation up and down the organization, as described by the MCOB (Jackson, 2006). Irene shared:

I was the first director [of Institutional Research], and then it was a hand off to somebody that had much better technical skills because our vice president said I don't want you getting the technical skills that are gonna be needed. I want you to be doing with the planning and the dreaming skills, so that's what I've continued to do.

Rosa shared:

So the way we reengage [faculty] is we create coaches. We've created table leads, we've created roles for them to be able to continue to reengage with the program. So, part of the program though, is they get a coach. So, somebody that has already gone through the program will be coaching the new cohort. And then we're also building those professional learning communities where amongst themselves they're talking to each

other and they're all talking about this information. Right? And that's another goal of this professional development.

Ultimately, the focus had been finding change agents throughout the organization to continue moving the conversation, initiatives, and strategies forward. Irene shared:

Here we go, and so we just started talking about what kind of things do you want to see happen, what do you want to do, what do you think needs to change? How can I facilitate that for you? Sometimes I think people feel like that if their close to me or to the grant directors that if people are close to us that they get goodies, but they don't realize that there's people who stepped out and wanted to serve.

Rosa shared:

Where a lot of the change is happening is that the administration has been really great about just building from the middle. All of the faculty have this opportunity. When we recruit for our cohort, it goes to all full time and part time faculty, and we'll take whoever wants to do it.

There was also recognition from the participants that not everyone was onboard with changes.

Participants shared there were naysayers who continued to fight against or chose to not participate in opportunities to improve their teaching practices. Natalia shared, "I do hear some instructors talk about like, 'Oh, I have to change everything for just a few students or my Hispanic students.' It's just gut wrenching to think that they're the instructors in the classroom, that is mainly Hispanic students."

The institution continued to increase their Latinx student population. However, the Latina participants recognized the underrepresentation of racial/ethnic staff and faculty. The participants reported the Counseling Center was the only department on campus that was all People of Color.

All the participants mentioned the Counseling Center when asked to share resources where Latinx students receive support regarding transfer. Camilla shared:

I would say that there's very far and few People of Color that are Faculty of Color even at an HSI. Here even though we're an HSI we are still predominately White faculty driven, and if we do have People of Color, particularly Latino Faculty of Color, there teaching ESL, there teaching Spanish, there teaching Chicano studies, you know they're not

teaching the competitive, you know rigorous classes like biology, or you know engineering. We do have one math instructor who's a Latino instructor, but it's just I think, I think it's not enough. It's not enough to say that because you do have some, they're not in those areas of study that would really, intentionally serve students at the full capacity that Latino students deserve to be able to have the opportunity to study in that area of field.

Rosa shared, "I feel like we need to have more Faculty of Color. There's not a lot of us. And so it's really a lot of work for the few that are here that understand what needs to happen."

Additionally, the Latina participants share the January 2019 Board of Trustee agenda discussed ESCALA. The board was comprised of five appointed representatives. Three of the representatives were White, and two were Latinx. A White male faculty member, who had participated in ESCALA, had been selected to report about the program to the Board membership even though the Latina participants were the lead trainers of ESCALA.

Theme 2: HSI identity. Having an HSI identity was the second largest thematic area and was comprised of five sub-themes: (a) Hispanic-servingness, (b) navigational capital, (c) context, (d) Latinx-centered pedagogy, and (e) initiatives and strategies. The sub-themes were based on LatCrit tenants and MCOB continuum to center Latinx needs within the organization (Jackson, 2006; Villalpando, 2003). An important context participant shared was the impact of being geographically located in a rural part of the state. Participants explained there were connections between the institutional service area context, the community needs, and honoring the area. Irene shared:

One of the things that adds a layer of challenge for us has been the fact that we reside on tribal land, and so there is a conflict. I first became fully aware of it actually in the 90's when I was teaching in [City Name Redacted], which is on the Dalé reservation. I had an adult literacy class that was quite diverse. I was presenting on working with public schools, and public-school teachers, and parent involvement, and expectations. One of the native women in the class interrupted the conversation and said "they drug us out of our homes, they beat us for our language, they took our language away, and now you're translating and you act like we should celebrate?" I knew in that moment that I wasn't

teaching this class anymore, and that I was going to facilitate a very difficult conversation in that room. It worked out okay. But for me it was this moment of enlightenment about the deep pain and scars that are in our community that we don't acknowledge and how that has really continued to impact generation after generation.

The first sub-theme was Hispanic-servingness. Participants shared that the institution continued to face challenges of how to navigate their support of indigenous students since the institution was on Dalé Nation land. But, over the previous 30 years, the Latinx community had grown in size, which had shifted the institutional service area's demographics. This put the centrality of race and racism at the forefront of the work towards Hispanic-servingness, as described by LatCrit (Villalpando, 2003). All participants shared some understanding of the history around Latinx migration to the area. Irene shared:

The Bracero movement in the 80s and 90s . . . we had a large [Latinx] group that settled in the [Dalé] Valley, which ultimately resulted in more schools in central Washington becoming HSIs. What we see now isn't so much movement, as it is staying and creating families and their children staying. Yes, our communities and at least in the Dalé Valley were now majority Latinx.

The second sub-theme was navigational capital. Some of the participants grew up to the region as a part of the Latinx migration for work and opportunities of the 1980s. These individuals then chose to stay in the region and work at Dalé College to support the educational opportunities of Latinx students. The staff and faculty shared that they understood what students are living through because they themselves were products of the environment. This highlights the centrality to experiential knowledge of the staff and faculty who had walked in the shoes of current students, as described by LatCrit (Villalpando, 2003). Camilla shared:

I come from a migrant farm working background; I grew up in the lower Dalé Valley. My parents were migrant farm workers until I was about . . . 14 years old. We stopped moving when I was 12, and so from that you know the trajectory of my education was so delayed because you know there was just disruption in my educational patterns. I didn't know how to fluently speak English until I was in the third grade. So, that's another delay in the trajectory of my education.

Natalia shared:

I'm from the Dalé Valley, so I'm from the area. My parents still live in the lower Dalé Valley, and that's where I went to school. And I was actually part of the Upward Bound Program at Dalé College when I was in high school. And then I did Running Start . . . And so coming back to work here is bringing me back full circle.

The next sub-theme was context. Most participants talked about the rural location of the college being one of the only options for students to pursue higher education. Participants discussed effort was done to work with local high schools to ensure the high school counselors understood the benefits of attending Dalé College. Valuing all people, even the community partners in the high schools, demonstrates tenants of a multicultural organization as described by the MCOB (Jackson, 2006). Mark clearly acknowledged the location of the institution creates further barriers for Latinx students to consider transferring to a 4-year institution.

Well, there's also just the idea of being place bound. Dalé is 35 miles away from Dalé Central University . . . so for some students, even that move to Dalé Central University is just not in the cards. And so, they have to be a commuter. But then if they still have family to support and they have to work, then that I think is a big challenge. There's also another University, which is closer, but that's a private institution though. So it was a little bit different dynamic there.

