STUDENT SUCCESS FOR UNDERSERVED LANGUAGE STUDENTS

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Twitter Engagement

#M2C3
@minoritymaleccc
@amgpalacios
Why the Focus on Underserved Students?

- Enhanced strategies are needed to **leverage**:
  - Academic and personal resilience
  - External life responsibilities
  - Familial-community commitments

- Strategies are needed to **mediate** the influence of:
  - Poor K-12 school experiences
  - External life pressures
  - Racial-gender stereotypes
  - Under-exposure to effective preparation experiences
Four Elements of Faculty Excellence

- High Expectations
- Authentic Care

Axes:
- Challenge
- Support
Pyramid of Student Success

- Relational: Trust/Mutual Respect/Authentic Care
- Effective and Engaging Practices
- Student Success
## Taxonomy of Faculty Perspectives on Teaching

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<th>Willing to employ practices (W)</th>
<th>Don’t know what to do (DK)</th>
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Lessons learned:
Teaching and Learning
Positive relationships between students and faculty serve as the foundation of student success.

Positive relationships lead to a host of positive academic and psychosocial outcomes for students.

Positive relationships mediate the negative effects of:

- PreK-12 school experiences
- External pressures
- Racial-gender stereotypes
- Gender identity
Relationship Building Strategies

• Positive Messaging

• Create an environment that welcomes engagement.
• Criticize privately, praise publicly.
• Increase validation and sense of belonging.
• Avoid unintentional micro-messaging.
• **Authentic Care**

• Arrive a few minutes early; leave a few minutes late.

• Connect with students as individuals.

• Be willing to engage students outside of class.
It’s a really big deal that I know their name. And they will actually quite a few of them will say “hey do you know my name? What is my name?” Because I will have very large classes of a hundred or more students. And I think that is probably just a human thing, we want to be recognized so I don't think that is specific to any particular ethnicity or race or anything but I think that is something we all want to be known.
I think about 3 weeks ago I had a student come in that had just become homeless too and had a lot of other issues. But I said if there is only one thing I could help you with what would that be? He almost started to cry and he says “I'm hungry.” And I felt so bad. Ever since then I just like buy snacks and keep them in my drawer because you never know but it was so -- and of course I was able to get him some assistance with homeless and food and all that, but yeah different stories every day.
• **Intrusive Interventions**

• Avoid the “approach me first” and “prove yourself first” stances.

• Check in frequently with students -especially those who “disappear” or appear to be on the verge of dropping out.

• Facilitate connections with colleagues for support services and resources.
Going back to the resources, sometimes I have to literally walk with them to the health science office or whatever and that kind of helps just in case they don't follow up because sometimes they won't until God knows when.
• Promising teaching practices engage students authentically by making the content culturally and personally relevant.

• Promising teaching practices help to counter misconceptions around identity.

• Promising teaching practices empower students to be actively engaged in the learning process.
Promising teaching practices recognize a wide range of intellectual talents and cultural assets that enrich the learning experiences of all students.

Promising teaching practices convey a sense of belonging, validation, and self worth for students in the classroom.
Promising Teaching Practices

- Relevant Content
  - Recognize intellectual contributions of diverse people.
  - Connect rigorous course content to themes that are relevant to the lives, issues, and experiences of students.
  - Employ content that expresses differing viewpoints on the same topic. ➔ Perspective + Why
  - Feature diverse guest speakers and lecturers who can address varied topics.
• Critical Reflection

• Facilitate exploration of questions pertaining to:
  • Who am I?
  • What are my core values?
  • What do I believe?
  • Why do I believe what I believe?
• **Collaborative Learning**

- Allows students to share their personal perspectives
- Allows students to realize the knowledge they already have
- Allows students to learn from one another
- Allows students to identify others who may be experiencing similar challenges

• Result → Increased Sense of Belonging and Mattering
Performance Monitoring

- Performance monitoring involves monitoring students’ attendance and assignment outcomes to proactively address concerns before they become larger issues.

- Be proactive in asking students if they need assistance.
- Encourage students who are “on the margins.”
- Know when to “step in.”
• Early Alert Practices

- Monitor key predictors of student course success
  - Attendance
  - Low scores on an exam or major assignments
  - Arriving to class late
  - Leaving class early
  - Submission of incomplete work
  - Disengagement in class discourse
Summary

- Positive Messaging
- Authentic Care
- Intrusive Interventions
- Relevant Content
- Critical Reflection
- Collaborative Learning
- Performance Monitoring
- Early Alert Practices
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