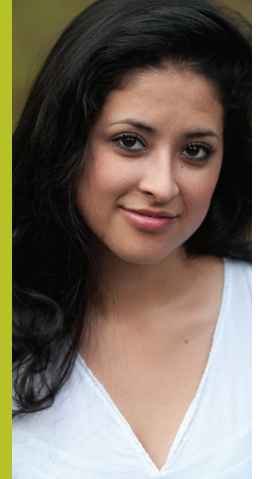


# ¡ÉXITO!

A PATH TO LATINO  
STUDENT SUCCESS



## FINAL REPORT

June 2, 2010

### **Chair of the Task Force**

Carlos J. Crespo, Professor of Community Health  
Director, School of Community Health  
Portland State University

### **Members of the Task Force**

Morgan Anderson, Higher Education & Government Affairs Manager, Intel Oregon  
Letisia Ayala, Student Representative and Member, MEChA, Portland State University

Jackie Balzer, Vice Provost for Student Affairs, Portland State University

David Coronado, Director, Oregon MESA Program, Portland State University

Roberto M. De Anda, Director & Associate Professor, Chicano/Latino Studies  
Portland State University

Julie Esparza-Brown, Assistant Professor, Graduate School of Education  
Portland State University

Frank Garcia, Diversity Administrator, Oregon State Bar

Eleanor Gil-Kashiwabara, Research Assistant Professor, Regional Research Institute Portland  
State University

Marisol Jimenez, Coordinator, English Language Learner & Migrant Education Programs  
Northwest Regional Educational Service District

Samantha López, Graduate Research Assistant, Office of Diversity and Equity  
Portland State University

José A. Padín, Associate Professor of Sociology & Director, SMILE/SONRISA Program  
Portland State University

Perla Pinedo, Coordinator of Latino Student Services  
Diversity & Multicultural Student Services, Portland State University

### **Staff to the Task Force**

Martha Balshem, Professor of Sociology, Special Assistant to the President for Diversity  
Portland State University

Jamie Jones, Graduate Assistant, School of Community Health  
Portland State University

April Turner, Management Assistant to the Vice Provost  
Division of Student Affairs, Portland State University

## TABLE OF CONTENTS

<b>FOREWORD</b> .....	<b>2</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>3</b>
<b>EXECUTIVE SUMMARY</b> .....	<b>4</b>
<b>INTRODUCTION</b> .....	<b>6</b>
<b>ENVISIONING COLLEGE</b> .....	<b>7</b>
RECOMMENDATIONS.....	9
BACKGROUND .....	9
BARRIERS.....	10
EXISTING PORTLAND STATE UNIVERSITY RESOURCES .....	13
SOLUTIONS – WHAT WORKS.....	14
SUMMARY .....	15
<b>ENTERING THE GATEWAY</b> .....	<b>17</b>
RECOMMENDATIONS.....	19
BACKGROUND .....	20
BARRIERS.....	22
EXISTING PORTLAND STATE UNIVERSITY RESOURCES .....	24
SOLUTIONS – WHAT WORKS.....	26
SUMMARY .....	27
<b>STAYING IN COLLEGE</b> .....	<b>29</b>
RECOMMENDATIONS.....	31
BACKGROUND .....	32
BARRIERS.....	34
EXISTING PORTLAND STATE UNIVERSITY RESOURCES .....	36
SOLUTIONS – WHAT WORKS.....	37
SUMMARY .....	40
<b>SUCCEEDING AFTER COLLEGE</b> .....	<b>43</b>
RECOMMENDATIONS.....	45
BACKGROUND .....	45
BARRIERS.....	46
EXISTING PORTLAND STATE UNIVERSITY RESOURCES .....	47
SOLUTIONS – WHAT WORKS.....	48
SUMMARY .....	50
<b>CONCLUSION</b> .....	<b>51</b>
<b>REFERENCES CITED</b> .....	<b>53</b>
Appendix A. Detailed Proposal for Implementation: Envisioning College. ....	58
Appendix B. Latino Students, Grades 6-8, Focus Counties, 2008-2009. ....	59
Appendix C. Portland Public Schools: Grades 6-8 Enrollment, Total & Latino. ....	61
Appendix D. Original List of Task Force Recommendations. ....	62
Appendix E. CAMP (College Assistant Migrant Program). ....	64
Appendix F. Members of the Task Force. ....	66
Appendix G. Members of the Advisory Board to the Task Force. ....	67
Appendix H. Charge to the Task Force. ....	68

## FOREWORD



I was raised in humble circumstances in northeast Portland by a devoted single mother. Although my mother recognized the value of an education, no one in my family had ever attended college. Consequently, although I wanted to go to college, I was not sure I could pay for it or whether I could succeed there.

Soon after I graduated from high school I enlisted in the U.S. Air Force. In the military I started taking college classes, and after completing military service I used my GI Bill benefits to enroll at Portland State. I was likely a typical PSU student, having not enrolled directly out of high school, but understanding when I did enroll that education could transform my life. It was at PSU that I took my first constitutional law class and found my lifelong interest in the law and public service.

In short, I cannot imagine what my life might be like had I not had the opportunity to enroll at a local, accessible, public university where I could explore and investigate what the world had to offer.

A college education not only transforms the life of those who are the first in their family to obtain it, it also transforms the lives of those who will come after them. Although a college education was not a foregone conclusion for me, my children, however, had no such doubt. Their vision of their lives has always included a college degree and beyond.

I am very pleased to know that my alma mater has recognized the barriers and challenges that Latina/Latino students can face in accessing a college education. The Task Force recommendations will help bring Latina/Latino students to PSU, will help them succeed at PSU, and will enrich their lives, and the lives of their fellow students.

A handwritten signature in black ink that reads "P. J. De Muniz". The signature is written in a cursive, flowing style.

Paul J. De Muniz  
Chief Justice of the Supreme Court of Oregon

## **ACKNOWLEDGEMENTS**

The Task Force would like to recognize the generous assistance of—

- the current and former Portland State students who shared their stories with us: Leticia Ayala, Luis Sanchez, Danielle Haro, Samantha López, Angie Mejia, Andy Perez, Monica Sarmiento, Hector David Castro Bazan, and Mario Quintana;
- the Portland State staff members who took time out of their busy schedules to help guide our recommendations: David Burgess, Mary Coniglio, Melanie Dixon, Gregory Flores, Joan Jagodnik, Kathi Ketcheson, Karen Popp, and Dee Thompson;
- Jonathan Berkman, Graduate Research Assistant in the Office of Diversity and Equity, for production of the original “fact book” on Latinos in Oregon and at Portland State; and
- The Portland State Multicultural Center for hosting our celebratory final meeting of the 2009-2010 academic year.

Above all, we thank the members of the Advisory Board to the Task Force for their guidance, their support to Portland State, and their commitment to the Latino community.

## EXECUTIVE SUMMARY

In the fall of 2009, Portland State University President Wim Wiewel commissioned a Task Force, and an associated Advisory Board composed of community stakeholders, to make strategic recommendations concerning how Portland State can best serve the higher education needs and aspirations of Oregon's Latino community. President Wiewel further charged the Task Force to base its recommendations on the best research and evidence available and to consider the most effective investment of PSU resources.

The Task Force met monthly from September 2009 to May 2010. It reviewed the literature, studied relevant data, learned from the success of comparable institutions, and performed an internal audit of current Portland States activities and successes as a foundation for its work. The group organized its thinking via four stages of the pathway to student success: envisioning college, entering the gateway, staying in college, and succeeding after graduation.

- "Envisioning College" is the process by which students (as early as middle school) begin to formulate their views regarding whether college is in their future. The Task Force has equal regard for establishing new programs and strengthening existing ones; it is the principle of early intervention that is key.
- "Entering the Gateway" is the process by which a student moves through the gates of PSU to become an admitted, matriculated student. Some students come straight from high school as first-time, first-term (FTFT) college students; others transfer, usually from the community colleges. Both pathways have strong constituencies in the community; one should not be neglected for the other.
- "Staying in College" refers to the stage in which a student enrolls at PSU and begins the journey to graduation. The recommendations for this stage must be prioritized, as retention and graduation is above all the responsibility that most centrally belongs to PSU.
- "Success after College" is defined as both graduating from PSU and finding employment or applying to graduate school. For this stage, PSU should act to create and bolster the social capital of its students, especially those who are from underserved groups.

### *The Recommendations of the Task Force*

1. Create community outreach programs to encourage middle school and high school students to envision attending college; make this system seamless from middle school to college for students and their families. Staff for these efforts should be Latina/o as well as bicultural and bilingual.
2. Hold college information sessions designed for Latino youth and their families at high schools, clearly outlining the steps to get into college and conducting regular follow-up meetings. Staff for these efforts should be Latina/o as well as bicultural and bilingual.

3. Create a well-staffed pathway from PSU's feeder community colleges, expanding successful programs such as the dual admission program and providing support with admissions and financial aid applications.
4. Create a Latino cultural center on campus that will house bilingual and bicultural academic advisors, Latina/o outreach staff, and Latina/o student groups; allocate temporary space for such a center now.
5. Double the number of Latina/o faculty, advisors, and administrators over the next five years; establish a campus network to facilitate a feeling of community among Latinas/os at PSU; facilitate opportunities for Latina/o faculty to participate as desired in the Chicano/Latino Studies program.
6. Raise additional scholarship funds sufficient to provide full scholarships for 100 undergraduate Latina/o students and 25 graduate Latina/o students; include scholarships for which undocumented students are eligible.
7. Work with local professional networks in the Latina/o community to establish internships and mentorships for PSU's Latina/o students.
8. Create a Latina/o Alumni Association as an interest group within the wider PSU Alumni Association; connect PSU's Latina/o alumni to each other and to the institution through a listserv and hosted events.
9. Offer graduate school application workshops that offer basic guidance in preparing strong applications and address issues regarding the culture of graduate school programs, with which first-generation Latina/o students may not be familiar.
10. Form a permanent group to sustain the efforts of the Task Force and perform annual assessments of the institution's progress towards implementing the recommendations in this report.

As identified by discussions from throughout the year and corroborated by the *Recommendations Prioritization Survey* taken by the Advisory Board and Task Force members, the recommendations were prioritized based on three criteria; PSU primary responsibility, impact the most Latina and Latinos students, the best use of resources. At the final Task Force meeting, members carried out the difficult task of selecting, from among all these critical recommendations, the tasks that should be undertaken first. In order of priority, the four tasks identified were:

1. Increase funding for scholarships for Latina/o students
2. Increase Latino faculty and staff
3. Create and fund a cultural center for Latina/o students (La casa Latina)
4. Recruit Latina/o students through both the high school and community college pathways

## **INTRODUCTION**

In the words of President Wim Wievel, diversity is central to the educational experience at Portland State. Since the institution's founding in 1946, Portland State has embraced a mission of access to high quality higher education for the people of our region. Now the largest and most diverse institution in the Oregon University System, Portland State is known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in our surrounding communities and beyond. Throughout our growth and development, our proud commitment to access has continued to inspire our institutional choices and investments.

Recognizing that Latinos are the fastest growing and most populous minority group in the Portland metropolitan area and in the State of Oregon, institutional goals were set to: (1) meet the higher education needs of the Latino community; (2) base our plans on the best research and evidence; and (3) develop an overall plan to invest our resources most effectively. For this purpose, a Latina/o Student Success Task Force was created to:

1. Meet throughout the 2009-2010 academic year.
2. Consult with wider groups of stakeholders on campus and in the community.
3. Form an Advisory Board.
4. Study the literature.
5. Look at relevant data.
6. Learn from successes at other institutions.
7. Audit PSU activities and find successes we can build on.
8. Deliver a June 2010 report that includes recommendations for action.

The PSU Latina/o Student Success Task Force presents the following recommendations to improve PSU's ability to increase Latina/o Student Success. The Report is divided into four sections: Envisioning College; Entering the Gateway; Staying in College; and Succeeding after College.





# ENVISIONING COLLEGE

## ENVISIONING COLLEGE



### Leti Ayala Senior

Hometown: Sheridan, Oregon

Major: Social Science

“When I was a sophomore in high school, someone asked me to name a university in Oregon. I had no idea. I had a 3.7 GPA, but in my school, my adviser never said anything to me about college. Attending Latino and Native American youth conferences exposed me to people who went to college who looked like me and came from similar backgrounds as I did. I had role models who taught me to have pride in my culture and to get an education. That’s when I started envisioning college. I thought if they can do it so could I.”

**ENVISIONING COLLEGE**

This first stage in a student’s college career involves creating an awareness of the opportunities to attend college, providing information about college, and establishing relationships with those who can influence middle school students and prepare them for college. Frequent interactions with the world of higher education, in middle school and early in high school, are essential in creating feelings of empowerment and self-efficacy among Latina/o students that will enable and encourage them to envision college in their future.

**RECOMMENDATIONS**

The PSU Latina/o Student Success Task Force recommends creating and staffing an innovative system of support, information, and community outreach programs to encourage middle school and high school students to envision attending college; build a system of support that is seamless from middle school to college for students and their families; increase support for and collaborate with existing programs and services that serve Latino students; and develop a web-based resource clearinghouse of best practices designed to support middle school outreach to Latino students, parents, schools, and community. This program should incorporate successful practices from the MESA (Math, Engineering, Science, and Achievement) and SONRISA/SMILE (Student Mentors Inspiring Latino Excellence) programs and should be well staffed. The justification for such a program is stated directly below with a detailed program proposal presented in Appendix A and supporting tables in Appendices B and C.

**BACKGROUND**

Oregon’s Latino population is growing faster than other major ethnic/racial groups in the state. The impact of this on K-12 enrollment is shown in the table below.

Table 1.1. Growth in Oregon K-12 Enrollment, Total Students and Latino Students, 2000-2006

<b>Year</b>	<b>Total Students</b>	<b>Latino Students</b>	<b>Latino Students as a % of Total Students</b>
2000	545,680	56,377	10.3
2001	551,679	62,394	11.3
2002	554,071	67,591	12.2
2003	551,410	73,618	13.3
2004	552,339	77,687	14.1
2005	559,246	84,503	15.1
2006	562,828	90,363	16.1
% Growth, 2000-2006	3.1%	60.3%	

Oregon Department of Education, 2006.

Oregon's Latino students, however, drop out of school at a rate that is 2.5 times higher than non-Hispanic whites (Oregon Department of Education, 2006). As Charles Martinez points out, "[t]hese disparities are particularly alarming in light of research demonstrating that school success is among the most important correlates of overall physical, mental, and social well-being for school-age youngsters" (Martinez Jr., McClure, & Eddy, 2008); also see (Martinez Jr., DeGarmo, & Eddy, 2004).

## **BARRIERS**

*The Forgotten Middle*, a recent report from the American College Testing Program (ACT), clearly shows the importance of success in middle school to the achievement of future high school and college goals (American College Testing Program [ACT], 2008). Researchers used longitudinal data collected from approximately 216,000 students in the high school graduating classes of 2005 and 2006 who had taken all three of ACT's College Readiness System programs (each test measures English, Math, Reading, and Science scores; EXPLORE serves as a baseline for eighth and ninth graders; PLAN serves as a midpoint for students in tenth grade; and the ACT test measures college and career readiness for students in eleventh and twelfth grades). The goal was to examine factors that influence college and career readiness.