Participants shared the institution continued to focus on diversifying staff and faculty to better mirror the community. Veronica shared:

I do know that as community college institutions and as all higher ed institutions, we're definitely looking at diversity and inclusiveness and looking at our faculty and staff makeup to make sure that we are mirroring our communities and who we hire and bring on to our campus. And so there's been an increased focus on that, which I think helps you engage all the different communities.

However, participants described efforts to diversify the staff and faculty ranks were difficult to enact due to nationwide shortages of diverse candidates in various key disciplines such as math and English. Participant's perceptions were that the institution's rural location made it difficult to

recruit racially diverse candidates who want to live in larger cities. The racist, exclusionist history of the land and state provide additional challenges to diversifying staff and faculty some participants shared. Mark shared new faculty tend to be White master's level faculty who move to the area for the position. LatCrit calls for a Mestiza world view of combining both cultural and academic knowledge (Villalpando, 2003). Rosa discussed the disconnect between the lived experiences of the faculty and those of the students:

Faculty come here and they think they're going to have this prepared, had all of the tools in their toolbox ready to learn, when a lot of our students are coming from the Valley, the Dalé Valley where it's one of the highest poverty, lowest education level in the state So trying to not allow them [faculty] to think of it as lowering their standards, but how do you help the student be a better learner? In other words, that's what it's all about.

The next sub-theme was Latinx-centered pedagogy. The institution identified a need to re-center the Latinx student as the learner in context, especially with the support of their 4-year university partners to support transfer, as described by LatCrit (Villalpando, 2003). Irene shared:

The local university, which is the university more so that students transfer to. They [the university] are surrounded by HSIs essentially. So, trying to get them to really consider their role has been an interesting prospect, because they are a White enclave in the middle of this huge surging Latinx population.

Participants said the region's complicated history and context played an important role in how Dalé College approached its outward identity as an HSI. Board of Trustee meeting minutes and the strategic plans did not mention HSI or serving Latinx students. Irene shared:

The Latinx population is now the majority, but the majority on tribal lands, and then you've got the White power in the community where about 16 very wealthy White men control most of the things in this valley. It is a very complicated social situation right, and our [college] president has chosen a very conservative approach. We don't generally bill ourselves as an HSI. It's not an obvious part of our work, and that's because every time we do, she gets hate mail, and she gets calls, of why do they get this money and other people don't. People do not understand that it's about our infrastructure and how we consider serving our students and making certain that we pay attention.

But, participants expressed the HSI identity was top of mind in the way they approached their work with students. Mark shared, “To me, [the HSI designation is] a constant reminder, right, that of course I’m here to serve every one of my students, but because of that designation, I have an additional responsibility to consciously think about my Latinx students.” This comment highlights the acknowledgement of Latinx culture as described by LatCrit and valuing all people as described by the MCOB (Jackson, 2006; Villalpando, 2003).

The final sub-theme was initiatives and strategies. Challenging the dominant ideology, as described by LatCrit (Villalpando, 2003), on how to support Latinx students was understood by other faculty participants as a need to truly become Hispanic-serving. Participants shared their understanding of why it is important to develop initiatives and strategies that will serve Latinx students. Therefore, participants had a commitment to support initiatives and strategies such as ESCALA, diversity events, and access to Spanish language resources. Buddy shared, “Because my big thing is that it’s not the minority students who need to change always, we don’t just build it and hope that they’ll come and be like us. We have to actually change. Change ourselves, change our systems, change.”

Theme 3: Community buy-in. Change happened on the Dalé College campus through community buy-in. Participants shared an understanding about their need to engage in self-reflection to make change on the campus happen, which is in alignment with a learning mindset as described by the MCOB (Jackson, 2006). This thematic area encompasses the three sub-themes of: (a) sense of community, (b) students first, and (c) advocacy.

The first sub-theme was sense of community. Participants stated the majority of the campus community had bought into, or at least valued, the need to be focused on answering how initiatives and strategies implemented are done with a focus on serving Latinx students. Natalia

shared, “We’re very fortunate to have so many faculty . . . and others that are always speaking up and offering trainings and willing to take on all this other stuff. And it’s like, I can’t believe you’re taking on some more, but they’re so passionate.”

The process took time and required a commitment to social justice to challenge the dominant ideology and centered race and racism, as described by LatCrit (Villalpando, 2003). The institution used departments’ own data to reflect critically on student outcomes, which requires a learning mindset, as described by the MCOB (Jackson, 2006). From the self-reflective exercises, change was inspired. Irene shared:

Last fall we had an assessment workday. And what we did is our Office of Institutional Effectiveness created course-level equity analyses that were along the lines of what ESCALA had us do. But put them all into tabulo reports, and we had every department look at their data, and identify who was making it and who wasn’t in their classes, and give a rationale for why and think about it and what they were gonna do about it and so to be able to take an entire campus and have people have to look at that stuff. We could not have done that three years ago. We had to get enough people with enough personal investment and experience that they could be uncomfortable, because it’s uncomfortable.

Participants perceived that by mobilizing people to participate initially through monetary incentives and later through peer-to-peer endorsement, the effort to support ESCALA and other initiatives and strategies to support Latinx students grew. Mark shared:

And then as we’ve done a couple of cohorts, now we’ve got so many people who believe in it that you could just I mean there’s such a huge group of people to pull from at any moment. We can just say, “Hey, could you go give your presentation here? Could you talk to these people or something?” And it’s just no big deal because there’s just so many people who believe in it. But looking back, I could really see a number of places it could have fizzled.

Participants shared that their sense was the entire campus community had not bought into the idea of being a Latinx-serving institution. The participants shared that they understood there were still people on campus who did not want change to happen. However, having diverse advocates for change up and down the organization supported the argument to move equity-

focused initiatives, like ESCALA, and other outward changes on the campus. Diverse representation up and down the organization highlights tenets of a multicultural organization as described by MCOB (Jackson, 2006). Natalia shared challenges with department leadership:

I think in general our library is not very inviting . . . I've been fighting . . . certain things and some things you just have to let go. And so we brought it up again because luckily at the college VP of Instruction is trying to get equity inclusion, everything in the mission statement and that's at the forefront.

Nonetheless, champions of change were willing to address that not everyone will come along with the institutional shift, but the goal was to focus on those who they could influence. Buddy shared:

And then there are pockets of faculty around, pockets of them around, and you kind of figure out who's where. It's like a spectrum of people interested in equity work. You got people who think the good students will rise to the top, and the bad ones won't. There's no changing their mind. And then there are those who are really involved. And then there are those who are kind of going, "What are you guys doing over there?" So, I think kind of being aware of that. So, the pockets of faculty who can bring the others along. Currently, I'm working on the math people - don't tell them.

