What Do Our Changing Student Demographics Mean...
For Teaching, and Everything Else?

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Tipping Point Student Success Summit • CSU, Chico
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Overview

Together, we will gain insight and inspiration to impact student success!

• Develop a deeper understanding of today’s Chico State students – demographics, strengths, attributes and challenges

• Consider an asset-based framework for thinking about, teaching and serving our students

• Highlight best practice approaches that bolster student success – in and out of the classroom
Student Profile

Germán
Chico State Students ~ Today

• 17,488 total students

• Most diverse student body ever!

• Most students are 1\textsuperscript{st} generation, low income college students, who are from outside our service area.
1st Generation College Student

Working Definition:
Neither parent, adoptive or natural, completed a four-year university degree

Fall 2018:

• 60% of undergraduate students are 1st gen
  o 51% in Fall 2012

• 51% of new freshmen are 1st gen
  o 45% in Fall 2012

• 56% of new transfers are 1st gen
  o 51% in Fall 2012
Federal Definition of Low-Income = 150% of the poverty level

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<th>Size of Family Unit</th>
<th>48 Contiguous States, D.C., and Outlying Jurisdictions</th>
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(Effective January 18, 2018 until further notice)
The Strengths & Challenges Our Students Bring With Them to Chico State

• First Generation
• Low income backgrounds
1st Gen Students – Common Strengths

- Usually worked hard to get here
- More likely to understand how difficult financial life can be without a college degree
- Motivation to go to college is often tied to supporting others in their family and/or community
- More able to approach their college education with a beginner’s mind
Low-Income Backgrounds - Strengths

- Qualify for grants and need-based scholarships
- Qualify for Cal Fresh and low-income housing
- More likely used to doing without “wants”
- History of resilience in challenging times
- Low income students from collectivistic cultures often have a family support network.
Consider these challenges confronted by our 1st Gen Wildcats...

• Don’t know what they don’t know
• Students from struggling high schools often report they were both underprepared and overconfident their first semester of college.
• Cannot ask a parent for college advice.
• Less likely to use campus resources
• Higher probability of poverty
• Higher probability of needing developmental education
• High percentage of URM’s are first generation—and those students often face additional cultural challenges.
• More likely to suffer from the “imposter syndrome”
Consider these challenges for Wildcats from low-income backgrounds.

Annual Expenses at Chico State

| Estimated Standard Full-Time Budgets for 2018/2019 (nine-month academic year)* |
|---------------------------------|-----------------|-----------------|-----------------|
| **Undergraduates**              | Off-Campus      | On-Campus       | With Relatives  |
| Tuition/Fees**                  | $7,618          | $7,618          | $7,618          |
| Books/Supplies                  | $1,918          | $1,918          | $1,918          |
| Room/Board                      | $12,390         | $12,980         | $5,418          |
| Transportation                  | $1,068          | $1,068          | $1,068          |
| Personal                        | $1,480          | $1,480          | $1,480          |
| **TOTAL**                       | **$24,474**     | **$25,064**     | **$17,502**     |
Maximum Financial Aid Package
Offered by Chico State

To live on campus your first year, total expense: $25,064

Even with all grants, loans, and work study: still $1,555 short
Add on these additional challenges for students from low-income backgrounds...

- No financial safety net -
  
  Only resource is financial aid, scholarships, and work
- Financial aid is often delayed until after school starts
- Financial aid (grants) diminishes greatly after four years
- More likely to work, often more than 20 hours per week
- More likely to commute if they are from our service area
- More likely to send money back home in hard times
- Seemingly small expenses can break the bank
- Lack of experience or mentoring with budgeting
- May be too embarrassed to ask for help
- More likely to be accustomed to the high level of stress and instability associated with poverty
- Dreamers do not qualify for most financial aid
And, on top of all this...

- Living with roommates for the first time
- Sharing a bathroom with 15 other people
- Learning to budget money for the first time
- Time management in the face of independence
- Homesickness
- And all of that other stuff that ALL 1st year students and emerging adults face
Doesn’t the University already provide support?