Although this was not a random or representative sample, the results provide some insight into the link between middle school success and future high school potential. Researchers found that eighth grade achievement "displays a stronger relationship with eleventh- or twelfth-grade ACT scores, and therefore with college and career readiness, than does any other factor—more than students' family background, high school coursework, or high school grade point average" (ACT, 2008, p. 12). Researchers note that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school" (p. 2). Researchers also suggest that "there is a critical defining point for students in the college and career readiness process—one so important that, if students are not on target for college and career readiness by the time they reach this point, the impact may be nearly irreversible" (p. 2).

Cooper, Denner, and Lopez (1999) also describe the essential need for students to do well in middle school:

"During the transition from elementary to middle school, children begin to look ahead in their own lives and look up to older siblings, peers, and adults. Some children's pathways lead them toward college and adult responsibilities, while others lead toward school dropout and the risks of [underground] occupations. Consequently, these years are a critical time to ensure that children find help moving toward the goals that they and their families hold" (Cooper, Denner, & Lopez, 1999).

In a longitudinal cohort analysis following almost 13,000 low-income sixth graders in 23 Philadelphia middle schools, Balfanz, Herzog, and Mac Iver (2007) found four indicators that could serve as early identification indicators of students at-risk of dropping out of high school. Sixth grade students who failed math and English, attended school less than 80% of the time or received an out-of-school suspension “had only a 10% to 20% chance of graduating on time. Less than 1 of every 4 students with at least one off-track indicator graduated within one extra year of on-time graduation” (Balfanz et al., 2007).

A study by the Connected By 25 initiative of the Portland Schools Foundation examined students from the 2004 graduating class in Portland Public Schools. This study found similar indicators impacting graduation as the early identification indicators found in Philadelphia. Although the Connected By 25 study focuses on high school, it provides important insight into the success of students in their first year, and highlights the importance of starting intervention in middle school. In this study, research found that low performance in eighth grade, failing core courses such as math and science, falling behind in credits, and disruptions on the educational path negatively impacted students likelihood of success (Celio & Leveen, 2007). Students who failed one or more core courses in ninth grade and were also behind in credits were almost five times more likely to leave school than their peers (Celio & Leveen, 2007, p. 11).

While performing well in middle school is crucial for a successful future in education, this achievement can be especially difficult for Latino youth. Latino students are likely to face both in-school and out-of-school barriers on their educational path that can hinder the possibility that they will graduate from high school, much less pursue a college degree.

### **School-related Issues**

Latino youth are likely to experience racism at school and to be negatively impacted by “ability grouping,” whereby students are grouped in differentiated programs or courses based on perceived ability (a system that also victimizes Black youth) (Yonezawa, Wells, & Serna, 2002). In a 2000 Multnomah County report, *Salir Adelante*, Latino students and parents in focus groups reported that “Latinos/as are often placed in a separate track from the mainstream curriculum, even in cases where individuals have clearly demonstrated in the past their ability to achieve on par with other students” (McGlade & Dahlstrom, 2000).

Latino youth are also more likely to face resistance and discouraging advice about college from counselors and teachers and to feel unwelcome in school (Yonezawa et al., 2002). In a qualitative study of students enrolled in English as a Second Language programs in four Oregon middle schools, students reported feelings of isolation, segregation, and disconnectedness. Students also reported facing negative stereotypes by white classmates as being gang-involved, regardless of actual gang affiliation (Clemente & Collison, 2000). Students in the *Salir Adelante*

report also reported "mistreatment at the hands of fellow students" (McGlade & Dahlstrom, 2000).

Other important barriers are gender specific. Although Latina students are likely to succeed at higher rates than Latinos are, 41% of Latina students nationwide do not graduate high school in four years. In addition to the ethnic stereotypes that affect both Latina and Latino students, Latinas may experience damaging gender stereotypes as well as high rates of teen pregnancy (National Women's Law Center, 2009). In Oregon, Latina youth age 10-17 made up 24% of the teen pregnancies in 2005-2007 (Oregon Department of Human Services, Center for Health Statistics, 2007). The Task Force has not located data on the general Latina population for this age range. However, between 2005-2007, young Latina women aged 15-19, accounted for approximately 6.1% of the total population (United States Census Bureau, 2007). This strongly suggests that the rate of teen pregnancy among Latinas is high enough to constitute an important barrier to their success within the education system. In Oregon, the rate per 1,000 women aged 15-19 years for non Hispanic Whites, non Hispanic Blacks and Latina teens is 45/1,000, 92/1,000 and 131/1,000 respectively (Kost, Henshaw & Carlin, 2010).

Latino students are likely to face additional barriers to success. Male youth are more likely to get involved in gangs than their Latina counterparts, with 90% of gang members in Multnomah County in the year 2000 identified as male (Latino Gang Violence Prevention Task Force of Multnomah County, 2003). Gang involvement can have negative consequences for youth involved; the same report shows that, at that time, the majority of Latino youth involved in the juvenile justice system were gang-involved (Latino Gang Violence Prevention Task Force of Multnomah County, 2003). For many Latino middle school students, gaining employment and a social place in the social and economic underground is easier to achieve than going to college.

### **Family and Other Non-school Related Issues**

Most Latino parents, who themselves may not have had the opportunity to finish high school, want their daughters and sons to attend college; for many, the availability of free public schooling through high school was one motivation for immigration to the United States. Nonetheless, family factors can contribute to Latino student difficulty on their path towards high school graduation and college. Parents may "lack the knowledge of U.S. schools to guide their children to college and careers" (Cooper et al., 1999). "Lack of knowledge" or not, Latino parents often face racist stereotyping and language barriers in their attempts to advocate for their children within the K-12 school system. Furthermore, families and youth may not understand what going to college really means in practical terms. In families with little or no experience with higher education, it can be difficult to appreciate the time, attention, and financial commitments that college students must make to succeed. In closely-knit families that survive in poverty through the contributions of all family members, it is often difficult to weather the impacts that college

attendance has on the college student's ability to fulfill the day-to-day family obligations expected of them.

Financial concerns are especially difficult for Latino youth and families. Although students and families highly value education, many families are low income. Youth may disconnect from high school, or after high school, to help support their families (Pew Hispanic Center, 2009). Financial concerns can negatively impact the ability to even envision college (Santiago & Reindl, 2009; Pew Hispanic Center, 2009; Oregon State Board of Higher Education, 2008). Because youth and families may not know college-related processes—such as applying for college, financial aid, and scholarships—they may not be aware of the available options to fund their education, leading youth to see higher education as a financially unreasonable option.

### **Undocumented Students**

Undocumented students are likely to face additional school and non-school related issues that can impact their success in high school and their likelihood of pursuing post-secondary education. Undocumented students are especially likely to drop out of high school early. They may see higher education as out of reach because of their lack of documentation, and may choose not to continue or complete high school once they are legally able to drop out at age 16, or are able to find work, whichever comes first.

Undocumented youth are likely to face psychological hardships related to fear of deportation (Pabón López, 2004; Perez, Espinoza, Ramos, Coronado, & Cortes, 2009), which can influence all aspects of their lives. They are also likely to face issues related to migrant status and may have to change schools frequently due to the pattern of work availability for their parents (Pabón López, 2004). The special plight of undocumented students is especially relevant in Oregon, as our Latino population comprises a large number of recent immigrants, an unspecified number of whom are undocumented.

### ***EXISTING PORTLAND STATE UNIVERSITY RESOURCES***

Portland State faculty and staff dedicated to outreach to Latina/o middle school and early high school students have built successful programs based on partnerships and connections with K-12 school personnel and community partners. The following three programs could serve as models for expanded efforts.

- MESA: Provides services to 375 students from 16 middle and high schools in Hillsboro, Beaverton, Portland, and Gresham School Districts. Thirty-seven percent of the program participants are Hispanic, and 76% are low-income. On average, 99% of MESA students will graduate from high school, and 85% of those students will enroll in post-secondary education. Early longitudinal results indicate that MESA students' six-year college graduation rate is 56%.

**Table 1.2. Mentoring Programs Serving K-12 Students and Focused on Latino and/or Minority Participation.**

<b>Program</b>	<b>Contact Person/ Department</b>	<b>Supported by</b>	<b>Purpose</b>
MESA (Math, Engineering, Science, Achievement)	David Coronado, Maseeh College	OUS, PSU, and private funders	Pre-college program serving 6 <sup>th</sup> -12 <sup>th</sup> grades; encourages math and engineering pathways
SMILE/SONRISA (Student Mentors Inspiring Latino Excellence)	José Padín, Dept. of Sociology	Minor internal funding (insufficient to continue program)	PSU students mentoring Latino high school/middle school students
TRIO (Upward Bound and Talent Search)	Philip Dirks	US Dept of Education grant funding	College preparation for low-income, first generation middle school students

- SMILE/SONRISA: Dr. José Padín’s outreach program to Latina/o middle school and high school students. Strong partnerships have been formed with three PPS high schools and a number of their feeder middle schools, with PSU Capstone students mentoring Latina/o high school students who in turn mentor middle school students. Because this program depends on students as mentors, it is cost-efficient. Without immediate intervention, this program will cease operations as of summer, 2010.
- TRIO: Participants are twice as likely to go to college and four times more likely to finish high school than non-participants. Upward Bound at PSU serves 81 students from six Portland schools—95% graduate high school. ETS/Project PLUS serves 600 students in Portland and Hillsboro School Districts. Of all participants since 1993, 92% graduate from high school and enroll in college.

**SOLUTIONS—WHAT WORKS**

In a report published in the *Educational Policy Journal* in 2003, Catherine Cooper argues that outreach programs are essential for the success of low-income and diverse students. Using a longitudinal study, the investigators found that student, family involvement, pathways to college, culturally enriched teaching, counseling, mentoring, and the role of peers are all vital and necessary components in helping diverse and low-income students achieve a college education. Each of these efforts is needed not just in high school, but throughout a student’s path from kindergarten through twelfth grade, creating a pipeline of learning and support. Based on this report and other important findings, a PSU program may consider utilizing the following holistic approach:



1. Working with families. The family system is extremely important in Latino communities, and parental support in education has been shown to be an important predictor of academic success for Latino youth in some areas in Oregon (DeGarmo & Martinez Jr, 2006). As previously described, Latino families are likely to have little or no prior experience with higher education, and supporting both the youth and their families has been shown to help students meet their higher education aspirations (Auerbach, 2004).
2. Mentoring. Mentoring to be especially effective with Latina/o youth (Campos et al., 2009). SMILE/SONRISA's use of PSU Capstone students as mentors for younger students can serve as a model for a successful and feasible mentoring program. This method, which relies on the involvement of our own students, has been successful in creating and sustaining mentoring relationships of benefit to Latina/o youth.
3. Working with middle school students. As previously discussed, Latina/o students may begin to disconnect from school in the middle grades. Connecting with youth during this important stage of their academic career is essential to improving their chances of success in education.
4. Going into the community. Having a presence at a variety of schools, school-related events, and other community events shows students and school staff that Portland State values its relationship with the students and its partner schools. This may open doors to working with school personnel and with families, both of which are essential to reducing the barriers that may stand in the way of Latina/o youth envisioning college in their future.

## **SUMMARY**

Middle school is a pivotal time to connect with Latino youth and their families. At this stage, youth may start to disconnect from school. They may not fully understand or realize the opportunities that graduating high school and pursuing a college degree can provide. This gap in understanding may prevent them from wanting to continue their education. In addition, they may surpass their parent's educational level and feel conflicted about further educational pursuits. All of these factors may prevent students from establishing the foundation they need to start high school on track to graduate, and acquiring the skills and goals they need to be successful. Latino parents need to be informed in order to support their children's ability to go to college. Latina/o students and their families will be more confident about pursuing college if they have information about financial aid, can interact with Latino faculty and advisors in the community, and understand that PSU is an institution with a Latino friendly atmosphere. A middle-school outreach staff at PSU will allow Portland State University to support Latino youth, and provide them with the information they need to make college a future possibility.





# ENTERING THE GATEWAY

## ENTERING THE GATEWAY



### Mario Quintana Sophomore

Hometown: Hood River, Oregon

Major: International Studies

“Harvesting is hard labor. You can only do it for so long before you get too old or you’re just not good enough. I’d rather get an education. I had advanced courses throughout high school. A couple of my teachers saw the potential and wrote letters of recommendations for me. I got scholarships that cover most of my expenses, but I had to take out a loan to cover the rest. I told my parents that I was coming to PSU at the last minute. They were a bit surprised, but in the end they supported me all the way.”

## **ENTERING THE GATEWAY**

The second stage in a student's college career is "Entering the Gateway," the crucial transition from being a prospective student to an admitted, matriculated student. This process, which involves the admissions, registration, financial aid, and orientation functions, presents special challenges to our Latina/o prospective students.

While the gateway needs for first-time, first-term (FTFT) students and transfer students are similar in many ways, they are also programmatically different. Therefore, recommendations for each group are presented separately.

## **RECOMMENDATIONS**

### **For First-Time, First-Term Students**

Portland State University should engage and recruit Latina/o high school students and their families by holding college information sessions for Latino youth and families at high schools. This includes clearly outlining the steps to get into college as well as conducting regular follow-up meetings with the youth and their families. The staff for these programs should be Latina/o as well as bicultural and bilingual. Recruitment materials should be written by bicultural staff in both English and Spanish. Recruitment should focus on Washington, Multnomah, Clackamas, and Marion County high schools with high percentages of Latina/o students. Taking into account that current Latina/o student enrollment is 15% for Portland Public Schools (Portland Public Schools, 2009), 12.1% for all public schools in Oregon (Oregon Department of Education, 2009), and only 5% at Portland State, PSU's Office of Institutional Research and Planning should be asked to develop appropriate aspirational goals for the recruitment of FTFT Latina/o students.

### **For Transfer Students**

To encourage and retain transfer students, Portland State University should create a well-staffed pathway from PSU's feeder community colleges with the goal of increasing Latino student transfer to PSU. The Task Force recommends expanding successful programs such as the dual admission program and providing support and mentorship while completing applications, financial aid paperwork, and other activities. In addition, PSU's Office of Institutional Research and Planning could be asked to suggest appropriate aspirational goals for the recruitment of Latina/o transfer students from these community colleges.

## BACKGROUND

The rate for Latino students who graduate from an Oregon high school and who plan to continue to post-secondary education is 12.4% lower than the state average for all Oregon high school seniors (see table 2.1.). As of 2005, 73.2% of non-Hispanic white high school seniors in Oregon plan to attend college after high school, with 21.7% planning to attend an Oregon University System (OUS) institution. Among Latino high school students, however, only 60.2% had college plans, with only 16.1% planning to attend an OUS institution.