Additionally, the buy-in tended to be in the faculty ranks by making changes through the curriculum and classroom. But, the rest of campus did not feel nor outwardly exhibit its identity as an HSI, which would center race as described by LatCrit (Villalpando, 2006). The institutional website did not prominently mention the HSI designation on the landing page. The phrase *Hispanic-serving institution* is located in the footer of the page. The sentiment amongst participants was that the out-of-classroom experience still felt absent of a Latinx-centric focus. Natalia shared, "certain faculty are great about building community in their classroom, but there's no sense of community outside the classroom for the campus as a whole." Participants shared there were gap areas in training and support regarding Hispanic-servingness up and down the organization. Buddy shared:

I think frontline staff need to be supported in making those connections too, and then having the tools and the support to be able to tell students what they know and don't know. So often . . . a student shows up in my office, and they'll say, "The lady told me to come see you." "Okay, which lady?" "Lady from where?" . . . Okay, well, it doesn't matter which lady. What do you need?

Finally, community buy-in came from recognition that equity work needed to be embedded within the system and not be person-dependent. Participants shared that they recognized the changes and implementations of Guided Pathways and ESCALA had been the work of many people. There was a collective understanding that social justice is a never-ending process that drives humility and transformational leadership, as described by LatCrit (Villalpando, 2006).

Irene shared:

I've been a catalyst that use grant money to get that going, but I recognize that I can't be the leader. It's not gonna stay if I leave, and so I really quickly have given that over to other people because like now [Redacted names of Colleagues] all got trained this summer as ESCALA facilitators, and we're doing our own in-house version so that we can become sustainable because it's not sustainable to continue to contract. So I think that it has been my contribution is that I recognized pretty early on that this had to have other leaders, and I think I benefitted because our first HSI leader . . . basically put a mantle on my shoulders.

The second sub-theme was students first. Many participants shared that they do this work to serve students, especially Latinx students. A deep commitment to social justice was expressed by many of the participants, as described LatCrit. Rosa shared, "I do think that we're doing a lot of really cool things, and I hope that we can start showing and figuring out how it's impacting students and by either completion rates or just students who feel this is their college and that this is for them."

Veronica shared:

They'll come in and talk to our coordinators about something going on in their class and the coordinators are like, "Have you talked to the faculty member about this?" Oh my gosh, no. You can talk to them, they're human beings, they're here to help you. So, I know for example in our new student orientations for bachelor's, we really try to push

that we are here to support students. That's our job, we want to see them successful. We want to see them graduate.

The final sub-theme was advocacy. A commitment to social justice through action to examine and change organizational policies, procedures, and practices was shared by faculty and staff. Each participant described scenarios that required them to step outside of their own departmental silos to advocate for students, especially Latinx students. Participants shared using a transdisciplinary perspective was an important way to engage in advocacy as described by LatCrit (Villalpando, 2006). Natalia shared, "I think the people that we have . . . right now are definitely fighters, and they will fight for the students, and they will speak up when something's not going right or that we should be doing something," demonstrating a commitment to social justice, as described by LatCrit (Villalpando, 2006).

Advocacy also requires self-reflection on privilege and power through community, as described by LatCrit (Villalpando, 2006). Continued work beyond the ESCALA program at the individual level was an area participant shared as important to their own personal call to Latinx students. Buddy shared:

Our counseling office set up these little reading groups last year, and we met every week, some practiced, and some not so practiced, and we read this book, and it was a really good experience . . . [They said] "Let's do it again. With a different book." And I said, "All right. We're going to read, *White Fragility* next, because that's really our issue on this campus." I don't know what the number is, but 85 percent of faculty identify as White and the staff is changing, but I'm not sure on the numbers.

Finally, humility was a part of the call to do advocacy. White participants did not want to take the credit for the work that was being done on campus. However, the Latina participants appreciated some recognition for the work because serving the Latinx community was so personal. The Latina participants were serving in their communities, and the work required emotional and physical labor. The Latina participants lived out a Mestiza world view of

combining cultural and academic knowledge, as described by LatCrit (Villalpando, 2006). Rosa shared:

When they say, “Oh, there’s, you know, 12 percent Faculty of Color.” Yeah. Most of us are in the counseling center. So a lot of these initiatives are coming out of the centers. So for the bias literacy that I told you that we were doing for the HR, it was me and two of my other colleagues, and us three are the same ones that are doing ESCALA.

Camilla discussed her own educational journey and how she is able to use her experiential knowledge be an advocate for Latinx students:

So [earning a promotion] was affirming for me given that I’d gone through my entire life really doubting my abilities, my intelligence, and you know earning my degrees at such a delayed time I would say. But yeah, that was great to finally be affirmed and recognized for the amount of work that I done. You know not that I really need that recognition, but you know every once in while a pat on the back you know it feels good. So yeah, I relate to the students here, I mirror them, and much of their experiences here. I am from the valley . . . so I can relate to their experiences.

Theme 4: Faculty development. Faculty development was comprised of two sub-themes: (a) pedagogy and (b) classroom engagement. Dalé College invested in a partnership with ESCALA, which is an third-party organization. Participants felt ESCALA provided the institution with tools to expand the definition of diversity, equity, and inclusion through a Latinx-centric lens. The program also allowed for deeply examining and changing practices that may have been barriers to the learning of Latinx students and all students. Dalé College was examining policies, procedures, and the organizational structure from the classroom lens to create a more multicultural organization as described by the MCOB (Jackson, 2006). The sub-themes of pedagogy and classroom engagement emerged through the application of LatCrit and the MCOB (Jackson, 2006; Villalpando, 2006).

Participants stated ESCALA was a way to provide professional faculty development for those who self-selected into the program. Faculty were compensated with a stipend for

participation and another stipend for completing the equity action project. The faculty development through ESCALA provided Dalé College with a mechanism for faculty to challenge dominant ideology, as described by LatCrit (Villalpando, 2006). Mark shared:

I think what we're doing now is we're going in the right direction where we're trying to work with the faculty that we have. We can only work with what we have and how do we help them. They're obviously here because they care about our students. We know that. So how do we leverage that and help them with learning more about how to better serve them [Latinx students] and how to teach them and how to prepare them for the next level?

The first sub-theme was pedagogy. Using a learning mindset, as described in the MCOB (Jackson, 2006), participants in ESCALA were able to reflect on their teaching pedagogy and how inclusive they were in the classroom. Buddy shared, “we’re not trained to teach, you have a master’s degree, okay, you do it. So, we lecture, and a lot of my colleagues are just learning now that, ‘Wow, lecturing really doesn’t teach [Latinx students]?’”

The program goal of ESCALA was to have participants reflect on how they were keeping the Latinx student in context throughout the education process, which demonstrates the centrality of race and racism as described by LatCrit (Villalpando, 2006). Participants described the following ways they examined their own socialization to higher education. Faculty were asked to reflect on their own educational process with their cohort and coach. Most of the faculty shared the most impactful lesson from ESCALA came from self-reflection, getting a better understanding of their implicit biases, and the systems and structures in place that can become barriers for students. Camilla shared: “Where has there been any opportunity for that faculty member to reflect, to enhance their teaching practices, to revise their teaching practices, to even maybe collaborate with other faculty to learn what they’re doing?”

