

Student Success is Our Success

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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?



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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:

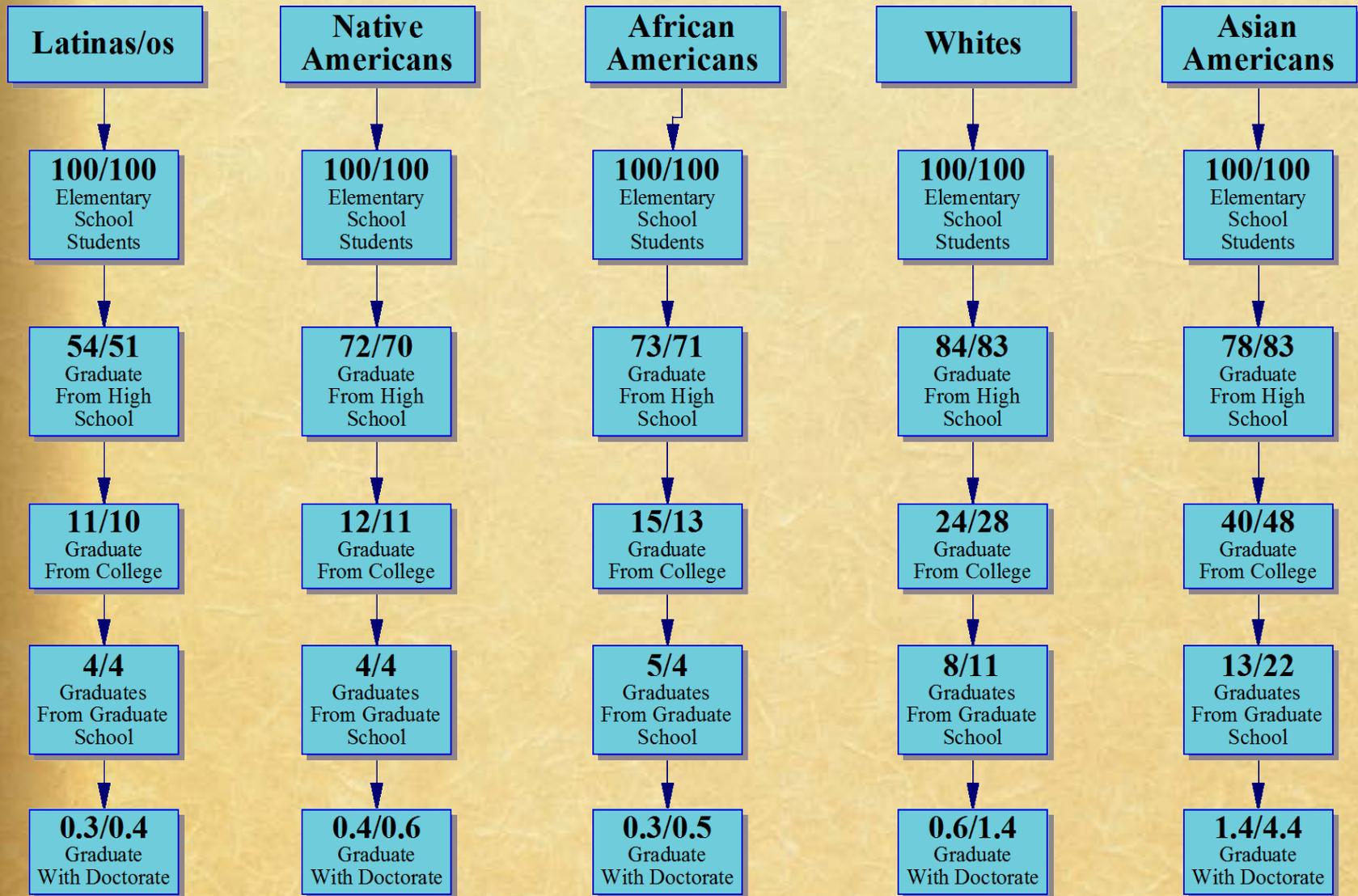
CLASSROOMS AS RETENTION SITES



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

United States Educational Pipeline by Race/Ethnicity and Gender



In Burciaga, R., Perez Huber, L., & Solorzano, D. (2010). Going back to the headwaters: Examining Latina/o educational attainment and achievement through a framework of hope. In Murillo, E. G. (Ed.), *Handbook of Latinos and Education: Theory, Research & Practice*. New York: Routledge.



