







I honor and recognize my ancestors whose wisdom guides me and whose knowledge I embody. It is their spirit that gives me strength and their energy that resonates in the sound of my voice.





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A Moment of Thought



What are some thoughts that come to mind when you think of Latinx/a/o students attending community colleges?





Thoughts

Growing presence

At risk

First generation

Underprepared

Family takes priority

Low educational attainment

Part-time attendance



Why Latinx/a/o





Growing Latinx population

(Flores et al., 2017)

Persistent inequities in attainment

(Ryan & Bauman, 2016; Shapiro et al., 2018)

51% Latinx enrollment in community colleges

(Shapiro et al., 2018)

Education is a marginalizing system

(Sólorzano et al., 2005; Valencia, 2010; Valenzuela, 2017)

Higher education as a paradox: oppression / opportunity

(Yosso et al., 2004)





Why Focus on Advising?



- Rated as one of the most important services
 (CCCSE, 2018)
- Linked to student success

(Bahr, 2008; Hatch & Garcia, 2017; Young Jones et al., 2013)

Latinx students report negative experiences with advisors

(Rendon et al., 2014; Sandoval-Lucero, 2014; Zell, 2010)

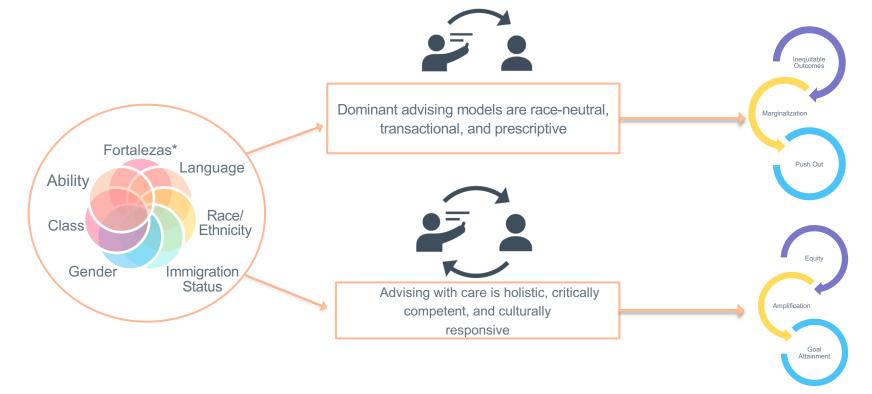
Culturally responsive strategies positively impact Latinxs

(Adames & Chavez-Dueñas, 2016; Arredondo et al., 2015; Ladson-Billings, 1995; Museus & Ravello, 2010; Orozco et al., 2010; Zell, 2014)





Current vs. Potential Advising Model





What does the word equity mean to you?



- Recognizing that racism and marginalization exist
- Providing opportunities for students who have been systemically and historically underserved
- Eliminating barriers
- Disaggregating data to understand students' lived experiences across race/ ethnicity and gender



My Approach to the Work

- Critical Race Epistemology
 - (Delgado Bernal, 1998; Villalpando et al., 2004)
- Cultural Intuition

(Delgado Bernal, 1998)

- Seven Psychological Strengths
 - (Adames and Chavez-Dueñas, 2016)
- Ventajas y Conocimiento
 (Rendon et al., 2014)
- Community Cultural Wealth
- (Yosso, 2005)





- 1. What do Latinx/a/o community college students' perceptions and *testimonios* reveal about their experiences and relationships with advisors?
- 2. How do academic advisors support Latinx/a/o community college students?
- 3. How do institutional priorities shape academic advising for Latinx/a/o community college students?



Research Framework





Advising Process

Confianza
Personalismo
Latinx cultural values
Culturally responsive
strategies

Multiple forms of subordination
Students' unique backgrounds
Lived experiences
Students' personal and cultural strengths

Sociocultural and

historical knowledge

Contextualize students' experiences
Incorporate family and peer support
Holistic support
Non-academic support
Academic support
Affinity groups

Social justice projects

Develop goals
Develop a plan
Supplement
information
Identitfy out-of-class
opporunities

Maintain connection
Informal check-ins
Acknowledge students
Track student progress
Regular advising
meetings





Texas Community College (TCC)



Service Area

- Urban
- 34% Latinx

College

- 41,000 student enrollment
 - + 22% Full-time
 - + 37% Latinx
- 16% Latinx faculty
- 25% Latinx professional staff







Participants



Student Advising Survey

98 Total Responses

Quantitative Sample

31 Latinx Students

Students

12 Agreed to an Interview

10 Participated in Interviews

Advisors

10 Identified

8 Participated

Administrators

3 Identified and Participated





Student Advising Survey





Administered electronically through Qualtrics



74-items

2018 CCSSE special item set for advising

2019 CCSSE special item set for guided pathways



Focus areas

Structure of advising

Advising activities

Students' perceptions about their experiences









What do Latinx/a/o community college students' stories reveal about their experiences with advisors?







