Building the Pipeline to the PhD for Latinos at a Hispanic Serving Institution

Francisco X. Gaytán
Northeastern Illinois University

Angel Luis Velez
Northeastern Illinois University

Carlos Octavio Ballinas
Northeastern Illinois University
Wilbur Wright College - City Colleges of Chicago

PREPARATE CONFERENCE 2014
Latinos in the U.S.

2010 Census data

- 308 million in the U.S
- Over 50 million Latinos
- 1 out of 6 or 16.5% of the U.S. population is Latino
- 1 out of 3 (34.6%) Latinos are under 18
- About 1 out of 5 (22.4%) Whites are under 18

Latinos in Illinois

09’ American Community Survey

- There are 12,910,409 people in Illinois
- 15.25% or 1,969,773 are Latino
- 35.7% of Latinos in Illinois are under 18
- Chicago-area has second largest concentration of Mexican-descent individuals in U.S.
Educational Attainment of Illinois Latinos 25 & Older

Percent of Illinois Latinos by Level of Educational Attainment, 2009

- Less Than H.S.: 41%
- H.S. or GED: 28%
- Some College: 19%
- Bachelor's Degree: 8%
- Graduate School: 4%

Fewer than 2% of Latinos with graduate education are at the doctoral level, in IL and nationwide.
Latino School Enrollment in Illinois

- 18.2% of all people enrolled in school in IL are Latino
- 18.7% of preschooler's are Latino
- 21.2% of K-12 students are Latino
- 11.2% of all higher ed. students are Latino
Illinois Latino Undergraduate Enrollment by Institutional Type, 2009

- Community College: 65%
- Private: 13%
- For-Profit: 8%
- Public University: 13%
- Out-of-State: 1%
Latino Enrollment and Graduation at NEIU, 2009

**Enrollment**

- 9,314 undergraduates
- 30.3% Latino
  - 16.9% Latino 6 Year Graduation Rate

**Graduation**

**Latino 6 Year Graduation Rate, 2009**

- 17% Graduate
- 83% Non-Graduate
Latino Graduation at NEIU, 2003-2008

Northeastern Illinois University
Latino 6 Year Graduation Rate

2003: 9.6%
2004: 14.6%
2005: 15.8%
2006: 13.3%
2007: 18.6%
2008: 16.9%
NEIU as an HSI

- HSI-Hispanic Serving Institution
- 25% or more of students are Latino
- There are 4197 colleges in the U.S.
- There are 228 colleges and universities in this category
- About a THIRD of all Latino students go to just those 228 schools
- Few HSIs are research intensive
A Word About HSIs

• Unlike HBCUs and Tribal Colleges and Universities, HSIs generally do not have a culturally explicit/specific mission; they are ad hoc

• Students choose HSIs because of:
  – Affordability
  – Proximity to home
  – More open admissions standards
Profile of HSI Students Nationwide

- Nuñez and Bowers (2012) analyzed NCES-ELS 2002/06 data (N=6900) and found HSI students tend to be:
  - First Generation College
  - Low Income
  - Lower Standardized Math Scores
  - Rank living near home important in college choice
  - Non-native English speaker
  - Come from high minority high schools
  - Come from high schools with higher minority staffing
Developing a Model of an HSI

Signature Programs at NEIU:

• **Proyecto Pa’lante**
  – Full service alternative admissions, advising program focused on Latino students

• **El Centro**
  – Satellite campus in Latino community staffed by culturally-competent staff

• **ENLACE Fellowship program**
  – Fully paid masters program in higher education leadership
  – Focused on increasing performance of Latinos throughout the K-20 pipeline
Action Research

"Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process." Gilmore, Krantz, & Ramirez, 1986
What are the advantages of student research?

- Increases faculty/student interactions
- Increases student involvement in own learning
- Promotes critical thinking
- Provides opportunities to see the entire academic pipeline
- Makes coursework more relevant/applicable
- Helps student understand the nuances of a field
- Prepares students for further graduate study/PhD
The PhD, it’s not just about being called Doctor

• PhD is a research degree
• Not just more classes/school
• To get in, you need to have done research
• Beyond merely being supportive/culturally understanding professors must:
  – Provide concrete mentorship of steps in research
  – Provide concrete mentorship in accessing doctoral programs
A Study of Students at NEIU by Students at NEIU

- Recruited 189 self-identified Latino freshman in Fall of 2010
- Obtained Release forms for academic data
- Ongoing completion of follow-up surveys
- Questions about HS academic preparation, acculturation and identity, barriers to success, social networks, immigration, language, neighborhood, discrimination, engagement
- Quantitative and Qualitative
Factors in Latino College Students’ Success: Multiple Capitals

Pierre Bourdieu

• Human Capital
• Financial Capital
• Cultural Capital
• Social Capital
  – From within family and co-ethnic community
  – From mentors/teachers/non-coethnics
Findings at an HSI

• Students report families as supportive of education
  • Families of Latino have low levels of education
  • Families have low access to academic resources and cannot provide academic support
• Students report knowing friends and teachers/mentors who can provide support
• We do not know if they actually access the support
• NEIU has low graduation rates for Latinos (16% 6-year rate) suggesting a need for better understanding how to support students beyond what is currently provided.
Cultural Engagement of Latino Students at Hispanic Serving Institutions

Carlos Octavio Ballinas
Wilbur Wright College
Northeastern Illinois University
Latinos and Ethnic Identity

Why is the development of a person's Ethnic Identity important?

