

What I Did

Evaluated a financial education program for Latino students.

Why I Did It

I have had an opportunity to meet many leaders in the community and in higher education that see a need for financial education as a means to support student and overall economic success.

Two important conversations shaped the project goals, while additional conversations with stakeholders from ASA and LULAC aided in streamlining content and recommended ways to implement the program.

Who I Worked With

- Hispanic Association of Colleges and Universities
- The University of Incarnate Word
- Latino Students



What We Accomplished

CHANGE FOR ME

Change was cultivated throughout the CLU program and manifested in both personal and professional ways. I have noticed a profound personal change in how I relate to stress and conflict, in particular finding a sense of calm when I might not have otherwise had the wherewithal to do so. I owe much of this, if not all of it to the Claremont Core curriculum, which ultimately paved the way for me to better understand my personal role as it relates to the work of social impact. For me, there was a move from my living in a world of “assumptions” about how the world works or should be - to a new understanding of self. In order to facilitate positive change in the world I must remove assumptions, understand my biases and work to challenge divisiveness.

CHANGE FOR PARTICIPANTS

This Capstone project opened up the conversation internally within my organization, especially as it relates to the importance of reaching out to the Latino college student population. While the stakeholders within the organization I work for have long understood the need for financial education as a means to help students understand their finances, there has been little in the way of understanding that the Salt resource is a dynamic tool that can address many needs in within higher education.

CHANGE FOR THE PROBLEM

By providing the Latino student population with financial literacy online tools and resources while in college, there will be a move toward positive outcomes such as lower student loan borrowing, increased savings, understanding of credit and successful repayment of education related debt.

Key References

- Journal of Latinos and Education
- The Harvard Journal of Hispanic Policy.
- Cultivating Campus Environments to Maximize Success Among Latino and Latina College Students. New Directions For Higher Education
- The Role of Ethnic Identification and Perceived Social Support in Latinos' Adjustment to College

