FIVE THINGS

NASPA Research and Policy Institute Issue Brief

FIVE THINGS Student Affairs Professionals Can Do to Support Latinx/a/o Students in Community Colleges

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Student Affairs Administrators in Higher Education

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FIVE THINGS ISSUE BRIEF SERIES

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This brief is an initiative of NASPA's Community Colleges Division Latinx/a/o Task Force in support of its goal to provide opportunities for student affairs professionals to engage in and learn more about Latinx/a/o issues with a focus on community colleges.

T he purpose of this brief is to provide information to student affairs educators — including staff, faculty, and administrators — to guide their approach for serving the needs of Latinx/a/o[1] students in community colleges. This brief may also serve as a resource for professionals at baccalaureate-granting institutions who work with students who have transferred from a community college. Community colleges in the United States enroll 38% of all postsecondary students, with about half of all Latinx/a/o students starting their higher education journeys in a community college (Snyder, de Brey, & Dillow, 2016). These enrollment figures represent a broad swath of Latinx/a/o individuals, who seek a diverse array of educational outcomes. From vocational and technical education to baccalaureate-level transfer coursework, community colleges' multifaceted curricula reflect the institutions' open-access missions (Cohen, Brawer, & Kisker, 2014).

Community colleges help students gain access to a postsecondary education, but research has shown that while it is necessary (McDonough, 1994), access alone is not sufficient for transfer and baccalaureate completion for Latinx/a/o and other students of color (Gándara & Contreras, 2009; Zamani-Gallaher, 2007). This access–success paradox remains a significant factor when considering the experiences of Latinx/a/o community college students, because while many of them intend to transfer and complete a bachelor's degree, many never do (Gándara & Contreras, 2009; Solórzano, Acevedo-Gil, & Santos, 2013).

Latinx/a/o students enroll in community colleges for myriad reasons, as the research attests. Challenges in the transfer process and low completion figures call on community colleges to focus intently on student success and to partner with 4-year colleges and universities to improve student outcomes. Slightly more than half of Latinx/a/o students who enroll in community colleges must take at least one remedial course; by comparison, slightly less than half of White students who enroll in community colleges need remediation (Solórzano et al., 2013). This need to remediate a high proportion of students has resulted in a call to action to examine how best to meet their needs and increase their success in community colleges.

The concept of student success boasts a significant research canon and is an idea with which many institutions, individuals, and organizations are concerned (Calcagno, Bailey, Jenkins, Kienzl, & Leinbach, 2008; Crisp & Nora, 2010;

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[1] The term *Latinx/a/o* is used by the authors in an aim to move beyond gender binaries and is inclusive of intersecting identities of Latin American descendants. *Latinx/a/o* is inclusive of trans, queer, nonbinary, gender nonconforming, or gender-fluid individuals.

Supporting the success of Latinx/a/o community college students through effective student affairs practice is a complex undertaking at both the institutional and individual levels.

Goldrick-Rab, 2010). For community colleges, definitions of student success are often shaped by institutional success on outcome measures, like transfer and graduation. This shifting attention to the institution's responsibility for its students' success could not be more critical or timely—particularly for the largest racial group enrolled in community colleges: Latinx/a/o students.

Because so many Latinx/a/o students pass through community colleges during their educational journeys, student affairs practice is invariably affected, even after these students transfer to baccalaureate-granting institutions. Colleges and universities receive a steady flow of Latinx/a/o students who started or have once enrolled in community colleges. Supporting the success of Latinx/a/o community college students through effective student affairs practice is a complex undertaking at both the institutional and individual levels. The following five strategies advance the field of student affairs' collective understanding and development of professional competencies. This list was distilled from analyses of the research literature as well as the experiences of each author's time in higher education, both as a student and as a professional.

1 Provide Educational Preparation to and Affirm Competencies of Student Affairs Professionals

Graduate preparation programs in higher education and the student affairs profession place a great deal of emphasis on *Professional Competency Areas for Student Affairs Educators* by ACPA–College Student Educators International and NASPA–Student Affairs Administrators in Higher Education (2015). In 2014 a task force was formed to revisit the original document, which was published in 2010. The task force considered how the competencies apply to professional practice and development as well as the preparation of new professionals through graduate study (ACPA & NASPA, 2015). The competencies comprise 10 areas of professional practice, and they explain essential knowledge, skills, and dispositions expected of student affairs educators. Descriptions of each area are provided along with gradations in expected professional outcomes—ranging from foundational to intermediate to advanced. The outcome statements are intended to help educators assess their level of proficiency for each competency area. The competency areas include personal and ethical foundations; values, philosophy, and history; assessment, evaluation, and research; law, policy, and governance; organizational and human resources; leadership; social justice and inclusion; student learning and development; technology; and advising and supporting.