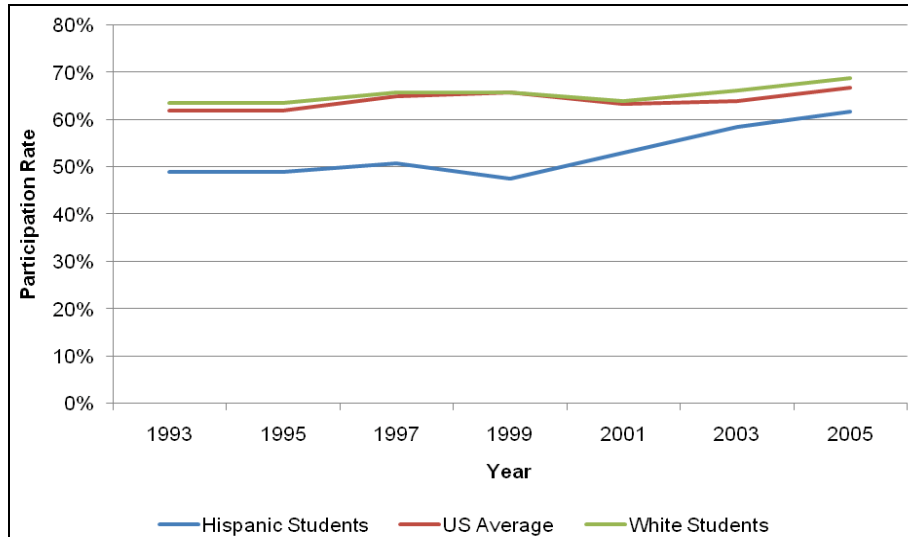
	High-school Senior Students					
	Latino		Non-Hispanic White		Oregon	
	Number	Percent	Number	Percent	Number	Percent
Oregon University	19	16.1	231	21.5	288	21.7
Oregon	4	3.4	68	6.3	79	5.9
4-Year Out-of-	7	5.9	127	11.8	153	11.5
Oregon	37	31.4	321	29.9	399	30.0
Oregon	3	2.5	7	0.7	11	0.8
2-Year Out-of-	1	0.8	23	2.1	25	1.9
College Unknown	0	0.0	9	0.8	10	0.8
No College Plans	47	39.8	288	26.8	365	27.4
Total	118	100.0	1074	100.0	1330	100.0

Table constructed from data presented in "Where Have Oregon's Graduates Gone?" Oregon University System, 2005. Table 5, p. 27.

National data indicate, however, that the percentage of Latino high school seniors who planned to transition to post-secondary education rose during the first five years of this millennium. Rates during this same time period were still lower than the U.S. average and the average for non-Hispanic white students, but the trend was still positive (see figure 2.2).

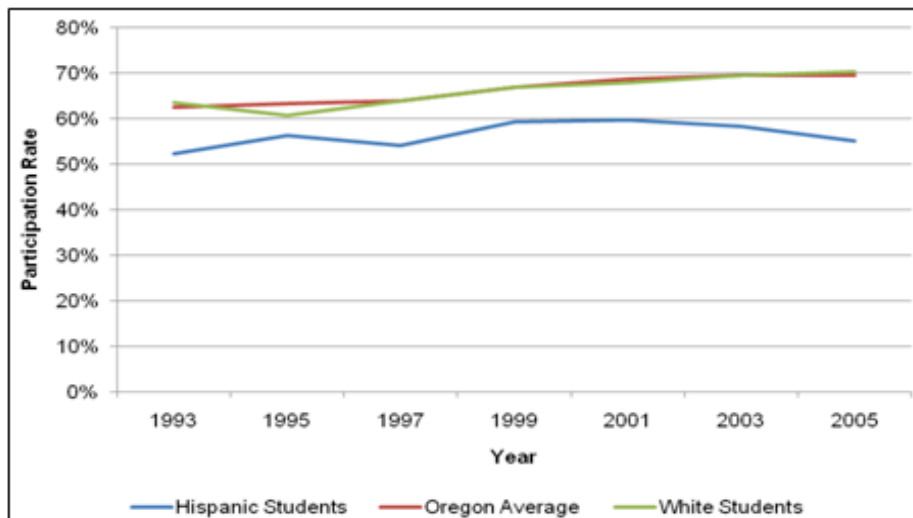
During this time period, however, the situation for Latinos in Oregon was different. Since the turn of the millennium, college participation rates for Oregon's Latino high school seniors have declined (see figure 2.3).

**Figure 2.2. U.S. National Participation Rates in Post-Secondary Education, 1993-2005.**



Graph constructed from data presented in "Where Have Oregon's Graduates Gone?"

**Figure 2.3. Oregon Participation Rates in Post-Secondary Education, 1993-2005.**



Graph constructed from data presented in "Where Have Oregon's Graduates Gone?"

The challenge for Oregon is clear; we must work toward increasing the higher education participation rates of this fast-growing community of Oregonians. In the Task Force's view, all OUS institutions and the OUS itself must invest in supporting this goal.

## **BARRIERS**

### **First-Time, First-Term Students**

The barriers to initial college enrollment faced by Latina/o students fall into three categories: lack of knowledge about college and financial aid application procedures; financial barriers; and reluctance to loosen family bonds enough to allow students to step through a gateway into a different world.

The application process required for college admission and financial aid applications is daunting for every student. For parents who have not experienced higher education, which includes many Latino parents, these forms can be a serious barrier to enrollment. Many Latina/o youth and their parents need help with application strategies for selecting colleges and financial aid programs (Ceballos, 2004).

The cost of attending college is a barrier for low-income Latino families, who are disproportionately impacted by the national and local trend of decreasing the availability of need-based scholarships. For many low-income families, student loans are a primary way to pay for college. However, Latino families are often strongly debt averse, which can inhibit their willingness to take out student loans to pay for college. In addition, Latino families often have little knowledge about access to and availability of financial aid (Cunningham & Santiago, 2008).

Another economic barrier to college attendance for Latina/o youth is based on the needs and expectations of their families that they will continue to contribute to the family support system. Ties to nuclear and extended family and traditional gender role expectations are often strong in Latino families and communities. Therefore, families may need their college-aged children to work full time, provide child-care for younger siblings, or otherwise help the family economically.

These same strong family ties can complicate the lives of Latino youth who choose to enter college. Latino families value education highly and see it as a path to success for their children. In fact, as mentioned previously, one major reason that Latino families come to the United States is the accessibility of education through twelfth grade for everyone in virtually every U.S. community. Many Latino parents, however, fear that entering the college gateway will be the first step toward social separation from family and community. This fear may be exacerbated during the early months in college, as the new student expresses time conflict worries that pit his or her family obligations against the constant need to study and the obligation to attend class.

The close bonds that characterize Latino families are also felt by the Latina/o students. These prospective college students may experience internal conflict between the desire to go to college and the desire to stay within the close family circle. Because of these strong family relationships, many Latino students prefer to live at home while they are attending college (Desmond & López Turley, 2009).



PSU's location is an advantage for many Latina/o students. Since the campus has become a major transportation hub, living at home becomes possible for most students who live within the metropolitan area. However, Latino youth who travel far distances and live in campus housing may be at particular risk of sadness and homesickness.

This is exacerbated by the fact that most of our nation's campuses, including PSU, are, by default, dominated by Anglo culture. Latina/o students, along with students from other racialized non-dominant minority groups, face a choice—implied by various institutional and academic norms and ideologies—of either assimilating to an alien culture or struggling to keep their Latina/o sense of self-respect intact.

### **Transfer Students**

Latino transfer students face similar barriers to those that Latino FTFT students face: lack of knowledge about application procedures, financial pressures, conflicts between family and school obligations, and the culturally different environment of most college campuses (Suarez, 2003; Hurtado & Ponjuan, 2005). Latina/o transfer students may have already successfully crossed some of these barriers during their adjustment to their first college, which for PSU students usually means a community college. Transfer students, however, face their own set of barriers. Suarez (2003) points to insufficient information regarding transfer processes, inadequate knowledge of articulation agreements with four-year institutions, and the failure of many community colleges to emphasize their transfer function in their overall student services and activities (Suarez, 2003). Some of these may not apply locally.

### **Undocumented Students**

Although undocumented students have access to free K-12 public education, they face legal and financial barriers to postsecondary education which limits their upward mobility through education (Abrego, 2006). Because of their undocumented status, these students are often classified as international students by public and private universities and consequently are charged non-resident rates. In Oregon, for a full-time load of twelve credits, this rate is just over three times higher than the rate for students classified as Oregon residents. Because undocumented students are denied federal financial aid, are ineligible for most scholarships, and are relegated to insecure low-wage work, the cost of a four-year degree becomes prohibitive and a college education virtually unattainable (Abrego, 2006).

## **EXISTING PORTLAND STATE UNIVERSITY RESOURCES**

### **Current Admissions Activities**

The PSU Office of Admissions visits virtually every high school in the near-by area, including those with high enrollments of Latina/o enrollments, and reaches out to high school student support programs such as AVID, Upward Bound, and ASPIRE. PSU attempts to send Spanish-speaking Admissions staff, and occasionally non-Admissions PSU staff, when visiting schools with high Latina/o enrollment. Spanish-speaking staff can talk to the parents of prospective Latina/o PSU students about application forms, college funding, college choices, and the benefit of a college degree. As of May 2010, Admissions has three Spanish-speaking visitation staff members, none of whom are also bicultural. Admissions also runs a *Latino Marketing Campaign*, which provides callback phone support to parents and prospective students. The Office, however, does not have sufficient Spanish-speaking staff to cover the callback number during business hours.

Bridges is described as PSU's "annual open house for high school students who are first generation or from ethnically diverse backgrounds who are exploring college opportunities" (Portland State Admissions, 2009). Bridges, which is held on PSU campus, provides attendees the opportunity to "learn more about the admissions process, financial aid, scholarships, and how to be a successful student at PSU" through workshops and tours (Portland State Admissions, 2009). The November 2009 Bridges event was attended by almost 700 students, many being Latino (M. Dixon, personal communication, February 3, 2010). Many of the Bridges attendees applied to PSU via the Instant Viking Program. Bridges II is a program for high school students who have already been admitted to PSU. It provides information about next steps for admitted students, review of financial awards, and support services (Portland State Admissions, 2010).

Team Viking is another Admissions program focused on college exposure and preparation, in partnership with GEAR UP. GEAR UP, which stands for Gaining Early Awareness and Readiness for Undergraduate Programs (Oregon GEAR UP, 2010), works with 50 students from Roosevelt and Marshall High Schools, 41% of which are Latino.

Admissions staff also attend local conferences targeting Latino students. The biggest in-state conference is the annual Cesar E. Chavez Conference at Western Oregon University. Nearly 1,500 Latino students from across the State of Oregon attend this conference.

Beginning fall 2010, all new undergraduates will be required to attend an Orientation session before registering for classes. PSU statistics show that incoming students who attended orientation have higher grade point averages at the end of their first term (Portland State Orientation, 2010). At orientation, new students

plan their first term classes, learn more about undergraduate curriculum, and receive academic advising for choosing and registering for their first term classes (Portland State Orientation, 2010a; Portland State Orientation, 2010b). Orientation also provides students with an opportunity to begin to develop their PSU support network by having departmental faculty and advisors, as well as current PSU students attend orientation events (Portland State Orientation, 2010a; Portland State Orientation, 2010b).

There are two Bilingual Family orientations for Spanish-speaking families offered in 2010 (Portland State Orientation, 2010c). According to the PSU Orientation Website, the bilingual orientation offers information to families and students in Spanish and English to educate families about the resources available to PSU students and the transitions they will experience (2010c). Though students' orientation costs are paid through their matriculation fee and free childcare is offered at the bilingual orientation, family members are charged a \$20 per person participation fee (Portland State Orientation, 2010b; Portland State Orientation, 2010c). As orientation is mandatory for incoming student for the fall 2010, this guest fee creates a financial burden for all low-income families.

### **Current Transfer Processes**

The dual enrollment agreement states that PSU will accept 124 lower-division credits from select community colleges, allowing students who complete an associate's degree to gain admission to PSU after having completed all lower-division comprehensive and general education requirements for a baccalaureate degree. Students are only required to complete one application process for both the community college and PSU, and upon transferring, are given junior standing for registration purposes. Students also gain greater flexibility in scheduling, with access to a variety of classes at both institutions, and have the opportunity to access services and participate in college life at both institutions. PSU offers multiple sessions every quarter for transfer students. The Transfer orientation assumes that students have attended college previously and, therefore, helps facilitate a program that assists with the transition into a larger learning community. It is typically the first opportunity for students to meet with a PSU academic adviser and to select and register for their first term of classes. It is also a time to start developing their PSU network. As of May 2010, there is one transfer academic adviser in the Information and Academic Support Center who is bicultural, although not also bilingual.

The Portland Bridges to Baccalaureate Program (PBTB) is a new, grant-funded partnership between PSU and Portland Community College (PCC). It aims to increase the number of underrepresented students from PCC who transfer to PSU to earn a bachelor's degree and to prepare them for academic and scientific careers in biological, physical, behavioral, and health sciences (Portland State School of Community Health, 2010). PBTB students receive paid summer internships, opportunities for academic and professional networking, discipline-specific advising,

financial aid guidance, assistance with PCC/PSU dual enrollment, peer student mentoring from PSU students, and invitations to events and activities for their families (Portland Community College, 2010).

## ***SOLUTIONS – WHAT WORKS***

Sources such as Swail, Redd, & Perna (2003) and Oseguera et al. (2009) present reviews of successful strategies for helping Latina/o students across the bridge to the four-year campus. They include:

1. Dissemination of information on the admissions process and on financial aid application procedures, to both students and their families. Because many Latina/o prospective students will be first-generation college students, it is critical to provide more detailed information in the recruitment of students whose families have more experience with higher education.
2. Working directly with families. This is more important in the successful recruitment of Latina/o students than it is for many other ethnically defined groups. Families need information about the demands that college will place on the time and energy of their college student and about the judicious use of college student loans. Parents of prospective students may also benefit from open discussion of their fears regarding the social distance that higher education can place between them and their children. This, of course, requires staff that is both bilingual and bicultural.
3. More need-based aid. To meet the financial needs of Latina/o students, sufficient financial aid must be made available on the basis of economic need. This will undoubtedly mean vigorous fundraising for scholarships specifically for Latina/o students.
4. High-quality orientation programs that speak to the specific needs and issues of Latina/o students. The general quality of orientation programs is more critical in the successful entrance into college of underrepresented minority students.
5. Attentiveness on both institutional sides of the transfer process. Committed personnel on both sides of the transfer must cooperate to monitor and mentor transfer students before, during, and after the move to the four-year institution. The goal is a nearly seamless movement from the community college to the university.
6. Orientation programs specifically designed to meet the needs of transfer students for clear information regarding the transfer process and discussion of the phenomenon of “transfer shock.”
7. Articulation of curriculum across the transfer bridge. This includes a transfer curriculum, such as PSU’s Transfer/Transition course, at the receiving institution.

## **SUMMARY**

The preceding review makes clear that moving Latina/o high school students and their families across the bridge and onto PSU campus will require admissions, financial aid, dual-enrollment, and orientation staff who are bilingual and bicultural. The offices responsible for those functions should not have to look outside of their own work groups for staff who can speak Spanish. Moreover, Spanish language capacity does not address the real need. Staff involved in outreach to Latina/o students and their families need to be bicultural as well as bilingual.

The presence of a greater number of bilingual and bicultural staff on PSU campus would benefit every office critical to the gateway into college. Such staff would enable PSU to increase the frequency of campus tours in Spanish, to develop website materials in Spanish, and translate more recruitment materials into Spanish. A concerted and determined effort to recruit more Latina/o staff will create a gateway that Latina/o students and their families can trust to welcome them with true understanding.





# STAYING IN COLLEGE

## STAYING IN COLLEGE



### Hector David Castro Bazan Senior

Hometown: Lima, Peru

Double Major: Supply and Logistics Management  
and Management & Leadership

“My freshman year was really hard. At one point, I was close to dropping out and going back to Peru. I didn’t know what I was doing. I had nobody to talk to if I had a problem. The bills were piling up. I knew how to speak English, but it was still very hard to read college textbooks and write papers. But I realized I have a good opportunity here if I buckle down. The first time I got an A in a class, I thought, ‘OK, I’m not going back.’ Now I’m obsessed with good grades.”



