

**HISPANIC-SERVING INSTITUTIONS BEST PRACTICES:
A HUMAN RESOURCE DEVELOPMENT PERSPECTIVE**

A Dissertation

by

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ABSTRACT

Hispanic-Serving Institutions (HSIs) are foundational to the education and degree attainment for Hispanics across the state of Texas. It is imperative for research, knowledge and diversity purposes to understand the significant role community colleges play in this educational endeavor for Hispanics. Research conducted for this qualitative study focused on understanding Hispanic-Serving Institutions` best practices in a community college environment. Seven community colleges that are HSIs were strategically selected from regions across Texas for this study. There are three research questions designed to gain a wealth of knowledge of the organization development process within a community college setting. Research interviews with HSIs administrative participants were conducted at their prospective community college locations and dates convenient to their schedules.

The researcher identified eight overarching themes in the study based on HSIs administrative participants` responses. The themes were 1) Addressing gaps, 2) Enrollment and Programs, 3) Culture, Capacity and Change, 4) State Initiatives, 5) HSIs progress part I & II, 6) Achievements, 7) Top HSIs challenges, and 8) Applied HRD. These themes are part of a cross case analysis of all seven community colleges and are discussed in detail in data collection and data analysis sections of the study.

The researcher provided conclusions and recommendations for current and emerging HSIs regarding best practices, policy implications, HRD implications, and future research implications. Furthermore, the researcher created a, “Conceptual model for HSIs best practices” and an “HRD Developmental process model for HSIs: Applied Strategic HRD” because of the study.

DEDICATION

I would like to dedicate my dissertation to my best friend and wife of 32 years, and future Dr. Marie A. Valentin. We have been through an immense educational journey that started in 2008, entering college as freshmen, and having to take introductory courses. However, look at what the Lord has done, taken us through multiple physical, emotional and spiritual experiences that have made us who we are today. We have paved an educational path for our children to follow, and as they say, “you have set the bar high” Dr. Dad and Dr. Mom.

I would also like to dedicate my dissertation to our children, Valerie, Stacy, Tiffany, Brittany, Kaleb and Ezekiel, you fill my life with joy and pride in being your father. My grandchildren given to us by GOD, to bring total happiness and love for being grandpa, or as they say, “Apa” Tristan, Zachary, Ava, Julian, Zoe, Grayson and Sofia.

I would also like to dedicate my dissertation to the seven HSI administrators and HSI community colleges who participated in this study. I appreciate the time taken from your busy schedules to meet with me for the interview and willingness to share organizational best practices to inform current and emerging HSIs. I enjoyed meeting you all and visiting your respective campus.

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I would like to express my gratitude and love to my father Celestino Valentin Sr. and mother Soila Cruz Valentin, whom have prayed for me to be a good family man and always respect life. My siblings, Mary Rico, San Juan Valentin, Magdalena Mireles, Nancy Hernandez and Guadalupe Purcell, whom have had my back through thick and thin. My in-laws, Francisco and Maria Sampayo, being there for us and gave me a beautiful wife. In addition, to the rest of my family members I will always love you for being a part of my life.

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Contributors

This dissertation was supervised by my committee consisting of, Dr. Larry Dooley – Chair of Committee, Dr. Khalil Dirani - co-chair of committee, and committee members, Dr. Manuel Piña Jr. and Dr. Ben D. Welch.

All work for the dissertation was completed by Celestino Valentin Jr., under the advisement of Dr. Larry Dooley of the Department of Educational Human Resource Development.

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NOMENCLATURE

CD	Career Development
HHRD	Hispanic Human Resource Development
HRD	Human Resource Development
HSI	Hispanic-Serving Institution
IPO	Input Process Output
OD	Organization Development
TACE	Texas Administrators of Continuing Education
TAMU	Texas A&M University
TD	Training and Development
THECB	Texas Higher Education Coordinating Board

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CHAPTER I

INTRODUCTION

Hispanic-Serving Institutions Best Practices: A Human Resource Development Perspective. The Hispanic-Serving Institution (HSI) is a driving force for educational attainment and provides a pathway of opportunity academically and professionally for the Latino student. Furthermore, “Latinos, like all other population groups in the U.S., are facing the reality that a high school diploma, no longer offers secure, well-paid employment nor ensures career mobility” (Carnevale, 1999; Stearns, Watanabe, & Snyder, 2002; Laden B. V., 2004, p. 182). This study explores the HSIs best practices from a Human Resource Development (HRD) perspective and through an organization development lens. The qualitative methodology for this study provides an opportunity to enhance learning and understanding of the culture, meaning, structure and diversity within HSIs. Exploring current HSI organizations provides knowledge, resources, and opportunity for future HSIs, because the Latino student education enrollment is projected to increase 27% by 2022 (NCES, 2014).

Seven HSI community college persons of authority, (President, Vice-President, Dean and/or Vice-Chancellor), have been interviewed from select regions in the state of Texas to represent their organization as a participant in this study. The locations are Central region, South region (a, b), East region, North region, Southeast region and West region. HSIs as part of a multicultural organization need to “understand commonalities

and differences among underrepresented groups and to develop an appreciation of how an understanding of these characteristics might create alliances for change” (Bensimon & Tierney, 1993, p.68; Laden B. V., 2004, p. 183).

An area of concern by colleges and universities throughout the United States is how to address diversity within the organization. Moreover, an understanding of “the challenge faced by higher education that still remains before us is how to serve a culturally diverse student population and ensure that the different forms of knowledge and experiences brought by these students are acknowledged and incorporated using a critical multicultural approach” (Laden B. V., 2004, p. 185). The definition and essence of multiculturalism is “based on a democratic acceptance of both commonalities and differences of all groups within the organization” (Laden B. V., 2004). The importance of an educated Latino/a community is, “only when a sustainable and representative flow of Hispanic students enters college and subsequently graduates will the general standard for the Hispanic community improve. Educational achievement, the true equalizer, will then make it possible for Latinos to participate fully at all levels of the economy, society and government” (Galdeano, Flores, & Moder, 2012, p. 161).

Problem

The problems encountered by an HSI organization are a continual responsibility of adhering to and addressing the challenges of being an HSI in addition to the mission of being a community college. According to scholars, the mission of a community college is inclusive of, “(a) collegiate studies to prepare students to transfer to a 4-year institution; (b) vocational education to prepare students for jobs; (c) developmental education to help students develop basic skills; and (d) community and multicultural education to serve members of the local area” (Cohen & Brawer, 2008; Nunez, Sparks, & Hernandez, 2011, pg. 20). In a study conducted by De Los Santos & De Los Santos in 2003, they asked questions to presidents, chancellors and CEOs of HSIs in the United States. The questions were focused on challenges /issues /problems faced by their institution in the next 2 to 4 years. The top five reported results and findings were: (1) Funding – lack of resources (2) Technology – inability to keep pace with cost, upgrades (3) Faculty – difficulty recruiting minority faculty (4) Growth and Diversity – growth curve is very steep, and (5) Preparation of students, retention, and graduation – students underprepared (pg. 383-386).

The problems, therefore become an opportunity to examine how these HSIs work through these challenges/issues /problems and how can it be documented in the form of best practices and/or benchmarks. Description of the research problem as identified through literature and the framework for research questions: (1) Acknowledge there is a

gap in Hispanic education attainment and what is being accomplished to fill the gap. (2) Understand organizational frameworks at selected HSI colleges. (3) Identify organizational preparations for the influx of Hispanic students at HSIs. (4) Collect data of resources utilized by HSIs to fulfill community college mission. (5) Analyze best practices and benchmarks implemented to address the state of Texas 60X30TX plan by select HSI community colleges. The Texas 60X30TX plan includes:

a) Goal – 60x30: by 2030, at least 60% of Texans ages 25-34 will have a certificate or degree. b) Completion - by 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's or masters from an institution of higher education. c) Marketable skills – by 2030, all graduates from Texas public Institutions of higher education will have completed programs with identified marketable skills. d) Student debt – by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas Public Institutions (THECB, 2015, p. 5).

Problem Statement

In the United States, 60% of the population growth from 2005 to 2050 will be Latino (Education U. D., 2014). Latinos have the least education levels of any group in the United States of America (Education U. D., 2014, p. 1). Additionally, HSIs organization and structures are not the same as Non-HSIs regarding student enrollment population. Therefore, the units of measure should be different based on the environment and culture they serve (Garcia G. A., 2015). To compound the issue, there is a limited body of knowledge, resource, and research on HSIs.

An HSI organization must engage in an application process for acknowledgement by the United States government as an official Hispanic-Serving Institution. However, “Few HSIs in fact express their status as an HSI in mission statements on their websites or in strategic planning materials, causing some concern about the extent to which HSIs authentically “serve” Latino students” (Contreras, Malcom, & Bensimon, 2008; Malcom-Piqueux & Bensimon, 2015; Nunez A.-M., 2015, p. 6). This raises areas of concern as to why the organization engages in the process of completing an application to become an HSI to be able to apply for HSI grant funding opportunities and not publicly acknowledge the fact that it is an HSI. On the other hand, a potential problem for Latino students and the college choices available to them is a “real concern is that HSIs themselves need to consider creating more partnerships, such as with selective and more elite public and private non-HSIs, to increase Latinos’ and other diverse students’ presence in these institutions”. (Laden B. V., 2004, p. 195). Furthermore, a real concern for Latino students, “It is not enough to let HSIs do the majority of educating of this population; other higher education institutions must assume their share and play significant roles, too, in this process or Hispanics will be stratified within higher education to only HSIs and the like” (Laden B. V., 2004, p. 195).

Purpose of the Study

The purpose of this study is to understand, document from a leadership and HRD perspective an organizational development process of best practices and develop benchmarks for Hispanic-Serving Institutions. Moreover, an understanding on an

organizational level, the functional characteristics, culture, and framework of two-year community colleges that have been self-identified as an HSI. The purpose stems from literature research, which has stated “while two-year HSIs made up only 5% of all two-year institutions in the United States in 2003-2004, they awarded 42% of all degrees awarded to Latinos” (Santiago, 2006, March, pg. 12). Another purpose is to include documentation of HSI as an organization and gain an understanding of why, “Latino students tend to have more positive, empowering, and community-oriented experiences in HSIs” (Nunez A.-M., 2015, p. 6). Furthermore, explore why “Instructors in HSIs tend to use more “student centered” pedagogical approaches, including class discussions, group projects, and reflective writing and journaling and to include community service and student-selected content as part of their coursework” (Hurtado & Ruiz Alvarado, 2015; Nunez A.-M., 2015, p. 6). Summary of the purpose is to address the problems and questions identified through research of literature of HSIs, and to provide potential solutions, pathways and/or roadmaps for emerging HSI organizations.

Research Questions

There are three research questions to gain a rich understanding from an organizational leadership perspective of what are the HSI best practices. The questions have been derived from a literature review to guide the study and accomplish the purpose of understanding education level gaps, and factors such as Hispanic mentors, Hispanic student groups, community involvement, Hispanic professors, culture and

support groups, as well as, best practices – projects, programs, OD (organization development), TD (training and development) and CD (career development).

1. How do Hispanic-Serving Institutions address the gap of Hispanics having the lowest education attainment levels of any group in the U.S.?
2. What factors allow for Hispanic-Serving Institutions to have a higher level of associate degrees earned by Hispanic students?
3. What institutional best practices contribute to HSIs success in Hispanic degree attainment?

Operational Definitions

Definitions are provided as a resource and clarification of terms used within the context of this study:

Emic – an insider’s point of view of the culture and language used by the people in the study as documented by the researcher/observer. Term first used by Kenneth Pike, in (Pike, 1954; Patton, 2015, p. 337).

Four-Year college/University – Provide students’ opportunities to gain an academic education (Bachelor’s degree, and graduate programs such as a Master degree, Professional degree and/or Doctoral degree).

Hispanic Human Resource Development – (HHRD) defined as the enhancement, enrichment, and the edification process of strengthening the Hispanic/Latino individual, and organization through education, mentoring, training, career development, and organization development for educational and economic advancement opportunities.

Hispanic-Serving Institutions – (HSI) is defined as an institution of higher education that: (A) is an eligible institution; and (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. The Title V Program does not pre-certify institutions as Hispanic-Serving Institutions. Institutions that meet these eligibility requirements and want to apply to the Title V Program, simply must submit an assurance with their Title V application with the necessary student enrollment data.

(Education U. D., 2011)

Human Resource Development – (HRD) “is a process of developing and/or unleashing human expertise through organization development (OD) and personal training and development (T&D) for the purpose of improving performance” (Swanson, 2001).

Latino/Hispanic – according to the U.S. Census Bureau is that of, “A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Standards, 2012).

Organization Development – (OD) “a process of planned system change that attempts to make organizations better able to attain short- and long-term objectives” (French, Bell, & Zawacki, 1989; Swanson & Holton, 2001, p. 265).

Two-Year community college – Provide students opportunities to gain an academic education (an associate degree) and/or technical training in various fields such as Heating and Air conditioning, Vet. Tech, Auto Mechanic, and Nursing ... etc. (Certification / Associate degree). They also provide the opportunity to transfer to a Four-year College/University.

Theoretical framework for HSI best practice

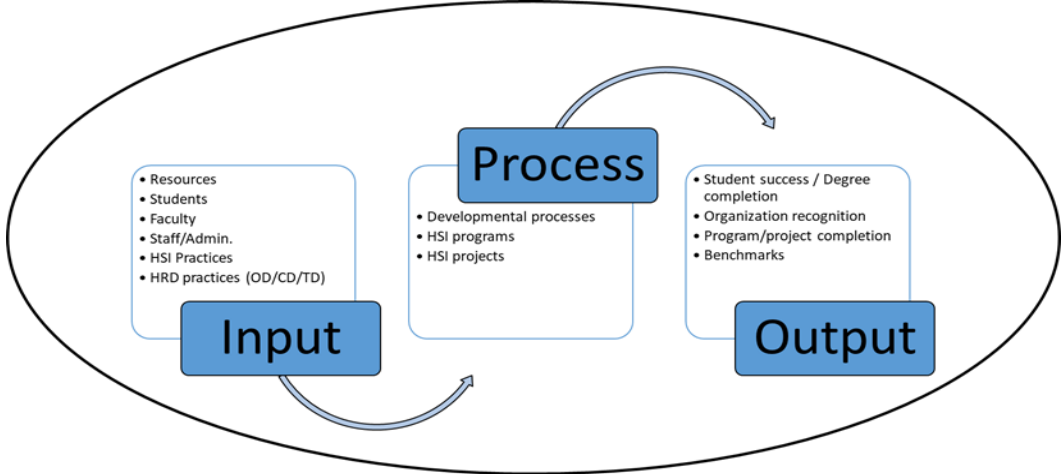
System Theory - Key variables to be measured in the study stem from the research questions to be addressed by the organizations and the conceptual model that will both guide the research and shape my analysis include:

System Theory: Environment – Input – Process – Output

System theory origins have been accredited to, Ludwig von Bertalanffy (1950) and further explained as having, “the basic tenets of system theory is that systems consist of many interacting subsystems, which are distinguished by boundaries that, in turn, monitor and control the rate and flow of inputs from the environment to the system and the outputs from the system to the environment” (von Bertalanffy, 1950; Jacobs, 1989, p. 30).

The strategic method in which I have utilized system theory in my research was, to understand and document what organizational programs and projects are being used by HSI community college organizations (inputs), how are these programs and projects developed/implemented within the organization (process), and what results have been documented or need to be documented best practices and benchmarks (outputs). The resulting best practices and benchmarks will then be analyzed and a matrix of best practices will be created for future reference materials for emerging HSIs, as well as, answering the research questions. Listed below is an overview of the system theory outline that I have used to guide the research, descriptions of each step content and definitions.

Figure 1. System theory applied to HSIs



Environment

In system theory the environment is defined as being, “everything that is outside the system that affects or is affected by the system’s behavior: at the low end of the systems hierarchy, the system’s normal functioning is independent of the environment.....and at the high end of the systems hierarchy, the environment and the system engage in frequent and complex exchanges of information” (McLagan P. A., 1989, p. 68). Furthermore, “all systems, whatever their level, are collections of interdependent, organized parts that work together in an environment to achieve the purpose of the whole” (McLagan P. A., 1989, p. 68). The organizational environment within the HSI community college encompasses the organization, administration & staff, faculty and students.

Input

The input step in system theory is defined as, “materials, energy, and information that will be in the output or will be used to produce an output” (McLagan P. A., 1989, p. 71). The inputs for this study are inclusive of the research questions, as well as, understanding or acknowledging how and if any of the following materials and/or people are being used for organization development purposes, (HSI practices, organization requirements, resources, students, administration & staff, faculty and HRD practices).

Process

The process step in system theory is defined as, “direct responses and actions that transform or reorganize inputs into outputs..... also include the responses and actions that support the system’s ability to produce outputs and achieve its purpose” (McLagan P. A., 1989, p. 71). The process step for this study included conducting interviews with participants that have been purposefully selected from a sample of HSI community colleges per region. The information and research data collected from these participants has been transcribed, analyzed and coded as part of the qualitative process.

Output

The output step in system theory is defined as being, “what the system or subsystem/part delivers, produces or provides as it works to accomplish its purpose” (McLagan P. A., 1989, p. 71). The HSI best practices – consist of program outcomes, what processes - procedures worked best, recommendations for systemic improvements. The output step also provide material for documenting results of the program, enrollment, graduation rates, certifications completed, transfers to 4-year institutions for continued education and other findings that may be uncovered during the interviewing process. Best practice is defined as, “professional procedures that are accepted or prescribed as being correct or most effective” (Oxford, 2015). Best practices of organization development objectives of each program per college will be included as part of the study to develop a roadmap for emerging HSIs.

Assumptions

The researcher has been involved in the HSI community college educational process for the past 8 years, both as a student and then as an educator. The researcher has been an adjunct instructor for the past 5 years at a community college and has included the following, because “assumptions provide meaning to the conclusions and lend support to the recommendations” (Lunenburg & Irby, 2008, p. 135). There are three general assumptions made to help guide this study.

- a) The participant of the organization should be able to provide insights into what the organization is doing in terms of best practices and benchmarks used.
- b) The organizations identified are still HSI organizations in accordance with government standards and have full time enrollment of 25% or greater Latino students.
- c) The organization has an organization development process for the faculty, staff, and students.

Applicability to HRD and Significance of the Study

Applicability to HRD and the significance of the HRD developmental Process Model designed for the utilization of organizational development, knowledge and understanding of how best practices are resources in promoting educational advancement opportunities for the Hispanic-Serving Institution organization. An “HRD Developmental process model for HSI” example has been created for visual reference

and what perhaps is a possible interaction of OD, TD and CD within the process context of HRD as described in the methodology section of this dissertation. Furthermore, the significance of the study being qualitative research utilizing interviews, literature and field research allows for, “these techniques of data gathering will yield thick and rich descriptions necessary for the ethnographic dissertation in the form of quotations (low inference descriptors), descriptions of the group and the contexts, and parts of documents” (Lunenburg & Irby, 2008, p. 99).

The research, literature review and methodology follow the core guidance and definition of Human Resource Development as defined by the Texas A&M University, Department of Education and Human Resource Development (EHRD) website which is, “HRD is the process of improving learning and performance in individual, group, and organization context through domains of expertise such as lifelong learning, career development, training and development, and organization development” (TAMU, 2016, <http://eahr.tamu.edu/degrees-and-programs/undergraduate-degree-programs/human-resource-development>). The results of this ethnographic dissertation have been utilized to develop an understanding of how HRD and systems theory through an organizational development process can improve HSI strategies, cultural environment, training, inform policy and implementation of effective and efficient organization development best practices and new benchmarks created.

Contents of Dissertation

The dissertation is comprised of the traditional five chapters as described by the Office of Graduate Studies at Texas A&M University. Chapter I is the Introduction of the Dissertation, “Hispanic-Serving Institutions Best Practices: A Human Resource Development Perspective”, and consist of the problem statement, purpose of study, research questions, operational definitions, systems theory, assumptions, significance of study and applicability to HRD and contents of the dissertation. Chapter II, is the literature review and sets the foundation of the study through a contextual framework consisting of the Hispanic population and education, Hispanic-Serving Institutions and HSI Organization Development as well as, theoretical framework for HSI best practice. Chapter III, is the methodology section and provides an overview of the purpose of the study, detailed research questions, variables, theoretical frameworks, OD, TD and CD, sample participants' information, instrumentation, validity, reliability, trustworthiness, bias, data collection, and data analysis plan. Chapter IV consists of the findings of the interview protocol questions responses, data coding, data analysis, and artefactual data analysis. The final Chapter V, consists of a complete overview of the findings, matrix and table of best practices created based on interviews, cross case analysis of themes created based on coding analysis, research questions responses, discussion, delimitations and limitations, and summary of research. Additionally, implications for Human Resource Development, and policy implications for HSIs based on findings and research in the study.

CHAPTER II

LITERATURE REVIEW

This review of literature examines Hispanic-Serving Institutions (HSI) best practices, a Human Resource Development (HRD) perspective, with emphasis on HSI community colleges in Texas. The importance of having an educated workforce in the United States is based on the premise that a, “projected decline in educational levels coincides with the growth of a knowledge-based economy that requires most workers to have higher levels of education. At the same time, the expansion of a global economy allows industry increased flexibility in hiring workers overseas. As other developed nations continue to improve the education of their workforces, the United States and its workers will increasingly find themselves at a competitive disadvantage” (Miller, 2015, pg. 1). Community colleges play an integral part of educating the workforce of the future, which includes all races and color of people, in particular the minority population, which is a cause of concern and represent a gap in the education attainment level. The review of literature also includes understanding possible theoretical reasons why Hispanics tend to enroll in colleges or universities where they know people already, people who look like them and have recommended certain colleges they have attended over other potential locations. Furthermore, this review will explore the driving force behind this theory and how it relates to HSIs.

Problem Statement

There is an underlying problem with college enrollment and completion by Latino/a students. Even in the midst of a shift in college enrollment increase of Latino/a students, there still exist, the non-completion factor for these students (Flores & Park, 2013). In a recent publication by the White House Initiative on Educational Excellence for Hispanics, stated on its cover page, “The future of our nation is inextricably linked to the future of the Hispanic community – Hispanics are the largest and fastest-growing minority group, and will represent 60 percent of our nation’s population growth between 2005 and 2050. However, Hispanics have the lowest education attainment levels of any group in the United States” (Education, 2014, pg. 1).

Purpose

The purpose of this chapter is to present a review of literature of Hispanic-Serving Institutions (HSI) and to develop a framework for understanding the process and procedures an organization undertakes in providing education, knowledge, skills and abilities to Latino/a students. The review is strategically divided into three major sections. The first section is an overview of the Hispanic population and Hispanic educational attainment within the United States, and specifically in Texas. Furthermore, the first section is inclusive of HSI community colleges in Texas, a general source of reference when referring to 2-year colleges and are the select participative educational organization(s) being studied. The second section is the Hispanic-Serving Institutions (HSIs), definition and importance, Latino HSI enrollment, challenges of HSIs, HSI

community / ethnic identity and resources. The third section is an HSI organization development (OD), HSI OD lens and world view, Best practices / Benchmarks – Texas Higher Education Coordinating Board (THECB), and applicability of Human Resource Development (HRD) lens to an HSI.

Note: The term Latino and Hispanic used interchangeably within the context of this document.

Method

There is currently a limited body of knowledge, resources and research on Hispanic-Serving Institutions Best practices from a Human Resource Development perspective. The concept of a college or university being designated as a Hispanic-Serving Institution is relatively new, about 30 years, being acknowledged by the U.S. Congress and the U.S. Department of Education. Therefore, scholarly research documents, books, academic journals, HSI College/University websites and designated Latino/a organizations serving the Latino/a community are being utilized as a frame of reference in preparing this literature review. A review of theoretical literature is also included in which organizations, such as HSIs, can learn and develop their own theoretical frameworks for conducting business as an HSI serving Latino/a student's instead of just having a large population of Latino/a students enrolled in college.

A basic literature review is defined as, "A written document that develops a case to establish a thesis. This review synthesizes current knowledge pertaining to the research

question” (Machi & McEvoy, 2012, p. 1). Based on the literature selected in the topic of HSIs, an outline was created and utilized as a framework to guide this literature review. The framework used to guide this literature review is listed below.

Figure 2. Framework of Literature Review

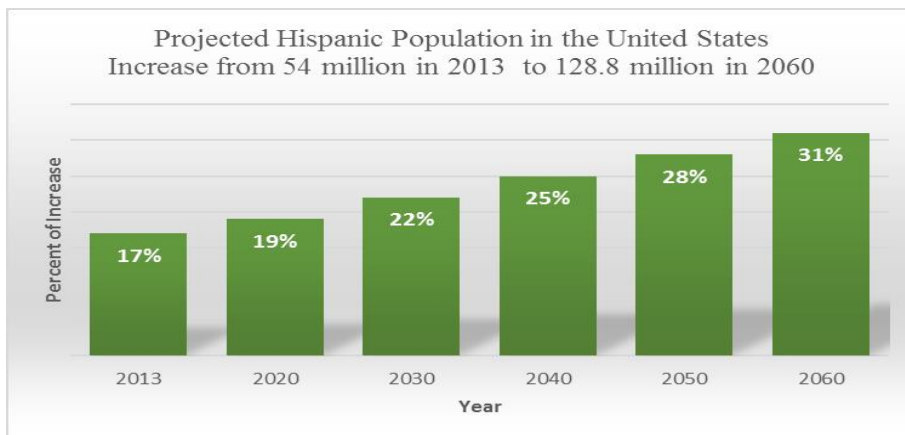
-
1. Hispanic Population and Education
 - a. Hispanics in the United States
 - b. Hispanics in Texas
 - c. HSI Community Colleges in Texas
 2. Hispanic-Serving Institutions
 - a. Definition and Importance of HSI
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Hispanic population and Education

Hispanics in the United States

The Hispanic population in the United States has exceeded 54 million or 17% of the U.S. population in 2013 and is projected to increase to 19% by 2020, 22% by 2030, 25% by 2040 and 28% by 2050 (Bureau, 2013). The significance of these figures is the projected Hispanic population by 2060 in the United States is 31% or 128.8 million, which means one in three U.S. citizens will be Hispanic. Whereas in 2012 the number was one in six U.S. citizens were Hispanic (Bureau, U.S. Census Bureau Projections show a slower growing, older, more diverse nation a half century from now., 2012). Percentage of Hispanic projection is derived from the total U.S. citizen population growth. Projected Hispanic Population from 2013 to 2060 derived from (Bureau, 2013).

Figure 3. Projected Hispanic population in the United States



Furthermore, in 2012 the number of people of Hispanic origin in the United States who were of Mexican background in percentages was 64%, Puerto Rican 9.4%, Salvadoran 3.8%, Cuban 3.7 %, Dominican 3.1 % and Guatemalan 2.3%, the remainder were from Central America, South America or of other Hispanic/Latino origin (Bureau, 2012 American Community Survey: Table B03001, 2012). The definition of Hispanic or Latino, according to the U.S. Census Bureau is that of, “A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race” (Standards, 2012).

The Hispanic educational attainment in the United States, “the number of Hispanics age 18 to 24 enrolled in a two- or four-year college has more than tripled since 1993. In 2013, 2.2 million Hispanics were enrolled in college, up from 728,000 in 1993 – a 201% increase” (Krogstad, 2015). However, the number of Hispanics obtaining a four-year degree is still lower than any other group, “Hispanics ages 25 to 29, just 15% have a bachelor degree or higher. By comparison, among the same group, about 40% of Whites have a bachelor’s degree or higher (as do 20% blacks and 60% of Asians)” (Krogstad, 2015).

Hispanics in Texas

The estimated Hispanic population in Texas was 10 million as of 2013, which has exceeded the number of the White population of 9.5 million, in Texas, according to the U.S. Census Bureau (Bureau, Annual Estimates of the resident population by sex,

race, and Hispanic origin for the United States, States, and Counties: April 1, 2010 to July 1, 2013, 2014).

In 2012-13, Latinos represented 16% of undergraduate students enrolled in the United States. The majority (60%) of Latino undergraduates were enrolled in four states – California, Texas, Florida and New York. In three states and Puerto Rico, Latinos represented one-third or more of students enrolled – California, Texas, New Mexico, and Puerto Rico. In 11 states, Latinos were at least 10% of undergraduate students enrolled. Moreover, Latino college enrollment is projected to increase more than other groups. Between 2011 and 2022, Latinos' college enrollment is projected to increase 27%, compared to African Americans (26%), Whites (7%), and Asians (7%), (NCES, 2014).

HSI Community Colleges in Texas

The community colleges in Texas are divided into six geographical regions as per the, Texas Administrators of Continuing Education, (T.A.C.E.), which are the Central region, South region, East region, North region, Southeast region and West region. The purpose and mission of TACE are, “Texas’ premier professional association for individuals working in continuing education at Texas community and technical colleges” (TACE, 2015).

These college regions are represented and divided by geographical location only and are not equally distributed per region.

Central region – 1 college district, 6 colleges

South region – 1 college district, 12 colleges

East region – 9 colleges

North region – 2 college districts, 14 colleges

Southeast region – 1 college district, 2 college systems, 14 colleges

West region – 14 colleges

Note: A college is a single institution and a District and/or a System comprises of one or more colleges, which may or may not be within the same region. Not all colleges listed by T.A.C.E. are HSI organizations, therefore, a cross reference check is in place to verify HSI status of select college participants.

According to, *Excelencia* in Education analysis of the National Center for Education Statistics' Institutional Postsecondary Education Data System (IPEDS) housed at the Department of Education, 2012-13: Fall Enrollment Final Release Data File, Texas has the second largest enrollment of Latinos/Hispanics, at 466,378 or 34% undergraduate Latinos out of 1,362,852 total overall undergraduate enrollments in Texas. There was a total of 409 Hispanic-Serving Institutions according to data from *Excelencia* in Education, 2013-2014, and Texas had 75 HSIs in 2014. (Education E. I., 2015, pg. 1-12). Texas total undergraduate full-time enrollment at HSIs is at 500,202, students and of that total, 234,972 are Hispanic, which is 47% of the student population

(Education E. i., 2015). Moreover, a difference of one calendar year from 2014-2015, has seen an increase in Latino undergraduate students to 1.75 million, the amount of HSIs total increase to 435 institutions, and Texas increases to 78 HSIs. (Education E. i., 2016)

Hispanic-Serving Institutions

Definition and Importance of HSIs

In the conceptual formation of a college or university, historically, the thought of being an HSI was not considered as a major factor in the decision process. In fact, “Latino students’ college choices create HSIs. However, most Latino students enrolled at HSIs did not know their institution was an HSI” (Santiago D., 2007, pg. 3). Other key factors of an HSI include, “about half (47%) of HSIs are community colleges” (Mercer & Stedman, 2008; Nunez, Sparks, & Hernandez, 2011, pg. 20) and “Two-year HSIs have a higher proportion of Hispanic faculty, who can offer enhanced understanding of students’ cultural backgrounds and serve as mentors” (Laden, 2001; Nunez, Sparks, & Hernandez, 2011, pg. 21).

A Hispanic-Serving Institution (HSI) is defined as an institution of higher education that—
(A) is an eligible institution; and (B) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. The Title V Program does not pre-

certify institutions as Hispanic-Serving Institutions. Institutions that meet these eligibility requirements and want to apply to the Title V Program, simply must submit an assurance with their Title V application with the necessary student enrollment data. (Education U. D., 2011).

History of HSI

The history of a Hispanic-Serving Institution begins with its origins from an organization known as the Hispanic Association of Colleges and Universities (HACU), which was founded in 1986 with a membership of eighteen institutions, which is currently at over 400 colleges, and universities committed to higher education success in the U.S.; Puerto Rico, Latin America, and Spain (HACU, 2015). HACU was the initiator in 1992 to have the U.S. Congress to “formally recognize campuses with high enrollment as federally designated HSIs and to begin targeting federal appropriations to those campuses” (HACU, 2015).

Today, these federal funds provide financial resources to Hispanic-Serving Institutions through a competitive grant process in which HSIs submit projects that enhance the Hispanic Students’ in their education endeavor. These projects result in cumulative potential best practices and benchmarks for future HSIs to gain knowledge, educational resources, organizational development, and talent building techniques.

HSI and Chain Migration Theory

A fundamental connection with HSIs and Chain Migration theory is they both involve the same type of ethnic people, Hispanics, and are parallel in the phenomena of migration to a place known by others who are associated with them resulting in them congregating to the same locations to work and/or get an education. In Chain Migration (MacDonald and MacDonald 1964, p. 227) “that movement in which prospective migrants learn of opportunities, are provided with transportation, and have initial accommodation and employment arranged by means of social relationships with previous migrants” (Perez & McDonough, 2008, pg. 253)

Whereas, Chain migration used in community college, for a 2-year education initially by Person & Rosenbaum, (2006) provides an understanding and knowledge for scholars of how, “research on immigrant communities can inform the study of college enrollment, as it encourages the researcher to examine the enrollment persistence as part of a continuous process” (p. 52). Furthermore, “friends and family members served as primary social contacts who provided information about the institution and application process, as well as provided support upon arrival at the institution” (Person & Rosenbaum, 2006; Perez & McDonough, 2008, pg. 251).

The application of model to college choice provides students with various options such as, (1) Apply or select colleges where someone they know has preceded them, (2) Apply or choose a college along with someone they know, and (3) Seek out

contacts once at the college (Person & Rosenbaum, 2006; Perez & McDonough, 2008, pg. 254).

An example of HSI and chain migration theory applied to higher education is; the majority of Latino students were concentrated in a small number of institutions. In 2012-13, almost 60% of Latino undergraduates were enrolled in the 11% of institutions of higher education identified as Hispanic-Serving Institutions (HSIs). [*Excelencia in Education* analysis of U.S. Department of Education, NCES, IPEDS, Fall Institutional Characteristics and Enrollment Surveys for 2012-13]

Importance of HSI

The importance of HSIs according to several scholars is, “HSIs are the institutions in which Hispanics have chosen to enroll. Benefiting the Hispanic community requires developing the research, education, support, and administrative capacity of these institutions. The strategy of focusing on the greatest concentrations of Hispanic college students still promises to be the most efficient approach to increasing Hispanic educational attainment and closing the gaps” (Laden, Hagendorn, & Perrakis, 2008; Nunez & Bowers, 2011; Galdeano, Flores, & Moder, 2012, p. 161). Furthermore, the research analyzed by scholars concludes, “findings corroborate previous research, which has documented that HSI is a primary staple of Latino/a higher education, enrolling close to a majority of the Hispanic students in postsecondary education” (Benitez & DeAro, 2004; Laden, 2004; Flores & Park, 2013, p. 120).

Latino HSI enrollment

The importance of HSIs and graduation rates for Hispanics being higher when enrolled in an HSI according to Excelencia in Education, (2006), “HSIs not only enroll a large number of Latinos, they also graduate a large number. For example, while two-year HSIs made up only 5% of all two-year institutions in the United States in 2003-2004, they awarded 42 percent of all associate degrees to Latinos. Further, while four-year HSIs made up only 2 % of all four-year institutions in the country in 2003-04, they awarded almost 40 percent of all baccalaureate degrees earned by Latinos that year” (Santiago, 2006, March, Pg.12).

To serve better the Latino students, “HSIs must actively change their curricula and programs to meet the needs of their diverse population, including Latina/o, low income, and first-generation students” (Garcia & Okhidoi, 2015, pg. 1). Change in how Latino students are perceived and how their voice is heard is part of the curriculum improvement process needed because, “the voice of Latina/o students and other underrepresented groups have been largely excluded from the curricula at institutions of higher education, even at HSIs” (Cole, 2011; Garcia & Okhidoi, 2015, pg. 8).

Challenges of HSIs

The challenge an HSI is faced with, “despite a general increase in college enrollment and completion over time, enrollment and completion rates by race and ethnicity continue to show a gap” (Fry & Lopez, 2012; Flores & Park, 2013, p. 115).

There is a continual responsibility of adhering to and addressing the challenges of being an HSI in addition to the mission of a being a community college. According to scholars, the mission of a community college is inclusive of, “(a) collegiate studies to prepare students to transfer to 4-year institutions; (b) vocational education to prepare students for jobs; (c) developmental education to help students develop basic skills; and (d) community and multicultural education to serve members of the local area” (Cohen & Brawer, 2008; Nunez, Sparks, & Hernandez, 2011, pg. 20).

In a study conducted by (De Los Santos & De Los Santos, 2003), questions were asked to presidents, chancellors and CEOs of HSIs in the United States. The questions were asked regarding challenges/issues/problems facing their institution in the next 2 to 4 years. The top five report results and findings were: (1) Funding – lack of resources (2) Technology – inability to keep up with cost, upgrades (3) Faculty – difficulty recruiting minority faculty (4) Growth and Diversity – growth curve is very steep, and (5) Preparation of students, retention, and graduation – students underprepared (pg. 383-386).

HSI Community and Ethnic Identity

HSI Community

The importance of an educated Latino/a community is, “only when a sustainable and representative flow of Hispanic students enters college and subsequently graduates will the general standard for the Hispanic community improve. Educational

achievement, the true equalizer, will then make it possible for Latinos to participate fully at all levels of the economy, society and government” (Galdeano, Flores, & Moder, 2012, p. 161). Research of minority serving institutions, the population they serve and “demographics indicate that the nation’s colleges and universities must prepare themselves, if they have not already done so, to serve a population that is more racially and ethnically diverse than at any other time in the nation’s history” (Flores & Park, 2013, p. 115).

The significance of an HSI community is that the Hispanic culture is inclusive of family and friends that communicate to each other about where they have had personal experiences and success during the college education process. However, the negative component is also true, they will communicate which experience has been difficult and barriers or obstacles they had to overcome during the time enrolled at a certain college. Therefore, it is a good idea to have an open-door policy in place to communicate with all students during their attendance at the college to create an atmosphere of wanting to learn and gain knowledge, as well as, attain a college education.

Ethnic identity at an HSI

The importance of understanding the ethnic identity of Latinos/a is because, research concerning Latino/a student identity and self-perception according to the scholars is dependent on the environment in which the student grew up. For example, if the Latino/a student grew up in a majority Latino/a populated area, they “did not see

themselves as a minority until they arrived at the predominately White campus” (Torres, 2003, p. 537). However, if the Latino/a student grew up in a majority White populated area, they defined, “their ethnicity based on geography, and identified more with Whites and simultaneously felt conflict between these associations and Latino/a background” (Torres, 2003; Gonzalez, 2010, p. 286). An HSI may still be considered a predominately White campus, because the required Latino/a full time enrollment should be a minimum of 25%, therefore the HSI should make effort in understanding the differences in ethnic identities within the organization.

Resources for HSIs

There are several resources available for institutions of higher education that serve the Latino/a community, and provide educational information and knowledge regarding, culture, policy, statistics, scholarships, ethics, research, college entry and graduation data for Latino/a’s. Listed on table 1 is a brief overview of some organizations whose mission, vision and purpose are for the Latino/a advancement opportunities in career, education and/or politics.

