

Thomas Brown & Associates

Leveraging Knowledge, Change, and Diversity

Reframing at-Risk to High Potential: Increasing Achievement & Success for Hispanic/Latin@ College Students

2015 HACU National Conference
Miami, Florida
October 11, 2015

Thomas Brown

www.tbrownassociates.com

tom@tbrownassociates.com

Thomas Brown & Associates

Leveraging Knowledge, Change, and Diversity

Please cite as:

Brown, Thomas. "Reframing at-Risk to High Potential: Increasing Achievement & Success for Hispanic/Latin@ College Students." 29th HACU Annual Conference. Miami, FL. October 11, 2015.

www.tbrownassociates.com

tom@tbrownassociates.com

Today's session

- ✓ Why does increasing success for Hispanic/Latin@ students matter– challenges, strengths.
- ✓ Examine beliefs and theories illuminating why too many students do not achieve their full potential
- ✓ Highlight effective theory-based practices— individual and institutional– that have increased student engagement and success
- ✓ Introduce Mario Rivas' *0-100 Teaching, Advising & Learning Method*
- ✓ *Solve the Mideast Crisis*

Fulfilling the Promise of the Community College

Co-editors

- Thomas Brown
- Margaret C. King
- Patricia Stanley

Co-sponsored by



NATIONAL RESOURCE CENTER
FIRST-YEAR EXPERIENCE[®] AND STUDENTS IN TRANSITION
UNIVERSITY OF SOUTH CAROLINA



Chapter 4:

"Reframing At-Risk to High Potential:
Supporting the Achievement and
Success of Underprepared Students"

Tom Brown
Mario Rivas



Shared Challenges

- Although this book was written for community college professionals, there is a broader audience.
- Many of the issues are applicable to four-year students, much of the text applies to other higher education student success programming.

Book Review, *NACADA Journal* 32(1)
Laura Shafer-Malone, 2012

Trigger Warning

If you are:

- ✓ A teacher
- ✓ Administrator
- ✓ Staff member
- ✓ Politician
- ✓ Simply alive and breathing...

this session may include material that may be upsetting or cause you to feel uncomfortable.

The American Dream At-Risk

The United States, long ranked #1 worldwide, now ranks 14th in the percentage of young adults who hold a college degree.

If current trends hold, the current generation of college-age Americans will be less educated than their parents for the first time in US history.

Source: The Organisation for Economic Co-operation and Development (OECD)

A Matter of National Security

Education is an economic issue when we know beyond a shadow of a doubt that countries that out-educate us today will out-compete us tomorrow.

President Barack Obama
U of Texas, August 2010



As long as education is viewed as a contest between competing groups...we will have problems.

Cookie Newsom
Director of Diversity Education and Research
University of North Carolina, Chapel Hill



Education is not a "zero sum" game, with winners and losers....

COMPETE

Com = together

Petire = to seek

Seek Together to

Create *Unum* from the *Pluribus*



Latino education is not a Latino issue.
It's an American issue....

"Community College Leaders Urged to Step up Outreach to Hispanic-Americans"
Chronicle of Higher Education, 10/1/07



Our nation will not become #1 again in college completion unless we commit ourselves to giving Latino students the support they need to achieve their full potential.

Gaston Caperton, President
College Board, September 2011

The Fiscal Benefits of Inclusion

If the US closes the gap between Black and Latino students and White students, the US economy would be 5.8%--or nearly \$2.3 trillion—larger in 2050; an average of \$551 billion per year.

The Economic Benefits of Closing Educational Achievement Gaps by Improving Outcomes for Student of Color, R.G. Lynch & P. Oakford, November 2014

A Post-racial America?

- ❖ In 2011 52% of white Americans expressed anti-Hispanic attitudes.
- ❖ By 2012, that figure had risen to 57% expressing anti-Hispanic attitudes.

Stanford, Michigan, University of Chicago study, 2012

An Assault on Hispanic/Latin@ Identity

- “They’re sending people that have lots of problems, and they’re bringing those problems with us. We have drug dealers coming across, we have rapists, we have killers, we have murderers.
- I’ll build a ‘great, great wall’ on the Mexican-American border....”