One of the most salient revisions from the initial competencies document (ACPA & NASPA, 2010) was a clearer commitment to social justice and inclusion by shifting from an awareness of diversity to a more active orientation. This commitment from the leading professional associations in the student affairs profession provides a useful framework for individuals to reflect on the extent of the role social justice plays in their practice.

Of particular relevance in serving Latinx/a/o community college students is the social justice and inclusion (SJI) competency area. Its definition of social justice includes "the knowledge, skills, and dispositions needed to create learning environments that foster equitable participation of all groups and seeks to address issues of oppression, privilege, and power" (ACPA & NASPA, 2015, p. 30). The SJI competency area asks student affairs educators to have a sense of their own agency and social responsibility that includes others, the community, and the larger global context. Student affairs educators may incorporate SJI competencies into their practice by seeking to meet the needs of all groups, equitably distributing resources, raising social consciousness, and repairing past and current harms on campus communities. Student affairs educators in community colleges, especially those in settings with large Latinx/a/o student enrollments, can apply the concepts of the SJI competency area to assess how effective their institutions are in supporting the success of these students.

Chávez and Sanlo (2013) discussed how leaders can reflect on their intersectional identities as a way to lead toward equity and social justice. These authors shared real-life examples of student affairs practitioners and other leaders who put themselves through a process of self-awareness in order to become more transformative in their social justice work. Latinx/a/o students' future success will depend on the extent to which student affairs and other leaders within community colleges commit

Of particular relevance in serving Latinx/a/o community college students is the social justice and inclusion (SJI) competency area.

to working toward strengthening these professional competencies, as they can break down barriers to success for these students.

In addition to the SJI competency area, the organizational and human resources (OHR) and leadership (LEAD) competency areas are essential: both can help student affairs professionals lead organizations to promote an equity mindset and to foster milieus that are more culturally responsive to Latinx/a/o students. The OHR competency area includes knowledge, skills, and dispositions used in the management of institutional human capital, financial, and physical resources; the LEAD competency area includes the knowledge, skills, and dispositions required of a leader with or without positional authority.

The competencies exist to be used by student affairs practitioners for self-assessment. A best practice is to provide professional development opportunities for student affairs educators to learn about Latinx/a/o students so that these educators can discover how best to support their success. As individual student affairs educators gain awareness about the needs of Latinx/a/o students, practices to address their needs may lead to positive transformational institutional change. Leaders are empowered as change agents through this process of self-awareness and can more effectively impact SJI outcomes, resulting in more culturally responsive organizations.

2   Accept Responsibility at the Institutional Level

Student affairs educators can use Valencia's (2010) research in *Dismantling Contemporary Deficit Thinking: Educational Thought and Practice* to make sense of the social construction of the term *at-risk*, which is a term housed in deficit thinking and rooted in centuries-old conceptualizations of children deemed to be a public concern. Scrubbing *at-risk* and the multiple permutations of it from our professional vocabulary is particularly relevant and necessary in (re)shifting responsibility for student success to the institutions that enroll them—rather than putting it on the students alone. Institutional responsibility should matter to student affairs educators in community colleges because of the quantifiable impact community colleges make on the landscape of higher education (Dowd, 2007)—note the common expression that "community colleges accept 100% of students who apply."

That adage—referring to community colleges' open-door policy—is what has made these institutions so distinctive and essential. Since their nascence in 1901, community colleges have offered students access to an array of educational programs while only requiring completion of a high school diploma or its equivalent (Cohen et al., 2014; Dougherty, 1994; Dowd, 2007; Nevarez & Wood, 2010; Vaughan, 2006). The increased access to postsecondary education made possible by this open-door admissions policy has undoubtedly affected the composition of the student bodies that enroll in these colleges (Provasnik & Planty, 2008). As a result, community colleges enroll more returning, working, and older students and more students of color than do their 4-year counterparts (Dougherty, 1994; Provasnik & Planty, 2008; Snyder & Dillow, 2012).