Both faculty and staff participants felt having the faculty go through ESCALA developed more faculty who were equity-focused in their teaching practices. Participants reported the impact was then felt at the department level and then through Guided Pathways advising. Mark shared:

I'm happy that we've got a pretty high participation rate in the ESCALA, in the math department. Not everybody's done it, but I think we're a little over half and we're, us along with the English departments are the biggest departments on campus. So, we've had quite a bit of participation there. I think the types of conversations that we've been having in the department have changed over the years to think about equity more. We have some voices in the department that really try to keep an eye out for that and say, "Okay, well, are we thinking about how this when we're looking at data, have we disaggregated it?"

Ultimately, Irene best described the value of ESCALA as a faculty development opportunity:

I think it's a powerful tool, if someone is going to use it as its intended, which is to encourage self-reflection and intentional work. So, we are also trying to use that to change culture. By the time we get through this fall we will have at least a quarter of our faculty would have done ESCALA and we're gonna make it open to others. We're gonna see if we can't get more than half by the time we get through winter, and we're just really trying to push consciousness, awareness, and responsibility. And that's to me where serving-ness comes in . . . it's really easy to think that you can take a high impact practice. I'm gonna put that practice in place and that's serving. But you haven't really considered the people, their context, their experiences, your experiences, your own blind sides where you might not even know things are going on and the chance that what's gonna happen isn't gonna work.

Summary of Key Findings

The research question focused on how rural dispersed Hispanic-serving community colleges in the Pacific Northwest serve Latinx students through Hispanic-serving initiatives and strategies. The thematic analysis resulted in an initial thematic coding of more than 18 themes. Various rounds of coding were completed through applying the conceptual framework lens of LatCrit and MCOB (Jackson, 2006; Villalpando, 2003). Four themes surfaced through the data, which included: (a) change management, (b) HSI identity, (c) community buy-in, and (d) faculty

development. The themes were corroborated using data from document review as well as from staff and faculty interview transcripts and notes. In the next chapter, I discuss the findings and provide recommendations for future research, policy, and practice.

Chapter 6: Discussion and Conclusions

In this chapter, I first discuss the summary of main findings in relationship to the themes from Chapter 5. Then, I discuss implications and recommendations for policy, practice, and research in relationship to previous literature. Finally, I provide my concluding remarks, sharing lessons learned and final takeaways.

The focus of this study was to explore how rural dispersed Hispanic-serving community colleges in the Pacific Northwest serve Latinx students through initiatives and strategies. Institutions with the HSI designation are growing faster within community colleges than at 4-year universities (Santiago et al., 2016). As more institutions are earning the HSI designation, institutions need to better understand their roles in students' pathways (Contreras & Contreras, 2015; Crisp & Núñez, 2014). Hispanic-servingness calls institutions to take responsibility of the campus racial climate and oppressive structures that may create barriers for Latinx student.

Community colleges open the pathway for Latinx students (Calderón Galdeano, et al., 2012; Chapa & Schink, 2006). Over 50 percent of Latinx college students begin their education at a community college (Santiago et al., 2016). Contreras and Contreras (2015) found that HSIs in their study had promising persistence rates and college units earned. However, the HSIs had lower college completion rates than White identified students (Contreras & Contreras, 2015). Literature describes various barriers to transfer and/or persistence for Latinx students (AACC, 2012). Therefore, administrators at community colleges with an HSI designation can identify strategies and initiatives that can create an environment to support Latinx students.

Further, HSI research has primarily be conducted in the large, urban population centers located in New York, California, Florida, and the Southwest (Bensimon & Dowd, 2009; Chapa & Schink, 2006; Chun et al., 2016; Contreras & Contreras, 2015; Perrakis & Hagedorn, 2010).

Only one article that I located included findings for a study completed in the Pacific Northwest (Cortez & Castro, 2017). Research on HSIs has been done in comparison to non-HSIs (Núñez et al., 2016). Using the typology developed by Núñez et al. (2016) provides an opportunity to better understand the diversity of HSIs, especially those that are not discussed in current research.

My research demonstrates some strategies and initiatives that have been successful in creating a Hispanic-serving identity at Dalé College, a rural dispersed community college in the Northwest. The rural context of the institutional geographic location played an important role in the development of strategies and initiatives for Latinx students at Dalé College. Garcia et al. (2018) discussed how geographical context played a role in Latinx male identity salience and development. I had not taken into account how distinct the rural context of migrant students would impact the lens of the work taking place to support Latinx students at this community college. Many of the systemic issues of oppression between the Whiteness of the powerful families, stealing of the land from the Dalé Nation, and the migration of Latinx students informed how this institution implemented strategies and initiatives to support Latinx students.

Going into this project, I was wanting to understand how Dalé College supports Latinx transfer. However, the data took my work in a different direction. Qualitative research calls us to listen to the participants to identify themes that emerge through the data collection process. As such, the question that was ultimately addressed by the participants was: How has a rural dispersed community college developed a context informed Hispanic-serving initiatives and strategies to support Latinx students? Participants shared that they were trying to make fundamental changes to their understanding and abilities of creating a Latinx student focused students experience. I think this was best demonstrated by the overwhelming discussions of ESCALA as one of the main initiatives to support Latinx students.

The theoretical frameworks shaped my findings by delineating constructs, propositions, logic, and boundary conditions/assumptions of the data. I focused on keeping the Latinx student centered in the organization and using the acknowledgement of Latinx culture, disrupting the black/white binary and applying a *Mestiza* worldview to the organizational culture (Villalpando, 2003). I placed the institution in the transitional positive action stage of the MCOB model because Dalé College was committed to providing to supporting Latinx students through initiatives and strategies such as ESCALA (Jackson, 2006). However, the institution was still trying to integrate other Latinx cultural values into a system that still worked under dominant White norms such as the institution president taking a conservative approach when talking about the institution's HSI status (Jackson, 2006). My assessment through this study was that there was still more work that needed to be done to truly value and integrate Latinx perspectives from staff, faculty, and students. Finally, initiatives and strategies that are making a difference, such as ESCALA, would benefit from being embed in institutional structures such as the rank and tenure process, hiring practices, mission statement, external declarations of HSI status, and institutional internal expectations.

Summary of Main Findings

In this section I make meaning of the themes reported in Chapter 5. The resulting four themes were: (a) change management, (b) HSI identity, (c) community buy-in, and (d) faculty development. Implications for future policy, research, and practice are also discussed.

Theme 1: Change management. Change management was comprised of three sub-themes: (a) organizational development, (b) advising, and (c) confluence. The institution had been recognized as Title V institution for almost 20 years, but it had only really started a strategic effort the previous 10 years to become more Hispanic-serving. The first finding was

that the institution needed to participate in a self-reflection process that allowed them to identify programs that were not working as intended. Research presented in Chapter 2 includes a discussion of programs and what is working (Garcia, 2018; Samayoa, 2016). My study adds to the body research on how an institution took a critical look at a high-impact initiative.