## **STAYING IN COLLEGE**

Once through the gateway and enrolled at PSU, students face a new set of challenges including: settling in and gaining confidence as a college student; connecting to people who will advise them; and being able to pay for college. For some, PSU campus becomes a familiar and comfortable place; for others, it remains a difficult foreign environment. Latina/o students often come to PSU having experienced school as a place where they are expected to fail. PSU must encourage these students with powerful, positive messages that the university cares for their welfare and expects them to succeed.

## **RECOMMENDATIONS**

### **The Latina/o Cultural Center**

Convene an ad hoc committee to work with an architect to design a Latino cultural center on campus. The center would house bilingual and bicultural academic advisors, the Latina/o middle school and high-school outreach staff, and Latina/o student groups. It might be housed in a remodeled, newly purchased, or newly constructed property, or be located adjacent to a new dorm. A large central meeting hall would host visiting school groups and hold events for the families of our prospective and current Latina/o students. Like the Native American Center, it would serve the entire campus with programs and events of interest to everyone—Spanish conversation roundtables, cultural events, spaces for meetings and workshops, classrooms, and a family-friendly computer lab.

Since the effort to build this a center is likely to take five years, the Task Force recommends funding a temporary Latina/o cultural center staffed by a bicultural and bilingual academic advisor. This cultural center would incorporate elements of the Students First program developed by Dr. Pete Collier (PSU Sociology Department), which was a low-cost program shown to be effective in increasing retention. We recommend that existing space be allocated now to temporarily meet the institutional need for a mixed social and advising space for the more than 1,300 Latina/o students.

### **Increase in Latina/o Faculty and Advisors**

Increase the number of Latina/o tenured and tenure-track faculty, advisors, and administrators. Specifically, the Task Force recommends that through incentives and improvements in search processes, the university set the goal of doubling the number of Latina/o faculty, advisors, and administrators over the next five years. Ideally, the percent of faculty should match the percent of Latinos in the Oregon workforce. In addition, we recommend that PSU establish a campus network, on-line and otherwise, to facilitate a feeling of community among Latina/o employees throughout the institution. This network has the potential to connect students

informally to the student-focused activities and initiatives of the Latina/o cultural center, and facilitates opportunities for Latina/o faculty to participate as desired in the teaching and scholarly activities of the Chicano/Latino Studies program, including share appointments across academic units.

## **Scholarships**

Launch an aggressive fundraising campaign for more scholarships dedicated to Latina/o students, including scholarships for which undocumented students are eligible to apply. This would involve a coordinated effort between the offices of Development, University Communications, Alumni Affairs, and the Portland State Foundation. A fund should be created with sufficient resources to provide full scholarships for 100 undergraduate Latina/o students and 25 graduate Latina/o students or 10% of all Latina/o students attending PSU. It is also recommended that scholarships be supported with retention programming.

## **BACKGROUND**

In a carefully designed focus group study, Yosso, Smith, Ceja, and Solórzano (2010) studied the racial climate for Latina/o students at three prestigious U.S. universities. Their report revealed that the constant stream of racist messages aimed at Latina/o students is not blocked by the gateway to college. The report confirms other investigations indicating that constant exposure to racist interactions and racial jokes continue to erode the emotional energy and self-confidence of Latina/o students (and students from other racialized minority groups) on the nation's college and university campuses. Yosso et al. continues: "In response to these pervasive messages of rejection, Latinas/os foster academic and social counterspaces in which they build a culturally supportive community and develop skills to critically navigate between their worlds of school and home" (p. 660).

Nor are these "microaggressions" purely a matter of personal and individual interactions. Yosso et al. propose that some of the racist messages experienced on college campuses should be understood as "institutional microaggressions." The experiences of their focus group participants ". . . echo the research literature about how racism pervades institutions of higher education via university and local culture, organizations, informal rules, implicit protocols, and institutional memories . . ." (p. 672). Among the realities of campus life that Yosso et al. see as institutional microaggressions include administrative tolerance of low numbers of Latina/o faculty, leaving important diversity programming to student groups, and institutional inertia regarding negative campus climate.

"Research demonstrates that Latina/o students engage in specific action to culturally nourish and replenish themselves in response to marginalizing campus climates. They begin a process of choosing the margin . . . Latina/o students build a sense of community in academic and social counterspaces that represent the cultural wealth of their home communities . . ." (p. 676)

Steele and his collaborators point to the need for institutions of higher education to develop a “remedial strategy” to “refute” hegemonic stereotype threats (Steele, 2003). Latina/o students experience a serious assault on their academic confidence during their K-12 years—this is documented for Latina/o middle school students in Oregon (Clemente & Collison, 2000; McGlade & Dahlstrom, 2000). Latina/o students who reach college have survived years of assaults on their confidence regarding whether they belong there. Mitigating the corrosive effects of these assaults, and insuring that such assaults do not continue on campus, becomes the responsibility of the institutions of higher education in which these students enroll.

The transition to college for Latina/o students is thus different from the transition experienced by students from dominant majority groups, which is described by Tinto (1993) and other inadvertently Anglo-oriented scholars of higher education. They describe a world in which integration or engagement in the campus mainstream is a more positive and welcoming experience than it is for underrepresented minority (URM) students. That model simply does not apply to students from racialized minority groups.

Retention efforts designed for Latina/o students must be designed with this context in mind. A significant body of research points to the fostering of cultural security, validating messages, the presence of diverse faculty and staff, and culturally competent mentoring programs as being important for the retention of URM students (Rendón, 1992; Castellanos & Jones, 2003; Torres Campos et al., 2009; Torres & Hernandez, 2010). These retention strategies constitute institutional recognition of the critical student support mechanisms that can operate within Latina/o campus networks.

Fischer’s 2007 report on her analysis of data from the National Longitudinal Survey of Freshmen underscores the special importance of cultural and campus climate issues in the retention of URM students in particular.

“For minority students, a more negative perception of the campus racial climate increased the likelihood of leaving college. . . . The fact that minorities were more inclined to perceive a negative racial climate . . . suggests that this factor should be of real concern to campuses hoping to retain these students” (p. 148).

From her wider analysis, she concludes that although campus involvements and connections are important to the retention of all students, this plays out differently for URM students than it does for dominant majority students.

“The relative importance of various ties varied both by outcome and by race/ethnic group. . . . students who have more informal connections on campus and minority students who have more formal connections on campus were less likely to leave by their junior year. . . . involvement in formal activities on campus contributes not only to greater satisfaction for Black and

Hispanic students but also to greater academic success. . . . In general, I interpret the existence of these . . . effects on outcomes . . . as evidence of the especially crucial role involvement plays in the success of these students in college” (pp. 151, 154).

Fischer’s finding that URM students in particular benefit from formal as well as informal involvements supports the assertion that institutionally provided, formal structures and programs are key to retention strategies for these students.

Myers (2003) presents a review of evaluation research on college retention programs designed to serve URM students, including only studies that “demonstrate measurable academic achievement that was equal to or better than the campus-wide student population” (p. 4). In concluding her review, Myers writes:

“The institutions that are successful in integrating, educating, retaining and graduating their students are those that are responsive not only to the academic needs, but also to the social and cultural needs of their constituents. . . . The challenge is in inspiring the institution as a whole to buy into this approach . . . and to adopt the philosophy of creating an institutional environment that is conducive to *all* students’ learning and educational needs, both inside and out of the classroom” (p. 27).

A robust commitment to the success of all students requires that institutions develop what the Oregon Higher Education Roundtable (n.d. [b]) terms a “culture of retention.” In our view, this requires the vision to understand that serving all students does not mean pursuing the same retention strategies for them all.

## ***BARRIERS***

The foregoing strongly suggests, and the testimony of PSU’s Latina/o students confirms, that once through the gateway and enrolled at PSU, Latina/o students will continue to face special challenges as they continue their enrollment and work towards graduation. For students already enrolled at PSU, these challenges are best framed not as barriers experienced by the students, but as breakdowns in the institution’s retention strategies and services. Framed this way, it may be said that one can say that at PSU is serving Latino students as well as it serves the overall student population—that is to say, however, PSU needs to do better.

Six-year graduation rates, calculated as the percentage of an entering student cohort that graduates six years after first enrollment, is a gold standard for measuring college student success. Overall, PSU’s graduation rates are low, compared to the OUS 2008 average of 59.4% (Burk & Thompson, 2009) and to rates at our comparable institutions. The same is true of our graduation rates for Latina/o students. In the OUS, the small number of Latina/o graduates allows year-by-year graduation rates to fluctuate dramatically, but the picture is clear; an un-weighted average of the graduation rates for UO, OSU, and PSU for the years 2002-

2007, and WOU for the years 2007-2009, results in graduation rate estimates of 59.0% for UO, 55.0% for WOU, 50.2% for OSU, and only 38.3% for PSU.

Graduation rates for our transfer students are higher than those for students who start college at PSU (FTFT students), as shown in Table 3.1. Based on a weighted average of graduation rates from multiple recent years, six-year graduation rates for PSU transfer students overall have been about 90% higher, and for Latina/o transfer students almost 80% higher, than for FTFT students. Four-year graduation rates for transfer students, perhaps a more realistic comparison to six-year rates for FTFT cohorts, have been about 54% higher, and for Latina/o transfer students about 30% higher, than for FTFT students. Thus, the retention pattern for Latina/o students mirrors that for the overall student body—according to the OIRP data, PSU loses about half of its FTFT students overall, and of its FTFT Latina/o students, in their first two years on campus; and our transfer students graduate at higher rates than our FTFT students.

<b>Table 3.1. Six-year Graduation Rates for First-Time Full-Time and Transfer Students by Latina/o Heritage. Weighted Average of Rates from Multiple Years.</b>	
First-Time, Full-Time Students, 6-year Rates	
All PSU	34.53%
Non-Latina/o White	33.50%
Latina/o	38.30%
Transfer Students, 6-year Rates	
All PSU	62.08%
Non-Latina/o White	63.22%
Latina/o	60.36%
Transfer Students, 4-year Rates	
All PSU	53.3%
Non-Latina/o White	54.9%
Latina/o	49.9%
<p>“Retention and graduation rates by end of year, Fall 1999-Fall 2008 cohorts.” Data provided by OIRP for FTFT and transfer students. Available in ODE. FTFT student data from 2002-2007 (entering cohorts of 6 years earlier); transfer student data from 2004-2008 (entering cohorts from 4 and 6 years earlier).</p>	

Latina/o students at PSU are, therefore, as successful as the institutional norm. This success is based on the small number of students who successfully overcome the barriers to participation that have been reviewed in this report. As of fall 2009, 1,037 Latina/o undergraduate students were enrolled at PSU, constituting 5.2% of the total undergraduate student population (Office of Institutional Research and Planning [OIRP, 2009]). In order to bring this number to parity with the rapidly rising percentage of Latina/o high school graduates in the region, and to improve

the pathway from the community colleges to PSU for Latina/o students, PSU will need to welcome more than just the few students who overcome a challenging set of barriers. As greater numbers of Latina/o students arrive at OUS institutions, PSU's inability to address the higher education needs of the Latina/o community will become increasingly unsustainable

### **EXISTING PORTLAND STATE UNIVERSITY RESOURCES**

PSU runs and has run successful retention and college success programs. One such program, designed specifically for FTFT students, was the Students First Mentoring Program. The goal of this FIPSE-funded project, which is no longer running, was retention and success for first-generation FTFT students at PSU. Evaluation of this program showed that:

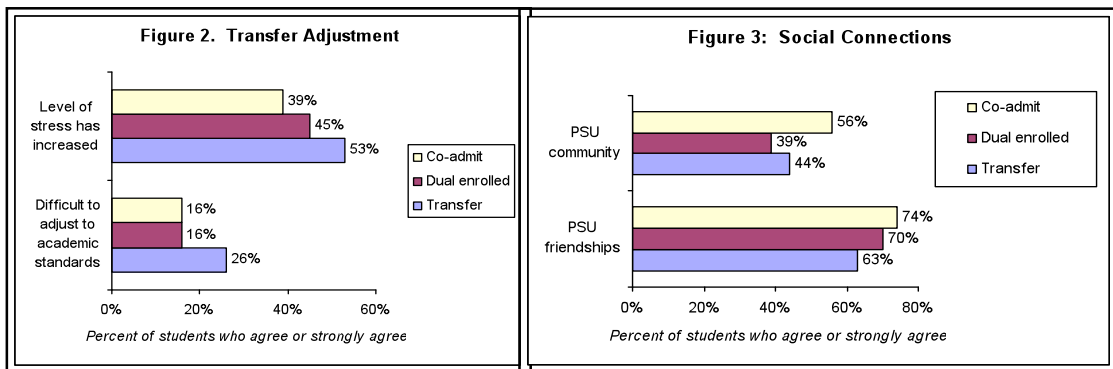
“For all three cohorts of new-to-campus PSU freshmen, SFMP [Students First Mentoring Program] participation resulted in higher yearly retention rates, average gpa [sic], and average number of credits completed successfully than students from the All Freshmen group. . . . While the 2006-2007 and 2007-2008 cohorts of EOP students demonstrated higher retention scores, the SFMP freshmen's average gpa and credits earned rates continued to be consistently higher than the EOP freshmen's rate across all three years” (Collier, n.d.).

Data disaggregated by race/ethnicity are not available for this program, but anecdotally, we know that a healthy number of program participants were Latina/o. In any case, program results are relevant to Latina/o students, a high percentage of who are first-generation college students.

With regard to transfer students, a 2006 OIRP survey suggests that our co-admit and dual enrollment programs are successful in improving the transition from the community colleges to PSU. Among survey respondents, co-admit and dual enrolled students are less likely to report indications of “transfer shock” than transfer students not served by these programs (see Figure 3.1.). The data also shows that:

“Co-admit students were more likely to feel that they had developed friendships with students at PSU (74%), followed by dual enrolled students (70%), and direct transfer students (63%). Furthermore, fifty-six percent of co-admit students, 44% of direct transfer students, and 39% of dual enrolled students felt that they were a part of the university community at PSU . . .” (OIRP, 2006)

**Figure 3.1. Transfer Adjustment and Social Connections among Groups of PSU Transfer Students.**



Tables from "Transfer and Co-Admitted Student Survey." (Fall 2006). Portland State University. Research Update 9(3). Portland, OR: Office of Institutional Research and Planning.

PSU’s federally funded TRIO programs (EOP, SSS, and Upward Bound), housed in Diversity and Multicultural Student Services (DMSS), have shown dramatic positive effects on the retention and graduation rates of underrepresented minority (URM) students. At PSU, these programs serve 265 students, 30% of whom are Latino (approximately 88 students). Program participants have an 80% graduation rate. Also housed in DMSS is PSU’s Diversity Scholarship Program, a tuition remission program that provides dedicated and culturally sensitive advising and academic assistance and has a small, dedicated study space. This program serves 180 students, 30% of whom are Latino (approximately 60 students). This program has a 94% graduation rate. At current staffing and funding levels, the DMSS programs are able to serve approximately 148 students at any given time, across all undergraduate cohorts.

**SOLUTIONS – WHAT WORKS**

To address the needs of its present and future Latina/o students, PSU should plan to make the following changes.