Donald Trump, June 2015

An Assault on Hispanic/Latin@ Identity

Scott Walker wants to end birthright citizenship, and he would not say whether he agrees with the 14th Amendment.

August 23, 2015

President Obama’s unlawful executive amnesty shielding millions of illegal aliens from deportation would “change who we are as a country....”

Senator Ted Cruz, August , 2015

The Fiscal Benefits of Inclusion

If the undocumented immigrants currently living in the United States were provided legal status, the 10-year cumulative increase in the gross domestic product (GDP) would be \$832 billion.

Increase in the personal income of all Americans over 10 years would be \$470 billion, according to the report.

Fortune, January 29, 2015

Hispanic/Latin@s in the US The view from beyond our shores

- The rise of Latinos is a huge opportunity. The United States must not squander it.
- America has been granted an extraordinary stroke of luck: a big dose of youth and energy, just as global competitors are aging
- America needs its Latinos. To prosper, it must help them realise their potential.



The Economist, March 14, 2014

Hispanic/Latin@ Students: The glass is half full...

For the first time in 2012, Hispanics' college enrollment rate among 18- to 24 year-old high school graduates surpassed that of whites, by 49% to 47%.

Pew Hispanic Center, May 2013

And yet...

La Lucha continua...The Struggle continues

36% of all adults 25 and older had earned an associate degree or higher.

20% of Latino adults 25 and older had earned an associate degree or higher

Latino College Completion Rates
Excelencia, April 1014

Defining Student Success

- ✓ Academic achievement Equitable Outcomes!!
- ✓ Engagement in educationally purposeful activities
- ✓ Student satisfaction
- ✓ Acquisition of desired knowledge, skills and competencies
- ✓ Persistence
- ✓ Attainment of educational objectives
- ✓ Post-college performance

George Kuh & Associates, 2007



The task of the excellent teacher is to stimulate "apparently ordinary" people to unusual effort.

The tough problem is not identifying winners: it is in making winners out of ordinary people.

K. Patricia Cross, Professor of Higher Education Emerita
University of California, Berkeley, 2011



Professional development is key

Faculty and staff significantly influence students decision to persist or drop out and colleges must teach faculty and staff how to improve the quality of their interactions with students.

Patricia Farrell, University of Michigan, 2009

A process not an event

Elements of Content for Professional Development

- Conceptual: What educators must
UNDERSTAND
- Informational: What educators must
KNOW
- Relational: What educators must
DO!



It's not enough to change what
we know and do;
we must also change what
we believe.

There are within each of us the
seeds of who we might become.

Thich Nhat Hanh



Colleges are more likely to blame
student attrition on students....

What Works in Student Retention, 2004, 2010

- We build beautiful campuses,
- We hire excellent faculty and staff,
- We develop a challenging curriculum...

then the “wrong” students show up!



A Key Concept

What happens to students after they
enroll frequently has a more powerful
impact on whether they stay and
achieve their goals or leave.

Leaving College, Vincent Tinto, 1987, 1993

What happens after students enroll...

Their enrollment rate clearly demonstrates the high value Latinos place on higher education.

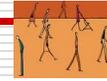
Most of the Latino achievement gap is the result of what happens after they begin postsecondary studies.

*Latinos in Higher Education:
Many Enroll, Too Few Graduate*
PEW Charitable Trust, 2002

Why do students leave college?

Isolation

Inability to connect with significant members of the campus community....



Students want to know

- I matter
- Somebody cares about me
- I am a capable learner
- I can be a valuable member of this college community
- What I bring to the college classroom is as valuable as what others think and know (student voice)
- The curriculum reflects who I am (inclusive curriculum)
- What it takes to get into and complete college—a clear pathway toward goal achievement

Laura Rendon, 2012



Treating everyone the same may be equal treatment,



but it is not equitable treatment.



A Principle:

Human beings seek to economize on the energy required to make distinctions.

Human beings seek to economize on the energy required to make distinctions.



Most houseplants die because we treat them all the same.