*Ethnic identity* is a sense of connection that one feels to his/her culture.
Limitations:

- Usually studied as it pertains to African Americans, youth, or in broader scopes.

- Insufficient research has been done on the development of minority ethnic identity during the college years (Phinney, 1993).

- Few identity development theories have contemplated the ethnic identity development of Latino students.
WHAT BETTER PLACE TO DO THIS AT THAN AT AN HSI

• **WHY?**
  – Hispanic Serving Institution is a designation given to a school whose Latino population makes up 25% or more of its overall population.
  – Of the 4197 colleges and the universities in the U.S., 228 colleges and universities are considered Hispanic Serving Institutions.
  – About **HALF** of all Latino students attend HSI designated institutions.
  – Currently NEIU holds a **30.3% Undergraduate** Latino Population.
Of 54 Students who participated in the Survey, the following shows how they identified in terms of their own ethnic identity:

<table>
<thead>
<tr>
<th>National Origin</th>
<th>Pan Ethnic</th>
<th>Hyphenated American</th>
<th>American</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>42.6</td>
<td>37.1</td>
<td>16.6</td>
<td>0</td>
<td>3.7</td>
</tr>
</tbody>
</table>
Students Sense of Connection to Ethnic Identity

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have a clear sense of your ethnic background and what it means for you.</td>
<td>25.90%</td>
<td>55.60%</td>
<td>11.10%</td>
<td>7.40%</td>
</tr>
<tr>
<td>You are happy that you are a member of the group you belong to.</td>
<td>59.30%</td>
<td>35.20%</td>
<td>1.90%</td>
<td>3.70%</td>
</tr>
<tr>
<td>You have a lot of pride in your ethnic group.</td>
<td>46.30%</td>
<td>42.60%</td>
<td>5.60%</td>
<td>5.60%</td>
</tr>
<tr>
<td>You feel a strong attachment towards your own ethnic group.</td>
<td>27.80%</td>
<td>59.30%</td>
<td>9.30%</td>
<td>3.70%</td>
</tr>
<tr>
<td>You feel good about your cultural or ethnic background.</td>
<td>51.90%</td>
<td>42.60%</td>
<td>1.90%</td>
<td>3.70%</td>
</tr>
<tr>
<td>You participate in cultural practices of your own group, such as special food, music, or customs.</td>
<td>31.50%</td>
<td>51.90%</td>
<td>9.30%</td>
<td>7.40%</td>
</tr>
</tbody>
</table>
Students that have spent time trying to find out more about their ethnic group, such as its history, tradition, and customs.
### Pursuit of Ethnic Identity Development

<table>
<thead>
<tr>
<th></th>
<th>Agree and Strongly Agree</th>
<th>Disagree &amp; Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active in organizations or social groups that include mostly members of your own ethnic group.</strong></td>
<td>29.70%</td>
<td>70.30%</td>
</tr>
<tr>
<td><strong>Think a lot about how your life will be affected by your ethnic group membership.</strong></td>
<td>53.70%</td>
<td>46.30%</td>
</tr>
<tr>
<td><strong>Have a strong sense of belonging to your own ethnic group.</strong></td>
<td>75.90%</td>
<td>24.10%</td>
</tr>
<tr>
<td><strong>In order to learn more about your ethnic background, you have often talked to other people about your ethnic group.</strong></td>
<td>75.90%</td>
<td>24.10%</td>
</tr>
<tr>
<td><strong>Understand pretty well what your ethnic group memberships means to you</strong></td>
<td>77.80%</td>
<td>22.30%</td>
</tr>
</tbody>
</table>
Critical Issue

• While students state that they feel pride and an attachment toward their ethnicity, this pride and attachment is not necessarily resulting in the active pursuit of further developing their sense of ethnic pride and identity.

• Either the student has shown no interest, or the university has not given these students an outlet or guided them to the resources necessary to get in touch with other students who ethnically identify with some form of Latino culture.
“I don’t do anything that is Guatemalan. I just go to the internet, search about my country and see YouTube videos of the marimba... I don’t know what people think of Guatemalan students... I don’t think I represent nothing. I don’t see an image or feel part of the culture because I never been in the country, so I can’t say that I know a lot about our country.”

The Issue Personified...
“I know a lot about different Latino cultures, Latinos live day by day listening to their music, eating food, and are a people who do not let go of their culture.”

The Issue Personified cont....
“What do you do that makes you feel Mexican-American?

Speaking Spanglish would make me feel Mexican-American. With the food that I eat, I add salsa Valentina or eat it with tortillas. Basically the way I eat and speak, makes me feel Mexican American.”