**The Latina/o Cultural Center**

A Latina/o Cultural Center will facilitate the implementation of nearly every best practice for retention covered in the preceding review. The coordinator for this center could be a bilingual and bicultural academic advisor. This highly accessible advisor would combine academic advising with other forms of advising, such as career counseling and life planning and enable early identification of students who are struggling academically. This coordinator can collaborate with University Studies to connect the programs of the cultural center to the academic experiences of Latina/o FTFT students.

Evaluation data on campus cultural centers is not readily available. Among our comparable institutions, the University of Nevada at Reno stands out as having evaluation data regarding its Center for Student Cultural Diversity (University of Nevada Reno, 2010). The center at the University of Nevada Reno supports separate programming for Latina/o, Black, Native, Asian/Pacific Islander, and LGBTQ students, and includes a "Mosaic" program for any student, including white students, who are interested in diversity and multiculturalism. The intention of the center is all-inclusive, but each separate program has its own dedicated staff. According to Araceli Martinez (personal communication, February 8, 2010), who staffs the Las Culturas program within the center, the center offers a program called College 101, a program for incoming students. Center evaluation data show that students involved in the center graduate at rates close to 90%, rates that are similar to our Diversity Scholarship and EOP students.

The question of a permanent center is timely, and efforts to create a cultural center for Latina/o students should begin immediately. The university's campus is expanding. If plans for a cultural center are not included in current discussions of space, the idea will languish for another generation.

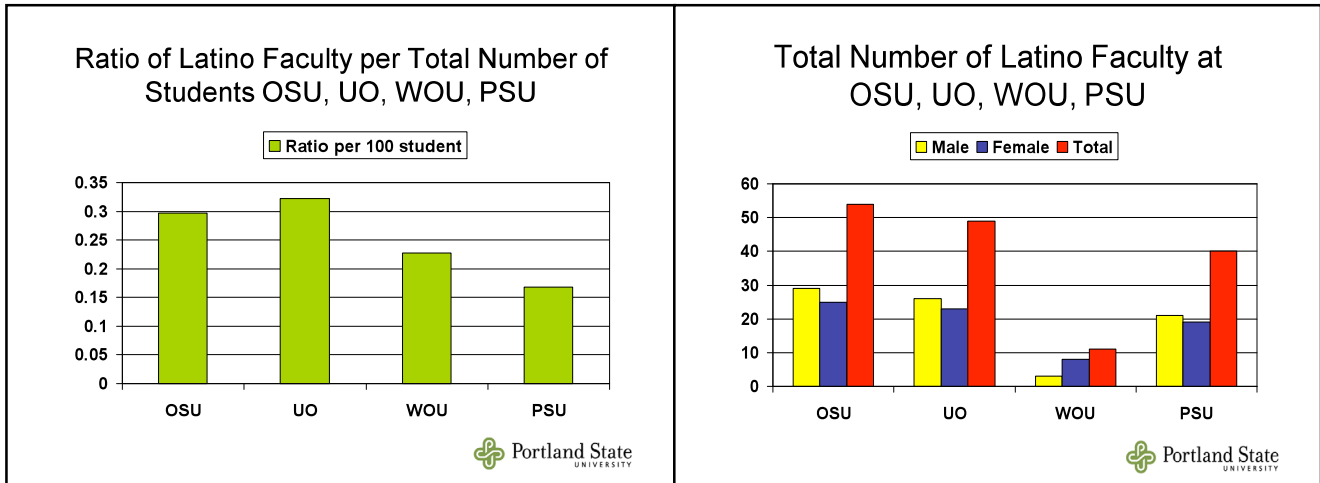
### **Increase in Latina/o Faculty and Advisors**

The OIRP database currently lists 16 tenure-related faculty members who self-identify as "Hispanic." There is at least one faculty member missing from this list as well as others who do not identify their ethnicity on the database; notwithstanding, the number of Latina/o faculty at PSU is vanishingly small, with a ratio of Latina/o-faculty-to-total student-body that is lower than that at UO, OSU, or WOU. The single tenure-related faculty member in Chicano/Latino Studies serves as an informal advisor to Latina/o students in a wide variety of majors. This large scope of work requires that he retain a student assistant to help with his advising. This illustrates the effort that our current Latina/o students make to find a culturally appropriate advisor.

The fact that PSU has so few Latina/o faculty and advisors on campus contributes to problems with retention not only of Latina/o students but also of Latina/o faculty and staff themselves. An on-line network for Latina/o employees at Portland State would speak to the isolation that Latina/o faculty and staff reportedly feel. The coordinator of the Latina/o cultural center could be staffed to maintain a network that would invite and encourage Latina/o faculty and staff to join the center's formal programs and informal activities and events. It could also be used by the Director of Chicano/Latino Studies to draw Latina/o faculty together for scholarly pursuits.



**Figure 3.2. Ratio of Latino Faculty to Number of Students and Total Number of Latino Faculty at OSU, UO, WOU, and PSU.**



### Scholarships

According to the Oregon Higher Education Roundtable (n.d. [a]), “Oregon is a high-tuition, low-aid state,” ranking 40<sup>th</sup> among states of the union with regard to the percentage of personal income spent on higher education (p. 3). Available financial aid for college students has fallen behind rising OUS tuition and the rise in living costs in Oregon, and PSU students often graduate with high rates of student-loan debt. Students and their families often incur additional types of debt to finance their college education. The burden falls more heavily on lower-income families—disproportionately, racialized minority families—for whom the cost of college is often prohibitive. Special barriers exist for undocumented students who are denied access to student loan programs, excluded from many scholarship programs, and work in low wage, insecure, and unpredictable jobs.

The PSU Foundation holds funds for scholarships specifically designated for Latina/o students (see Table 3.2). The largest of these programs is the Chicano/Latino Scholarships. Originally housed in Chicano/Latino Studies, this program is now located in the office of the dean of the College of Liberal Arts and Sciences. Formerly, the fund served 30 students per year; with the retirement of a key staff member, only 17 scholarships were awarded in the 2009-2010 year. The PSU Foundation also holds several scholarships awarded at the college or school level. Latina/o students compete in other scholarship programs such as the Diversity Scholarship Program, which is a state-supported tuition-remission program, and the Oregon Laurels and Diversity Recognition programs. The major non-Portland State source of scholarship funding specifically for Latino/Latina students is from the Hispanic Metropolitan Chamber (HMC). According to Jo Lucke, Scholarship Coordinator in New Student Programs, the HMC gives approximately \$23,000 per year to Portland State students. PSU has recently agreed to match these funds.

**Table 3.2. Scholarships for URM Students at PSU.**

College/School	Scholarship	Eligibility	Awards/Year
College of Liberal Arts and Sciences	Chicano/Latino Scholarships	No documentation located.	Varies
	Ruben Sierra Dean's Scholarship	" . . . demonstrated interest in and commitment to Chicano/Latino history, language, and/or culture, with pursuing desired academic major."	2
Maseeh School of Engineering and Computer Science	Vatheuer Family Foundation Scholarships	"Awarded to civil engineering students (not structural) and traditionally underrepresented minorities or recent immigrants."	2
School of Business Administration	Gary and Barbara Ames School of Business Scholarship	"Preference of award shall be given to students who are African-American, or Latino/Hispanic."	Varies
College of Urban and Public Affairs	State Treasurer's Urban Pioneer Scholarship	For a sophomore student of public policy who is "a member of an ethnic minority group."	1 or 2

### **Undocumented Students**

Latina/o students compete successfully for scholarships that are not specifically intended to support URM students. Considering the shortage of scholarship aid in general, however, it is clear that the small number of dedicated scholarships described in the above table is not sufficient to serve the needs of our Latina/o students. The situation for undocumented students is even more difficult. All of the scholarship opportunities listed above are limited to citizens or legal residents of the United States. Thus, undocumented students are prohibited from competing for these few dedicated scholarships.

### **CAMP (College Assistant Migrant Program)**

Given the high percentage of Oregon's Latino families who work in agricultural labor, the Task Force would be remiss if it did not mention CAMP, a federally funded program that provides various supports to the children of migrant laborers during their first year of college. Details on this program, for which PSU should apply, are found in Appendix E.

### **SUMMARY**

Graduation rates for Latina/o students at PSU are slightly higher than for PSU students overall. This is unsatisfactory, however, as overall graduation rates for PSU students, especially for those who begin their college studies at PSU, are low. At present, PSU is serving only a small percentage of those Latina/o high school

graduates who should be attending college. As Latina/o participation rates rise, PSU must be prepared to retain Latina/o students who arrive with even greater needs. The recommendations of this Task Force—a campus Latino cultural center, more Latina/o staff and faculty, and scholarships dedicated to Latina/o students—address the present and future needs of these students, which include more financial support and the creation of Latina/o safe space and bicultural networks on campus.





# SUCCEEDING AFTER COLLEGE

## SUCCEEDING AFTER COLLEGE



### Monica Sarmiento Junior

Hometown: Hillsboro, Oregon

Major: Biology

“My family always instilled in me the idea that an education gets you far, and I want to go far. I’m an aspiring dentist, and I’d like to go to OHSU. I’ve volunteered there a couple of times, and I got to help out in the student clinic where they work on patients’ teeth. I translated for a little girl who only spoke Spanish. I know a couple of dental students who used to go to PSU. Having a network of people telling you, ‘You can do it,’ and sharing their stories with you is really encouraging.”

## **SUCCEEDING AFTER COLLEGE**

The final step in progress through college is graduation. The Task Force recognizes that after graduation, PSU's Latina/o alumni will contribute greatly to the development of their communities. These newly established Latina/o graduates will meet the needs of business, industry, and government through the development and sharing of resources, information, and expertise in a wide variety of professions, and will contribute to the understanding of Latina/o issues regionally and nationally.

## **RECOMMENDATIONS**

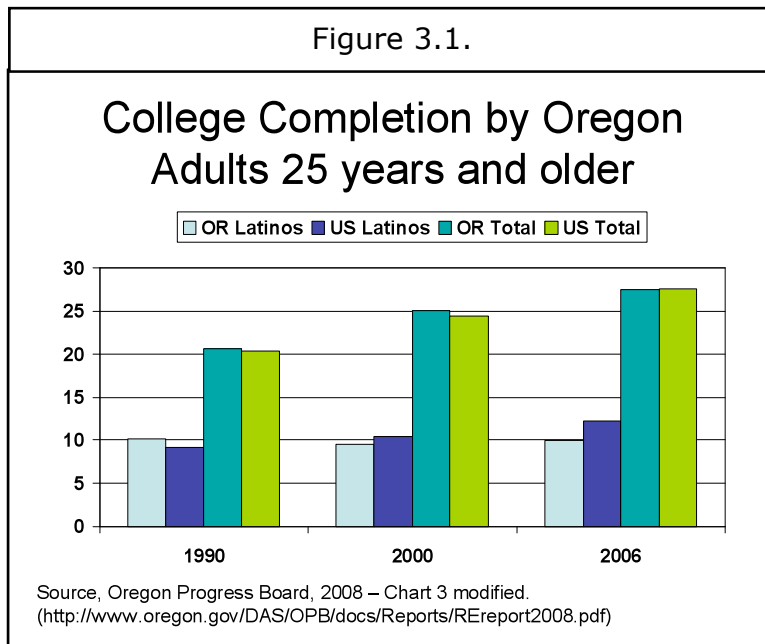
The Task Force recommends working with local professional networks in the Latina/o community to establish a program to find internships and mentors in industry and business, with the goal of helping Latina/o students to transition into a career that aligns with their degree. For students who are applying to graduate school, PSU could offer graduate school application workshops that offer basic guidance in preparing strong applications. In addition, these workshops would address issues regarding the culture of academic and professional graduate school programs with which first-generation Latina/o students may not be familiar.

Create a Latina/o Alumni Association. The Latina/o Alumni Association would exist as an interest group within the wider PSU Alumni Association. It would fulfill the mission of connecting PSU's Latina/o alumni to each other and to the institution through means such as a listserv and hosted events. For example, the Latina/o Alumni Association could host events six months after spring graduation to give graduates an opportunity to network. Thus, PSU would provide additional support to aid alumni in their success.

## **BACKGROUND**

In Oregon, and throughout the United States, Latinas/os are the fastest growing segment of the population. Over the past 20 years, a dramatic increase in the Latina/o population in Oregon has changed the state's racial and ethnic composition. In 2006, approximately 10% of Oregon's residents classified themselves as Hispanic, up from 9.6% in 2004 and 8% in 2000. The proportion of Oregon's population that is Latina/o is three times larger than any other racialized minority group in Oregon. However, unemployment rates are disproportionately higher among Latinos. The growth of Latinos in professional jobs has not been proportional to their representation in the population or comparable to the proportion of non-Hispanic whites in professional jobs ((United States Bureau of Labor Statistics [USBLS], 2010). Similarly, the adult college completion rate for Hispanic Oregonians has changed little since 1990, even though nationally, the proportion of Latinas/os who have earned a college degree has risen (Oregon Progress Board, 2008; see Figure 3.1). In bridging this achievement gap, the role

of the PSU Alumni Association, the PSU Career Center, and their outreach work with national and regional employers is of paramount importance.



Oregon has been particularly affected by the most recent economic downturn and consistently exhibits higher unemployment rates than most other states. The current unemployment rate in Oregon is approximately 10.7% (United States Bureau of Labor Statistics [USBLS], 2010). Nationally, the unemployment rate for Latinos is 28% higher than the general population, and in Oregon this disproportion is no different. Furthermore, the disproportionate unemployment rate observed for all Latinos is also true among those who are college graduates (USBLS, 2009).

## **BARRIERS**

It is critical that we understand why the employment rates and average salaries are lower for Latino professional when compared with non-Hispanic Whites.

According to Walsh et al (2001), there are some common career-related issues faced by non-dominant minority populations. "Socialization, access to guidance and assessment, tracking into certain fields, societal and self-stereotypes, isolation from networks, and early schooling experiences" may constrain their career choices (as cited in Kerka, 2003). Walsh et al (2001) identify some career development barriers as "lack of developmental feedback or mentors, discrimination in promotion or transfer, tokenism, hostility, plateauing, less access to training, perceived isolation, stress, or self-imposed performance pressure" (as cited in Kerka, 2003).



## **Undocumented Students**

Undocumented students who attend PSU will face another steep set of barriers to success upon graduation. Not having a valid social security number or legal residency complicates the ability of undocumented persons to apply for and obtain desirable jobs or internships. According to Abrego (2006):

“Promising and previously high-achieving students—many of whom have internalized the US values of meritocracy and upward mobility through hard work—are forced instead to lower their aspirations, gain unlawful employment in low-wage industries, and often end their educational pursuits. However, there are no available structural paths for those who excel academically. Paradoxically, their efforts to adapt and contribute economically are met with legal obstacles” (p. 227).

## ***EXISTING PORTLAND STATE UNIVERSITY RESOURCES***

### **Career Center**

PSU Career Center staff members assist PSU students and alumni with career development and job search needs. Through individual appointments and workshops, the Career Center helps students with their career decision-making process. In addition, the Career Center teaches students and alumni how to write resumes, interview, and conduct effective job searches.

Through PSU CareerConnect, the Career Center posts part-time and full-time jobs, as well as internships. It also coordinates an on-campus recruiting program where employers interview seniors on campus for career positions.