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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

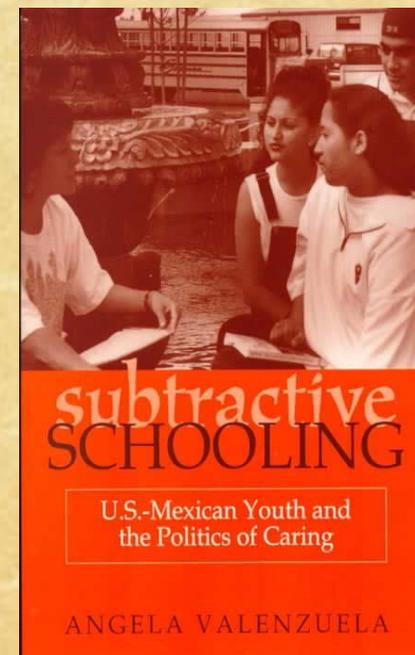
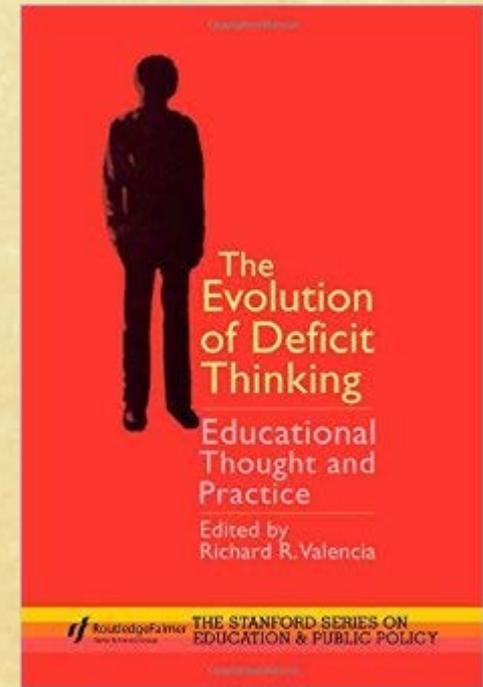
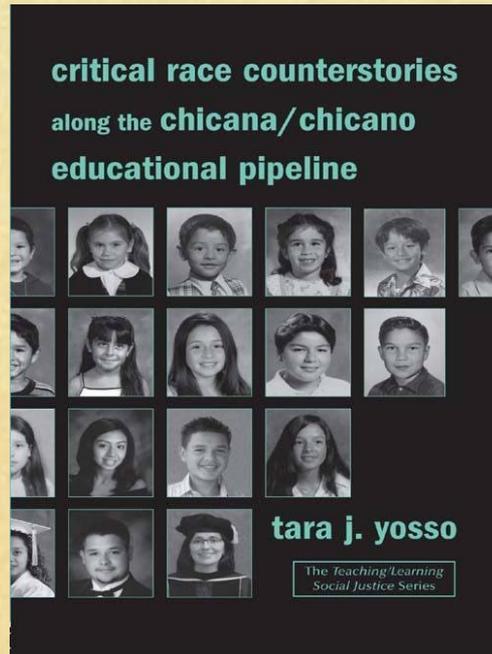
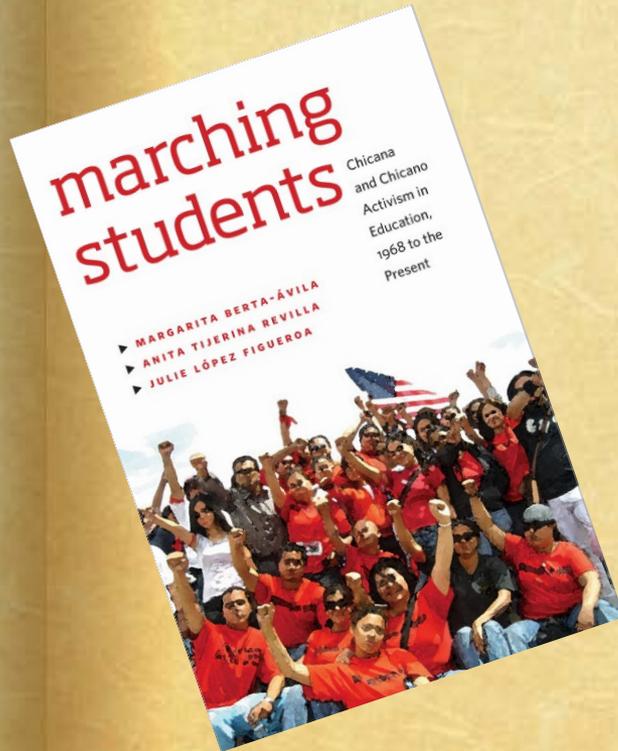
PROFESSORS:

- ◆ 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.*"

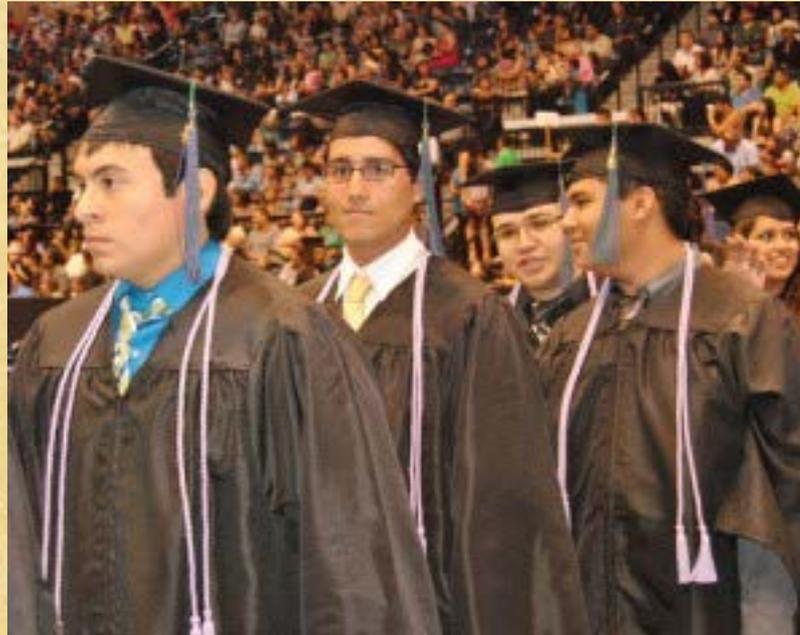
Additional Reading



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)

Network Analytic Framework

Stanton-Salazar (1997)

Time-Space Routine

Seamon (1980)

