

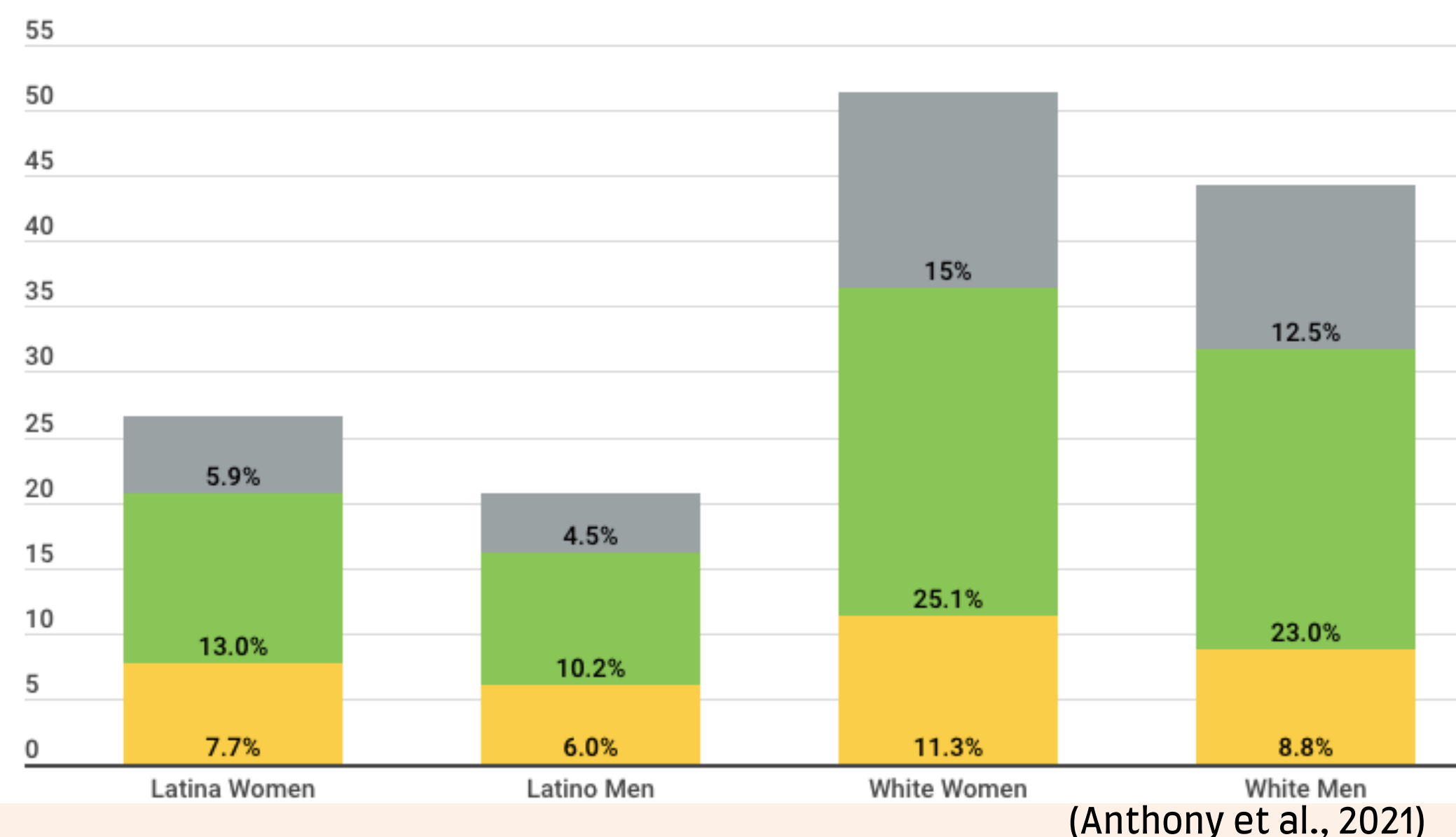
LATINO/A STUDENT POPULATION IN HIGHER EDUCATION

JASMIN PEREZ AND OLIVIA AYON

OVERVIEW & DIVERSITY

- In 2020, 21.% of undergraduate U.S. college students were Latino/a
 - Within 20 years, there has been an increase of 131% in undergraduate enrollment (Postsecondary National Policy Institute, 2022)
- Central American students have the lowest enrollment rates in colleges compared to other Latino subgroups (U.S. Department of Education, National Center for Education Statistics, 2020)

FIGURE 2: Degree Attainment Among Hispanic Women and Men & White Women and Men (2018)



RELEVANT TERMS & DEFINITIONS

- **Latino/a** - Any person with roots in Latin America
- **First Generation** - Individuals who are the first in their family to attend college
- **Familial Capital** - Skills or tools a student acquires from their family that influence their behavior, emotions, processes, and values
- **Sense of Belonging** - Latino/a students may struggle to find a sense of belonging due to underrepresentation.
- **Navigational Capital** - A set of skills student has or gains that helps them navigate higher education more effectively.
- **Deferred Action for Childhood Arrivals (DACA)** - A policy that protects eligible immigrants who came to the United States as children.

