

Probability and Statistics Seminar

Higher Education Social Responsibility: An Empirical Analysis and Assessment of a Hispanic-Serving Institution's Commitment to Student Integration and Sense of Belonging (Proposed Study)

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Background of Study: Current efforts in higher education institutions to increase persistence and success among Hispanic students continue to be ineffective and thus new conceptual frameworks need to be explored. Data from the Hispanic Association of Colleges and Universities asserts that increasing the number of Hispanics that graduate is vital for our country's future. In turn, Hispanic-Serving Institutions need to nourish and nurture their students to ensure that they graduate and institutional frameworks would benefit from cultural and epistemological congruence with Hispanic students, their families, and their communities.

Statement of the Problem: Educational leaders have urged educators to take on the responsibility and commitment to students' success and to have a positive impact on the communities they serve. This quasi-experimental study intends to measure the impact of a Hispanic-Serving Institution's social responsibility on underrepresented students' institution affiliation, especially Hispanic students in South Texas.

Research Questions: 1. What types of perceptual and behavioral characteristics (e.g. social integration, academic integration, perceived campus climate, CESL enrollment status, socio-economic status, gender, and immigration status) are associated with sense of belonging for college students, especially Hispanic students during their first year at a HSI in South Texas? 2. How do community-engaged scholarship and learning experiences encompassed in CESL courses (e.g. experiential learning through community engagement, undergraduate participatory research, and culturally-relevant pedagogy) impact college students' sense of belonging and academic and social integration, especially Hispanic students during their first year at a HSI in South Texas?

Methodology: In order to answer the two research questions, a quasi-experimental research design will be utilized. It involves two forms of analyses: Regression Analysis addressing question one and One-Way Multivariate Analysis of Variance addressing question two.

Significance of the Study: This study will seek empirical evidence of how Hispanic students may benefit from engagement opportunities, informal and formal mentoring, cultural competency, classroom environment, research projects, and scholarship, which are inequities commonly found in educational systems.

Note by Juan: *As alumnus of a legacy institution (UTPA-Mathematics & Engineering), current doctoral student of Education and university lecturer of SMSS, my study is a small contribution to UTRGV's vision and mission in becoming the nation's premier Hispanic-Serving Institution that will transform the RGV and beyond.*

Date: Friday February 23, 2018

Time: 10:00 to 11:00 AM

Location: EMAGC 2.210 and BMAIN 1.220

Please direct any questions or requests to Dr. Tamer Oraby at tamer.oraby@utrgv.edu