

Brokers and Gatekeepers: Helping Students Bridge Cultural Worlds along Their Educational Pathways

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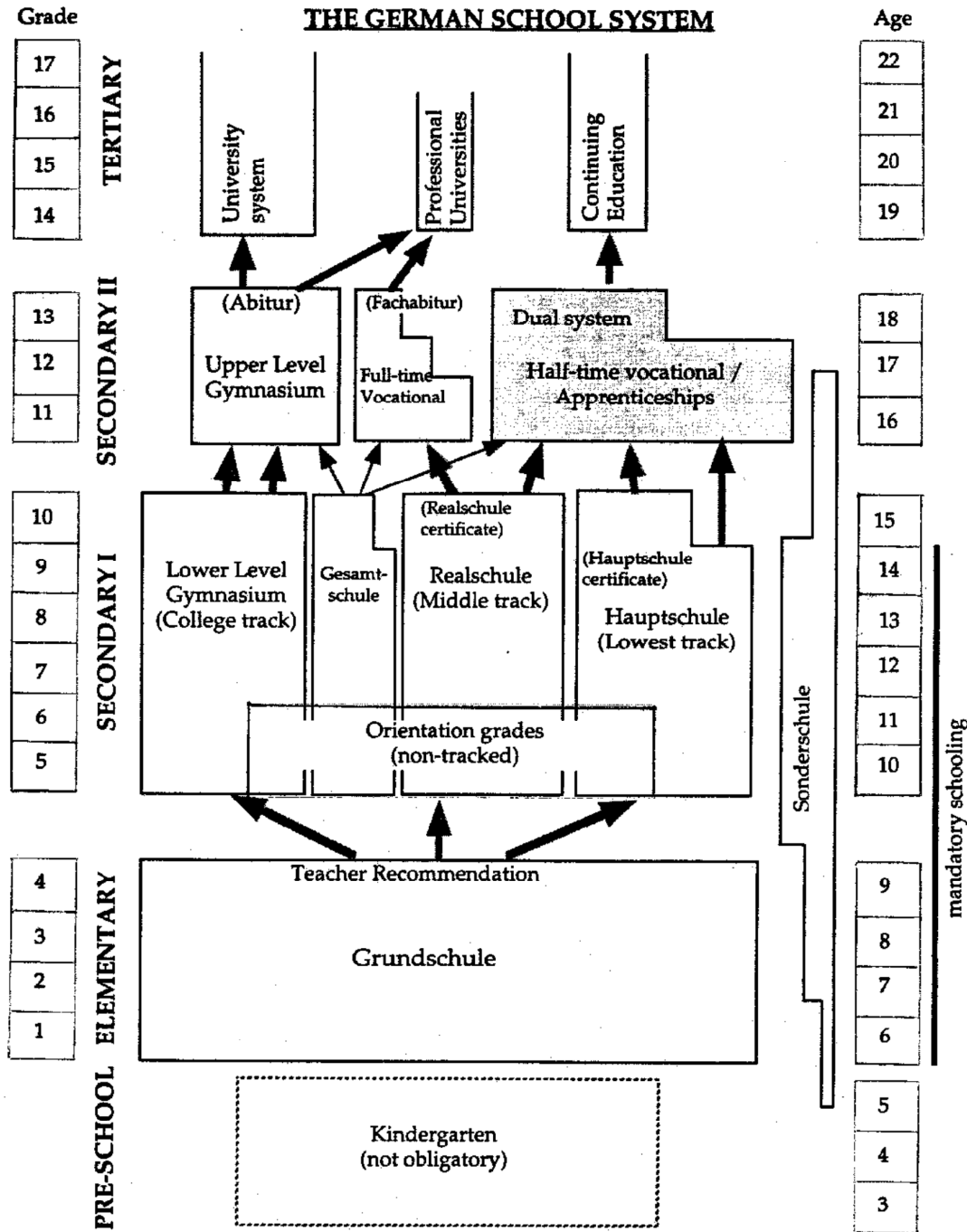
UCSC Winter Advising Forum

Diverse Approaches to Our Diverse Undergraduates:
Meeting the Advising Needs of a Dynamic Student Population

February 11, 2013

Overview

- The academic pipeline problem: Local, national, and global dilemmas
- Capital, alienation, and challenge pathways
- Three useful models
- Surprising findings across cultural communities about successful pathways
- Useful strategies for advisors
- Next steps and an invitation