Retention practices with greatest impact

1. First-year programs
2. Advising interventions for at-risk student cohorts
3. Learning support



Habley & McClanahan, WWISR 2010



Tutoring

Students At-Risk

- First-generation/Low SES students
- Adult and re-entry students
- Student with disabilities
- Student-Athletes
- First-year students
- Undecided students
- Lesbian, Gay, Bisexual, Transgender, Queer students
- Multicultural (Asian Pacific, Black, Hispanic/Latin@)
- Underprepared students
- Distance Learners
- Veterans
- Foster youth
- Undocumented students
- Rural students
- Homeless students

Students At-Risk

- First-generation/Low SES students
- Adult and re-entry students
- Student with disabilities
- Student-Athletes
- First-year students
- Undecided students
- Lesbian, Gay, Bisexual, Transgender, Queer students
- ✓ Multicultural (Asian Pacific, Black, Hispanic/Latin@)
- Underprepared students
- Distance Learners
- Veterans
- Foster youth
- Undocumented students
- Rural students
- Homeless students

Human beings seek to economize...



Experts on educating Latino/as generally agree that getting a larger proportion through college will require **focusing on educational differences that the collective term "Hispanic" now masks....**

Chronicle of Higher Education, 11/28/03



We need to understand and distinguish between problems facing Cubans in Miami, Dominicans and Puerto Ricans in New York, and Mexicans in Texas or California.

The Disenfranchisement of Latino Males
Aida Hurtado & Pedro Noguera, April 2010

Beyond Diversity to Equitable Outcomes

Encourage the use of disaggregated data to better understand how Latino students are performing and to guide campus decisions and initiatives.

Campus Practices That Work
Excelencia in Education, 2008; CCSSE 2014

Dropout rates within Hispanic/Latin@ Groups

25.8%	Salvadorean
22.2	Mexican
14.8	Puerto Rican
13.0	Dominican
12.2	Other Latino
8.0	South American
6.0	Cuban

The Educational Experience of Men of Color
College Board, 2012

Multiple issues

Hispanic/Latin@ AND ALSO

- First-generation/Low SES
- Adult and re-entry
- Student with disabilities
- Student-Athlete
- First-year
- Undecided
- Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ)
- Underprepared
- Distance Learner
- Veteran
- Foster youth
- Undocumented
- Rural
- Homeless

Multiple issues: Hispanic/Latin@ and First Generation

Hispanics have the highest rate of first-generation students of any ethnic group in four-year colleges.

First In My Family
Saenz, Hurtado, et. al., 2007

“Cultural Capital”

Cultural capital is the key factor shaping the experience of first generation students.

Their parents & families do not possess:
information
familiarity
jargon
cultural understanding
experiences
emotional bearings

that students need to effectively tackle the challenges of college.

First Generation College Students
Ward, Siegel, & Davenport, 2012

Increasing engagement and success

Attributes/*calidades* of an environment that supports Latina/o student success:

Intentional
Structured
Proactive

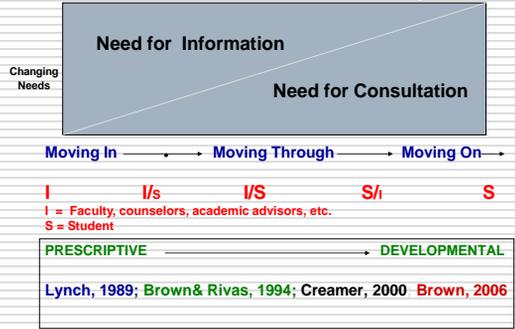




A Shared Model for Structuring Individual and Programmatic Interventions for Student Success



Changing Environment & Changing Students
1st Year 2nd Year 3rd Year 4th Year 5th, 6th Year & Beyond
1st Year 2nd Year 3rd Year and beyond



Multiple Issues: Latino Men



Men as a social category

There is a way that masculinity in the US is constructed so that boys become alienated in schools and leave not seeing themselves as academically oriented.

The Disenfranchisement of Latino Males, 2010

Aida Hurtado, Pedro Noguera, and Edward Fergus

Young women are outperforming young men in the attainment of high school diplomas, with even more pronounced disparities at the postsecondary level.

College Board, 2011



The everyday behaviors of young Latino men are consistently treated as deviant, threatening and criminal.

Punished, Victor Rios, 2011



They constantly had to prove they were not "guilty, which led many to internalize the stereotype that criminality was part of their persona.



Rios, 2011





Many men of color report encountering **low expectations and stereotypes based on their race or ethnicity** during high school...