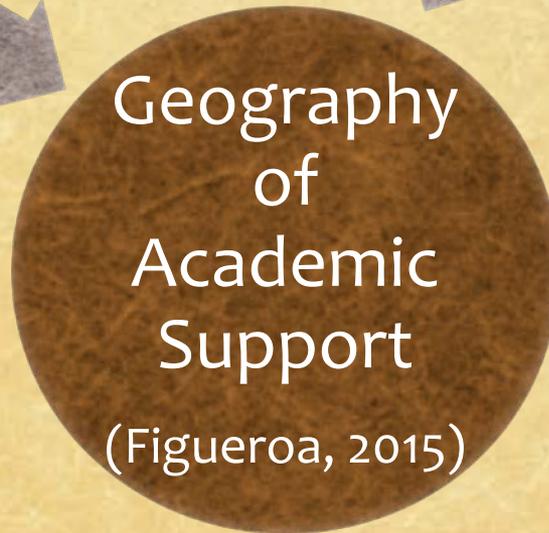
Responsive Social Networks
&

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

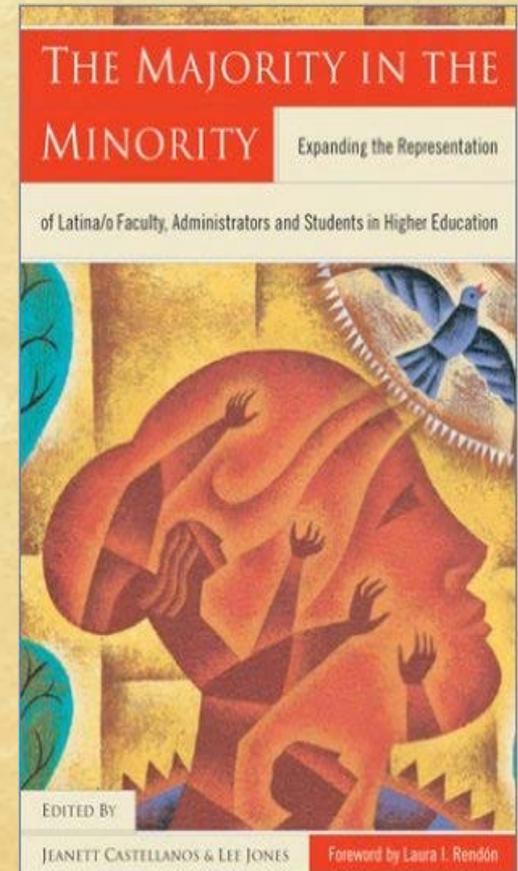
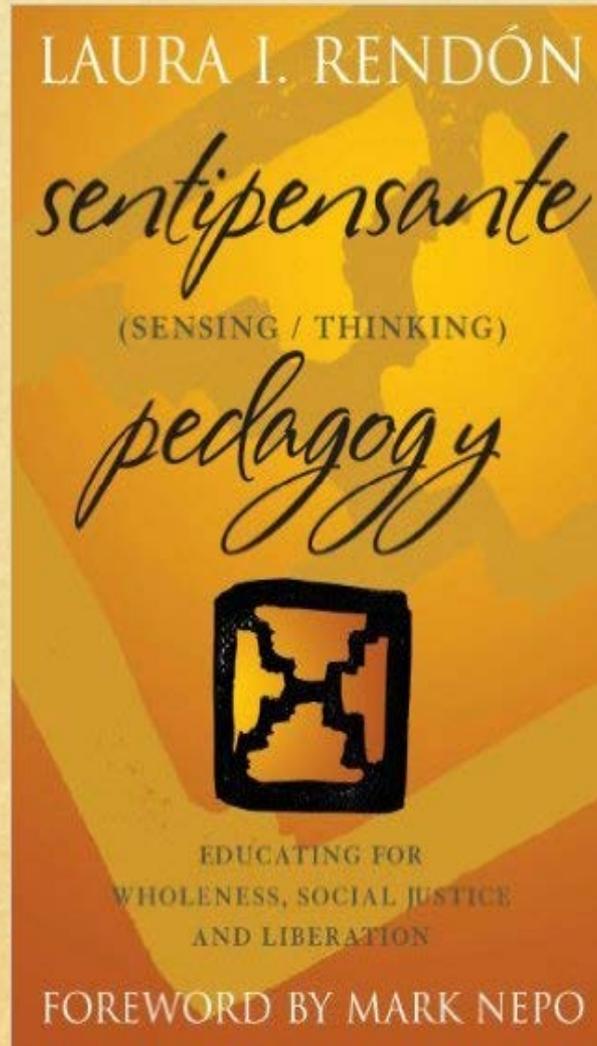
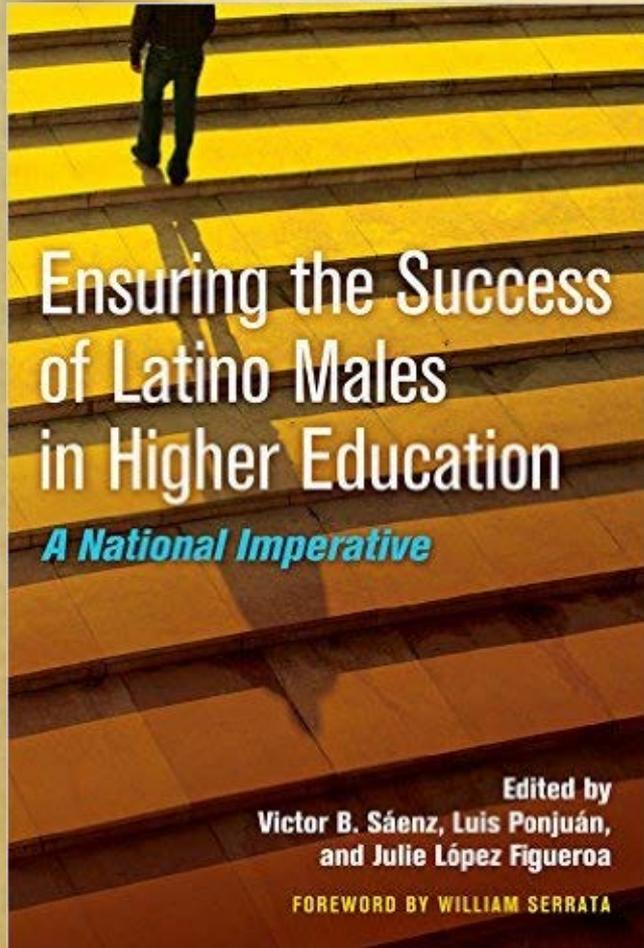
You got kids telling you you're worthless [in school] and even though you try to work yourself into the culture. When you work in the fields you got people calling you wetback. People drive around [by the fields where you are picking] and call you mojudos [wetback]. And you tell yourself you don't want 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



**MORE
QUESTIONS?**

THANK YOU!

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