AY 2018-2019

- **2,724** First Time Freshman
- **1,366** First Generation/First Time Freshman
- **540** First Generation/First Time Freshman that are part of a support program

60% of these high-potential students are unsupported
...and research consistently shows that 1st gen students not in a formal support program are less likely than their peers to reach out and utilize campus resources, visit faculty during their office hours, and know which questions to ask.
Other Populations & Intersectionalities

We are seeing more students enroll who are...

- **Differently-abled:** over 1,000 served each semester by ARC; 6% of all Chico students are registered.

- **Undocumented/Dream:** est. 270+

- **Foster Youth:** est. 140+

- **Veterans:** est. 700 students supported (benefits)
Community Cultural Wealth

Capital:

*built and honored* in Communities of Color that are often not acknowledged as *cultural and social assets* in other settings

built on knowledges Students of Color bring with them from their homes and communities to college campuses

(Yosso, 2005)
TOTAL EXTENT OF AN INDIVIDUAL’S ACCUMULATED ASSETS AND RESOURCES

MONEY RECEIVED FROM SALARIES, WAGES AND PAYMENTS

INCOME vs WEALTH
Aspirational Capital

The ability to maintain hopes and dreams for the future, despite facing real and perceived barriers

Stories of aspiration represent:

“the creation of a history that will break the links between parent/guardian’s current occupational status and their children’s future academic attainment”

(Patricia Gandara, 1995)
Navigational Capital

Skills of maneuvering through social institutions historically not created with Communities of Color in mind

For many students it means navigating through racially-hostile and bias situations

Students’ ability to “sustain high levels of achievement, despite the presence of stressful events and conditions that place them at risk of doing poorly at school and ultimately, stopping or dropping out”

Students draw on various social and psychological critical navigational skills to maneuver through structures of inequality permeated by racism and classism

(Allen & Solórzano, 2001; Solórzano & Villalpando, 1998; Pierce, 1974)
Cultural knowledges nurtured among familia (kin) that carry a sense of community history, memory and cultural intuition

Traditionally understandings of family are racialized, classed and heterosexualized

Familial capital is nurtured by extended family, which may include cousins, aunts & uncles, grandparents, guardians and friends

Family provide lessons of caring, coping and nurturing, learning which inform emotional, moral, educational and occupational consciousness

(Delgado Bernal, 2002; Reese, 1992; Lopez, 2003)
Social Capital

Networks of people and community resources

Peer and other social contacts can provide instrumental and emotional support to navigate education

*Mutualistas* or mutual aid societies are an example of how historically, immigrants to the US created and maintained social networks

Families transcend the adversity in their daily lives by uniting with supportive social networks

(Delgado-Gaitan (2001); Gilbert, 1982; Stanton-Salazar, 2001; Gómez-Quiñones, 1972; Gutman, 1976; Stevenson, 1996)
Linguistic Capital

Includes the intellectual and social skills attained through communicating in more than one language and/or style.

Parables, stories (cuentos) and proverbs (dichos)

Skills may include: memorization, attention to detail, dramatic pauses, comedic timing, facial affect, vocal tone, volume, rhythm and rhyme.

As a result - also refers to the ability to communicate via visual art, music or poetry.

Also includes an ability to utilize various language registers to communicate with different audiences.

(Orellana, 2003)
Knowledges and skills fostered through oppositional behavior that challenges inequality

Black and Latinx parents/guardians who consciously raise their daughters as resisters

Through verbal and nonverbal lessons, these daughters are taught to assert themselves as intelligent, beautiful, strong and worthy of respect to resist the barrage of societal messages devaluing people of color and belittling to women of color

Transformative resistant capital includes cultural knowledge of the structures of racism and motivation to transform such oppressive structures

(Solórzano & Yosso, 2002; Ward, 1996; Villenas & Moreno, 2001)
A Pedagogy of Intentionality: Praxis

Theory

In-Class Practice
Class Posters

**Fall 2017**  
ENG 3641-03 (#3604)  
American Regional and Ethnic Writers: African American Literature:  
Queer African American Narratives  
Dr. Nathaniel Heggins Bryant  
M/W 3:30-6:45  
Modoc Hall 221