HISTORICAL BACKGROUND

- 51% of Latino students complete bachelor's degrees in six years across all institutional selectivity levels (Clayton et al., 2017).
- 59% of Latino students work more than 30 hours weekly to finance their education (Postsecondary National Policy Institute, 2022).
- Undocumented Latinos/as may face financial barriers to affording college (Macías, 2022).
 - Ineligibility to apply for financial aid
- 48% of Latinos/as in Higher Education are undocumented (Higher Ed Immigration Portal, 2021).
- DACA was established in 2012, granting immigrants access to work and education (Higher Ed Immigration Portal, 2021).
 - 69.7% of undocumented Latinos/as are eligible for DACA
- There is a gap in completion for Latino/a students compared to other student populations (Clayton et al., 2017).

COLLEGIATE EXPERIENCE

- **Student Organizations**
 - Sense of belonging to the campus community
 - Student-based support system
- **Cultural Centers**
 - Social support from other Latino/as
 - safe space
 - Cultural value
 - Educational opportunities

(Montelongo, 2019)

ISSUES OF DEVELOPMENT

- **Likelihood of developing depression** (Suwinyattichaiporn & Johnson, 2020)
 - Academic and financial challenges
- **Social isolation** (Suwinyattichaiporn & Johnson, 2020)
 - Lack of familiarity with college and navigational capital
- **Lack of knowledge of resources** (Clayton et al., 2017)
 - Accessing information on colleges
 - Navigating college
- **Receiving family support**
- **Inequities on campus**