The Career Center has, on occasion, sponsored Don Asher as a speaker on campus. He is an internationally acclaimed author and speaker specializing in careers and higher education who has extensively researched the graduate school application process. His video, "Getting Into Highly Competitive Graduate Schools" is available for viewing in the Career Center.

Links from the Career Center website include:

- Hispanic Alliance for Career Enhancement — HACE maintains a resume database of Latino professionals in a wide range of disciplines.
- Latino Directory of Internships and Fellowships — Developed by the Congressional Hispanic Caucus Institute. Contains large PDF file.
- Hispanic On-line — The website of Hispanic Magazine, includes a career center with a job-search agent.
- Saludos Hispanos — Hispanic employment service promoting workforce diversity.

- LatPro.com — Job opportunities, scholarships, fellowships, and internships as well as general information concerning Hispanic organizations.
- Hispano — Job listings by employers actively seeking Latino/Hispanic candidates. A forum to post resumes as well.

### **Office of Graduate Studies**

The Office of Graduate Studies is willing to explore the idea of developing workshops on graduate school applications. They do not currently offer this service and state that they have never been asked to offer such a service before.

### **Alumni Relations**

The Office of Alumni Relations is launching a mentoring program, which they believe will be a vehicle by which they can help support Latino/a student success, alumni engagement, and student-to-student leadership opportunities. They view this initiative as a way to serve the largest audience and, at the same time, provide opportunities to develop programming and mentor relationships specific to Latino/a needs and wants. Alumni Relations staff believes that the mentoring opportunities and programming that they plan to develop will build community, support student success and retention, and support the transition from campus to community after graduation.

The Task Force has discussed with a representative of the PSU Alumni Association the idea of creating a Latina/o Alumni Network and a listserv to bring such a group together. This Network would serve PSU's initiatives for Latina/o students in a number of ways, from mentoring to job searching to fundraising for scholarships dedicated to Latina/o students. At this time, however, the PSU Alumni Association is strongly focused on the development of its mentoring program.

### ***SOLUTIONS – WHAT WORKS***

Latina/o students and their families often do not have professional networks and personal ties that assist them in the post-college employment market. PSU should work to provide this capital to them. The Career Center, the Alumni Association, and the Office of Graduate Studies are key to these efforts. Following are the Task Force's recommendations.

- 1.** Mentoring programs for Latina/o seniors, recent graduates, and alumni should be pursued. This would involve the strategic identification of businesses with mentors who are willing to provide professional tutelage to Latina/o graduating students and help them to align their career goals with job prospects. PSU faculty already provide their expertise to the Latino Leadership Program of the Hispanic Metropolitan Chamber; this would be a natural place for PSU students to connect with other Latinas/os who are already professionally employed. The Chamber also holds after-hours

networking events and an annual trade fair. PSU should participate in all these events.

2. The PSU Career Center should continue to establish partnerships with regional and national corporations that seek to diversify their workforce by hiring Latina/o college graduates. The Career Center should investigate whether there is a need to expand the number of trainings on campus for Latina/o students on how to interview, participate in career fairs, participate in networking opportunities, and write professional resumes.
3. The Alumni Association should expand opportunities for Latina/o students to network with PSU Latina/o alumni. The Alumni Association could host on-campus events designed specifically for this purpose. They could also work with local businesses to create connections among PSU Latina/o alumni. Intel, for instance, already holds an annual Portland State Alumni event and has a Latino employee group. Through working with businesses highly committed supportive of diversity within their own workforces, the Alumni Association could pursue its goal of developing internships and mentorships, while at the same time incorporating a focus on Latina/o students.
4. The Alumni Association should also pursue the formation of a Latina/o alumni network. We would mention two models for this work.
  - Penn State University's Alumni Interest Group model. According to Penn State's Alumni Association:

"An Alumni Interest Group (AIG) is a group of alumni and friends of Penn State who have common interests arising from their University-recognized co-curricular activities or common cultural or professional postgraduate interests. AIGs give alumni a creative way to stay connected with the people they were involved with during their student years at Penn State. They also give alumni a way to interact and network with folks with similar interests after they leave Penn State. Penn State was among the first universities to sponsor groups of this kind. Among the AIGs at Penn State are the African American Alumni Organization, Cheerleading, Crew, International Dancers, Latino, and Thespian AIGs. Since their focus is so varied, so is their programming. Activities have included networking luncheons, panel discussions, and annual reunions. Many AIGs have a strong student focus and work toward increasing interaction with alumni and students" (Penn State Alumni Association, 2010).
  - The Minority Alumni Involvement Now (MAIN) at Auburn:

"The Auburn Alumni Association continues to explore opportunities to service minority alumni. MAIN was developed to foster professional relationships among minority alumni of Auburn University by encouraging graduating seniors, recent graduates, and other alumni to (re)connect with each other and all that is Auburn. The MAIN Objectives are as follows:

    - a. To provide an avenue for minority alumni to develop a vested interest in minority alumni to advance the institution

- b. To engage minority alumni in the Auburn Alumni Association and Auburn University
  - c. To promote scholarship among deserving students of Auburn University.”
- 5. The Office of Graduate Studies should conduct outreach to Latina/o undergraduate students who are considering the pursuit of an advanced degree. Informational sessions could be geared towards students for whom the world of graduate study is particularly mysterious. We recommend that the new graduate matriculation fee funds be tapped to support the development of mentoring programs, graduate school application workshops, and orientation programs designed to encourage Latina/o students to consider continuing into graduate education.

### **SUMMARY**

To bring the advantages of a college education all the way home, PSU must help its Latina/o graduates to develop the social capital needed for success in the employment market. The Career Center should evaluate whether its current offerings are sufficient to the needs of PSU’s Latina/o students. The Office of Alumni Relations should plan to diversify its efforts to provide services specifically designed for Latina/o alumni. In these ways, PSU can work towards the post-graduate success of its Latina/o students.

## CONCLUSION

For Oregon to thrive into the future, it must embrace the challenge of meeting the educational needs of its growing Latino population. In this, Portland State plays a special role as the public university in Oregon's only large metropolitan area. Portland State is geographically located near the greatest number of Latinos in Oregon, as well as to the community colleges that enroll the greatest absolute number of Latina/o students in the state. Due to a variety of factors, from family traditions to economics, Latina/o students welcome the opportunity to attend a university in close proximity to their homes. Already, many of them have come to Portland State; at present, Portland State enrolls the greatest number of Latina/o students in the OUS, with Latina/o students constituting about 5% of the Portland State student body. The graduation rate for undergraduate Latina/o students slightly exceeds Portland State's overall undergraduate graduation rates.

The Task Force, however, sees the need for Portland State to move purposefully and decisively to increase its efforts to serve the Latino community. The recommendations in this report reflect the long-term strategic thinking that Portland State must do to establish good relationships with Latino families and with the middle schools and high schools serving large percentages of Latino students in the region.

As the task force developed its recommendations, there was broad consensus that Portland State should reach out not only to Latina/o students but also to their families, beginning early in those students' lives; increase the number of Latina/o faculty and staff who are both bilingual and bicultural; and support existing programs that serve the transition to college for Latina/o students from both the K-12 system and the community colleges. The common theme in this consensus is the creation of a welcoming environment for Latina/o students as they consider entering the gateways of higher education.

Some of our recommendations will require short-term investments, while others require a continuous influx of funds. Some are more expensive than others; none are free. Some will benefit students beyond the Latina/o community; all provide models for community relations that recognize the diversity of community needs within our metropolitan region.

Throughout its deliberations, the Task Force proceeded holistically, seeing its recommendations as interdependent. In its final meeting, however, the Task Force discussed prioritizing its recommendations. In this discussion, the group turned to the basic principles of Portland State's mission. While Portland State is not solely responsible to address the social determinants that may limit potential students from attending college, it is solely responsible for the success of the students it enrolls. Accordingly, the Task Force sees its recommendations in the area of "Staying in College" to be most central. In this discussion, four recommendations stood out as priorities, in this order: raising money for scholarships; increasing the number of Latina/o faculty and staff at Portland State; establishing a Latino cultural

center; and building positive pathways to Portland State campus for high school and community college students. That said, the members of the Task Force feel that none of its recommendations should be neglected.

The Task Force has one final recommendation—that the work of the Task Force continue. We recommend that a permanent group be formed to sustain the efforts of the Task Force and perform annual assessments of the institution’s progress towards implementing the recommendations in this report.

To remain a vibrant economic engine for the metropolitan region, and to contribute to the continued health of civil society in Oregon, Portland State must look to the future and prepare itself to educate the people of the community it serves. The challenges that face Portland State, as well as the entire OUS and all its institutions, are to become culturally proficient, graduate a diverse professional workforce for the region, and prepare the next generation of leaders for Oregon. All of this will require a deep engagement with the Latino community and a deep commitment to meeting its educational needs. We trust that the recommendations in this report will set Portland State in the direction it will need to go.

## REFERENCES CITED

- Abrego, L. J. (2006). "I can't go to college because I don't have papers": Incorporation patterns of Latino undocumented youth. *Latino Studies, 4*, 212-231. Retrieved from <http://www.williamperezphd.com/articles/abrego-2006.pdf>
- American College Testing Program. (2008). *The forgotten middle: Ensuring that all Students are on target for college and career readiness before high school*. Retrieved from <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>
- Auburn University. (2010). *Auburn alumni association minority alumni involvement now*. Retrieved from <http://www.alumni.auburn.edu/main/>
- Auerbach, S. (2004). Engaging Latino parents in supporting college pathways: Lessons from a college access program. *Journal of Hispanic Higher Education, 3*(2), 125-145. Doi: 10.1177/1538192703262514
- Balfanz, R., Herzog, L., & Mac Iver, D. J. (2007). Preventing student disengagement and keeping Students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist, 42*(4), 223-235. doi:10.1080/00461520701621079
- Burk, P. & Thompson, M. (2009). *Cradle to career (P20) framework* [PowerPoint slides]. Retrieved from [http://www.leadersroundtable.org/site/images/stories/Presentations/cradle%20to%20career%20\(p20\)%20framework%2011-24-09.ppt](http://www.leadersroundtable.org/site/images/stories/Presentations/cradle%20to%20career%20(p20)%20framework%2011-24-09.ppt)
- Castellanos, J., & Jones, L. (2003). *The majority in the minority: Expanding the representation of Latina/o faculty, administrators and students in higher education*. Sterling, VA: Stylus.
- Ceballo, R. (2004). From Barrios to Yale: The Role of Parenting Strategies in Latino Families. *Hispanic Journal of Behavioral Sciences, 26*(2), 171-186. Retrieved from <http://chicano.umn.edu/assets/pdf/achievementFrom%20Barrios%20to%20Yale.pdf>
- Celio, M. B., & Leveen, L. (2007). *The fourth R: New research shows which academic indicators are the best predictors of high school graduation — and what interventions can help more kids graduate*. Retrieved from [http://www.connectedby25.org/file\\_download/46](http://www.connectedby25.org/file_download/46)
- Clemente, R., & Collison, B. B. (2000). The relationships among counselors, ESL teachers, and students. *Professional School Counseling, 3*(5), 339-349.
- Cooper, C. R., Denner, J., & Lopez, E. M. (1999). Cultural brokers: Helping Latino children on pathways toward success. *Future of Children, 9*(2), 51-57. Retrieved <http://www.jstor.org/stable/pdfplus/1602705.pdf>
- DeGarmo, D. S., & Martinez Jr, C. R. (2006). A culturally informed model of academic well-being for Latino youth: The importance of discriminatory experiences and social support. *Family relations, 55*(3), 267-278. doi: 10.1111/j.1741-3729.2006.00401.x
- Desmond, M., & Lopez Turley, R. N. (2009). The role of familism in explaining the Hispanic-White college application gap. *Social Problems, 56*(2), 311-334. doi:10.1525/sp.2009.56.2.311

- Exelencia in Education. (2008). College Assistance Migrant Program (CAMP). Retrieved from <http://www.edexcelencia.org/programs/college-assistance-migrant-program-camp>
- Exelencia in Education. (2009a). College Assistance Migrant Program (CAMP). Retrieved from <http://www.edexcelencia.org/programs/college-assistance-migrant-program-camp-0>
- Exelencia in Education. (2009b). Growing What Works Database. Retrieved from <http://www.edexcelencia.org/examples>
- Kerka, S. (2003). Career development of diverse populations. *ERIC Digest*, 249. Retrieved from <http://www.calpro-online.org/ERIC/docs/dig249.pdf>
- Kost, K., Henshaw, S., & Carlin L. (2010). *U.S. Teenage pregnancies, births and abortions: National and state trends and trends by race and ethnicity*. Retrieved from <http://www.guttmacher.org/pubs/USTPtrends.pdf>
- Martinez Jr., C. R., DeGarmo, D. S., & Eddy, J. M. (2004). Promoting academic success among Latino youths. *Hispanic Journal of Behavioral Sciences*, 26(2), 128-151. doi:10.1177/0739986304264573
- Martinez Jr., C. R., McClure, H. H., & Eddy, J. M. (2008). Latino immigrant children and families: Demographics, challenges, and promise. In *Understanding the Immigrant Experience in Oregon: Research, Analysis, and Recommendations from University of Oregon Scholars* (Chapter 5). Retrieved from <http://www.uoregon.edu/~lerc/pdfs/immigrationenglish.pdf>
- Myers, R. D. (2003). *College Success Programs*. Washington, DC: Pathways to College Network Clearinghouse. Retrieved from <http://www.pathwaystocollege.net/pdf/CollegeSuccessPrograms.pdf>
- Latino Gang Violence Prevention Task Force of Multnomah County. (2003). *Latino youth gang violence in Multnomah County: Understanding the problem, shaping the future*. Retrieved from <http://www.lpscc.org/docs/LatinoYouthDec2003.pdf>
- McGlade, M., & Dahlstrom, M. (2000). *Salir adelante: A needs and assets assessment of the Hispanic community of Multnomah County*. Retrieved from <http://www2.co.multnomah.or.us/cfm/ourcommission/pdf/schoolpart/saliradelanted.pdf>
- National Women's Law Center. (2009). *Listening to Latinas: Barriers to high school graduation*. Retrieved from <http://www.nwlc.org/pdf/ListeningtoLatinas.pdf>
- Office of Institutional Research and Planning. (2009). *TABLE 3.10 Enrollment by ethnic origin and gender fall 2009 4th week inload enrollment*. Retrieved from [http://www.oirp.pdx.edu/source/fact09f/3\\_10.htm](http://www.oirp.pdx.edu/source/fact09f/3_10.htm).
- Office of Institutional Research and Planning. (2006). *Transfer and Co-Admitted Student Survey. Portland State University Research Update 9(3)*. Retrieved from [http://www.oirp.pdx.edu/res\\_updates/0693Co-Admission\\_Report.doc](http://www.oirp.pdx.edu/res_updates/0693Co-Admission_Report.doc)
- Office of Institutional Research and Planning. (n.d) Retention and graduation rates by end of year, Fall 1999-Fall 2008 cohorts. Data provided by OIRP for both FTFT and transfer students. Available in ODE.
- Oregon Department of Education. (2006). *Oregon education data book. Volume 2: Detailed tables by school district*. Retrieved from <http://www.ode.state.or.us/data/collection/databook-vol-2--detailed-tables.pdf>