What historical issues have motivated Black Lives Matter to foreground the presence and work of queer people within the African American community? Why is Barry Jenkins’s 2017 Best Feature Oscar Award winner *Moonlight* so important for film—not just for African American or queer cinema, but for film itself? How might *Moonlight*’s queer science fiction help us to examine and interrogate issues of heteronormativity, reproductive rights, and colonialism? This class will create a broader context and genealogy for these issues and others by examining a variety of work by LGBTQ African American writers and filmmakers who have navigated the complicated intersections of race, class, gender, sexuality, and ability. Writers under examination may include Nella Larsen, James Baldwin, Octavia Butler, Audre Lorde, and others, and will include the films *Moonlight* and *Pariah*. The class will work on slowly building one longer paper due at the end of the semester.

This course satisfies the following general education requirements: Upper-Division Arts/Humanities (UD-A); Diversity Studies Pathway; US, Diversity Course; CS Writing Intensive. Counts for Multicultural & Gender Studies majors and minors in MCDS, Sexual Diversity Studies, and African American Studies.

**Spring 2019**  
ENG 350W-04 (#3498)  
Science, Technology, and Literature of Cultural Change:  
Black Science Fiction World-Building as Nation-Building  
M/W/F 10:00-10:50

**Questions? Email:** nhegginsbryant@csum.edu

This class seeks to examine black science fiction in light of the recent film phenomenon *Black Panther*. In particular, the class takes up the science fiction notion of “world-building” by placing *Black Panther* in a longer tradition of speculative and science fiction that seek to create alternative futures or histories for black people. Possible texts under consideration include Sutton Griggs’s *Impenetrable*, Rivers Solomon’s *An Unkindness of Ghosts*, Octavia Butler’s *Bloodchild*, Victor Lavalle’s *Destroyer*, Yaa Gyasi’s *Eventail*, *Black Panther*, *Get Out*, and *District 9*.

ENGL 350 is an UD-C (upper-division Area C) course which fulfills the US Diversity (USD) and Writing Intensive (WI) requirements. It is in the Science, Technology, and Values Pathway.
Student SET Comments

3.2) What were the instructor's major weaknesses?

Comes off as sexist—may just be the material we've been reading.

Sometimes the direction of discussion was tilted only towards the male point of view. I know this is a working class lit course, but there were women during this time who had an impact on society besides Emma Goldman.
Cultivating Intentionality, Pt. 1

1) Avoid a deficit-model mentality.

2) "The buck stops with you."

3) Learn your students' names/situations when possible.

4) Demystify campus institutions/thin the walls of your classroom for all students.
5) What, and whom, do you assign, and why?

6) For white, male instructors in particular: own your make mistakes.

7) For white, male instructors in particular: support colleagues of color, female colleagues, queer colleagues.
Increasing and Diversifying Student Participation

• Student participation is important, but how do we make it happen?
• Why some students don’t participate?
  o Not related to students understanding of course content.
  o They don’t feel welcomed,
  o They don’t feel their ideas are valued, and or
  o They don’t feel invested in the goals of the class
My Positionality

• I was/am first generation, low income college student of color, a Chicana, whose first language was Spanish

• Pedagogical research is committed to enacting practices that tackle challenges students like me face everyday.

• Use Index Cards to increase student participation based on idea by Jay Dolmage to develop different ways for students to be “present” and “participate”
Using Index Cards in the Classroom

- Pilot Class: Social Justice Framework
  - Freshman Composition 4 Week Summer Class (2013)
  - All first generation & African American
  - 50% traditional/50% non-traditional
  - Ranging from 17-30s years old

- Interested in rapidly building rapport, communicating, and gaining insight into their responses to readings

- Provide instructions on syllabus and index cards for the first week or two.