Terms of Engagement: Men of Color Discuss Their Experiences in Community College. MDRC, 2010



[Successful students] did not allow these negative attitudes and racial stereotypes to hinder their pursuit of higher education and career goals.

MDRC, 2010

Your opinion of me is none of my business....



The more positive their interactions with authority figures, the more the Latino and Black youth believed in themselves and understood themselves to have better futures.

Rios, 2011



We must create “micro safe spaces” that become **pockets of possibility** for our students

Michelle Fine

Challenges for Hispanic/Latin@ Students

- ✓ Difference between college and previous educational settings
- ✓ “Minority” for the first time
- ✓ Lack of mentors and role models
- ✓ Issues of identity development
- ✓ Low expectations of faculty, staff, & peers

Brown & Rivas, 1997, 2004, 2011

The establishment of identity is the **core developmental issue** with which students grapple while they are in college.

Education & Identity
Arthur Chickering & Linda Reisser, 1993

Identity includes a sense of one's social and cultural heritage, a clear self concept, and a secure sense of self.

Chickering and Reisser, 1993

Identity Development in Adolescents

- Who am I now?
- Who was I before?
- What will I become?

Racial Identity Theory

Developing a healthy identity and psychological well-being remains a constant challenge in the face of persistent discrimination against people of color in the US.

Derek Kenji Iwamoto & William Ming Liu
Journal of Counseling Psychology 2010

Adult students

1. The Impostor
2. The Roadrunner
3. Cultural Suicide



Stephen Brookfield

Latin@ students, too?

1. The Impostor
2. The Roadrunner
3. Cultural Suicide



Cultural Suicide

Must I give up who I am to be successful?

Keeping it real: *Entre dos Mundos*

We must support Latin@ students to move beyond the “composition” they or others seek to impose on them.

Help them move from being captive to their roots to learning to cherish them and incorporate them into their evolving mindset.

Adapted from *Immunity to Change*
Robert Kegan & Lisa Laskow Lahey, 2009

“Everybody is born unique...”



...But most of us die copies.”



Entre Dos Mundos

We assist Latin@ students to succeed by assisting them to develop and create their own identities while balancing disparate cultural demands

Cultural Identity Development in Latino Adolescents
Bacallo & Snokski, 2005

Acculturation

To live in the borderlands means you are neither hispana, india, negra, espanola ni gabacha, eres mestiza, mulata, half breed. Caught in the crossfire between camps while carrying five races on your back not knowing which side to turn to, run from...

To survive in the Borderlands you must live *sin fronteras* —be a crossroads.

Borderlands/La Frontera: The New Mestiza
Gloria Anzaldua, 1987

Identity Development

Hispanic/Latino@ students must *integrate* three worlds:

1. *Familia y comunidad*
2. The academic world
3. The “self” which emerges from combining these worlds.

Torres, Howard-Hamilton, & Cooper, 2003

Challenges for Hispanic/Latin@ Students

- ✓ Difference between college and previous educational settings
- ✓ "Minority" for the first time
- ✓ Lack of mentors and role models
- ✓ Issues of identity development
- ✓ Low expectations of faculty, staff, & peers

Brown & Rivas, 1997, 2004, 2011

Stereotype Threat



Stereotype Threat

Being at risk of confirming, as a self characteristic, a negative stereotype about one's group.

Steele & Aronson, 1995; Steele, 2010



- Poor vs Rich in academics
- Women in STEM
- Multicultural students in STEM
- Whites vs. Asians in STEM
- Student-Athletes

The "weight" of stereotypes leads to...

- "Over-efforting" versus a search for alternative strategies to succeed at a task (multi-tasking; "slaying the ghost in the room");
- Psychological pressure that lessens the effect of cognitive functions on tasks (activation of "worry" circuits in the brain);
- Withdrawal from seeking help from others to handle difficult learning tasks (shame).

Reducing stereotype threat

Steele, 2012

1. Understand the impact of stereotype threat;
2. Model non-stereotypical behavior towards all students;
3. Structure learning experiences to reduce stereotype threat.



Many non-traditional students want their doubts [dudas] erased about their being capable of learning....

This is especially true for first generation students, Hispanic and African American students....