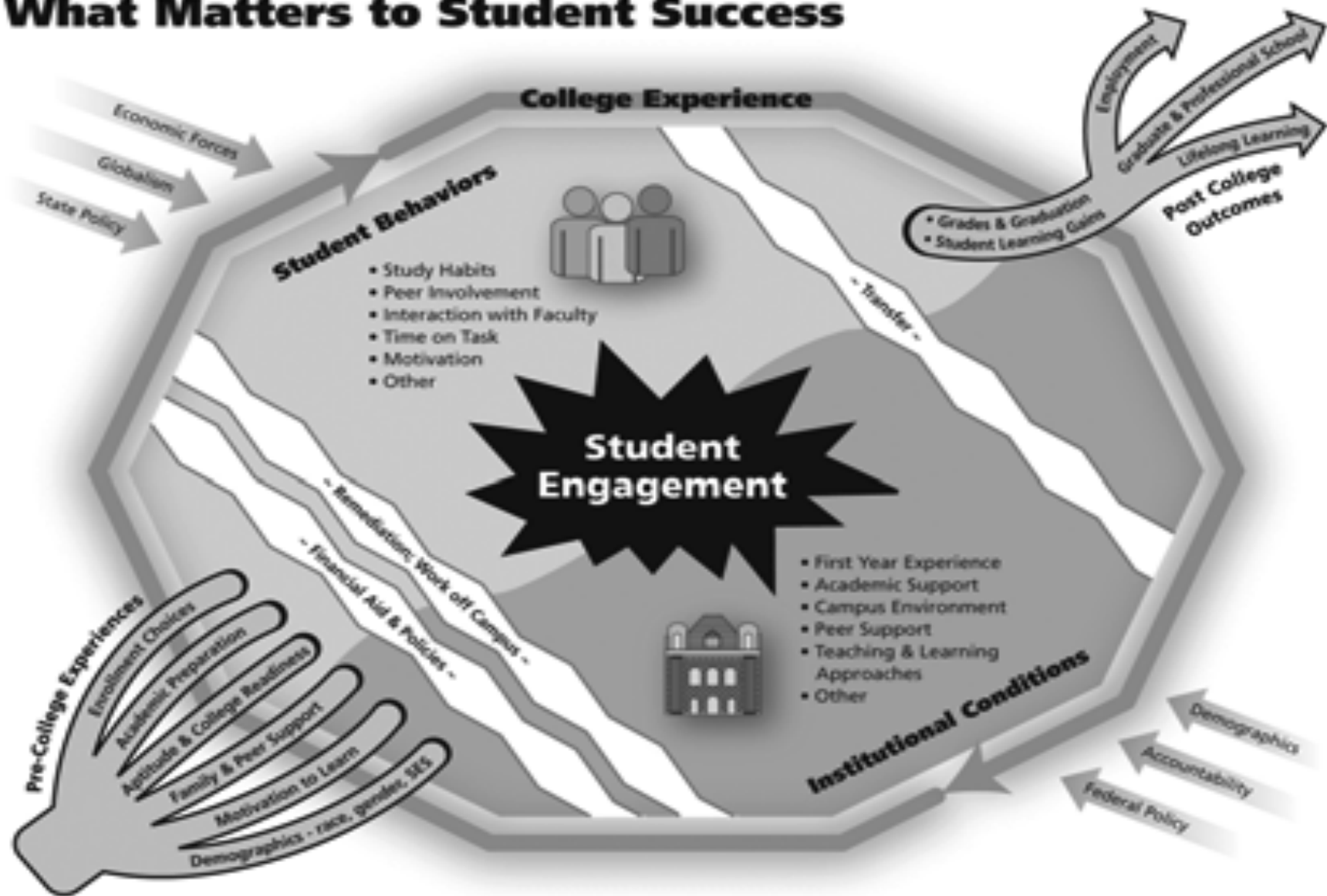


Taken from MPL, 1994.

Capital, Alienation, and Challenge: Institutional, Social, and Personal Identities and College Pathways

- **Social Capital:** Cultural reproduction or social mobility?
(Bourdieu; Stanton-Salazar – institutional agents)
- **Alienation or belonging?** Oppositional identities -“acting white”-
or engagement (Ogbu & Fordham; Gibson; Tinto; Wyche-Hall)
- **Challenge:** Navigating challenges/gatekeepers and resources/
brokers across worlds on pathways through school; proving
gatekeepers wrong; cultural straddling (Carter; Cooper; Phelan et
al.)