- Oregon Department of Education. (2009). *High school completers 2007-08 by race/ethnicity and economic disadvantage*. Retrieved from <http://www.ode.state.or.us/wma/data/schoolanddistrict/students/hscomplete rs/2007-08/hscmpltrs200708-econdisadvfinal.pdf>
- Oregon Department of Human Services, Center for Health Statistics. (2007). *Teen pregnancy - Oregon resident county by ethnicity/race*. Retrieved from <http://www.dhs.state.or.us/dhs/ph/chs/data/teen/tnpg0507.shtml>
- Oregon GEAR UP. (2010). *About Oregon GEAR UP*. Retrieved from <http://gearup.ous.edu/about.php>
- Oregon Higher Education Roundtable. (n.d.). (a.) Improving Postsecondary Access, Persistence, and Completion. 2: Affordability. Oregon Business Roundtable. Retrieved from <http://www.orbusinesscouncil.org/docs/Access%20Affordability%20White%20Paper8.pdf>
- Oregon Higher Education Roundtable. (n.d.). (b.) Improving Postsecondary Access, Persistence, and Completion. 3: Pathways and Persistence. Oregon Business Roundtable.
- Oregon Progress Board. (2008). *2008 Oregon benchmark race & ethnicity report: A report on the progress of Oregon's racial and ethnic diverse populations*. Retrieved from <http://www.oregon.gov/DAS/OPB/docs/Reports/REreport2008.pdf>
- Oregon State Board of Higher Education. (2008). *Breaking barriers: Oregon community forums on college access and success*. Retrieved from [http://www.ous.edu/state\\_board/workgroups/pnc/files/PCBarriers.pdf](http://www.ous.edu/state_board/workgroups/pnc/files/PCBarriers.pdf)
- Oregon University System Office of Strategic Programs & Planning (2006). *Where have Oregon's graduates gone? Survey of the Oregon high school graduating class of 2005*. Retrieved from [http://www.ous.edu/factreport/student/files/WHOGG\\_05\\_Final.pdf](http://www.ous.edu/factreport/student/files/WHOGG_05_Final.pdf)
- Oseguera, L., Locks, A. M., & Vega, I. I. (2009). Increasing Latina/o students' baccalaureate attainment: A focus on retention. *Journal of Hispanic Higher Education*, 8(1), 23-53. doi: 10.1177/1538192708326997
- Pabón López, M. (2004). Reflections on educating Latino and Latina undocumented children: Beyond Plyler v. Doe. *Seton Hall Law Review.*, 35, 1373. Retrieved from <http://biblioteca.uprrp.edu/latcritcd/publications/otherresources/prsa/pabonlopezlcix.pdf>
- Penn State Alumni Association. (2010). Alumni Interest Groups (AIGs). Retrieved from <http://www.alumni.psu.edu/groups/aig/default.asp>
- Perez, W., Espinoza, R., Ramos, K., Coronado, H. M., & Cortes, R. (2009). Academic resilience among undocumented Latino students. *Hispanic Journal of Behavioral Sciences*, 31(2), 149-181. doi: 10.1177/0739986309333020
- Pew Hispanic Center. (2009). *Latinos and education: Explaining the attainment gap*. Retrieved from <http://pewhispanic.org/reports/report.php?ReportID=115>
- Portland Community College. (2010). Portland bridges to baccalaureate. Retrieved from <http://www.pcc.edu/resources/bridges/>
- Portland Public Schools. (2009). *Portland public school facts and figures. Student enrollment (October 2009)*. Retrieved from <http://www.pps.k12.or.us/about-us/index.htm>.

- Portland State Admissions. (2009). *Bridges - Wednesday Nov. 18, 2009*. Retrieved from <http://www.pdx.edu/admissions/bridges>
- Portland State Admissions. (2010). *Bridges II - Friday, April 30, 2010*. Retrieved from [http://www.pdx.edu/admissions/bridges\\_2](http://www.pdx.edu/admissions/bridges_2)
- Portland State Orientation. (2010a). Portland State orientation | freshmen. . Retrieved from <http://www.pdx.edu/orientation/freshmen-students>
- Portland State Orientation. (2010b). Portland State orientation | transfer students. Retrieved from <http://www.pdx.edu/orientation/transfer-students>
- Portland State Orientation. (2010c). Portland State Orientation | Programa Familiar Bilingüe / Bilingual Family Program. Retrieved from <http://www.pdx.edu/orientation/bilingual-program>
- Portland State School of Community Health. (2010). *Portland bridges to baccalaureate*. Retrieved from <http://www.pdx.edu/sch/portland-bridges-baccalaureate>
- Rendón, L.I. (1992). Community college puente: A validating model of education. *Educational Policy*, 16(4), 642-667. Retrieved from [http://www.public.iastate.edu/~Irendon/document/community\\_college\\_puen te.pdf](http://www.public.iastate.edu/~Irendon/document/community_college_puen te.pdf).
- Santiago, D. & Reindl, T. (2009). *Taking stock: Higher education and Latinos*. Retrieved from <http://www.edexcelencia.org/system/files/ExcelenciaTakingStock.pdf>
- Steele, C. (2003). Stereotype threat and African-American student achievement. In T. Perry, C. Steele, and A.G. Hilliard III. *Young, gifted, and black: Promoting high achievement among African-American students* (pp. 109-130). Boston: Beacon Press.
- 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. doi: 10.1080/713838110
- Swail, W.S., Redd, K.E., & Perna, L.W. (2003). *Retaining minority students in higher education: A framework for success*. Retrieved from [http://www.educationalpolicy.org/pdf/Swail\\_Retention\\_Book.pdf](http://www.educationalpolicy.org/pdf/Swail_Retention_Book.pdf)
- Tierney, W.G. (1992). An anthropological analysis of student participation in college. *Journal of Higher Education* 63(6), 603-618. Retrieved from <http://www.jstor.org/stable/pdfplus/1982046.pdf>
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition. Second Edition*. Chicago, IL: University of Chicago Press.
- Torres Campos, C.M., Phinney, J.S., Perez-Brena, N., Kim, C., Ornelas, B., Nemanim, L., . . . Ramirez, C. (2009). A mentor-based targeted intervention for high-risk Latino college freshmen. *Journal of Hispanic Higher Education*, 8(2), 158-178. doi: 10.1177/1538192708317621
- Torres, V. & Hernandez, E. (2010). Influence of an identified advisor/mentor on urban Latino students' college experience. *Journal of College Student Retention* 11(1), 141-160.
- United States Census Bureau. (2007). American Community Survey (ACS) 3-year estimates in FactFinder query for "Oregon". Retrieved from [http://factfinder.census.gov/servlet/STTable?\\_bm=y&-qr\\_name=ACS\\_2007\\_3YR\\_G00\\_S0902&-geo\\_id=04000US41&-context=st&-](http://factfinder.census.gov/servlet/STTable?_bm=y&-qr_name=ACS_2007_3YR_G00_S0902&-geo_id=04000US41&-context=st&-)

ds\_name=ACS\_2007\_3YR\_G00\_&-tree\_id=3307&-\_lang=en&-format=&-CONTEXT=st.

- United States Bureau of Labor Statistics. (2010). *Regional and state employment and unemployment – January 2010*. Retrieved from <http://www.bls.gov/news.release/pdf/laus.pdf>
- United States Bureau of Labor Statistics. (2009). *Preliminary 2009 data on employment status by state and demographic group*. Retrieved from <http://www.bls.gov/lau/ptable14full2009.pdf>
- United States Department of Education. (2009). *Migrant education--College assistance migrant program*. Retrieved from <http://www2.ed.gov/programs/camp/index.html>
- University of Nevada Reno. (2010). *Center for student cultural diversity*. Retrieved from <http://www.unr.edu/stsv/cscd/>
- Willison, S. & Jang, B. S. (2009). Are federal dollars bearing fruit? An analysis of the College Assistance Migrant Program. *Journal of Hispanic Higher Education*, 8(3), 247-262. doi: 10.1177/1538192708326394
- Yonezawa, S., Wells, A. S., & Serna, I. (2002). Choosing tracks: "Freedom of choice" in detracking schools. *American Educational Research Journal*, 39(1), 37-67. doi: 10.3102/00028312039001037
- Yosso, T.J., Smith, W.A., Ceja, M., & Solórzano, D.G. (2010). Critical Race Theory, Racial Microaggressions, and Campus Racial Climate for Latina/o Undergraduates. *Harvard Educational Review* 79(4), 659-690. Retrieved from <http://her.hepg.org/content/m6867014157m707l/fulltext.pdf>

## ***Appendix A. Detailed Proposal for Implementation: Envisioning College.***

In an effort to increase Latino student participation in higher education and enrolling at Portland State University, we propose the creation of the: Latinos Investing in Success, Talent and Achievement (LISTA) program. The mission of the program would be to empower Latino/a middle school students to envision high school, college and beyond through academic preparation, development of high aspirations and the enhancement of attitudes toward higher education.

In realization of this mission, PSU could:

- Serve as a statewide leader in increasing the number of Latino students leaving middle school prepared to enter high school, college and beyond;
- Create an innovative system of support that runs directly from middle school to college for students and their families;
- Increase support for and collaboration with existing programs and services that serve Latino students, and;
- Develop a web-based resource clearinghouse of best practices, designed to support middle school outreach to Latino students, parents, schools and community.

Based on the MESA (Math, Engineering, Science, and Achievement) and the SONRISA/SMILE (Student Mentors Inspiring Latino Excellence) program models, the LISTA program could be implemented with the support of 3.3 FTE staff in the form of a Director, Program Coordinator, Administrative Assistant, and Graduate Assistant. We envision that LISTA could potentially:

Reach 820 Latina/o students annually across Oregon:

### *Long Term Engagement*

LISTA could establish a partnership with 8 middle and 8 high schools in the Portland metro area, having at least 35% Latino student enrollment. This intervention would reach 320 Latina/o students annually. These students and their families would receive long term engagement programming that could include an afterschool program model, mentoring from PSU students, parent involvement activities, career guidance and college visits.

### *Short Term Engagement*

Other students and families throughout Oregon could receive one-time engagement activities that might include PSU visits, student and family conferences, family nights, and other college engagement activities obtained through the LISTA clearinghouse website. This intervention would potentially reach 500 Latina/o students annually.

Subcommittee for the "Envisioning College"  
Recommendation.

**Appendix B. Latino Students, Grades 6-8, Focus Counties, 2008-2009.**

School District	School Name	Grades	Latino Students, Grades 6-8	
			N	%
Beaverton	Five Oaks Middle School	6-8	303	25.57
	Mountain View Middle School	6-8	206	22.03
	Meadow Park Middle School	6-8	203	22.76
	Whitford Middle School	6-8	200	26.81
	Cedar Park Middle School	6-8	132	15.19
	Conestoga Middle School	6-8	110	11.24
	Highland Park Middle School	6-8	94	11.65
	Aloha-Huber Park School	6-8	83	49.18
Centennial	Centennial M.S.	7-8	199	18.31
	Lynch Meadows Elementary	6	30	31.6
	Harold Oliver Intermediate Center	6	24	18.2
	Lynch View Elementary	6	20	26.3
	Lynch Wood Elementary	6	14	18.7
David Douglas	Ron Russell M.S.	6-8	204	23.4
	Floyd Light M.S.	6-8	161	20.1
	Alice Ott M.S.	6-8	98	12.9
Forest Grove	Tom McCall Upper Elem.	6	199	48.8
	Neil Armstrong M.S.	7-8	413	46.4
Gresham-Barlow	Clear Creek M.S.	6-8	178	25.4
	Dexter McCarty M.S.	6-8	127	19.6
	Gordon Russell M.S.	6-8	153	18.8
	West Orient M.S.	6-8	48	10.7
Hillsboro	J.B. Thomas M.S.	6-8	543	48.08
	J.W. Poynter M.S.	6-8	783	35.84
	R.A. Brown M.S.	7-8	919	24.16
	Evergreen Jr. H.S.	6-8	877	21.00
	Elem. Schools	6	Mean 20 (5-50)	36.2 (12.7-79.1)
North Clackamas	Rowe M.S.	7-8	133	18.5
	Alder Creek M.S.	7-8	76	11.2
	Whitcomb Elem.	6	41	47.7
North Marion	North Marion M.S.	6-8	173	37.9
Oregon Trail	Cedar Ridge M.S.	6-8	59	14.4
	Welches M.S.	6-8	18	12.3
Parkrose	Parkrose M.S.	6-8	160	19.8
Reynolds	Reynolds M.S.	6-8	415	42.3
	Hauton B. Lee M.S.	6-8	260	33.6

			<b>Latino Students, Grades 6-8</b>	
	Walt Morey M.S.	6-8	83	11.8
Salem-Keizer	Waldo M.S.	6-8	506	65.0
	Grant Community School (K-8)	6-8	72	~86
	Stephens M.S.	6-8	454	48.2
	Parrish M.S.	6-8	305	47.7
	Houck M.S.	6-8	449	46.4
	Claggett M.S.	6-8	329	35.4
	Leslie M.S.	6-8	250	27.2
	Whiteaker M.S.	6-8	127	14.4
	Walker M.S.	6-8	148	13.8
	Tigard-Tualatin	Hazelbrook M.S.	6-8	245
Fowler M.S.		6-8	157	18.0
Twality M.S.		6-8	163	15.9
West Linn- Wilsonville	Inza R. Wood M.S.	6-8	109	15.9
Woodburn	French Prairie M.S.	6-8	495	80.2
	Valor M.S.	6-8	380	73.2

Source: Oregon Dept. of Education. October 1 Enrollment by Ethnicity, 2008-2009.  
Retrieved from <http://www.ode.state.or.us/data/reports/toc.aspx#schools>. School districts shown were queried. Schools with 50 or more Latina/o students are shown.

**Appendix C. Portland Public Schools: Grades 6-8 Enrollment, Total & Latino.**

Schools with over 10% Latino enrollment and more than 10 Latino students are shown.

