**2022 AZ HSI Summit Agenda**

Friday, October 7, 2022
Estrella Mountain Community College
Estrella Conference Center

Sponsored by:

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**CONFERENCE AGENDA**

8:30 am- 9:00 am  
Check-in/Continental Breakfast

9:00 am  
Welcome, Bettina Celis, Acting Vice Chancellor and Provost, Academic and Student Affairs, Maricopa Community College District

9:03 am  
Co-Chairs Welcome 
Dr. Marla Franco, Assistant Vice Provost, HSI Initiatives, University of Arizona 
Dr. Rey Rivera, President, Estrella Mountain Community College

9:08 am  
Paul Luna, President and CEO, Helios Education Foundation

9:15 am – 10:15 am  
Keynote Speaker: Dr. Gina Garcia, Associate Professor, Educational Foundations, Organizations, and Policy, University of Pittsburgh

Dr. Garcia’s research centers on issues of equity and justice in higher education with an emphasis on understanding how HSIs embrace and enact an organizational identity for serving minoritized populations. She also seeks to understand the experiences of administrators, faculty, and staff within HSIs and the outcomes and experiences of students attending these institutions. Finally, her research looks at the ways that race and racism have shaped the experiences of minoritized groups in higher education.

10:35 am – 11:35 am  
Breakout Session I

11:45 am – 12:45 pm  
Lunch & Student Panel

12:55 pm – 1:55 pm  
Breakout Session II

2:05 pm – 3:05 pm  
Breakout Session III

3:15 pm – 4:00 pm  
Closing Remarks & Networking Reception
Learning from Students to Better Serve Our Students
Room: Arroyo Learning Studio 267
Presenters: Elizabeth (Liz) Cantú, Communication Residential Faculty, Estrella Mountain Community College
Professor Erica Wager, Psychology Residential Faculty, Estrella Mountain Community College
Dr. Linda Manning, Psychology Residential Faculty, Estrella Mountain Community College

Abstract: This interactive presentation focuses on a Title V grant-funded study consisting of sense of belonging/student experience surveys and student focus groups at Estrella Mountain Community College (EMCC) during the spring 2021 and fall 2021 semesters. Our data showed that the COVID-19 pandemic impacted student retention and success outcomes at EMCC, especially for students of color, mirroring trends in higher education. Join us to explore more about students’ experiences at EMCC and what students say about modality preferences. Effective practices and opportunities for us to better serve students will be shared. The information will be relevant to all faculty, staff, administration, and practitioners who are interested in enhancing the student experience at their campus.

Bicultural Environments and Positive Student Outcomes in Hispanic Serving Institutions
Room: Arroyo Learning Studio 268
Presenters: Carlos O. Calderon, PhD, Associate Professor, Northern Arizona University
Laura M. Rodriguez, Assistant Clinical Professor, Northern Arizona University
Marya K. Cota, PhD, Assistant Clinical Professor, Northern Arizona University
Marianne W. Fillhouer, Assistant Professor of Practice, Northern Arizona University
Sara A. Abercrombie, PhD, Associate Professor, Northern Arizona University

Abstract: Our session presents empirical evidence supporting the role of multicultural/bicultural environments and experiences among college students that increase educational and mental health outcomes, which should result in higher retention and graduation among Hispanic/Latin American students. We propose that these environments and practices should begin in K12 settings and continue through college in order to maximize their benefit. Administrators, practitioners, and stakeholders need to be familiarized with bicultural/multicultural developmental frameworks in order to promote policies and practices that promote bicultural identities, skills, and sources of resiliency among Hispanic/Latin American college students.

CUREs in HSIs: Expanding Experiential Learning & Diversity in STEM
Room: Arroyo Learning Studio 269
Presenters: Cori Leonetti, Biology Faculty, Pima Community College
Dr. Anna Marti-Subirana, PhD, Bioscience Faculty, Phoenix College
Dr. Robin Cotter, PhD, Bioscience Faculty, Phoenix College
Dr. Ken G. Sweat, PhD, Principal Lecturer, Arizona State University’s West Campus

Abstract: This roundtable will explore course-based undergraduate research experiences (CUREs) in HSIs. Participating in research early in their academic career increases student engagement, increases students’ likelihood of graduating with a STEM degree, and helps increase participation in STEM by traditionally underrepresented groups. While CUREs have been increasingly implemented at community colleges (CCs), data collected on CURE instruction at CC HSIs appears to be lacking. This is worth exploring as over two-thirds of HSIs in Arizona are public CCs, represent 23% of educational institutions, and enroll over 35 thousand Hispanic/Latino students. We will share examples of CURE models and testimonials about the impact of CUREs, and explore the challenges associated with CURE implementation. This session welcomes participants to engage in dialogue to collaboratively contribute to ideas for improving and assessing existing
CURE models and to share insights to support Latinx students in STEM courses by creating culturally responsive CURE instruction.

