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FOV

Syllabus
CHC/LAT 182/ ED 182

Latina/o Access and Persistence in Higher Education

Fall 2008

Days: Tuesday/Thursday
Time: 11:00-12:20 p.m.
Location: SST 220A

Professor

Dr. Leticia Oseguera
Office Hours: Thursdays 3:30-4:30 p.m. and by appointment
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COURSE OBJECTIVES

Students will develop an understanding of how social, political, and economic forces impact on Latina and Latino racial/ethnic minorities with regard to their experience in the U.S. higher education system.

This course will help students to:

- To gain deep knowledge regarding the multiple aspects of the problems of college access and retention in college, including historical perspectives and theoretical underpinnings of college access and retention research;
- To understand barriers to full college participation and the changing dynamics of college access competition;
- To make visible the links between K-12 and postsecondary stratification;
- To parcel out the contributions and interactions of families, students, schools, colleges, and the admissions sector in influencing college access and persistence.

COURSE TEXTS

Gandara, P., Orfield, G., and Horn, C. (2006). *Expanding opportunity in higher education: Leveraging promise*. Albany, NY: State University of New York Press

Course Reader: Available from Mozena Publishing 800-444-8398
(www.mozenapublishing.com)

Additional readings will be available for download from course reserves and class web page. See reading schedule for url.

Note: Readings should be completed at the beginning of the class session they are due.

REQUIREMENTS

Class Participation/Attendance (15%)

The success of this class will be greatly influenced by the level of participation of all class members. Every student must come to each class having thoroughly read every reading and be prepared to discuss at length those readings, their insights, and their implications. Students will be graded on the amount (or lack thereof) and quality of their discussion participation.

Midterm (30%)

The take-home midterm exam will emphasize the readings, discussions, and lectures from the first half of the course including the material through week 5. The exam questions (5-6 short answers) will be distributed in class Thursday of week 5 (October 30th) and will be due in class on Tuesday of Week 6 (November 4th). Exams are to be typed and double-spaced with the questions listed above the response. Late exams will not be accepted.

Self-Application Paper (20%)

Students will select a personal experience related to their college choice process and/or college transition experience and relate it to the course material and outside literature on college access and retention. The 3-5 page self-application paper will end with policy recommendations for improving that particular aspect for Latina/o populations. By Thursday of week 7 (November 13th), students must submit in writing their proposed topic and at least one outside reference they plan to incorporate in their paper. Final papers are due in class before the Thanksgiving holiday break (November 25th).

Final Exam (35%)

The in-class final exam will emphasize the readings, discussions, and lectures from the second half of the course including the material through week 10. The exam questions (3-4 short answers) will be distributed in class Thursday of week 10. Blue books are required.

*******CLASS BEGINS ON THURSDAY, SEPTEMBER 25, 2008*******

COURSE SCHEDULE

WEEK 1: Current Trends on Access, Enrollment, and Graduation

Tuesday, September 30th: Overview of College Access

Readings:

- Solorzano, D., Villalpando, O. & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the U.S.: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3): 272-294. (Course web page)

Thursday, October 2nd: Monitoring College Access

Readings:

- Gandara & Orfield: Chapter 1 "Introduction: Creating a 21st century vision of access and equity in higher education" in Gandara et al. (2006) (Course text)
- Oakes et al.: Chapter 2 "California opportunity indicators: Informing and monitoring California's progress toward equitable access" in Gandara et al. (2006) (Course text)

WEEK 2: History of Access and K-16 Links

Tuesday, October 7th: History of Latina/o Access to Education

Readings:

- Delgado Bernal, D. (1999). Chicana/o education from the Civil Rights Era to the present. In J.F. Moreno (Ed.), *The elusive quest for equality: 150 years of Chicanao/Chicana education*. (pp. 77-108). Cambridge, MA: Harvard Educational Review. (Course reader)
- MacDonald, V.M. & Garcia, T. (2003). Historical perspectives on Latino access to higher education: 1848-1990. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators, and students in higher education*. (pp. 15-46). Sterling, VA: Stylus Publishing. (Course reader)

Film: *The College Track: Who's In? Who's Out?*

Thursday, October 9th: K-16 Connections

Readings:

- Ratliff: Chapter 5 "K-12 and the pipeline to higher education" in Gandara et al. (2006) (Course text)
- Oakes, J. Rogers, J. Lipton, M. & Morrell, E. (2002). The social construction of college access: Confronting the technical, cultural, and political barriers to low-income students of color. In W. G. Tierney & L.S. Hagedorn (Eds.), *Increasing access to college: Extending possibilities for all students*. (pp. 105-121). Albany: SUNY Press. (Course reader)
- Kirst, M., Venezia, A. & Antonio, A. (2004). What have we learned and where do we go next? In M. Kirst & A. Venezia (Eds.), *From high school to college*. (pp. 285-319). San Francisco: Jossey Bass. (Course reader)

Recommended Readings:

- Gandara, P. (2002). Meeting common goals: Linking K-12 and college intervention. In W. G. Tierney & L.S. Hagedorn (Eds.), *Increasing access to college: Extending possibilities for all students*. (pp. 81-103). Albany: SUNY Press.

WEEK 3: College Outreach and Preparation Programs

Tuesday, October 14th: Outreach and the Role of Culture and Families

Readings:

- Swail, W.S. & Perna, L. W. (2002). Pre-college outreach programs: A national perspective. In W. G. Tierney & L.S. Hagedorn (Eds.), *Increasing access to college: Extending possibilities for all students*. (pp. 15-34). Albany: SUNY Press. (Course reader)
- Jun, A. & Colyar, J. (2002). Parental guidance suggested: Family involvement in college preparation programs. In W. G. Tierney & L.S. Hagedorn (Eds.), *Increasing access to college: Extending possibilities for all students*. (pp. 195-215). Albany: SUNY Press. (Course reader)

Recommended Readings:

- Timar, T., Ogawa, & Orillion, M. (2004). Expanding the University of California's outreach mission. *Review of Higher Education*, 27(2): 187-209.

Thursday, October 16th: Role of Counselors, Peers, and Mentors in College Preparation

Readings:

- McDonough, P.M. (2005). Counseling matters: Knowledge, assistance, and organizational commitment in college preparation. In W. Tierney, Z. Corwin & J. Colyar (Eds.), *Preparing for college: Nine elements of effective outreach* (pp. 69-88). Albany: State University of New York Press. (Course reader)
- Tierney, W. & Colyar, J. (2005). The role of peer groups in college preparation programs. In W. Tierney, Z. Corwin & J. Colyar (Eds.), *Preparing for college: Nine elements of effective outreach* (pp. 49-68). Albany: State University of New York Press. (Course reader)
- Gandara, P. & Mejorado, M. (2005). Putting your money where your mouth is: Mentoring as a strategy to increase access to higher education. In W. Tierney, Z. Corwin & J. Colyar (Eds.), *Preparing for college: Nine elements of effective outreach* (pp. 89-112). Albany: State University of New York Press. (Course reader)
- Collatos, A., Morrell, E., Nuno, A. & Lara, R. (2004). Critical Sociology in k-16 early intervention: Remaking Latino pathways to higher education. *Journal of Hispanic Higher Education*, 3(2): 164-179. (Course web page)

Film: *The College Track: Expect the Best*

WEEK 4: Standardized Testing: Uses and Consequences

Tuesday, October 21st: Standardized Tests and College Admissions

Readings:

- Valencia, R.R. (1999). Educational testing and Mexican American students: Problems and prospects. In J.F. Moreno (Ed.), *The elusive quest for equality: 150 years of Chicano/Chicana education*. (pp. 123-139). Cambridge, MA: Harvard Educational Review. (Course reader)
- Geiser, S. & Santelices, V.: Chapter 4 “The role of advanced placement and honors in college admissions” in Gandara et al. (2006) (Course text)
- Sullivan, P. and Associates (2005). *State high school exit exams: States try harder but gaps persist*. (pp. 1-30). Washington, D.C.: Center on Educational Policy. Retrieved from (<http://www.cep-dc.org/highschoolexit/reportAug2005/hseeAug2005.pdf>) (Course web page)
- Contreras, F.E. (2005). Access, achievement, and social capital: Standardized exams and the Latino college-bound population. *Journal of Hispanic Higher Education*, 4(3): 197-214. (Course web page)

Thursday, October 23rd: Standardized Tests in Practice

Readings:

- Smith, D.G. & Garrison, G. (2005). “The impending loss of talent: An exploratory study challenging assumptions about testing and merit.” *Teachers College Record*, 107(4): 629-653. (Course web page)
- Walpole, M., McDonough, P.M., Bauer, C., Gibson, C., Kanyi, K., & Toliver, R. (2005). This test is unfair. Urban African American and Latino high school students’ perceptions of standardized college admission tests. *Urban Education*, 40(3): 321-349. (Course web page)

Recommended Readings:

- Hebel, S. (2003a, October 17). U. of California to review admissions in wake of critical report. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com> on November 1, 2005.
- Hebel, S. (2003b, October 31). Berkeley’s Chancellor attacks Regent for publicly questioning admissions practices. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com> on November 1, 2005.
- Kidder, W., Serrano, S.K., & Ancheta, A. N. (2004, May 21). In California, a misguided battle over race. *The Chronicle of Higher Education*. Retrieved from <http://www.chronicle.com> on November 1, 2005.