- Transparency is critical
Exit Index Card Instructions Provided for Students

At the end of every class, students will be required to submit their Exit Index Card. **How do you complete the Exit Index Cards?**

<table>
<thead>
<tr>
<th>Name</th>
<th>Course</th>
<th>Date</th>
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**Comment:** Reflect on the class session. What part was the most interesting, helpful, and/or memorable? And or what have you learned/what can you walk away with from today’s class?

**Question:** At the end of class, what lingering questions do you have about what was discussed? What information was unclear? What information do you need more help to understand?
Responding to Exit Index Cards

- **Widespread question**: Send mass email for clarification or make adjustments to next session
- **Minor question with 1 student**: Email and/or speak with them after class
- **Questions answered on syllabus, assignment sheet, course site**: I remind students where they can get that information.
- **Thoughts/observations not addressed in class**: I engage discussion via email and/or encourage them to share their thoughts
How do the index cards help me as the instructor?

• See what is working and not working, side issues I need to respond to, and or if I need to schedule meeting to address student concerns

• Recognize if I need to update, alter, and or change the path of our course immediately rather than wait until the end of semester

• *Provide a different form of participation, increases participation in the classroom, and increases investment in class.*
How do the index cards help students?

• Holds students accountable for their own learning
• Provide students who have a difficult time speaking up in class a safe space to participate
• Allows students to give shape to the class as a whole
• Allows students to recognize how important they are to the success of the class

• Summer 2013-Spring 2016: Used in all freshman composition classes
• Fall 2016-present: Used in all classes including U-courses of 100 students.
Connecting Students with/as Research

Recursive Relationship

Students

Research
the careful consideration of study regarding a particular concern or a problem using a systematic approach
Research Emerges

Question: what is the impact of that variable, especially in regards to how a system or a process functions?

Variable = our student demographic
Writing program design that builds on HSI institutional designation and the students who inhabit such spaces as assets for invention

HSI = Hispanic-Serving Institution
Current Research Approach

- **Collaborative project** with technical and professional writing faculty at 2 other HSIs.

- **Two phases:**
  - Interviews with writing and communication faculty at other HSI’s, both established and emerging
  - Focus group interviews with students
Current Research Questions

• What (if any) **approaches and practices** have Technical and Professional Writing (TPW) programs at HSIs already used to develop **localized programs** for Latinx students?

• How can the HSI designation be more directly integrated into the **development and sustainability** of TPW programs at HSIs?

• What specific **challenges, affordances, and opportunities** do faculty and students face as they develop and partake in TPW at HSIs?
Program Design Approach

1) ensures that our courses, pedagogy and programs are responsive and responsibly designed for the folks who constitute our classrooms

2) shows students that we care enough to listen
1) Aids in retention
2) Addresses underrepresentation: what makes these students underrepresented at our campuses is historically not being listened to and included in our institution building.
3) Makes for better teaching
4) Is effective design
Research

the **careful** consideration of study regarding a **particular** concern or a problem using a **systematic approach**
Research and Our Students

• Research can be informal and small. Researching our students can really mean making a systematic effort to ask students about who they are and what kind of learning experiences they prefer.

• Make this a collaborative effort amongst your colleagues on and off campus. With being time and resource strapped, we should all make this a priority in any and all initiatives.

• Remember that all of us, no matter who you are, can listen.
What Can We Do?

• Remember – 60% of all undergrads are 1\textsuperscript{st} gen and more than half come from low-income backgrounds. That is over 7,000 students!
• If you are a 1\textsuperscript{st} gen grad, let your students know.
• Remember – 1\textsuperscript{st} gen and low income are represented in all races and ethnicities and intersectionality is also present
• Get to know students as individuals (when possible)
• Consider the messages the items in your office convey
• Connect students with campus resources that meet their “whole person” needs
• Help students learn how to learn in lower division courses
• Question assumptions about why a student failed an exam, didn’t show up for class, submitted a sub-par essay, etc.
• Consider the expenses associated with your course, especially during the first three weeks of class
Thank you!

*Let’s continue the conversation and learning!*

- Special topic sessions
- Resource Fair
- Two-Minute Tipping Point sessions
- Dialogue with the Provost & VPSA