Table 1. Hispanic-Serving Institutions Resources

Hispanic Serving Institution resources				
Name of Organization / Year	Vision	Mission - Resources Provided	Citation / Authors / Officers	Website / Link
NCLR - National Council of La raza, 1960's	the largest national Hispanic civil rights and advocacy organization in the United States—works to improve opportunities for Hispanic Americans. - See more at: http://www.nclr.org/index.php/about_us/#sthash.H3xsXL2g.dpuf	Advocacy & Empowerment, Children and Youth, Census, Civil rights and Justice, Economy and workforce, education, Health and Nutrition, Immigration, Research, and Wealth Building	Janet Murguía - President and CEO	http://www.nclr.org/
TACHE - Texas Association of Chicanos in Higher Education, 1974	The Texas Association of Chicanos in Higher Education is a professional association committed to the improvement of educational and employment opportunities for Hispanics in higher education.	Educational advocacy, networking, recruitment/retention, and cultural promotion	Founders - Teresa H. Escobedo, Efraim Armendariz, and Leonard A. Valverde. Mauricio Rodriguez - President 2015	www.tache.org
HSF - Hispanic Scholarship Fund, 1975	HSF - A Diploma is Forever. 40 years of supporting Latino higher education.	The nations leading provider of scholarships and services designed to give Latino students full access to the opportunity a college education can provide.Helps you prepare, plan and pay for college. Research resources.	Fidel A. Varga - President and CEO, Fernando Almodovar - CFO and COO	https://hsf.net/en/
HACU - Hispanic Association of Colleges and Universities, 1986	Champions of Hispanic success in higher education, HACU represents more than 400 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America, and Spain.	To Champion Hispanic Success in higher education - promoting the development of member colleges and universities; improving access to and the quality of post-secondary educational opportunities for Hispanic students; and meeting the needs of business, industry, and government through the development and sharing of resources, information and expertise.	Antonio R. Flores - President and CEO; Dr. Antonio Rigual - Founder, Sister Elizabeth Anne Sueltenfuss	www.hacu.net

Table 1. Hispanic-Serving Institutions Resources - Continued

Name of Organization / Year	Vision	Mission - Resources Provided	Citation / Authors / Officers	Website / Link
White House Initiative on Educational Excellence for Hispanics, 1990	Established initiative and President's Advisory Commission of Educational Excellence for Hispanics (Commission).	Key initiatives - Early learning; K-12 Education and Postsecondary education - increasing rates of postsecondary completion among Hispanic students.	President George H.W. Bush - signs executive order 12729; Dr. Eduardo Padron - Chair	http://www.ed.gov/edblogs/hispanic-initiative/
Adelante - U.S. Education Leadership Fund, 1999	Adelante established a model for investing in Hispanic students through scholarships, internships, and leadership training programs. A vehicle to unite the needs of Corporate America with the needs of the growing college-age Hispanic population.	To inspire the best and brightest latino students to graduate and lead through scholarships, internships, and leadership training.	Javier "Jay" Zambrano - Executive director, Maximo Anguiano - Assistant director, Antonio R. Flores - Chairman, Board of Directors	www.adelantefund.org
CHLI - Congressional Hispanic Leadership Institute, 2003	Advancing the Hispanic Community's Diversity of Thought. Premier organization founded by members of Congress to advance the Hispanic Community's Economic progress with a focus on social responsibility and global competitiveness.	CHLI is dedicated to fostering a broad awareness of the diversity of thought, heritage, interest and views of Americans of Hispanic and Portuguese descent.	Founded by members of Congress. Lincoln Diaz-Balart - Chairman, Rep. Henry Cuellar (TX-28) Vice Chairman, Rep. Mario Diaz-Balart (FL-25) Vice Chairman	www.chli.org
Excelencia in Education, 2004	Excelencia in Education accelerates Latino student success in higher education by providing data-driven analysis of the educational status of Latinos, and by promoting education policies and institutional practices that support their academic achievement.	Mission - Accelerating Latino student success in higher education. Some believe a focus on race and ethnicity divides as a society. At Excellencia in Education, we believe acknowledging racial and ethnic trends describes our society in useful ways.	Sarita Brown and Deborah Santiago - Co-founders.	www.edexcelencia.org
TAMHN - Texas A&M Hispanic Network - Chartered 2006	TAMHN was formally chartered by The Association of Former Students to address ways Texas A&M and its former students of Hispanic background could assist then- President Robert Gates and the University in achieving the Vision 2020 goals relating to increasing diversity within the student body, faculty and staff.	Mission of serving as an advocate and support group on Hispanic concerns and issues at the University and local communities. The Network dynamically works towards increasing the number of Hispanic students attending Texas A&M University, as well as enhancing their experience, education and quality of life on campus.	Perfecto M. Solis - President, Eric Villareal - Vice President	www.aggienetwork.com/tamhn/

The three main areas for the resources include, but are not limited to the student, faculty and the organization.

Student resources available through various organizations in the table above include assistance with applications for college, financial aid assistance, FAFSA application assistance, career choice selections and options, degree selection, graduation, degree paths, college choice, internship opportunities, scholarship opportunities and resources for funding college.

Faculty resources include educational reimbursement for higher degree attainment, career development, provide financial resource for continued research opportunities, grant funding of projects, policy development, advocacy and networking opportunities.

Organization resources include creating grant-funding opportunities for building, supplies, technology, staff and faculty development, awareness of diversity, education, policy, communication with other organizations through networking and workforce development.

HSI Organization Development

The organization development of HSIs utilizing a strength-based approach, in which, (Garcia, 2015) suggest an organizational lens to view these specialized organizations by, “pulling from interdisciplinary theories that stem from sociology, management, organizational behavior, and higher education, we can begin to examine

the ways in which HSIs are transforming as we analyze the challenges facing these institutions and focus on the strengths inherent within them” (p.83). Organization development has been defined by scholars as, “a process of planned system change that attempts to make organizations better able to attain short- and long-term objectives” (French, Bell, & Zawacki, 1999; Swanson & Holton, 2001, p. 265).

HSIs currently are predominately community college level organizations that serve Latino/a, first-generation, and underrepresented students, of which, may require additional financial and academic assistance (Contreras & Contreras, 2015, p. 154). Therefore, the focus of this literature review is primarily community college HSIs and the organizational development process they currently have in place. Community colleges are generally 2-year post-secondary, higher education institutions that may have funding resources from the state, federal and local government, as well as, private contributions.

The organization development culture within an HSI environment is that of an, “Institutional culture is both a process and a product. As a process, culture shapes, and is shaped by, the ongoing interactions of people on and off campus. As a product, the culture reflects interactions among history, traditions, organizational structures, and the behavior of current students, faculty, and staff” (Kuh & Whitt, 1988, p. 6). Additionally, the framework of organizational culture is inclusive of the following elements;

environment, mission, socialization, information, strategy and leadership (Tierney, 1998, p. 8).

An organization development environment that utilizes a broad perspective as stated in (Tierney, 1998), within the organizational culture provides five potential opportunities for practitioners:

1. “Consider real or potential conflicts not in isolation, but on the broad canvas of organizational life;
2. Recognize structural or operational contradictions that suggest tensions in the organization;
3. Implement and evaluate everyday decisions with keen awareness of their role in and influence upon organizational culture;
4. Understand the symbolic dimensions of ostensibly instrumental decisions and actions; and
5. Consider why different groups in the organization hold varying perceptions about institutional performance” (p. 6).

An HSI has the opportunity to enhance their organization and culture by understanding and implementing these basic concepts as outlined by Tierney.

HSI OD lens and worldview

HSIs are being measured and evaluated the same as non-HSIs, utilizing the same metrics for success. The problem is that HSIs organization and structures are not the same as Non-HSIs with regards to student enrollment population, therefore the units of measure should be different based on the environment and culture they serve (Garcia, 2015). The importance of understanding organization development structure is by “studying the cultural dynamics of educational institutions and systems equips us to

understand and, hopefully, reduce adversarial relationships. Equally important, it will enable us to recognize how actions and shared goals are most likely to succeed and how they can be best implemented” (Tierney, 1998, p. 5). HSI structure assists in that communication between members of the organization can be established and learning can take place.

Organization development procedures for HSIs should be inclusive of utilizing an organizational lens because, “using an organizational lens will help to reframe the research in hopes of finding ways in which HSIs are in fact changing, albeit slowly, into organizations that embrace their newfound role to serve Latina/o students” (Garcia, 2015, p.84). An organizational lens of an HSI provides an insider’s view of what it really means to be an HSI and what it takes to educate the Latino/a student from a perspective of a select organization.

Best Practices

The state of Texas has developed a “60X30TX” educational organization development plan for educating 60% of Texans ages 25-34 by 2030 with a certificate or degree, which places emphasis on closing the educational gap (THECB, 2015). The goals of the state education agency, “Texas Higher Education Coordinating Board” have outlined some best practices / benchmarks that have been achieved in Texas by colleges and universities.

The success of the previous THECB program, (Closing the Gaps by 2015) “Over a 15-year period, beginning in 2000, the Legislature established and funded new higher education institutions, appropriated \$3.3 billion for TEXAS Grants to help low-income students attend college, and increased funding for programs in critical fields” (THECB, 2015, p. 4). The results of the program from 2014 were, “Institutions of higher education in the state responded by increasing access and improving completions, enrolled 1.6 million students – an increase of almost 600,000 since 2000. The institutions also awarded almost 250,000 bachelor’s degrees, associate's degrees and certificates – approximately 130,000 more than in 2000” (THECB, 2015, p. 4).

Current goals in the new THECB program 60X30TX include, (1) Overarching goal – 60X30: By 2030, at least 60% of Texans ages 25-34 will have a certificate or degree (2) Second goal – Completion: By 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor’s, or master’s from an institution of higher education in Texas (3) Third goal – Marketable skills: By 2030, all graduates from Texas public institutions of higher education will have completed programs with identified marketable skills (4) Fourth goal – Student debt: By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions (THECB, 2015, p. 5).

Examples of best practices / benchmarks as indicated by the THECB: (THECB, 2015, p. 16)

Strategies to achieve goal – Texas Education Agency (TEA) data show that Hispanics and African Americans make up more than 60% of the K-12 pipeline for higher education in Texas. (1) Have the government, institutions, community organizations, business leaders to rally around the common cause. (2) Two-year institutions – strengthen connections and partnerships with local and regional organizations. (3) Four-year institutions – build or strengthen connections to local or regional organizations and school districts.

Note: This is only a brief example of THECB strategies for the 60X30TX program and full program can be found in (THECB, 2015).

THECB - strategies to respond to the needs of the changing population of Texas so students are supported into and through higher education. Example: (1) aggressively promote college attainment to students and parents prior to high school (2) Develop and implement education and curriculum delivery systems (e.g., Competency-based programs) to make higher education available to a broader and changing population (3) Provide high-quality education programs for educationally underserved adults (4) Develop practices to encourage stop-outs with more than 50 semester credit hours to return and complete a degree or certificate (5) Collaborate with TWC (Texas Workforce Commission) to identify critical fields and to update them periodically. (THECB, 2015, p. 16).

THECB - strategies to respond to support completion, pipeline by providing access to multiple postsecondary options. Example: (1) Scale up and share practices that guide students to higher education (2) Collaboration with K-12 in improving college and career readiness (3) Increase the participation of economically disadvantaged high school students in dual credit and other college level courses (4) Build credentials at each level with the aim of reducing coursework duplication and time to subsequent degrees (THECB, 2015, p. 20).

“Reaching the 60x30 goal is essential for Texas to remain globally competitive and its people and communities to prosper” (THECB, 2015, p. 16).

HRD lens of an HSI

To understand the review of literature of an HSI and how HRD can be utilized in the organization’s structure, a basic background and overview is provided to set a foundation in place for HSI and HRD knowledge. The background and definition(s) of Human Resource Development (HRD):

According to Richard A. Swanson, the definition of Human Resource Development is, “HRD is a process of developing and/or unleashing human expertise through organization development (OD) and personal training and development (T&D) for the purpose of improving performance” (Swanson, 2001). HRD is used “to enhance learning, human potential and high performance in work-related systems” (Bates, Hatcher, Holton III, & Chalofsky, 2001, p. 205). Furthermore, HRD is, “a field of study

that is specific to the development of human performance and growth, through education, training, career and organization development” (Valentin, 2015).

The core human resource development belief and theoretical foundation as identified by Swanson (2001) is as follows.

1. Organizations are human-made entities that rely on human expertise in order to establish and achieve their goals.
2. Human expertise is developed and maximized through HRD processes and should be done for the mutual long-term and/or short-term benefits of sponsoring organization and the individuals involved.
3. HRD professionals are advocates of individual and group, work process and organizational integrity (Swanson, 2001).

Human resource development lens focuses on the organization as a whole and understands there is a need to grow, develop internally and externally to provide opportunities to have students, faculty, staff, and administrators work in conjunction to create an HSI that can be a benchmark for future HSIs. In an article that addresses HSI organization development that engages scholarship with community, written by (Nunez G. G., 2014) she states, “When theory and practice come together, then engagement becomes scholarly” (p. 93). A theory is, “an attempt to explain why some event or phenomenon occurs in real world. But a theory is greater than a collection of facts or a

summary of what is known about the event. It also represents an attempt to organize and integrate that knowledge into something useful.” (Jacobs, 1989, p. 31).

System theory can be applied to HSIs and potentially bring theory and practice together to create an engaged environment. Systems theory has been stated as, “simply a theory concerned with systems, wholes, and organizations” (Ruona, 2001, p. 114). Furthermore, systems theory as a, “common conception of organizations – an organizer or conceptual frame through which HRD can ensure holistic understanding of its subject. It also provides analysis methodologies capable of including multiple variables” (Ruona, 2001, p. 117).

Summary

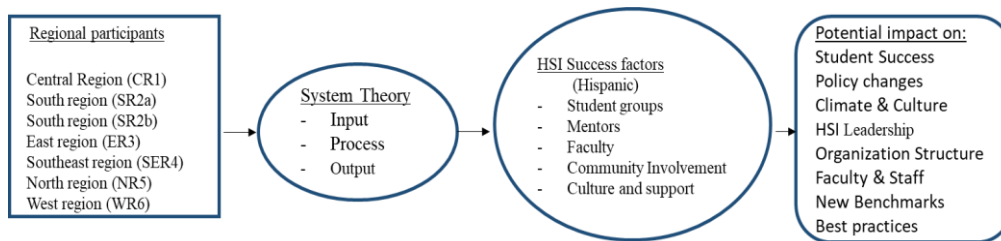
This review of literature was designed to be a starting point for understanding how a Hispanic-Serving Institution was created and how it functions in the educational context of colleges and universities. Historically, there is a lesson to be learned, in order for an organization, institution and/or college to be diversified in learning, culture and practice, means that humanity as a whole prospers. A well-educated workforce within the United States provides for the competitive edge that we have enjoyed thus far, but if educational attainment levels do not improve, it may lead to alternative means of future workforce attainment, via external resources.

By providing opportunities to view Hispanic-Serving institutions through a Human Resource Development, perspective allows for new understanding and learning

to occur within the organization. The educational gap that exists in our society is not going away by itself, it needs to be addressed by various means of communication, knowledge sharing and cohesiveness in providing opportunities to all equally.

Theoretical framework derived from Literature review and conceptual model for HSIs best practices. The theoretical framework consists of regional community colleges, systems theory, HSI success factors and potential impacts of best practices.

Figure 4. Conceptual model for HSIs best practices



Regional participants are criteria base selected, a) HSI designation, b) Highest % Hispanic students in region and/or Recognized for Texas 2-year public community college performance excellence award c) 2-year public community college

Central region (CR1)

South Region (SR2a), (SR2b)

East region (ER3)

Southeast region (SER4)

North region (NR5)

West region (WR6)

System theory is comprised of an environment, input, process, and output, which can potentially lead to organizational performance improvement, and excellence.

Furthermore, “in general systems model, an organization is considered to be an entity that, exist for a purpose; comprises organizational and technological procedures and physical structures and equipment; interacts with its environment in the process of accomplishing its purpose” (Rieger, 1989, p. 148).

HSI success factors based on this literature review are inclusive of student groups, mentors, faculty, community involvement, culture and support groups. The primary focus is on a holistic approach to student success through engagement, inclusion and participation in academic, culture and community cohesiveness. Potential performance impact on the organization as an entity comprised of faculty, staff/administration and students, with the goal of organizational best practices. Leading towards opportunities to propose policy changes, understanding of climate and culture, knowledge of organization structure and HSI leadership, implementing best practices and creating new benchmarks. In closing, “A drop in the average level of education of U.S. workers would depress per capita personal income level for Americans, in turn creating a corresponding decrease in the nation’s tax base. The projected declines in education and per capita personal income levels can be reversed, however, if states do a better job of increasing the education of all their residents, particularly those of that are growing fastest” (Miller, 2015, pg. 1).

CHAPTER III

METHODOLOGY

The purpose of the study, description of the research problem and what I hope to accomplish in my dissertation research include the following. The purpose of this qualitative research study is to understand on an organizational level the functional characteristics, culture and framework of two-year community colleges that have been self-identified as Hispanic-Serving Institutions. Gain knowledge and understanding of how these few community colleges function and documenting the best practices they have been utilizing to educate the historically underrepresented and underserved Hispanic/Latino student population. The purpose stems from literature research, which has stated “while two-year HSIIs made up only 5% of all two-year institutions in the United States in 2003-2004, they awarded 42% of all degrees awarded to Latinos” (Santiago, 2006, March, pg. 12).

Description of research problem as identified through literature and additional purpose of study includes: (1) Acknowledge there is a gap in Hispanic education attainment and what is being done to fill the gap. (2) Understand organizational frameworks at selected HSI colleges (3) Identify organizational preparations for the influx of Hispanic students at HSIIs (4) Collect data of resources utilized by HSIIs to fulfill community college mission (5) Analysis of best practices and benchmarks

implemented to address the state of Texas 60X30TX plan by select HSI community colleges.

Dissertation research and goals to accomplish because of the qualitative research conducted include the following. It is my hope to; (1) introduce Human Resource Development (HRD) as a vital source of research, theory building and systems design for education development purposes, organizational development, education policy analysis and development. (2) Create a matrix of best practices of HSIs community colleges in the state of Texas and identify standards for benchmarks to inform practice, as well as, share knowledge with other state colleges and universities of research results. (3) The organization level goal is to have an educational set of standards and pathways for future Hispanic-Serving Institutions documented because of my dissertation work.

Research Questions

There are three research questions to gain a rich understanding from an organizational leadership perspective of what are the HSI best practices. The questions have been derived from a literature review to guide the study and accomplish the purpose of understanding education level gaps, and factors such as Hispanic mentors, Hispanic student groups, Community involvement, Hispanic professors, Culture support groups, as well as, best practices – projects, programs, OD (Organization development), TD (training and development) and CD (career development).

1. How do Hispanic-Serving Institutions address the gap of Hispanics having the lowest education attainment levels of any group in the U.S.?
2. What factors allow for Hispanic-Serving Institutions to have a higher level of associate degrees earned by Hispanic students?
3. What institutional best practices/benchmarks contribute to HSIs success in Hispanic degree attainment?

Participants

The proposed study sample and rationale include utilizing criterion sampling approach, which requires certain criteria for participants. There are two categories for participants which are, 1) Person/Administrator and 2) College per region. The participants (persons) that have been included in my research meet the criteria of a) Be a person in authority at a community college (Administrator example: President, Vice-President, Dean, Director, Assistant Director), b) Able to respond to questions related to research topic c) Work in a community college identified as a Hispanic-Serving Institution in Texas d) Knowledge of best practices and benchmarks within the organization.

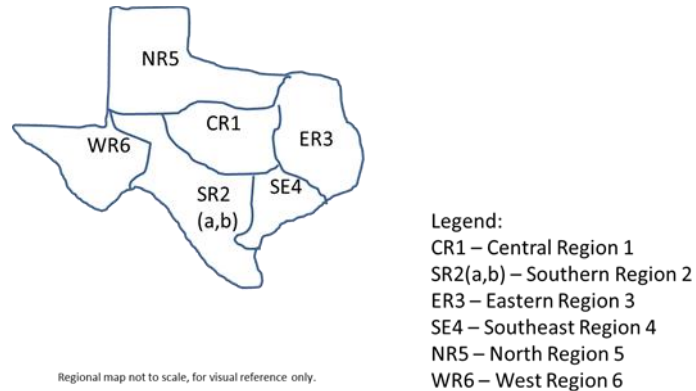
The participants (colleges) that have been included in this study are derived from the literature review information about the number of community college regions in the state of Texas. There are six community college regions as per the Texas Administrators of Continuing Education (TACE, 2015); therefore, the number of colleges in the study included six regional and one recipient of a recent Texas award for performance

excellence. A total of seven community college participants have been included in the study. The community college participants are criteria base selected, a) HSI designation, b) Highest % Hispanic students in region and/or Recognized for Texas 2-year public community college performance excellence award c) 2-year public community college

Interviews have been conducted at each college site with the participant at their location. The participant sample has been derived from the 79 HSI designated colleges in Texas identified as per, *Excelencia in Education* resource data (Education E. i., 2015). The selection process from these designated colleges has been done through a purposive sampling technique that involves, “selecting a sample based on the researcher’s experience or knowledge of the group to be sampled” (Lunenburg & Irby, 2008, p. 175). The rationale for selecting only these HSI community colleges in the study is, “Qualitative research uses sampling techniques that produce samples that are predominately small and nonrandom. This is in keeping with qualitative research’s emphasis on in-depth description of the participants’ perspectives and context.” (Lunenburg & Irby, 2008, p. 177).

Locations of HSI community colleges selected from Texas regions that meet the criteria for this study: Central region (CR1), South region (SR2a), South region (SR2b), East region (ER3), Southeast region (SE4), North region (NR5) and West region (WR6).

Figure 5. HSI community college regions in the state of Texas



Adequacy of right respondents of the study is based on each of these colleges selected have been self-identified as a Hispanic-Serving Institution and are being chosen from various regions in Texas. The research questions are directed towards the leaders/directors of each of these programs at their local college or universities. I believe that they are adequate for the study because, “community colleges and HSIs are the gateways to higher education for Latinos: therefore, understanding the influences on students’ enrollment in these types of institutions is important” (Nunez, Sparks, & Hernandez, 2011). A Hispanic-Serving Institution is defined as, “an institution of higher education that, (a) is an eligible institution, (b) has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.” (Education, 2014).

Instrumentation

Qualitative research methods

Based on Lunenburg and Irby (2008) these are the category types of qualitative inquiry that are aligned with my research, (a) case study research, and (b) ethnographic research (pg. 89). For my study, I have utilized a combination of case study and ethnographic research. Moreover, I have provided information on both qualitative research methods as resource reference materials. A qualitative study, according to Creswell (2007) is defined as, “an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds complex, holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting” (Creswell, *Qualitative inquiry and research design: Choosing among five traditions.*, 2007, p. 15). Listed below are the definition of each research, qualitative method and identification of the method used to guide this study.

Case study research is based on, “specific explorations of individuals, but also such investigations can be on groups, cohorts, cultures, organizations, communities, or programs” (Lunenburg & Irby, 2008, p. 96). This study documents and acknowledges best practices within HSIs community college organizations; therefore, information has been utilized to examine the HSI organization individually and collectively. Furthermore, this study has aligned the community colleges into regions within the state

of Texas to explore how each organization selected functions as an HSI. Each community college region is a separate case and a cross case analysis has been conducted to compare organizational structures and methods of operation.

Ethnographic research is based on the requirement that, “you conduct fieldwork to become involved with the individuals or group in a personal manner, using participant observation as a technique for gathering data for telling the groups’ or individual’s story via rich narrative description” (Lunenburg & Irby, 2008, p. 99). This study is ethnographic research based and is derived from the literature on Hispanic-Serving Institutions. Moreover, according to Creswell (2009) and Thomas (1993), “In critical ethnography, the research questions may build on a body of existing literature. These questions become working guidelines rather than truths to be proven” (Thomas, 1993, p. 35; Creswell, 2009, p. 130). The justification of interest in qualitative ethnographic research as appropriate for my emerging study is, I have designed my research questions based on literature review completed on the topic of HSIs best practices. Furthermore, I meet the requirement of ethnographic research, because I am an educator in an HSI community college, Hispanic and am culturally aware of the organizations. Additionally, this study is inclusive of a combination case study and ethnographic research to enhance the richness of the dissertation data collection and analysis process.

Instrument

The instrument in qualitative research is, “The qualitative researcher is the primary instrument for data collection and analysis. Data are mediated through this human instrument, rather than through inventories, questionnaires, or machines” (Atieno, 2009, pg. 14). Decisions of relevant content for research, instruments are based on literature review contents, gaps identified and findings pertinent to the development, and implementation process of my study.

Sample items of Interview protocol:

Hispanic-Serving Institutions Best Practices: A Human Resource Development Perspective.

Note: Prior to conducting the interview, participants will have been informed of interview schedule including location and time of interview. The researcher will have a consent form for the participant to sign which is required for participant in the study.

The researcher will inform the participant that the interview will be done within 60 – 90 minutes. Furthermore, the participant will be informed of the audio taping that will occur during the interview process and information will be confidential. Researcher will ask if there are any questions prior to beginning the interview.

Sample of Interview questions are as follows:

- 1) How is this Hispanic-Serving Institution addressing the gap of Hispanics having the lowest educational attainment levels of any group in the U.S?
 - What best practices are designed and implemented to help focus on this growing concern?

- 2) What curricula, projects and/or programs are proposed to meet the needs of a diverse population, including Latino/a, first generation, underprivileged and underrepresented students?
 - How are these programs designed, implemented and measured for success?

Validity

My study is inclusive of knowledge and understanding of the different types of validity in qualitative research, such as interpretive validity, descriptive validity and theoretical validity. The topic of validity in qualitative research and methods of maximizing validity strategies have been documented by various scholars, (Lincoln & Guba, 1985; Kirk & Miller, 1986; LeCompte & Preissle, 1993; Maxwell, 1986; Johnson, 1997, pg. 282). Furthermore, qualitative validity is also in the form of internal validity and external validity: (Campbell, 1979; LeCompte & Preissle, 1993; Johnson R., 1994). Validity is, “the degree to which the finding is interpreted in a correct way” (Kirk & Miller, Reliability and validity in qualitative research., 1986, P.20).

Interpretive validity is, “developing a window into the minds of the people being studied” and “accurately portraying the meaning attached by participants’ viewpoints, thoughts, feelings, intentions, and experiences are accurately understood by the qualitative researcher and portrayed in the research report” (Johnson, 1997, pg. 283). A strategy for interpretive validity according to, Lincoln & Guba, (1985), is called “member checking” which is “sharing your interpretations of participants’ viewpoints with the participants and other members of the group, you may clear up areas of miscommunication” (Lincoln & Guba, 1985; Johnson, 1997, pg. 284). Additionally, a strategy to use is low inference descriptors, which means verbatim in transcription, “accuracy in portraying this inner circle content, interpretive validity” (Maxwell, 1986; Johnson, 1997, pg. 284). My research included conducting a face-to-face interview with participants and I have an audio recording of the interviews for accurate information transcription. The transcription process included utilizing transcription software purchased to transcribe interviews via a verbatim process of listening, transcribing and reviewing of data.

Descriptive validity is, “factual accuracy of the account as reported by the researchers”, it is documenting what happened and how it happened (Johnson, 1997, pg. 283). A strategy used to obtain descriptive validity is called investigator triangulation, where multiple observers record and describe researcher’s participants’ behaviors and context cross checking (Johnson, 1997, pg. 283). The research has been conducted by

me only; therefore, having multiple observers is not an option. So, descriptive validity is not utilized in this research.

Theoretical validity is, “a theoretical explanation developed from a research study fits the data, and, therefore, is credible and defensible” and it discusses, “how a phenomenon operates and why it operates as it does” (Johnson, 1997, pg. 285). Theory development, “moves beyond just the facts and provides an explanation of the phenomenon” (Maxwell, Understanding and validity in qualitative research., 1992; Johnson, 1997, pg. 285). A strategy for theoretical validity is utilizing extended fieldwork, which stipulates, “when possible, qualitative researchers should collect data in the field over an extended period of time” (Johnson, 1997, pg. 289). For my dissertation, the theory that assists in guiding my study is systems theory and all the research questions have been written to follow the (input, process, and output) content format. The researcher as the instrument in this qualitative research has been engaged in working in a HSI community college for several years, which add validity to this study.

Internal validity

In researching the importance and relevance of internal validity to qualitative research for my study and reasons, “qualitative researchers explore cause and effect relationships” (Campbell, 1979; Johnson, 1997, pg. 283). Two strategies for internal validity are methods triangulation and data triangulation. Methods triangulation is, “the use of multiple research methods to study a phenomenon” and data triangulation is, “the

use of multiple data sources to help understand a phenomenon” (Johnson B. R., 1997, pg. 288). This study includes the use of data triangulation using data from the seven community colleges, 1) data analysis/artefactual data, 2) literature review data and 3) comparison of data collected from each individual college with a cross case analysis. The methods triangulation is not utilized in this study, as it is a qualitative only study and is not comparing quantitative nor mixed method combination.

External Validity

In researching the importance and relevance of my external validity to qualitative research for my study, it is when, “qualitative researchers generalize beyond their research” (Cook & Campbell, 1979; Johnson, 1997, pg. 283). Naturalistic generalization is a term used to refer to, “a process based on similarity” (Stake, 1990). The purpose of similarity is for, “the more similar the people and circumstances in a particular research study are to the ones that you want to generalize to, the more defensible your generalization will be and the more readily you should make such generalization” (Johnson, 1997, pg. 287). A strategy for external validity is called replication logic, which is, “the more times a research finding is shown to be true with different sets of people, the more confidence we can place in the finding and in the conclusion that the finding generalizes beyond the people in the original research study” (Cook & Campbell, 1979; Johnson B. R., 1997). This study includes a replication process of conducting the research using the same set of questions for all seven community college participants

and the individual administrative representative for each college is approximately at the same level of authority when compared to their peers.

Reliability

Reliability is, “the degree to which the finding is independent of accidental circumstances of the research” (Kirk & Miller, 1986, P.20). Furthermore, reliability is referred to the stability of findings, whereas validity represented the truthfulness of findings (Altheide & Johnson, 1994; Whitemore, Chase, & Mandle, 2001, P. 523). My study objective has been to report as accurately as possible all findings because, objectivity is, “a simultaneous realization of as much reliability and validity as possible” (Kirk & Miller, 1986, P.20). Reliability procedures that are part of my qualitative study include strategies outline by scholars, (1) check transcripts for obvious mistakes, (2) no drift in the definition of the codes or the meaning of the codes during the coding process; can be accomplished by comparing data with codes and writing memos about the codes, (3) crosscheck codes (Gibbs, 2007; Creswell, 2009, p. 190).

Trustworthiness

Trustworthiness is, “the credibility of your findings and interpretations depends on your careful attention to establishing trustworthiness” (Patton, 2015, p. 685). My study includes the following items as outlined by Patton, (2015), to build sound trustworthy data (1) time on your research site, (2) time spent interviewing, and (3) time building relationships with respondents all contribute to trustworthy data (p. 685). Time at research sites included visiting the different sites and researching literature about the

various sites per location and region. The time spent interviewing has been directly conducting interviews with participants and audio recording the interview for accuracy of transcription of data. The time building relationships with respondents is part of the communication process, which is inclusive of face-to-face interviews following interview protocol, communication via emails, and phone calls to enhance the relationship process. According to Lincoln and Guba, (1985), member checks, which is returning to the participants following data analysis is, “the single most critical technique for establishing credibility” (p. 239; Rolfe, 2004).

Bias

Bias in research is a possible source of error; therefore, I have included eight bias sources as identified by (Friedman, 2006, p. 69). However, not all eight biases are applied to my study and are listed for knowledge and reference of bias information; followed by applicability or not applicable to my study. (1) Historical Bias – historical error results, events, such as personnel changes, environmental events, or interference by nonparticipants, that may take place during the data collection phase and may affect the study results. A method that I have used in my study to minimize this bias is to restrict data collection to a single time per participant and region. (2) Maturation Bias – result when subjects are observed over time... developmental and growth issue that we face every day. My study is an organization based and not person/individual based. (3) Repeated measures bias – results when the same measurements are used repeatedly on subjects...subjects may remember past responses, and not give an accurate response. My

study is an organization based and not person/individual based. (4) Instrument decay bias – test equipment may wear out; observers become bored by the routine, or when investigators shortcut- protocols. A method that I have used in my study to minimize this bias is to utilize the same interview protocol for all interviews. (5) Statistical regression bias - error concern is subjects are chosen because they lie at the extremes of a distribution. My study is qualitative and not quantitative. (6) Subject selection bias – assignment of subjects to experimental and control groups. My study is qualitative and not quantitative. (7) Loss of subjects’ bias – changes the nature of the experimental sample. My study is qualitative and not quantitative. (8) Investigator bias – may result if you influence subjects in their action through your attitude, or interactions with them (Friedman, 2006, p. 71). A method that I have used in my study to minimize this bias is to be the only one doing all the interviews, so, if there is bias it will be consistent throughout the study.

A strategy for limiting the amount of bias in a study is by utilizing low inference descriptors, which is, “the use of description phrased very close to the participants’ accounts and researcher’s field notes”, such as verbatim and direct quotes (Johnson B. R., 1997, p. 287). Acknowledgement of the potential of researcher bias in the study, because the researcher is a Hispanic male educator and the topic is based on Hispanic-Serving Institutions. The researcher is cognizant of data collected and diligent in

reporting information as accurately as possible, and literature research, documentation with utilization of data triangulation to keep information as realistic as possible.

Transcription constraints and opportunities

Transcription is a, “continuum with two dominant modes: naturalism, in which every utterance is transcribed in as much detail as possible, and denaturalism, in which idiosyncratic elements of speech (e.g.; stutters, pauses, nonverbal, involuntary vocalizations) are removed” (Oliver, Serovich, & Mason, 2005). Participant feedback and peer review are strategies for transcription constraints and opportunities, “the feedback and discussions of the researcher’s interpretations and conclusions with the actual participants and other members of the participant community for verification and insight” (Johnson B. R., 1997, p. 288). This study is based on an organizational level of research and is important to have the participants' feedback on organizational questions reviewed towards the conclusion of the interview process to document the best practices. The best practices and recommendations provided during the interview with each participant have been included in the study.

Ethical Considerations

This study was conducted with the utmost consideration for ethics throughout the process and completion of research dissertation documentation. The research process follows guidelines set forth by the Office of Graduate Studies at Texas A&M University and scholarly reference guidelines from (Bryman & Bell, 2007). Additionally, the information sheet in Appendix A outlines what was asked of participants, purpose of

study, risk involved, the benefits of this study, do I have to participate, confidentiality of study, contact information, IRB information and participation information.

Data Collection

Data collection method in qualitative research encompasses, “qualitative data collection with human involves three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observations; and (c) written documents” (Patton, 2015, p. 14). The results of the qualitative research data collection are, “data gathering will yield thick and rich descriptions necessary for your ethnographic dissertation in the form of quotations (low inference descriptors), descriptions of the group and the contexts, and parts of the document” (Lunenburg & Irby, 2008, p. 99).

The process steps of data collection for this research and study followed the Texas A&M University IRB (Institutional review board) requirement of contacting all participant college IRB offices for approvals to conduct research, then (1) Initial contact with potential participants in selected regional colleges via emails and phone conversations with participants, (2) Send via email interview protocol to participants to inform them of the purpose of the study and dissertation research goals and objectives that I hope to accomplish, (3) Reason why the HSI colleges selected as the key participants to the study and why the person in authority was essential and important as one with organizational authority, and (4) Data collection decision made as a qualitative interview protocol process including the research questions.

Data Analysis

Data analysis plan for my research includes following the qualitative research steps as identified in Creswell (2009) outlining fellow qualitative scholars, (1) Qualitative data analysis primarily entails classifying things, persons, and events and the properties which characterize them, (2) Throughout the data analysis the ethnographers index or code their data using as many categories as possible (Jacob, 1987), (3) Identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes (Agar, 1980), (4) During data analysis the data will be organized categorically and chronologically, reviewed repeatedly, and continually coded, (5) Major ideas that surface will be chronicled, (6) Taped interviews and the participant's taped diary will be transcribed verbatim, and (7) Field notes and diary entries will be regularly reviewed. (Creswell, *Research Design: Qualitative, Quantitative, and Mixed methods approaches*, 2009, p. 199)

Data analysis plan to answer research questions and examples of data analysis include possible theory and framework applicability to HRD of what I can possibly expect from my research of these organizations. Moreover, as per scholars, "the ongoing analysis of your data has produced categories, themes, or findings robust enough to cover what emerges in later data collection" (Merriam & Tisdell, 2015, p.199). HRD practitioners are concerned with how the resources available can be of assistance to the development of the organization, individually and collectively. Furthermore, HRD can

be of influence on HSIs through means of program development, career development processes, and creating process models utilizing HRD frameworks and procedures.

HRD example that can be utilized in HSIs is the (S.W.O.T. Analysis) which is based on strengths, weakness, opportunities and threats, “SWOT is a technique that helps check to see if the firm’s strategy at all levels is working, and determine the reasons why or why not. It is a tool that enables organizations to formulate competitive strategies to stay effective and operational” (Chermack & Kasshanna, 2007, p. 391).

Internal environment of an HSI organization example.

Strengths – knowledge of what is working best within the HSIs organization and how it has positive effects on the students, faculty, and staff

Weaknesses – identify the shortcomings or deficiencies of the HSIs organization

External environment of an HSIs organization:

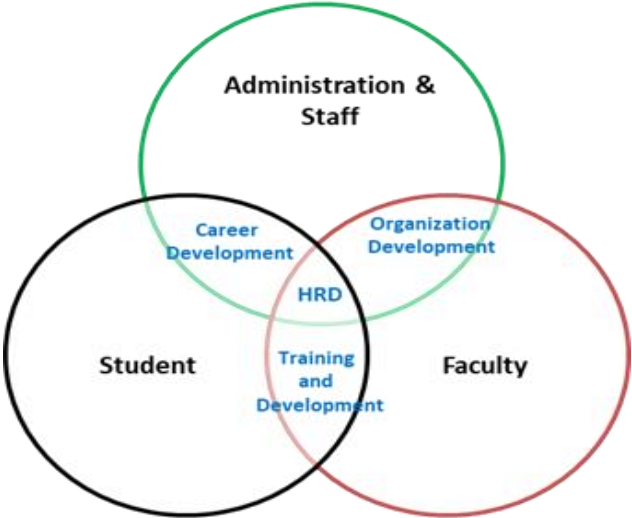
Opportunities – that are present to organizations to develop an environment of learning and advancement.

Threats – identify what is holding the HSIs organization from reaching its maximum potential of becoming a great place to learn, develop and thrive in education.

The HSIs can use this analysis for understanding the environment (culturally) in which their organization is currently in, such as an internal analysis of their Strengths and Weaknesses, and an external analysis of their Opportunities and Threats. This can provide guidance on how to best serve their diverse student populations and gear them towards an improved organization. These examples can lead to a potential HRD process model and practical application utilizing an HRD approach.

An “HRD Developmental process model for HSI” example has been created for visual reference and what perhaps is a possible interaction of OD, TD and CD within the process context of HRD.

Figure 6. HRD Developmental process model for HSIs



The HRD developmental process model for HSI incorporates the HRD definition, “HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness” (McLagan, 1983; Gradous, 1989, p. 16). The model also incorporates the human components that set the foundation of the community college organization which comprise of the administration & staff, faculty and students.

The overarching goal and objective of the model is to understand and document the relationships within the organization with regards to organization development, training and development, and career development, and how they influence and/or effect administration & staff, faculty and students.

- 1) Administration & Staff and how does career development and organizational development work within the organization.
- 2) Faculty and how do organization development and training and development work for these educators.
- 3) Students and how career development and training and development are being utilized to develop the students.