**Desafío y ÉXITO: Piloting DEI Programs at a Community College**

**Room:** Estrella Hall Learning Studio N210  
**Presenters:** Zachary Romo, Coordinator, Center for Diversity, Equity & Inclusion, GateWay Community College  
Xaxiri Yamane, Interim Program Director of Institutional Effectiveness, GateWay Community College

**Abstract:** In this session, the presenters will provide a broad narrative of GateWay’s efforts to create a Center for Diversity, Equity & Inclusion and attendant programming over the past two years as part of its Title V grant, ÉXITO (#P0315190167). For the audience’s benefit of learning about our efforts that most directly contribute to fostering belonging and success for Latinx students, presenters will focus specifically on the creation, execution, and initial assessment of the DEI Center’s signature co-curricular programs, including GANAS: GateWay’s Latinx/a/o Leadership Institute and our Art Gallery. Following a brief discussion of our programmatic impact, the presenters will share key takeaways regarding which of our student-facing efforts are thriving, middling, or struggling, as well as our early considerations for continuous improvement.

**Financial Wellness Identity Wheel Teach and Share**

**Room:** Estrella Hall Learning Studio N212  
**Presenters:** Dr. Alexei Marquez, Senior Manager: Education and Initiatives, The University of Arizona: Thrive Center  
Crystal Raygoza, Financial Wellness Coordinator, The University of Arizona: Thrive Center

**Abstract:** In this session, we demonstrate a “teach and share”. This is a process where we center the whole student as we explore their financial personality through our unique financial identity wheel. This is an evidence-based approach to engage students in conversations from a peer-to-peer lens. The holistic approach to this teach and share is to center the students as individuals and also to acknowledge how their Latinx/Hispanic cultural identity and community connections contribute to their financial understandings and identity. With this in mind, we engage students in the following ways: Culturally relevant experiential conversations and examples from Financial Wellness Peer Educators. Financial wellness components including budgeting and saving best practices. A presentation activity called a "financial identity wheel" to take with them so they can share the knowledge gained with their given/chosen support network.

**Community Engaged Pedagogy and Student Success**

**Room:** Estrella Hall Learning Studio N247  
**Presenters:** Leah Mundell, Associate Teaching Professor of Anthropology and Community Engagement Minor Coordinator, Northern Arizona University  
Nora Timmerman, Associate Teaching Professor, Sustainable Communities and Coordinator, Community and University Public Inquiry, Northern Arizona University  
Guadalupe Reynoso Jimenez, Student Researcher, Community & University Public Inquiry, Northern Arizona University  
Nataly Solis, Alumni, Community and University Public Inquiry, Northern Arizona University  
Madeline Ramirez, Legislative Liaison, Veridus

**Abstract:** This session will share the work of two successful NAU community engagement programs. The Community Engagement Minor gives undergraduates experience working directly with community partners to organize toward issues that affect them and their communities. Community and University Public Inquiry (CUPI) gives advanced undergraduates experience in community-based research. In both programs, Hispanic participants seem to feel less isolated at NAU, more connected to the Flagstaff community, and more empowered to address issues that directly affect Hispanic families. We will discuss preliminary efforts to evaluate the impacts of these programs, in partnership with the NAU Social Science Community Engagement Lab, in ways that engage student participants in reflecting on their own goals and development. Session participants will gain concrete ideas for community-based research and action programs for students, share their own program innovations, build a network of educators focused on community-based pedagogy, and discuss ideas for student-centered program evaluation.
AZ HSI Evidence Based Practices Work Group
Room: Estrella Hall Learning Studio N248
Presenters: Dr. Karla Cruze-Silva, Associate Director, Hispanic Serving Institution (HSI) Initiatives, University of Arizona
Anne Suzuki, Dean of Student Development, Chandler-Gilbert Community College
Winona Thirion, Student Services Director, Maricopa Community College District
Erica Zamora, Graduate Assistant, AZ HSI Consortium

Abstract: The AZ HSI Consortium sought to create a community-informed process to identify, review, catalogue, highlight, and share evidence-based practices within an HSI context known to effectively move the needle towards greater college access, persistence, retention, transfer, and degree attainment for Latinx students in Arizona. In documenting and promoting evidence-based practices we seek to: (1) create a process for determining “what works” for Arizona HSIs, (2) inform education and community leaders on practices that optimize Latinx college student success, (3) highlight and amplify practices producing positive student outcomes within culturally validating environments, and (4) illuminate continued gaps and opportunities for advocacy and investment.