Another finding was critical, self-reflective examination of processes in order to create change with Latinx students in the center. The implementation of ESCALA's faculty gradebook equity assessments and terminating programs that did not take Latinx students into context, such as the early warning system, created opportunities for institutional reflection. By applying the centrality of race and racism, the institution was able to identify what was working and what was not working to serve Latinx students (Villalpando, 2003). Previous research discussed recommendations institutions could take to be more reflective or encourage institutions to be more reflective (Bensimon & Dowd, 2009; Malcom-Piqueux & Bensimon, 2015). My research provides examples of an institution that went through the process of organizational change and how Dalé College used reflection to make change happen.

The next sub-theme was advising. Participants expressed throughout the interviews the impact of institutional initiatives and strategies being implemented to move the organization from monocultural to multicultural (Jackson, 2006). Shifts in strategies included making mandatory advising days and gradates of ESCALA working with their departments or academic programs to identify barriers for students. Participants felt transfer was not an area that had been a focus of organizational change, but rather it had resulted as a byproduct. Dalé College has increased their graduation rate from 20 percent to 40 percent over the previous 10 years, which was double the national average of completion rates for students. The institution disaggregated the data to understand which student groups, especially Latinx students, were making it through

to graduation. The relationship with Dalé Central University, the 4-year public institution, had been frayed due to the administrative changes. The intended receiving institution had not provided data on Dalé College transfer, which resulted in an inability of Dalé College to understand how they were preparing students for transfer (Castro & Cortez, 2016). Dalé College pulled back funding from the joint efforts with Dalé Central University in order to fund initiatives and strategies on the Dalé College campus that were producing results such as ESCALA and Guided Pathways.

The final sub-theme was confluence. The most significant change management tactic had been in faculty professional development on the importance of being institutional support agents for students (Alcantar & Hernandez, 2020; Chang, 2005; Cortez & Castro, 2017; Rendón Linares & Muñoz, 2011; Samayoa, 2018; Stanton-Salazar, 2011). The faculty members were primarily White. Providing professional development for faculty supports findings from past research that Latinx students benefit from faculty and staff who provide social and academic support (Crisp & Núñez, 2014; Samayoa, 2018; Stanton-Salazar, 2011; Tovar, 2015). Garcia (2018) developed a framework to decolonize HSIs. The key to the framework is having students reconcile the patterns of oppression and exclusions that were perpetuated through policies, practices, and institutional structures (Garcia, 2018). Dalé College focused on identifying how Guided Pathways and the BAS program had oppressive structures, which were barriers for Latinx students (Jackson, 2006). The institution took a concerted effort to incorporate an equity lens to continue examining how they could make changes happen at the systems level (Jackson, 2006). Garcia (2018) argued that institutions should focus on enhancing the students' racial and cultural understandings through various methods. One method to help enhance Latinx student experience in the classroom was ESCALA. However, there were still changes that needed to occur outside

the classroom. For example, participants shared some outside-the-classroom changes that could be addressed including the campus library not housing more Spanish language databases, the Dalé College website not discussing the institution's HSI status prominently, and the campus community not acknowledging Latinx culture through displays of art, information in Spanish, and Latinx culture (Villalpando, 2003). LatCrit calls for acknowledging the Latinx culture while the MCOB multicultural organizations integrate diversity into the work and systems of the organization (Garcia, 2018; Jackson, 2006; Villalpando, 2003).

Finally, the sense of change was found to vary across participants based on identities. Latina participants tended to be more critical of the work happening on campus. They asked for more progress, especially at the systems level. White-identified participants, on the other hand, were just becoming aware of the power and privilege dynamics at the individual level that were present in teaching Latinx students. This disconnect between groups created a sense of exhaustion with the Latina participants trying to move the system forward while White participants were still learning about themselves.

Theme 2: HSI identity. This theme was comprised of five sub-themes: (a) Hispanic-servingness, (b) navigational capital, (c) context, (d) Latinx-centered pedagogy, and (e) initiatives and strategies. The sub-theme of context was important in the findings. Context regarding the institution being located on tribal land, with a majority Latinx population and enclaves of White communities surrounding the 4-year public institution, played a pivotal role in understanding the impact of being an HSI in the region. As compared to major urban population centers of the Northeast, Florida, Southwest, and California, there are not as many 4-year public institutions designated as HSIs in the Pacific Northwest to which students can transfer (Excelencia in Education, 2015; HACU, 2018). Communities around the institutions in major

population centers tend to also be more racially diverse. The economic power within the region of Dalé College was controlled by a select group of White families.

The first sub-theme was Hispanic-servingness. Prior research suggests HSI identity is stronger when students, staff, and faculty have some awareness of the HSI status (Garcia, 2015, 2016; Garcia & Okhidoi, 2015). Participants all had a high level of understanding about the definition of Hispanic-servingness, which was gained through the ESCALA program. Their depth of understanding had been made possible through continuous declarations of who the institution was and who it served.

The next sub-theme was navigational capital. Participants who grew up in the service area shared how their experiential knowledge helped them understand what Latinx students were experiencing. Alcantar and Hernandez (2020) highlighted the impact of Latina/o faculty validating the experience of students. Findings from the current study correspond with the findings from Alcantar and Hernandez (2020).

The next sub-theme was context. Findings from the current study suggested a tension between serving Latinx students and the tribal lands on which the institution was located. The research highlighted the impact of various levels of oppression in the overall service area and how institutions, such as Dalé College, can address the needs shifting racial demographics. Context is added to the body of literature regarding HSIs. Prior research focuses on the monolithic experience of HSIs (Acevedo-Gil, 2018; Bailey, 2017; Calderón Galdeano et al., 2012). Findings from the current study showcase the importance of understanding how context plays in understanding how Hispanic-servingness is developed within an organization

The next sub-theme was Latinx-centered pedagogy. The institution did not outwardly express its HSI designation, but participants said they always were thinking about the

designation when working with students. White participants acknowledged that there were differences in teaching methods for which they needed to be responsible in their educational delivery to Latinx students. The finding adds to the body of literature because it highlights the amount of development, through professional development programs like ESCALA, in order to have White-identified faculty appreciate and implement a Latinx centered pedagogy.

The final sub-theme was initiatives and strategies. In Table 2 (Chapter 4), which provides a keyword count, I realized that the usage of the words Hispanic/Latinx/a/o and HSI decreased over the last 10 years. The participants shared that the Dalé College president was more conservative regarding calling the institution an HSI or focusing on Latinx focused initiatives. This is demonstrated in the decrease of the words Hispanic/Latinx/a/o and HSI. During the same timeframe the terms ESCALA and Guided Pathways increased. This is an interesting observation because as the institution was trying to be more intentional regarding its HSI designation, key accreditation documents and strategic plans were not explicitly outright stating who the institution intended to serve (Garcia, 2018). The demographic information in the accreditation documents demonstrated an increase in the number of Latinx students (Yakima Valley College, 2019). Participants shared that the president had been more conservative regarding the institution's HSI designation due to backlash from outside community members. I would want to know how the political climate, especially toward the undocumented and Latinx community, impacted how the institution positioned itself as an HSI with the greater community.