Organization Development

There are multiple definitions for organization development; however, for this study and research, I selected the foundations of HRD literature, which states that, “OD is the process of systemically unleashing human expertise to implement organizational

change for the purpose of improving performance” (Swanson & Holton III, 2001, p. 260). Inclusive of the organization development process are the components as outlined by Beckhard (1969): “Organization development is an effort (1) planned, (2) organization-wide, and (3) managed from the top, to (4) increase organization effectiveness and health through (5) planned interventions in the organization’s “processes”, using behavior-science knowledge” (Beckhard, 1969; Swanson & Holton III, 2001, p. 261).

Training and Development

The definition of training and development is, “a process of systemically developing work-related knowledge and expertise in people for the purpose of improving performance” (Swanson & Holton III, 2001, p. 204). The understanding of what training programs exist, and how are they being designed, implemented and delivered to faculty and students is part of this research process. Furthermore, “training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who, work in organizations to become more effective and efficient in their work” (Davis & Davis, 1998, p. 44; Swanson & Holton III, 2001, p. 204)

Career Development

In an article written by K. McDonald & L. Hite (2005), they identified areas of career development as part of their theoretical framework within the human resource development context, which is career development, can be individual and collaborative

within an organization (p. 419). Career development for individual – “An ongoing process by which individuals progress through a series of stages, each of which is characterized by a relative unique set of issues, themes, and tasks” (Greenhaus, Callahan, & Godshalk as cited in DeSimone, Werner, & Harris, 2002, p.458). Career development as collaboration within an organization– “career development is a process requiring individuals and organizations to create a partnership that enhances employees’ knowledge, skills, competencies, and attitudes required for their current and future job assignments” (Gilley, England, & Gilley, 2002, P.94).

A human resource development role in career development stems from, “HRD can make a difference in individuals’ careers by attending to important organizational support mechanisms such as fairness and equity, environmental issues, and life-work balance” (McDonald & Hite, 2005, p. 424). Furthermore, career development can also be part of an education process referred to as, career education, which is defined as, “the systemic attempt to influence the career development of students and adults through various types of strategies, including providing occupational information, infusing career-related concepts into the academic curriculum, offering various worksite-based experiences, and offering career planning courses” (Isaacs & Brown, 2000; Niles, Harris-Bowlsby, & JoAnn, 2009, pg. 13).

CHAPTER IV

DATA ANALYSIS AND FINDINGS

The data collection process has provided me the opportunity to meet wonderful people at various community college locations throughout the state of Texas. This has been an immense journey, both mental and physical, not to mention the fact that I have driven a total of 3,608 miles and I never left the state border. I drove from San Antonio, TX. to the following regions in Texas; Central, West, South, Southeast, North, and Northeast, to interview administrative participants.

The data collection process began with the research process of following the Texas A&M University IRB instruction of obtaining an IRB approval from all community colleges included in the dissertation. Therefore, I went online and located the individual IRB offices for each community college and requested an IRB form to complete the authorization process. I have attained approval from all seven-community college IRB authorized members and initial contact was made with the individual administrative participant via email and/or phone call. Interviews were scheduled with administrative participants at their perspective community college offices, and at a time convenient to them as their individual schedules permitted.

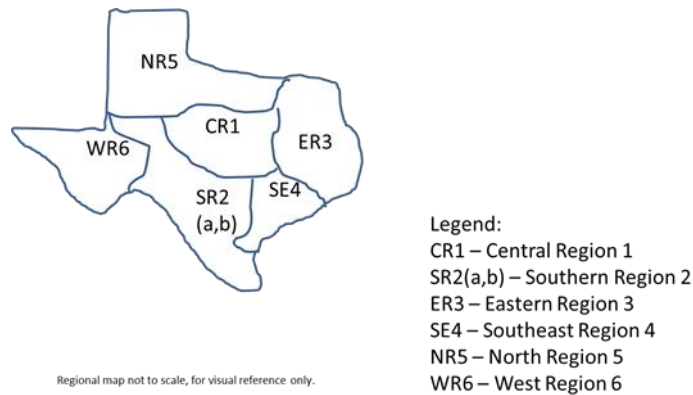
Case study design allows for data analysis to be viewed through a lens of independent and collective perspectives. Independent analysis for each community

college region data collected and collective analysis which allows for data to be analyzed as a complete set of data. Data analysis for my research includes following the qualitative research steps as identified in Creswell (2009) outlining fellow qualitative scholars: (1) Qualitative data analysis primarily entails classifying things, persons, and events and the properties which characterize them, (2) Throughout the data analysis the ethnographers index or code their data using as many categories as possible (Jacob, 1987), (3) Identify and describe patterns and themes from the perspective of the participant(s), then attempt to understand and explain these patterns and themes (Agar, 1980), (4) During data analysis the data will be organized categorically and chronologically, reviewed repeatedly, and continually coded, (5) Major ideas that surface will be chronicled, (6) Taped interviews and the participant's taped diary will be transcribed verbatim, and (7) Field notes and diary entries will be regularly reviewed (Creswell, *Research Design: Qualitative, Quantitative, and Mixed methods approaches*, 2009, p. 199). Furthermore, as part of my data analysis process what I did was, "rather than hire someone, transcribing your own interviews is another means of generating insights and hunches about what is going on in your data. This information, which ideally you capture in your field notes or in the margins of your interview transcript or in a separate memo, is actually rudimentary analysis" (Merriam & Tisdell, 2015, p. 200).

Listed below are the HSI community college regions in the state of Texas that were participants in this study. The numbering sequence per region did not have any

particular order when creating the map. This is a reiteration of the regional map from the chapter III methodology.

Figure 7. HSI community college regions in the state of Texas



The interview questions were provided to the administrative participants prior to scheduling the interview. Additionally, a consent form was provided as well to the administrative participants informing them of the Texas A&M University IRB, they're respective community college IRB approvals and the requirement of having a signed consent form. The consent forms were signed by the administrative participants and the interviews were conducted accordingly.

Interview questions

- 1) How is this Hispanic-Serving Institution addressing the gap of Hispanics having the lowest educational attainment levels of any group in the U.S?

- What best practices are designed and implemented to help focus on this growing concern?
- 2) What curricula, projects and/or programs are proposed to meet the needs of a diverse population, including Latino/a, first generation, underprivileged and underrepresented students?
- How are these programs designed, implemented and measured for success?
- 3) Latino college enrollment is projected to increase by 27% by 2022, what organization development preparations are in place to prepare for the influx of Latino students?
- What is being done in terms of organization development (OD), career development (CD) and/or training and development (TD) for faculty, staff/administration and students?
- 4) The state of Texas (THECB) has issued a plan (60X30TX) to all colleges to address by 2020. How is this organization preparing to satisfy this mandate of increased degree completion, programs identified with marketable skills and undergraduate student loan debt not to exceed 60% of first-year wages?
- 5) What is considered the top achievement(s) for this Hispanic-Serving Institution and how was this accomplished?

- What barriers were in place and how were they overcome?
- 6) What would you consider to be the top five challenges, issues and/or problems faced by Hispanic-Serving Institutions in the next 2 to 4 years?
- What recommendations, best practices and/or benchmarks should be considered to provide a path for new HSIs to be successful in overcoming these challenges?

The interviews were audio recorded to keep accurate information and accountability by the researcher to provide verbatim transcription of data. The seven community college participants were done as independent case studies with data being coded and themes/sub-themes emerging from each interview transcript. The entire transcript from each college was separated into note cards and a table was created for ease of data review. Coding is defined as the, “process of making notations next to bits of data that strike you as potentially relevant for answering your research questions” (Merriam & Tisdell, 2015, p. 204).

A diversified number of themes emerged ranging from enrollment, gaps, and barriers, overcoming barriers, community engagement, best practice programs, recommendations and what it means to serve in a Hispanic Serving Institution. Based on a comprehensive system of rudimentary analysis for all colleges, the following major themes were common throughout the coding process.

Major overall Themes

Addressing Gaps – has three categories such as educational gaps, barriers hindering HSIs and steps taken to overcoming barriers.

Enrollment and Programs – has two categories such as enrollment types and programs in process at HSIs.

Culture, Capacity and Change – has three categories clustering culture, capacity and change into one theme. This theme documents how each HSI addresses factors for student's success and degree attainment.

State Initiatives – has two categories such as the Texas Plan (60x30tx), and what are HSIs doing to reduce or eliminate student debt. Including the marketability value of an associate degree attained at their college.

HSIs progress part I – this category is divided into two parts, part I addresses the topic of what it means to serve in HSI and best practices implemented. Part II is HSIs progress focused on HSIs recommendations.

Achievements – this category provides HSIs an opportunity to recognize the accomplishments, progress and awards earned.

Top HSIs challenges – this category highlights the HSIs challenges in the next 2 - 4 years and compares findings to literature from a previous study done in 2003.

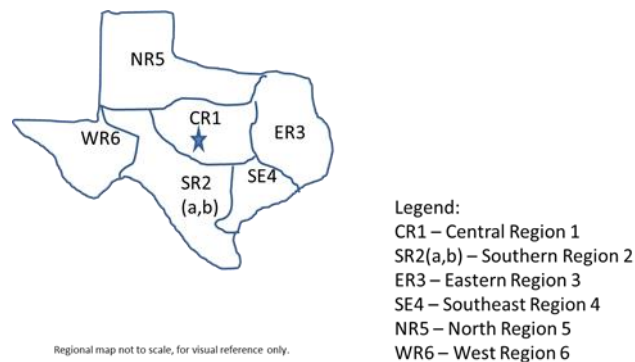
Applied Strategic HRD – has three categories on HSIs and applications of HRD to the community college organizational process.

HSIs progress part II – provides recommendations for emerging HSIs by administrators in the study.

The data collection method in qualitative research encompasses, “qualitative data collection with human involves three kinds of data collection: (a) in-depth, open-ended interviews; (b) direct observations; and (c) written documents” (Patton, 2015, p. 14). The researcher had open ended questions, did observations and collected written documents such as artefacts. Listed below are the seven-community college participant interview data transcribed and grouped into themes/subthemes with a table created for each, followed by researcher observation and college artefacts.

Central Region 1

Figure 8. Central Region 1



The emergent themes of Central Region 1 include the following:

- Serving in HSIs
 - Educational Gaps
- Programs
 - Curriculum re-design
 - Enrollment Management
- Community Influence
 - College going culture
 - Doubt about ability to succeed
- Adviser and counselor roles
 - Building confidence
- Professional development
 - Predictive analytics and Action analytics
 - Technology services
- Organization development
- State Initiatives (60x30tx)
- Achievements
 - Barriers
 - Overcoming barriers
- Top five HSI challenges
- Recommendations

Central Region 1 (CR1) overview, artefactual data, and observation:

There are ten major themes and ten sub-themes that have been derived from the interview with the administrative participant of the central region.

Table 2. Central Region 1 themes

Central Region 1		
Themes/Sub-themes	Themes	Sub-themes
Serving in HSIs	<p>“embracing this notion of being a Hispanic Serving Institution”, “that does not mean that we have become a Hispanic Serving Institution in a real sense of the word”, “we have been Hispanic attending, but perhaps not Hispanic serving” and “we are early in our development of what it is like to be a Hispanic Serving Institution”.</p>	
Educational Gaps		<p>"address the educational gaps is really centered around work on guided pathways."</p>
Programs	<p>“Guided pathways is just a way to provide more academic paths, and structured support to students” and “Puente....provide a lot of intensive support to Latino students, they assign: (mentors, counselors, integrating developmental courses with credit courses, advisors and really serve them holistically).</p>	

Table 2. Central Region 1 themes – Continued

Themes/Sub-themes	Themes	Sub-themes
Curriculum re-design		"created a math path for a non-math degree", "reconstructing how we are bring students on"
Enrollment Management		"educate the applicant, the prospective student much earlier"
Community Influence	"A key to serving our community is that we really need to serve Latinos in the context that they come to us" and "We need to serve them holistically".	
College going culture		"they need support", "still learning how to be a student."
Doubt about ability to succeed		"those voices were more powerful than anything," "it's incumbent on us to say yes you can"
Adviser and Counselor roles	"we are creating a very clear role between what an adviser does and what a counselor does", "adviser will be helping...academic needs" and "counselors are...really support for psycho social needs"	
Building confidence		"best practices are in building confidence", "instruction and curriculum are designed with collaboration with the faculty, department chairs, and student services"
Professional Development	– "it's about customer service... understanding different groups...and better advising practices", "predictive analytics and action analytics in the world of higher education", "training opportunity...how to be a next generation leader and how to understand equity issues" and "how to use data to inform the practice".	

Table 2. Central Region 1 themes – Continued

Themes/Sub-themes	Themes	Sub-themes
Predictive analytics and Action Analytics		"How to use data to inform the practice"
Technology services		"intensive advising and redesign of how to serve students of the future."
Organization development	"next generation leadership academy for senior administrators", "inside track opportunity...for staff, advisers and counselors" and "faculty engagement project... a program to really help faculty develop programs that aim to increase the engagement of students".	
State Initiatives (60x30tx)	"really speaks to the issue of how are we addressing the financial, the real financial barrier that Latinos face" and "Initiative to develop block programs...complete a sequence of courses within a block rather than kind of piece meal". The "third piece that we are being very intentional, regarding loan debt not to exceed 60% of the wages.....develop a financial literacy center".	
Achievements	"re-design of math...clear path to college math versus just college algebra", and "math redesign of the accelerator".	
Barriers		"decades old barriers about developmental education not being successful."
Overcoming barriers		"a lot of conversation, a lot of negotiating and it's a lot of really having people who fundamentally understand"

Table 2. Central Region 1 themes – Continued

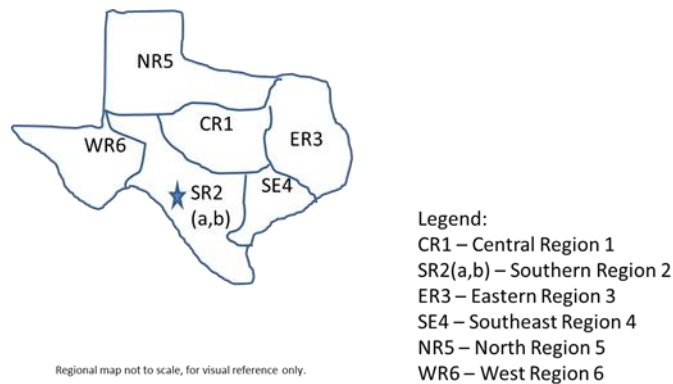
Themes/Sub-themes	Themes	Sub-themes
Top five HSI challenges	<p>“1a) Lack of diversity in the faculty ranks, 1b) Lack of diversity in the administrative ranks. (Diversity in Hispanic inclusion)”, 2) “Graduation rates are extremely low for our community...especially for a Latino community” and “we need to do a lot of work around closing the graduation gap”. 3) “Funding...historically state funding has continued to go down, so we are heavily dependent on the local tax base” 4) “figure out how to change enrollment patterns...they enroll,... they are enrolling part time”. 5) “Change the structure of our system...we have historically have had a very hands off model”.</p>	
Recommendations	<p>“for us it is lack of diversity...we need to be very intentional about creating opportunities for Latinos”, “create professional development...adjunct faculty”, “graduation for us, the goal is making sure that we track our progress”, “we are engaging in the Guided pathways, which is a huge disruptive process to our academic institution” and “funding for early college high schools, you have to be active with our legislatures and our community leaders”.</p>	

Researcher observed a sense of great pride in the math accelerator program and the new areas with computers for students to advance academically. The researcher was provided with copies of the CR1 magazine, a progress towards excellence report highlighting the achievements. The magazine was a reiteration of the progress made at CR1, strengthening the college pathway and dual credit statistics. Furthermore, a focus on targeting high demand fields in workforce development, building a talent pipeline, as

well as, capacity building and closing workforce gaps. CR1 has been designated an HSI for less than 10 years and is also home of the capital of Texas.

Southern Region 2a

Figure 9. Southern Region 2a



The emergent themes of Southern Region 2a include the following:

- Education Attainment Levels
- Challenges
 - Barriers
 - Overcoming Barriers
- Best Practices
- Diversity
 - Gaps
- Capacity Building
- Community Involvement
 - Grants
- Programs
 - College Clubs
- Organization development

- State Initiatives (60x30tx)
- Achievements
- Top five HSI challenges
- Serving in HSIs

Southern Region 2a (SR2a) overview, artefactual data, and observation:

There are twelve major themes and five sub-themes that have been derived from the interview with the administrative participant of the southern region 2a.

Table 3. Southern Region 2a themes

Southern Region 2a		
Themes/Sub-themes	Themes	Sub-themes
Education Attainment Level	“we had a lot of students that have technically completed their degree; and they just never file for the graduation.” and, “contacted them... you have all the requirements for your AA or for your AS, would you like for us to process it for graduation”.	
Challenges	“A lot of it has to do with the poverty and that our community is among the lowest, as far as, the educational attainment”, and “from that stand point, it's all hands on deck”.	
Barriers		"people that are under-performing"
Overcoming Barriers		"we have an upward bound program."

Table 3. Southern Region 2a themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Best Practices	“We have tutoring, tutoring labs; we have all kinds of activities for all levels.”, and “we had in the 5 years we had 487 STEM majors and almost 200 already graduated from our college and transferred to the university”.	
Diversity	“If you are from here, you know that we are not diverse.”, and “We want and we welcome other people to come”.	
Gaps		"Addressing the gap of Hispanics, I think that we try to do the best, at every level for our students."
Capacity Building	“we had a bond for \$100 million for building, for renovation, just finishing a \$70 million appropriation for buildings”.	
Community Involvement	“our community college places its students first and its community first”.	
Grants		"now besides the STEM grants, we have the culinary arts grant", "We have had a total of 4 grants with (TAMIU) Texas A&M International University"
Programs	“MSEIP program (Minority Science Engineering Improvement Program), where we brought students from the high school”, “math workshop in the summer”, and “FOSS program, (Focus on Student Success)”.	

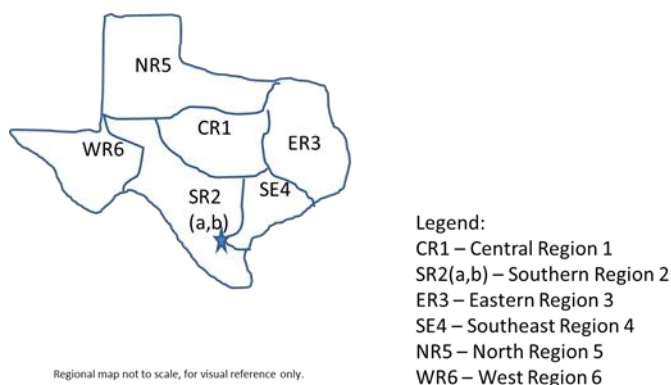
Table 3. Southern Region 2a themes

Themes/Sub-themes	Themes	Sub-themes
College Clubs		“MAES”, "which used to be Mexican-American in Engineering and Science, and now its Latinos.", "science clubs, we have computer clubs, nursing clubs and there is any number of clubs"
Organization development	– “For women faculty... STEM articulation grant, I put in \$ 50k a year for 5 years for them to apply to get funding to go work on their doctorate in the sciences”.	
State Initiatives (60x30tx)	“student loan debt for our college is Zero (o),” and “working with the Texas Workforce Commission... created the culinary arts; we have the truck driving and various things to help with the marketable skills.”, and “our graduation rate has gone up with different thing that we have been doing”.	
Achievements	“Getting the men's national tennis champion”.	
Top HSI challenges	“Money which is always a challenge”, and “Dual enrollment. I think either the high schools are going to close at 10th grade or we are going to close”.	
Serving in HSIs	“you really care for students, and not care about the numbers to now qualify for money”, and “The money was for you to be able to serve the Hispanic students”.	

Researcher observed a focus on grant writing initiative to be able to provide better opportunities to students, faculty and the organization as a whole. A sense of really caring about student’s ability to graduate; succeed from their community college and leave with a marketable skill set. There was a real concern for the future of HSIs in general and what fundamental guidelines each HSI college should follow to help Hispanic students succeed. The researcher was provided a community college (SR2a) handout, which reiterated the various programs available such as culinary arts, transportation technology, industrial technology, workforce education, business, and continuing education, as well as, all academic associate degree paths. SR2a has been designated an HSI for over 10 years and is located in the South Texas Plains area along the Mexico and Texas border.

Southern Region 2b

Figure 10. Southern Region 2b



The emergent themes of Southern Region 2b include the following:

- Gaps
- Purpose
 - Programs
- Enrollment
 - Advising
- Measurement
 - Data
- Organization Development
 - Student resource initiative
 - Career Development
 - Holistic perspective
- State Initiative
 - Student debt
 - College credits
- Top achievements
 - Awards
 - Overcoming barriers
 - Transfer options
- Culture
 - Re-organization
 - Change
 - Communication
 - Study Abroad
- Top five challenges
- Recommendations

Southern Region 2b (SR2b) overview, artefactual data, and observation:

There are ten major themes and fifth teen sub-themes that have been derived from the interview with the administrative participant of the southern region 2b.

Table 4. Southern Region 2b themes

Southern Region 2b		
Themes/Sub-themes	Themes	Sub-themes
Gaps	“5% or less of residence in those ZIP codes have a bachelor's degree” and “We recruit students in late fall or early spring for next academic year. We create a summer instructional program”.	
Purpose	“we know that a majority of Latinos, their first higher education experience is at a community college”, and “ensure that more individuals come to us and that more individuals are successful and can leave us with a credential”.	
Programs		"large-scale interventions that impact more individuals", "career and technical programs ", "advance manufacturing program. ", "Agriculture and Horticulture", and "health care"
Enrollment	“onboarding and enrollment then they're working with one person to get them into new student orientation and get them to new student convocation”, and “curricular support like learning communities which also is another best practice, so we're seeking to create a cohesive first year experience program”.	
Advising		"case managed to academic advising", "they use something called, “The four disciplines of execution”, (Covey, 2004) which is a (4DX)"
Measurement	“we measure almost everything, we measure a new student orientation, we look at new student convocation and we measure.”, “We look at the data by student, by academic advisor”, and “we have a record number of graduates this year”.	

Table 4. Southern Region 2b themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Data		"well-established culture of evidence of inquiry", "Data as part of the conversation"
Organization Development	"One of the things that we just started on is actually focused on what we call organizational development."	
Student resource initiative		"it's about connecting them to resources so that they can be successful.", "working with students that are under resourced, how can we utilize instructional strategies"
Career Development		"1) succession planning providing opportunities that folks expand their portfolio", "2) We support our faculty and staff in leadership development programs", and "also identify folks for leadership development programs and support them for Community Chambers."
Holistic perspective		"providing internal resources and support for faculty and staff to assist our students, so there's a one stop.", "being mindful holistically of what occurs and then being mindful holistically of our faculty and staff needs. "

Table 4. Southern Region 2b themes - Continued

Themes/Sub-themes	Themes	Sub-themes
State Initiative	<p>“our record high number of Associate's degrees and certificates, so we increased 24% from last year to this year”, “Create the infrastructure internally to bring more students in”, “different equipment that we have, it's regarding energy processing production technology for instrumentation or dental hygiene or being a paramedic, . . . well-paying and benefited positions . . . addresses student loan debt.” and “our graduates exited with only 85 credit hours, so it decreased by 9 hours just in one year”.</p>	
Student debt		<p>"There should be a standard 80%; at least should have no student debt when they leave us."</p>
College credits		<p>"exhausted their Pell grant eligibility when they are taking too many credits."</p>
Top achievements	<p>“I would say the top achievement is how we can do our job better”, “How can we allocate resources, refining processes, to be better at serving our students and we did a self-assessment several years ago”, and “last year we won the, Texas Award for Performance Excellence”.</p>	
Awards		<p>"Texas Award for Performance Excellence last year and this year the Malcolm Baldrige site visits."</p>
Overcoming barriers		<p>"now we organized ourselves changing to what and how we should organize ourselves now. One of those for instance, we don't have any more majors in the Arts and Sciences side."</p>
Transfer options		<p>"Well, let's look at the two-plus-two with a university", "courses with the intent that they will transfer, so they're not taking additional hours with us."</p>

Table 4. Southern Region 2b themes - Continued

Culture	“actually looking at information and painting the picture”, “37 ½% to 50% of 18-30 year olds don't have a high-school diploma and they're all here around us”, and “They don't even have the first basic level credential to get a minimum wage job.... we can do more, we should do more and we have a responsibility to do more”.	
Re-organization		organizing ourselves differently, which could mean we're going to have to add some programs
Change		"I think as a leader, it is asking some of those questions about can this be different, and could we do better? "
Communication		"Broad-based, so as many people and that's what I'm trying to philosophically, is to have as many people around the table as possible to have a good discussion."
Study Abroad		"10-15 faculty have gone on international education trips and taking our students with them.", "encouraging our students to go beyond the comfortable, to challenge their world view, and then to be able to experience that."

Table 4. Southern Region 2b themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Top five challenges	<p>– “Resources are always the top one. Resources are being able to partner with other entities, to garner those resources”, “The second is a higher level of accountability and expectations for students in the institution.”, “Third would be then, it's a hyper competitive environment... competing it's not only us in the space, it's also other public institution”, “Fourth is...a big cultural shift, so how can education organize itself better to be responsive to the community”, and “see a widening gap, between the Haves and Have Nots, between smaller population of very affluent folks, and a big population of under-resourced folks and shrinking middle class...how do you support a high need population with a low level of resources, and so I think that's another challenge”.</p>	
Recommendations	<p>Recommendations – “be aware of what's going on nationally, and the challenges that institutions overall face”, “connect and network with HSIs, with leaders or peer-to-peer, so you know faculty member-to-faculty member, Dean's to Dean's”, and “to really have passion for what you do and to really seek opportunities to grow professionally as an individual, also to grow the institution overall”.</p>	

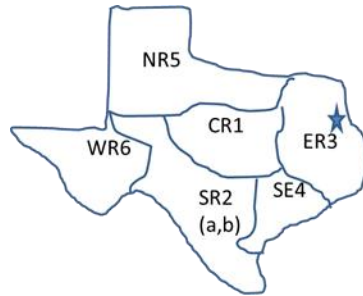
Researcher observed organizational pride in having received a top achievement award for performance excellence, as well as, the opportunity to demonstrate a

successful program in the region had been accomplished. Multiple artefactual data was collected in the form of handouts, magazines and online resource links. A handout that was provided by SR2b to the researcher was a, “Strategic Enrollment Management – Emerging CAP” overview, which is an enrollment effort to recruit, maintain students, and strategies for success.

Furthermore, a magazine and online resources of the SR2b college had information regarding programs implemented using 4DX (McChesney, Covey, & Huling, 2012), which involves having wildly important goals outlined for the organization created by faculty and staff members. A program that was implemented by SR2b emphasizes an academic model, early college high schools and participatory budgeting is called, “Students F1rst”. Another innovative program provides an opportunity for students to get their summer college tuition paid, is called the, “Summer Momentum Program”. The program states that if a student completes 18 hours in fall/spring combination they can get 3 hours free in the summer, and if a student completes 24 hours in fall/spring combination they can get 6 hours free in the summer. The SR2b region has been designated an HSI for over 10 years and is in the city with the historic Alamo of Texas.

Eastern Region 3

Figure 11. Eastern Region 3



Regional map not to scale, for visual reference only.

Legend:
CR1 – Central Region 1
SR2(a,b) – Southern Region 2
ER3 – Eastern Region 3
SE4 – Southeast Region 4
NR5 – North Region 5
WR6 – West Region 6

The emergent themes of Eastern Region 3 include the following:

- Grants
- Programs
- Diversity
 - Retention
- Financial Aid
 - Language as a bridge
- Enrollment
- Student Success
 - Addressing Needs
- Organization Development
 - Administration Training
 - Barriers
- State Initiatives (60x30tx)
 - Marketability
 - Non-traditional students
- Top achievements

- Building community
- Top five HSI challenges
- New HSIs

Eastern Region 3 overview, artefactual data, and observation:

There are eleven major themes and eight sub-themes that have been derived from the interview with the administrative participant of the eastern region.

Table 5. Eastern Region 3 themes

Eastern Region 3		
Themes/Sub-themes	Themes	Sub-themes
Grants	"Title V grant that we received", "allowed us to implement some highly intrusive retention modules", and "not just sit in our desk and wait for students to come to us, we are going to them, with various initiatives, specifically targeting that population."	
Programs	"success coaches and mentors", "student success program with those coaches really ties into that"	
Diversity	"we are seeing dramatic results", "maybe 15 years ago it might have been all Caucasians on the student government.", and "now, the leaders of our student government are Hispanic students"	

Table 5. Eastern Region 3 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Retention		"individuals who are leading the student success group are bilingual students, are bilingual employees, Hispanic individuals who have recognition of a family structure."
Financial Aid	Financial aid meetings, "We required anybody who is on the soccer team, baseball team or in dorms in general and housing that we have on campus to attend those meetings"	
Language as a bridge		"we found in a couple of different case studies is our international students who are Spanish speaking, who were struggling with English really could latch on to maybe a local Hispanic student"
Enrollment	"Title V, because that is one of the things we did to prepare for this, we have seen it go from 17% to 29% in four years"	
Student Success	"award winning magazine, all the art in the magazine and the editor is a young Hispanic lady, is one of the leaders that has come through our program.", "an honor organization, two major scholarship recipients this year is both young Hispanic women."	
Addressing Needs		"student work opportunities and it's almost a job training"
Organization Development	"professional development of our faculty as it relates to diversity"	

Table 5. Eastern Region 3 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Administration Training		"We do training with our in-services, and we do diversity workshops."
Barriers		"economic barriers and it's an economic barrier for students to come to school because of their tuition fees.", and "We overcame the finance barrier by not just relying on the government, state and local funding. Searching for grants and looking for people out there who would help."
State Initiatives (60x30tx)	"We utilize Carl Perkins money significantly; one of the mandates for the Carl Perkins grant, that at least 15% of the budget is utilized towards supporting the 60x30tx initiative."	
Marketability		"Automotive is a 2 year certificate, they start off making \$38k a year on a 2 year certificate, that is a marketable skill right there"
Non-traditional students		"For every two 18 year old student there is one 53 year old dislocated worker."

Table 5. Eastern Region 3 themes - Continued

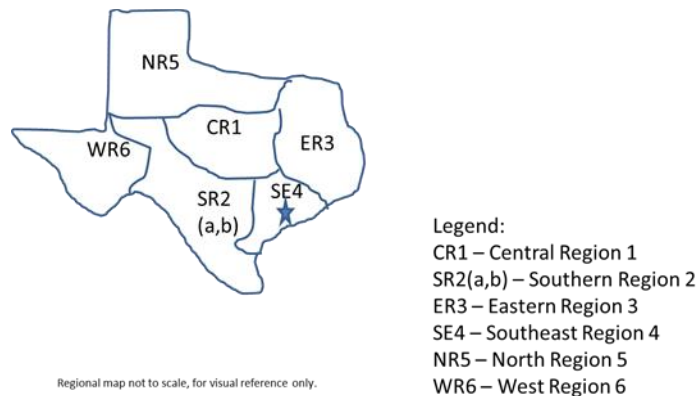
Themes/Sub-themes	Themes	Sub-themes
Top achievements	"we have an adviser or counselor through communities in schools in every public school in our service delivery area", "communities in schools, Upward bound and Title V grants have had to have one of the biggest impacts on not just our college, but our community"	
Building community		"A relationship is what really drives you into something and makes you want to be a part of something."
Top HSI challenges	"student recruiting... demographics still show that we have a large number of students not attending college.", and "college enrollment in the last few years that there are more females than there are males, which means that there are not enough males."	
New HSIs	"Figure out ways to work with your local schools to and partner with schools to create a college going culture from the first day in school.", and "just redefining what the definition of what college really is, because we get many people saying I am not college material.", "working with community groups, it has been imperative for us", and "not everyone need to be alike, that we need to celebrate diversity"	

Researcher observed a very family oriented environment during a tour of the campus that was provided by the ER3 community college administrator. The researcher was provided artefacts in the form of a campus newspaper and a campus literary

magazine that highlighted organizational successes. The newspaper had information regarding the capacity expansion and academic improvements in progress. The literary magazine did have the student editor presentations, as well as, faculty appreciation for guidance in creating the student writers program. The artefacts do provide concrete forms of coaching and mentoring in action applied in a community college setting. The Eastern Region has been designated an HSI for less than 5 years and located in the Piney Woods area by the Prairies and Lakes of Texas, which are bordering the state of Arkansas.

Southeast Region 4

Figure 12. Southeast Region 4



The emergent themes of Southeast Region 4 include the following:

- Programs
- Best Practices
- Data driven

- Gaps
- Diversity
- Organization development
- State Initiatives
- Student resources
 - Financial aid
- Achievements
 - Overcoming barriers
- Top five HSI Challenges
- Recommendations

Southeast Region 4 overview, artefactual data, and observation:

There are ten major themes and three sub-themes that have been derived from the interview with the administrative participant of the southeast region.

Table 6. Southeast Region 4 themes

Southeast Region 4		
Themes/Sub-themes	Themes	Sub-themes
Programs	"mentoring, ...Men of Honor program and Women of Integrity programs targeted for Hispanics men and women, and African-American men and women."	

Table 6. Southeast Region 4 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Best Practices		"a program we call, "Intentional Connections...for students who come in at the lowest level of skills and the highest risk factors.", and "Intentional Connections is one, most of these are faculty driven."
Data driven	"we are very data informed, I like to say that rather than data driven", and "look at the data; we try to do some predictive analysis."	
Gaps		"Our data for our college lowest level achievement is African-American males, our Hispanic males and females do a little better."
Diversity	"cultural diversity professional development...it is 4 modules; the first two are required for every employee", "understanding different cultures, sensitivity to other cultures, language that might be inappropriate.", and "modules 3 and 4, those are optional...It is about different cultures"	
Organization development	"succession planning", "We do training, the entire faculty, all the staff; all the administrations do those modules 1 and 2 on diversity training."	
State Initiatives	"We are looking at programs that lead to careers", "(60x30tx), it is supposed to be marketable skills at family living wage, not certificates that lead to a minimum wage job."	
Student resources	Financial aid program, "Aid like a Paycheck" (MDRC, 2017)	

Table 6. Southeast Region 4 themes - Continued

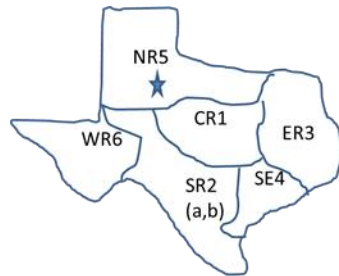
Themes/Sub-themes	Themes	Sub-themes
Financial aid		"100% to Aid like a paycheck, because it's clear that works better for students."
Achievements	"We were chosen as one of thirty colleges for the American Association of Community Colleges Pathways initiative.", and "one of the top ten community colleges in the nation by the Aspen Institute"	
Overcoming barriers		"insuring our students are successful and our pathways theme is that at our college, no student will fail because of a barrier that we created or that we overlooked.", "student performance data, and we look at A to C success in classes, course retention"
Top five HSI Challenges	<p>1) Outreach - how do we do more effective outreach, how do we become a presence in a community where we aren't.</p> <p>2) Finance -is going to be an issue, every year we take a cut from the state in our budget. How are we going to continue to be a great college and offer all the services that want with a shrinking budget?</p> <p>3) Technology - has always been an issue, how do you pay for your infrastructure. Is distance learning what we want to be doing for all students? I don't know the answer to that yet. Do we have the infrastructure, we are on achieving the dream grant right now to develop the AA in general students, the AS in general studies, and the AA in business using only open educational resources, no text book cost, or very minimal like \$10 for every course. That is going to put a big burden on our technology infrastructure, because if you are using only open educational resources then all students need some WIFI access. They need a computer; they need the ability to get to those materials if they are not hard copy. We are having conversations right now on how do we get this, high density WIFI, in place across every campus and we are not there yet. Technology.</p> <p>4) Recruiting for employees that are diverse - I think</p>	
Recommendations	"rethink everything about what we do, how we put classes together and, how we structure them.", "two week on boarding process, where students come in and we are going to start with college ready full time students."	

Researcher artefact data collection process included the SE4 website information regarding the student development activities that provide opportunities for them to participate in sports, speech, journalism, technical programs, and government. A program implemented and is regarded as highly successful by the SE4 administrator is the financial management program, “Aid like a Paycheck” where students learn how to manage money, while getting funds dispersed bi-weekly.

Moreover, SE4 has mentoring and coaching activities designed for students that are an exemplary example of inclusiveness within a diversified community college. The three programs are, 1) “Men or Honor” which is for men to develop mentorship opportunities and provide a pathway to degree completion by being accountable to each other within the program. 2) “Women of Integrity” which was described as being similar to the Men of Honor program, but designed for women to come together and advance as well. 3) “Intentional connections” program is designed for the students that come in to the college with educational skill sets that are in need of assistance. This program is faculty led and according to SE4 administrator is very effective for student success. The Southeast region has been designated an HSI for over 10 years and located in the gulf coast area of Texas.

North Region 5

Figure 13. North Region 5



Regional map not to scale, for visual reference only.

Legend:
CR1 – Central Region 1
SR2(a,b) – Southern Region 2
ER3 – Eastern Region 3
SE4 – Southeast Region 4
NR5 – North Region 5
WR6 – West Region 6

The emergent themes of North Region 5 include the following:

- College readiness
- Best practices
- Learning culture
- Barriers
 - Overcoming barriers
- Organization development
 - Career development
 - Training and Development
- State initiatives
- Achievements
- Political climate
- Serving in HSIs

North Region 5 overview, artefactual data, and observation:

There are nine major themes and three sub-themes that have been derived from the interview with the administrative participant of the north region.

Table 7. North Region 5 themes

North Region 5		
Themes/Sub-themes	Themes	Sub-themes
College readiness	"coming in with low attainment skills in terms of math, reading, English and other areas.", "called pre-development first time course that we have identified as a class to provide some teaching and learning initiatives"	
First year college experience		"first-year college experience program has been designed to address the particular teaching and learning needs of those students."
Best practices	"we have appropriated funding to ensure that not one semester, but each semester these particular programs are set up and designed to support and assist those students that are coming into the institution.", "annual assessment program success and there's divisional success"	
Learning culture	"providing what I call people initiatives because in order to be successful at addressing the teaching and learning needs of students", "bringing in professional people who are of the same gender, and same ethnicity to better support students"	

Table 7. North Region 5 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Barriers	"Financial budgetary issues in terms of outlining and committing money to go out and have particular programs and services outlined to meet the needs of the students coming in where we specialize in men of success, and women of success programs.", "community barriers, there are community expectations, there are people who fearful and who are afraid to step up to the plate"	
Overcoming barriers		"commitment institutional wide to ensure that we are making a difference and that we are part of the difference."
Organization development	"we are putting in place programs and services that better enhance and support are student population.", "institution provide professional development initiative for our faculty, staff and sometimes for students."	
Career development		"designing and working with business and industry leaders to ensure that we are on target in terms of supplying those educational needs, teaching and training initiatives", "professional development programs, conferences, seminars, webinars", and "30 professional development hours per year"
Training and Development		"We have leadership course seminars, we have webinars for students, and we have committed ourselves to helping students"
State initiatives	"we are in the process of developing and designing programs that support this initiative in terms of 60 by 30 by the year 2020.", "but it's going to require a lot of coordination, a lot of collaboration from campus to campus and internal, as well as external to make this thing successful."	