What Matters to Student Success



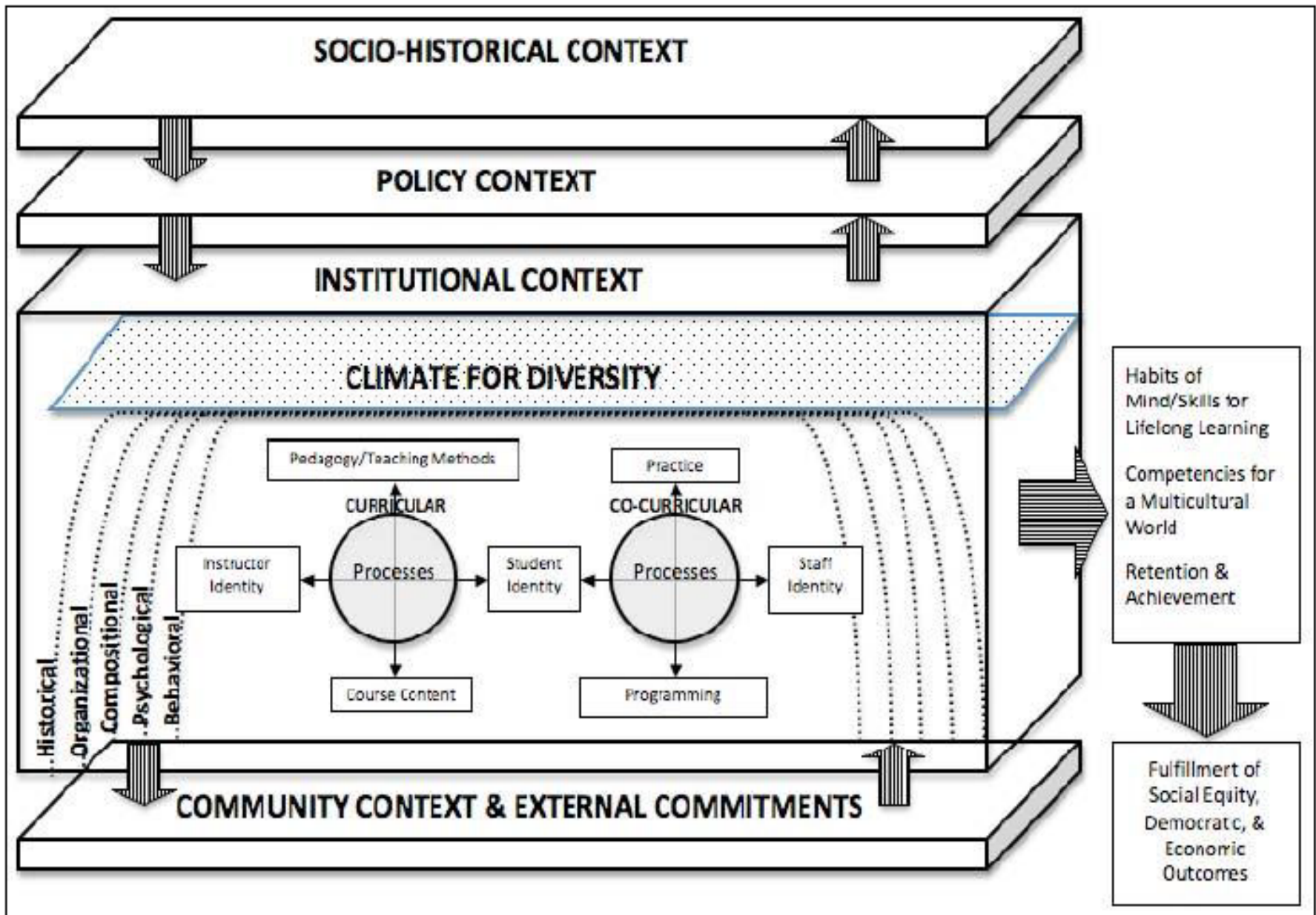
National Survey of Student Engagement (NSSE); Faculty Survey of Student Engagement (FSSE; Bridges et al., 2008; Kuh et al., 2006).

Best Practices for 1st-year Students' Success

(Kuh et al., 2006)

- **Students aware of benefits** in knowledge, critical thinking, and dispositions that support lifelong learning and how benefits increase chances for desirable jobs and satisfying lives after college
- **Programs that ease entry to college** (bridge programs, learning communities, study groups, block registering, tutoring) help students adjust to college. Creating clear pathways to show students what to expect and what success looks and feels like helps them acculturate
- **Extensive orientation and advising programs**
- **Coherent first-year experience programs:** pre-college and ongoing orientation, first-year seminars, and new student advising and study group experiences are linked to positive outcomes for first-year students
- **Academic practices:** first-year seminar; advising, early warning systems, cooperation among students, active learning, prompt feedback, time on task, high expectations, respect for diverse talents and ways of learning, learning communities (taking 2 or more courses together)

Figure 3. Multicontextual Model for Diverse Learning Environments (Hurtado, et al., 2012)



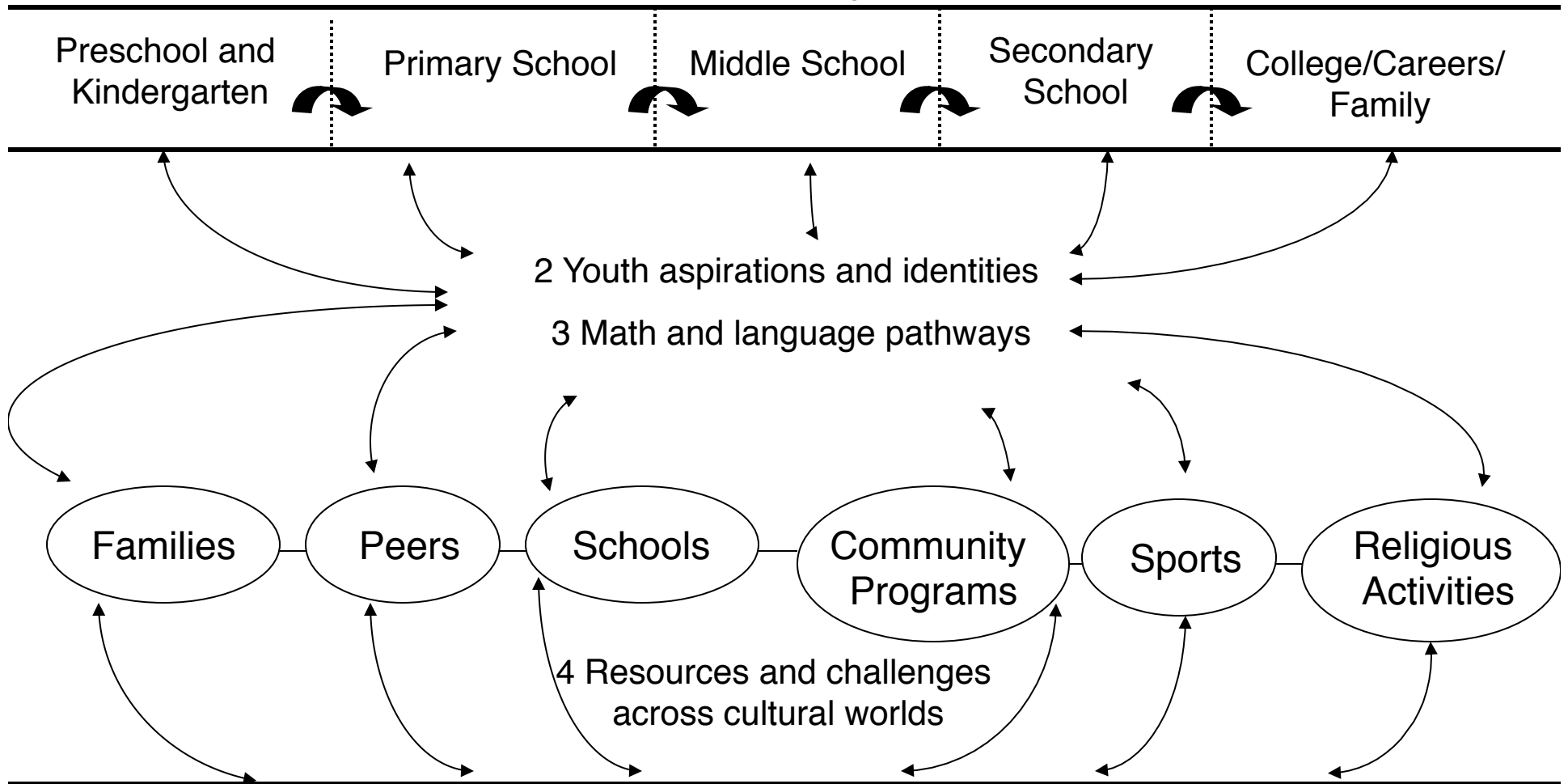
Modeling Hispanic-Serving Institutions: Campus Practices that Work (Santiago, 2008)