Film: Secrets of the SAT

WEEK 5: College Admissions, Affirmative Action, and Race/Ethnicity

Tuesday, October 28th: Equity, Affirmative Action, and Race

Readings:

- Bensimon et al.: Chapter 6 “Measuring the state of equity in public higher education” in Gandara et al. (2006) (Course text)
- Hamlett: Chapter 11 “Access in California higher education: The promise and the performance” in Gandara et al. (2006) (Course text)
- Horn & Marin: Chapter 7 “Reaping the benefits of *Grutter*: College Admissions and racial/ethnic diversity” in Gandara et al. (2006) (Course text)

Thursday, October 30th: Percent Plans, College Equity, and Access

Readings:

- Chapa, J. (2005). Affirmative action and percent plans as alternatives for increasing successful participation of minorities in higher education. *Journal of Hispanic Higher Education*, 4(3): 181-196. (Course web page)
- Horn, C. & Flores, S. (2004). *Percent plans in college admissions: A comparative analysis of three states' experiences*. (pp. 11-60). Cambridge, MA: The Harvard Civil Rights Project. Retrieved from www.civilrightsproject.harvard.edu/research/affirmativeaction/tristate.pdf (Course web page)
- Tienda, M. & Niu, S.X. (2006). Flagships, feeders, and the Texas Top 10% Law: A test of the “brain drain” hypothesis. *The Journal of Higher Education*, 77(4): 712-739. (Course web page)

Recommended Readings:

- Geiser, S. (1998). Redefining UC’s eligibility pool to include a percentage from each high school: Summary of simulation results. Oakland, CA: The University of California Office of the President. Retrieved from <http://www.ucop.edu/sas/researchandplanning/simulations.pdf> (Course web page)

***Midterm Exam Distributed**

Week 6: College Financing/Affordability and Community Colleges

Tuesday, November 4th: College Financing and Affordability

Readings:

- Fitzgerald, B. & Delaney, J. (2002). Educational opportunity in America. In D. Heller (Ed.), *Conditions of access: Higher education for lower-income students* (pp. 3-24). Westport, CT: American Council on Education/Praeger Series on Higher Education. (Course reader)
- Heller, D. (2002). State aid and student access: The changing picture. In D. Heller (Ed.), *Conditions of access: Higher education for lower-income students* (pp. 59-72). Westport, CT: American Council on Education/Praeger Series on Higher Education. (Course reader)
- Fitzgerald: Chapter 3 “Lowering barriers to college access: Opportunities for more effective coordination of state and federal aid policies” in Gandara et al. (2006) (Course text)

Recommended Readings:

- Spencer, A.C. (2002). Policy priorities and political realities. In D. Heller (Ed.), *Conditions of access: Higher education for lower-income students* (pp. 153-172). Westport, CT: American Council on Education/Praeger Series on Higher Education. (Course reader)

***Midterm Exam Due In Class**Thursday, November 6th: Community Colleges and Transfer Processes**Readings:**

- Handel et al.: Chapter 8 “The effectiveness of the transfer path for educationally disadvantaged students: California as a case study in the development of a dual admissions program” in Gandara et al. (2006) (Course text)
- Bueschel. (2004). The missing link: The role of community colleges in the transition between high school and college. (Pp. 151-284) In Kirst and Venezia (Eds.) *From High School to College*. San Francisco: Jossey Bass. (Course reader)
- Wassmer, R., Moore, C., & Shulock, N. (2004). Effect of Racial/ethnic composition on transfer rates in community colleges. *Research in Higher Education*, 45 (6): 651-672 (Course web page)
- Ornelas, A. & Solorzano, D.G. (2004). Transfer conditions of Latina/o community college students: A single institution case study. *Community College Journal of Research and Practice*, 28: 233-248 (Course web page)

Recommended Readings:

- Cabrera, A. et al. (2005). “Pathways to a four-year degree: Determinants of transfer and degree completion” in A. Seidman (Ed.), *College student retention: Formula for success*. Westport, CT: ACE and Praeger Publishers
- Suarez, A. L. (2003). Forward transfer: Strengthening the educational pipeline for Latino community college students. *Community College Journal of Research and Practice*, 27 (2): 95-117

WEEK 7: Theories/Models of College ChoiceTuesday, November 11th: Veteran’s Day Holiday—No ClassThursday, November 13th: College Choice Processes**Readings:**

- Hossler, D., Schmit, J. & Vesper, N. (1999). Theories, models, and methodological issues. In D. Hossler, J. Schmit, & N. Vesper, (Eds.), *Going to college: How social, economic, and educational factors influence the decisions students make*. (pp. 141-154). Baltimore: John Hopkins Press. (Course reader)
- Cabrera and La Nasa. (2001). On the path to college: Three critical tasks facing America’s disadvantaged. *Research in Higher Education* 42 (2): 119-149. (Course web page)
- Nora, A. (2004). The role of habitus and cultural capital in choosing a college, transitioning from high school to a higher education, and persisting in college

among minority and non-minority students. *Journal of Hispanic Higher Education*, 3(2): 180-208. (Course web page)

Recommended Readings:

- Nunez, A.M., McDonough, P. M., Ceja, M., & Solorzano, D. (2004). Ethnicities and Latino college choice. Paper presented at the annual meeting of the Association for the Study of Higher Education Annual Meeting, Kansas City, MO. (Course web page)

***Self-Application Paper Topic Due In Class**

WEEK 8: Latina/o College Student Retention

Tuesday, November 18th: Transition to College

Readings:

- Jalomo, R.E. & Rendon, L.I. (2004). Moving to a new culture: The upside and downside of the transition to college. In L. Rendon, M. Garcia, & D. Person, (Eds.), *Transforming the first year of college for students of color* (Monograph No. 38) (pp. 37-52). Columbia, SC: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition. (Course reader)
- Hurtado, S. & Ponjuan, L. (2005). Latino educational outcomes and the campus climate. *Journal of Hispanic Higher Education*, 4(3): 235-251. (Course web page)
- Hurtado, S., Carter, D., & Spuler, A. (1996). Latino student transition to college: Assessing difficulties and factors in successful college adjustment. *Research in Higher Education*, 37(2): 135-157. (Course web page)

Recommended Readings:

- Barajas, H. & Pierce, J.L. (2001). The significance of race and gender in school success among Latinas and Latinos in college. *Gender and Society*, 15 (6): 859-878. (Course web page)
- Chapa, J. & Schink, W. (2006). California community colleges: Help or hindrance to Latinos in the higher education pipeline? In C. Horn, S. Flores, and G. Orfield (Eds.), *Latino Educational Opportunity. New Directions for Community Colleges*, no. 133, (pp. 41-50). San Francisco: Jossey Bass.
- Nunez, A.M. (2005). Modeling Latino students' transition to college. Paper presented at the annual meeting of the Association for the Study of Higher Education, Philadelphia, PA. (Course web page)
- Nora, A. & Cabrera, A. F. (1996). The role of perceptions of prejudice and discrimination on the adjustment to college. *Journal of Higher Education*, 67(2): 119-148. (Course web page)

Thursday, November 20th: College Student Retention Theory and Practice

Readings:

- Berger, J.B. & Lyon, S.C. (2005). Past to present: A historical look at retention. In A. Seidman (Ed.), *College student retention: Formula for success*. (pp.1-29). Westport, CT: Praeger Publishers. (Course reader)

- Braxton, J.M. & Hirshy, A. (2005) Theoretical developments in the study of college student departure. In A. Seidman (Ed.), *College student retention: Formula for student success*, (pp. 61-87). Westport, CT: Praeger Publishers. (Course reader)
- Nora, A., Barlow, L. & Crisp, G. (2006). An assessment of Hispanic students in four-year institutions of higher education. In J. Castellanos et al. (Eds.), *The Latina/o pathway to the Ph.D.* (pp. 55-77). Sterling, VA: Stylus Publishing. (Course reader)

Recommended Readings:

- Swail, W.S., Redd, K. & Perna, L. (2003). *Retaining minority students in higher education: A framework for success*. ASHE-ERIC Higher Education Report: Volume 30, Number 2. Wiley Periodicals. (pages 1-41) (Course web page)
- Seidman, A. (2005). Minority student retention: Resources for practitioners. *New Directions for Institutional Research*, no. 125, pp. 7-24. (Course web page)
- Swail, W.S., Cabrera, A. F., Lee, C., & Williams, A. (2005). *Part III. Pathways to the bachelor's degree for Latino students*. Retrieved from <http://www.educationalpolicy.org/pdf/LatinoIII.pdf> (Course web page)
- Hurtado, S. & Kamimura, M. (2003). Latina/o retention in four-year institutions. In J. Castellanos & L. Jones (Eds.), *The majority in the minority: Expanding the representation of Latina/o faculty, administrators, and students in higher education* (pp. 139-152). Sterling, VA: Stylus Publishing.
- Fry, R. (2002). *Latinos in higher education: Many enroll, too few graduate*. Washington, D.C.: Pew Hispanic Center. Retrieved from <http://pewhispanic.org/files/reports/11.pdf> (Course web page)

WEEK 9: Retention Revisited

Tuesday, November 25th: Re-conceptualizing Retention Theory

Readings:

- Rendon, L., Jalomo, R. & Nora, A. (2000). Theoretical considerations in the study of minority student retention in higher education. In J. Braxton (Ed), *Reworking the student departure puzzle* (pp. 127-157). Nashville, TN: Vanderbilt Press. (Course reader)
- Merisotis, J. & McCarthy, K. (2005). Retention and student success at MSI's. *New Directions for Institutional Research*, no. 125, pp. 45-58. (Course web page)

Film: *The College Track: Get In. Stay In.*

***Self-Application Paper Due in Class**

Thursday, November 27th: Thanksgiving Holiday- No Class

WEEK 10: Beyond the Baccalaureate

Tuesday, December 2nd: Latinas/os and Graduate School Attendance

Readings:

- Shulock & Moore: Chapter 9 “A strengthened community college role in teacher preparation” in Gandara et al. (2006) (Course text)
- Gonzalez, K.P., Marin, P. et al. (2001). Understanding the nature and context of Latina/o doctoral student experiences. *Journal of College Student Development*, 42 (6): 563-579. (Course reader)
- Chapa: Chapter 10 “The educational pipeline and the future professorate” in Gandara et al. (2006) (Course text)
- Contreras, F. & Gandara, P. (2006). The Latina/o Ph.D. pipeline: A case of historical and contemporary under-representation. In A.M. Gloria, J. Castellanos, & M. Kamimura, (Eds.), *The Latina/o pathway to the Ph.D.* (pp. 91-111). Sterling, Virginia: Stylus Publishing. (Course reader)

Recommended Readings:

- Clark, M. & Garza, H. (1994) Minorities in graduate education: A need to regain lost momentum. In M.J. Justiz, R. Wilson, & L.G. Bjork (Eds.), *Minorities in Higher Education* (pp. 297-313). Phoenix, AZ: The Oryx Press.

Thursday, December 4th: In-Class Final Exam

***Bring blue book**

Selected Journals in Social Science and Education:

American Educational Research Journal
American Journal of Education
American Journal of Sociology
American Sociological Review
Anthropology and Education Quarterly
Aztlán: A Journal of Chicano Studies
Change
Chicano-Latino Law Review
Comparative Education
Comparative Education Review
Compare
Educational Foundations
Educational Horizons
Educational Policy
Educational Record
Education and Urban Society
Ethnic and Racial Studies
Harvard Educational Review
Harvard Latino Law Review
Hispanic Journal of Behavioral Sciences
Human Organization
Journal of American Indian Education
Journal of Black Studies
Journal of College Student Development
Journal of College Student Personnel
Journal of Cross-Cultural Psychology
Journal of Education
Journal of Educational Equity and Leadership
Journal of Educational Psychology
Journal of Educational Research
Journal of Ethnic Studies
Journal of Higher Education
Journal of Hispanic Higher Education
Journal of Hispanic Policy
Journal of Latinos and Education
Journal of Multicultural Counseling and Development
Journal of Negro Education
International Journal of Intercultural Relations
International Journal of Qualitative Studies in Education
International Review of Education
La Raza Law Journal
Latino Studies Journal
Phylon: The Atlanta University Review of Race and Culture
Qualitative Inquiry
Qualitative Sociology

Research in Higher Education
Review of Educational Research
Review of Higher Education
Social Science Journal
Social Science Quarterly
Sociological Inquiry
Sociology and Social Research
Sociology of Education
Studies in Higher Education
Teachers College Record
Urban Education
Urban Review