Student Success is Our Success

Julie López Figueroa, Sacramento State
Gloria M. Rodriguez, UC Davis

CSU Chico

October 5, 2016
Opening Reflection:

Think-Pair-Share (5 minutes):

Can you describe a successful student that you know? What makes them successful?
Today’s Agenda

What we are doing today?:

♦ 9:30 – 10:30 am: Classrooms as Retention Sites
♦ 10:30-11:30 am: Latino Males in Higher Education

How we are going to interact with you today is equally as important as what we will present.

Our approach:

♦ Alternate throughout presentation
♦ Julie: Systems of higher education
♦ Gloria: Leadership implications
PART I:

CLASSROOMS AS RETENTION SITES
RETENTION VS. PERSISTENCE

♦ RETENTION IS AN INSTITUTIONAL CONCEPT- WHAT ARE INSTITUTIONS DOING TO GRADUATE STUDENTS?

♦ PERSISTENCE IS AN INDIVIDUAL CONCEPT- HOW DO STUDENTS NAVIGATE COLLEGE?

♦ METRICS SEEM TO BE BASED ON PERSISTENCE, NOT RETENTION

♦ Our Practice: PERSISTENCE METRICS DO NOT TELL US WHAT INSTITUTIONAL PRACTICES ARE AIMED AT RETAINING STUDENTS ... WE THEN BLAME THE STUDENT
Leadership:

♦ Taking responsibility for what matters at CSU
Chico
Reflection Question

Free Write: 2 minutes

♦ As a leader on this campus, where do you see yourself making a difference in the educational pipeline?
IMPLICATIONS

♦ METRICS ALONE WILL NOT IMPROVE RETENTION

♦ WE NEED TO **TRANSLATE** WHAT WE DO, SO THAT WE KNOW HOW TO BE RETENTION PARTNERS AND COLLABORATORS AS FACULTY AND STAFF
RETENTION AND CLASSROOM

PROFESSORS:

- WHAT IS MY PRACTICE TO RETAIN STUDENTS?
- LEARN ABOUT & BROKER RESOURCES THAT SUPPORT STUDENTS’ LEARNING
- REFLECT ON MY SYLLABUS
  - PRACTICE INCLUSION
  - CONSIDER ROLE OF OFFICE HOURS
  - LINK HOMEWORK ASSIGNMENTS TO “BIGGER PICTURE” OF COLLEGE
History: Educational (De)segregation

• **Alvarez v. Lemon Grove (1931)**: landmark lawsuit resulting from the "Lemon Grove Incident" became the first successful school desegregation for Mexican descent children in the history of the United States.

• **Mendez v. Westminster (1947)**: the ruling declared that segregating children of "Mexican and Latin descent" in Orange County and the state of California was unconstitutional. This ruling helped lay the foundation for the landmark Brown v. Board of Education case which ended racial segregation in the public school system.

• **Delgado v. Bastrop Independent School District (1948)** In Texas, the court ruled that placing Hispanic students in segregated schools was arbitrary and discriminatory and in violation of constitutional rights guaranteed by the Fourteenth Amendment.

• **Brown v. Board of Education (1954)** State laws which established separate public schools for black and white students denied black children equal educational opportunities.

• **Lau v. Nichols (1974)** This decision sets the stage for the right to bilingual education. Complaints by Chinese-American immigrants that their children were not learning when immersed in "sink or swim" all English classrooms. U.S. Supreme Court responds by saying that there is "no equality of treatment...students who do not understand English are effectively foreclosed from any meaningful education."
Additional Reading

- "Marching Students: Chicana and Chicano Students in Education, Past to the Present"
- "Critical Race Counterstories Along the Chicana/Chicano Educational Pipeline"
- "The Evolution of Deficit Thinking: Educational Thought and Practice"
- "Chicano School Failure and Success: Past, Present and Future"
- "Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring"
QUESTIONS?
Part II

Latino Males in Higher Education
National Snapshot

- Overrepresented in special education, referrals to juvenile justice agencies, and high school dropout

- Transition points become exit points (high school completion, college enrollment, and two-year/four-year degree completion)

- Even for “survivors,” the journey to higher education is not guaranteed for Latinos

Situated Learning
Lave & Wenger (1991)

Time-Space Routine
Seamon (1980)

Network Analytic Framework
Stanton-Salazar (1997)

Responsive Social Networks & Social Awareness Zones
Figueroa (2002)

Geography of Academic Support
(Figueroa, 2015)
Geography of Academic Support (Figueroa, 2015)

Recognizes areas within a schooling context identified as Social Awareness Zones (Figueroa, 2002)
- Stay away from or feel challenged because they either perceive or experience being devalued or being treated unfairly

Recognizes people within a schooling context identified as Responsive Social Networks (Figueroa, 2002)
- Gravitate toward resources and/or opportunities to secure the kind of support they believe is critical to their academic well-being
Lassen Hall: Financial Aid, Admissions, and Tutoring, Parking, and Tuition

Academic Information Resource Center (AIRC): 24/7 computer lab and newest classrooms
Academic Outlook and Latino Males

- Opportunities for racialization are abundant whereas educational and mentoring opportunities are limited.
  
  Martin – Graduating senior, CC Transfer, Sociology major

- Critical pedagogy and relevant curriculum can have implications for retention
  
  Joaquin – Senior, CC Transfer, Government major
Martin

You got kids telling you you’re worthless [in school] and even though you try to work yourself into the culture. When you work in the fields you got people calling you wetback. People drive around [by the fields where you are picking] and call you mojados [wetback]. And you tell yourself you don’t want to be that and you start dressing different so that maybe people won’t look at you like that. That’s one of the reasons I joined the military. I had plans and I wanted to be accepted.

I got to the military and people still called me a wetback. I got people of color calling me that. I went to a three-month boot camp. At that time, they could cuss and call you whatever they wanted. They break you down and they try to build killers. That’s what I basically was, but I wanted to be something different. I wanted to be accepted through the Mexican and White culture. You go around town and you do get respected when you wear the uniform. I started thinking that when I take the uniform off I’m still the same old Mexican dude again. People are called names because it’s a tool to hate. How else are you going to kill someone if you don’t hate them? They called me a wetback.
Joaquin

The best courses were the Chicano/ Latino courses. Those courses brought up the issues in the curriculum, especially the course I had with you [Figueroa] on la mujer Chicana. That really impacted me. I still have patriarchal characteristics in me that I need to deal with. There is still a lot of homophobia with myself, especially because of the street language that I use, like “that’s gay.” I need to be able to show someone my vulnerability. I need … just that confirmation that I’m ok. There is a lot of pressure [to be male]. It’s stressful. Those classes have been really helping me refine my identity to not be so exclusive in the way I speak or not make someone else feel uncomfortable and really trying to be as inclusive of other cultures. I didn’t know this was part of learning, too.
Higher Education Readings

Ensuring the Success of Latino Males in Higher Education
*A National Imperative*

Laura I. Rendón
sentipensante (sensing/thinking) pedagogy

Educating for Wholeness, Social Justice and Liberation

The Majority in the Minority: Expanding the Representation of Latina/o Faculty, Administrators and Students in Higher Education

Edited by Victor B. Sáenz, Luis Ponjuán, and Julie López Figueroa
Foreword by William Serrata

Edited by Jeanett Castellanos & Lee Jones
Foreword by Laura I. Rendón

Foreword by Mark Nepo
MORE QUESTIONS?
THANK YOU!

JULIE LOPEZ FIGUEROA

figueroa@csus.edu

GLORIA M. RODRIGUEZ

gmrodriguez@ucdavis.edu