Table 7. North Region 5 themes - Continued

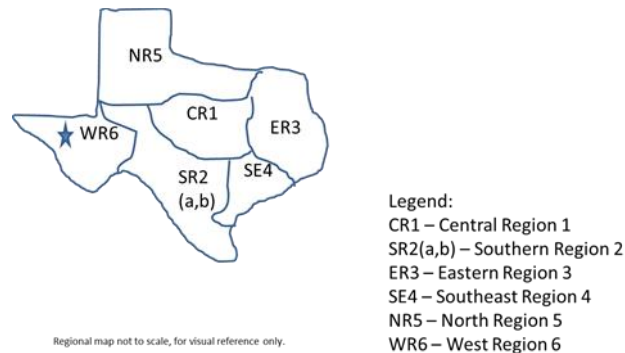
Themes/Sub-themes	Themes	Sub-themes
Achievements	"67 - 72% retention rate from semester to semester with our students.", "a specialized program that is designed to serve and work with our students and engaged and endorse our students coming in to the institution.", and "committed to bring in diverse faculty and staff to support the teaching and learning needs of our students."	
Political climate	"There is this political fear of, I got mines and I don't want you to be part of that whole process.", "a political climate that is causing concerns and those concerns are causing institutions to have hesitation as to what they can do and cannot do.", and "we as a group people begin to have dialogue and dialogue about who we are and what we are and why we do what we do"	
Serving in HSIs	"From a political philosophical perspective I think it is significant that we no longer label ourselves HSIs, as black as white. I think we need to label ourselves higher education institutions (HEIs) in order to better address the needs of people and this country."	

Researcher artefact data collection process included the NR5 website strategic plan, which included student success, increased enrollment, and organizational effectiveness; expand enrollment management, student retention, college readiness and service. Based on data of retention rates provided by NR5 administrator, they are able to keep students enrolled and active in degree completion course work. The NR5 college commitment to organization development opportunities in the form of 30 hours of

professional development for faculty, staff and administrators as a requirement for continuous improvement is to be commended. The North region has been designated an HSI for over 10 years and is considered part of the Panhandle plains of Texas.

West Region 6

Figure 14. West Region 6



The emergent themes of West Region 6 include the following:

- Education gap
- College Awards
- Enrollment
 - Data
- Create a college going culture
 - Re-design
 - Pipeline
- Engagement
 - Partnerships
 - Programs
 - Demographics
- Career and Technology
- Building

- Organization development
- State Initiatives
 - Goals
 - 4DX
 - Marketable skills
- Awards
- Barriers
 - Overcoming barriers
- Top five challenges
- Serving in HSIs
- Best Practices

West Region 6 overview, artefactual data, and observation:

There are fourteen major themes and ten sub-themes that have been derived from the interview with the administrative participant of the west region.

Table 8. West Region 6 themes

West Region 6		
Themes/Sub-themes	Themes	Sub-themes
Education gap	"Latino males had the lowest educational attainment level of any subgroup, of any ethnicity in the nation at that time averaging 10.2 years of education, less than a junior in high school."	

Table 8. West Region 6 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
College Awards	"top 25 community colleges in the nation and we are ranked first in awarding associate degrees to Latino students in the nation.", "American Association of community colleges guided pathways program"	
Enrollment	"ranked first in Hispanic enrollment among the community colleges in the nation.", "Enrollment management literature says that the number one influence on students going to college is their parents.", and "parents are involved in elementary school, so what we have done is we have begun to adopt elementary schools."	
Data		"our poverty levels are at 23.3% when the Texas poverty level is at about 17.7%. We earned on average \$0.77 per every dollar that is earned in Texas and \$0.75 for every dollar that is earned in the United States.", "There is about an eighty percent correlation between educational attainment level and income."
Create a college going culture	"creating a college going culture because we still don't get enough of these kids to go to college, right now we are at 55% of our high school graduates go to college", "enrollment management speaks to the fact that children as young as second and third grade are deciding if they're going to go to college."	
Re-design		"Community colleges have been designed as somewhat of a buffet style way of taking courses", "on average in Texas it's taking students 96 credit hours to get a 60 hour degree."
Pipeline		"event kickoff we do a flag raising ceremony, this is a College Bound Elementary School.", "We have a specific approach for level, each grade level beginning with Middle School into High School"

Table 8. West Region 6 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Engagement	"provide them the dual credit opportunity, what we show is that 80% of prior to a credit student matriculate immediately in the higher education.", and " There is a hundred and thirty-three thousand dual credit students in Texas right now, 46% of them are Latino and 54% of them are economically disadvantaged.", and "We are focused on engagement at all levels of the institution in particular faculty student engagement."	
Partnerships		"partner with our school district colleagues, with the university, with business, industry, and philanthropy."
Programs		"Our nine early college high schools, 74% of the student that are enrolled in them receive their associate degree before they graduate from high school, the national average is 30%."
Demographics		"70% of all new students in Texas start at the community college and 78% of all students of color start at the community college."
Career and Technology	"Nursing is a career in technology program, physical therapy assistant, and occupational therapy, all of these high tech, high skilled areas. Also career and technology programs, IT areas are CTE (Continued technical education) programs."	
Building	"demographics tell us that our enrollment, we are currently just under 30k students at our college; it tells us that by 2025 our enrollment will be between 41k-45k students.", "the sixth campus that we are going to build"	
Organization development	Career Development piece, we continue to provide opportunities for our faculty, and our administrators to develop professional development plans. It is not a onetime event, we do continual development", "Training and Development side, we know in addition, we are going to have robust training available to us to serve the student population in order to make sure that we are up to speed on the technical programs, on the field of business and industry on what is out there in the field."	

Table 8. West Region 6 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
State Initiatives	"We included the great results of dual credit and early high school students.", "Our regional plan says that between now and 2030; we need to award 113 thousand more degrees.", "trend analysis, based on our community, of those 113 thousand, we will produce 75k-85k of those degrees"	
Goals		"four overarching goals - Engagement, Partnerships and pathways, Create a college going Culture and Completion. We have narrowed down to the two C's of creating that culture and completion."
4DX		"focusing on the four disciplines of execution (4DX). The most important discipline is focus on the wildly important goals and our wildly important goals are increasing the number of degrees and certificates, and increase in enrollment.", "would increase degrees and certificates from 4000 in 2015 to 5000 by 2017, the interim benchmark that we saw in 2016 is that we went from 4000 to 4631, so we had a 13.5% increase."
Marketable skills		"the marketable skills, we are going through each of our programs to define what those marketable skills are, and then on debt not to exceed 60%.", "Full Pell is going up to \$2920 this fall, and a full time student for our community college is \$1368"

Table 8. West Region 6 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Awards	<p>"2015 our community college was named the finalist for the ASPEN prize for community college excellence", "150 to apply for the ASPEN prize and they look at four metrics, a) Outcomes - they are looking at degrees and certificates, b) learning outcomes, c) equitable outcomes and e) earning for their graduates.", and "past April, 2016, the American Association of Community Colleges awarded our college the Excellence Award for student success."</p>	
Barriers	<p>"I don't believe in the "Pobrecitos" syndrome. (Pobrecitos is a Spanish word for poor me/us)", "focus on those areas, if it is something that is going to help us, something we are already working on we'll do it, if not, we are going to learn to say No.", and "barriers were not just to be access, but to focus on access with success data."</p>	
Overcoming barriers		<p>"We had to go through and get past the denial of the data, of those can't be my students, there is no way and yes they are." , "barriers that we overcome were a lack of data, we are very data intense, we've got dashboards, we are working with predictive analytics, and we are measuring any initiative we put in place we are measuring it."</p>
Top five challenges	<p>"We have got to learn how to create a college going culture in a recovering and robust economy.", "work hard on creating that going culture at HSIs because this is the fastest growing population, the Latino population.", "For example in 1984, 72% of our budget in our community college was state appropriations, today it is 23.5%. We have to invest. Funding will always be a challenge", "</p>	

Table 8. West Region 6 themes - Continued

Themes/Sub-themes	Themes	Sub-themes
Serving in HSIs	"continuing refocus from access to access with success", "let's talk about HGIs - Let's talk about Hispanic Graduating Institutions, I am very proud that we are an HGI", and "Who is not just enrolling Latinos, who is graduating Latinos", "find a better way to tie associate of arts (AA) and associate of science (AS) in particular to employment.", "data is very clear that people need to get market valued certificates and associate degrees, but we need to define what those market values are. That to me is one of the big challenges"	
Best Practices	"some Title V's in HSIs that receive those dollars and they may not even spend that money on serving Hispanic students. That is why I really focus on HGIs;", "of the best practices and benchmarks that need to be considered, there are proven practices out there. ", and "The economy is a knowledge economy, it is very obvious and the youngest population, as well as, the most under-educated population and that fastest growing population are Latinos. We have got to get them into higher education"	

Researcher artefact data collection process included a magazine that highlighted the successes by WR6 College. The magazine was provided by the WR6 administrator to the researcher. The researcher observed a sense of pride from the WR6 administrator when showing the accomplishments and awards achieved by the college. The magazine confirmed both the WR6 enrollment and degree granting to Hispanics is first in the nation from all community colleges. There was a suggestion made by the WR6

administrator to change the name of Hispanic Serving Institutions (HSIs) to Hispanic Graduating Institutions (HGIs). The thought process was that there needs to be some form of accountability, if being designated as Hispanic Serving and what it really means to serve. The West region has been designated an HSI for over 10 years and located in the Big Ben country area close to the Guadalupe mountains in Texas.

Chapter IV of the dissertation provided an analysis of the findings and a comprehensive list of themes that have emerged from the interviews conducted. Tables have been created to provide visual references to themes and sub-themes as part of the analysis process. A detailed summary, cross case analysis, research questions responses, conclusions and recommendations, as well as, implications for HRD, and implications for future HSIs research are included in the Chapter V of my dissertation.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This study had multiple purposes concerning HSIs. The study documents how HSIs address the gap of Hispanics having the lowest education attainment level of any group in the United States. Researching what factors allow HSIs to have a higher level of associate degrees earned by Hispanic students. Furthermore, understanding what institutional best practices contribute to HSIs success in degree attainment.

Moreover, addressing HSIs concerns as identified through literature review: (1) Acknowledge there is a gap in Hispanic education attainment and progress to fill the gap. (2) Understand organizational frameworks at selected HSI colleges (3) Identify organizational preparations for the influx of Hispanic students at HSIs (4) Collect data of resources utilized by HSIs to fulfill community college mission (5) Analyze best practices and benchmarks implemented to address the state of Texas 60X30TX plan by select HSI community colleges. The Texas 60X30TX plan includes:

a) Goal – 60x30; by 2030, at least 60% of Texans ages 25-34 will have a certificate or degree, b) Completion - by 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's or masters from an institution of higher education. c) Marketable skills – by 2030, all graduates from Texas public Institutions of higher education will have completed programs with identified marketable skills. d) Student

debt – by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas Public Institutions (THECB, 2015, p. 5).

Summary and Discussion of Findings

The researcher did a cross case analysis of all seven community college participants' interview data and created, Table 9: Cross case analysis of all themes and sub-themes. The researcher followed the qualitative process, “During data analysis the data will be organized categorically and chronologically, reviewed repeatedly, and continually coded, and major ideas that surface will be chronicled” (Creswell, *Research Design: Qualitative, Quantitative, and Mixed methods approaches*, 2009, p. 199)

Certain themes were group together categorically to address the three research questions. Additionally, separate sections created to discuss findings for Top HSIs challenges, Applied Strategic HRD and HSIs Recommendations. The themes were coded and categorized for ease of identification within each region. Data analysis is, “making sense of data involves consolidating, reducing, and interpreting what people have said and what the researcher has seen and read – it is the process of making meaning” (Merriam & Tisdell, 2015, p. 202). Not all regions had the same number of themes and categories.

Table 9. Cross case analysis of all themes

Cross case analysis of all themes and sub-themes						
Coded into eight overall major themes						
Regions in Texas						
CR1	SR2a	SR2b	ER3	SE4	NR5	WR6
Serving in HSIs	Education Attainment levels	Gaps	Grants	Programs	College readiness	Education Gaps
Educational Gaps	Challenges	Purpose	Programs	Best Practices	Best Practices	Colleges Awards
Programs	Barriers	Programs	Diversity	Data driven	Learning culture	Enrollment
Curriculum re-design	Overcoming Barriers	Enrollment	Retention	Gaps	Barriers	Data
Enrollment management	Best practices	Advising	Financial Aid	Diversity	Overcoming barriers	Create a college going culture
Community Influence	Diversity	Measurement	Language as a bridge	Organization development	Organization development	Re-design
College going culture	Gaps	Data	Enrollment	State initiatives	Career development	Pipeline
Doubt about ability to succeed	Capacity building	Organization Development	Student Success	Students resources	Training and Development	Engagement
Adviser and Counselor roles	Community involvement	Student resource initiative	Addressing Needs	Financial Aid	State Initiatives	Partnerships
Building confidence	Grants	Career Development	Organization Development	Achievements	Achievements	Programs
Professional development	Programs	Holistic Perspective	Administration Training	Overcoming barriers	Political climate	Demographics
Predictive analytics and Action analytics	College clubs	State initiative	Barriers	Top five challenges	Serving in HSIs	Career and Technology
Technology services	Organization development	Student debt	State Initiatives	Recommendations		Building
Organization development	State initiatives	College credits	Marketability			Organization development
State initiatives	Achievements	Top Achievements	Non-traditional students			State Initiatives
Achievements	Top five challenges	Awards	Top achievements			Goals
Barriers	Serving in HSIs	Overcoming Barriers	Building community			4DX
Overcoming barriers		Transfer options	Top five challenges			Marketable skills
Top five challenges		Culture	New HSIs			Awards
Recommendations		Re-organization				Barriers
		Change				Overcoming Barriers
		Communication				Top five challenges
		Study abroad				Serving in HSIs
		Top five challenges				Best practices
		Recommendations				

Findings to research question #1 includes: Addressing Gaps, Enrollment and Programs

Addressing Gaps – has three categories such as educational gaps, barriers hindering HSIs and steps taken to overcoming barriers.

Enrollment and Programs – has two categories such as enrollment types and programs in process at HSIs.

Findings to research question #2 includes: Culture, Capacity and Change, and State Initiatives

Culture, Capacity and Change – has three categories clustering culture, capacity and change into one theme. This theme documents how each HSI addresses factors for student's success and degree attainment.

State Initiatives – has two categories such as the Texas Plan (60x30tx), and what are HSIs doing to reduce or eliminate student debt. Including the marketability value of an associate degree attained at their college.

Findings to research question #3 includes: HSIs progress part I and Achievements

HSIs progress part I – this category is divided into two parts, part I addresses the topic of what it means to serve in HSI and best practices implemented. Part II is HSIs progress focused on HSIs recommendations.

Achievements – this category provides HSIs an opportunity to recognize the accomplishments, progress and awards earned.

Top HSIs challenges – this category highlights the HSIs challenges in the next 2 - 4 years and compares findings to literature from a previous study done in 2003.

Applied Strategic HRD – has three categories on HSIs and applications of HRD to the community college organizational process.

HSIs progress part II – provides recommendations for emerging HSIs by administrators in the study.

Research Questions and Findings

There are three research questions to gain a rich understanding from an organizational leadership perspective of what are the HSI best practices. The questions have been derived from a literature review to guide the study and accomplish the purpose of understanding education level gaps, and factors such as Hispanic mentors, Hispanic student groups, community involvement, Hispanic professors, culture and support groups, as well as, best practices – projects, programs, OD (organization development), TD (training and development) and CD (career development).

The researcher followed the qualitative process in which, “data gathering will yield thick and rich descriptions necessary for your ethnographic dissertation in the form of quotations (low inference descriptors), descriptions of the group and the contexts, and parts of the document” (Lunenburg & Irby, 2008, p. 99).

Findings for research question #1

1. How do Hispanic-Serving Institutions address the gap of Hispanics having the lowest education attainment levels of any group in the U.S.?

Acknowledgement and understanding that a gap exist in Hispanic education attainment levels is the first step in addressing the situation. Research data analysis has identified two key resource (Enrollment and Programs) themes implemented by the HSIs in the study. Historically, enrollment in higher education is a means to bring students, set college visits, do financial aid overviews, then admitted to the college and that was the extent of it.

However, enrollment today has taken on a new meaning with an onboarding, and enrollment management systems approach. The new enrollment system includes, 1) New student orientation, 2) Parent involvement, 3) Onboarding process, 4) New student convocation 5) Curricular support for learning communities program 6) Retention focus 7) Educate the student much earlier, and 8) Create a cohesive first year experience program. These were some of the enrollment process changes implemented to address the gaps in education.

Therefore, addressing the challenge HSIs have, “despite a general increase in college enrollment and completion over time, enrollment and completion rates by race and ethnicity continue to show a gap” (Fry & Lopez, 2012; Flores & Park, 2013, p. 115). Findings in this study have measures of success identified by HSIs and addressing gaps.

Addressing Gaps

Table 10. Addressing Gaps

	Addressing Gaps	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Educational Gaps	"address the educational gaps is really centered around work on guided pathways."	"Our data for our college lowest level achievement is African-American males, our Hispanic males and females do a little better."	"Latino males had the lowest educational attainment level of any subgroup, of any ethnicity in the nation at that time averaging 10.2 years of education, less than a junior in high school."	"5% or less of residence in those ZIP codes have a bachelor's degree"	
	"For every two 18 year old student there is one 53 year old dislocated worker."	"coming in with low attainment skills in terms of math, reading, English and other areas."	"our poverty levels are at 23.3% when the Texas poverty level is at about 17.7%. We earned on average \$0.77 per every dollar that is earned in Texas and \$0.75 for every dollar that is earned in the United States.", "There is about an eighty percent correlation between educational attainment level and income."	"we try to do the best, at every level for our students."	
Barriers	"decades old barriers about developmental education not being successful."	"A lot of it has to do with the poverty and that our community is among the lowest, as far as, the educational attainment"	"Financial budgetary issues in terms of outlining and committing money to go out and have particular programs and services", "community barriers, there are community expectations, there are people who are fearful and who are afraid to step up to the plate"		
	"economic barrier for students to come to school because of their tuition fees."	"If you are from here, you know that we are not diverse.", and "We want and we welcome other people to come".	"I don't believe in the "Pobrecitos" syndrome. (Pobrecitos is a Spanish word for poor me/us)", "barriers were not just to be access, but to focus on access with success data."		
	Doubt about ability to succeed, "those voices were more powerful than anything."	"people that are under-performing"	"70% of all new students in Texas start at the community college and 78% of all students of color start at the community college."	"exhausted their Pell grant eligibility when they are taking too many credits."	

Table 10. Addressing Gaps - Continued

	Addressing Gaps	All regions with no particular order for theme responses: CR 1, SR2a, SR2b, ER3, SE4, NR 5, and WR 6		
Overcoming barriers	"a lot of conversation, a lot of negotiating and it's a lot of really having people who fundamentally understand"	"we had a lot of students that have technically completed their degree; and they just never file for the graduation." and, "contacted them..."	"we are seeing dramatic results", "maybe 15 years ago it might have been all Caucasians on the student government.", and "now, the leaders of our student government are Hispanic students"	"One of those for instance, we don't have any more majors in the Arts and Sciences side."
	"best practices are in building confidence"	"already working on we'll do it, if not, we are going to learn to say No."	"cultural diversity professional development...understanding different cultures, sensitivity to other cultures, language that might be inappropriate."	"insuring our students are successful and our pathways there is that at our college, no student will fail because of a barrier that we created or that we overlooked."
	"it's incumbent on us to say yes you can"	"well-established culture of evidence of inquiry", "Data as part of the conversation"	"student work opportunities and it's almost a job training"	"courses with the intent that they will transfer, so they're not taking additional hours with us."
	"we have an upward bound program"	"we are very data informed, I like to say that rather than data driven", and "look at the data; we try to do some predictive analysis."	"we measure almost everything, ... data by student, by academic advisor"	"We had to go through and get past the denial of the data, of those can't be my students, there is no way and yes they are."
	"commitment institutional wide to ensure that we are making a difference and that we are part of the difference."	"barriers that we overcome were a lack of data, we are very data intense, we've got dashboards, we are working with predictive analytics, and we are measuring any initiative we put in place we are measuring it."	not just relying on the government, state and local funding. Searching for grants and looking for people out there who would help.	

Furthermore, the programs implemented include the “Guided Pathways” to provide academic paths and structured support for Hispanics students in general. The Guided Pathways program is part of the American Association of Community Colleges (AACC), in which “AACC supports and promotes its member colleges through policy initiatives, innovation, programs, research and information, and strategic outreach to

business and industry and the national news media” (AACC, 2017). Additionally, the AACC “association represents nearly 1,200 two-year; associate degree-granting institutions and more than 13 million students” (AACC, American Association of Community Colleges, 2017). The AACC has an initiative, “goal of educating 5 million more students with degrees, certificates, or other credentials by 2020” (AACC, 2017).

Another program focused on student success is the “Puente program” which was founded in 1981 by Felix Galaviz and Pat McGarth at Chabot College in Hayward (Chabot College, 2017). The Puente program provides success coaches and mentors that support students through mentoring, counseling and writing. Furthermore, “over 5,500 students have enrolled in the Puente community college program” and “over 2,000 professionals donate over 18,000 hours annually to Puente students” (Chabot College, 2017).

Research findings at HSIs include the intentional focus on student mentoring programs such as, “men of honor” and “women of integrity”, by faculty and staff, to provide opportunities for students to become leaders and mentors to fellow students. The “men of honor program” and “Women of integrity” program began as a means of retaining and matriculating minorities through the education process by providing faculty mentors. Other programs at HSIs include, “Minority science improvement engineering program” (MSEIP), and the “Mexican-American engineering and science” (MAES), which provide opportunities to learning about engineering fields of study.

Enrollment and Programs

Table 11. Enrollment and Programs

	Enrollment and Programs	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Enrollment	"educate the applicant, the prospective student much earlier"	"onboarding and enrollment then they're working with one person to get them into new student orientation and get them to new student convocation", and "curricular support like learning communities which also is another best practice, so we're seeking to create a cohesive first year experience program".	Retention, "individuals who are leading the student success group are bilingual students, are bilingual employees, Hispanic individuals who have recognition of a family structure."	"ranked first in Hispanic enrollment among the community colleges in the nation.", "Enrollment management literature says that the number one influence on students going to college is their parents.", and "parents are involved in elementary school, so what we have done is we have begun to adopt elementary schools."	
Programs	"Guided pathways is just a way to provide more academic paths, and structured support to students" and "Puente....provide a lot of intensive support to Latino students, they assign: (mentors, counselors, integrating developmental courses with credit courses, advisors and really serve them holistically).	"mentoring. ...Men of Honor program and Women of Integrity programs targeted for Hispanics men and women, and African-American men and women."	"MSEIP program (Minority Science Engineering Improvement Program), where we brought students from the high school", "math workshop in the summer", and "FOSS program, (Focus on Student Success)".	"MAES", "which used to be Mexican-American in Engineering and Science, and now its Latinos.", "science clubs, we have computer clubs, nursing clubs and there is any number of clubs"	"large-scale interventions that impact more individuals", "career and technical programs ", "advance manufacturing program ", "Agriculture and Horticulture", and "health care"
	"success coaches and mentors", "student success program with those coaches really ties into that"	"created a math path for a non-math degree", "reconstructing how we are bring students on"			

The Hispanic student enrollment and the total student population graduation progress from 2010 to 2016 academic years: (THECB, 2017). Texas Higher Education Coordinating Board (THECB) website for college resumes and the 60x30tx state initiative, "Online Resume for Prospective Students, Parents and the Public". Note: Enrollment data is for percentage of Hispanics enrolled in the community college for the

academic year of 2010 to 2016. Research information is to acknowledge the change in Hispanic enrollment from year to year. Associate degree and certification completion is for total population of student enrollment. Total full-time enrollment varies from college to college; therefore, data is an independent case study analysis for each region.

Research information acknowledges the change in degree completions from 2010 to 2016 as a source of addressing the gap issue of degree attainment in higher education through community colleges. Information derived from the THECB website for college resumes for Figure 15. (THECB, 2017).

Figure 15. 2010 to 2016 Hispanic enrollment % for regions

	Colleges	CR1	SR2a	SR2b	ER3	SE4	NR5	WR6
Hispanic Enrollment % 2010		26.6	95.5	66.9	14.2	40.7	50.5	84.8
Hispanic Enrollment % 2016		36.3	96.8	77.8	29.1	54.6	54.2	85.2
Hispanic Enrollment % change		9.7	1.3	10.9	14.9	13.9	3.7	0.4

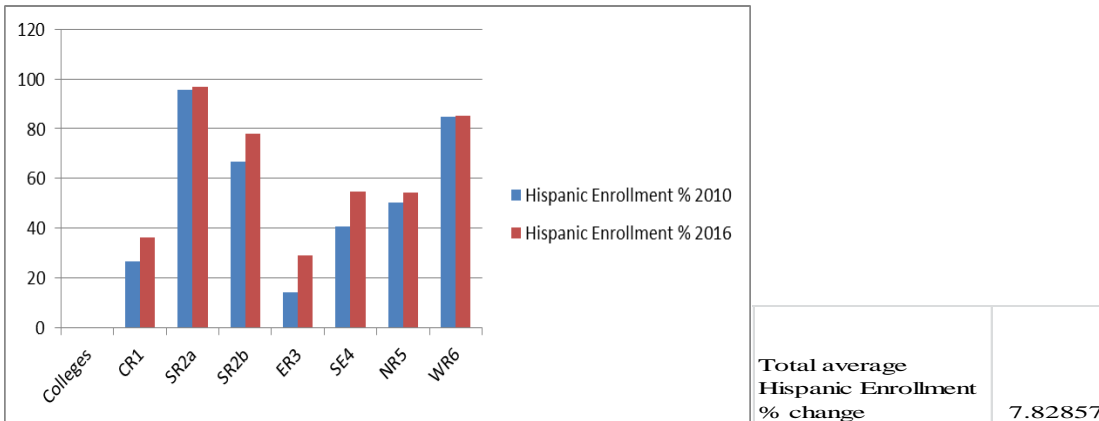
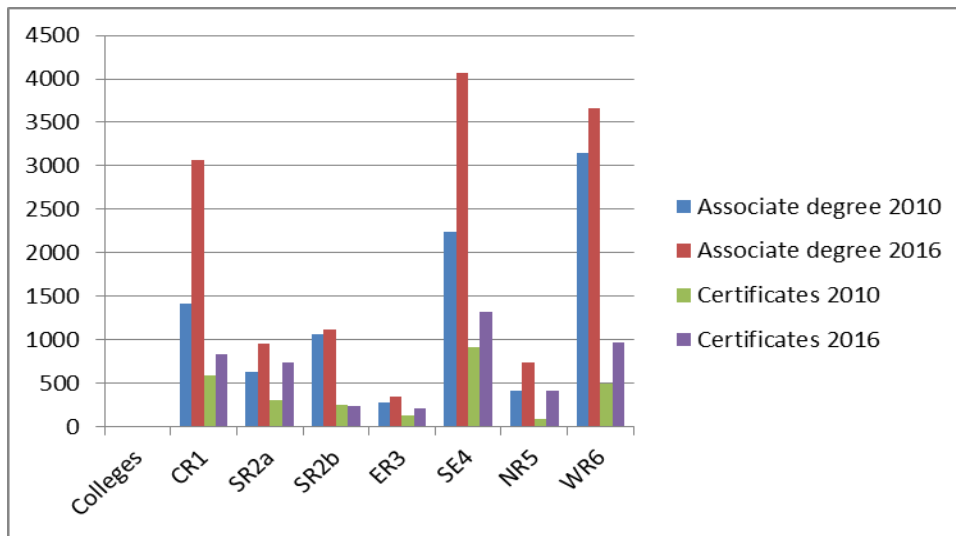


Figure 16. 2010 to 2016 Regional degree and certificates data

	Colleges	CR1	SR2a	SR2b	ER3	SE4	NR5	WR6
Associate degree 2010		1414	624	1058	273	2242	414	3153
Associate degree 2016		3073	952	1120	345	4068	744	3666
Certificates 2010		589	302	251	133	919	82	493
Certificates 2016		837	738	243	215	1321	414	963
Associate Degree Change		1659	328	62	72	1826	330	513
Certificate Change		248	436	-8	82	402	332	470



Information derived from the THECB website for college resumes for Figure 16. (THECB, 2017).

CR1 - 26.6% in 2010 Hispanic enrollment and 36.3% Hispanic enrollment in 2016

2010 Associate degrees (all types) 1414

Certificates (all programs) 589

2016 Associate degrees (all types) 3073

Certificates (all programs) 837

SR2a 95.5% in 2010 Hispanic enrollment and 96.8% Hispanic enrollment in 2016

2010 Associate degrees (all types) 624

Certificates (all programs) 302

2016 Associate degrees (all types) 952

Certificates (all programs) 738

SR2b 66.9% in 2010 Hispanic enrollment and 77.8% Hispanic enrollment in 2016

2010 Associate degrees (all types) 1058

Certificates (all programs) 251

2016 Associate degrees (all types) 1120

Certificates (all programs) 243

ER3 14.2% in 2010 Hispanic enrollment and 29.1 % Hispanic enrollment in 2016

2010 Associate degrees (all types) 273

Certificates (all programs) 133

2016 Associate degrees (all types) 345

Certificates (all programs) 215

SE4 40.7% in 2010 Hispanic enrollment and 54.6% Hispanic enrollment in 2016

2010 Associate degrees (all types) 2242

Certificates (all programs) 919

2016 Associate degrees (all types) 4068

Certificates (all programs) 1321

NR5 50.5% in 2010 Hispanic enrollment and 54.2% Hispanic enrollment in 2016

2010 Associate degrees (all types) 414

Certificates (all programs) 82

2016 Associate degrees (all types) 744

Certificates (all programs) 414

WR6 84.8% in 2010 Hispanic enrollment and 85.2% Hispanic enrollment in 2016

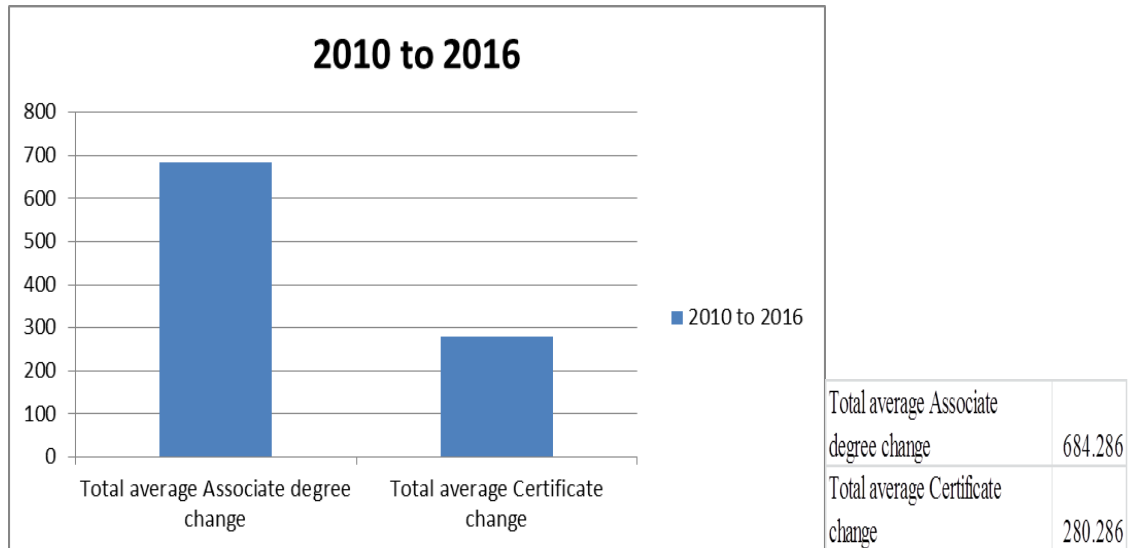
2010 Associate degrees (all types) 3,153

Certificates (all programs) 493

2016 Associate degrees (all types) 3,666

Certificates (all programs) 963

Figure 17. Total average degree and certificate change



Information derived from the THECB website for college resumes for Figure 17. (THECB, 2017).

HSIs work and effectiveness in applying, “The strategy of focusing on the greatest concentrations of Hispanic college students still promises to be the most efficient approach to increasing Hispanic educational attainment and closing the gaps” (Laden, Hagendorn, & Perrakis, 2008; Nunez & Bowers, 2011; Galdeano, Flores, & Moder, 2012, p. 161). Based on research data, there has been an increase in enrollment by Hispanics in all regions of Texas community colleges in this study. Furthermore, all community colleges in the study have increased in graduation completions via degree attainment and certificates issued through years 2010 to 2016.

Findings for research question #2

2. What factors allow Hispanic-Serving Institutions to have a higher level of associate degrees earned by Hispanic students?

The researcher categorized the factors leading to associate degree attainment because, “HSIs must actively change their curricula and programs to meet the needs of their diverse population, including Latina/o, low income, and first-generation students” (Garcia & Okhidoi, 2015, pg. 1).

Culture, Capacity and Change

Table 12. Culture, Capacity and Change

	Culture, Capacity, and Change	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Culture	"our community college places its students first and its community first".	"A relationship is what really drives you into something and makes you want to be a part of something."	"providing what I call people initiatives because in order to be successful at addressing the teaching and learning needs of students", "bringing in professional people who are of the same gender, and same ethnicity to better support students"	"event kickoff we do a flag raising ceremony, this is a College Bound Elementary School.", "We have a specific approach for level, each grade level beginning with Middle School into High School"	"creating a college going culture because we still don't get enough of these kids to go to college, right now we are at 55% of our high school graduates go to college", "enrollment management speaks to the fact that children as young as second and third grade are deciding if they're going to go to college."
Capacity	"we had a bond for \$100 million for building, for renovation, just finishing a \$70 million appropriation for buildings".		"partner with our school district colleagues, with the university, with business, industry, and philanthropy."	"demographics tell us that our enrollment, we are currently just under 30k students at our college; it tells us that by 2025 our enrollment will be between 41k-45k students.", "the sixth campus that we are going to build"	
Change	"A key to serving our community is that we really need to serve Latinos in the context that they come to us" and "We need to serve them holistically".	"they need support", "still learning how to be a student."	"we are creating a very clear role between what an adviser does and what a counselor does", "adviser will be helping...academic needs" and "counselors are...really support for psycho social needs"	"case managed to academic advising", "they use something called, "The four disciplines of execution", (Covey, 2004) which is a (4DX)"	"we found in a couple of different case studies is our international students who are Spanish speaking, who were struggling with English really could latch on to maybe a local Hispanic student"
	"organizing ourselves differently, which could mean we're going to have to add some programs"	"I think as a leader, it is asking some of those questions about can this be different, and could we do better? "	"Community colleges have been designed as somewhat of a buffet style way of taking courses", "on average in Texas it's taking students 96 credit hours to get a 60 hour degree."	"provide them the dual credit opportunity, what we show is that 80% of prior to a credit student matriculate immediately in the higher education.", and " There is a hundred and thirty-three thousand dual credit students in Texas right now, 46% of them are Latino and 54% of them are economically disadvantaged.", and "We are focused on engagement at all levels of the institution in particular faculty student engagement."	"actually looking at information and painting the picture", "37 ½% to 50% of 18-30 year olds don't have a high-school diploma and they're all here around us", and "They don't even have the first basic level credential to get a minimum wage job... we can do more, we should do more and we have a responsibility to do more".

The factors of the data analysis results for HSIs having a higher level of degree attainment by Hispanics students are culture, capacity and change. The culture shifts of having the colleges placing the students and community first, through building relationships and people initiatives. Furthermore, having a college going culture for students starting from elementary schools because, “enrollment management speaks to the fact that children as young as second grade are deciding if they’re going to college” (WR6 administrative participant). The college going culture created by having big events for local community area elementary, Jr. High, and High school’s students, as well as, parents visiting the campus for a tour and fun.

Another factor for HSIs having a higher level of degree attainment by Hispanic students is building capacity for growth in student enrollment and development of new expansion projects in the form of building renovation or new construction. This building capacity accomplishment is possible through various means of financial support such as grants, state, local and federal funding, and private partnerships with philanthropist.

A major factor for HSIs having a higher level of degree attainment by Hispanic students is “Change”. All seven administrative participants in the study agreed that in order to have an increase in degree attainment by Hispanic students; there needs to be a change and, “we need to serve them holistically” (CR1 administrative participant). This accomplishment is through having clearly defined roles for advisors and counselors, case managed, and asking questions as leaders such as, “can this be different and could we do

better?”, (SR2b administrative participant). Furthermore, having a focus on student number of hours taken for degree completion, dual credit opportunities and, “organizing ourselves differently, which could mean we’re going to have to add some programs” (SR2b administrative participant).

State Initiatives

The research findings for the student loan debt and what these HSIs are doing to address the state initiatives include, “we are being very intentional, regarding loan debt not to exceed 60% of the wages...develop a financial literacy center”, (CR1 administrator) and “student loan debt for our college is zero (0)” (SR2a administrator). Moreover, “there should be a standard 80%, at least should have no student loan debt when they leave us” (SR2b administrator). Students should be able to leave community colleges with minimum debt because, “Full Pell is going up to \$2920 this fall, and a full-time student for our community college is \$1368” (WR6 administrator).

The intentional focus on reducing the excessive hours taken have resulted in, “our graduates exited with only 85 credit hours, so it decreased by 9 hours just in one year” (SR2b administrator). A method implemented to decrease the excessive hours is an, “initiative to develop block programs...complete a sequence of courses within a block rather than piece meal” (CR1 administrator).

Marketable skills, “we are going through each of our programs to define what those marketable skills are”, (WR6 administrator). Furthermore, “it is supposed to be

marketable skills at family living wage, not certificates that lead to minimum wage jobs” (SE4 administrator). An example of a skill set development within a community college program is the, “automotive is a 2-year certificate, they start off making \$38k a year...that is a marketable skill right there” (ER3 administrator). Additionally, we have been “working with the Texas Workforce Commission...created the culinary arts; we have truck driving and various things to help with the marketable skills” (SR2a administrator). The state initiative for us as an HSI community college, “is going to require a lot of coordination, a lot of collaboration from campus to campus and internal, as well as, external to make this successful”.

Table 13. State Initiatives

	State Initiatives	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
(60x30TX) Texas Plan	"we are in the process of developing and designing programs that support this initiative in terms of 60 by 30 by the year 2020.", "but it's going to require a lot of coordination, a lot of collaboration from campus to campus and internal, as well as external to make this thing successful."	"really speaks to the issue of how are we addressing the financial, the real financial barrier that Latinos face" and "Initiative to develop block programs...complete a sequence of courses within a block rather than kind of piece meal". The "third piece that we are being very intentional, regarding loan debt not to exceed 60% of the wages.....develop a financial literacy center".	"our record high number of Associate's degrees and certificates, so we increased 24% from last year to this year", "Create the infrastructure internally to bring more students in", "different equipment that we have, it's regarding energy processing or dental hygiene or being a paramedic,... well-paying and benefited positions... addresses student loan debt." and "our graduates exited with only 85 credit hours, so it decreased by 9 hours just in one year".	"We utilize Carl Perkins money significantly; one of the mandates for the Carl Perkins grant, that at least 15% of the budget is utilized towards supporting the 60x30tx initiative."	
	"student loan debt for our college is Zero (o)," and "working with the Texas Workforce Commission... created the culinary arts; we have the truck driving and various things to help with the marketable skills.", and "our graduation rate has gone up with different thing that we have been doing".	"We included the great results of dual credit and early high school students.", "Our regional plan says that between now and 2030; we need to award 113 thousand more degrees.", "trend analysis, based on our community, of those 113 thousand, we will produce 75k-85k of those degrees"			
Student Debt and Marketability	"Automotive is a 2 year certificate, they start off making \$38k a year on a 2 year certificate, that is a marketable skill right there"	"the marketable skills, we are going through each of our programs to define what those marketable skills are, and then on debt not to exceed 60%.", "Full Pell is going up to \$2920 this fall, and a full time student for our community college is \$1368"	"We are looking at programs that lead to careers", "(60x30tx), it is supposed to be marketable skills at family living wage, not certificates that lead to a minimum wage job."	"There should be a standard 80%; at least should have no student debt when they leave us."	