Theme 3: Community buy-in. Community buy-in was comprised of three sub-themes: (a) sense of community, (b) students first, and (c) advocacy. Literature on Latinx-centered initiatives and strategies has focused on boutique programs that only support a small number of Latinx students (Samayoa, 2016). This study provided information on how initiatives and

strategies, such as ESCALA, have campus-wide reach to help an institution become more Hispanic-serving.

The first sub-theme was sense of community. ESCALA aimed to decolonize the classroom. De Leon et al. (2017) described the *Trucos* that were used by staff and faculty in structural positions to stop the decolonization of the institution. This was not the case at Dalé College. I believe the difference in the prior research and this study is the Dalé College upper administration had a background in diversity, equity, and inclusion work. De Leon et al. (2018) described how administrators with no background in diversity, equity, and inclusion work tended to be the most vocal about blocking or limiting structural change around decolonizing the institution. The VPSSI at Dalé College had been a champion for decolonizing the curriculum within Washington State for decades and used a collectivist orientation to build grassroots, data-informed change effort (Garcia, 2018; Santiago, 2018).

The next sub-theme was students first. The community had bought into the idea of being able to expand capacity and educational outcomes for Latinx students through culturally relevant practices, which were learned through the ESCALA program (Santiago et al., 2016). Centering Latinx students in context at an institution that is located on tribal lands in a rural part of the state provided faculty a deeper examination of their own implicit biases that they potentially were applying to students in the classroom. A shift in teaching pedagogy occurred for participants in ESCALA from the banking method to a problem-solving method (Freire, 2007).

Theme 4: Faculty development. Faculty development was comprised of the following sub-themes: pedagogy and classroom engagement. The literature states Latinx students are more likely to be enrolled at an HSI that is a community college due to students choosing to stay closer

to family, the financial and cultural burden of moving away, and academic preparedness (Hurtado et al., 1998; Núñez, Crisp, & Elizondo, 2015).

Findings from the current study support this prior research. Faculty and staff participants were able to describe many of the barriers described in prior research that impacted students. Franco and Hernández (2018) argue that traditional outcomes of retention and graduation rate are not as effective for HSI. Using academic progress toward degree or other process-oriented measures better serve Latinx students (Franco & Hernández, 2018). The Guided Pathways faculty advising model required students to meet with their advisors on mandatory advising days up until they reached 30-credits. However, faculty shared that not having further mandatory checkpoints resulted in students being disconnected. There was a larger number of students who had enough credits to graduate, yet they never submitted their graduation paperwork. The institution was able to contact the students to inform them of the process to apply for graduation, which in turn increased the overall institutional graduation rate.

Implications and Recommendations

This dissertation may provide guidance for future research, policy, and practice on how rural dispersed HSIs that are seeking ways to create a culture of Hispanic-servingness and create a multicultural organization can implement sustainable initiatives that will create change at the individual, group, and systems levels. In this section I provide recommendations to policy, practice, and research based off of the previously described findings. These recommendations are intended to continue to support the efforts of the institution to move forward in claiming their role in leading initiatives and strategies that support Latinx student transfer.

Implications for institutional policy. Policy that is informed by the context of the region could influence Latinx students' transfer success (Crisp & Núñez, 2014). The initiatives and

strategies (e.g., ESCALA, implicit bias training in higher education, articulation agreements with 4-year institutions, diversity events) could be institutionalized at the systems level. I concur with recommendations from research participants that the rank and tenure process should include a service component directly related to diversity, equity, and inclusion. The expectation set by the VPSSI was that diversity, equity, and inclusion work was everyone's responsibility (Bell, 2007; Cejda & Rhodes, 2004; De Leon et. al, 2017). Therefore, there should be an accountability measure that keeps the work moving forward such as an equity scorecard.

The institution is likely to see a large turnover in the faculty ranks due to retirements. Hiring practices would benefit from search processes that identify candidates who value or have knowledge of working diverse populations, especially Latinx communities. To do this the institution could require candidates to complete a diversity statement as a part of their application and include questions about candidates' work on diversity, equity, and inclusion issues for Latinx students. New faculty orientations can underscore the difference of working at an HSI and set the expectation from the beginning about diversity, equity, and inclusion-focused service.

Findings from this study also suggest that decision making at the top level seemed to be done without the diverse voices of staff and faculty. A Latinx advisory group could be formed that is consulted when policies are moving forward. The charge of this group should be to focus on asking "who is missing?" The group can act as a set of outside consultants to the policy makers on potential unintended impacts to minoritized populations. Groups that should be a part of this advisory board include students in developmental education, students who intend to transfer, students in the bachelor's program in applied science, and community cultural business organizations. Another recommendation is ensuring there is a policy review period that is open to the campus community. Students, staff, and faculty should have the opportunity to review

policies prior to policy decision-making through a strong shared governance structure. The feedback should be directed to the President, Cabinet, and Board of Trustees.

Implications for practice. The findings highlight that there are still some voices missing from the conversation on becoming an institution that is truly Hispanic-serving. Buddy shared the frontline staff are the first faces Latinx students encounter, and the staff tend to be White. Garcia et al. (2018) identified Latino male students' interactions with others in the out of classroom environment impacted students' racial/ethnic identity development resulting in internalized negative stereotypes. Frontline staff could benefit from receiving training on Latinx-centered customer service using validation theory as a theoretical framework on how to engage and develop help-seeking behavior for Latinx students (Rendón Linares & Muñoz, 2018). A deeper understanding that help-seeking behaviors need to be affirmed, especially for Latinx males, may help the frontline staff realize their impact as the first point of contact for students.

Students did not have a centralized staff or faculty contact when it comes to discussing transfer. When I asked participants to name resources related to transfer or to describe the process a student needs to go through to transfer, I received various responses. The Counseling Center was the most mentioned, but faculty advisors, the BAS program, and Transfer Club were also mentioned. There was not a clear or consistent pathway described on how students pursue transfer to a 4-year institution. Previous literature captured the impact of a confusing transfer process for Latinx students (Bensimon & Dowd, 2009; Cortez & Castro, 2013; Vega, 2018). Recommendations from the studies could be examined and used in the development of a transfer professional development series. Guided Pathways focused on getting the student through the associate's degree and offering an exploratory pathway that was flexibility enough to transfer to

a 4-year institution. A clearer understanding for students, staff, and faculty on the transfer process would be a benefit to everyone.

ESCALA was a 1-year professional development process that focused on classroom engagement and culturally relevant teaching pedagogy. Many of the participants talked about how they were trying to introduce the idea of transfer to students from the very beginning in advising and new student orientation. However, participants shared ESCALA did not seem to discuss transfer. I would recommend that program administrators examine the benefits of transferring or continuing on an educational pathway. Individualist reasons (e.g., you will get a better job) may not resonate for Latinx students who tend to work from a communal framework (Rendón, 2009; Rendón Linares & Muñoz, 2011). An ESCALA 2.0 could focus on how faculty and advisors are talking about transfer and vocational discernment from a cultural relevant way for Latinx students. ESCALA 2.0 could focus on culturally relevant career advisement. Potential outcomes for ESCALA 2.0 could be: (a) participants will be able to recognize and articulate value of transfer to Latinx students, (b) participants will be able to connect academic career guidance in context with the region's and Latinx student's business, economic, educational, and cultural needs, and (c) participants will be able to examine their own implicit biases regarding career and employment opportunities for Latinx students. Dalé College used a faculty advising model for all academic pathways. ESCALA 2.0 would provide additional professional development that would benefit career advising conversations with students. Recommendations from Tovar (2015) on the role of faculty, counselors, and support programs could be incorporated in the development of ESCALA 2.0 as well as recommendations from Núñez and Elizondo (2013) on baccalaureate pathways.