Most Latinx/a/o students who enroll in college begin at community colleges (Santiago & Stettner, 2013; Snyder et al., 2016). As institutions faced with serving the needs of a broad range of students, community colleges need leaders who are dedicated to serving local communities but also informed on national trends and issues (Eddy, 2010; Vaughan, 2006). Compared with students at baccalaureate-granting colleges and universities, community college students are more likely to be women, over the age of 24, from low-income families, and non-White (Horn, Nevill, & Griffith, 2006). The data reported in Table 1 show enrollment figures for all of higher education. White and nonresident alien[2] students are less likely to enroll in a community college; Latinx/a/o students are more likely to enroll in a community college.

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[2] The term *nonresident alien* is used by the source cited and not a term used by the authors.

Table 1. Fall 2014 Enrollment at Degree-Granting Institutions, by Level of Institution and Racial Groups

	All Higher Education		Community Colleges	
	n	Percent	*n*	Percent
White	11,237,436	55.6%	3,285,893	29.2%
Black	2,791,865	13.8%	925,088	33.1%
Hispanic	3,191,699	15.8%	1,447,116	45.3%
Asian	1,213,616	6.0%	373,987	30.8%
Pacific Islander	58,832	0.3%	18,893	32.1%
American Indian/Alaska Native	152,911	0.8%	61,828	40.4%
Two or more races	642,100	3.2%	191,314	29.8%
Nonresident alien	918,910	4.5%	93,646	10.2%
Total	*20,207,369*	100.0%	*6,397,765*	31.7%

Note. Adapted from *Digest of Education Statistics*, Table 306.50, by National Center for Education Statistics, 2014, https://nces.ed.gov/programs/digest/d14/tables/dt14_306.50.asp. In the public domain.

Student affairs educators must affirm their commitment to social justice and inclusion by focusing on advancing institutional practices that support Latinx/a/o student success—from recruitment through transfer and degree completion.

3 Actively Recruit and Retain Qualified Student Affairs Professionals

Higher education scholars have argued for increased recruitment and retention of Latinx/a/o faculty for some time now (Ponjuan, 2011). Research suggests that Latinx/a/o faculty may benefit an institution by engaging students in the classroom in ways that increase student success (Ponjuan, 2011). We extend this assertion and apply it to our thinking of Latinx/a/o student affairs educators as institutional agents who are able to advance student success.

Community colleges have experienced significant shifts in faculty and administrative leadership composition as retirements continue to impact

succession planning efforts (Berry, Hammons, & Denny, 2001). While conversations around succession planning are more common for administrative leadership roles, Lunceford (2014) contended that there is little emphasis on planning transitions for new student affairs educators and their critical role in the success of community colleges and their students.

Student affairs educators can work to attenuate the orthodoxy of individualistic, top-down leadership frameworks and styles often (re)presented in the community college research literature. Most of the extant research on community college leaders focuses on executives, privileging presidents and chancellors while obscuring the realities of racialized identities. This simultaneous privileging and obscuring advances the notion of a prototypical higher education leader as a White heterosexual male. An array of critical perspectives on educational leadership has emerged since 2000, such as revolutionizing leadership development (Kezar & Carducci, 2009) and counter-storytelling (Croom & Marsh, 2016; Solórzano & Yosso, 2002). These critical perspectives on educational leadership can

Table 2. Percentage of Latinx/a/o Employees in Community Colleges, by Employment Status

	Total	Executive/Managerial	Faculty
Fall 1997	5.9	4.3	4.1
Fall 2003	6.3	5.3	4.3
Fall 2007	7.1	5.5	4.9

Note. Adapted from *Digest of Education Statistics,* Table 256, by the National Center for Education Statistics, 2010, https://nces.ed.gov/programs/digest/d10/tables/dt10_256.asp; *Digest of Education Statistics,* Table 224, by the National Center for Education Statistics, 2005, https://nces.ed.gov/programs/digest/d05/tables/dt05_224.asp; and *Digest of Education Statistics,* Table 226, by the National Center for Education Statistics, 2000, https://nces.ed.gov/programs/digest/d00/dt226.asp. In the public domain.

help student affairs educators come to know leadership as a process and not something to be owned solely by individuals in positions of authority.

While the national figures indicate that students across broad demographic sectors rely on community colleges as an access point to enter higher education, this open-door policy has not been the case for those individuals who influence decision-making processes and wield power at community colleges (León & Nevarez, 2007; Valverde, 2003). These college leaders—presidents, vice presidents, deans, department chairs, faculty, and other student affairs educators—continue to be predominantly White and male and not reflective of the students on their campuses or the residents of their local communities. Estimates from three iterations of the National Center for Education Statistics' *Digest of Education Statistics* show Latinx/a/o educators to be grossly underrepresented in faculty and student affairs leadership roles in relation to the large proportion of Latinx/a/o students enrolled. Table 2 shows Latinx/a/o professionals comprising roughly 7% of all community college employees and less than 5% of faculty since the late 1990s.