SESSION 2  12:55 pm – 1:55 pm

Undocumented Students Deserve Access to Higher Education
Room: Arroyo Learning Studio 267
Presenters: Karina Dominguez, Program Manager, ScholarshipsA-Z,
Alondra Solis, Student Support Lead, ScholarshipsA-Z
Carolina Silva, Executive Director, ScholarshipsA-Z

Abstract: In Arizona, 2,000 Undocumented students graduate annually, only 5-10% of those students pursue higher education, and far less successfully graduate with a degree. This workshop will motivate high school and college faculty to create safe environments where Undocumented Latinx students can feel empowered to navigate higher education. We will cover how state policy and lack of access to support and resources leads Undocumented students to believe that higher education is not a possibility. Even when Undocumented students are accepted into higher education institutions, they often receive inaccurate information. Through storytelling, participants will learn from Undocumented youth about their higher education journeys. Through active facilitation, educators will begin their commitment to actively support Undocumented youth in their schools by identifying ways that they can shift from having a passive allyship mindset, into becoming an active accomplice working with and for Undocumented students.

Data and Engagement: Using Data to Inform Meaningful Engagement Strategies
Room: Arroyo Learning Studio 268
Presenters: Anais Ballesteros, Senior Director of Communications and Strategy, ALL In Education
Stephanie Parra, Executive Director, ALL In Education
Danny Hernandez, Community Impact and Learning Specialist, ALL In Education

Abstract: College planning is something that is important for families and students to start thinking about early on in their lives. For first-generation college students, this may be a topic that is foreign and uncertain - this is even more prevalent when a student doesn’t have a mentor or individual that shares their lived experiences. Join us as we share findings from our MAPA: State of Latino Education, Power and Influence report, where we highlight the gaps in representation and outside factors that can impact whether a student has a positive educational experience and a viable pathway to college. We will also highlight our evidenced-based program, the Parent Educator Academy (PEA), an introductory leadership development program for caregivers that want to strengthen their skills to better support their students in navigating the learning environment, the school system, and have agency over decisions that affect their families and communities.
**Hispanic Admissions Squad for Translating and Advocacy (HASTA)**

**Room:** Arroyo Learning Studio 269  
**Presenters:** Xvania Esquivel, Assistant Director, Southern Arizona Recruitment, The University of Arizona  
Cristina Bates, Coordinator, Undergraduate Recruitment, The University of Arizona  
Neyveth Duarte, Admissions Counselor, Outreach, The University of Arizona

**Abstract:** The Office of Undergraduate Admissions recognizes the need to maintain strong ties to the Hispanic/Latinx community through recruitment and outreach efforts. HASTA stands for Hispanic Admissions Squad for Translating and Advocacy. Our goal is to contribute to the University of Arizona’s aim to be an environment where students from all backgrounds can thrive academically and engage in meaningful ways within the community. Our committee is composed of Spanish-speaking staff and allies. HASTA was created in 2021, after recognizing the need to assist Spanish-speaking students and families, by implementing strategies and initiatives to improve the quality of resources and by being advocates of underserved Hispanic/Latinx communities.

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**EXCEL: A Recipe for Success**

**Room:** Estrella Hall Learning Studio N210  
**Presenters:** Alyssa McKenney, HSI EXCELlence Regional Coordinator, MCCCD  
Samantha Segovia, Success Coach, MCCCD  
Leslie Gutierrez, Success Coach, MCCCD  
Alejandra Obregon, Success Coach, MCCCD  
Juan Blanco, Success Coach, MCCCD  
Shayla Pinedo, Success Coach, MCCCD  
Azusena Osorno, Success Coach, MCCCD  
Samantha Hernandez Gaxiola, Success Coach, MCCCD

**Abstract:** The EXCEL program, offered at Estrella Mountain and Glendale Community Colleges since 2015, in partnership with the Helios Education Foundation, is proud to share highlights of the program’s success, program elements and key retention strategies designed to support first generation, and/or low-income, degree and transfer seeking students. Fundamental elements of the EXCEL program embody cariño, comunidad y familia. The EXCEL program serves as a model for student support at HSIs; cultivating a strong impact in GPA, degree awards and transfer rates. Presented by EXCEL Program Staff, the team will share many of our best practices, including: utilizing a holistic case-management approach to monitor academic progress and fafsa completion, engaging with community partners, campus services, and delivering programming designed to educate and prepare our students for challenges and opportunities ahead. Participants will also engage in a career exploration activity led by a Peer Mentor. Looking ahead, we will also share updates on “What’s next for EXCEL?”, the possibilities are endless!