Overview of State Initiatives

The Texas 60X30TX plan update: (THECB, Texas Higher Education Strategic Plan: 2015-2030, 2015).

Goal – 60x30: by 2030, at least 60% of Texans ages 25-34 will have a certificate or degree. In 2013, the population of Texans ages 25-34 had an associate degree or higher was 35% (THECB, 2015).

Completion - by 2030, at least 550,000 students in that year will complete a certificate, associate, bachelor's or masters from an institution of higher education. In 2014 the number of students who completed a certificate, associate degree or higher was 298,989 (THECB, 2015).

Marketable skills – by 2030, all graduates from Texas public Institutions of higher education will have completed programs with identified marketable skills. The projection is by 2020, “institutions will have created and implemented a process to identify and regularly update marketable skills for each of their programs, in collaboration with business and other stakeholders” (THECB, 2015).

Student debt – by 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas Public Institutions (THECB, 2015, p. 5). In 2012, the student loan debt was at 60% of first- year wages for graduates of Texas Public Institutions (THECB, 2015). Furthermore, the student excess semester credit hours attempted by students that are completing an associate degree or higher for 2014 is 21 hours (THECB, 2015).

Findings data triangulation

This study included the use of data triangulation using data from the seven community colleges, 1) data analysis/artefactual data, 2) literature review data and 3) comparison of data collected from each individual college with a cross case analysis.

Data triangulation is, “the use of multiple data sources to help understand a phenomenon” (Johnson B. R., 1997, pg. 288).

1) The data analysis/artefactual data provided by WR6 college highlighting the changes done by the college to achieve recognition nationally as the number one resource for Hispanic associate degree attainment and Hispanic enrollment.

2) Followed by the literature review data and the importance of an educated Latino/a community is, “only when a sustainable and representative flow of Hispanic students enters college and subsequently graduates will the general standard for the Hispanic community improve. Educational achievement, the true equalizer, will then make it possible for Latinos to participate fully at all levels of the economy, society and government” (Galdeano, Flores, & Moder, 2012, p. 161).

3) Finally, the cross-case analysis of all seven community college findings emphasize the college going culture, capacity building and change in organizational strategy to achieve student success.

The data triangulation process and focus of having, “student access, but access with success”, allow Hispanic-Serving Institutions to have a higher level of associate degrees earned by Hispanic students (WR6 administrative participant).

Findings for research question #3

3. What institutional best practices contribute to HSIs success in Hispanic degree attainment?

HSIs progress part I

An unexpected finding came out of the research in the understanding and acknowledging of what it really means for the term “Serve” in Hispanic Serving Institutions. There was diversity in the emerging theme, “Serving in HSIs” by HSI administrators.

Serving in HSIs

The research process involved participants that met the criteria of having 25% or more Hispanic students enrolled full time. However, some colleges have met the criteria just a couple of years ago so, “we are early in our development of what it is like to be a Hispanic Serving Institution” (CR1 administrator). Moreover, “embracing this notion of being a Hispanic Serving Institution”, “that does not mean that we have become a Hispanic Serving Institution in a real sense of the word”, and “we have been Hispanic attending, but perhaps not Hispanic serving” (CR1 administrator). Acknowledgement by HSIs that, “we know that a majority of Latinos, their first higher education experience is at a community college”, and “ensure that more individuals come to us and that more

individuals are successful and can leave us with a credential” (SR2b administrator).

There was sense of, “you really care for students, and not care about the numbers to now qualify for money”, and “the money was for you to be able to serve the Hispanic students”. (SR2a administrator)

The concept of labeling a college as an HSI resulted in concerns expressed, "From a political philosophical perspective, I think it is significant that we no longer label ourselves HSIs, as black as white. I think we need to label ourselves higher education institutions (HEIs) in order to better address the needs of people and this country" (NR5 administrator). The concern was reiterated by, "let’s talk about HGIs - Let’s talk about Hispanic Graduating Institutions, I am very proud that we are an HGI", and "Who is not just enrolling Latinos, who is graduating Latinos" (WR6 administrator).

Serving in HSIs should have, "continuing refocus from access to access with success" and "find a better way to tie associate of arts (AA) and associate of science (AS) in particular to employment"(WR6 administrator). Furthermore, serving in HSIs "data is very clear that people need to get market valued certificates and associate degrees, but we need to define what those market values are. That to me is one of the big challenges.” (WR6 administrator)

Best practices

The research findings throughout the study have identified multiple areas of best practices, or what WR6 administrator refers to as, “proven practice” for HSIs. However, the researcher is listing eight best practices that HSI administrators in the study have implemented at their community college.

1) Advising - "intensive advising and redesign of how to serve students of the future" (CR1 administrator).

2) Creating college-going culture - "four overarching goals - engagement, partnerships and pathways, create a college going culture and completion. We have narrowed down to the two C's, of creating that culture and completion" (WR6 administrator).

3) Tutoring - “We have tutoring, tutoring labs; we have all kinds of activities for all levels.”, and “we had in the 5 years we had 487 STEM majors and almost 200 already graduated from our college and transferred to the university” (SR2a administrator).

4) Faculty mentoring - "a program we call, "Intentional Connections...for students who come in at the lowest level of skills and the highest risk factors.", and "Intentional Connections is one, and most of these are faculty driven" (SE4 administrator).
Additionally, we have “success coaches and mentors” (ER3 administrator).

5) CTE programs - "Nursing is a career in technology program, physical therapy assistant, and occupational therapy, all of these high tech, high skilled areas” and “career

and technology program, and IT areas are CTE (Continued technical education) programs" (WR6 administrator).

6) Assessments - "we have appropriated funding to ensure that not one semester, but each semester these particular programs are set up and designed to support and assist those students that are coming into the institution.", and an "annual assessment program success and there's divisional success" (NR5 administrator). Furthermore, SR2b College has received awards for performance excellence and recognition for a self-assessment of the organization.

7) Graduation focus - "some Title V's in HSIs that receive those dollars and they may not even spend that money on serving Hispanic students. That is why I really focus on HGIs (Hispanic Graduating Institutions);" and "of the best practices and benchmarks that need to be considered, there are proven practices out there". Furthermore, "The economy is a knowledge economy, it is very obvious and the youngest population, as well as, the most under-educated population and that fastest growing population are Latinos. We have got to get them into higher education" (WR6 administrator).

8) 4DX program - "focusing on the four disciplines of execution (4DX), the most important discipline is focus on the wildly important goals and our wildly important goals are increasing the number of degrees and certificates, and increase in enrollment" (WR6 administrator). Moreover, "case managed to academic advising", "they use

something called, “The four disciplines of execution”, (Covey, 2004) which is a (4DX)" (SR2b administrator).

Table 14. HSIs progress part I

	HSIs Progress	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Serving in HSIs	<p>“embracing this notion of being a Hispanic Serving Institution”, “that does not mean that we have become a Hispanic Serving Institution in a real sense of the word”; “we have been Hispanic attending, but perhaps not Hispanic serving” and “we are early in our development of what it is like to be a Hispanic Serving Institution”.</p>	<p>“you really care for students, and not care about the numbers to now qualify for money”, and “The money was for you to be able to serve the Hispanic students”.</p>	<p>“we know that a majority of Latinos, their first higher education experience is at a community college”, and “ensure that more individuals come to us and that more individuals are successful and can leave us with a credential”.</p>	<p>“From a political philosophical perspective I think it is significant that we no longer label ourselves HSIs, as black as white. I think we need to label ourselves higher education institutions (HEIs) in order to better address the needs of people and this country.”</p>	<p>"continuing refocus from access to access with success", "let's talk about HGI's - Let's talk about Hispanic Graduating Institutions, I am very proud that we are an HGI", and "Who is not just enrolling Latinos, who is graduating Latinos", "find a better way to tie associate of arts (AA) and associate of science (AS) in particular to employment.", "data is very clear that people need to get market valued certificates and associate degrees, but we need to define what those market values are. That to me is one of the big challenges"</p>

Table 14. HSIs progress part I - Continued

	HSIs Progress	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Best Practices	"intensive advising and redesign of how to serve students of the future."	"We have tutoring, tutoring labs; we have all kinds of activities for all levels.", and "we had in the 5 years we had 487 STEM majors and almost 200 already graduated from our college and transferred to the university".	"a program we call, "Intentional Connections...for students who come in at the lowest level of skills and the highest risk factors.", and "Intentional Connections is one, most of these are faculty driven."	"we have appropriated funding to ensure that not one semester, but each semester these particular programs are set up and designed to support and assist those students that are coming into the institution.", "annual assessment program success and there's divisional success"	"Nursing is a career in technology program, physical therapy assistant, and occupational therapy, all of these high tech, high skilled areas. Also career and technology programs, IT areas are CTE (Continued technical education) programs."
	"some Title V's in HSIs that receive those dollars and they may not even spend that money on serving Hispanic students. That is why I really focus on HGIs"; "of the best practices and benchmarks that need to be considered, there are proven practices out there. ", and "The economy is a knowledge economy, it is very obvious and the youngest population, as well as, the most under-educated population and that fastest growing population are Latinos. We have got to get them into higher education"	"four overarching goals - Engagement, Partnerships and pathways, Create a college going Culture and Completion. We have narrowed down to the two C's of creating that culture and completion."	"focusing on the four disciplines of execution (4DX). The most important discipline is focus on the wildly important goals and our wildly important goals are increasing the number of degrees and certificates, and increase in enrollment.", "would increase degrees and certificates from 4000 in 2015 to 5000 by 2017, the interim benchmark that we saw in 2016 is that we went from 4000 to 4631, so we had a 13.5% increase."		

Achievements

The research findings for HSIs achievements in the study include.

- 1) Program redesigns - "re-design of math...clear path to college math versus just college algebra", and "math redesign of the accelerator" (CR1 administrator).

2) Representation in K-12 public schools - "we have an adviser or counselor through communities in schools in every public school in our service delivery area", and "communities in schools, Upward bound and Title V grants have had to have one of the biggest impacts on not just our college, but our community" (ER3 administrator).

3) Increase retention rates - "67 - 72% retention rate from semester to semester with our students.", "a specialized program that is designed to serve and work with our students and engaged and endorse our students coming in to the institution.", and "committed to bring in diverse faculty and staff to support the teaching and learning needs of our students." (NR5 administrator)

4) Grants awarded - "now besides the STEM grants, we have the culinary arts grant", "We have had a total of 4 grants with (TAMIU) Texas A&M International University" (SR2a administrator). Additionally, a "Title V grant that we received", "allowed us to implement some highly intrusive retention modules", and "not just sit in our desk and wait for students to come to us, we are going to them, with various initiatives, specifically targeting that population." (ER3 administrator)

5) Performance awards - "I would say the top achievement is how we can do our job better", "How can we allocate resources, refining processes, to be better at serving our students and we did a self-assessment several years ago", and the "Texas Award for

Performance Excellence last year and this year the Malcolm Baldrige site visits" (SR2b administrator).

6) Top honor in nation - out of the "top 25 community colleges in the nation and we are ranked first in awarding associate degrees to Latino students in the nation.", "American Association of community colleges guided pathways program" (WR6 administrator)

7) Aspen awards - "We were chosen as one of thirty colleges for the American Association of Community Colleges Pathways initiative.", and we were "one of the top ten community colleges in the nation by the Aspen Institute" (SE4 administrator).

Furthermore, A result of organization performance for, "2015 our community college was named the finalist for the ASPEN prize for community college excellence", and for the competition, "150 apply for the ASPEN prize and they look at four metrics, a) Outcomes - they are looking at degrees and certificates, b) Learning outcomes, c) Equitable outcomes and d) Earning for their graduates." Additionally, on "April 2016; the American Association of Community Colleges awarded our college the Excellence Award for Student Success."

(WR6 administrator)

8) Athletics award – "getting the men's national tennis championship" (SR2a administrator)

Table 15. Achievements

	Achievements	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6			
Achievements	"re-design of math...clear path to college math versus just college algebra", and "math redesign of the accelerator".	"now besides the STEM grants, we have the culinary arts grant", "We have had a total of 4 grants with (TAMU) Texas A&M International University"	"I would say the top achievement is how we can do our job better", "How can we allocate resources, refining processes, to be better at serving our students and we did a self-assessment several years ago", and "last year we won the, Texas Award for Performance Excellence".	"Texas Award for Performance Excellence last year and this year the Malcolm Baldrige site visits."	"top 25 community colleges in the nation and we are ranked first in awarding associate degrees to Latino students in the nation.", "American Association of community colleges guided pathways program"
	"Title V grant that we received", "allowed us to implement some highly intrusive retention modules", and "not just sit in our desk and wait for students to come to us, we are going to them, with various initiatives, specifically targeting that population."	"we have an adviser or counselor through communities in schools in every public school in our service delivery area", "communities in schools, Upward bound and Title V grants have had to have one of the biggest impacts on not just our college, but our community"	"We were chosen as one of thirty colleges for the American Association of Community Colleges Pathways initiative.", and "one of the top ten community colleges in the nation by the Aspen Institute"	"67 - 72% retention rate from semester to semester with our students.", "a specialized program that is designed to serve and work with our students and engaged and endorse our students coming in to the institution.", and "committed to bring in diverse faculty and staff to support the teaching and learning needs of our students."	"2015 our community college was named the finalist for the ASPEN prize for community college excellence", "150 to apply for the ASPEN prize and they look at four metrics, a) Outcomes - they are looking at degrees and certificates, b) learning outcomes, c) equitable outcomes and e) earning for their graduates.", and "past April, 2016, the American Association of Community Colleges awarded our college the Excellence Award for student success."

Top HSI challenges

Table 16. Top HSI challenges

	Top HSI challenges	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6		
Top HSI challenges	<p>"1a) Lack of diversity in the faculty ranks, 1b) Lack of diversity in the administrative ranks. (Diversity in Hispanic inclusion)"; 2) "Graduation rates are extremely low for our community...especially for a Latino community" and "we need to do a lot of work around closing the graduation gap". 3) "Funding...historically state funding has continued to go down, so we are heavily dependent on the local tax base" 4) "figure out how to change enrollment patterns...they enroll,... they are enrolling part time". 5) "Change the structure of our system...we have historically have had a very hands off model".</p>	<p>"Money which is always a challenge", and "Dual enrollment. I think either the high schools are going to close at 10th grade or we are going to close".</p>	<p>- "Resources are always the top one. Resources are being able to partner with other entities, to garner those resources"; "The second is a higher level of accountability and expectations for students in the institution."; "Third would be then, it's a hyper competitive environment... competing it's not only us in the space, it's also other public institution"; "Fourth is...a big cultural shift, so how can education organize itself better to be responsive to the community"; and "see a widening gap, between the Haves and Have Nots, between smaller population of very affluent folks, and a big population of under-resourced folks and shrinking middle class...how do you support a high need population with a low level of resources, and so I think that's another challenge".</p>	<p>"student recruiting... demographics still show that we have a large number of students not attending college.", and "college enrollment in the last few years that there are more females than there are males, which means that there are not enough males."</p>
	<p>"There is this political fear of, I got mines and I don't want you to be part of that whole process.", "a political climate that is causing concerns and those concerns are causing institutions to have hesitation as to what they can do and cannot do.", and "we as a group people begin to have dialogue and dialogue about who we are and what we are and why we do what we do"</p>	<p>"We have got to learn how to create a college going culture in a recovering and robust economy.", "work hard on creating that going culture at HSIs because this is the fastest growing population, the Latino population.", "For example in 1984, 72% of our budget in our community college was state appropriations, today it is 23.5%. We have to invest. Funding will always be a challenge". "</p>	<p>1) Outreach - how do we do more effective outreach, how do we become a presence in a community where we aren't. 2) Finance -is going to be an issue, every year we take a cut from the state in our budget. How are we going to continue to be a great college and offer all the services that want with a shrinking budget? 3) Technology - has always been an issue, how do you pay for your infrastructure. Is distance learning what we want to be doing for all students? I don't know the answer to that yet. Do we have the infrastructure, we are on achieving the dream grant right now to develop the AA in general students, the AS in general studies, and the AA in business using only open educational resources, no text book cost, or very minimal like \$10 for every course. That is going to put a big burden on our technology infrastructure, because if you are using only open educational resources then all students need some WIFI access. They need a computer; they need the ability to get to those materials if they are not hard copy. We are having conversations right now on how do we get this, high density WIFI, in place across every campus and we are not there yet. Technology. 4) Recruiting for employees that are diverse - I think that is a challenge for us. 5) Professional development around diversity - that might be challenging going forward in the future.</p>	

Top HSIs challenges: A comparison of study findings

This research had an interview protocol question for participating community college administrators concerning top HSIs challenges in the next 2 to 4 years. The question was part of the literature review to compare the Texas community college HSIs challenges with that of the United States. Comparison is with the study conducted by (De Los Santos & De Los Santos, 2003), questions were asked to presidents, chancellors and CEOs of HSIs in the United States. The questions asked regarding challenges/issues/problems facing their institution in the next 2 to 4 years. The top five report results and findings from De Los Santos & De Los Santos, 2003.

Top five challenges/issues/problems - next 2-4 years.

- 1) Funding - Lack of resources
- 2) Technology - inability to keep up with cost, upgrades
- 3) Faculty - difficulty recruiting minority faculty
- 4) Growth and Diversity - growth curve is very steep, and
- 5) Preparation of students, retention, and graduation - students underprepared

(pg. 383 - 386)

The research findings listed in Table 17. are in order from highest to lowest category responses and are in no particular order of respondents.

Table 17. Research Findings 2016-2017

Research findings 2016-2017				
Top HSI's challenges next 2-4 years				
All regions CR1, SR2a, SR2b, ER3,SE4, NR5, WR6: No specific order				
1) Funding - state funding has continued to go down, depend on tax base	Funding - Money is always a challenge	Funding will always be a challenge	Every year we take a cut in the state budget	Widening gap - have and have nots, big population under-resourced
2) Enrollment patterns - enrolling part time	Enrollment - dual enrollment is going to be a problem.	Large number of students still not enrolling in college	More females than males in college enrollment	
3) Lack of Diversity - Faculty and Administrative ranks	Recruiting for employees that are diverse	Professional development around diversity		
4) Change structure of systems - historically hand off model	Create a college going culture	Hyper competitive environment -with other public institutions		
5) Outreach -how do we become a presence in a community where we aren't	Cultural Shift - responsive to community	Resources - partnerships		
6) Graduation rates - extremely low	Accountability - higher level of accountability and expectations for students			
7) Technology - how do you pay for infrastructure, online courses				
8) Political Fear - a political climate that is causing concerns and those concerns are causing institutions to have hesitation as to what they can and can not do				

The comparison analysis resulted in both timeframes 2003 / 2016 had funding and diversity in faculty and growth ranked in the top five. However, changes from 2003 technology and preparation of students, retention and graduation ranked below the top five in 2016. These are the 2016 changes, which included enrollment patterns and how students are enrolling part time or in dual credit programs. Change structure of systems by creating a college going culture and outreach to community involvement through partnerships. Followed by graduation rates being low, technology and political fear causing concerns as to what they can and cannot do.

Applied Strategic HRD and Implications

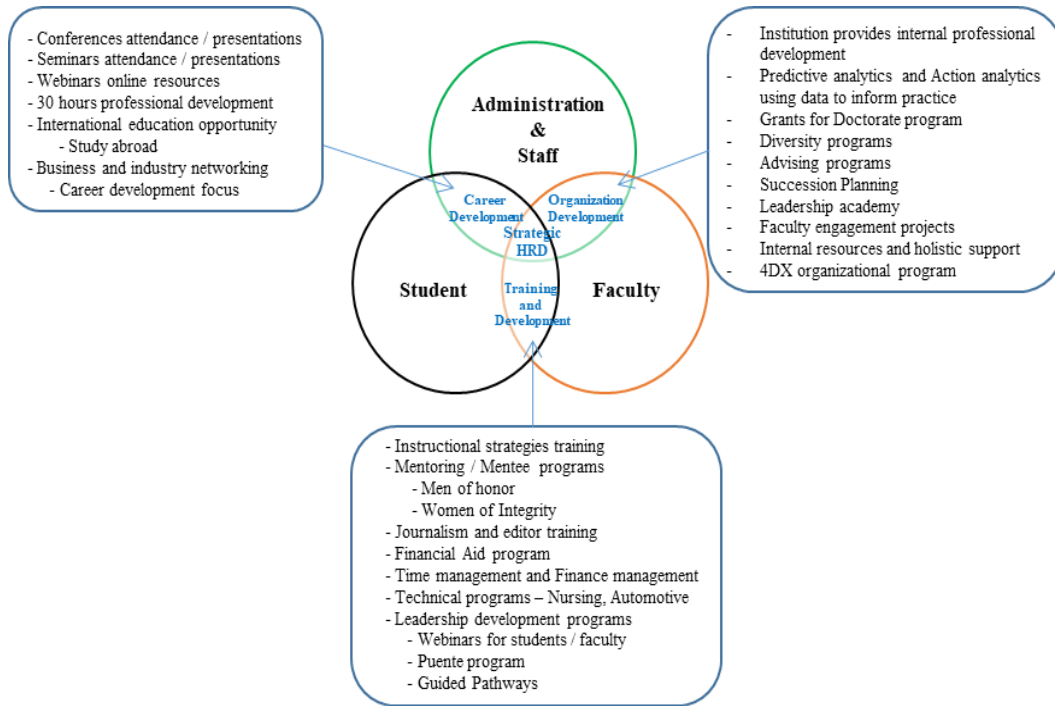
Table 18. Applied Strategic HRD

	Applied Strategic HRD	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6				
Organization Development	– “it’s about customer service... understanding different groups...and better advising practices”, “predictive analytics and action analytics in the world of higher education”, “training opportunity...how to be a next generation leader and how to understand equity issues” and “how to use data to inform the practice”.	“we are putting in place programs and services that better enhance and support are student population.”, “institution provide professional development initiative for our faculty, staff and sometimes for students.”	“next generation leadership academy for senior administrators”, “inside track opportunity...for staff, advisers and counselors” and “faculty engagement project... a program to really help faculty develop programs that aim to increase the engagement of students”.	– “For women faculty... STEM articulation grant, I put in \$ 50k a year for 5 years for them to apply to get funding to go work on their doctorate in the sciences”.	“providing internal resources and support for faculty and staff to assist our students, so there’s a one stop.”, “being mindful holistically of what occurs and then being mindful holistically of our faculty and staff needs. ”	
	“succession planning”, “We do training, the entire faculty, all the staff; all the administrations do those modules 1 and 2 on diversity training.”	“professional development of our faculty as it relates to diversity”	“How to use data to inform the practice”	“One of the things that we just started on is actually focused on what we call organizational development.”		
Career Development	“Broad-based, so as many people and that’s what I’m trying to philosophically, is to have as many people around the table as possible to have a good discussion.”	“10-15 faculty have gone on international education trips and taking our students with them.”, “encouraging our students to go beyond the comfortable, to challenge their world view, and then to be able to experience that.”	“designing and working with business and industry leaders to ensure that we are on target in terms of supplying those educational needs, teaching and training initiatives”, “professional development programs, conferences, seminars, webinars”, and “30 professional development hours per year”	Career Development piece, we continue to provide opportunities for our faculty, and our administrators to develop professional development plans. It is not a onetime event, we do continual development”		
Training and Development	“it’s about connecting them to resources so that they can be successful.”, “working with students that are under resourced, how can we utilize instructional strategies”	“1) succession planning providing opportunities that folks expand their portfolio”, “2) We support our faculty and staff in leadership development programs”, and “also identify folks for leadership development programs and support them for Community Chambers.”	Financial aid meetings, “We required anybody who is on the soccer team, baseball team or in dorms in general and housing that we have on campus to attend those meetings”	“award winning magazine, all the art in the magazine and the editor is a young Hispanic lady, is one of the leaders that has come through our program.”, “an honor organization, two major scholarship recipients this year is both young Hispanic women.”	“Training and Development side, we know in addition, we are going to have robust training available to us to serve the student population in order to make sure that we are up to speed on the technical programs, on the field of business and industry on what is out there in the field.”	
	“We have leadership course seminars, we have webinars for students, and we have committed ourselves to helping students”	Financial aid program, “Aid like a Paycheck” (MDRC, 2017)				

Conclusion

The system theory output process step as described in the theoretical frame work of this dissertation in Chapters II and Chapter III have been documented through data analysis resulting in multiple findings. The results are in accordance to, “what the system or subsystem/part delivers, produces as it works to accomplish its purpose” (McLagan P. A., 1989, p. 71). The HRD developmental process model for HSI incorporates the HRD definition, “HRD is the integrated use of training and development, organization development, and career development to improve individual, group, and organizational effectiveness” (McLagan, 1983; Gradous, 1989, p. 16). The Applied Strategic HRD model for academia engages the human components that set the foundation of the community college organization which comprise of the administration & staff, faculty and students. Strategic HRD is the core of the applied human resource development process for administration & staff, faculty and students within an academic organization.

Figure 18. HRD Developmental process model for HSIs: Applied Strategic HRD



Organization development

Research findings and literature review emphasize organization development procedures for HSIs should be inclusive of utilizing an organizational lens because, “using an organizational lens will help to reframe the research in hopes of finding ways in which HSIs are in fact changing, albeit slowly, into organizations that embrace their newfound role to serve Latina/o students” (Garcia, 2015, p.84). An organizational lens of an HSI provides an insider’s view of what it really means to be an HSI and what it takes to educate the Latino/a student from a perspective of a select organization.

Organization development findings

1) Programs and services for students and Professional development for faculty and staff

- “we are putting in place programs and services that better enhance and support are student population.”, and “institution provide professional development initiative for our faculty, staff and sometimes for students” (NR5 administrator).

2) Succession planning and Diversity training for staff and administrators - “Succession planning”, “We do training, the entire faculty, all the staff; all the administrations do those modules 1 and 2 on diversity training” (SE4 administrator).

3) Organizational development for all organization - “One of the things that we just started on is actually focused on what we call organizational development.” SR2b

4) Advising – “it’s about customer service... understanding different groups...and better advising practices” for staff and faculty (CR1 administrator).

5) Internal resources and holistic support for faculty, staff and students -“Providing internal resources and support for faculty and staff to assist our students, so there's a one stop.”, and “being mindful holistically of what occurs and then being mindful holistically of our faculty and staff needs” (SR2b administrator). The holistic support is for student’s success, both inside and outside the classroom environment.

6) Doctorate program - “For women faculty...STEM articulation grant, I put in \$ 50k a year for 5 years for them to apply to get funding to go work on their doctorate in the sciences” (SR2a administrator).

7) Predictive Analytics and Action analytics for administrators - “predictive analytics and action analytics in the world of higher education”, “training opportunity...how to be a next generation leader and how to understand equity issues” and “how to use data to inform the practice” (CR1 administrator).

8) Leadership academy - “next generation leadership academy for senior administrators”, and “inside track opportunity.... for staff, advisers and counselors” (CR1 administrator)

9) Professional development - "professional development of our faculty as it relates to diversity" (ER3 administrator).

10) Faculty engagement projects - “faculty engagement project... a program to really help faculty develops programs that aim to increase the engagement of students” (CR1 administrator).

Training and Development

Research findings and literature review for training and development process within the study emphasize, “training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who, work in organizations to become more effective and efficient in their work” (Davis & Davis, 1998, p. 44; Swanson & Holton III, 2001, p. 204)

Training and development findings

- 1) Technical training - "Training and Development side, we know in addition, we are going to have robust training available to us to serve the student population in order to make sure that we are up to speed on the technical programs, on the field of business and industry on what is out there in the field" (WR6 administrator).

- 2) Leadership seminars - "We have leadership course seminars, we have webinars for students, and we have committed ourselves to helping students" (NR5 administrator).

- 3) Instructional strategies - "it's about connecting them to resources so that they can be successful.", and "working with students that are under resourced, how we can utilize instructional strategies" (SR2b administrator)

4) Financial aid programs, "Aid like a Paycheck" training provided by (MDRC, 2017), (SE4 administrator). Financial aid meetings, "We required anybody who is on the soccer team, baseball team or in dorms in general and housing that we have on campus to attend those meetings" (ER3 administrator).

5) Succession planning and leadership training - "1) succession planning providing opportunities that folks expand their portfolio", "2) We support our faculty and staff in leadership development programs", and "also identify folks for leadership development programs and support them for Community Chambers" (SR2b administrator).

6) Journalism and editor training - "award winning magazine, all the art in the magazine and the editor is a young Hispanic lady, is one of the leaders that has come through our program.", and "an honor organization, two major scholarship recipients this year is both young Hispanic women." ER3

Career development

Research findings and literature review for career development as collaboration within an organization– “career development is a process requiring individuals and organizations to create a partnership that enhances employees’ knowledge, skills, competencies, and attitudes required for their current and future job assignments” (Gilley, England, & Gilley, 2002, P.94).

Career development findings

- 1) Professional development – “Career Development piece, we continue to provide opportunities for our faculty, and our administrators to develop professional development plans. It is not a onetime event, we do continual development" (WR6 administrator).

- 2) Career development focus - "Broad-based, so as many people and that's what I'm trying to philosophically, to have as many people around the table as possible to have a good discussion" (SR2b administrator).

- 3) Business and industry networking - "designing and working with business and industry leaders to ensure that we are on target in terms of supplying those educational needs, teaching and training initiatives" (NR5 administrator)

- 4) Conferences, seminars and webinars - "professional development programs, conferences, seminars, webinars", and "30 professional development hours per year" (NR5 administrator)

- 5) International education opportunity - "10-15 faculty have gone on international education trips and taking our students with them.", "encouraging our students to go

beyond the comfortable, to challenge their world view, and then to be able to experience that" (SR2b administrator).

Implications for Human Resource Development

The strategic implementation of human resource development practice in an educational organization in this research documents findings that can lead to future practical applications. Creating a college going culture mentioned multiple times by HSI administrators requires having a human resource development analysis designed to focus on this issue. Future HRD research should explore possibilities of having organization development, career development, training and development as a systematic approach to organizational excellence.

Policy Implications

Immigration policy with the Hispanic population in the state of Texas being the majority minority will have significant effects on Hispanic student enrollment. Diversity and inclusion policy will cause institutions to redefine what they can and cannot do within the organization. Community colleges in Texas must enforce these new laws and regulations or face federal funding cuts. Furthermore, the political climate in Texas with these challenges causes HSIs to be neutral in the decision process and adhere to policy makers.

Implications for Future Research

The future of Hispanic student success relies on the ability to research, document, analyze and provide direction for emerging HSIs. The Hispanic student population projection is set to increase faster than any other ethnicity/race; therefore, it is imperative to understand the enrollment practices, financial aid, community involvement, K-12 partnerships, parent involvement and Hispanic culture.

In addition, Texas universities are enrolling transfer Hispanic students and becoming a HSI designated college. The importance of having research focused on HSI Universities in Texas is critical for the Hispanic student academic success in the undergraduate and graduate graduation achievement process. Scholars have regarded the higher education degree attainment for Hispanics as the true equalizer and means of career advancement through education.

Finally, the United States has increased in the number of HSIs throughout the country and Puerto Rico, according to research in this study. Therefore, having research data to provide opportunities for educational success at these HSIs is important for the organization, administration, faculty and Hispanic student.

The research for my dissertation has provided me the opportunity to understand and acknowledge the significance HSIs have in educating the Hispanic student and community. The research included HSIs overview of the study, a literature review of Hispanic community colleges, methodology process of qualitative research, data

collection and the lengthy transcription of interviews, as well as, note cards separated into themes. Followed by themes category table creation, data analysis, best practices, recommendations and conclusions for the study. Furthermore, the creation of the, “HRD Developmental process model for HSIs: Applied Strategic HRD” has been designed because of this study.

Limitations and Delimitations

Limitations

Research limitations are due to the fact, “little has been researched or written about HSIs in scholarly publications until recently” (Vigil Laden, 2004, pg. 185). The disadvantage to qualitative approach is, “analysis of the findings cannot be extended to wider populations with the same degree of certainty that quantitative analysis can. This is because the findings of the research are not tested to discover whether they are statistically significant or due to chance” (Atieno, 2009, pg. 17). An acknowledgement of limitation in bias is due to the researcher is a male, Hispanic and an educator of an HSI community college and is interested in Hispanic-Serving Institutions, best practices for the advancement of Hispanics in education. A limitation in the size of the study is only a sample selected of the HSIs Texas community college per region have been included in the study as a representation. Qualitative limitations can derive from coding of data results improperly or labeling participants incorrectly, which may result in an incorrect analysis of data.

Delimitations

The definition of delimitation is, “self-imposed boundaries set by the researcher on the purpose and scope of the study. Studies in the social and behavioral sciences typically have many variables that could be affected by circumstances of time, location, populations, or environment (including both physical and social conditions.)” (Lunenburg & Irby, 2008, p. 134). The delimitations set by the researcher in this study were designed to understand and gain knowledge of best practices of community colleges designated as a Hispanic-Serving Institution. Another delimitation used by the researcher is the selection of the administrative participants with a degree of authority that can answer the research questions at an organization level.

Recommendations

The researcher included an interview protocol question in the study to provide recommendations, best practices and/or benchmarks consideration based on the participant administrator’s perspective for new and emerging HSIs to be successful. Therefore, the HSIs progress part II theme is research designed to document the recommendations for future HSIs.

HSIs progress part II

Table 19. HSIs progress part II

	HSIs Progress	All regions with no particular order for theme responses: CR1, SR2a, SR2b, ER3, SE4, NR5, and WR6		
Recommendations	<p>“for us it is lack of diversity...we need to be very intentional about creating opportunities for Latinos”,</p> <p>“create professional development...adjunct faculty”,</p> <p>“graduation for us, the goal is making sure that we track our progress”, “we are engaging in the Guided pathways, which is a huge disruptive process to our academic institution” and “funding for early college high schools, you have to be active with our legislatures and our community leaders”.</p>	<p>Recommendations – “be aware of what's going on nationally, and the challenges that institutions overall face”, “connect and network with HSIs, with leaders or peer-to-peer, so you know faculty member-to-faculty member, Dean's to Dean's”, and “to really have passion for what you do and to really seek opportunities to grow professionally as an individual, also to grow the institution overall”.</p>	<p>“Figure out ways to work with your local schools to and partner with schools to create a college going culture from the first day in school.”, and “just redefining what the definition of what college really is, because we get many people saying I am not college material.”, “working with community groups, it has been imperative for us”, and “not everyone need to be alike, that we need to celebrate diversity”</p>	<p>“rethink everything about what we do, how we put classes together and, how we structure them.”, “two week on boarding process, where students come in and we are going to start with college ready full time students.”</p>

Recommendation findings

There is a total of eleven recommendations that have been provided by all seven administrative participants for current and future Hispanic-Serving Institutions to enhance the community college students through innovation and change. I believe that adhering to the words of HSIs current leaders provides a valuable source of direction. Listed are the eleven recommendations and why they are important to community colleges, as well as, the student, faculty and administrators.

1) Class structure - "rethink everything about what we do, how we put classes together and, how we structure them" (SE4 administrator).

Provides the student with a solid method of operation and guidance in what courses are to be taken and when. The structure of what is to be taught by faculty and how courses are to be conducted via online, face-to-face and/or blended gives more autonomy to both the student and faculty.

2) Create college-going culture - "Figure out ways to work with your local schools to and partner with schools to create a college going culture from the first day in school" (ER3 administrator).

The key to educating our future generation is through communicating and letting them know as a community college we are here for them. By creating a college going culture the students, community and faculty become acquainted and familiar with each other as part of the cultural environment. A college going culture that embraces all students regardless of race, religion and gender.

3) Student onboarding - "two week on boarding process, where students come in and we are going to start with college ready full-time students" (SE4 administrator).

There is a continual discussion throughout this dissertation of an onboarding process as identified by several administrators. This change of welcoming students to their own college environment and culture provides opportunity for student to experience a sense of belonging. People thrive in an environment that is welcoming and conducive to learning.

4) Diversity and Professional development - “for us it is lack of diversity...we need to be very intentional about creating opportunities for Latinos”, “create professional development...adjunct faculty”, (CR1 administrator). Furthermore, "not everyone needs to be alike, that we need to celebrate diversity" (ER3 administrator).

The diversity question has been part of the overall discussion by all administrators in general, and what is considered a diverse workforce? The consensus by all administrators is that more needs to be done to attract a diverse group of educators.

5) Graduation progress - “graduation for us, the goal is making sure that we track our progress”, and “we are engaging in the Guided pathways, which is a huge disruptive process to our academic institution” (CR1 administrator).

Graduation is a big step for students to accomplish in their education endeavor, and has been a direct focus by all colleges in this study. There have been many opportunities and directives taken by these HSIs, such as, paying for students who are lacking 1 to 2 classes to graduate. Another, directive taken is performing degree audits on all students and notifying students that have met all qualification for graduation, but have not submitted their forms to complete and graduate. This process alone has increased graduation rates for several HSIs for a given year.

6) National awareness - “be aware of what's going on nationally, and the challenges that institutions overall face” (SR2b administrator).

The community college is at the forefront of the higher education process for most college students. Currently, community colleges are in constant decision-making situations, because of the national awareness, such as, having students that are immigrants, DACA, Dreamers and gender identity preference of students. The first step is to acknowledge that there is a national awareness process that needs to be adhered to by all colleges, and analyze the best method of organization adaptability.

7) Funding activities - “funding for early college high schools, you have to be active with our legislatures and our community leaders”. (CR1 administrator)

Funding has been rated as the number one challenge in the next 2 to 4 years in both studies, (De Los Santos & De Los Santos, 2003) and has been part of multiple discussions by participants in this dissertation findings. The HSIs indicated that the funding activities process has been part of a creative and innovative function for administrators. The funding activities include seeking resources from community partners, businesses, private donors, alumni, state, local and federal government grants.

8) Network - “connect and network with HSIs, with leaders or peer-to-peer, so you know faculty member-to-faculty member, Dean's to Dean's” (SR2b administrator).

The networking concept has been part of the HSIs climate to learn how to better serve students of color. Communication is fundamental to networking opportunities and sharing of knowledge. This networking process allows for administrators and faculty to reach across the room and work together on organizational projects and programs.

9) Redefining college - "just redefining what the definition of what college really is, because we get many people saying I am not college material" (ER3 administrator). Understanding where a person comes from and their cultural background assist in redefining college. The act of talking to people and encouraging them as a mentor to enroll and be part of a college system. Explaining to people that there are many opportunities in a community college environment, because there are academic programs and workforce educational training programs.

10) Passion - "to really have passion for what you do and to really seek opportunities to grow professionally as an individual, also to grow the institution overall" (SR2b administrator).

The passion for constant learning and growth opportunities for the individual and the organization are paramount for the success of the community college. A passion for teaching and educating students, as well as, knowing that you have a place in this organization provides motivation for continual advancement for both the student and faculty.

11) Community partnerships - "working with community groups, it has been imperative for us" (ER3 administrator).

All participants in this study agree that forming community partnerships develops opportunity for cultural experiences and development within the organization. Working with community groups allows for growth in partnerships between the HSI and the people it serves.