The Issue Personified cont....
I am a Latina, Mexican.

Not like the Mexicans that are making all that noise, that are super prideful, but do not know about their background.

The Issue Personified cont....
• Students, while showing strong pride in their Latino culture, are not exposed to and/or do not spend enough time exploring their identity further.

• This results in ethnic awareness that is skin deep. They identify with eating specific food, and listening to specific music rather than identifying with a deeper rooted foundation on the history, literature, and documented example of excellence that their ethnic groups have achieved.

Discussion
• Susceptible to other people, in many cases this is dominant Anglo culture, identifying for Latino students who they are supposed to be.

• This can result in students living out and owning the many negative stereotypes that have tried to define Latino culture, making them self-fulfilling prophecies.

• Students can come to see the negative stereotypes as valid, and as a result will try to detach themselves from Latino culture, thus implying a very false notion that Latino culture is a somewhat inferior culture.

• Robs Latino college students the opportunity to learn a history that has been deferred in their grammar school and high school history and social studies books. It will not allow them to learn of the richness and depths that encompasses their cultural roots.

Dangers of Not Engaging and Developing Ethnic Identity
• Arizona – Raza Studies Program is a good model for this
• HBCUs are a good model for this
• HSI’s should be a cultural space where the intersection between academics and culture is clear and intentional.

Discussion
Exposure to Community Violence and the Educational Performance Among Latina and Latino Students in an Urban, Commuter, Hispanic Serving Institution

A Descriptive and Exploratory Study

Angel Luis Vélez
Northeastern Illinois University
Rate of Killings Rises 38 Percent in Chicago in 2012

CHICAGO — Mayor Rahm Emanuel’s first reading material each legislative proposal or a
Chicago observes a grim milestone: the 500th murder of 2012

Chicago Mayor Rahm Emanuel attributes the rise in homicides, in part, to the broader problem of illegal guns on the street.
U.S. Murder Rate Declines, But Chicago's Goes Up

January 07, 2013 4:00 AM

Steve Inskeep talks to NPR Justice Correspondent Carrie Johnson and Alex Kotlowitz, author of There Are No Children Here, about the jump in the 2012 Chicago homicide rate, and what it means for the nationwide rate.

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RENEE MONTAGNE, HOST:

This is MORNING EDITION, from NPR News. I'm Renee Montagne.

STEVE INSKEEP, HOST:
Literature Review

Violent neighborhoods affects student’s:

– Cognitive Reasoning
– Academic Performance
– Levels of Stress
– Behavior
Even though there is extensive research among children and youth in the K-12 system, there is no comparable study that looks at the effects of neighborhood crime in college students.
Students' Residence (N=167)

- Chicago: 87%
- Suburbs: 13%
Average Annual Level of Violent Crime in Students’ Neighborhoods

**Chicago (by Ward)**
- Mean=1521 (s.d.=780)
- Range=641 to 5311

**Suburbs (by Entire Township)**
- Mean= 75 (s.d.= 81)
- Range= 8 to 221

- Data was from publicly available municipal data and was matched to data we collected on student residence.
- Given the large discrepancy between the Chicago and Suburban levels of crime, we only focused on Chicago students in the remainder of the analysis.
Number of Crimes by Ward

![Bar chart showing the number of crimes by ward. The x-axis represents the number of crimes, ranging from 0 to 25, with labels for specific ward numbers. The y-axis represents the number of crimes, ranging from 0 to 25. The chart includes bars for each ward, with the number of crimes indicated on the chart. There are labels for the number of students as well.](chart_url)
I’ve lived in Rogers Park all my live. My neighborhood is very culture, but it is sometimes dangerous at night time. Usually, at night time, there are gangbangers that are coming after high school, and there is not a lot of police protection, so they tend to loiter or do whatever they want to do. My community is low income, and the majority of people are Mexican.

D.L.
I lived in Humboldt Park since fifth grade to my first year at Northeastern and I just recently moved to Irving and Kedzie because my brother is going to high school. My neighborhood now is calm, it is completely different. In Humboldt Park you have to keep your eye open all the time, especially when getting out of the bus you have to look around and after 9 it was scary. People in my neighborhood are low class, they don’t value education, more than half do not finish high school, half of them are in gangs and like half of them have kids. They were mostly Mexicans and Puerto Ricans. Education is look down upon, because education is not really the norm. You are expected to join gangs and taking care of kids, and if you do like school they see you as a nerd.

-D.M.
At the end of their first and second semesters there was a significant, moderately strong, negative correlation between GPA and neighborhood crime.

- Fall 2010, $r = -.220$, $p < .05$
- Spring 2011, $r = -.261$, $p < .01$

Higher violence is associated with lower GPA.
• Create intentional research questions regarding crime in their communities, and how it affects them personally and academically.

• Compare Latino/a students to non-Latino/a students.

• Use Regression Analysis (measuring the relationship among variables)

• Control Variables (to test the impact of independent variables)
  • Socioeconomics
  • Neighborhood Conditions
  • Historical Conditions