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**Foregrounding Gender & Sexuality in Servingness Initiatives at HSIs**

**Room:** Estrella Hall Learning Studio N212  
**Presenters:** Antonio Duran, Assistant Professor, Arizona State University  
Cristóbal Rodríguez, Associate Dean of Equity, Inclusion, and Community Engagement | Associate Professor of Educational Leadership and Policy Studies, Arizona State University

**Abstract:** Although investigations of servingness have come to define the HSI literature in the past few years, these conversations are complicated with recent calls encouraging HSIs to consider the diversity that is present in Latinx/a/o communities as it relates to various identities (e.g., gender, languages, socioeconomic statuses). Guided by insights from empirical research in extant literature and those conducted by the presenters, the intention of this session is to sensitize educational practitioners to challenge monolithic understandings of Latinx/a/o communities. Attendees can expect to reflect on their preconceived understandings of LGBTQ+ Latinx/a/o individuals, as well as the gendered differences that exist across Latino men, Latina women, and those who identify as gender nonconforming/transgender. Those present will leave with tangible steps they can take to better serve the wide diversity that exists in Latinx/a/o groups along the axes of gender and sexuality.
Culturally Responsive Work-based Experiences for Underserved Information Technology Undergraduates

**Room:** Estrella Hall Learning Studio N247  
**Presenter:** Marcus Garcia, Work Based Experiences Coordinator, Phoenix College Information Technology Institute,  
Cynthia Pickering, Research Program Manager, Arizona State University - Center for Broadening Participation in STEM

**Abstract:** During the pandemic, Phoenix College, a 2-year Hispanic Serving Institution (HSI) launched the Information Technology Institute (ITI) and a five-year National Science Foundation sponsored program to provide culturally responsive work-based experiences (WBEs) for diverse IT students balancing multiple jobs and responsibilities. This session will discuss the benefits to underserved students in gaining IT experience alongside industry mentors and how culturally responsive practices enhance students' sense of belonging. A roundtable format will be used to discuss case studies from paid externships which provided real-world IT job experiences for undergraduate students under the supervision of faculty assisted by peer-mentors and industry members. Applied practices, challenges, benefits, and lessons learned during case studies will be shared, after which session participants will be asked to share existing or planned work-based experiential learning programs at their institution and discuss challenges, opportunities, differences, and value they see in adopting or adapting the shared practices.

Theory Meets Access: Working to Increase College Pathways for the Underserved

**Room:** Estrella Hall Learning Studio N248  
**Presenters:** Rudy B. McCormick III, Director, Early Academic Outreach, University of Arizona

**Abstract:** The University of Arizona's Office of Early Academic Outreach's mission is to increase the number of low-income, underrepresented and first-generation college-bound students who aspire toward and are eligible to enroll in a university-degree program. The office strives to engage equity-based theory in the actual service provided to students and families in a variety of programs and services. Examples of the application of these theories to our college access work will be shared, and the audience will be engaged in sharing examples of how their programs are enacting equity-based theories.

SESSION 3  2:05 pm – 3:05 pm

CRT Toolbox: Cultivating Diverse and Inclusive Pedagogy in Higher Education

**Room:** Arroyo Learn Studio 267  
**Presenters:** Dr. Clarissa Davis-Ragland, Business Faculty & EMCC Culturally- Relevant Faculty Champion, Estrella Mountain Community College,  
Elizabeth (Liz) Cantú, Communication Residential Faculty, Estrella Mountain Community College

**Abstract:** Culturally relevant teaching (CRT) has been an important framework for educators to display their cultural awareness while encouraging students to relate course content to their cultural context (Ladson-Billings, 1994). This interactive session focuses on a Culturally Relevant Toolbox (CRT) Training developed by faculty supported through a Title V grant as an intervention to support good teaching practices that help close equity opportunity gaps in higher education. Join us to learn more about how culturally relevant (CR) pedagogy provides strategies and tools that can be applied across disciplines and learning modalities for how we in higher education can continue to be student-centered and responsive to the various communities we serve during COVID and beyond.
Connections For Success: Learning Outside the Classroom through First-Year Engagement
Room: Arroyo Learn Studio 268