Final Thoughts

As a Hispanic educator at an HSI, I would agree with the comment, "I would hope that we would see in our state, the flagships, become HSIs. They are land granted institutions and I do not think they have to look exactly like the state, but they should look a little closer. Neither one of our flagships are HSIs yet" (WR6 administrator).

Understanding what it really means to be Hispanic serving within the context of an education organization remains open to interpretation.

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APPENDIX A
INFORMATION SHEET

Hispanic-Serving Institutions Best Practices: A Human Resource Development

Perspective

Introduction:

The purpose of this form is to provide you (as a prospective research study participant) information that may affect your decision as to whether or not to participate in this research. This is part of the dissertation research for the completion of the doctoral program at the Texas A&M University.

You have been asked to participate in a research study (Hispanic-Serving Institutions Best Practices: A Human Resource Development Perspective).

The purpose of this interview is to understand and document from a leadership perspective an organizational development process of best practices and develop benchmarks for Hispanic-Serving Institutions. Understandings on an organizational level the functional characteristics, culture, and framework of two-year community colleges that have been self-identified as an HSI. The purpose stems from literature research which has stated that, “while two-year HSIs made up only 5% of all two-year institutions in the United States in 2003-2004, they awarded 42% of all degrees awarded to Latinos” (Santiago, 2006, March, pg. 12).

What will I be asked to do?

If you agree to participate in this study, you will be asked questions relating to your current job position as an administrator in an organization, and identify organizational tasks that you have to do in order to get the job done. Additionally, some basic information will be gathered on education level attained, training, and your background knowledge of the job functions. The study involves only a minimum of 60-90 minutes to record the questions/answers about organizational functions.

Your participation will be audio recorded. It will only be used to assist me in note taking and will be deleted upon completion of dissertation research analysis.

What are the risks involved?

The risks associated with this study are minimal, and are not greater than risk ordinarily encountered in daily life.

What are the possible benefits of this study?

There is no direct benefit from participating in this study; however, the documentation of what happens and what it takes to make an organization function optimally is important for future HSI success.

Do I have to participate?

No. Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with the Texas A&M University being affected.

Who will know about my participation in this research study?

This study is confidential and your confidentiality will be maintained. The records of this text will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be kept private and only Celestino Valentin & Dissertation Committee Chair, Dr. Larry Dooley, will have access to the records.

If you choose to participate in this study, you will be audio recorded. Any audio recording will be stored securely, only Celestino Valentin and Dissertation Committee Chair, Dr. Larry Dooley, will have access to them. The audio recordings will be deleted once the information has been written on the findings of the dissertation.

Whom do I contact with questions about the research?

If you have questions regarding this study, you may contact Dr. Larry Dooley. L-Dooley@tamu.edu (979). Celestino Valentin at 210-269-7793
celestino.valentin@tamu.edu

Whom do I contact about my rights as a research participant?

This research study has been reviewed by the Human subject's protection program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979) 458-4067 or irb@tamu.edu.

Participation

Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to be in the study, please listen and answer the questions regarding the research project.

APPENDIX B
INTERVIEW PROTOCOL

Hispanic-Serving Institutions Best Practices: A Human Resource Development Perspective.

Note: Prior to conducting the interview, participants will have been informed of interview schedule including location and time of interview. The researcher will have a consent form for the participant to sign which is required for participant in the study.

The researcher will inform the participant that the interview will be done within 60 – 90 minutes. Furthermore, the participant will be informed of the audio taping that will occur during the interview process and information will be confidential. Researcher will ask if there are any questions prior to beginning the interview.

Interview questions are as follows:

- 7) How is this Hispanic-Serving Institution addressing the gap of Hispanics having the lowest educational attainment levels of any group in the U.S?
 - What best practices are designed and implemented to help focus on this growing concern?

- 8) What curricula, projects and/or programs are proposed to meet the needs of a diverse population, including Latino/a, first generation, underprivileged and underrepresented students?
- How are these programs designed, implemented and measured for success?
- 9) Latino college enrollment is projected to increase by 27% by 2022, what organization development preparations are in place to prepare for the influx of Latino students?
- What is being done in terms of organization development (OD), career development (CD) and/or training and development (TD) for faculty, staff/administration and students?
- 10) The state of Texas (THECB) has issued a plan (60X30TX) to all colleges to address by 2020. How is this organization preparing to satisfy this mandate of increased degree completion, programs identified with marketable skills and undergraduate student loan debt not to exceed 60% of first-year wages?
- 11) What is considered the top achievement(s) for this Hispanic-Serving Institution and how was this accomplished?
- What barriers were in place and how were they overcome?

12) What would you consider to be the top five challenges, issues and/or problems faced by Hispanic-Serving Institutions in the next 2 to 4 years?

- What recommendations, best practices and/or benchmarks should be considered to provide a path for new HSIs to be successful in overcoming these challenges?

APPENDIX C
CONSENT FORM

Project Title: Hispanic Serving Institutions Best Practices: A Human Resource Development Perspective

You are invited to take part in a research study being conducted by Celestino Valentin, a researcher from Texas A&M University. The information in this form is provided to help you decide whether or not to take part. If you decide to take part in the study, you will be asked to sign this consent form. If you decide you do not want to participate, there will be no penalty to you, and you will not lose any benefits you normally would have.

Why Is This Study Being Done?

Hispanic Serving Institutions (HSIs) are foundational to the education process and degree attainment for Latinos across the great state of Texas. It is imperative for research, knowledge and diversity purposes to understand the significant role community colleges play in this educational endeavor for Latinos. Research conducted for this qualitative study focused on understanding the Hispanic Serving Institution's best practices in a community college environment.

Why Am I Being Asked to be in This Study?

The participants (persons) that will be included in my research will meet the criteria of a) Be a person in authority at a community college (example: President, Vice-President, Dean, Director, Assistant Director), b) Able to respond to questions related to research topic c) Work in a community college identified as a Hispanic Serving Institution in Texas d) Knowledge of best practices and benchmarks within the organization.

How Many People Will Be Asked to be in This Study?

Seven people (participants) will be invited to participate in this study locally. Overall, a total of seven people will be invited at seven regional study centers. There are only seven possible institutions that are going to be participating in the study, there is a risk of disclosure due to the limited number of participants.

What Are the Alternatives to being in this study?

No, the alternative to being in the study is not to participate.

What Will I Be Asked to do in This Study?

You will be asked questions relating to your current job position as an administrator in an organization, and identify organizational tasks that you have to do in order to get the job done. Additionally, some basic information will be gathered on education level attained, training, and your background knowledge of the job functions. Your participation in this study involves only a minimum of 60-90 minutes to record the questions/answers about organizational functions.

and includes one visit.

An audio recording will be made during the interview.

Language for Required recordings:

The researchers will make an audio recording during the study so that accurate information can be included and transcribed. If you do not give permission for the audio recording to be obtained, you cannot participate in this study.

_____ I give my permission for [photographs/audio/video recordings] to be made of me during my participation in this research study.

Are There Any Risks to me?

The things that you will be doing are not greater than risks than you would come across in everyday life. Although the researchers have tried to avoid risks, you may feel that

some questions/procedures that are asked of you will be stressful or upsetting. You do not have to answer anything you do not want to.

Are There Any Benefits to me? There is no direct benefit from participating in this study; however, the documentation of what happens and what it takes to make an organization function optimally is important for future HSI success.

Will There Be Any Costs to me?

Aside from your time, there are no costs for taking part in the study.

Will I Be Paid to be in This Study?

You will not be paid for being in this study

Will information from this Study Be Kept Private?

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Celestino Valentin (Researcher) and Dr. Larry Dooley (Chair) will have access to the records. Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

Who may I Contact for More Information?

You may contact the Principal Investigator, Larry Dooley PhD., to tell him/her about a concern or complaint about this research at 979-845-5300 or l-dooley@tamu.edu. You may also contact the Protocol Director, Celestino Valentin at 210-269-7793 or Celestino.valentin@tamu.edu.

For questions about your rights as a research participant, to provide input regarding research, or if you have questions, complaints, or concerns about the research, you may

APPENDIX D
REGIONAL RESPONSES – NOTE CARDS

Central Region 1 (CR1)

Responses from the interview with the administrative representative for the Central region 1, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Serving in HSIs [Note cards 1-4 of 117]**

“Let me first give you some context in term of where our college is in embracing this notion of being a Hispanic Serving Institution. We have met the federal definition of what it means to be an HSI by having at least 25% of our enrollment be Hispanic.”

“We did that probably a good 8 years back; I would need to go back and double check, but it has been some time. That does not necessarily mean that we have become a Hispanic Serving Institution in the real sense of the word.”

“We have been Hispanic attending, but perhaps not Hispanic serving. So, having said that, we are early in our development of what it is like to be a Hispanic Serving Institution.”

“Especially if you look at the history of the college, I think we celebrated our forty-second anniversary not very long ago and only in the last decade have we had a high Latino enrollment.”

- **Educational Gaps [Note cards 5, 41-46 of 117]**

“There is a lot to be learned, there is a lot that we are still trying to figure out. I will tell you that what we are doing to address the educational gaps is really centered around work on guided pathways. I don't know how much you know about guided pathways, but it is essential, the national movement that has permeate, many community colleges throughout the country.”

“This is a very important component that I think sometimes gets over looked. Preparing for the next generation of students is really going to require that the people who work in this college and us who run the college fundamentally understand what it is like to serve an under-served population.”

“Where we just have to fundamentally understand, it's not like we don't know higher education. The folks who may not fundamentally understand what it's like to serve the Hispanic community, they also don't understand.”

“They too can benefit from also learning from people like us, who are entering the space and me working in this area. So, in terms of those ongoing conversation everyday about cultural competence, about sustaining that focus, not just in sort of one-time workshop where everybody is required to do, but actually applying it.”

“Whether you are serving or you are teaching, or learning, it's having that cultural competence lens on all the time. It's got to be on all the time and we have done a lot of training around that. We are also being very intentional as we are adopting our Guided Pathways structure.”

“We too as leaders of this institution and providers of instruction in services have to learn how to organize our structure in a way that serves Latinos.”

- **Programs [Note cards 6-9, 21-22, 24-26 of 117]**

“In its briefest form, (Guided pathways) is just a way to provide more structured academic paths, and structured student support to students. What I mean by that is, on the academic side we are being very clear about what a student needs to take for a certificate, for an associate's degree, for transfer we had essentially over 100 majors.”

“You come in and you know you want to go to college, but 100 majors, 100 different paths, even within each major there is another 10 paths. It can be paralyzing for many students who are just trying figure out how to get into the program, let alone having to

figure out what elective, what transfers, which of the 10 electives might be the best option for this major if you transfer to a UT or TAMU.”

“What we are doing with Guided Pathways is we are saying is these are the program’s, we have essentially sectioned them into 10 areas of study. In each area of study for example, health science has different programs within the health science area of study.”

“So, we put a lot of stuff on advisers and we say advising doesn't work, you have got to fix it. So, the underlying, the big take away for how we are addressing the gap of Hispanics having the lowest educational attainment in the U.S., is that we are adopting Guided Pathways, within Guided Pathways we are restructuring the program mapping and all of the support that we are providing students.”

“Right now, Guided Pathways is so early in, it is in its nesting stage, even though it’s a national movement, and people believe that this will be what will help us once and for all address the structure issue. Now it is much more complicated, right? There are issues of diversity within the faculty ranks and administrative ranks. We will have talk about that a little bit more.”

“Specifically, for Latinos with regards to curriculum, and how are we addressing the academic angle of this issue. We have a lot of programs that I will speak to, one is Puente, and recently we have become a Puente school. It is basically Puente means "It's

a bridge", it came out of California, they provide a lot of intensive support to Latino students, they assign them mentors, they do some integrating of developmental courses with credit courses, they are assigned a counselor, they are assigned an adviser, I mean they are really serving the student holistically. This is great and its good, but it's one program, it is a small group of students."

"If we are going to move the needle, we have got to go beyond Puente; we have got to address the structure. Going back to Guided Pathways, is a structure that will help us really scale up the instructional and the support services that students will need."

"Puente is one, and we have a program that we integrate reading and writing developmental courses, so that students do not have to go sit through all of the reading and then all of the writing and then maybe pass. They are sort of moving on parallel tracks. We also have redesigned our developmental math in very significant ways, we have basically, just historically kind of defaulted everybody to taking college algebra, and that was it."

- **Curriculum re-design [Note cards 27, 29-30, 10-12, 32 and 34 of 117]**

"Actually, people's dreams would not even die out at the college algebra phase; they would typically be suspended at the intermediate algebra. That is the area that many, many of our, especially our minority, Latino students, Black students, and our

low-income students, basically that would be the end. They could not complete that class, they would just end up leaving, and “Y se acavo” it just ended.”

“We created a math path for a non-math degree that doesn't lead to college algebra. We created a course that essentially, replacing intermediate algebra course with a developmental ed. course, but it wasn't an algebra incentive course, it was more a generalist math.”

“The students were very, very successful in that course, they were able to transition, not to college algebra, but transition to college math, and then they could move one. That was also a major redesign, to try to address this whole notion of student's sort of dying on the vine in math.”

“There is a lot of work around the curriculum process. The curriculum re-design, but more specifically about the program maps. On the student services side, what we are doing is essentially reconstructing how we are bring students on, and how we are supporting students throughout their stay with us.”

“Just to give you some context, we have historically basically on-board students by saying complete the application, go see an adviser and that is it. So, what we are doing now is, and what we are saying is, we need to begin way even before a student applies.”

“We need to be very clear about the different options, the different academic programs that we offer, and what type of jobs these programs offer. We need to be very clear with what kind of universities would be conducive for transferring.”

“So, what we did is created in our campus a math accelerator, it is a computer lab that has 600 stations and in there the main thing that is going on is online math instruction. It is not just a free for all; the students that are in there are actually assigned a faculty member who is monitoring their progress.”

“The dream is to try to get most students through the developmental sequence of 4 courses within 1 semester; it has always been the dream. What we are finding is that students are staying engaged, they are persisting, but they are not exiting. They are not exiting as fast as we would like them, but we are seeing indicators that at least for our Hispanic students, they are staying enrolled much longer and they are persisting longer.”

- **Enrollment Management [Note cards 13-15 of 117]**

“We have adopted essentially an enrollment management model, where we are trying to educate the applicant, the prospective student much earlier. Example, none of us would go to a car dealership and just register and or buy a home with just signing a loan document and move on. We would want to know who is the builder, what are the warranties, what is the product, what is the timeline, what is going to be the value of all of this, it is no different for our business, so we are doing that.”

“We are also assigning students an academic adviser, students were required to see an adviser, but they were not assigned an adviser who could walk with them, who could check in with them, who could ping them, so that they know it is the last day to register, it’s the last day to withdraw, it the last day to pay. We take those things for granted, so the academic adviser is really engaged in that kind of work now.”

“The academic adviser is also, making sure that when they are advising the student, they are not just advising for the semester, the course for that semester, that is easy work. You have got to advice for the program, what is the student’s goal if they want to get a career, if they want to transfer or want to go straight into the workforce, and then you need to help the student understand what the different options for them are.”

- **Community Influence [Note cards 16 and 19 of 117]**

“The other thing that is a key to serving our community is that we really need to serve Latinos in the context that they come to us. What I mean by that is we need to serve them holistically. We have essentially at our college have served students who are not first in their family, but we have only served and attended to the academic needs.”

“It is going to take a different structure and really creating support for our Latino community will be the key to making sure that we are addressing the education gap of Latinos/Hispanics in the U.S., specifically here in our community.”

- **College going culture [Note card 17 of 117]**

“When a student comes to college they just don't need to know how to register, they just don't need to know how to engage with the technology that we have, they need support because they are managing family, they are managing children, they are managing work, they are managing perhaps a mental health disorder, alcohol addiction, and/or relationship problems. I mean they are managing a lot of things and they are still learning how to be a student.”

- **Doubt about ability to succeed [Note card 38 of 117]**

“Sometimes those voices were more powerful than anything, so as an institution understanding that the students come to us with a lot of doubt about their ability to succeed and that it is incumbent on us to say, “yes you can” and to create the structure that will ensure they succeed.”

• **Adviser and counselor roles [Note cards 18, 20, 51-52 of 117]**

“I will close this question with this point; we are creating a very clear role between what an adviser does and what a counselor does. The adviser will be helping the student understand the academic needs, the program maps, the transfer options, but the counselors historically have been serving as pseudo advisers. We are going to stop doing that, counselors are going to be utilized to serve students who may be needing additional, really support for psycho social needs. Needing help getting resources, help negotiating some of the things they are having to deal with, our students they all come

with really complicated paths and our structure historically has not been set up to serve this new 21st century student.”

“They can work as a team, but they have very different roles. Sometimes students come and they may be coming out and an adviser may or may not know how to help the student. They may meet people going through a divorce, and an adviser may not know how to handle that, they may be homeless and those kinds of things.”

“Counselors, as I said, have historically been working as advisers, so the whole advising acumen for us really got lost. We are providing counselors professional development on how to do assessments, how to do wellness assessments, and how to do assessments for students who may be experiencing concerning behaviors because of a mental health disorder that's kind of in the backdrop.”

“We are training counselors (these are licensed counselors) how to do assessments for depression, suicide prevention and all kinds of areas of matters that don't just go away because now you are a college student. So, that is also professional development that we are engaging, and we have been doing that.”

- **Building confidence [Note cards 39-40 of 117]**

“That is kind of, where the best practices are in building confidence. These students are very bright and talented, and of course, how do we implement, design and measure. All of these efforts that I have talked about in instruction and curriculum are

designed with collaboration with the faculty, department chairs, and student services are very involved because the department oversees the accelerator.”

“This is very interesting because those kinds of things really fall completely on the instructional side, but in this case, they are on us. We are measuring every semester and in real time.”

- **Professional development [Note cards 47 and 49 of 117]**

“I will tell you that right now in student services we are much focused on providing professional development every Friday, there is professional development. Sometimes it's just about customer service, sometimes it's about understanding different groups, and sometimes it's about better advising practices.”

“We are also engaged in a major professional development plan of academic advisers and counselors. The academic advisers are going through very extensive training, not just on the details of advising, but on how to be an adviser on somebody who doesn't have any experience in this area. You don't just provide the list of classes and say, "que te via bien" good luck.”

- **Predictive analytics and Action analytics [Note cards 53-55 of 117]**

“What's new and what's coming are two very exciting opportunities. We are engaging in a contract with a company, and essential they are; I believe that they are the

leaders in the country on predictive analytics and action analytics in the world of higher education. They are a new company, but they are miles ahead, and they really are doing some good work in this space. They are also providing a professional development training opportunity for our highest level of administrators.”

“It’s for the executive dean, associate vice president, vice president, and executive vice presidents; these are for the highest levels of the executive team on how to be a next generation leader and how to understand the equity issues.”

“How to use data to inform the practice, and so that's very exciting, it's a major commitment on the institution and we are talking about essentially putting about 20 people at about \$5000 a piece, it is not a small thing.”

- **Technology services [Note cards 57-58 of 117]**

“The other thing is competing for an opportunity that will be provided by “Inside Track”, it is essentially a technology company that has been providing technology services and support services primarily to private universities.” (Insidetrack, 2017)

“Now they are engaging community colleges, they are going to get some funding from the Bill and Melinda Gates foundation. This opportunity is going to include a three-year intensive; I mean it has nothing to do with what we are doing with advisers right now, intensive advising and redesign of how to serve students of the future.”

- **Organization development [Note cards 60-61 of 117]**

“The next generation leadership academy that is going to be provided for senior administrators, and that initiative specifically will be provided for the highest-level administrators. The inside track opportunity that I mentioned will be for staff, advisers and counselors.”

“The faculty engagement project that we are doing, to try to get faculty to be a little bit more proactive, the center for learning and teaching is developing a program to really help faculty develop programs that aim to increase the engagement of students. These are sort of the new things that are on the horizon, we are still doing training every Friday for staff, we are doing training for advisers, training for counselors and those things are happening right now.”

- **State Initiatives (60x30tx) [Note cards 62-65, 67 and 69 of 117]**

“This question to me really speaks to the issue of how are we addressing the financial, the real financial barrier that Latinos face.”

“What we are doing is, you may know this, but the last legislative session there was an initiative to develop block programs so that students would be able to reasonably complete a sequence of courses within a block rather than kind of piece meal.”

“It is still the same cost, but it is attempting to the whole issue of sequencing and it's attempting to address the issue that we want students, if they are going to be on campus to maximize their time on campus.”

“It may be they take two or three class at one time, at a chunk of time, because we know that works. We are also engaging and partnering with other universities and we are the lead institution (there are several colleges) on a multi-year grant that is an open educational resource grant and what that is intending to do is incentivizing faculty at each of the institutions to develop a course that does not use a traditional text book, that a student has to pay \$100-\$200 or \$300, but online resources, open educational resources.”

“The third piece that we are being very intentional, regarding the loan debt not to exceed 60% of the wages. In advising right now we are having conversations with the students about college cost, not just at our college, but if they decide to transfer.”

“We recently competed for a Title III grant to develop a financial literacy center; the folks in that group are very active on providing information to students about how to manage their aid and thing things that they need to be thinking about with regard to finances. We are also engaged in state wide project, it's called the SB680 bill, and it's named after the bill, to provide more intensive financial literacy information to students.”

- **Achievements [Note cards 73-75 of 117]**

“I would say that our biggest, the top achievement, because I think we still a long way to go. The two biggest achievements that I can point to right now is redesign of math.”

“Essentially redesign of intermediate algebra so that there was another clear path to college math versus just college algebra. In math redesign of the accelerator that was a major undertaking.”

“What we are doing and what's on the pike is, for this response we recently signed an agreement with Texas A&M University, the agreement is that students would start their pre-engineering course here and they have automatic admissions into the Texas A&M College of engineering. It is going to be for me a game changer for Latinos who don't necessarily have a path or whose path can be pretty complicated to get into Texas A&M directly.”

- **Barriers [Note cards 79-80 of 117]**

“For the reorganization of math, the barriers that had been in place are decades old barriers about developmental education not being successful.”

“It's about Latinos coming and dreams sort of dying on the vine of developmental education. Those are real, it happens it still happens, we haven't fixed it, we are working on it, but that is a major barrier. It could be that these students are not

academically prepared because they haven't benefited from having an education that could get them prepared.”

- **Overcoming barriers [Note cards 82-85 of 117]**

“The reality is that it takes more than just getting a score on a standardized test to determine whether you are smart or not, but I remember when we were debating. The cutoff scores were essentially mandated, math cutoff scores for the (TSI) Texas Success Initiative, they were essentially mandated by the coordinating board and by legislature who said, "Ok, you know what colleges and universities this non-sense of everybody having different cutoff scores needs to stop".”

“Everybody in math, whether you attend a public university or attend a community college the cutoff score is 350. So, when we were debating that and started talking about the scores the math department here said, "no, no, no 350 is not good enough, it has to be at least a 360 or 370 and if they don't get a 370-380 you need to put them in developmental education", and I was like no we are not going to do that. I was like, 350 is 350 and if it is good for the state it has got to be good for you.”

“I share that as one of the stories that sometimes permeates with some of the traditional mindset of how to access college readiness for low income students. Those were the barriers and how did we overcome, it's a lot of conversation, a lot of negotiating and it's a lot of really having people who fundamentally understand that a standardized

exam doesn't determine your IQ and so it takes having people like you and me who are really in the structure, in the system advocating for a different mindset.”

“It is hard, especially because there is not that many of us.”

- **Top five HSI challenges [Note cards 86, 88-94, 99-100, 102-104 of 117]**

“The first two are integrated, but I am going to talk about them separately. 1a) Lack of diversity in the faculty ranks, 1b) Lack of diversity in the administrative ranks. (Diversity in Hispanic inclusion); It matters to have representation in the faculty and it matters to have representation in the cabinet.”

“When you look at our diversity among our faculty, it's abysmal, I hate to use that word, but it's very minimal. Diversity around what I would consider the leadership of instruction, dept. chair, and dean, there is no diversity, maybe one or two.”

“For an institution this large, it matters. The reason that I say it matters is that if we are really serious about educating students for a global economy we have to have a broader perspective.”

“We have to be able to provide students a broader perspective than just sort of what we know as a traditional Anglo faculty. I am not saying that you have to be Latino, to serve Latinos well, but you have to have representation, because images and language matters. That is a big issue.”

2) “Graduation rates are extremely low for our community; they are extremely low in general for community colleges, but especially for a Latino community. There have been increases in the graduation rate, but we are talking for example, we were 12% in 1995 generally and in 2004 we were like at 23%, we are not talking about huge increases there.”

“We need to do a lot of work around closing the graduation gap by implementing a lot of the things that I have been talking about.”

3) “I would say that the third big challenge that colleges are facing, Hispanic Institutions are facing is funding. Historically state funding has continued to go down, so we are heavily dependent on the local tax base, at least in the community college.”

“The local tax base and tuition, but if we know that our students are coming, and are first generation, coming in droves, tuition is going to be hiking the tuition rate up. It is not a viable solution, so we are going to have to figure out how we address that by incentivizing in full time enrollments.”

“Essentially what you do is, students start college in high school and by the time they know, even before they graduate their final semester, they will graduate with their associates degree and then they graduate with their high school diploma.”

“Funding - the people, the legislatures funding us will ultimately have that big responsibility to make a decision on whether this will continue to be a viable option to increase the participation and close the equity gap.”

4) “We have to figure out how to change the enrollment patterns, it is not the fact that they enroll, they enroll in spite the fact that they work, in spite the fact that they are very loyal to their family obligations, however, they are enrolling part time.”

5) “I would close by saying, for me is that one of the big challenges for me is we have to change the structure of our system. Our university or college system, but what I mean by that is, that we have historically have had a very hands-off model.”

“For example: Come In, you need service great, you connect with the faculty good, if not o' well, do you have money, if not too bad, it cost money you figure it out, that is the structure that we have operated in, you need tutoring service, well here is the lab, if you go, fine, if not o' well. That culture is deeply ingrained in our system, its academic freedom, student choice, you know these are adults and to serve what I call our 21st century students we are going to have to change that.”

“We are going to have to be more proactive, much proactive in how we deliver service, much more engaging, we are going to have to be really more diverse in every sense of the word and those are some major challenges.”

- **Recommendations [Note cards 106-112 and 117 of 117]**

“The benchmarks that need to be considered for new HSIs, I think it depends on the community your serving and the inequities that exist in your community.”

“For us it's the lack of diversity, we know that we have 1 in 4 faculty members are minority then we need to be very intentional about creating opportunities for Latinos.”

“We need to create professional development, we have a large adjunct faculty, for us by the way it's not Latino, and it still is predominately Anglo.”

“We are trying to create essentially like an institute to get minorities and Latinos specifically ready to compete for a faculty position. That doesn't just happen by osmosis, I mean you've got to do it; you are never going to get on with it.”

“Our goals are not that high, but it has to be more than 1 in 4, and well do it through opportunities of this institute.”

“The graduation for us, the goal is making sure that we track our progress. Our graduation rates have always been very, very low. We know we have to get better, and we can't just say we have got to get better.”

“What we are doing is, we are engaging in the redesign of Guided Pathways, which is a huge disruptive process to our academic institution.”

“Funding for early college high schools, you have to be active with our legislatures and our community leaders.”

“You have to be able to make the arguments with the data.”

Southern Region 2a (SR2a)

Responses from the interview with the administrative representative for the Southern region 2a, themes that have been derived from questions asked following the interview

protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Education Attainment Levels [Note cards 1-2, and 4 of 85]**

“We have seen this low educational attainment levels, I don't know that is what we dwell on, and I don't think that we wake up every day thinking, O' my God, I work at the lowest level institution. I don't see it in that framework at all, we are keenly aware of the attainment levels of our students, but I think that there have been many things going on at our college for a long time that helps our students be among the best.”

“I know that with our VP administrator for instruction and student development. They did something very interesting and that is, you used to have to apply for graduation and because the graduation rate on the books was very low. Yet, we had a lot of students that have technically completed their degree; they just never file for the graduation.”

“They contacted them and said; do you realize that you have all the requirements for your AA or for your AS, would you like for us to process it for graduation. Just by doing that we had an incredible increase in the number of graduates.”

- **Challenges [Note cards 6 of 85]**

“A lot of it has to do with the poverty and that our community is among the lowest, as far as, the educational attainment, fewer bachelor degrees and fewer GED's, and fewer everything. So, I think from that stand point, it's all hands-on deck, as far as, starting

with the adult basic education, we just recently got an increase in the amount for adult basic ed., those students for the ESL (English Second Language), GED classes (General Education Classes).”

- **Barriers [Note cards 7 of 85]**

“We know that we have a bunch of people that are under-performing, so try to bring them in and get them to work at that level. From the economic development and from the workforce, for example we have classes for that level, such as welding, truck driving, and culinary arts program. We never had a culinary arts program, but we did the program through a USDA grant.”

- **Overcoming Barriers [Note cards 8 and 39 of 85]**

“From all levels whether they are here or at the middle level, we have an upward bound program. We are getting students from the lower levels getting through high school and then coming to college.”

“Making sure that they are connected to school and doing well. We work with our students a whole lot. We never think of them as anything, but our own kids.”

• **Best Practices [Note cards 9-10 of 85]**

“We have tutoring, tutoring labs; we have all kinds of activities for all levels. One of the things that we really look at to try to help our students is to secure grants. For

example, the grant that was awarded last week was for \$6 million and we had a \$4.3 million STEM grant as well.”

“We look at all those students and we have T-STEM scholarships, NSF-Scholarships, and that is to help our students basically stay in school and be successful. I know for example the previous STEM grant, we had in the 5 years we had 487 STEM majors and almost 200 already graduated from our college and transferred to the university, graduated from the university and some of them are working on their master’s degree.”

- **Diversity [Note cards 13-14, 20 and 40 of 85]**

“If you are from here, you know that we are not diverse. We are all Hispanics here, we do not have Anglo, we do not have but a very few blacks and we have very few international. We are not diverse; we are almost all 100% Hispanic. Like I said, I think that we don't go around dwelling on the fact, "Pobrecitos we really do need to bring some more Mexicans here, more Hispanics". No, we don't ever think that.”

“The diverse population, we are not diverse because of the region.”

“Under-privileged, most of our students if you put it into that, are poor and they are not underrepresented, because here they belong.”

“We are already there; we are already 96% Hispanic. We want and we welcome other people to come.”

- **Gaps [Note cards 14, 30, 67 and 70 of 85]**

“We are always just working toward improving our students. Maybe, we can go back to that and say what other things that we are doing, I think that everything that we do is for our students. Addressing the gap of Hispanics, I think that we try to do the best, at every level for our students. From the teaching the basic to the middle level we are providing tutoring. I don't want to phrase it within the gap of like something is missing. I don't know about other colleges, but I know that this community has helped this college.”

“But, for the students that really are committed, we have got really great programs for them. From tutoring, advisers, counselors and all these grants that we bring. We have advisers for STEM, whether they want to go to UT, TAMU or TAMUK. What is it that you need? Let's get you ready to transfer and let's get you ready to transfer with a scholarship.”

“These poor uneducated people that just don't know anything, well they don't know us; they don't know us at all.”

“I think that you will see that on this campus, our people just want to do the best for our kids.”

- **Capacity Building [Note cards 15 and 65 of 85]**

“We right now, we have this campus and we have the one in the south. In May 2015, we had a bond for \$100 million for building, for renovation, just finishing a \$70 million appropriation for buildings. Before that was a \$30 million, set aside for buildings.”

“I mean, some people think of community colleges as career and technical education. We are about 50/50; we are building a \$30 million facility at our south campus for allied health, because what we have here is the old community mechanic shops. That is where our building is, so we are building with that \$100 million for our nursing program.”

- **Community Involvement [Note cards 16 of 85]**

“I think that our community college places its students first and its community first. Just trying to provide the very best education that Hispanic or any student could receive.”

- **Grants [Note cards 21, 24, 62-63 and 68 of 85]**

“O' my God, like I said if I would have tallied up, all the way from the tutoring center. Like I said, right now besides the STEM grants, we have the culinary arts grant that just finished, we have a program with another grant that was called, Fate and it was with Texas State University. We have written three grants by ourselves, but for Texas State it was for increasing the number of Hispanics in agriculture.”

“We have had a total of 4 grants with (TAMIU) Texas A&M International University, as the lead and us as the partner. Then, we as the lead, and they as the partner, and we have had four grants like that, and they were teaching technology and learning. We were taking mathematics; we were bringing in Jr. High students to come to a summer program. All in math, getting them ready, I think they were 7th or 8th graders; they were going to start algebra. So, the key points on being successful in algebra for Jr. High were covered there.”

“We are going to buy all kinds of incredible equipment for our brand-new building. The science building is going to be redone. We are going to have all kinds of incredible equipment and we are going to have undergraduate research.”

“The students are going to go, besides the summer workshop that they are going to have, they are going to be doing undergraduate research with their professors and they are going to get a stipend to do it. They are going to get a \$500 stipend and the teachers will also be paid.”

“I think that we've gone out to bring in money to the institution to do well by our students. I think that is the name of the game, is to always be working to try to do the best and when you don't have the money, you find the money.”

- **Programs [Note cards 25, 34-35 and 66 of 85]**

“We also had a MSEIP program (Minority Science Engineering Improvement Program), where we brought students from the high school. Well, some of the students that came from the high school had been some of the students that had come to the TTL, the math workshop in the summer and then when they got to be in high school. We are trying to do 50/50; we are trying anyway which is having %50 boys and %50 girls.”

“We also have college success series of courses and that is for the students that start out at a low level. They are required to take the college success course. That is, how do you register, attendance, note taking, and all of these things. We also have, as part of a grant, but related to that in a way, we have the FOSS program, (Focus on Student Success); it was the title of our previous strategic plan.”

“Focusing on student success and by focusing on student success, we mean literally, the retention rate, the graduation rate, the withdraw rate and that's the focus. We focus on the numbers, enrollment, you focus on the numbers and do thing to help you improve. In the FOSS, we are the lead and Texas A&M International University (TAMIU) is the partner. One of the things is we want to help our students and make sure that they transfer, smoothly, quickly to TAMIU, and that is one of the goals. Of all of our Title V grants, that has been the transition from here to over there.”

“Our nursing program ranks, %100 pass rate that has been here for many years. There are a lot of different components from athletics, to really standing up. Probably because they are from the outside they might think, they are in the south, right on the border with Mexico.”

- **College Clubs [Note cards 32 and 33 of 85]**

“Obviously, I know its curriculum, but also if you have other things like, we at our community college, we have tons of clubs. All types of clubs, from "Mis Raices", which is like TACHE; (Texas Association of Chicanos in Higher Education). We have the “MAES”, which used to be Mexican-American in Engineering and Science, and now its Latinos.”

“We have other science clubs, we have computer clubs, nursing clubs and there is any number of clubs that I think that the students can join and be a part of and feel connected to college. I think help them to be successful. Also, along the curriculum, I know that very recently we used to have a 1.5 minimum GPA for first year. We raised it to 2.0 GPA, if you don't get a 2.0, "Asta la vista" and that was the reason. It's hard because there are some students that are going to squeak by, but if you say, well sorry, but you have got to have a C. You have to have good work or back to the drawing board.”

- **Organization development [Note card 42 of 85]**

“Our science faculty that has PhD's, is foreigners and most of the women that are Hispanic in the sciences, don't have the doctorate. So, in this grant that we just got, the STEM articulation grant, I put in \$ 50k a year for 5 years, for them to apply to get funding to go work on their doctorate in the sciences.”

- **State Initiatives (60x30tx) [Note cards 47-48, 50, 53-54 and 57of 85]**

“The student loan debt for our college is Zero (o), it has been our goal, ever since the very beginning. A few years ago, we started not even offering any loans of any kind.”

“The tuition is high, but not so high that you can't pay for it out of your Pell grant.”

“They found out that they could come to our community college, get good grades, transfer and get a scholarship and not owe a penny to our community college because their parents could pay for it. We also have from the state something called the T-STEM, we have S-STEM from NSF, but T-STEM is coordinating board application that we have submitted to get scholarships for STEM majors.”

“We have been working with the Texas Workforce Commission to increase the number of skills development fund grants to bring in people that the employers want to have trained and have marketable skills. We have created the culinary arts; we have the

truck driving and various things to help with the marketable skills. I think our graduation rate has gone up with different thing that we have been doing.”

“One is the upping of the minimum grade, which raises the bar a little bit higher. We are working with the students that are higher level to increase the transfer rates. All of those things have contributed to meeting the goals of the coordinating board and of the state.”

“We also have, private funding from the trust, various trust that support students at least partially, and so, they pay a part and the student pays a part. It's all the way from auto mechanics, welding, to some of the lower level, but still important fields for those marketable skills.”

- **Achievements [Note cards 58 and 59 of 85]**

“I have to brag some more, I think we have a whole bunch of top achievements. We have an international men's tennis; our community college was the first in country for 5 years in a row. Getting the men's national tennis champion, that was a biggie.”

“The men's soccer, I think is going to the final games, as far as, sports are concerned.”

- **Top five HSI challenges [Note cards 71-72, and 74 of 85]**

“Money, which is always a challenge, nationally as a Hispanic Serving Institution it is good and it's bad. It's really wonderful that more Hispanic students are going to more universities.”

“There were community colleges that never really cared about Hispanic students. Well, now they care because there is money. More institutions are going to be what they call emerging Hispanic serving and it's great for our students, because they want our students, if they really want our students. For us it means that the competition pool is more and more, organizations.”

“Overall, the challenges, the issues I think beyond, and I had a conversation with a congressman, what I said was, there better be jobs for our students in science, technology, engineering and math. What do I expect, you cannot tell that to a Hispanic student that got good grades, which went to school, and are brilliant in calculus? Then you are going to come and bring outside engineers, foreign engineers, or doing business with engineering companies in India at night.”

“I see another challenge, not necessarily in Hispanic, but in Dual enrollment. I think either the high schools are going to close at 10th grade or we are going to close. If more and more kids are going to take dual enrollment in high school, then do we really need high school? Or should they really be in college? Or when they finish the two years in

high school, they really don't need to come to the community college, they can go straight to the university.”

- **Serving in HSIs [Note cards 80-82 of 85]**

“Are you familiar with the Hispanic Serving Institutions Consortium.? We started that consortium with a USDA grant. It's not the Hispanic that counts, it's the institution that counts and it's the serving that is important. I really would hope that whoever of the institutions wants to be a Hispanic Serving Institution is that you really care for students, and not care about the numbers to now qualify for money.”

“I say it, because I think that is the way some people operate. It's like, oh good, we can get that money. For example, it's like we can go buy a student ID program. It was like, are you kidding me? For a Hispanic Serving, it was for capacity building and it was allowed, but that is not what the money is for. The money was for you to be able to serve the Hispanic students, not all the students when your Hispanic students were only 25%.”

“So, the Hispanic students really bought the ID system for everybody. Instead of other things that were going to help those students, where they are not the majority. The deal is going to be, to have, and just like we want to, have diversity from the outside. The Hispanic Serving Institutions that are emerging; do identify their administrators that are Hispanic. Do hire Hispanic teachers, not all them of course, but more of them.”

Southern Region 2b (SR2b)

Responses from the interview with the administrative representative for the Southern region 2b, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Gaps [Note cards 1, 14 and 25 of 90]**

“We have an opportunity at the start of every semester to talk together for all faculty and staff to meet and so in preparation for that, we looked at census data and in particular what it looks like in our area and in the surrounding community and with that especially it was that 5% or less of residents in the south side starting from SR2b going all the way up to downtown and then taking a left to the west side or a right to the east side 5% or less of residence in those ZIP codes have a bachelor's degree, so for folks they were pretty shocked when I pulled it up on the screen, while I was talking during my presentation and talking about it. Because I think what it does is, one is really jarring for individuals to visually to see it, but it helps to put in context what we do.”

