Hispanics/Latinos in the Carolinas
Community College Study Guide
(please turn in for CEU credit)

Readings:

1. After visiting Pueblo, Mexico, the author of “Cross Purposes” writes that money sent by family members working in the United States ($17 billion in 2004) and closer ties to U.S. culture have “transformed life across the border.” He describes changes in housing, consumption, lifestyle, and health. Which changes do you think will have the most important effect on Mexico's future? Explain your choice.

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2. The Kenan Institute study reported in the UNC news release reveals that the impact of Hispanic spending in North Carolina is more than $9 billion a year, and may rise to $18 billion by 2009. In addition, the report points out that Hispanic labor contributes to the success of key industries in the state. Given these statistics, what changes do you see occurring in North Carolina in the next decade?

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(OVER)
3. According to the U.S. Department of Education, seven “undergraduate risk attributes” can endanger a student’s chances for completing a postsecondary degree. The Pew Hispanic Center Fact Sheet states that “the average number of risk attributes for Hispanic undergraduates is 2.4.” In your experience, which of the risk attributes identified in the report are the ones most likely to hurt a student’s chances of graduating? What is your college doing to support Hispanic students in overcoming those risks? What else might your college do to minimize the effects of the seven risk attributes?

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4. The Pew Hispanic Center Fact Sheet states that Hispanics enrolled in two-year colleges are more likely than whites to be over the age of 25. Is this national trend reflected in your college? What support is in place at your college for older full-time students who are Hispanic? How might it be improved?

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Please turn in completed study guide at the conclusion of the seminar.