Table 1 shows that while 23% of community college students are Latinx/a/o, nearly one in every two Latinx/a/o college students is enrolled in a community college. Those proportions juxtaposed with the data presented in Table 2 have significant implications for community college leaders, since

Latinx/a/o individuals are the fastest-growing racial group and college-age population in the United States (Ennis, Rios-Vargas, & Albert, 2011; Valverde, 2003). This rapid growth notwithstanding, a critical mass of the population does not possess a representative sample in faculty or in administrators of their respective colleges (Jackson & O'Callaghan, 2009; McCurtis, Jackson, & O'Callaghan, 2009).

Two significant interventions to advance the recruitment and retention of Latinx/a/o student affairs educators and leaders will be described in the following sections: NASPA's Escaleras Institute and the National Community College Hispanic Council (NCCHC) Leadership Fellows Program.

Escaleras Institute

The NASPA Escaleras Institute – Latin@/x Student Affairs Professionals Scaling New Heights in Leadership is designed for Latinx/a/o student affairs professionals who aspire to senior-level student affairs roles. The 3-day, cohort-based institute offers an intensive, challenging, and collegial learning environment that helps Latinx/a/o professionals develop culturally relevant leadership skills that leverage their unique ethnic heritages and histories. In this cohort-based institute model, Escaleras participants focus on the current research on Latinx/a/o professionals in higher education leadership, the pipelines and pathways to educational administration, as

well as challenges and opportunities in leading as a Latinx/a/o professional at institutions of higher learning. Participants work in cohorts with other Latinx/a/o professionals to build the requisite skills and competencies for senior-level student affairs roles, including the vice president for student affairs position. Cohort members share a commitment to leading in a diverse, global, and socially just higher education environment.

NCCHC's Leadership Fellows Program

The National Community College Hispanic Council (http://www.ncchc.com) was formed as a nonprofit charitable organization in April 1985 to link Latinx/a/o community college presidents from across the nation to support communication and foster networking while encouraging future leaders (NCCHC, n.d.). NCCHC is one of the 30 Affiliated Councils of the American Association of Community Colleges (AACC). NCCHC's Leadership Fellows Program (LFP) has been a significant contribution to the student affairs profession. From 1990 to 1995, 72 Latinx/a/o community college leaders participated in the LFP (González Sullivan & Aalsburg Wiessner, 2010). During this time, the LFP helped develop more than 25 community college presidents, some of whom are still serving. Currently housed at the University of San Diego under the direction of Ted Martinez, the LFP has helped prepare more than 250 Latinx/a/o educators to serve community college students at all levels of the organizational spectrum.

Critical Mass and Leadership

Scholars have found that the level of student representation on a campus is an important predictor of student success in community colleges (Hagedorn, Chi, Cepeda, & McLain, 2007). The notion of critical mass is reflected at institutions with a high representation of "minority" students, and it's suggested to positively influence student success (Hagedorn et al., 2007). Nevarez (2001) also advanced the notion of how critical mass is one of the strongest ways that institutions can help foster integration and success among their minoritized student groups.

Although both studies have applied the notion of greater representation from both students and faculty, limited research has examined the role of Latinx/a/o student affairs educators on Latinx/a/o students, particularly at a community college.

Santamaría, Jeffries, and Santamaría (2016) provided a blueprint for leaders to examine their organization's leadership actions and assumptions around implicit and explicit pathways to leadership opportunities. This work can serve to guide student affairs units to establish clarity in identifying, recruiting, and hiring culturally responsive leaders.

4 Scale up Programs and Services

Latinx/a/o students must also have access to effective support services within their community colleges' organizational structure. This structural capacity should start with assessment practices that inform decision-making processes for bringing programs and services to scale. To begin the decision-making process, analyses should include an inventory of the support services offered to determine the demographics of students accessing the services and the attributes of the various programs offered. This demographic analysis can serve as the impetus for institutionwide discussions that seek to determine whether there are Latinx/a/o student needs not being addressed by the current services and programs.