- **Community outreach:** Partner with educational organizations in community: El Paso Learning Collaboration: El Paso schools align curriculum with UTEP (NSF funds it STEM over 10 years)
- **Academic support:** Developmental education (all offer courses preparing students for college-level work, some free summer/winter immersion programs; for placement exams in writing and math; cohort support programs; *academic advising* (case management approach)
- **Data use:** Track performance with *culture of evidence*, share data with faculty, staff, students, and community to guide institutional practices; use short-term measures to guide improvements in curricula, instruction, support services; provide holistic approach among programs serving Latino students; scale up proven programs to all students; get funds for promising innovations
- **Faculty engagement-** ePortfolio
- **Facilitating student transfer path** – El Paso Community College and UTEP

Bridging Multiple Worlds Theory (Cooper, 2011)

>-----The Academic Pipeline from Preschool through College (P-20)----->

1 Family demographics



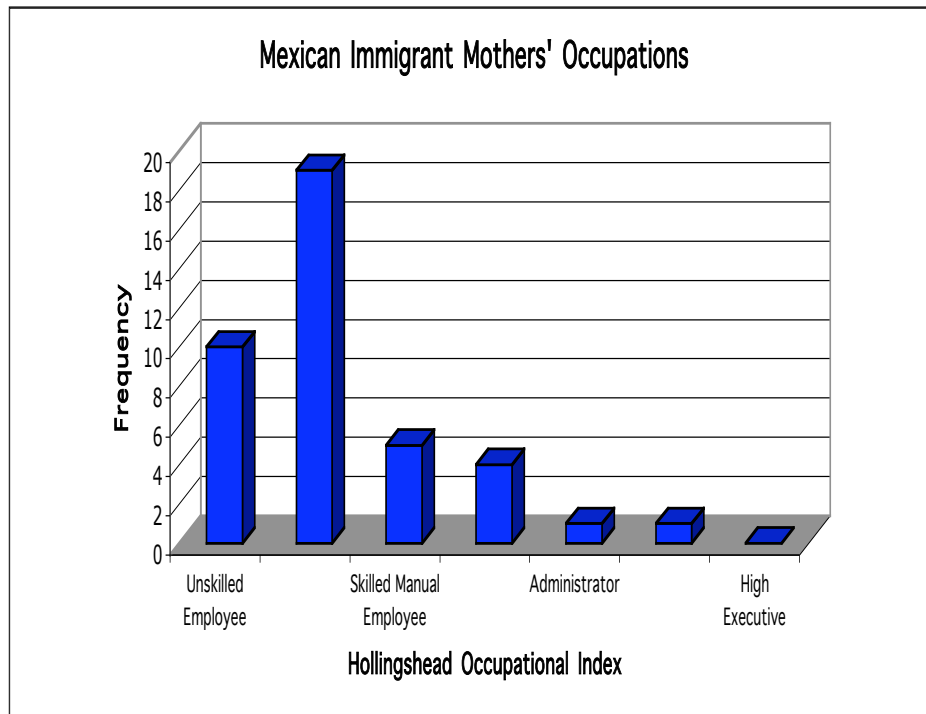
5 Partnerships and Alliances from Preschool through College (P-20)