“One of the things that we're going to look at in particular that impacts Latino and first-generation Americans, first generation college students 75% of our students are

Latino, seventy-five 65% of female, 75% of first-generation college students is summer melt.”

“We recruit students in late fall or early spring for next academic year. We create a summer instructional program where the students will take 6 or 7 hours and try and scale that up to this first beta test year about 200 to 300 students, so that they would apply, they come in that summer to be able to take their first set of courses and that they would be ready to go then in the fall and the most important thing is we won't lose them! We wouldn't lose them, because we know that for first-generation college students and particular Latinos, they may go through all the process, do the application, do the financial aid application be ready to go and then they don't show up, because life got in the way right.”

“The other thing is just going back to the 5% or less that have a bachelor's degree is, we know by and large that we're not serving our entire community, so we traditionally offered Arts and Sciences transfer education which is great and then students can go towards the university get a BS or BA, but we also know that a large percentage of our community residents may have an interest in going into a career field, a Career and Technical field and we haven't provided those opportunities for them. We need to do that as well, and maybe that will help move the needle, because an associate of applied science or certificate those can also transfer towards a Bachelors of Applied Arts and Sciences.”

- **Purpose [Note cards 2-3 of 90]**

“What is our purpose? What is our mission as a community college? An institution of higher education is one, but a community college in particular because we know that a majority of Latinos, their first higher education experience is at a community college and then it's also about what can we do to ensure that more individuals come to us and that more individuals are successful and can leave us with a credential and go to work or I can leave college with a credential to transfer to a University.”

“What I like to do is with my colleagues for us as a Hispanic serving institution to look at what is the picture and it's not good, it's dire and what is our role in being able to move the needle. How do we do that, and that's part of the conversation. How do we ensure that we get more folks, more students come and those they're successful and a complete as part of that?”

- **Programs [Note cards 4 – 5, 23 – 24 and 39 - 41 of 90]**

“We have a multitude of different things that we do. What we seek to do is ensure that pilot programs that we try out that they are not small scale that were able to increase them to be large-scale interventions that impact more individuals, the magnitude is higher.”

“We have a new student orientation for all students coming in and those we have 14 sessions every summer and 7 sessions in the late fall and early spring for the spring

semester. We seek to engage them early first, then each student has a point of contact perspective student or current student that they're going to work with through the process.”

“There are new programs; career and technical programs that we need to develop, to support sectors in our economy, so we just started an advance manufacturing program. This fall we are looking at what programs are related to Agriculture and Horticulture that are more Niche programs, but their creative economy programs that serve Hispanics, but serve the general population in general, but ties to burgeoning economic sectors, we are also looking at increased programs in health care.”

“What we're doing is working and asking, what are the facilities we need, what are the additional academic career programs that we need to develop, and then what are additional partnerships we need in order to serve Latinos students to the increase in population.”

“We’re trying to meet that need, also to expand the band width and the number of people going through the pipeline.”

“Welders, plumbers, and electricians, hopefully you know in those fields, but we want to be in a white collar. We want them to be inside air conditioning sitting behind a computer and going to meetings, which is great, but we know that's not necessarily as secure as it used to be either with globalization.”

“I think what's happened, we've had almost a stereotype in which we have been discriminated against folks who find that to be an honorable profession as a Craftsman, as a skilled person, where those are honorable and we should also provide educational opportunities and credentials for members of our community who say, you know what I want to be a dental hygienist, I want to be a welder, I want to be in advanced manufacturing, because it's not going to the shop floor with oil all over the place, it involves robotics, it involves instrumentation, calibration all of these things that you know somebody exiting as an English major degree recipient wouldn't know.”

- **Enrollment [Note cards 6 – 7, 17a, 22 and 37 - 38 of 90]**

“So, if it's enrollment, onboarding and enrollment, then they're working with one person to get them into new student orientation and get them to new student convocation which is a few days before the fall semester starts. Then as part of that, we are also enrolling them, and providing them with curricular support like learning communities, which also is another best practice. We're seeking to create a cohesive first year experience program, in which our students can connect, especially Latinos or Hispanics. Being able to formally connect, but most importantly to connect with one or two folks who know them by name and that are familiar with them, what they want to do, their dreams and perhaps any challenges that they may confront along the way.”

“We’ve been able to create engagement experiences for students that connect them to the college and connect them to faculty and staff along the way, all the way from their potential start, to their first semester and to their last semester.”

“We monitor those students all the way through, what's called the enrollment funnel, we look at those numbers, we looked at are there leaks in that Pipeline and then how do we sure that up, what are the supports that are necessary as part of that.”

“Right now, were at a record enrollment of 9,200 students, so I can see that you know within the next three years will be over 10,000 and then we'll just continue to grow. How we are preparing is looking at facility needs, were looking at what are additional partnerships that we need to forge with other school districts or community-based organizations or businesses.”

“Our enrollment state has grown slowly, but we've exponentially grown the number of degree recipients.”

“We have the five Early College High Schools, we're going to start one to two more and working with other partner School Districts. That will allow us to ensure that we get students into college earlier, so we don't lose them, even though they're academically capable and smart, sometimes students decide or are unable to attend college.”

- **Advising [Note cards 8, 11 - 12 and 17b of 90]**

“The other best practice is academic advising, so we have a case managed to academic advising, so they have an academic advisor from their first semester to their last semester and they're the ones who are meeting with them intently on their program of study. Then for most of our students that are look at transferring and what will transfer directly into their bachelor's degree program. We want to have large-scale interventions that are going to be successful for them.”

“The academic advising process and they use something called, “The four disciplines of execution”, (Covey, 2004) which is a (4DX) meeting every week and then we have a dashboard that we look at weekly. The VP's and Dean's with the advisors of how many students are in various parts of the degree audit and graduation application process to then, get them through.”

“It's very systematic and how we look at that, so we've had some best practices related to first year experience, orientation convocation, setting of curricular structures like learning communities, ensuring that all of our students have an academic advisor that's a very important. All of those things to make sure they're successful. We look at data along the way, both leading indicators and lagging indicators. We do mostly quantitative, but we do have qualitative data as well.”

“For academic advising we look at how many students are eligible to graduate? How many have done the application for graduation? How many have one or two courses left, and do they have financial support? So, even for this last summer what we did, and we identified that for some students there's no summer Pell grant any more formally, it's only whatever is left over from fall or spring. They may not have that, and they don't have any way to pay for one or two classes.”

- **Measurement [Note cards 9 – 10 of 90]**

“In fact, so we measure almost everything, we measure a new student orientation, we look at new student convocation and we measure. What did they know coming in and then as a result of the service or the intervention, so the pre -survey and then the post-survey?”

“Then we also do that for convocation, and then we also do that for learning communities. For academic advising we give them a survey experience, a survey pre- and post-related to what they know. We look at the data by student, by academic advisor and then as part of that, we have a record number of graduates this year. The highest we've ever had at 1390, then our previous high was 1303, but that was about 5 years ago when we had kind of a backlog of students that we were able to triage and get them out, but we didn't have anything systematic.”

- **Data [Note cards 16, 20 and 21 of 90]**

“It’s really based upon data, so we have a really nice well-established culture of evidence of inquiry and evidence we’re looking at data most of the time. Data as part of the conversation, so probably about 5 plus years ago, it used to be well how many students does impact and the words were, a few, some or many. Well, how many is a few? How many is some? What is many? What's the magnitude of what that looks like, so now it is okay let's look at, so as mentioned earlier with the stem students? How many students apply, how many make it through all of the modules to get to do, to finish being ready. Submit their bacterial meningitis, how many students show up at orientation, how many students are registration and academic advising ready, or registered.”

“We will add a new academic building and then we're also going to add additional partnership opportunities through what's called an early college high school. To serve more students while they're in high school and in particular they may not be here on campus most of the time they will be at their high school, but they're receiving college credit.”

“We’re preparing ourselves for that influx of students, our community is a high growth area and we want to be prepared. We have a bond to add that additional square footage.”

- **Organization Development [Note cards of 90]**

“One of the things that we just started on is actually focused on what we call organizational development. I think we do a really good job.”

- **Student resource initiative [Note cards 27, 29 and 30 of 90]**

“We created what's called the student resource initiative. We brought in a speaker in the spring who talked about it in a sense. Talking about students that are in poverty, the challenges they face, but it's not that the students or individuals are poor; it's about connecting them to resources so that they can be successful. It's not that they are poor, it's that they are under resourced and that means that's it's not a permanent state, it can change.”

“How can we be more mindful of working with students that are under resourced, how can we utilize instructional strategies and approach what we identified as content in the course to be respectful of under resource students. That's one of the things, we brought her in on January of this year and then as part of that, we also did a survey asking students through a stratified random sample asking students about their needs. That was 2300, up at that time of close to 8500 students, and they told us what their needs are, 1) we want primarily career preparation assistance 2) we want financial planning assistance, because I'm coming here I'm struggling right now and I want to be part of the middle class, I want to know about that and then 3) we want some counseling support and some other things. So, by doing, looking at the organization, looking at who

we are and what we represent in the community, we then had that survey. We are now creating what we call, the share center, which is a Student Resource Center.”

“So, goes back from January, the facilitator distributing the books, that talked about the under-resourced college student and then creating a tangible center. They will have a clothes closet, a food pantry, the community garden that were building out is for Horticulture in service-learning, but it's also, so hopefully in a few years we would in a year, so we would be able to provide fresh fruit and produce to our students that are food insecure. All of those things are organizational development.”

- **Career Development [Note cards 31 – 32 of 90]**

“For career development, we try and provide opportunities one for 1) succession planning providing opportunities that folks expand their portfolio on their current positions, so that makes them competitive to move up. 2) We support our faculty and staff in leadership development programs whether that's an internal district one, we pilot tested what's called “the emerging leaders program” which were folks within classified staff, as well as, new professionals and that was a cohort of up to 14 folks that went through that program. We were the pilot test for the colleges. 3) We also identify folks for leadership development programs and support them for Community Chambers. To the Southside chamber, we've sent two or three folks every year to be part of that program, the Hispanic chamber, the Greater chamber, and the Women's Chamber.”

“All of the chambers that have leadership development opportunities, we support our folks to go through them, as well for career development. If they also want to expand their portfolio and are working on things, if they want to conduct action research or they want to present at a conference, all of those things we provide support for them to be able to do that as well.”

- **Holistic perspective [Note cards 33 - 35 of 90]**

“It's looking at the student from a holistic point of view, we know that they are, that students are aspirational, they come with the intent of achieving their professional dreams, but we know that they have a lot of personal challenges that are ongoing.”

“It is then a matter of providing internal resources and support for faculty and staff to assist our students, so there's a one stop. There will also be training related to that and working with faculty and staff, because faculty I think, may have been approached and or staff, and said you know, a student comes and says well, you know I haven't eaten in 2 days or my kids haven't eaten in 2 days and I'm really preoccupied about that more than studying for the test next week. Well, that's why I failed the test, I'm hungry. I think faculty and staff have helped individually, or they may say, well let me call United Way or let me refer you to that counselor here on campus, but we as an institution have not come forward to support our colleagues and providing resources to students.”

“That's what we're doing, being mindful holistically of what occurs and then being mindful holistically of our faculty and staff needs. What are their needs? It may be expanding their portfolio by giving those opportunities to grow in their current position. So, that their competitive for the following position, connecting them also with external folks for extra leadership development programs by the chambers, so they are aware of our role within the community and can make those ties. Mentioning holistic, we have a wellness committee and they provide opportunities for faculty and staff, so all of those things are part of that. It is multi-faceted as you know right, it's not easy.”

- **State Initiative [Note cards 36, 42 - 45 of 90]**

“I'm going to go first to, increase degree completion, so our record high number of Associate's degrees and certificates, so we increased 24% from last year to this year, so close to 1400 students, which is a record for SR2b, then is next year hopefully will be at 1500 or above 1500, so we're seeking to ramp up.”

“Create the infrastructure internally to bring more students in and it's being able to drop down further and get them through Early College High School or creating a college-going culture in elementary or junior high school. It's also being able to offer more options to Residents in our community, because before it was, well you have to come to us and be prepared to sit in the classroom all the time or in a computer lab and that's it.”

“Now let's look at the equipment, this is different equipment that we have, it's regarding energy processing production technology for instrumentation or dental hygiene or being a paramedic, all of those things, which are honorable. They are well-paying and benefited positions, which allow somebody to pay for and help support their family or start a family. The other thing that it does is it addresses student loan debt.”

“Our students, just as a data point, our students two years ago were graduating, associate's degree holders, were graduating with 94 credit hours. The associate's degree is only 60 hours, so they're taking 34 hours more than they need. University presidents are coming in and saying, the public ones are saying, your students are coming with too many credits. We have to tell them this is fantastic and you're admitted to the university, but by the way, you have all these credits that are going to count as elective credits, because they don't fit directly to the major.”

“That's when they're taking too many hours with us. On average, in the state of Texas a community college graduate student loan debt is \$17500. A university loan debt in the public institution is double \$35 thousand which is like on pace. This past year, our graduates exited with only 85 credit hours, so it decreased by 9 hours just in one year.”

- **Student debt [Note cards 47 – 49 and 51 of 90]**

“I said imagine this, a south Texas college in the valley does not even offer student loans to students, because they want to preserve the student loans for the university when they transfer.”

“Another college which is over a hundred thousand students is very diverse, a lot of first-generation college students primarily Latino. Although not Mexican-American, but primarily Latino, 82% of their students exit with no student loan debt. They don't have any student loan debt, 82% and only 18% have student loan debt.”

“I said we should aim for that. I am not saying that student loans are bad, but I'm just saying that we should aim for that. There should be a standard 80%; at least should have no student debt when they leave us. What happens is, if they exit with student loan debt, that debt impairs their ability later on to maybe not buy a car, buy their first house, to start a business and get a business loan, and start saving for retirement. That impairs all of the things that we think are so important to being in the middle class.”

“Those are important to us. How can we ensure that students can graduate and leave with no debt from us and go to the university hopefully leave them with no debt? I know one of our advising directors came from a transfer meeting in which one of the private university admissions director said, you know we have students that come to us from the community colleges and they have tens of thousands of dollars of student loans or they're almost done with Pell grant.”

- **College credits [Note cards 52 – 53 of 90]**

“They have exhausted their Pell grant eligibility when they are taking too many credits. They are academically capable and admit them to the university, but then we say, do you have a plan, because this will get you to your senior year with us.”

“We don't want to shift that burden to our students, because then that inhibits them later on and we already know that Latinos in particular, do not have as families, that much accumulated wealth or capital as Anglos, and so that further inhibits them of being able to move up.”

- **Top achievements [Note cards 54 of 90]**

“We've just been really fortunate in that we have a good group of faculty and staff that are passionate about serving our students who are primarily Latino, largely Latino, first generation college students, low income, under resource students who want to do well and we want to do right by them.”

“I would say the top achievement is how we can do our job better. Last year we were fortunate that we have, since 2009 have looked at organizational efficacy. How can we allocate resources, refining processes, to be better at serving our students and we did a self-assessment several years ago? We submitted that self-assessment to, what's called the quality Texas foundation and in 2015 last year we won the, Texas Award for Performance Excellence. We were one of three organizations, so it's public or private it's like the organizational academy award or gold medal.”

- **Awards [Note cards 56 – 57 of 90]**

“When we won the state of award and any state awardee is eligible to submit for the national award, which is the Malcolm Baldrige award through the US Department of Commerce.”

“We submitted and I think our top achievement is graduating students, ensuring that students achieve their dreams. What helps demonstrate this is the recognitions, like the Texas Award for Performance Excellence last year and this year the Malcolm Baldrige site visits.”

- **Overcoming barriers [Note cards 59 – 61 of 90]**

“I think that is always a barrier, because it's an organizational shift in what used to happen, and now we organized ourselves changing to what and how we should organize ourselves now. One of those for instance, we don't have any more majors in the Arts and Sciences side.”

“Part of that discussion is, because a person would graduate with the 60 hours, 42 of those hours are the general education or core curriculum requirements, but the other 18, if you were a Psychology major you would then take a four more psychology courses. Well only 2 of them transferred directly into the major at the university level.”

“Do you really want additional electives? So, that's a cultural shift for us to go away from offering majors to, now what we called pre-majors.”

- **Transfer options [Note cards 62, 64, 76 and 78 of 90]**

“Well, let's look at the two-plus-two with a university in San Antonio, let's also look at what they're degree plan is, what they'll take from our college. We do the whole

scope and sequence related to the courses with the intent that they will transfer, so they're not taking additional hours with us.”

“They may be a 2000 level course with us, but they are 3000 level courses over there. We don't want the students to take additional courses that I'm sure are helpful, but they are not needed for their degree plan in the major. That's a big cultural shift, and I think those are barriers, and can we organize ourselves differently realizing that we're steeped in tradition and culture. How do we shift that and how do we work together to do it, which is the hardest thing, because it can be unilateral, but that doesn't work right?”

“I think that's the other part, we often may do what's comfortable, but I like to encourage our students and I think a lot of our faculty and staff have those conversations with them about transferring. Well that's good, but have you thought about other options because you can have multiple options. Wouldn't that be nice?”

“It is having those conversations with those students and saying, you can go beyond San Antonio, you can go to Austin or College Station, or you could go out of state. It is asking them about doing that, so that they don't just stay here or one of the nice things to have is the value of international education.”

- **Culture [Note cards 65 – 66 of 90]**

“What I found that's very helpful, resonates quite a bit, is actually looking at information and painting the picture. One of those is, in particular a presentation, I was talking about and saying looking at the heat maps and this is a heat map of folks and our community. These are the darker colors which means 37 ½% to 50% of 18-30-year old don't have a high-school diploma and they're all here around us.”

“They don't even have the first basic level credential to get a minimum wage job, and I think that's what it is. It's saying this is what it looks like, this is our role, and we've been here for 30 years, we're well-established, well-regarded, but we can do more, we should do more and we have a responsibility to do more.”

- **Re-organization [Note cards 67 – 68 of 90]**

“That means bringing more students and that means organizing ourselves. It could mean organizing ourselves differently, which could mean we're going to have to add some programs that maybe some folks think, I'm not transferring programs, which are Career and Technical education programs. How do we change this and not everybody here wants to be an English major, they don't want to be a Psychology major, they may want to pursue something that we don't have on the campus, can we create a program that they'd be interested in. So that they'll say, hey you know what, I'm going to go get my GED, because then I can go to this community college and get the certification.”

“I think it's important for me as a leader to be able to say, this is what the picture looks like, so how can we organize our degree attainment. This is a bachelor's degree 5% attainment, the same thing these the darker colors all here, as you go to the Northwest and the Northeast much lighter colors right, so better opportunity more educated populace. Heat map for individuals below 185% of the poverty level, our average income median income for us, is less than \$21,000 for our surrounding households. How do we change that? What role do we have, how can we do it differently, does that mean creating more programs, and does that mean creating more partnerships, you know all of these things.”

- **Change [Note cards 70 – 71 of 90]**

“A faculty member that retired a long time ago said to me when I was only in the position like a couple of years. She said, you're changing us to rapidly, to quickly to something that we haven't been before, and I remember when we were the best kept secret on the Southside. I was like, wow, and I said, but as a public institution do we want to be a secret? Does that serve our students well? Does that serve the family, the moms, single moms that are trying to get it, a credential, so they can support their kids or concerned about the well-being of their son or daughter who is disinterested in high school, but has a passion for something that perhaps we should offer?”

“I think as a leader, it is asking some of those questions about can this be different, and could we do better? Looking at us as a, Hispanic-Serving Institution, and

we owe it to our community, really what our community looks like, is it what Texas is beginning to look like and what the rest of the US will look like soon. Shouldn't we help have that conversation here, so we can help inform the dialogue, nationally and regionally, so that folks can say, look at what this community college is doing and look at what those faculty members are doing in these areas and looking at data information having conversations?"

- **Communication [Note card 72 of 90]**

"I think that's the other part, being able to have the conversations with folks. Broad-based, so as many people and that's what I'm trying to philosophically, is to have as many people around the table as possible to have a good discussion. There are some folks who want to dominate the discussion and that may be okay for a little bit, but we also need to allow everybody to have their vantage point."

- **Study Abroad [Note cards 79 - 80 of 90]**

"We have a lot of our faculty, 10-15 faculty have gone on international education trips and taking our students with them."

"The world is just so fascinating because you get to see cultures, and countries, and how people live. Some things are very similar, but some things also totally discreet that are different. Wouldn't it be nice to experience that study abroad? I think it is encouraging our students to go beyond the comfortable, to challenge their world view,

and then to be able to experience that. Then when they have those questions, and we have those conversations we need to be able to provide them with resources. Here are transfer plans, here are scholarship applications, and here is somebody that I know over there. Let's set up a time for you to talk with them about it or let's set up a trip for you to take there. I think that's important. What can we do for all our students to stretch further?"

- **Top five challenges [Note cards 81 – 83 and 86 – 88 of 90]**

“Resources are always the top one. Resources are being able to partner with other entities, to garner those resources. External grants or opportunities, public-private partnerships, all of those things are important. Those are kind of hard outside of grants, other partnerships maybe a little bit harder, but you just have to be a little bit more, have some ingenuity and innovation on how to approach it.”

“The second challenge, there's a higher level of accountability and expectations. So that's another, well that's great you know, that your students to go where they go to a university and then they come back and say, how well-prepared they are, but only 20% of your students are graduating, where's the other 80%, what are you doing with them? You know, when we're happy our graduation rate used to be 8% and then over the last 5 years it's going up to 20%, but shouldn't it be like 30 or 35? That's what I think; the second is a higher level of accountability and expectations for students in the institution.”

“Third would be then, it's a hyper competitive environment. So, we're not only competing it's not only us in the space, it's also other public institution, like a university down the street that has freshmen and sophomores, proprietary schools that are in the area, online schools. I mean you don't need to necessarily live in New Hampshire to go to the University of Southern New Hampshire, Arizona State online, all of those options are available.”

“I think the 4th is that's with the competition is just a big cultural shift, so how can education organize itself better to be responsive to the community.”

“I think the other is for us and particularly see a widening gap, between the Haves and Have Nots between smaller population of very affluent folks and a big population of under-resourced folks and shrinking middle class and the community college is well positioned to help change that, but we don't necessarily have a lot of resources either.”

“How do you support a high need population with a low level of resources, and so I think that's another challenge for us not only the next 2 to 4 years, but over time all of those are challenges?”

- **Recommendations [Note cards 89 – 90 of 90]**

“I think it's really to be aware of what's going on nationally, and the challenges that institutions overall face. I would say to connect and network with HSIs, with leaders or peer-to-peer, so you know faculty member-to-faculty member, Dean's to Dean's,

colleague to colleague, about what are the types of challenges and then to be able through that Network either professional networks or overall organizations, membership organizations to then look for promising practices that may have worked at one institution and how you can refine that to be, to work at your Institution.”

“I think a lot of folks have passion for what they do and that's what's important to really have passion for what you do and to really seek opportunities to grow professionally as an individual, also to grow the institution overall.”

East Region 3 (ER3)

Responses from the interview with the administrative representative for the Eastern Region 3, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Grants [Note cards 1 and 3 of 74]**

“The Title V grant that we received for the institution, it’s allowed us, and something we are excited about, we have seen early gains from it and I think it’s going to continue there. Essentially, it’s allowed us to implement some highly intrusive retention modules,

as it relates to our HSI status. Anything from personal attention, from the retention side of it, has shown to be pretty effect early on.”

“I think, we have four full time or may even five full time people kind of assigned to that program, as well as, we have changed over and reorganized our student service department with our advisers and some of our financial aid staff too. Essentially not just sit in our desk and wait for students to come to us, we are going to them, with various initiatives, specifically targeting that population.”

- **Programs [Note cards 4, 11, 13 and 15 of 74]**

“They are success coaches and mentors, two of them are full time employees, and two of them are younger student employees. We are relating to them from an older mentor perspective and also from a peer to peer perspective. They have done everything from student activities, everything is trying to get students involved in, and we are making sure that this group of students is involved in.”

“One thing that we do is, we bring in guest speakers, through our student government organization, and our student activities director is very cognizant of diversity. When he is looking at putting together programs, he is looking at diversity in a variety of ways, not only in Hispanic population, but also in diversity across gender, diversity across race, and ethnicity.”

“I know we mentioned it before, but the student success program with those coaches really ties into that, they identify a specific population of students, whether you want to determine if it’s, at risk or whatever it may be, and it encompasses a lot of the students. I would say the majority of those are Latino, first generation students. It is implemented, and designed with meticulous specifics to it, not only identify those students, but also identifying the plan for those students to help them succeed.”

“Another program that we have is athletics and within athletics you have a controlled audience, but you also have a wide variety. A few years back we strategically added soccer as a college sport, and that was not just because we thought it might be fun to have soccer, it was reflected by a sport that was so popular in our community.”

- **Diversity [Note cards 5 and 6 of 74]**

“We have been doing this for few years now. If you turn back around and look, we are seeing dramatic results, if you go and look at our student government meeting that we have, I would say maybe 15 years ago it might have been all Caucasians on the student government. If you go and look at the student government meeting now, the leaders of our student government are Hispanic students. I mean the leaders and not just the people involved, but the officers in the organization. I think because we are recruiting so many from local schools, and local schools going here.”

“Actually, same thing has been happening at local schools, so we are getting students that are coming in as leaders. I believe it’s the one-on-one attention; they are getting more of a family feel to how they are being treated at the college, which has created a lot more comfort. Most of them are first generation students.”

- **Retention [Note cards 7, 9 and 10 of 74]**

“Our goals are; it used to be we would lose many before the end of the first semester and then we would not retain them after the second. Now, I think our retention and our goal is for our retention to remain higher which increases our student enrollment because it brings them back semester after semester.”

“The individuals who are leading the student success group are bilingual students, are bilingual employees, Hispanic individuals who have recognition of a family structure. What I have seen is these students are very comfortable working with these individuals, so we have strategically placed individuals in roles that allow for the connections with the students.”

“I think that is an important aspect, that when they come in they have these conversations, they recognize that it’s not only about their attendance here at the institution, but it is also a full gamete, it’s their family, it’s their recognition and when we look at the cultural aspect and as we are serving an HSI capacity, we think that’s absolutely critical.”

- **Financial Aid [Note cards 16 and 17 of 74]**

“We added soccer, and we already had baseball, which we have a wide variety of students from different backgrounds, which includes Dominican Republic, Puerto Rico, Mexico and many people are coming in for that. You have a captive audience when you have athletes, which I am going to call a controlled audience. Two weeks ago, we had a meeting with international students and it was a meeting just for you, here are the barriers that you face, here are the things you are going to face and here are some of the ways to get over those, and here are some ways to help with those.”

“Usually they are financial aid related, so we put in some international student meetings that really anybody is welcome to attend and is open to anybody. We required anybody who is on the soccer team, baseball team or in dorms in general and housing that we have on campus to attend those meetings, because it was for their benefit.”

- **Language as a bridge [Note card 19 of 74]**

“This is a family here and this campus is together, but what we found in a couple of different case studies is our international students who are Spanish speaking, who were struggling with English really could latch on to maybe a local Hispanic student and it was an initial bond there. They really had nothing in common, but they spoke the same language and what we found was that those Latin students, those local Hispanic students really became leaders for those international students in academics.”

- **Enrollment [Note card 23 of 74]**

“You will probably hear us refer back to Title V, because that is one of the things we did to prepare for this, we have seen it go from 17% to 29% in four years. One of the things we did is to put the Title V grant in place to help us, and to actually educate ourselves on some of the things that need to be done.”

- **Student Success [Note cards 24, 28 and 29 of 74]**

“We put good leaders in there and they are doing the research to figure out what are some of the things that we can incorporate throughout the campus. The award-winning magazine, all the art in the magazine and the editor is a young Hispanic lady, is one of the leaders that has come through our program. She and a couple of others have designed that whole thing, what we are doing is, I believe that we are identifying potential students as leaders and we are aggressively getting them involved. Our Phi Beta Kappa, which is an honor organization, two major scholarship recipients this year, they are both young Hispanic women.”

“There is a recent article in the paper and it had a picture of every student that is in our honors program, and when you see that article, you could think to yourself, is everyone that goes to that college Hispanic? Well it’s because, almost all Hispanic, and most of them are local, local leaders coming from their high schools to this college.”

“That is above what you reflect in our community, in some areas we are going above the percentages and it's hard to get there. I think having success stories, and having the family niche, most people knowing somebody in that family.”

- **Addressing Needs [Note cards 30 and 32 of 74]**

“Big picture, in student services we employ, basically student work program we have a handful of local Hispanic students that work in our student service department. First off, they are absolutely outstanding; I mean they are the crème of the crop.”

“So, those student work opportunities and it's almost a job training, it's not specifically related to maybe an academic area, but the work ethic part. The responsibility part is something that just I've seen on this campus, since I've been here is not always available to students.”

• **Organization Development [Note cards 35 and 36 of 74]**

“What we have is opportunities for professional development of our faculty as it relates to diversity, as it relates to opportunity to recognize things. It is not only impacted with our Latino population, while at the same time it's a challenge in our areas and that is the lower social economic referenced earlier on underrepresented populations and socio-economic and gender bias.”

“So, we roll over a lot of those ideas into our professional development and we recognize that we need to educate our faculty and staff on the challenges associated with

living in poverty. The challenges associated with students living in an under-represented discipline, such as males in STEM are under-represented and females in our welding program. By way of professional development, I wouldn't say we have targeted from a Hispanic population as much as we have toward diversity as a whole.”

- **Administration Training [Note cards 37 and 38 of 74]**

“We do training with our in-services, and we do diversity workshops. Our budget is so restricted that our employees have not received raise in three years.”

“There is not even money to send out for professional development because the state cuts, and they no longer fund community colleges like they used to.”

- **Barriers [Note cards 39-40 and 59 of 74]**

“We have barriers that prevent us from doing many of the things that we liked to, economic barriers and it's an economic barrier for students to come to school because of their tuition fees.”

“We are so limited in what we can do; we have to try to raise money through private funds to send employees to enhancements in their areas alone. We have had some diversity workshops in our in-service that is, because it is something that we can get bigger bang for the buck and do all at one time. How effective is that, it is as effective as what a person wants to get out of it when they come to that and we could do more.”

“We overcame the finance barrier by not just relying on the government, state and local funding. Searching for grants and looking for people out there who would help.”

- **State Initiatives (60x30tx) [Note cards 41-43 of 74]**

“One of the things that we leverage and is absolutely critical to our organization is with regards to our budget is that we don't have an excess amount of discretionary funds. We utilize Carl Perkins money significantly; one of the mandates for the Carl Perkins grant, that at least 15% of the budget is utilized towards supporting the 60x30tx initiative.”

“As an example, for this current year, we would do things that fall into that category; we have set aside some marketing funds, so that we will be able to utilize that. When we are talking about Perkins, we are talking about serving special populations; we are talking about serving students that are involved with our CTE (Career and Technical Education) workforce group.”

“We utilize Carl Perkins money to advance some of those areas as well. Some of it is upgrade curriculum, some of it is marketing funds, and some of it is serving to assist with child care and transportation fund. We don't have a child care on campus, but what we have is individuals who are evaluated to have a need for child care and transportation.”

- **Marketability [Note cards 44-45 and 48 of 74]**

“We have a program that we can pay for those and that assist in a number ways in this particular arena. Back to marketable skills, we are looking at how we move programs into some of which will be shorter outcomes. So, we will have credentials and completion rates hopefully in an advanced timeline. Where we would historically have a 30 hour, we may be dropping that back shorter and then what is technically defined as marketable skills by the coordinating board. We are looking at individual focused curriculum as it advances to be able to hopefully serve and meet these mandates put forth by the state.”

“I think that we are able to change what we do, we can identify the needs and adapt to those needs a lot quicker than maybe university can. For example, the industrial technology training center here, we opened that up 4 years ago, thinking that we might have 100 students when it got up and running, but now we are up to 220 students. This is a work at your own pace type program for many of them, and it is also a dual credit program for high school students. I think one of the things that us and probably one of the community colleges are doing is capturing the students while they are still in high school.”

“For example: Automotive is a 2-year certificate, they start off making \$38k a year on a 2-year certificate, that is a marketable skill right there. Think about how it takes to get your education degree and then what you start of making as a teacher. If we are casing those automotive mechanics as dual credit students and getting their first year

out of the way while they are in high school, they come out here for a year then, one year out of high school they are ready to go out fully certified to get a well-paying job.”

- **Non-traditional students [Note cards 49, 51 and 53 of 74]**

“Our average age is 25, which may sound high or low to you, but let me tell you. If you take out dual credit students, which are 16 and 17-year-old, the average age is over 30 years old, because 20% of our enrollment is dual credit. If you take that out, our average enrollment age is over 30. We and other community colleges have been seeing that for a long time. For every two 18-year-old student there is one 53-year-old dislocated worker.”

“Whenever they have the unfortunate and misfortune of being dislocated from their job, the fortune that they have is they have a cohort that they work with. What we see is a lot of individuals who come together and it seems that the cohort self-select by job and experiences, but they also self-select by race and ethnicity in so many ways.”

“They have been successful and going through the programs themselves, so they are there and they have this comfort level working with these students. Not just by language, in fact most of the time I don't hear them speak English, that is not the issue, it's more about the recognition of the culture, the recognition of where we came from and the recognition of so many ways that they just perform. It is a wonderful experience that we

have seen. It's the cohort, the mentality it seems that when we have under-represented populations that really pulls them through to the success level.”

- **Top achievements [Note cards 56 and 57 of 74]**

“We also have what is called communities in school’s grant; it is a powerful grant because we start working with kids in Pre-K. Picture this; we have an adviser or counselor through communities in schools in every public school in our service delivery area. They are college employees and they are in the schools, it is not just high school, it is junior high, it is elementary and it is all the way down. In every school we are working with students and developing a relationship with students from the time they first get in Pre-K. I think that those relationships, we have had those CIS grants for 25 years and we've seen the benefits of it. It led to the upward bound grant and it led to the mentor grant.”

“We believe that it really helped us with a Title V grant, because of the feeding program that we had to feed people on it. Those grant programs, the biggest obstacle finances, so we do these through grants we are able to get and they are very powerful. I would say that communities in schools, Upward bound and Title V grants have had to have one of the biggest impacts on not just our college, but our community because of how many people are served though those grants.”

- **Building community [Note card 58 of 74]**

“The relationships that it developed, it is not just Hispanic families that are up for relationships. A relationship is what really drives you into something and makes you want to be a part of something. The relationships are being developed with all the underserved populations and really just anybody out there. I think that is a very powerful thing. They are not just programs that are given to you, so we have to aggressively go, and seek those programs, and write the grants for those programs, and get those programs.”

- **Top five HSI challenges [Note cards 61, 63 – 65 of 74]**

“I think from my standpoint of the student recruiting services top angle and all of the things that we have discussed and the success rate of our Hispanic population. Our local demographics still show that we have a large number of students not attending college. They are not really going to another college or anything; they are just not going to school at all. The last 3-year study that we have done, that number has continued to increase.”

“I think that is a definite challenge for us, is to make sure that we are still getting out in the community like we always have been. To really communicate to the students that there is something available, we do offer programs that they would be interested in, whether they want to be an academic transfer student or they want to get a certificate or

whatever it may be. It is going to continue to be a challenge for us for sure in the next 2 to 4 years. It is definitely something at the top of my list for sure.”

“We understand your desire to help your family, however the best way to help your family would be to go to college, instead of going to work and be a cashier the rest of your life. We don't want money to be the reason you don't go to college here, we will figure out something.”

“What I would consider an issue, not just for Hispanics, really with the college in general. I noticed in college enrollment in the last few years that there are more females than there are males, which means that there are not enough males. Think how that is going to affect the family structure in the next generation that is the issue.”

- **New HSIs [Note cards 67-69, 73 of 74]**

“Catching students early don't wait for them to come to college before you try to help them. Figure out ways to work with your local schools to and partner with schools to create a college going culture from the first day in school.”

“Redefining what college is; many people think college is four years and I must be smart. It does mean four years and you must be smart in some areas. It means two years and you must be very good with your hands in some areas, just redefining what the definition of what college really is, because we get many people saying I am not college

material. I say you are the best mechanic I have ever seen in my life, they don't realize that is college material.”

“We have seen that working with community groups, it has been imperative for us, whether it is reaching out to churches or others that it is a culture and it is a trusting culture. That is one of the things that we have seen that is most dramatic for us, is that the most under-represented populations have an inherent trust of persons like them. They have an inherent mistrust of persons that are not like them, and when we have that opportunity to influence these community organizations.”

“I think that is a very strong characteristic of what we need to be recognizing, that not everyone need to be alike, that we need to celebrate diversity when it comes to that and when we do that. Then we have this inherent recruitment effort, that say you know this is a Hispanic friendly Institution, just like it is a veteran friendly institution, just like it is a friendly institution for our entire population and not segmented out in those ways, but it is a recognition that we all do have those qualities that are strong. We need to celebrate those as opposed to just changing everything that we do to meet the existing success stories along those lines.”

“We bring in the high school students in the spring and we have a day that is called preview day. It is bringing everybody in the high school and local areas that have told their counselors that they are not going to college. It is just a day to come out here and have fun; we try to make them feel comfortable. Try to make them feel like they belong

and they are comfortable in the college campus from an early age. The biggest day in our campus, the most crowded day that we have out here is our scare fair, because it is advertised to all the elementary kids, come to a safe place to trick or treat and then all the student organizations out here run the booths.”

Southeast Region 4 (SE4)

Responses from the interview with the administrative representative for the Southeast region 4, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Programs [Note cards 2 and 3 of 36]**

“Well, we have some programs that are mentoring, we have what we call, “Men of Honor” program and “Women of Integrity” programs targeted for Hispanic men and women, and African-American men and women. We did it as a little bitty pilot about four years ago at our North campus.”

“We just added our fourth campus, we had three large campuses and we started at the North campus with a small group of African-American males, because again that was our lowest performing group. It is about mentoring, they have activities where the students have to do a service project, a community service project and they attend

meetings, talk about the struggles they are having. You get different shirts, first get a T-shirt, then get a Polo shirt if you are attending your meetings and meeting with your mentor. It started with out just for the African-American males, then we said we a huge Hispanic population and we need to include them in this project. So, then we scaled it up college wide, we put a person in place as the director. Last year, this will be our second year that we got a little grant that allowed us to hire another staff person to help him.

The center piece of that are the mentoring, where we have some paid mentors and some volunteer mentors. They really are one on one with those students about helping them. Sometimes we find that the student doesn't want to perform or achieve, or do well in school. There are so many life challenges and sometimes the life challenges are that the family is not supportive of, right? So, that support from us helps them deal with those life challenges. That is probably the biggest project that focuses on our minority populations. We are now college wide just over 50-51% Hispanic now; we are very large Hispanic population to serve.”

- **Best Practices [Note cards 4-6, and 8 of 36]**

“We have a program we call, "Intentional Connections", that is for students who come in now. It not just for Hispanic students or African-American, but it is for students who come in at the lowest level of skills and the highest risk factors. (For example: low social economic, first generation college student and all those kinds of things.) As you

probably know, the percent of minority students is very high in developmental education.”