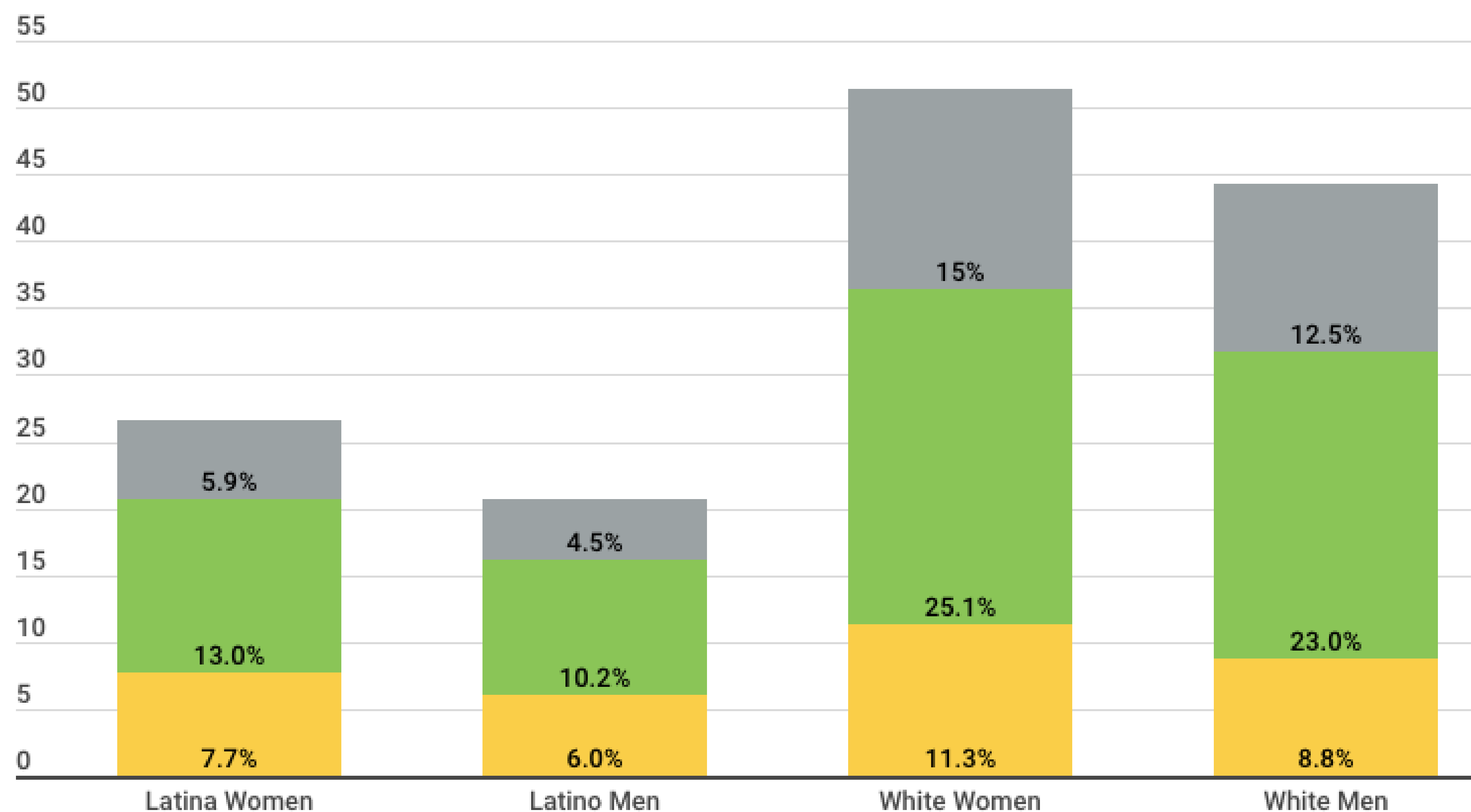
IMPLICATIONS & STRATEGIES FOR ADVISING

- **Learning communities or other campus activities** (Suwinyattichaiporn & Johnson., 2020)
 - Involvement reduces stress, isolation, and depression
 - Contributes to academic success
- **Importance of social support** (Suwinyattichaiporn & Johnson., 2020)
 - First-year orientation sessions dedicated to first-generation Latino/a students
- **Create undocumented student resource centers (USRCs) or increase funding for existing centers** (Macías, 2022).
- **Intrusive academic advising** (2020 What Works for Latino Students in Higher Education).
 - Provide individualized academic guidance
- **Mentoring opportunities to enhance navigational capital for higher education** (2020 What Works for Latino Students in Higher Education).
- **Faculty involvement** (Montelongo, 2019).
 - Validation through demonstration of genuine concern, respect, and meaningful feedback

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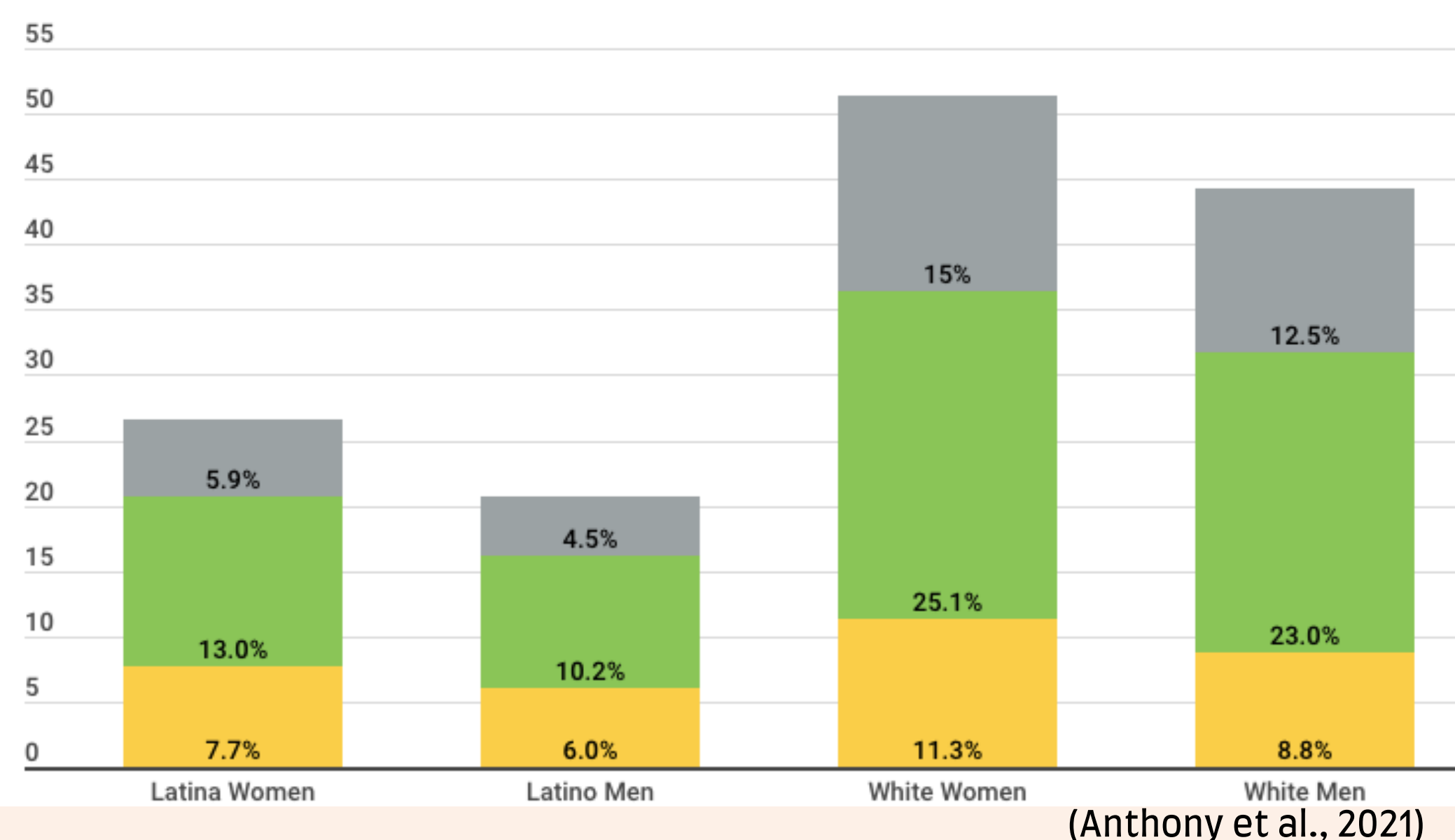
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