Laura Rendon, 1994, 2001



My first day, I looked around this beautiful, lush, rich campus and thought, “*What the hell am I doing here?*” It’s only a matter of time before they realize that I’m not one of them. I’m not rich. I don’t have a loving family to go home to on holidays. [Only] foster parents who don’t want me, a stepdad in prison, and a dead mother...

“And, I am not smart. I scored 580 on my SATs....”

Doubts and *dudas*...



“And, I am not smart. I scored 580 on my SATs....”

Professor Tammy Ramos
BA and BS, St. Mary’s College of California
JD, Notre Dame Law School



What Works:

Transforming Students Through Validation

Success appears to be contingent on whether [faculty and staff] can validate students in an academic or interpersonal way.

Laura Rendon

*You belong here. You can achieve your goals.
I am/we are here to support you to succeed.*

Multiple issues: Hispanic/Latin@ and Underprepared

Minority students concentrated in under-funded and segregated schools districts have a higher likelihood of being underprepared for college, and **achievement gaps may persist regardless of academic preparation.**

AAC&U, 2005

The Challenge of Under-preparedness

The majority of new students entering America’s community colleges are underprepared for college-level academics.

Students are not alone...

Most faculty have no particular training to teach underprepared students.

Strengthening Pre-Collegiate Education in Community Colleges, Carnegie Foundation 2008

Students may be underprepared in one or more areas and competent in others.

Finding the match between background, *strengths*, limitations and goals is critical.

Strengths of Hispanic/Latin@ students?

- Value education as the key to upward social mobility
 - Reject negative cultural norms
 - Aspire to pave the way for others
 - Possess spiritual assurance
 - Have a sense of responsibility to family and community
 - Resilience
-

Students' Strengths

Students of color, especially, shared the ways in which the commitment and support from families back home pushed them through the challenges facing them at school...

Dissecting Diversity at HSU, 2008-2012

Students have role models in parents & family work hard and persist in the face of challenges....

Cognitive, Emotional and Behavioral Barriers

- Undermining attributions: Beliefs
- Ego Involvement
- Reluctance to seek assistance

Rivas & Brown, 2007, 2011

Attributions are beliefs that...

Explain successes or failures;

Influence direction, strength, and persistence of behavior toward a goal.

Brown & Rivas, 1997, 2004, 2011

Ability Attributions

Attributions affect the extent to which students become fully engaged in learning and...

the extent to which faculty and staff become fully engaged in supporting students to succeed.

Brown & Rivas, 2011

Attributions and Emotions

	Ability	Task Difficulty	Goal Expectancy
	Low	High	Low
Belief			
Emotion	Shame/Doubt	Helpless/ Hopeless	Non- engagement; Giving up

An Attribution Theory of Achievement, Motivation, and Emotion, Bernard Weiner, 1985

Shift attributions from ability to background and preparation

“Those students can't do Calculus....”

$$\int_a^b f(x) dx$$

“I can't do Calculus....”

$$\int_a^b f(x) dx$$

Shift attributions from ability to background and preparation

Students' attributions and those of faculty and staff.

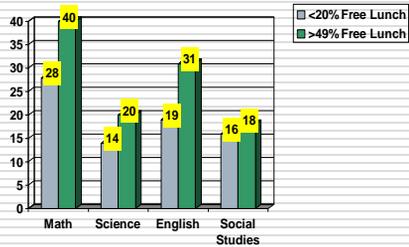
What background is required for success in Calculus?

- ✓ Pre-Calculus
- ✓ Algebra/Trig
- ✓ Algebra
- ✓ Basic Math

Example 1: $\sin 2A \sin B = ?$
 Solution: $\sin 2A \sin B = \frac{1}{2}(\sin 2A \sin B + \sin 2A \sin B)$
 $= \frac{1}{2}(\sin(2A+B) + \sin(2A-B))$
 $= \frac{1}{2}(\sin(2A+B) + \sin(2A-B))$
 $= \frac{1}{2}(\sin(2A+B) + \sin(2A-B))$

Example 2: $\sin^2 \frac{A}{2} = ?$
 Solution: $\sin^2 \frac{A}{2} = \frac{1 - \cos A}{2}$

Percentage of Teachers Without a Major/Minor in Their Field



Validating students

Whenever possible, affirm students as being capable of college-level work.