Parallel Designs

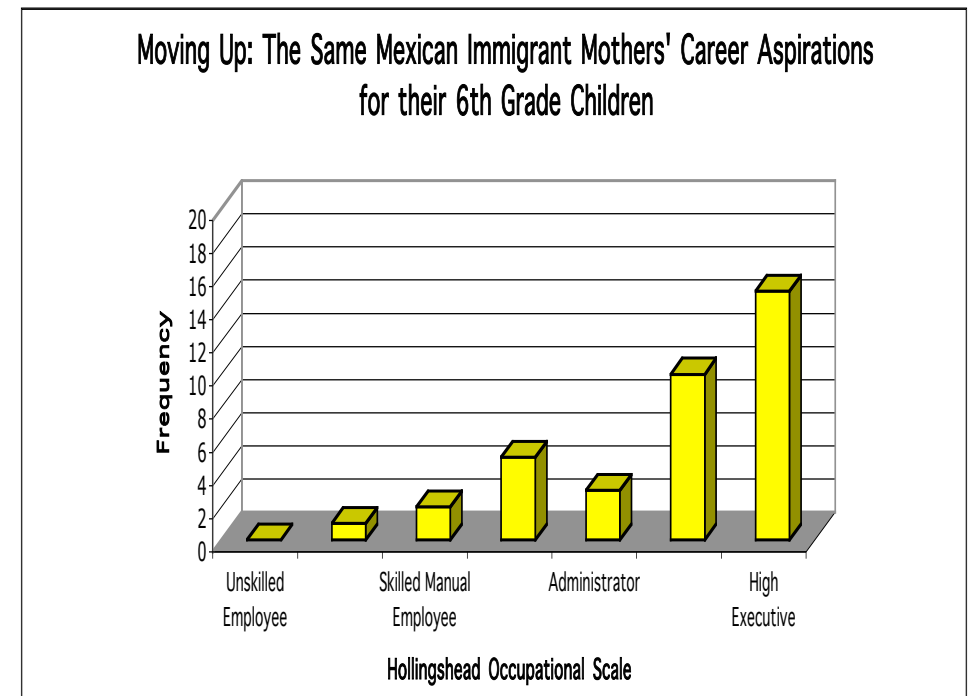
Five Surprising Findings Across Cultural Communities

1: Demographics: Families Seeking Better Lives for their Children

Mexican Immigrant Mothers' Jobs and Aspirations for their Children
(Azmitia et al., 2001; Chavira et al., under review; Cooper et al., 2008; Mena, 2005)



“What is your job?”



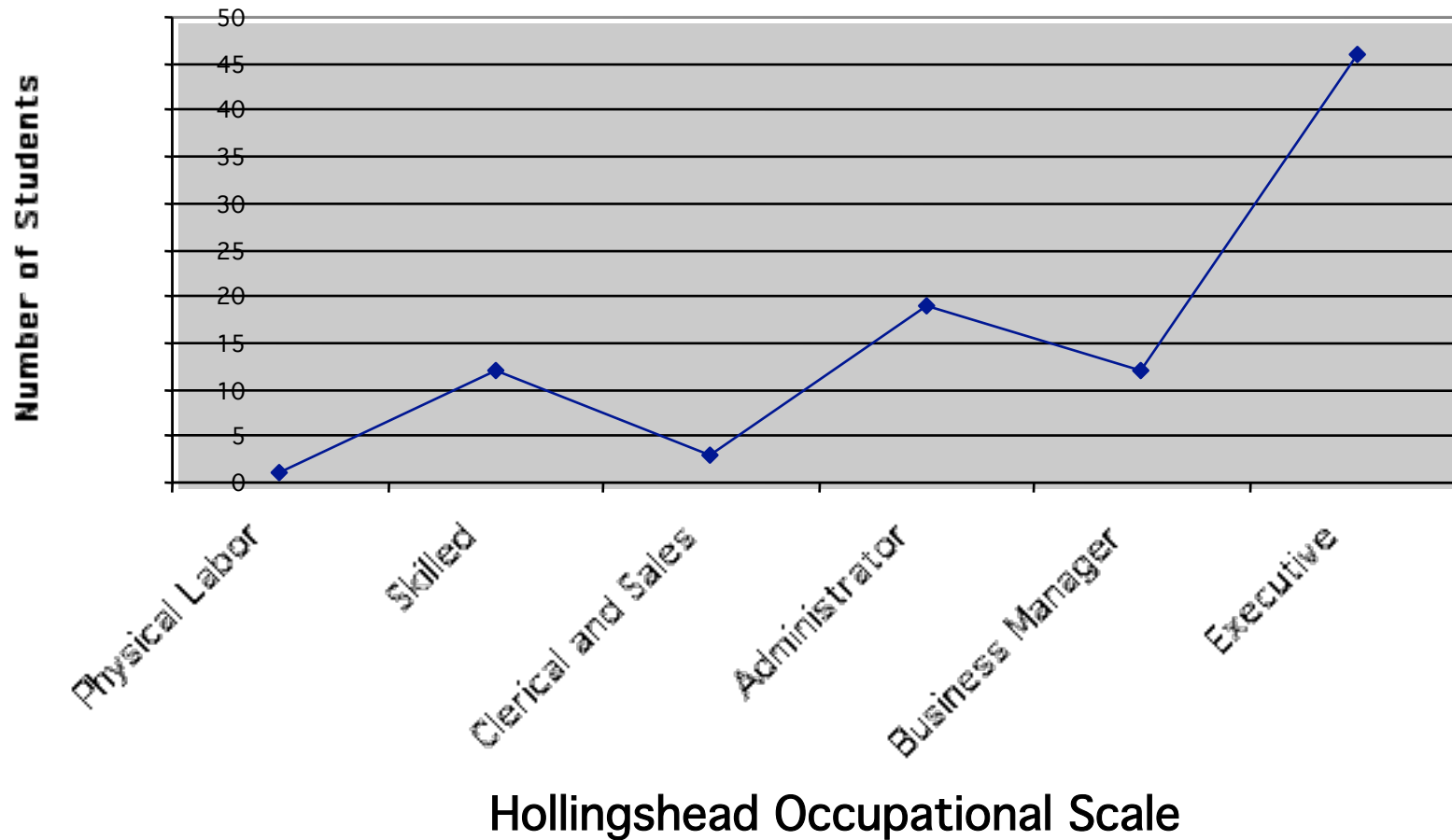
“What are your goals for your daughter or son's career?”