“So, we have a high percent of minority student in Intentional Connections and that is a learning community with a lot of wrap around support. Where we really give the student support and they have an assigned adviser, the faculty member in there also becomes their adviser. We do a lot of career testing, what is it that you want to do and what do you think you want to do? Then we hook them up, say you want to be a nurse, and we say OK, you are going to take your developmental education classes, but we are going to pair you with a faculty member in the nursing program. One day a week, you are going to sit in on the classes, so you can see if that is what you really want to do. We have a lot of people that after they do that, they come back and say, I don't want to be a nurse. That wasn't what I thought it was right? Then we take them to another career area. The point is that we are going to get you on a career path, so you can get into a better job, earn some money, continue your education and get a better job.”

“Again, a large minority population in Intentional Connection, those are probably our two best practices that we do. The Men of Honor, Women of Integrity and the Intentional Connections learning communities.”

“Intentional Connections is one, most of these are faculty driven. Faculty do the design, but we have a vice-chancellor for college preparatory that oversees the whole structure and practices that are in Intentional Connections, our developmental education

and we talk a lot about trying to define learning styles and what students need in terms of that support piece. Faculty is engaged with that as well as the department chairs, Deans and then the Vice-Chancellor.”

- **Data driven [Note card 7 of 36]**

“Again, we are very data informed, I like to say that rather than data driven. We really look at the data; we try to do some predictive analysis. If you are a first-generation minority student, low social economic and geographic factors, we put some strategies and we try to help you.”

- **Gaps [Note card 1 of 36]**

“Our data for our college lowest level achievement is African-American males, our Hispanic males and females do a little better. We are closing the gap between Hispanic and Caucasian-Asian that was where our big gap was. We are closing that gap more effectively than we are with the African-American male quite frankly.”

- **Diversity [Note cards 9 and 10 of 36]**

“As an institution, we have put in place a cultural diversity professional development piece. Right now, it is 4 modules; the first two are required for every employee of the college. It is things like understanding different cultures, sensitivity to other cultures, language that might be inappropriate.”

“Everybody goes to that; we have trained facilitators who lead that. Then there are modules 3 and 4, those are optional, but we find many of our employees want to do 3 and 4 after they do the first two. It is about different cultures, what it means to be Hispanic and Latino, what it means to be African-American, what it means to be Asian-American, so very typical topics there that is over seen by a diversity counsel.”

- **Organization Development [Note cards 11 and 12 of 36]**

“We have a diversity counsel and talk about just these things, what do we need to do in terms of organizational development, what do we need to do to recruit more, qualified candidates who are African-American and Hispanic, because we would like to see more diversity among our administrators and our faculty. Right now, we are probably very white in term of the administration and we would like to see that change.”

“So, where do we recruit and then how do we support internally. I talk to you about our HR person, how we identify people who are here who want to be an administrator, who want to have a career track that we can support and how could we support them. We talk a lot about that, how do we do succession planning, which are our up and comers that we think will be stars. That is done through human resources. We do training, the entire faculty, all the staff; all the administrations do those modules 1 and 2 on diversity training.”

- **State Initiatives [Note cards 13 and 14 of 36]**

“That is focused on the age group, I think it’s 18 to 24 years old, that is where they want to have that degree focus. We are looking at programs that lead to careers, one of the things our faculty are doing right now is going through all of our programs. They have a template to fill out and it says; what job does this certificate lead to? Does it lead to a family living wage? If the answer is no, then we need to consider whether we need to be doing this certificate.”

“So, again (60x30tx), it is supposed to be marketable skills at family living wage, not certificates that lead to a minimum wage job. That is not doing anybody any good, right? So, we are looking at all of our programs from that perspective. That started in October and will go through May, where we are looking at every certificate and every degree, and saying does this lead to a family living wage job or does it lead to a transfer opportunity that leads to bachelor’s degree in a career. A much-defined career, not just go out and hope for the best.”

- **Student resources [Note cards 15 and 16 of 36]**

“We want to show you that career path very specifically. Then we are much focused on the student debt, now that is not as much of a problem for community colleges as it is for universities because we are much cheaper. We are participating in a pilot program with Manpower Demonstration Research Corporation (MDRC), which is a research group, and it’s called, "Aid like a Paycheck" (MDRC, 2017). The typical financial aid

student gets a big lump sum at the beginning and then a big lump sum about mid-semester. We are giving them their financial aid every two weeks like it's a paycheck. We have found that where we had students who were leaving us with about \$1000 of debt, now it is down to \$50-\$100. So, that is having a remarkable effect because, you know if you're a first-generation student never been to college, then suddenly you got all this money in your hands. That new truck looks a lot better than paying your college tuition, right? but if you are getting it every two weeks, you are not getting these big lump sums and we train them how to manage that money. We are very focused on that, if you get on financial aid probation, which means you are not doing well in your courses, your financial aid is suspended.”

“You have to go through a financial aid program before we would agree to let you back in and put you forward with financial aid again. Very key to that and we have reduced our student debt significantly and we have also reduced our return to Title IV, which is what we have to pay back to the federal government when students don't complete. I think we are doing very well there.”

- **Financial aid [Note cards 17 and 18 of 36]**

“Here is the interesting thing, we told MDRC pilot program, and again they are a research firm. We had to do only part of our students, because they wanted a control group, right? They wanted certain percentage on, “Aid like a Paycheck” and a certain percentage on the traditional financial aid. So, we were tied to that and it ends in

January, and we are going to 100% Aid like a Paycheck, we couldn't go 100% as long as we were in this research phase.”

“Now once we are released from that we are going to go scale up to 100% to Aid like a paycheck, because it’s clear that works better for students. Let me say this, we also have if you are a student who comes in and says, my house just burned down, I'm living in a hotel, I need that lump sum of money we will give that money to you, if you show us some extenuating circumstances. I wouldn’t want you to think we were just heartless, so if you have a life crisis and you need that money, then we will do that, but you have to tell us. We are not just going to give it to you just because you want it. In January, fall 2017, we will go to % 100 scales on Aid like a Paycheck. We thought we would get good results, but it has been excellent results.”

- **Achievements [Note cards 19 and 20 of 36]**

“We want to close those achievement gaps totally; we want all students to achieve right at a top level. We were chosen as one of thirty colleges for the American Association of Community Colleges Pathways initiative.”

“That is all about getting students on a path to a good job or getting students on a path to a transfer to a good job. We are working very hard on that, we also were named this year as one of the top ten community colleges in the nation by the Aspen Institute, which is a big deal because if you actually win the Aspen prize it is a \$1 million. We are

very excited, we are just in the top ten and that is great, we would love to be the number 1, right?”

- **Overcoming barriers [Note cards 21 and 22 of 36]**

“All of that is based on our commitment to closing the achievement gaps, to insuring our students are successful and our pathways theme is that at our college, no student will fail because of a barrier that we created or that we overlooked. We are in this and it has just engaged the entire college everywhere. As I go out and meet with different groups everywhere, people are looking for those barriers, where is it that our students stumble, where is it our veteran students stumble, where is it Hispanic students, our African-American or Asian American, where is it that there is something that we remove that will open that access for students.”

“Support that achievement and get them on the right track and get them achieving to that high level. We are very focus on that right now; everything we do is about that. I think that is our ultimate goal. If you were to look at our student performance data, and we look at A to C success in classes, course retention, did you stay in A to F, through the whole course, even if you didn't make an A to C. Persistence, did you enroll the next semester and did you enroll year to year. Those are our three really metrics that we look at, and what we want to see is that there is no difference. No matter how you come to us, your ethnicity, your race, your socio-economic status, whatever, we want to see that there are differences in how you achieve in our college, which is the goal.”

- **Top five HSI Challenges [Note cards 23-29 of 36]**

“One of the things that we believe and we are working on is that for our Hispanic students there is a very large population in our service district, but we don't see as many students at our college as you would think. Why is that? One of our challenges is how do we reach out to the community, in their community, and not sit here at the college and wait for them to arrive somehow magically.”

“What do we need to do to be present in the Hispanic and Latino communities, and have our service there? If you are first generation nobody in your family has ever gone to college, you don't understand what that means that we can be right there with you rather than again here at on a campus waiting for you somehow to figure it out on your own. Now we are working with our neighborhood centers where our Hispanic/Latino families are comfortable and where they do go for services.”

“We want to partner with them and be out in the community and not just sitting on a campus. I think that probably a challenge is how to bridge that gap between the very existence of the college and a community that may or may not know what a college can offer you. How do you communicate that, oddly we have very small English as a second language program and that is another question for us, because we know we got second language speakers? Is that a big a problem as we imagine it, we need to do some research and go out and find out what's going on there.”

- 1) “Outreach - how do we do more effective outreach, how do we become a presence in a community where we aren't.”
- 2) “Finance -is going to be an issue, every year we take a cut from the state in our budget. How are we going to continue to be a great college and offer all the services that want with a shrinking budget?”
- 3) “Technology - has always been an issue, how do you pay for your infrastructure. Is distance learning what we want to be doing for all students? I don't know the answer to that yet. Do we have the infrastructure, we are on achieving the dream grant right now to develop the AA in general students, the AS in general studies, and the AA in business using only open educational resources, no text book cost, or very minimal like \$10 for every course? That is going to put a big burden on our technology infrastructure, because if you are using only open educational resources then all students need some WIFI access. They need a computer; they need the ability to get to those materials if they are not hard copy. We are having conversations right now on how do we get this, high density WIFI, in place across every campus and we are not there yet. Technology.”
- 4) “Recruiting for employees that are diverse - I think that is a challenge for us.”
- 5) “Professional development around diversity - that might be challenging going forward in the future.”

- **Recommendations [Note cards 30-33, 35 and 36 of 36]**

“I think we have to rethink everything about what we do, how we put classes together and, how we structure them. We are going to be piloting in fall 2017, a completely re-imagined way to bring students in and then get them into classes.”

“We are going to have a two week on boarding process, where students come in and we are going to start with college ready full-time students. We are going to bring them in and for two weeks they'll be like on a schedule like they will be in class, but won't be their classes yet. It will be career inventories, personality inventories, we want to do some of that non-cognitive testing around the big word now is “Grit”.”

“How much grit do you have, how much determination do you have to get this degree to complete. Then link them with both the student services adviser and a faculty adviser in the program where they think they are going. We will also, during this time make sure that you got the right computer and information literacy skills.”

“We are also going to do some intense work with you on note taking, time management, money management, all of that in these two weeks. Then you will roll into your classes and we will have 14 weeks semester and some of the classes will be 7 weeks and 7 weeks, some of them will run the whole 14 weeks.”

“Right now, our average student takes 95 credits for completion, our associate degree is 60 credits, and so what is wrong with this picture? Why is our average number

of credit hours 95, when our degree is 60? We need to close that and that is what we are going to be talking about, getting you on the right path so that you don't take a lot of hours that either won't transfer or weren't in your major.”

“I think people have to really re-think everything about what they do, take it apart and put it back together again with the student at the center, that is my believe, and that is what we are doing.”

North Region 5 (NR5)

Responses from the interview with the administrative representative for the North region 5, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **College readiness [Note cards 2-3, 6 and 8 of 42]**

“A lot of those students are coming in not prepared for higher education environment, which is called a test to success initiative. It is an exam that all students have to take and we find that a lot are coming in with low attainment skills in terms of math, reading, English and other areas.”

“We have a boot camp that specialize in going out into the high schools and work with our Hispanic serving students to do some remediation prior to them taking their test. So, when they take their test they can uplift their test taking skills so they can be more competitive as it relates to first time entering College courses coming into the college system.”

“We have instituted what we call, “freshman seminar classes”, and those freshmen seminar classes are particularly designed to support, help those students coming in with those low educational skill sets.”

“We have another what is called, “pre-development first time course”, that we have identified as a class to provide some teaching and learning initiatives. So that students can understand the value of what education is all about and why there's a need for it. How we can help them become successful and provide them with a learned skill sets, so they can adapt to this thing they call higher education.”

- **First year college experience [Note card 1 of 42]**

“As an institution, as a Hispanic serving institution we have designed specialized programs that address the needs one of all students coming in, we have paid particular attention to what will be called Hispanic serving students, we have what is called a first-year college student experience program and that first-year college experience program

has been designed to address the particular teaching and learning needs of those students.”

- **Best practices [Note cards 4-5 and 9 of 42]**

“It's a continual thing that we have to do, because we realized in order for us to, one change lives and transform this community that we live in. We have to sustain what we have put in place and by doing that, we have appropriated funding to ensure that not one semester, but each semester these particular programs are set up and designed to support and assist those students that are coming into the institution.”

“We feel like we have an obligation, one as an institution and as a college that is funded based upon tax rates that we commit ourselves to ensuring that there will be some true success for those coming into the institution.”

“There's one of the things that we have to do is annual assessment program success and there's divisional success that we have to have for all of our programs that we implement because we are SCACSCOC accredited. We have to have annualized and semester assessment program instruments, designed to show that we are being successful at what we attempted to do in terms of our students.”

- **Learning culture [Note cards 10-12 of 42]**

“If that number does max out at 27%, as a Hispanic serving institution we're going to have to look at providing what I call, “people initiatives”, because in order to be

successful at addressing the teaching and learning needs of students and especially at 27% increase in terms of Hispanic Latino student coming into the institution.”

“We have to go out and recruit people that look like them in order for them to come in, and if we don't have people that look like them coming into the institution to teach them and to help them learn, then they too don't stay, they tend to come in and look around and wow, “There's No One Like Me, so why am I here?”.”

“There is a commitment from the institution and from the system to support our teaching and learning initiative by bringing in professional people who are of the same gender, and same ethnicity to better support students when they come into the institution, because I think that is the only way you can do it.”

- **Barriers [Note cards 13, 27-28 and 30 of 42]**

“We have basic courses, we have basic programs, standards, and that's great, but if you don't have people looking like them coming in, you are having a high attrition rate and very low retention rate.”

“I think one of them was probably Financial budgetary issues in terms of outlining and committing money to go out and have particular programs and services outlined to meet the needs of the students coming in where we specialize in men of success, and women of success programs.”

“We specialize in getting particular recruiters that go out and have college connection activities, so there are a number of things that we put in place that require funding.”

“One of the things I see is, that there are community barriers, there are community expectations, there are people who fearful and who are afraid to step up to the plate.”

- **Overcoming barriers [Note card 29 of 42]**

“We work at making a commitment institutional wide to ensure that we are making a difference and that we are part of the difference.”

• **Organization development [Note cards 14 and 16 of 42]**

“In terms of organization development, we are putting in place programs and services that better enhance and support are student population.”

“We constantly, as an institution, provide professional development initiative for our faculty, staff and sometimes for students.”

- **Career development [Note cards 15, 17 and 18 of 42]**

“In terms of career development, we are designing and working with business and industry leaders to ensure that we are on target in terms of supplying those

educational needs, teaching and training initiatives for those students that are coming in to the institution.”

“Faculty and staff that we are funded to ensure that there are professional development programs, conferences, seminars, webinars and all kinds of things that we put out there.”

“We as a district, mandate that each staff member, as well as faculty members attain these 30 professional development hours per year. So, we have put some mandated things in place to ensure there is continuous growth and development for faculty and staff.”

- **Training and Development [Note cards 19 and 20 of 42]**

“As an opportunity for students, we're constantly sharing what we go out and learn with our students to ensure that they learn. We have an office of student life and that office of student life works with our students in terms of leadership roles.”

“We have leadership course seminars, we have webinars for students, and we have committed ourselves to helping students get better in terms of where they want to go and what they need to do in the future.”

- **State initiatives [Note cards 21-23 of 42]**

“As an Institution, our chancellor has endorsed this process and we are in the process of developing and designing programs that support this initiative in terms of 60X30 by the year 2020.”

“We believe it is something that can be achieved, what is going to take collective, holistic initiative throughout the state of Texas that's going to take place.”

“The concert is great, but it's going to require a lot of coordination, a lot of collaboration from campus to campus and internal, as well as external to make this thing successful.”

- **Achievements [Note cards 24-26 of 42]**

“A top achievement, I think we are an institution that values and has a mission in terms of transforming, changing lives and transforming this community and we've done that by having a 67 - 72% retention rate from semester to semester with our students.”

“We have a specialized program that is designed to serve, work with our students, engaged and endorse our students coming in to the institution.”

“We have committed to bring in diverse faculty and staff to support the teaching and learning needs of our students. We have some real benchmarks that we can justify that we are committed to making the difference in the community that we are serving.”

- **Political climate [Note cards 31-32, and 35-40 of 42]**

“There is this political fear of, I got mines and I don't want you to be part of that whole process. There is not, what I would call a U.S. commitment or Texas commitment to serving the people and especially serving people of color.”

“There is a political climate that is causing concerns and those concerns are causing institutions to have hesitation as to what they can do and cannot do.”

“I think we as a country, we as a group of people, must address the real issue, and the real issue is, we have legislated, we have mandated laws for us to get along with each other. We have never mandated, or legislated to interact with each other or talk to each other. We have not, we know of each other, we don't respect each other, and we don't like each other, but we simply have to tolerate each other based upon the laws of the land.”

“I think until we as a group people begin to have dialogue and dialogue about who we are and what we are and why we do what we do, we become a better country, we become a better Nation, we become a better group of people.”

“As long as we are mandated and legislated behavior, we will never allow ourselves to become the people we need to become.”

“As a great country, as we are today and as powerful as we are today, but we function based upon laws. There is this thing of the spirit of the law and the letter of the

law. We have allowed ourselves to be legislated based upon the letter of the law, and the spirit of the law we have tended to not deal with because it is not popular, so therefore we don't integrate ourselves and that thought process.”

“Until we begin to engage, interact and remove that fear by having that conversation. One may call that courageous conversation or one may just call that conversation.”

“I think we have to begin those conversations; we are not only becoming a society where it was ruled at one time by a particular group.”

- **Serving in HSIs [Note cards 33-34 and 41-42 of 42]**

“From a political philosophical perspective, I think it is significant that we no longer label ourselves HSIs, as black as white. I think we need to label ourselves higher education institutions (HEIs) in order to better address the needs of people and this country.”

“I think we have desegregated ourselves, segregated ourselves and talked over the real issues that confront us in teaching and learning, and confront the growth and development of America and the growth and development of the state of Texas.”

“We are becoming a faceted and multi-colored generation, we are becoming browner in America than before, but as a people we must move forward in terms of building a

relationship, kinship and friendship with people, so that we can begin to know each other and really admire and support each other.”

“We need to break the cycle and that cycle is breaking the cycle of color and we have to do that.”

West Region 6 (WR6)

Responses from the interview with the administrative representative for the West region 6, themes that have been derived from questions asked following the interview protocol outline. Themes identified for each case study are independent and are set with no particular order.

- **Education gap [Note cards 1 and 3 of 99]**

“Latino males had the lowest educational attainment level of any subgroup, of any ethnicity in the nation at that time averaging 10.2 years of education, less than a junior in high school. So, kudos to you for finishing the doctorate degree, because you're going to be a part of the less than half of 1% that have a terminal degree.”

“We actually are over-represented based on the county demographics, our county is about 81% Latino, but we are at 85% Latino enrollment.”

- **College Awards [Note cards 5-6 and 15 of 99]**

“Part of what I brought for you, are the February 2016 Hispanic Outlook and higher education magazine, and that’s us on the cover. This is the top 25 community colleges in the nation and we are ranked first in awarding associate degrees to Latino students in the nation.”

“I always have to point out, not first in Texas, not first in the Southwest, but first in the nation.”

“We then became leader status; we have received the “Leah Maya Austin award” for our efforts on Student Success. We were part of, “Completion by Design” and that became, “Texas completes” and now we are part of the pathways. The American Association of community colleges, “Guided pathways program” and these are efforts to increase educational attainment level and in a much faster way.”

- **Enrollment [Note cards 19-20 of 99]**

“We are also ranked first in Hispanic enrollment among the community colleges in the nation. We have consistently been ranked first, probably for the last eight or nine years now.”

“Same with both, “Hispanic Outlook”, as well as, “Community College week”, we are rank first associate degrees to Latinos students.”

“Enrollment management literature says that the number one influence on students going to college is their parents. Working with parental involvement specialist in South Texas at 18 school districts, and what they would tell me is that we get 100% of students’ parents to participate when they are in elementary school. By the time they get to middle school, we are lucky if we can get half the parents. By the time they get to high school, if we can get 15 to 20 percent.”

“We know the kids are deciding in elementary school and we know the parents are involved in elementary school, so what we have done is we have begun to adopt elementary schools.”

“First, we need to increase it by more than 27%, but it is a good goal for now.”

- **Data [Note cards 10 and 11 of 99]**

“What drives me is the county statistics, I look at them regularly and so we have about eight hundred and thirty-eight thousand people in this County, again 81% are Latino. We outperform the state in things we don't want to; our poverty levels are at 23.3% when the Texas poverty level is at about 17.7%. We earned on average \$0.77 per every dollar that is earned in Texas and \$0.75 for every dollar that is earned in the United States.”

“There is about an eighty percent correlation between educational attainment level and income. It is paramount for us to increase the number of degrees and certificates that

we award annually. We have made a concerted effort to just focus on access, but access with success and that expectation.”

- **Create a college going culture [Note cards 12-13, and 17-18 of 99]**

“For me creating a college going culture, because we still don't get enough of these kids to go to college, right now we are at 55% of our high school graduates go to college, any college.”

“We outperformed the state, which is sad, because this state is only at 54% and I am a very proud Texan, but we got to increase that number; national average is 69 .2%.”

“We are going to become a much more focused and say here is the default path you want to get this degree, here is the three courses or four courses that you have to take this semester and the next three. There is no room for error, and here is what you need to take. Those are some of the things that we are doing to really focus on increasing the educational attainment level of this region.”

“The enrollment management speaks to the fact that children as young as second and third grade are deciding if they're going to go to college. We in higher education, we wait until they are in high school to recruit them, so that is one piece of literature.”

- **Re-design [Note cards 16 of 99]**

“We have been described as, community colleges based on the, “2015 book of redesigning America's community colleges”. Community colleges have been designed as somewhat of a buffet style way of taking courses, student come in and I will take a little bit of this and a little bit of that and what happens is on average in Texas it's taking students 96 credit hours to get a 60-hour degree.”

- **Pipeline [Note cards 21, 23 and 24 of 99]**

“We do a very big one-time event, but we do lots of other events. On the event kickoff we do a flag raising ceremony, this is a College Bound Elementary School. We ask the children to write essays of why they want to go College, we provide limited School supplies, backpacks, lunch bags, a little bit of school supplies, coloring books that are age specific. It will be Allen the astronaut, it will be Nancy the nurse, it will also be Eduardo the engineer and things of that nature to really increase aspirations.”

“Give them a t-shirt also that on the back says, future College student, it doesn't say West region 6 Community College it says future College student, we just want them to go. This is a pilot for the school district to use at the rest of their schools to build the college going culture and we know, so at this college we are planning out to 2025 right now our freshman class of 2025 is in fourth grade they are already in the system. We got to make sure that we do that, we get the parents involved.”

“We have a specific approach for level, each grade level beginning with Middle School into High School, but I am going to speak to you specifically about dual credit. I cannot overemphasize how important dual credit is for increasing that College going culture.”

- **Engagement [Note cards 26 - 29 of 99]**

“We go ahead and provide them the dual credit opportunity, what we show is that 80% of prior to a credit, student matriculate immediately in the higher education. It's the only segment of higher education that actually looks like the state of Texas, so 46% of dual credit. There are a hundred and thirty-three thousand dual credit students in Texas right now, 46% of them are Latino and 54% of them are economically disadvantaged. Community colleges are over represented in Latino population, universities are under-represented in Latino populations, and dual credit looks like the state of Texas.”

“In addition to matriculating, at our Institution they outperform every other segment. Once they enroll with us, they have they had a 90% success rate, A, B and C.”

“We measure them all, the elementary school adoptions take longer to measure, but we follow up with those kids, we select their information. The first year we adopted it was back in 2013, well those 5th graders they only have 7 years, so by 2020 we will be able to know, did we impact them on matriculation rates. We measure dual credit constantly on their success rate, their matriculation rates, their term to term persistence

and retention, ultimately their graduation rates and matriculation in both the university as well as graduate school.”

“We are focused on engagement at all levels of the institution in particular faculty student engagement.”

- **Partnerships [Note cards 32-33 and 46 of 99]**

“Partnerships and pathways, we know we can't do it alone, so we are going to work and partner with our school district colleagues, with the university, with business, industry, and philanthropy.”

“Then we are going to provide them that pathway, a very narrow pathway, and we have the ability to measure those as well. We are going to focus on creating a college going culture, and then we are going to focus on completion. That's where we are going and those are our best practices.”

“For the academic programs, they are similar, we don't have advisory committee for the academic program, but we are looking at demand areas, in partnership with universities in the region. Again, looking at workforce and what are the areas that are needed, and then we measure them in the same fashion. We measure them based on program and student learning outcomes, and subsequent success when they transfer to the university.”

- **Programs [Note cards 35 - 37 of 99]**

“Now there are some key specific areas, and I will give you some examples. If you look at the STEM fields, there are some of those areas that we are not as represented with Latinos as we should be, so again we are partnering with Workforce commission, we are doing STEM fiestas, so that we encourage our students and that they understand that STEM is a possibility for them.”

“In addition, we continue to work with all of the school districts, in facilitating robotics competition and things of that nature. One more that I would speak to specifically, we have nine early college high schools, this is another dual credit initiative, except it gives the student the opportunity to earn up to an associate degree, while they are still in high school.”

“There are other parts of the nation that have more early college high schools, I have yet to find another part of the state or nation that have more successful early college high schools. Our nine-early college high schools, 74% of the students that are enrolled in them receive their associate degree before they graduate from high school, and the national average is 30%.”

- **Demographics [Note cards 38 and 40 of 99]**

“I have brought to the attention of my superintendent colleagues and the principals of these schools, that the last time I checked there is about 50% males and 50% female, yet we see these between 65% and 75% female.”

“We are going to focus on ensuring that we have more equity and more of an even balance in gender. Those are some of the items specific; community colleges in particular will be the key for what you are looking at. So, 70% of all new students in Texas start at the community college and 78% of all students of color start at the community college. The programs that we start at the 50 community colleges will be the key for us to get this particular population and serve them well.”

- **Career and Technology [Note cards 42 and 43 of 99]**

“What we are seeing is that people forget we have programs like nursing. Nursing is a career in technology program, physical therapy assistant, and occupational therapy, all of these high tech, high skilled areas. Also, career and technology programs, IT areas are CTE (Continued technical education) programs.”

“When we develop these particular programs we always have in place measures, so when we design them first, we are looking at what are the 16 career clusters, labor market clusters, what is are other demand occupations in our particular region, and

where are the jobs available. When we look at these we develop advisory committees, so we designed them based on what the business and industry is telling us is needed.”

- **Building [Note cards 50 and 51 of 99]**

“What we did is hired a firm that specializes in developing district campus wide master plans, and demographers to look at the region and tell us what we are going to look like. All data indicate that by 2023 we will be at over 1 million people in our county.”

“The demographics tell us that our enrollment, we are currently just under 30k students at our college; it tells us that by 2025 our enrollment will be between 41k-45k students. These are the kinds of things that we did to prepare, we are now turning around and saying, to serve them at the five existing campuses and the sixth campus that we are going to build. What are we going to have to look like? How much do we need to add to those campuses? What kind of facilities...etc.?”

- **Organization development [Note cards 56 and 57 of 99]**

- **Career development**

“On the Career Development piece, we continue to provide opportunities for our faculty, and our administrators to develop professional development plans. It is not a onetime event, we do continual development.”

- **Training and development**

“On the Training and Development side, we know in addition, we are going to have robust training available to us to serve the student population in order to make sure that we are up to speed on the technical programs, on the field of business and industry on what is out there in the field. We've got a very specific strategic plan that is out to 2020, the strategic plan is a very solid plan, and then a shell for the next 5 years. We will start the process in 2019 of developing the next 5 years.”

- **State Initiatives [Note cards 58 – 59 and 65 of 99]**

“First and foremost, I am very familiar with the (60X30TX) plan, the chair of that committee, this is the Texas's new higher education strategic plan, it follows the closing the gaps plan that went from 2000-2015. This new plan (60X30TX), the chair is from our community, I know that person very well, he did a tremendous job, and both he and the committee did a great plan.”

“I was fortunate to present to that committee and so, I presented to them as they were developing their recommendations and provided some of the data we saw and what we were trying to accomplish here at our community college. We included the great results of dual credit and early high school students. I am very familiar with the plan and what our portion and what our segment of the plan will be.”

“In addition to 60X30TX plan, what the committee did is they contracted out to produce a plan for our region, so we have a regional plan. Our regional plan says that between now and 2030; we need to award 113 thousand more degrees. What my data shows me in my trend analysis, based on our community, of those 113 thousand, we will produce 75k-85k of those degrees just based on the trend analysis.”

- **Goals [Note card 61 of 99]**

“I have our four overarching goals - Engagement, Partnerships and pathways, Create a college going Culture and Completion. We have narrowed down to the two C's of creating that culture and completion.”

- **4DX [Note cards 62 – 64 of 99]**

“We have done that by focusing on the four disciplines of execution (4DX). The most important discipline is focus on the wildly important goals and our wildly important goals are increasing the number of degrees and certificates, and increase in enrollment (McChesney, Covey, & Huling, 2012).”

“We have developed 40+ teams that are focused on these, those are my WIGS, and they then take my WIGS and develop Sub-WIGS. We set out that we would increase degrees and certificates from 4000 in 2015 to 5000 by 2017, the interim benchmark that we saw in 2016 is that we went from 4000 to 4631, so we had a 13.5% increase.”

“We are already seeing with that cadence of accountability and focus on success increasing that number of degree and certificates. Then turning around and making sure that we follow up in increasing enrollment, we set a goal of 3% and we grew 2.7% this year. We are seeing the results of that already.”

- **Marketable skills [Note cards 67 – 69 of 99]**

“We continue to look at our annual rate of raw number of degrees and certificates, and we are also going to increase the graduation rate. We are focused on both of those specific. As far as the marketable skills, we are going through each of our programs to define what those marketable skills are, and then on debt not to exceed 60%.”

“We are very fortunate that 85% of first time in college students is on some type of financial aid, 97% of them are on either Pell grant or Scholarship. Full Pell is going up to \$2920 this fall, and a full-time student for our community college is \$1368, so we are well within to make sure that our students take as little debt out as possible.”

“We are going to continue to increase the number of students that are on financial aid, we do that on partnership with the university, McDonald's and the Chamber of commerce. We do FAFSA nights which helps us tremendously getting more students to apply and qualify for financial aid.”

- **Awards [Note cards of 99]**

“The two most recent, in 2015 our community college was named the finalist for the ASPEN prize for community college excellence, so the ASPEN institute based in Washington D.C., they developed a community college sector for the ASPEN institute because they understand how important community colleges will be in the future of our nation and getting to that 60% goal for Texas, as well as, the rest of the nation.”

“There are 1200 community colleges in the United States, of those 1200 the ASPEN prize narrows to the top 150 community colleges based on data. They then invite those 150 to apply for the ASPEN prize and they look at four metrics, a) Outcomes - they are looking at degrees and certificates, b) Learning outcomes, c) Equitable outcomes and e) Earning for their graduates. Based on their applications, they then narrow it down to 30-40 colleges that they follow up and do phone interviews with, then they narrow to the top 10 and in 2015 our community college was one of the top 10 community colleges in the nation and finalist for the ASPEN prize. We didn't win it, and I am rather competitive, so we are working on preparing for the next round.”

“The second one, this past April 2016, the American Association of Community Colleges awarded our college the, “Excellence Award for student success”. This was again, 1200 community colleges, we applied for the award based on our data, and we were very proud to receive the 2016 student success award from the AACC.”

- **Barriers [Note cards 72 - 77 of 99]**

“I am not a fan or a proponent of any kind of a victim mentality, I don't believe in the "Pobrecitos" syndrome. (Pobrecitos is a Spanish word for poor me/us)”

“I have yet to see a student rise to low expectations, so from my perspective we are going to have very high expectations, and very proud to be an open mission's institution, but we have high expectations for the students that we serve. What that means is that we are going to provide them with all the support that they need as a first-generation college student.”

“We are going to work with them to help them understand what it means, but it is their job in the classroom and that is their responsibility. We are going to make sure that they are challenged, but that they are challenged in our classrooms not in our processes. Some of the barriers that were overcome, we shifted our institution dating back to 2004 from a focus on access, to a focus on access with success.”

“Just based on who we are privileged to serve, the fact that we are so heavy Latino, the fact that our past results and facilitating success, we are an initiative institution. Lots of people want us to participate in programs, and what we have said is we are only going to participate in initiatives that enhance what we are already doing.”

“We are going to focus on those areas, if it is something that is going to help us, something we are already working on we'll do it, if not, we are going to learn to say No.

Some of the barriers were not just to be access, but to focus on access with success data. I am a data nerd, I am knee deep in the data all the time, it was part of my job as a manager, so I look at the data all the time and I understand that there is a face behind every single data point, but No metrics - no movement.”

“What is the biggest return on our investment, if we are going to spend money on our students; I want to make sure that we are going to get the biggest bang. When I say that, I mean the biggest impact on student success that we can get. We are going to focus on that, I don't have time for pilots; I have too many students that need the services. We are going to go with big initiatives that are going to affect as many students as possible.”

- **Overcoming Barriers [Note cards 78 and 79 of 99]**

“We had to go through and get past the denial of the data, of those can't be my students, there is no way and yes, they are. I mean this denial of the data even goes with partners sometimes. My students don't go to you; well here is the data that shows that they do. We don't pick on each other; we don't blame each other, the K-12, or higher Ed.” We work together and say, "how do we make this better together, how do we get more of our kids to go to college and how do we get them to be successful in college?”

“Many of the barriers that we overcome were a lack of data, we are very data intense, we've got dashboards, we are working with predictive analytics, and we are measuring any initiative we put in place we are measuring it. If it works, we institutionalize it, if it doesn't work we tweak it or we stop doing it. It is Ok to do

something; nobody has malice intended, but if it doesn't work, we stop doing it. We don't have enough resources, so stop doing it, and let's put those resources into something we know that works. Those are the kinds of barriers that we have overcome.”

- **Top five challenges [Note cards 80 – 85 of 99]**

“We have got to learn how to create a college going culture in a recovering and robust economy. What we see is community colleges have a direct relationship with the economy. When the economy is bad, our enrollment surge, people come back to college to re-tool and re-skill, when they are laid off. At the height of the great recession in Texas, our unemployment rate in our county was 10.6% and our enrollment was just under 31k students, which was the highest enrollment we have had. Then the unemployment rate starts to fall and our enrollment starts to fall. Well, I want the unemployment to start to fall, but our enrollment has to keep going up. The reason is the data is overwhelming on why and how important college is.”

“We were at our 60x30TX workshop here in our community area university, the most intriguing and the most important data that was shared by the presenters from my perspective was that there have been 11.6 million jobs added back into the economy since the great recession, these are new jobs. However, 11.5 million of those jobs went to people with degrees and certificates with higher education. Only 80k jobs nationally went to people with a high school diploma or less, the only path to the middle class is higher education.”

“We have got to work hard on creating that going culture at HSIs because this is the fastest growing population, the Latino population.”

“The HSIs serve I think three quarters to eighty percent, so you have a small number of institutions, serving a very large number of what is going to be the dominate population in this state, as well as, in the country as a whole.”

“What I would also say is, this one I am sure you have heard and part of it is true. We used to see higher education and education as a whole as a public investment and a public good. We very much see it as a private gain now.”

“You are going to gain, you pay for it. We have got to get away from that, we have got to come back to the time that we see it as a public investment and we adequately fund. For example, in 1984, 72% of our budget in our community college was state appropriations, today it is 23.5%. We have to invest. Funding will always be a challenge, state funding, everybody is tax averse and so, we want services, but we don't want to pay for them. We have to get people to understand that their investments and, as long I am all for accountability, I have no issue with being accountable.”

“We have to understand that you can't ask for the services and expect that who is going to pay for them, we all have skin in this game. Taxes are part of it, tuition and fees, we hear about the exploding cost of education, but we don't hear about different

states cutting education funding. That is why tuition fees are going up. Funding is going to be a big challenge.”

- **Serving in HSIs [Note cards 86 - 90 of 99]**

“The continuing refocus from access to access with success - even the term that you are using, a colleague and I have gotten into robust debate about HSIs and here is why I say. You know I don't know what it means to serve?”

“I said let's talk about HGIs - Let's talk about Hispanic Graduating Institutions, I am very proud that we are an HGI. We lead the Nation in graduating Latinos, that what we really need to focus on across all sectors of higher education, community colleges, universities, and doctorate programs. Who is not just enrolling Latinos, who is graduating Latinos that to me is the ultimate way to serve a Latino student is to help them get through and graduate through your particular program. I think access and success, with more of a focus on graduating instead of serving.”

“I will speak to two more challenges that are specific to community colleges. In 60x30tx, we are talking about 60% of the population having some market valued credential, so we are talking about certificates, associate degrees, and up. We have to find a better way to tie associate of arts (AA) and associate of science (AS) in particular to employment. We have got to work with our employers to say, this job requires an associate's degree.”

“The workforce programs the (AAS) the associate of applied science, they are very specific and we know those. We have a challenge of tying AA degrees and AS degrees to employment.”

“The last thing I have to speak to is that we are going to have to work with business industry and our communities to set a value of what an associate degree is. We know for instance if you are in a bachelorette degree, you are going to earn in your lifetime over a million dollars more than if you only have a high school diploma. We also know that if you have an associate degree, you are going to earn about \$400 thousand more dollars over the lifetime of your career than just a high school diploma.”

“The data is very clear that people need to get market valued certificates and associate degrees, but we need to define what those market values are. That to me is one of the big challenges that we see as well.”

- **Best Practices [Note cards 91-94 and 96 - 99 of 99]**

“From my recollection, when HSIs were created Title V's was created, and that is just a designation to be able to qualify for Title V grants. Lot of Kudos to the retiring Congressman Ruben Hinojosa for creating this segment. What it said is that you have a definition that you have to have 25% of your enrollment be Latino, but it didn't specify that you had to be intentional in how you spend those dollars.”

“There is some Title V's in HSIs that receive those dollars and they may not even spend that money on serving Hispanic students. That is why I really focus on HGIs; some of the recommendations are to be intentional. My colleague and I agree completely on this, you have to be intentional, intentionality matters.”

“You have to be intentional that you are going to serve or facilitate success for that particular population. If it works for the Latino population it is going to work all populations, but the intent is to specifically focus on them. Some of the best practices and benchmarks that need to be considered, there are proven practices out there.”

“Best practices are nebulous, proven practices are not, and do you have data. Show me the data that this works in serving this population, and then replicate those.”

“Benchmarks to me are very much on show me that the return on this investment is helping facilitate student success, based on the data. Those are the kinds of things for new HSIs, what I would hope is that over time we see more and more universities become HSIs, as well as, HGIs.”

“I would hope that we would see in our state, the flagships, become HSIs. They are land granted institutions and I don't think they have to look exactly like the state, but they should look a little closer. Neither one of our flagships are HSIs yet. In a state that is 46% Latino, so I would hope that over time that there is a continued concerted effort,

from the flagships, the regional universities and obviously from the community colleges.”

“Continue to increase this enrollment, because if we are able to increase the Latino enrollment in our colleges and universities, we will be serving the state well.”

“The economy is a knowledge economy, it is very obvious and the youngest population, as well as, the most under-educated population and that fastest growing population are Latinos. We have got to get them into higher education, we have to help them be successful and be productive members of this region, this state, and ultimately this nation.”