ESCALA 2.0 could be another way to continue learning and engagement in culturally relevant initiatives and strategies to support Latinx students. The National Association of Colleges and Employers' career readiness and core competencies and Garcia's (2018) organizational framework for decolonizing HSIs could be used as these frameworks to develop the program. The program could be developed by faculty who completed the first phase of ESCALA. A group comprised of representatives from the Counseling Center, the student Transfer Club, faculty advisors, partners from Dalé Central University, and representatives from key community businesses could work together to develop ESCALA 2.0. Students would engage in career planning conversations during the mandatory advising days. The advising days could occur at important touchpoints such as when a student moves from developmental education to general education, when a student is halfway and three-quarters of the way through their program of study. Additionally, students in the exploratory pathway could take a first-year experience class in vocational discernment and career exploration.

Recommendations for future research. My biases as a researcher impacted my analysis of the data. An area that could have served as a limitation in my study was my own blind spot around the amount of developmental education with which Latinx students engage at the community college. I was an academically prepared student and have worked at highly selective institutions a majority of my career. My oversight in the role of developmental education may have contributed to a missed opportunity to ask questions about the average length and cost of attendance for students who may have to take one to two years of developmental education. Future research should focus on length and cost for Latinx students. I learned of the continued importance of getting a deeper understanding for the student experience at the research site. The

Latinx experience is not monolithic. I hope further research is able to hold this tension more central than I was able to at the time of this study.

The institution was working toward more equity within policies, practices, and procedures. However, I may have been naïve in asking questions about transfer. The institution had been an HSI for over 20 years and demonstrated the highest attainment gaps in the state. My own bias may have been clouded, as I was expecting the institution to be further along in focusing on transfer, which was not the case due to barriers with the institution's rural location. I learned about the opportunities the BAS programs and satellite campuses have available. I seriously underestimated the impact of the rural community on Latinx student transferability. Future research should focus deeply on the impact of the regional context.

Participants shared that the institution would be moving forward with implicit bias training in faculty and staff hiring and the intercultural development inventory within the following year. Future research should be conducted by incorporating the intercultural development inventory as a pretest and posttest of ESCALA cohorts. This assessment of learning and application of what had been learned would be a benefit to program instructors as they continue to design and implement ESCALA.

Another study I recommend revolves around the difference of experiences between People of Color and White identified staff and faculty. The White participants all shared that they had learned so much about their power and privilege by going through ESCALA. However, Staff and Faculty of Color expressed exhaustion with the dismantling of oppressive structures and the slow pace at which change was occurring at the systems level. Research on the differences between these two groups would be beneficial to understand the impact of identity on the change agents.

This study was conducted at a single site that had been designated an HSI for over 20 years. Future research could be conducted at multiple sites comparing older designated HSIs and new or emerging HSIs. This type of study could provide an examination of differences or similarities between institutions that are strategically trying to obtain as compared to maintain an HSI designation.

Additionally, most of the research on HSIs has occurred in urban or suburban areas (Arbelo-Marrero & Milacci, 2016; Chapa & Schink, 2006; De Leon et al., 2017; de los Santos & Cuamea, 2010). Context was very important to the case study site. I didn't realize when I started this study the gravity of developing a deep understanding how the context would impact the institution. The role of tribal lands, access to 4-year receiving transfer institutions, and economic control were geographical factors that made an impact in students' transfer goals (Kraemer, 1995; Ornelas & Solórzano, 2004). My study highlights how important it is to continue research on Latinx students beyond the urban areas to focus on the diversity of Latinx students and Hispanic-serving institution

Finally, this study was conducted in a way that approaches Latinx students as a monolithic group. Future research should examine the intersectional experiences of students based on socio-economic status, first-generation status, gender, age, disability, and sexual orientation. Conducting a similar study with student participants would also be helpful in understanding how Latinx students are benefiting from or not benefiting from the strategies and initiatives developed to serve them.

Conclusion

My initial research question focused on how a rural community college with HSI designation developed initiatives and strategies to support Latinx student transfer. Was this

research question answered? No. I learned through this process that qualitative research is powerful because the research process requires humility. I was able to listen, interpret, and share the realities of Dalé College as they work to impact the experiences of Latinx student in higher education. What I thought was important (transfer) was just a small piece to a bigger picture of how Dalé College is dismantling oppressive systems in an educational institution that was not made for the Latinx student population present. Each participant's voice was able to illuminate a piece of the puzzle. I just had to listen to the participant's truth. Critical change requires self-reflection and a willingness to change. I experienced through this study the ability of an institution to name that there is much work to be done in order to center Latinx students.

The study highlighted that through strategic change management, developing an HSI identity through regional context, community buy-in, and culturally relevant faculty development, Dalé College made an impact is their desire to shift from a monocultural to a multicultural organization. As the national demographics continue to trend up for the Latinx population, institutions will have to identify how they can dismantle oppressive structures that may be hindering Latinx students' attainment. Intentional initiatives and strategies may provide further hope for reducing the attainment gap for the nation's youngest ethnic group.

Lessons learned. As a Latina doctoral student, I strengthened my resolve to serve Latinx students through systemic change and the power of context. Dalé College found the right initiative with ESCALA to work towards become more Hispanic-serving, even after spending their first 10 years as a designated HSI that was just enrolling students and not intentionally serving them. I want to continue fighting for racial educational equity through changes that will work to educate others' oppressive structures within education. The education process around racial inequities never stops. I learned that system changes happened because the faculty and

administrators at Dalé College organized people to work alongside each other and evangelized the need for change as a collective. ESCALA works because participants believed in their own personal ability to change and the ability to influence change at the systems level.

My dissertation research has shown me how important context is in change efforts. Dalé College's context of being a rural community college located on tribal lands has a huge impact on postgraduation opportunities, reasons why people live in the area, trauma of colonization, and access to further education. Learning about the realities that a region so large is owned by a majority White group of families highlights how one-size-fits-all answers may not work towards dismantling oppressive structures. Irene's quote about the indigenous women she was teaching who changed conversation to talk about the trauma of colonization to the Dalé tribe struck me. I learned that history must be addressed, and dialogue supports healing.

In true transparency, time will create a deeper meaning to me after I have defended my dissertation and ask myself, "now what?" At this juncture, this study has helped me make meaning of how important faculty are in influencing change within higher education. One of my favorite articles from the references was Samayoa's (2018) study about the role of faculty mentoring. Dismantling oppressive structures requires rebuilding inclusive and culturally relevant structures. This is something that I will take forward with me.