Survey Findings



- * 87% believed that their advisor **cared** about their success
- 84% felt like their advisor listened to their concerns
- 87% perceived their advisor as encouraging
- 87% trusted their advisor to provide accurate information
- 81% trusted their advisor to connect them to resources
- 75% felt that their advisor considered their background and experiences
- 67% believed they could go their advisor if struggling academically
- 51% believed they could go their advisor for personal concerns





Table 2

Student Co-Creators (Interviewees)

				•						
	Racial/ Ethnic Identity	Age	Gender	English Native	First Gen	Veteran	Major	Academic Goal	Enrollment	Intent to persist
Celeste	Hispanic	19	Female	Yes	N	N	Pre-Nursing	Self- improvement	2 classes	Next semester
Iris	Latina	22	Female	Yes	Y	N	Government	Associate's	3 classes	Next semester
Marcos	Latino	46	Male	Yes	Y	Y	Radiology	Associate's	4 classes	Next semester
Graciela	Mexican	18	Female	No	Y	N	Radiology	Associate's	3 classes	Uncertain
Ariana	Latina	19	Female	No	N	N	Pre-Nursing	Transfer	3 classes	Next semester
Andy	Hispanic	21	Male	Yes	Y	Y	Government	Transfer	4 classes	Next semester
Severo	Hispanic	19	Male	Yes	N	N	Game Design	Associate's	3 classes	Uncertain
Mateo	Latino	24	Male	No	Y	N	Business	Associate's	3 classes	Next semester
Emilia	Latina	39	Female	Yes	Y	N	Psychology	Transfer t	3 classes	Goal attained
Carla	Mexican	19	Female	Yes	Y	N	Pre-Nursing	Associate's	3 classes	Next semester



Interview Findings

- Latinx students leverage various cultural strengths
- Latinx students' values are at the center of how they interact with and navigate higher education
- Students perceived their advisors as caring and supportive when interactions demonstrated that advisors acknowledged students' lived experience, reflected their cultural values, and amplified their cultural strengths
- Latinx students' personal and cultural strengths were mostly overlooked
- Race/ ethnic identity was largely neglected within advising



Aspirational Capital

 Maintaining high aspirations for the future

Family Capital

 Enacting the strength of family to navigate educational pathways

Ganas

 Perseverance and determination despite adversity

Themes

Navigational Capital

 Skills to understand and maneuver through educational systems

Resistant Capital

 Resisting the negative impact of racism and overcoming obstacles

Adaptability

 The ability to adapt and excel in different environments and under changing conditions

Ethnic Consciousness

 Ethnic pride, sociocultural awareness of community, and a strong desire to contribute to community advancement

Esperanza

A positive outlook that is fueled by faith that things will work out in the end

Aprendizaje

 An innate love of learning and drive for personal development



Exemplar Testimonios





Ariana: "See Me for Me"

Iris: "Family IS Everything"

Mateo: "Only Good Things are to Come"

Graciela: "Trying to Figure Things Out"

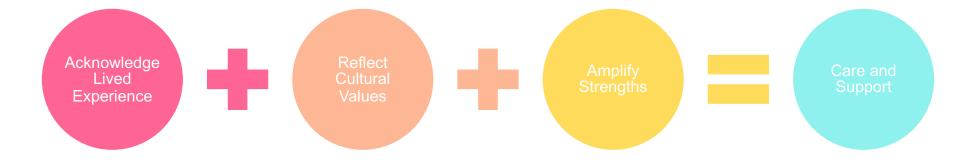






The Formula













How do academic advisors support Latinx/a/o community college students?





Survey Responses



Advising Structure

- 58% reported having an assigned advisor
- * 97% reported being engaged in one-on-one, in person advising sessions
- 58% reported that meetings lasted between 16 and 30 minutes

Advising Activities

- 65% reported that their advisor helped them select courses for the current term
- 71% reported that their advisor helped them select a major aligned with goals
- 71% reported that their advisor reviewed their progress





