WHY AM I NOT IN COLLEGE?

EXPLORING WHETHER HIGH SCHOOLS MAKE THE BRIDGE FOR HIGHER EDUCATIONAL INSTITUTES SUITABLE FOR LATINX STUDENTS.

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Latinos represent the largest college going minority in the U.S.

15 out of 100 students will enroll into a 4-year institution (Catellanos & Gloria 2007).

In order to achieve higher education many face barriers.

This study assesses what are the barriers for future Latina/o students and are high schools prepare their path to higher education?

Key words : Latino students, higher education, minority, barriers
COMMON BARRIERS

- May have more responsibilities both at home and in school
- Latina’s would typically be expected to help with things homebound (siblings, chores, anything to lighten the load for the parents while at work).
- Latino’s tend to get jobs in the work force to help the family financially.
- When coming from 1st generation families parents may not know about ACT/SAT scores, financial aid applications, and less likely to know about preparation classes to improve test scores.
HISTORY OF BARRIERS IN EDUCATION

- EX: East Los Angeles walkouts and Sal-Castro
- 1940’s: Latinos were segregated because of skin color
- 1960’s: students were beat for speaking Spanish and also put into technical classes instead of college preparation classes
- 1980’s: anti-bilingualism came back until 1988 when legislative allowed these programs 25% of Part A program grants.
Since 1996 Latino’s have had the highest drop out rates. (34% now dropping to 10%)

- Latino’s with 10%
- African Americans with 7%
- Whites with 5%
- Asians with 3%

With drop out rates lowering the percentages of college enrollment would be expected to change as well.

(Gramlich 2017)
47% of high school graduates aged 18-24 were enrolled in college

In 1999, 1.3 million “Hispanics” were enrolled in colleges

As of 2016 Latino enrollment spiked over 180% reaching 3.6 million

Latinos with 47%

African Americans with 43%

Whites with 47%

Asians with 62%

(Gramlich 2017)
Estimated 80% of community college students intend to transfer to a 4-year but roughly 23% successfully do within 6 years. (Crisp & Nunez 2014)
CONT.

- 21/100 Latino students will go to college
- 8 will earn a graduates degree
- Less than .2% will get a doctorates degree
- 15/100 Chicano students will attend college
- 4 will earn a graduates degree
- In 2012 5.8% of the phD’s awarded were giving to Latino’s in comparison, 74.3% were awarded to Whites

(Castellano & Gloria 2007), (Lerma et al., 2015).
QUESTIONS?
INVolvement of Latina/o Teachers

- Poor neighborhoods, high student: teacher, low graduation rates and restricted access

- Latino/a faculty lie at the bottom of the chart, making up 64% of faculty, 1.4% of the faculty make up full time teachers and professors.

- Whites make up 73-75% of faculty.

- Latina/o faculty drive Latino success in schools.
Students
- 44% of students are male
- 56% are female
- 49% are 1st in their family to earn a degree
- 44% are transfer students coming from 2-year or 4-year institutes

Faculty
- 4.9% of the faculty are Latino or of Latino ancestry
- 83.3% are white
Hispanic, Chicoano and Latino Programs and Classes at EWU

Sample Programs that Address Issues Affecting Hispanic, Chicoano and Latino Diversity

Anthropology
Chicoano Education
Communication Studies
History
Psychology
Race and Culture Studies
Social Work
Sociology
Spanish

Sample Classes that Address Issues Affecting Hispanic, Chicoano and Latino Diversity

ANTH 201 Latinas/os in Contemporary American Society
CHST 101 Introduction to Chicoano Culture
CHST 320 Chicoano-Latino Politics in America
CHST 330 Latino Immigration to the United States
CHST 452 Cultural Studies
HIST 365 Latin American History
MGMT 414 Equity and Equality in the Workplace
PSYC 381 Social Psychology
PSYC 474 Cultural Psychology
PSYC 452 Social Influences
PSYC 481 Prejudice and Stereotyping
RCST 202 Race, Privilege and Power
RCST 330 Research Race and Culture
SOCI 492 Identity and Power
SPAN 312 Spanish for Heritage Speakers
SPAN 476 Spanish Film and Cultural Trends
SOWK 470 Social Policy Analysis
REFERENCES