2: Career, College, and Cultural Identities Link Generations

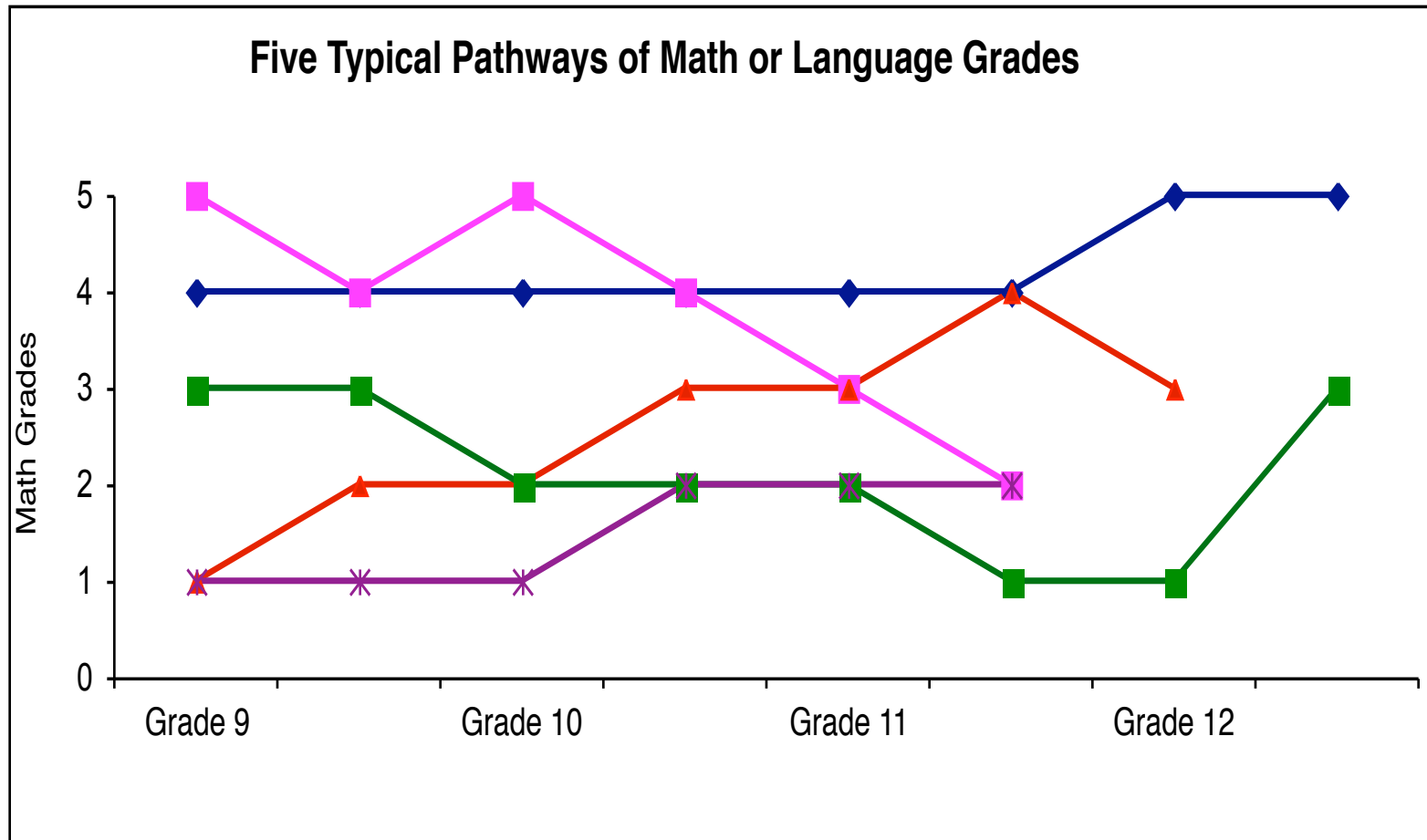
Career Aspirations of Mexican Immigrant Youth

“What is your ideal job?”

116 12-year-olds' program application essays (Cooper et al., 2008; Denner et al., 2005)



3: Math and Language Pathways through School: More Than One Path



4: Gatekeepers and Brokers across Worlds

“What do your families/friends/teachers do that cause you difficulties/help you?”

