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# Latin(x)periences: An Analysis of The Latina Experience In Higher Education

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# 1 Out Of 5 Women In The U.S Identify as Latina

# 32%

Within New York State where only 32% of Latinos graduate from an accredited four-year university, compared to national statistics of 52% of Whites



**Cultural  
Isolation**

**Social  
Capital**

**Familismo**



It could be suggested that **low** use of academic services such as seeking assistance from a departmental advisor could lead to an **increased** likelihood of academic stress.



It could be suggested that students who are less likely aware of emotional support services on campus are less likely to attend personal wellness workshops and counseling.



It could be suggested that students who are less involved on campus, feel they're less likely to be represented on campus.



It could be suggested that students who have a parent that has achieved a bachelor's degree are more likely to seek out Career Development Services (CDS).



# For Administration

2020-2021



- Access Staff Engagement and Training
- Access Programing Of Emotional Support Services Across Campus
- Access and Review First-Year Experiences of Latinas
- Monitor Trends of CDS Engagement With Latina Students

DATE: \_\_\_\_\_

## HUNTER UNIDA ASSESSMENT TOOL

### **BACKGROUND:**

As an institution of higher learning, it is fundamental that equal access, opportunity, and engagement is embedded in its practice. Making it simple for Latinas to flourish in their academic career as well as contribute to their personal experiences. There are several ways that an institution such as Hunter college could serve the Latina population inside and outside of its campus to ensure their academic and professional success.

### **PURPOSE:**

An assessment tool is critical for the college to deploy each semester or annually. This allows the administration to gauge students and the college's performance in all areas as well as pinpoint which areas are needed for improvement. For each academic year, the college should access the help of faculty and staff a set of outcomes and goals for the incoming class.

### **OBJECTIVES:**

1. Access Staff Engagement and Training
2. Access Programing Of Emotional Support Services Across Campus
3. Access and Review First-Year Experiences of Latinas
4. Monitor Trends of CDS Engagement With Latina Students



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Goal	Challenge	Opportunity
<p>A. Efforts are made to link and integrate diverse elements into classroom topics.</p> <p>B. Efforts to provide ongoing support to the student.</p>	<p>A. Facilitate materials that are culturally varied and relevant.</p> <p>B. Bringing previous cultural biases or assumptions.</p>	<p><input type="checkbox"/> Does the professor engage in conversations with students in regards to contemporary topics which affect their communities?</p> <p><input type="checkbox"/> Does the professor provide accessible material for the student and foster safe space for discussion?</p>
<p>A. There is safe space on campus where students are able to find appropriate resources and seek counseling.</p> <p>B. A First-Year student feels comfortable in it's transition to Hunter College.</p>	<p>A. Available counselors that are familiar with one's culture and can provide culturally relevant guidance to the student.</p> <p>B. Are there onset opportunities for student engagement?</p>	<p><input type="checkbox"/> Is there a safe space where the student can seek counseling in English or first language where students can voice their concerns, and be understood in its cultural context?</p>

<p>and seek counseling.</p> <p>B. A First-Year student feels comfortable in it's transition to Hunter College.</p>	<p>relevant guidance to the student.</p> <p>B. Are there onset opportunities for student engagement?</p>	<p>where students can voice their concerns, and be understood in its cultural context?</p>
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		<p><input type="checkbox"/> A transitional program catered for first-year students and transfer students that will allow for on-set participation on campus.</p>
<p>A. Active participation and social inclusion on campus</p>	<p>A. Are there avenues or programs which fosters social capital?</p>	<p><input type="checkbox"/> A mentorship program that serves for all phases of a student's career. This program can be in partnership with CDS and alumni of the college. This encourages students to develop partnerships and a social network within Hunter College</p>

Thinking Beyond  
Digital Tool Kit:



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