Hispanic-Serving Institution (HSI)

Mesa College is designated as a “Hispanic Serving Institution,” meaning more than 25% of the student population is Latinx/Hispanic.

**Title III Grant:** Meant to fund “STEM Conexiones” (STEM Connections), and support Hispanic and low-income students in STEM (Science, Technology, Engineering, Math).

**Title V Grant:** Meant to improve the retention and graduation rates of Mesa’s diverse population, particularly its Latinx students, through systematic, institutional changes and improvements.
AHSIE Attendees

Leticia P. López  Title III and Title V Acting Program Manager
Juan U. Bernal  Title V Math Course Redesigner
Natchel Bello Luna  Lead Peer Navigator | AHSIE Student Scholar
Yolanda Cataño  Title III Administrative Technician
Mariam Kushkaki  Title V Classroom Tutoring Program
Brian Mackus  STEM Instructional Support Supervisor
Ikuko McAnally  Title V Administrative Technician
Agustin Rivera  AVANZA, Peer Navigator / CRUISE
Latinx STEM Success

- Validation Theory
  - *The Latino Students Guide to STEM Careers* by Dr. Laura Rendón

- HSI Typology (from Enrolling to Serving)
  - “Constructing an Organizational Identity to HSIs” by Dr. Gina Garcia

- NSF Grant Competition for HSIs
  - Upcoming Opportunities (S-STEM, ATE, MRI, IUSE, ADVANCE, etc.)
  - Application assistance available from SFA NSF Kickstarter Program

- STEM Best Practices
STEM Redesign

- STEM curriculum alignment
  - “Flight” plans and program-geared advising
- Project-based learning in STEM
  - Peer mentoring (cell biology and experimentation)
- Learning communities
- Culturally Responsive Pedagogy
Classroom Tutoring Program

- Embedded tutoring program
- Best practices and challenges
  - Training, peer learning, genuine connections
  - Retention, success, and equity gap
- Strengthening faculty engagement
  - Role of faculty (UCSB reference)
Administrative Involvement

- Zooming out: Hispanic-Enrolling vs Hispanic-Serving
- Culture shift of intentionality and inclusiveness on campus
- Biggest challenge: Finding our place as grants within the institution and the district
  - U.S. Department of Education, district, and institution
AVANZA and Peer Navigators

- Student Support
  - Target needs
  - Coaching
  - Communication
  - “Refer, not Fix”
  - Mentorship

- Family Engagement
  - Family Member / Parent Academy
  - Validating college journey as a family effort
  - Empower families and connect them with campus