Rendon, 2012

You belong here, you are a capable learner, and I am going to support you to succeed....

The Herschbach Approach

Dudley Herschbach,
Chemistry Professor Harvard University

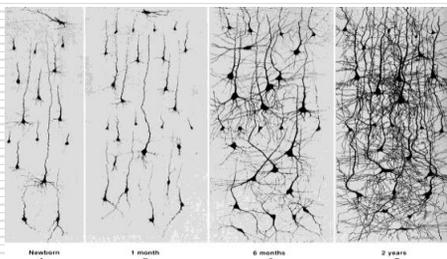
The theme of his message on the first day of class, not a text assignment or a problem set...

- ✓ It's more important to be ardent than to be "brilliant."
- ✓ He tries to get his students to believe they can succeed if they stick around and give themselves a chance to succeed.
- ✓ Meets with a student advisory committee for feedback on how the course is going



We must also help students change what they believe....

Change meaning of ability/intelligence from fixed to EXPANDABLE



Emphasize Neural plasticity of Human Brain.

The Power of Validation

Next time you tell Tammy's story, tell mine:

I scored 700 on my SATs and I have a Ph.D. in Biology from the University of California....

Dr. Robert Urtecho
College of the Sequoias (CA)



Cognitive, Emotional and Behavioral Barriers

- Undermining attributions: Beliefs
- Ego Involvement
- Reluctance to seek assistance

Rivas & Brown, 2007, 2011

Ego-Involvement



Compare and despair...

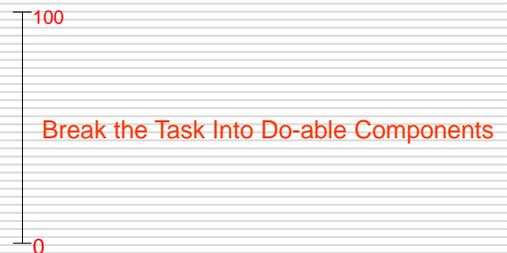


HATE
SOLITUDE
fear
DARKNESS
LONELINESS
ACHING
LOST

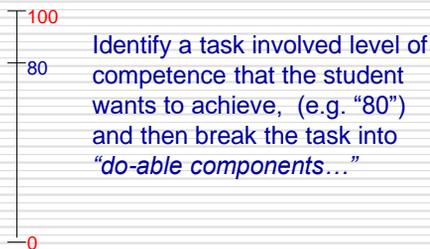
The Challenge & Solution

Shift students from
Ego-Involvement to Task-
Involvement...

**Mario Rivas' 0-100% Teaching,
Advising, & Learning Model**



Breaking Calculus into Do-Able Components



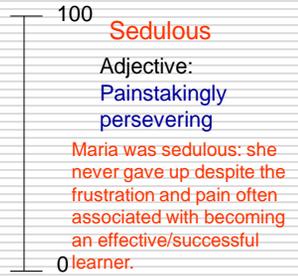
0-100% Competence/Learning Model



0-100% Competence Learning Model



0-100% Learning Model

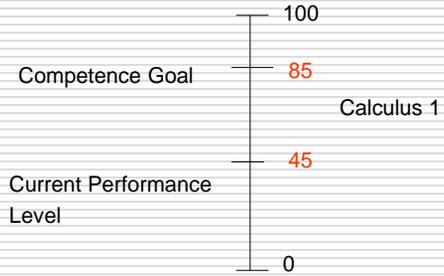


“I can't do Calculus....”