Families

Gatekeeper: *Not letting you go away (to college).*

Broker: *They say to not do drugs and to study hard to graduate from college.*

Peers

Gatekeeper: *They tell me they are not going to go to college. That makes me want to blend in with them.*

Broker: *Some friends encourage me to not listen to my bad friends.
They help me reach my goal because they have the same goals as me.*

Teachers

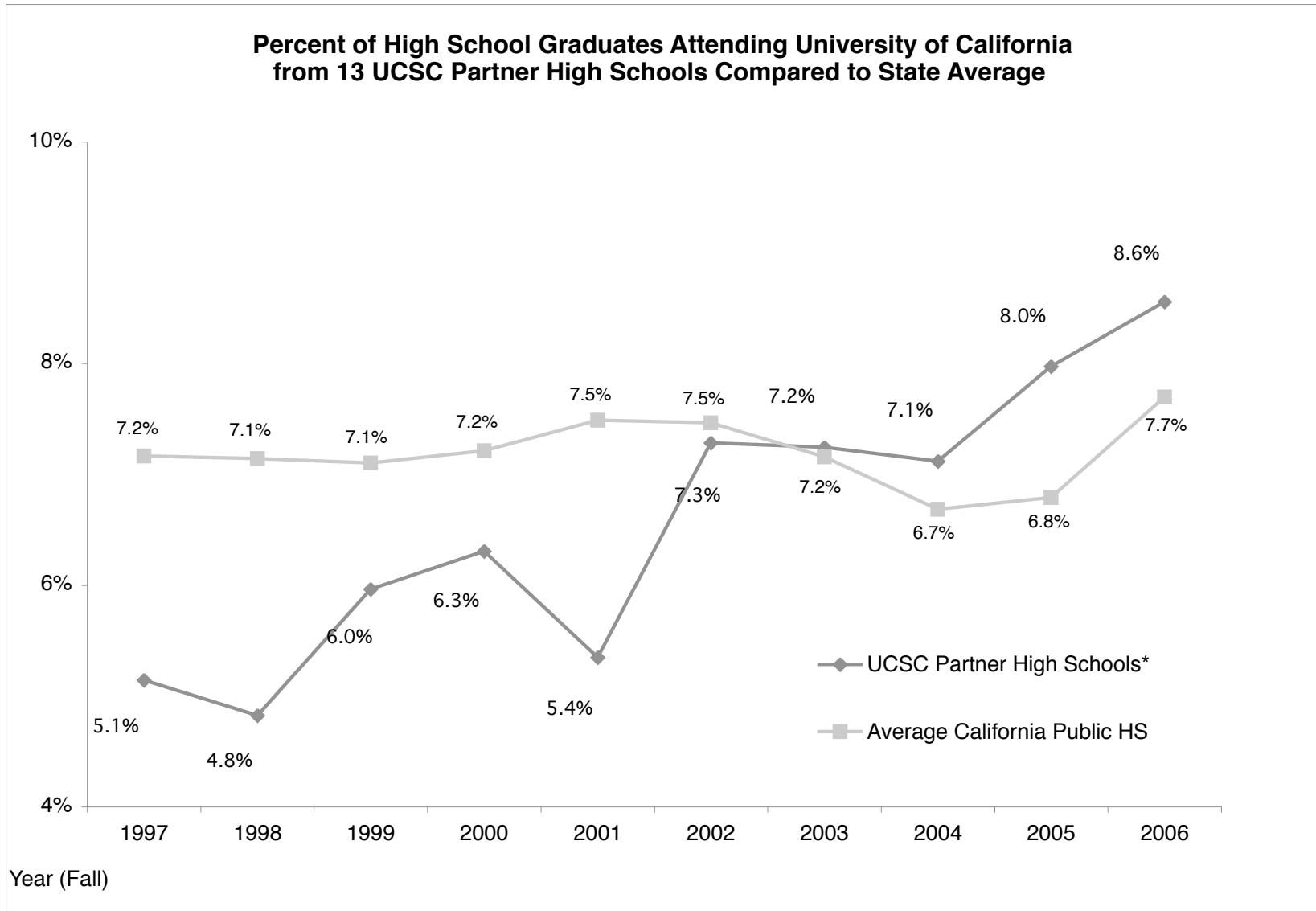
Gatekeeper: *They are racist sometimes. They don't treat everyone the same.*

Broker: *They encourage me to follow my dreams and go to college.
They give me information.*

Longitudinal follow-up: As young adults, youth named parents and peers as top resources, as well as teachers, counselors, program director, and tutors.

5: Partnerships from Preschool through College (P-20)

UC Santa Cruz Educational Partnership Center



Aligning P-20 Models and Measures

A Common Framework for Research, Policy, and Practice in the 10-campus University of California System

(Cooper, 2011; Cooper, Mehan, & Halimah, 2007)

7 Conditions for Equity and Diversity in College Access (Oakes, 2003)	PreK	Elementary	Middle	HS	Community College & University	Graduate & Prof. schools
Safe and Adequate School Facilities	1	1	3	3	1	1
College-Going School Culture	3	4	8	9	6	3
Rigorous Academic Curriculum	3	5	9	8	4	2
Qualified Teachers	3	7	9	8	5	4
Intensive Academic and Social Supports	1	3	9	8	5	
Opportunities for Multi-Cultural College-Going Identity	1	4	9	8	4	3
Family-Neighborhood-School Connections	3	6	9	9	5	

