Putting *Cultura* to Work for Student Services

Dr. Gloria Lopez, Northampton Community College
Dr. Mayra Olivaress-Urueta, Eastfield College
Overview

– Introduction
– Current and future landscape of higher education
– Impacts on student success: Community College Survey of Student Engagement
– Campus climate
– Employees
– Student success
– A solution to our greatest challenges?
Introduction

- Gloria and Mayra
- Community Cultural Wealth Theory (Yosso, 2005)
  - Communities of color have alternate forms of cultural capital (cultural wealth) that support academic success and college going.
    - Aspirational capital
    - Linguistic capital
    - Familial capital
    - Social capital
    - Navigational capital
    - Resistant capital
Introduction Continued

- **Testimonio** (life narrative) methodology
  - “[bear] witness and [inscribe] into history those lived realities that would otherwise succumb to the alchemy of erasure” (Latina Feminist Group, 2001, p.2).
  - Interlocutor “raises awareness to the plight endured...in order to engender progressive change in the living conditions, policies, or treatment of those peoples” (Aleman, 2012, p. 492).
Current & Future Landscape of Higher Education

- Achievement Gaps
- Lack of diversity of faculty and administrators
- Increasingly diverse student body
Current & Future Landscape of Higher Education: *Enrollment & Completion*

---

**College enrollment by race and ethnicity**

% of 18- to 24-year-olds enrolled in college

<table>
<thead>
<tr>
<th>Year</th>
<th>Asians</th>
<th>Whites</th>
<th>Hispanics</th>
<th>Blacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>93</td>
<td>37</td>
<td>55</td>
<td>42</td>
<td>25</td>
</tr>
<tr>
<td>95</td>
<td>46</td>
<td>60</td>
<td>35</td>
<td>29</td>
</tr>
<tr>
<td>97</td>
<td>54</td>
<td>58</td>
<td>33</td>
<td>28</td>
</tr>
<tr>
<td>99</td>
<td>56</td>
<td>58</td>
<td>32</td>
<td>27</td>
</tr>
<tr>
<td>01</td>
<td>58</td>
<td>58</td>
<td>31</td>
<td>26</td>
</tr>
<tr>
<td>03</td>
<td>58</td>
<td>58</td>
<td>30</td>
<td>25</td>
</tr>
<tr>
<td>05</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>07</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>23</td>
</tr>
<tr>
<td>09</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>11</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>13</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>22</td>
</tr>
<tr>
<td>14</td>
<td>58</td>
<td>58</td>
<td>29</td>
<td>22</td>
</tr>
</tbody>
</table>

Notes: Blacks and Asians include the Hispanic portions of those groups. Whites include only non-Hispanics. Hispanics are of any race.

---

**College completion by race and ethnicity**

% ages 25-29 with a bachelor’s degree or more, 2014

<table>
<thead>
<tr>
<th>Race</th>
<th>Completion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asians</td>
<td>63%</td>
</tr>
<tr>
<td>Whites</td>
<td>41%</td>
</tr>
<tr>
<td>Blacks</td>
<td>28%</td>
</tr>
<tr>
<td>Hispanics</td>
<td>15%</td>
</tr>
</tbody>
</table>

Note: Whites, blacks and Asians include only non-Hispanics. Hispanics are of any race.

PEW RESEARCH CENTER
Current & Future Landscape of Higher Education: *Attainment Rates*

### National Postsecondary Attainment Rates

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2015</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>White Non-Hispanic Adults</strong></td>
<td>41.0%</td>
<td>46.9%</td>
<td>5.9%</td>
</tr>
<tr>
<td><strong>African American/Black Adults</strong></td>
<td>27.7%</td>
<td>33.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Hispanic/Latino Adults</strong></td>
<td>18.9%</td>
<td>22.6%</td>
<td>3.7%</td>
</tr>
</tbody>
</table>

Source: U.S. Census
Current & Future Landscape of Higher Education: *Faculty Demographics*

Percentage distribution of full-time instructional faculty in degree-granting postsecondary institutions, by academic rank, selected race/ethnicity, and sex: Fall 2013

What impacts student success?

– Involvement/Belonging (Campus Climate)
– Relationships, Mentors (Individuals they can relate to)
– Familial structures & approaches (Individualized, recognize uniqueness of experiences, strengths and not deficits)
  – Cohorts
  – Live & Learn
  – First year experience/College Success courses
  – Orientations—personal narratives
Campus Climate

- CCW - Home is everywhere we create community.
  - Who’s included?
  - Who’s not included?
    - How are the "experts" defined? By role, organizational structure or other means?
    - How is the value for traditional forms of data a resource and an obstacle to meeting underrepresented student needs?
 Campus Climate Continued

– Mi casa, es su casa

– Testimonio- Individualized colleague and student experiences influence practices and processes
  – Welcoming & Inclusive Environment: What helps create this kind of environment?
  – Testimonio allows a person to be grounded and feel a part of and even ownership of a bit of the institution

– How can we create this kind of environment?

– Human Library

– NCC Stories—some themes: immigrant shattering stereotypes, divorcee impacting her own and people’s lives, Latina sharing the power of second changes, friendly staff that shows care for students
Community College Employees

– Underrepresented Faculty & Administrators: How do we get them and keep them?
  – *College REFLECTS diverse communities: Recruitment* - College may more easily recruit if people see themselves reflected in the thread of the institution from the people, to practices, to physical spaces.
  – *Institutional OPPORTUNITIES to grow* - Retention - Opportunities to shape the institution, to grow professionally, to have impact.
  – *Campus FEELS like a Community* - Engagement - employees inspired and willingness and ability to connect and engage with students at a more personal and intrinsic level.
Student Success

- Hosting students in my “home” - The case of the financial aid wait line
- The Health Center example - NCC
- Bridge Programs-
- Global Leaders
  - Assimilation vs. Individualization
  - From deficits to strengths to reinforcements to student success
How does this translate to solutions of our institutions’ greatest challenges?

- Diversifying student body
- Addressing stagnant/declining diversity among faculty ranks and leadership
How does this translate to solutions of our institutions’ greatest challenges?

- Comprehensive recruitment, retention, completion plans:
  - Help us meet historically marginalized communities where they are,
  - Address unique needs or perspectives (perceptions about loans, value of family to decision-making/planning, etc.),
  - Ensure broader population success
How does this translate to solutions of our institutions’ greatest challenges?

Leveraging Community Cultural Wealth

- Provides counter-narrative to research & data
- Expands understanding of others in community
- Shows value for all experiences
What questions may we answer?
Gracias!

Gloria Lopez, Ed.D.
Dean of Students
Northampton Community College
(email Mayra since Dr. Lopez is in job transition 😊...I’ll connect you!)

Mayra Olivares-Urueta, Ph.D.
Executive Dean of Student and Enrollment Services
Eastfield College
molivares-urueta@dcccd.edu; mayraou27@gmail.com