Advisors Interviewed

Name	Years Advising	Gender	Racial/ Ethnicity	Age Range	Education	Degree Major
Caroline	1 to 3 years	Female	White (Non-Latina/o/x)	25 - 34	Bachelor's	Psychology
Moriah	1 to 3 years	Female	White (Non-Latina/o/x)	25 - 34	Master's	Psychology
Jemma	1 to 3 years	Female	Latina/o/x or Hispanic	35 - 44	Master's	English
Paul	3 to 6 years	Male	Latina/o/x or Hispanic	35 - 44	Bachelor's	Sociology
Perla	1 to 3 years	Female	Latina/o/x or Hispanic	45 - 54	Bachelor's	Communication
Janet	1 to 3 years	Female	Black (Non-Latina/o/x)	35 - 44	Bachelor's	Communication
Tracy	1 to 3 years	Female	White (Non-Latina/o/x)	45 - 54	Bachelor's	Interdisciplinary
Alexa	3 to 6 years	Female	Latina/o/x or Hispanic	25 - 34	Bachelor's	English



Advising Interactions



Connect

- Personalismo
- Storytelling
- Confianza

Understand

- Cultural values
- Strengths
- Lived experiences
- Racism

Support

- Care*
- Direct connection
- Amplification
- Affinity Groups

Co-Construct

- Experiential knowledge
- Listening*
- Guidance

Nurture

- Outreach
- Lealtad





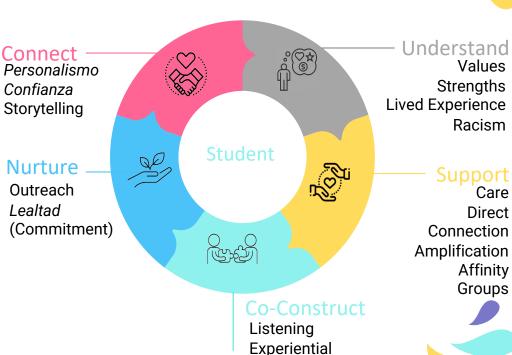


A New Approach



- Centers Latinx students' lived experiences
- Honors cultural values and strengths
- Validates experiential knowledge
- Acknowledges racism and systemic marginalization
- Aligns with relationship-centered advising
- Serves as a guide for a long-term collaborative partnership





Knowledge Guidance

Culturally Responsive & Critically Conscious Advising



8 out of the 10 students discussed how the way an advisor engaged with them impacted how they felt about the advisor and their experience.



Connect



- Personalismo highly regarded interpersonal disposition in Latinx culture
 - * "friendly" "open" "wanted to be there" "wanted to learn more about me" "desire to help" "putting students at ease"
- Confianza (trust) a sense of reciprocal trust
 - Listening and demonstrating empathy
 - Affirm students cultural and racial experiences
 - "using supportive language" "being mindful"
- Storytelling a culturally relevant and affirming communication strategy
 - "share my story" "relate" "understanding"



Understand



- "Assessing" is different than understanding
- Become aware of and push back on deficit narratives
- Recognizing students' lived experiences
- Honoring their strengths and culturalvalues (i.e. respeto)

Although 7 students experienced racism, only one found an advisor who "understood" and "empathized" with her experience





Some variation of "care" (cared, cares, caring) appeared 21 times across all ten student interviews



Support and Care



- * Amabilidad a Latinx cultural value that connotes being pleasant and helpful, or taking extra care to respond to someone's needs.
- Students described care as "interest," "listens well," "investment," "empathy," "understanding," "encouragement," "support," and "being there."
- Asking about "more than just classes"
- Providing resources and a direct connection to other support services



Co-Construct



- Listening
- Honor experiential knowledge
- Amplify navigational capital
- "Encouraging but also informative"
- "Help students weigh as much options as possible"
- Students wanted to feel like they were "in control of their future"
 - Document plans and goals







Nurture



- Lealtad- a Latinx cultural value comprised of commitment and loyalty
- Relationships
- Authentic caring vs. aesthetic caring
- Regular "personalized" communication
- "Comforting" "someone cared" "someone was there"



"Knowing my story"





Advisor Skills and Knowledge



Critical* Conceptual

Competencies

Informational

Relational





Advisor Development





- Critical competency
- Critically reflect on biases and assumptions
- Develop sociocultural and historical knowledge
- Understand students' lived experiences
- Authentic caring vs. aesthetic caring





Program Implications





Structure that facilitates relationships

Enhanced training

Implement a strategic communication plan

Leverage technology to facilitate advisor outreach







Institutional Implications



- Disaggregate data
- Develop goals and policies that address needs by race/ ethnicity
- Provide support for targeted interventions by student population
- Recognize the burden on faculty and staff of color
- Establish equity initiatives linked to academic advising





Ready for Action





- 1. What is one thing you can do to meet the needs of Latinx/a/o students on your campus?
- 2. What is one thing your college can do differently to center equity?







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