Number of UC campuses (of 10) reporting activity

Useful Strategies for Advisors

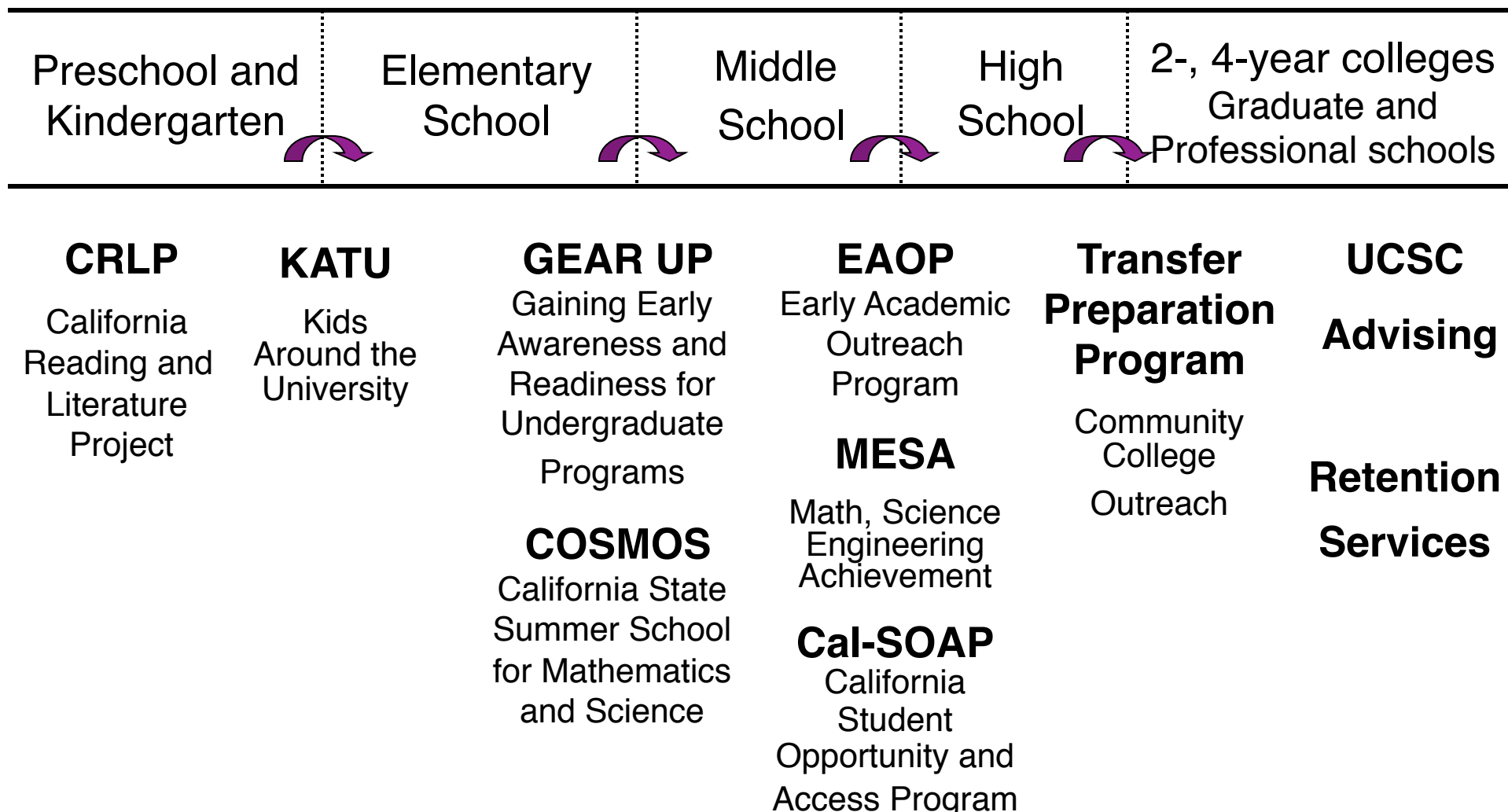
- **Demographics:** Who came and who is missing?...within and across groups
- **Aspirations and identities:** What are your dreams for the future? ...your parents' dreams? How do your (multiple) identities matter for your dreams?
- **Math and language pathways:** Reconciling academics with aspirations; more than one path, key milestones: first, second-year, crossing finish line
- **Bridging students' worlds:** Who helps? Who causes difficulties? Where do you feel that you belong?
- **P-20 partnerships:** Student cultural brokers/researchers; looking up, giving back

An Invitation:
Bridging Multiple Worlds Alliance
www.bridgingworlds.org

- Growing network of state, national, and international partners
- How immigrant, low-income, and ethnic minority youth build pathways through college to careers without losing ties to their families and cultural communities
- Advancing research, practice, and policy in collaboration with alliance partners and youth themselves

→ Students navigating successful pathways to and through UCSC

Aligning Programs in a P-20 Alliance (Cooper, 2011)



UCSC Educational Partnership Center and Partners:

"Building College-Going Communities"

Acknowledgments

Margarita Azmitia, Robert G. Cooper, Gabriela Chavira, Dolores Mena, Elizabeth Domínguez, Carrol Moran, Bud Mehan, Yvette Gullatt, Moin Syed, Denise Su, Nancy Trinh, Erica Holt, Jill Denner, Edward Lopez, Angélica Lopez, Rebeca Burciaga, David Cooper

Major funding from:

W. K. Kellogg Foundation
John D. and Catherine T. MacArthur Foundation
U.S. Department of Education
University of California Office of the President
University of California Linguistic Minority Research Institute

From Cooper, C. R. (2011). *Bridging multiple worlds: Cultures, identities, and pathways to college*. NY: Oxford University Press.