To conduct these analyses, student affairs educators should seek collaborations with their institutional research colleagues to obtain student outcomes data disaggregated by age, gender, Pell Grant eligibility, race, and other meaningful categories for which data are available. It is important that institutions and student affairs divisions obtain student data relevant to onboarding and enrollment, declared major/program of study, engagement with support services, persistence and retention, course completion, graduation, transfer, and employment. Through this data analysis, educators can begin to identify any opportunity gaps related to Latinx/a/o students. Outcomes assessment that gauges the effectiveness of student affairs services and programs

using multiple methodologies is vital in order to learn what is meaningful and helpful.

These initial efforts to learn more about the programs and services on community college campuses can help reveal trends in the data relative to Latinx/a/o student access and success. Once data trends are identified, the opportunity gaps to address via scaling successful services and programs or by offering new support systems are magnified. One national initiative to encourage scaling up is the Lumina Foundation's Achieving the Dream: Community Colleges Count (ATD). ATD focuses on the success of first generation, low-income students of color who attend community colleges (http://achievingthedream.org). The 2012 MDC publication *More to Most: Scaling up Effective Community College Practices* noted that a major challenge is that "a program might be effective but without the right positioning and allies, it will languish instead of grow. Institutional culture and politics can either smother or strengthen promising innovation" (Parcell, 2012, p. 4). This statement is likely to resonate with many student affairs educators because of the nature of institutional cultures in higher education.

Outcomes assessment that gauges the effectiveness of student affairs services and programs using multiple methodologies is vital in order to learn what is meaningful and helpful.

The MDC publication provides specific guidelines on how to scale, and particularly instructive is its explanation of how to determine a scaling strategy. After doing due diligence on data analysis about Latinx/a/o students, student affairs educators should exercise their leadership on campus to determine whether it is most effective to scale the breadth of the services and programs by increasing the number of Latinx/a/o students reached, by increasing the intensity of a program (depth), by duplicating the program at additional sites or campuses, and/or by offering professional development to additional personnel who are able to deliver an effective service or program. It will likely take a combination of these strategies to achieve the scale appropriate or needed to significantly increase Latinx/a/o student success.

Bailey, Jaggars, and Jenkins (2015) made a similar conclusion about reforms in community colleges and what it takes to obtain more equitable student success outcomes. They stated that "to improve their outcomes on a substantial scale in an environment very different from the past, colleges must undertake a more fundamental re-thinking of their organization and culture" (p. 12). Bailey et al. (2015) made specific recommendations related to this rethinking and to creating and scaling successful services and programs toward institutionalized practices, which include the following:

- Provide professional development for faculty and staff using "collaborative inquiry" to generate adaptive solutions.
- Design a model of collaboration between student affairs professionals and faculty, including using a cross-functional team approach for course and support services redesign.
- Use disaggregated data to support faculty and staff in:
    ◊ Questioning current practices and generating dialogue about new ways to improve learning and success;
    ◊ "Connecting" with each other on the shared value of student success; and
    ◊ Identifying "loss" and "momentum" points along students' pathways through college.
- Reshape existing governance structures by building relational trust and focusing on practice rather than internal politics.
- Redirect/repurpose existing time and money resources by examining how scaling up effective practices may lower costs by increasing student retention/success.
- Hire, promote, and recognize faculty and staff for their work in supporting equitable student success outcomes.

Additionally, to achieve the effective scaling of programs, services, and practices that will support the success of Latinx/a/o students, student affairs educators, faculty, and other staff need to move from a deficit cognitive frame to an equity cognitive frame (Bensimon, 2006; see also Valencia, 2010). Furthermore, while deficit-minded individuals construe unequal outcomes as originating from students' characteristics, equity-minded individuals will reflect on institution-based dysfunctions and consider their own roles and responsibilities as well as those of their colleagues in equitable educational outcomes (Bensimon, 2006).

Bensimon (2006) and her colleagues pioneered the use of an equity scorecard process of facilitated dialogue to help faculty and staff develop equity-mindedness, which has led to changes in institutional practice and organizational culture. These changes include routinely disaggregating data by race and ethnicity, focusing on equitable outcomes, engaging in and appreciating reflective dialogue, identifying new areas of concern, and making changes to practice only after meaningful and intentional inquiry. This transformational process is key to the scaling of services and programs that will be more effective in supporting Latinx-/a/o student success. Bensimon (2006) reflected, "The process of inquiry into the problem as well as the understanding that one acquires from it can be a source of expertise, motivation, and empowerment, all of which contribute to transforming an individual into an agent of change" (p. 20). A key competency for student affairs educators is SJI, which involves a willingness to engage in the self-work necessary to think from a mindset that precedes changes in institutional practices and ultimately supports the transformation of organizational culture. As equity-minded student affairs educators, we are better equipped to lead our teams to interpret disaggregated data on completion, retention, enrollment, and success in gatekeeper courses and on credit accumulation using an equity perspective. Bensimon (2006) proposed that it is foundational for institutions of higher education to build an organizational culture that recognizes both the urgency of addressing the gaps in educational achievement and the importance of scaling innovative programs and services to improve underrepresented students' success.