School	Cluster (feeds to what high school)	Total Enrollment	[Latino 6-8 Enrollment]	6-8 Latino Enrollment	Latino (Hispanic)	Asian	African American	Native American	White	Multiple Ethnicities	Unspecified
George Middle School	Roosevelt	375		108	28.8	10.9	25.1	3.7	28.0	3.2	0.3
Clarendon-Portsmouth (K-8)	Roosevelt	499 [197]		102	51.9	9.0	17.4	1.2	17.2	1.8	1.4
Lane Middle School	Marshall	419		101	24.1	17.9	9.1	3.3	41.5	3.3	0.7
Hosford Middle School	Cleveland, Franklin	531		84	15.8	18.5	7.2	1.7	54.8	1.5	0.6
Scott (K-7)	Madison	530 [166]		69	41.3	10.2	16.2	1.9	27.4	2.3	0.8
Lent (K-8)	Marshall	528 [144]		47	32.8	14.6	11.9	1.5	33.9	5.1	0.2
Woodlawn (PK-8)	Jefferson	462 [81]		45	21.2	4.8	55.8	1.3	15.4	1.3	0.2
Rigler (K-7)	Madison	525 [99]		42	42.7	10.1	21.1	1.0	21.0	3.4	0.8
Clark@Binnsmead (K-8)	Marshall	719 [236]		41	17.1	29.5	15.7	2.1	31.6	3.6	0.4
Peninsula (K-8)	Roosevelt	370 [119]		39	33.5	9.5	17.8	3.5	27.0	7.8	0.8
Beach (PK-8)	Jefferson	484 [106]		35	33.3	6.0	21.5	1.2	28.9	8.3	0.8
Okley Green (K-8)	Jefferson	337 [213]		31	14.8	9.2	50.1	1.2	20.8	3.0	0.9
Lee(K-8)	Madison	434 [147]		22	15.0	29.7	15.7	3.2	32.3	3.0	1.2
King (PK-8)	Jefferson	399 [87]		21	23.6	3.8	60.4	0.8	10.0	1.2	0.3
Jefferson (6-8)	Jefferson	631 [122]		20	12.7	6.5	57.1	0.6	18.9	3.0	1.3
Astor (K-8)	Roosevelt	438 [131]		18	13.7	3.4	9.4	2.5	66.4	3.7	0.9
Bridger (K-8)	Marshall	320 [84]		18	21.3	20.9	8.4	2.2	41.9	5.0	0.3
Marysville (K-8)	Marshall	437 [127]		18	14.6	25.9	12.1	3.0	41.0	3.0	0.5
Creston (K-8)	Franklin	365 [101]		17	12.9	15.1	16.7	3.6	44.4	4.7	2.7
Vernon (PK-8)	Jefferson	394 [91]		15	17.0	5.8	54.3	0.8	14.7	6.1	1.3
Faubion (PK-8)	Jefferson	396 [93]		13	14.1	7.3	39.6	0.8	30.3	6.8	1.0
Humbolt (PK-8)	Jefferson	258 [58]		13	22.5	1.6	57.4	3.1	11.6	3.5	0.4
Vestal (K-8)	Madison	428 [86]		12	14.3	28.3	12.9	3.0	37.4	4.0	0.2

Source: Portland Public Schools. Portland Public Schools 2008-2009 Enrollment Profiles. Index to school profiles retrieved from <http://www.pps.k12.or.us/schools-c/profiles/enrollment/>.

## ***Appendix D. Original List of Task Force Recommendations.***

Reproduced below are notes from a Task Force brainstorming session. The items in bold were identified as priorities and developed further for the Task Force report.

### **Envisioning College**

1. Public Education Campaign
  2. Establish strategic partnerships with middle schools throughout Oregon+ regionally
  3. Outreach to community+ families of middle school students
  4. **Develop a toolkit to support middle schools in retention, motivation (including anti-racism material); should be online for teachers, students, parents, principals, and counselors.**
  5. Don't give up on teen mothers and pregnant youth—they have educational inspirations and often their families will provide childcare and other support to help them succeed in school
  6. Summer overnight/camp for students to experience college; include a family night event
  7. PSU outreach to middle school classrooms
  8. Reach out to community groups (church, clubs, and sports) at middle school levels and from there talk to students but also parents are a big key to their success. Informing the parents and involving them is very important
  9. Reach out to show youth relevance of educational path (youth often disconnect from their future, see school as not useful now); help them realize they can't achieve their dreams without first graduating high school (at least it's not likely)
  10. Make college a financially plausible reality to Latino families (explain financial aid, jobs, work-study, and scholarships)
  11. Provide bilingual tours of campus
  12. 1 800-ven-a-psu phone line with live bilingual person answering
  13. **A "middle school" staff person at PSU; also use our own students to connect.**
2. **Information sessions for Latino youth & families at their high schools (9<sup>th</sup> and 10<sup>th</sup> grades); outline clear steps for getting into college; follow up regularly with youth and families; Latina/o reps; provide materials in Spanish/English.**
  3. Involve family in new student orientation. Bilingual events on-campus, bilingual flyers for all events, and having info sessions specifically for parents orienting them
  4. Culturally specific teacher/training FGHS and others (dispel myth that Latino kids and families don't value higher ed.)
  5. **2+2 program with support and mentorship (2 years CC + 2 years PSU); include help with applications and financial aid paperwork (expand co-admit programs).**
  6. **Create pipeline from CC with high Latino populations to help with transferring (research and service).**
  7. "Show me the money" financial aid, helping students fill out FASFA, scholarships, etc. "People" coaching, tutoring, home visits
  8. Increase number of Latino teachers and counselors that promote and encourage Latino students to pursue college
  9. Coaches, mentors that work with students more personally/direct contact for questions, concerns, fears, motivation
  10. Show/make a connection with the students and Latino faculty or advisors so students are informed of opportunities on campus, but also in Spanish. Students will ask more questions and be more involved if they see that Latino faculty are encouraging and helping them
  11. Summer bridge programs
  12. Introduce "Hope Scholarship" model from state of Georgia: 3.0 G.P.A. and above get full ride to in-state public four-year institution; funded by lottery money. Create scholarships for undocumented students

### **Entering the Gateway**

1. Apply for and be awarded a college assistance migrant (CAMP) grant



## Staying in College

1. Latino Resource Center
2. EOP-type program for Latino students
3. CAMP-like program—scholarships and support services
- 4. Increase tenure track Latina/o faculty and Academic Professionals; develop networks; should be interdisciplinary, connect with Chicano/Latino studies.**
5. Latino instructors & support groups like Trio/EOP, EEPs, CAMP, MEChA, Las Mujeres
6. Enrichment programming throughout academic calendar, through centralized office in Student Affairs, from orientation to graduation: Leadership, Service Learning, Career Services, and 3-Tier Mentorship Program: faculty, grad students, and undergraduate students
7. Put scholarships for Latinas/os in next PSU [development] campaign
8. Bring back “Students First” for freshman (FTFT) students with a targeted Latina/o section
9. Create an easy-to-navigate network of resources (people, careers, resources, etc) for Latina/o students, staff, faculty, potential students, etc)
10. Help Latina/o faculty to connect with each other so they can also work together in this effort
- 11. Have a physical space (home away from home) for Latino students to gather, live, party, study while at PSU.**
12. Scholarships “full ride” include help to pay for housing and books, etc
13. Latino graduation event inviting family members—will help other members of family to envision themselves at PSU and current/continuing students will be encouraged to continue and see what they are working towards.
14. On-campus housing for Latina/o students. “A home away from home”
15. Workshop/ reception for current student and PSU Latino alumni to connect/network.
16. Clearinghouse to identify Latina/o faculty by discipline
17. Cross-disciplinary appointment with Latino Studies (also see #4 and #10)

## Succeeding after College

1. Career services to convene a “targeted programs” yearly retreat
- 2. Support creation of a Latina/o Alumni Association with a listserv; hold event every 6 months post graduation so struggling graduates can network. Provide additional support at this event.**
3. Have support programs similar to the ones offered here at PSU (for graduate school).
4. Reach out to Latinos on campus: info sessions during club & group meetings
5. Inform parents because they are a big support in the Latino community
6. Increase the pool of “port of entry” positions within Oregon marketplace
- 7. Industry mentors (Latina/o) and internships/graduate school application workshops; partner with business/industry and train them on integration of Latinos in the Oregon workforce**
8. Offer a senior seminar class for graduating Latina/o students: job search skills, leader development, resume writing, grad school basics, mentors, etc.
9. More internship opportunities and prep for internship class
10. Figure out how to support undocumented students after graduation
12. Annual “Latina/o success” award/celebration
13. Latino chapter within the PSU alumni association
14. Webpage, list serve to contact Latinas/os when you have a job available; provide current info.

## Parking Lot Items

- Explore opportunities to publish the work of the Task Force
- Address the underlying racism [as a barrier to student success]
- Improve PSU website (make it easier to find people)
- Improve communication and disbursing information (provide an option to join a listserv, for example)
- Connect with Hispanic Chamber leadership program

### **Appendix E. CAMP (College Assistant Migrant Program).**

A program deserving separate mention is the College Assistant Migrant Program (CAMP). CAMP is a federally funded program (United States Department of Education [DOE], 2009) that supports students from migrant and seasonal farm worker backgrounds for completion of their first year of studies (DOE, 2009). The CAMP program has many services for its enrolled students. Willison and Jang (2009) state, "Along with providing resources to cover all or part of a student's tuition, CAMP [programs] recruit students to attend an IHE, assist them with application materials, provide students housing or commuter expenses, provide students academic support such as tutoring and English Language Learner assistance, provide personal counseling services, and assist students in securing internships, scholarships, and other forms of support" (p. 247). Offering a wide range of services to students is the key to helping students succeed. CAMP serves many students across the country and has had great successes by providing these services.

The CAMP program is an example of best practice for Latino students since the majority of seasonal and farm workers tend to be of Latino backgrounds. Willison and Jang (2008) state, "The national Agriculture Survey (NAWS) estimates that there are approximately 2.5 million crop farm workers in the United States, 78% of whom were born outside of the United States, with the largest group, 75% coming from Mexico" (Willison & Jang, 2009, p.248). Since migrant workers are mostly Latino, it is not surprising that the majority of CAMP programs serve a huge number of Latino students. This program is well known in the Latino community and has proven to be successful in the retention of Latino students.

The success of the CAMP program is determined by the percentage of students who finish their first year of college and then continue their education. "Of the 7,903 students enrolled in CAMP during the 4 academic years, 2002-2005, 86% completed their [first] year of college in good academic standing and 81% continued to attend school the following year" (Willison & Jang, 2009, p.257). It is no wonder that CAMP programs across the country are viewed as successful programs.

Recently, Excelencia in Education's What Works Database (a list of a variety of programs that support Latino students) recognized two CAMP programs for their success in the retention of Latino students (Excelencia in Education, 2009b). California State University-San Marcos (CSUSM) was selected as a finalist in the Examples of Excelencia competition in 2009, while the CAMP program at New Mexico State University (NMSU) was a finalist in 2008 and a semi-finalist in 2006 (Excelencia in Education, 2008; Excelencia in Education, 2009a). Both institutions have shown significant success in their respective CAMP programs.

For the NMSU program, 95% of the CAMPS students who enter NMSU finish their first full year of college. The NMSU program's average freshman retention rate over a four-year period is 77%; this is high for a four-year institution, and higher than

NMSU's general 70% first-year retention rate (Excelencia in Education, 2008). For the CSUSM program, CAMP student retention rates are "better than the overall CSUSM student population and the overall CSUSM Latino population" (Excelencia in Education, 2009a, p.1). These results demonstrate that universities who provide CAMP program services are successful in the retention of Latinos. In the state of Oregon, there are currently three CAMP programs with similar successes (two at the community college level and one at a four-year university).

CAMP programs are seemingly successful and serve many Latino students. It would be wise to draw on the strategies used in this program to implement a similar program at PSU that could serve Latino students in general. Replicating these strategies will help lay the groundwork and help PSU prepare to apply for the CAMP grant during the next application cycle.

## ***Appendix F. Members of the Task Force.***

### **Chair**

Carlos J. Crespo, DrPH, MS  
Professor & Director, School of Community Health  
Portland State University

### **Members**

Morgan Anderson  
Higher Education & Government Affairs  
Manager  
Intel Oregon

Frank Garcia Jr.  
Diversity Administrator  
Oregon State Bar

Letisia Ayala  
BA Social Science & Chicano/Latino Certificate  
MEChA Representative  
Portland State University

Eleanor Gil-Kashiwabara  
Research Assistant Professor  
Regional Research Institute - Social Work  
Portland State University

Jackie Balzer  
Vice Provost for Student Affairs  
Portland State University

Marisol Jimenez  
Coordinator, ELL & Migrant Education Programs  
Curriculum & Instruction  
School Improvement Department  
Northwest Regional Educational Service District

David Coronado  
Director, Oregon MESA Program  
Portland State University

Samantha López  
Graduate Research Assistant  
Office of Diversity & Equity  
Portland State University

Roberto M. De Anda  
Director & Associate Professor  
Chicano/Latino Studies  
Portland State University

José A. Padín  
Associate Professor of Sociology  
Director, SMILE  
Portland State University

Julie Esparza-Brown  
Assistant Professor  
Graduate School of Education  
Portland State University

Perla Pinedo  
Coordinator of Latino Student Services  
Diversity & Multicultural Student Services  
Portland State University

### **Staff**

Martha Balshem  
Professor of Sociology  
Special Assistant to the President for Diversity  
Portland State University

Jamie Jones  
Graduate Assistant, School of Community Health  
Portland State University

April Turner  
Management Assistant to the Vice Provost  
Division of Student Affairs  
Portland State University

## ***Appendix G. Members of the Advisory Board to the Task Force.***

Olivia Alcaire  
CHLA Instructor  
Academic Advisor, Extended Campus Programs  
Extended Studies, Portland State University

Wendy Buck  
Government Affairs  
Portland General Electric

Carmen Caballero Rubio  
Executive Director  
Latino Network

Raymond C. Caballero  
Community Member

Andrea Cano  
Commission on Hispanic Affairs

Gale Castillo  
President  
Hispanic Metropolitan Chamber

Serena Cruz Walsh  
Cityhouse Builders LLC

Leslie D. Garcia  
Assistant Vice Provost, Diversity &  
Director, Center for Diversity & Multicultural Affairs  
Oregon Health & Sciences University

Armando Gonzales  
Counselor  
Gresham High School

Fernando Leon  
Community Member

Angel Lopez  
Circuit Court of the State of Oregon

Eduardo Martinez Zapata  
Director of ETS/TRiO  
Portland Community College

Gabriela Martorell  
Assistant Professor of Psychology  
Portland State University

Dalton Miller-Jones  
Professor of Psychology  
Chair, Black Studies  
Portland State University

Eva Nuñez  
Associate Professor  
Department of World Languages  
Portland State University

Emily Persico  
Office Manager  
Student Legal Services  
Portland State University

Antonio Ramos  
Assistant Principal  
Eyre Elementary School

Ursula Rojas Weiser  
Community Affairs Consul  
Consulate of Mexico in Portland

Maria Rubio  
Chief Executive Officer  
MC Resources

Olga Sanchez  
Artistic Director  
Miracle MainStage & Community Artes  
Miracle Theatre Group

Consuelo Saragoza  
Senior Advisor  
Public Health & Community Initiatives  
Multnomah County Health Department

Nohad A. Toulan  
Distinguished Professor & Dean Emeritus  
College of Urban & Public Affairs  
Portland State University

David Wynde  
Vice President & Manager for Community Relations  
US Bank

## **Appendix H. Charge to the Task Force.**

The Portland State Task Force on Latina/o Student Success has been convened to think strategically about how Portland State can best serve the higher education needs and aspirations of Oregon's Latino community. The Task Force will meet throughout the 2009-2010 academic year and prepare a report by June, 2010 on what Portland State can do to increase the recruitment, retention, and graduation rates of Latino students. The Task Force will be guided in its work by the following.

- Improving student success, one of Portland State's five core commitments, belongs at the core of each one of the Task Force's recommendations and should serve as a touchstone in the Task Force's deliberations.
- The Task Force should work with a K-16 perspective. Central indicators of student success should include high school completion, higher education participation rates, and, for students already in college, student satisfaction, retention, and graduation rates.
- The recommendations of the Task Force should be specific; based on the best evidence available; and tied to measurable goals, specifying numerical targets where appropriate.
- Looking at programs and practices from other institutions, especially institutions similar to Portland State, may be of value; these programs and practices are of greater interest, however, if competent evaluation research suggests that they have actually increased student success.
- The Task Force should direct an audit of already-existing Portland State programs that serve Latino students. This should include both pathways-to-college programs (including pre-college academic programs, college readiness programs for Latina/o students and their families, and Portland State recruitment programs) and pathways-*through*-college programs (including academic, academic support, co-curricular, and financial aid programs and services). Existing successes should be identified and carefully studied.

Received by the Task Force in September, 2009,  
from President Wim Wiewel.