Presenter: Abe Villarreal, Campus Dean, Cochise College

Abstract: Student engagement in on and off campus events is a well-researched and proven method of improving academic outcomes. Students enrolled in the Cochise College freshman seminar course, titled Connections for Success, are required to participate in engagement activities tied to the curriculum. The presenters will highlight the development of this initiative, how relationships were created with campus and community partners, methods to positively motivate students, and how this high impact learning experience positively transformed the learning experience of the first year student.

Data, Practice, and Leadership: Demonstration of HSI Excelencia
Room: Arroyo Learn Studio 269

Presenters: Erin Paradis, Ed.D., Lecturer, Business Communication, The University of Arizona
Karla Cruze-Silva, Ph.D., Associate Director, Hispanic Serving Institution (HSI) Initiatives, The University of Arizona

Abstract: Demonstrating excellence in advancing Hispanic/Latinx student success is integral to the work of Hispanic-Serving Institutions. In 2019, The University of Arizona earned national recognition by earning the Seal of Excelencia. This national certification requires a rigorous application process, and recertification takes place every three years. This presentation offers insights on the application process and best practices for HSIs pursuing the Seal of Excelencia certification. Key take-aways will focus on institutional collaboration, timelines, data and narrative alignment, documentation, and stakeholder engagement. These elements will shape long-term institutional goals and communication of HSI initiatives to the community. Our team will share the value for institutions to examine their strategies, practices, and programs that center on servingness and positive outcomes for Hispanic/Latinx students. This presentation will provide institutions interested in applying for the Seal of Excelencia with background knowledge of the process and tips for success in expanding capacity as an HSI.

Arizona Universities Working Together to Increase Diversity in STEM at All Levels
Room: Estrella Hall Learning Studio N210

Presenters: Anna Tanguma-Gallegos, Research Program Manager, Center for Broadening Participation in STEM, ASU
Gabriel Alonzo Montano, Professor and MIRA Center Director, NAU- MIRA Center Director
Jessica Hauer, Educational Outreach Coordinator, ASU NCI
Brianna Moreno, Senior Program Coordinator, Quantum Photonic Applications, UA

Abstract: Synergistic efforts across Arizona’s three research universities are seeking to increase access to STEM education and career opportunities for the students of Arizona. A focus of recent efforts has been on increasing access to STEM education and career paths amongst historically minoritized and first-generation students through intervention strategies at K-16. In this session, synergistic programs will be described in addition to a discussion as to how efforts can be grown to expand beyond research entities and most effectively increase access to STEM education and careers for students of Arizona. K12 programs to date have focused on outreach interventions that introduce students, families and communities to hands-on science experiences in their own communities and surroundings. College programs and interventions focus on increasing student’s “sense of belonging” as well as providing opportunities to engage with minoritized students and communities in research opportunities.

Increasing Access to Community College for Latino Students
Room: Estrella Hall Learning Studio N247

Presenters: Catrina Kranich, Student Services Director, Outreach & Early College. Estrella Mountain Community College

Abstract: You will learn how Estrella Mountain Community College has worked to increase college access and opportunity for first generation, Latinx adult learners, and students in opportunity/rural zones. The focus will be on EMCC’s embedded staff programs and two grants that have been awarded to EMCC.
Examining Servingness through Faculty Hiring: An investigation of HSI Consciousness in Faculty Decision-Making

Room: Estrella Hall Learning Studio N248

Presenters: Cynthia D. Villarreal, Assistant Professor, Northern Arizona University, Educational Leadership

Abstract: This session will present research on how faculty search chairs at two Hispanic-serving institutions (HSIs) enacted an HSI Consciousness into their faculty hiring processes. Since hiring is considered a mechanism for embedding and transmitting culture (Schein, 2000), this investigation focused on the policies, procedures, and internalized practices within the faculty hiring process. Through analysis of organizational artifacts and faculty interviews, Dr. Villarreal argues that to effectively serve Latinx students at HSIs, HSI Consciousness should be both embedded in the structures of the organization as well as embodied by the individuals who enact the culture. The session will conclude by presenting questions for reflection to allow audience members the opportunity to engage in their own examination of HSI Consciousness at their respective institutions.