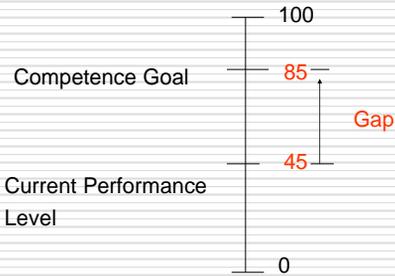
0-100% Learning Model

Focus on the Task



0-100% Learning Model

Focus on the Task

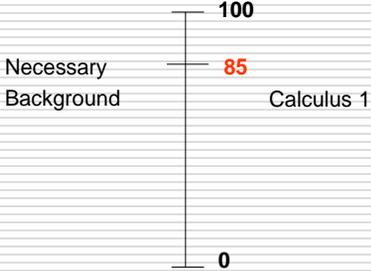


0-100% Learning Model

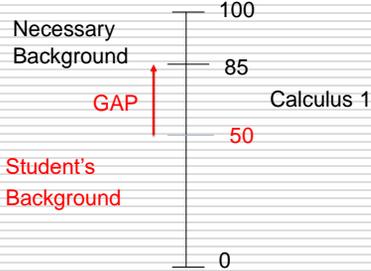
Focus on the Task



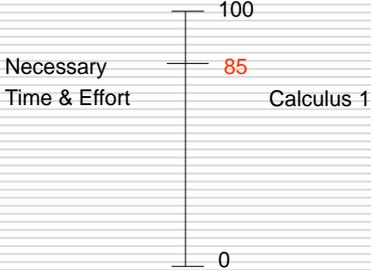
Focus on the Task
Background/Preparation



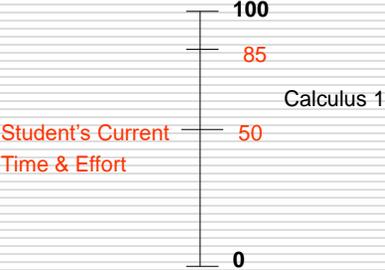
Focus on the Task
Background/Preparation



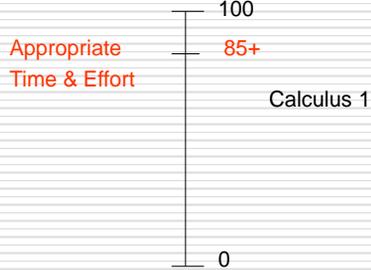
Focus on the Task
Time and Effort



Focus on the Task
Time & Effort



Focus on the Task
Time & Effort



0-100% Learning Model
Focus on the Comparison



0-100% Learning Model

Focus on the Task



Focus on the Task:

Effective Strategies

- ✓ Basics: Attend class, buy the book
- ✓ Use tutoring or SI
- ✓ Study in groups with other students
- ✓ Meet with the professor

What Works

Whistling Vivaldi, Claude Steele, 2012
Men of Color and Community Colleges, 2014

- ✓ Establish trust through demanding and supportive relationships built on students' personal and cultural assets;
- ✓ Set high expectations along with hopeful narratives that inspire feelings of belonging;
- ✓ Focus on background and preparation vs. ability and represent skills as learnable.
- ✓ High quality teaching by a diverse and engaged faculty
- ✓ Provide on-going professional development

Top ten retention practices at Community Colleges with $\geq 20\%$ Hispanic Students

- ✓ Tutoring
- ✓ Academic advising center
- ✓ Mandated placement based on test scores
- ✓ Supplemental instruction
- ✓ Required remedial/developmental coursework
- ✓ Program for first generation students
- ✓ Program for adult students
- ✓ Freshman seminar/University 101 (non-credit)
- ✓ Recommended remedial/developmental coursework
- ✓ Increased number of academic advisors

Top ten retention practices at Four-Year Colleges with $\geq 20\%$ Hispanic Students

- ✓ Reading Center/lab
- ✓ Learning Communities (non-residential)
- ✓ Program for first generation students
- ✓ Extended freshman orientation (credit)
- ✓ Campus-wide assessment/audit of academic advising
- ✓ Required on-campus housing for freshmen
- ✓ Academic advising center
- ✓ Early warning system
- ✓ Comprehensive learning assistance center/lab
- ✓ Advising interventions for selected student populations

We've long known what works....

- ✓ Tutoring (BSU/UMAS/MEChA students (1969 USC)
- ✓ Mandated placement (Nelson Denny Reading Test)
- ✓ Required developmental coursework (early 1970s)
- ✓ Program for first-generation students (EOP 1960s)
- ✓ FYE, Student Success courses (1965!!)
- ✓ Early Alert Systems (1970s)
- ✓ Summer Bridge Programs (1970s)
- ✓ Extended Orientation (1970s)
- ✓ Academic/Intrusive Advising (1987)
- ✓ Supplemental instruction (1973 UM Kansas City)
- ✓ Learning support for selected student populations (EOP, TRIO 1970s)

Success =

Commitment

+

Determination

+

HARD WORK

Time

Adapted from Jaime Escalante