The *Scaling Community Colleges Intervention Report*, prepared by Achieving the Dream and Public Agenda (2011), described a scaled-up program, service, or policy as follows:

- The program, service, or policy has an impact on the majority of the defined population, and there are measureable improvements or expected outcomes that can be documented.
- The practice or policy has become "business as usual" or has been "institutionalized" for the college.
- A college's processes are modified to support the program or service. . .
- Institutional resources and policies are aligned in support of the program, service, or policy. (p. 2)

To scale student affairs programs that support Latinx/a/o student success, it is clear that student affairs educators in community colleges will need to be at the forefront of organizational culture transformation by

- leading generative/reflective dialogue about educational gaps with trans-disciplinary/cross-functional teams;
- modeling an equity-minded frame of reference;
- becoming equity change agents through inquiry and assessment processes;
- thinking intentionally about scaling up effective programs;
- being willing to discontinue ineffective programs and services, and reallocate resources to scaling successful initiatives;
- building alliances and partnerships;
- being fiscally innovative;
- sustaining engagement; and
- assessing effectiveness using a culturally responsive lens.

5 Build in Effectiveness and Assessment

Student affairs educators' job responsibilities allude to, and often explicitly state, the importance of demonstrating student learning by engaging in meaningful effectiveness and assessment practices. *Professional Competency Areas for Student Affairs Educators* (ACPA & NASPA, 2015), which outlines the knowledge, skills, and dispositions expected of student affairs educators across all functional areas, includes the assessment, evaluation, and research (AER) competency. The AER competency area is defined as one that "focuses on the ability to design, conduct, critique, and use various AER methodologies and the results obtained from them, to utilize AER processes and their results to inform practice, and to shape the political and ethical climate surrounding AER processes and uses in higher education" (ACPA & NASPA, 2015, p. 12).

For student affairs educators in community colleges, components of the AER competency area related to the creation, support, and ongoing sustainment of environments that advance student learning must be integral outcomes of professional practice (Barr & Tagg, 1995; Cohen et al., 2014). To support Latinx/a/o students in community colleges, student affairs educators should emphasize institutional effectiveness and assessment as central to achieving the social justice aspirations so many institutions purport to hold dear (McArthur, 2016). Higher education's emphasis on demonstrating student learning to internal and external stakeholders, plus the increasing Latinx/a/o student population, supports the need for learner-centered student affairs effectiveness and assessment practices in community colleges to support Latinx/a/o students (Montenegro & Jankowski, 2015).

Community college student affairs educators can commit to supporting Latinx/a/o students by facilitating whole-person education and development in their programs and services (Bresciani, Hoffman, Baker, & Barnes, 2014). At its core, supporting Latinx/a/o student success from an effectiveness and assessment framework asks student affairs educators to think of themselves as leaders in their institutions (Boggs & McPhail, 2016; Eddy, Sydow, Alfred, & Garza Mitchell, 2015). Demonstrating an institution's effectiveness through assessment that is inclusive of students historically excluded from full participation in higher education is not one individual's responsibility; rather, it should be a collective effort of many educators. This collective effort takes a commitment to education and development that is ingrained in all levels of a student affairs organization. Integral to this effort is student affairs educators' capacity to admit they cannot assess everything they do (Bresciani et al., 2014).

CONCLUSION

Now more than ever, student affairs educators must strengthen and affirm their commitment to serving historically marginalized and underserved communities in higher education. Today's Latinx/a/o students are facing fear and uncertainty that many of them have never encountered in their lifetimes. Vitriolic political narrative has (re)emerged, and the promised injustices facing the Latinx/a/o community directly affect students on and off campus in their day-to-day lives. Because Latinx/a/o community college students live intersectional lives, they are also members of other groups reviled by a growing segment of the American populous. Students live their lives across multiple intersections and are not *just* Latinx/a/o; some are LGBTQ+, some have (in)visible disabilities, some are undocumented, while others simply use their privilege to support their friends and loved ones. The authors hope the information provided in this brief will strengthen student affairs educators' resolve to engage in practices that illuminate distinct institutional support structures for Latinx/a/o students.

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