Final takeaways. I hope the reader has taken away the continued need to better understand the experiences of Latinx community college students in the Pacific Northwest and in rural communities. The Latinx community is growing. However, our experiences are not a monolith. Future research should be situated within context, and the multiple truths we experience need to continue to be researched. Gracias y Dalé!

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APPENDICES

Appendix A

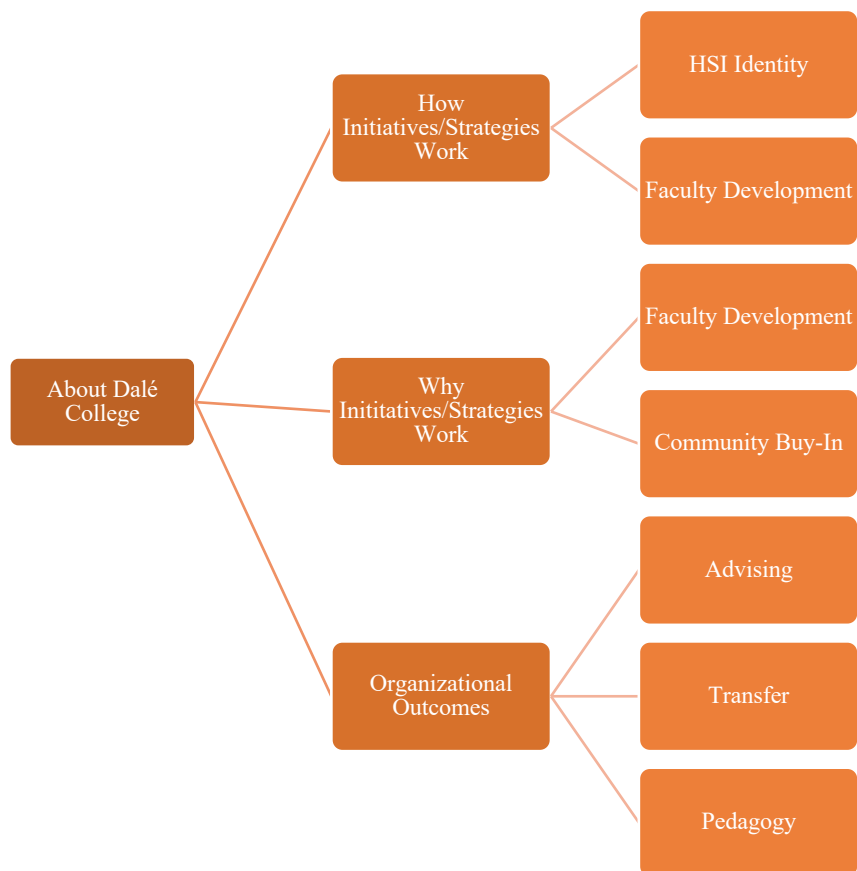
Faculty and Staff - Interview Questions:

1. Can you tell me a little about yourself and your experiences working at X college?
2. Did you know your institution is designated as a Hispanic-Serving Institution? (*About an Organization*)
 - a. How do you feel about X college being classified as “Hispanic-serving”?
 - b. What, if anything, does that mean to you?
 - c. In what ways do you feel the college “serves” Latinx students?
 - d. To what extent do the institution’s mission or goals address Latinx student success?
3. Can you tell me about how the college supports students who want to transfer? (*How an Organization Works*)
 - a. Are certain students more or less likely to transfer? Why or why not?
 - b. What offices or campus initiatives support transfer?
 - c. Who is responsible for supporting student transfer at the college?
 - d. What do you see as your role in supporting transfer?
 - e. What initiatives/services do you think are the most effective in supporting transfer?
Why?
4. I recently learned that X College is a Guided Pathways college. In what ways is Guided Pathways supporting Latinx students’ success, including transfer? (*How an Organization Works*)
 - a. What issues/problems is Guided Pathways addressing?

- b. To your knowledge, to what extent is Guided Pathways addressing inequities in outcomes for Latinx students or transfer?
5. To what extent do you agree with this statement, “There is nothing that we can do to increase the number of Latinx students who successfully earn a bachelor’s degree?” (*How an Organization Works*)
 - a. What do you see as barriers to Latinx students transferring?
 - b. What suggestions do you have for increasing the number of Latinx students who transfer?
6. Is there anything else that you want to share with me or that you feel is important for me to know?

Appendix B

Conceptual Framework



<u>CRT five themes</u>	<u>MCOD</u>
1. The centrality of race and racism and their intersectionality with other forms of subordination	1. Includes diverse representation up and down the organization
2. The challenge to dominant ideology	2. Has a learning mindset
3. The commitment to social justice	3. Values all people
4. The centrality of experiential knowledge	
5. The transdisciplinary perspectives	

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Appendix C



Oregon State University
Research Office

Human Research Protection Program
& Institutional Review Board
B308 Kerr Administration Bldg, Corvallis OR 97331
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IRB@oregonstate.edu
<http://research.oregonstate.edu/irb>

Date of Notification	February 18, 2020		
Notification Type	Approval Notice		
Submission Type	Project Revision	Study Number	IRB-2019-0203
Principal Investigator	Gloria E Crisp		
Study Team Members	Alvarado, Kelly M;		
Study Title	Hispanic-Serving Institutions as Supporters of Latinx Vertical Transfer		
Review Level	FLEX		
Waiver(s)	Informed Consent		
Risk Level for Adults	Minimal Risk		
Risk Level for Children	Study does not involve children		
Funding Source	None	Cayuse Number	N/A

APPROVAL DATE: 02/17/2020

EXPIRATION DATE: 08/29/2024

A new application will be required in order to extend the study beyond this expiration date.

Comments: Revised study documents to add compensation for all participants. Waiver of informed consent for eligibility screening only.

The above referenced study was approved by the OSU Institutional Review Board (IRB). The IRB has determined that the protocol meets the minimum criteria for approval under the applicable regulations pertaining to human research protections. The Principal Investigator is responsible for ensuring compliance with any additional applicable laws, University or site-specific policies, and sponsor requirements.

Study design and scientific merit have been evaluated to the extent required to determine that the regulatory criteria for approval have been met [[45CFR46.111\(a\)\(1\)\(i\)](#), [45CFR46.111\(a\)\(2\)](#)].

Adding any of the following elements will invalidate the FLEX determination and require the submission of a project revision:

- Increase in risk
- Federal funding or a plan for future federal sponsorship (e.g., proof of concept studies for federal RFPs, pilot studies intended to support a federal grant application, training and program project grants, no-cost extensions)
- Research funded or otherwise regulated by a [federal agency that has signed on to the Common Rule](#), including all agencies within the Department of Health and Human Services
- FDA-regulated research
- NIH-issued or pending Certificate of Confidentiality
- Prisoners or parolees as subjects
- Contractual obligations or restrictions that require the application of the Common Rule or which require annual review by an IRB
- Classified research