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Inside this Issue:

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SACRAMENTO STATE
Redefine the Possible

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The Journal of Transformative Leadership and Policy Studies (JTLPS) is a peer-reviewed journal sponsored by The California State University and the Doctorate in Educational Leadership Program at California State University, Sacramento. JTLPS accepts articles that focus on current research promoting and documenting work in P-20, an integrated education system that extends from pre-school through higher education.

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Table of Contents

Letter from the Editors

The Journal of Transformative Leadership and Policy Studies (JTLPS), Volume 6.1, proffers a major thematic link converging on the intersectionality of leadership and policy across educational systems. The thematic link across several of the manuscripts provides a focus on the promise to improve student success. The authors pose critical statements and questions informed by scholarship. Sample questions include: How do schools and colleges promote student success? What constitutes success and how is it measured? What are promising practices in advancing student success across diverse student populations? Collectively, the varied manuscripts in this volume provide a comprehensive overview of the multiple dimensions driving student success practices. This integrative approach involves the consideration of multiple factors in promoting students' success (e.g., academic, personal, leadership, language, social, and ethical).

Volume 6.1 of JTLPS begins by featuring an empirical report titled, "Illuminating Personal Factors Contributing to the Trajectory of Student Dropouts and Stopouts," which is the first of a series of two reports focused on examining the stopout and dropout phenomena at Sacramento State. For the purpose of this report, the data analysis and interpretation centers on highlighting *personal issues* influencing student departure. *Personal issues are defined as the concern with students' mental health, economic, social, and health concerns*. The data was collected via focus groups and on-line surveys conducted between Spring 2015 to Fall 2016. The targeted groups were students who had attended Sacramento State between 2009 to 2014. Specific questions centered on identifying factors that were a deterrent to students being able to remain in college. The objective of this research was to develop a data driven framework to guide Sacramento State in advancing effective practices in moving students toward degree completion. An important companion to the data analysis and interpretation are the sections on recommendations for action.

A reflective leadership essay titled, "Values, Migrant Parents, Leadership, and the Public Good," is featured and recounts the experiences of a leader growing up in a migrant family, participating in the United States educational system in predominately Hispanic neighborhoods, and working as an educator and administrator in institutions of higher education. The author proposes new avenues to open new spaces for the Mexican American community by sharing the lessons learned as a result of the values and principles common to the culture. Specifically, values related to unity and social consciousness; resourcefulness and responsibility; physical, mental, and spiritual health; and a commitment to education are highlighted as having a significant influence on the author's personal leadership development.

This volume includes two book reviews. The first is titled, "Americans by Heart: Undocumented Latino Students and the Promise of Higher Education," which focused on the lived experiences of undocumented Latino students in the community college system. The author highlights the hopes and ambitions juxtapose the continuous obstacles that exist for each of them as they attempt to make their way through the higher education landscape. This book is timely and important, as there are 3.2 million undocumented children and adults living in the United States, and 65,000 undocumented students graduate from high school every year. The significance of this growing population is impacting the educational systems, particularly in California, Florida, Illinois, New Jersey, New York, and Texas, where two-thirds of all immigrants reside. Hence, Pérez advocates for educational practice reform to meet the needs of these students, as increased levels of education will enable their capacity to be productive members of the labor force and as contributors on local, state, and national levels.

The second book review titled, "Bullying as a Social Experience: Social Factors, Prevention and Intervention," presents a theoretical framework and an extended argument about the socio-cultural characteristics and contexts of bullying. The authors review scholarship on bullying and programs aimed at reducing it through their theoretical lens. Recommended intervention and prevention strategies that engage all stakeholders in changing the attitudes, behaviors, and structures that promote or maintain bullying in school settings underscore the book. *This review is dedicated to the life and legacy of Dr. Juliana Raskauskas, whose kindness, humor, work ethic, and record of scholarship inspired her colleagues, and will assist future researchers and practitioners in the field of bullying.*

Letter from the Editors

This volume ends by featuring two new book releases: *"Teaching Men of Color in the Community College: A Guidebook,"* advances recommendations for improving the success of men of color in community colleges. Drawing from insights gleaned from research on men of color, the authors extend strategies and practices that can advance advising, student services, and other support practices. The second book: *"Practical Leadership in Community College: Navigating Today's Challenges,"* provides practical guidance toward optimal outcomes for all community college stakeholders through the examination of both emerging trends and perennial problems facing as a result of the changing demographics, federal and state mandates, public demand, economic cycles, student unrest, employee groups, trustees, college supporters, and more.

JTLPS and its editorial board wishes to thank the Chancellor's Office of the California State University and the College of Education at California State University, Sacramento for its continued support. We also invite future authors to submit their manuscripts with the understanding that that they are accepted for review on a rolling basis.

Carlos Nevarez, PhD
Executive Editor

Porfirio Loeza, PhD
Editor

Foreword from President Robert S. Nelsen

Dear Colleagues,

The Journal of Transformative Leadership and Policy Studies (JTLPS) is a peer-reviewed journal sponsored by the California State University system and the Doctorate in Educational Leadership Program at California State University, Sacramento. As the President of California State University, Sacramento I am proud to see that Volume 6.1's manuscripts focus on how to advance student success and contributes to the national conversation on the "completion agenda."

The articles included in this volume cover a broad range of important topics. The empirical, conceptual, and critical analyses taken together frame the questions around student success in practical action oriented terms. Thus, scholars, academicians, administrators, and student professionals will be able to use these articles and the wisdom provided by the authors to put into the practice real-world solutions that will serve our students at our universities.

The book review written in memory of our esteemed colleague, Dr. Juliana Raskauskas is particularly insightful. It synthesizes the book's authors' analysis of the phenomena of childhood bullying in school settings and illustrates promising practices in prevention and intervention that make this book a must read. I encourage you to share Volume 6.1 with your colleagues and scholarly communities.

Sincerely,
Robert S. Nelsen
President
California State University, Sacramento

Message From Interim Dean Caroline S. Turner

The College of Education at California State University, Sacramento is home to the *Journal of Transformative Leadership and Policy Studies (JTLPS)*. Our college is honored to have such an important and critical publication as part of our offerings. As Interim Dean of the College of Education, it is my pleasure to welcome our current and new readers to Volume 6.1 of the *Journal of Transformative Leadership and Policy Studies*. Readings published in this volume promise to provide you with an engaging, thoughtful, and action oriented set of practices grounded on transformative leadership theories. The various genres found in this volume include empirical, conceptual, and reflective critical reviews on leadership. The journal's editorial team supported authors in contextualizing their respective topics in light of advancing student success. This is a timely focus in that it adds to the national conversation on the graduation initiative/student completion agenda through the development and dissemination of scholarship.

Collectively and individually, the manuscripts presented here underscore the urgency of changing the way we lead educational institutions for the benefit of all our students. Authors use various research approaches to shed light on the assessment of educational programs/policies and the outcomes they produce or fail to produce. In addition to pointing out some of the limitations of our educational system, the authors are deliberate in providing insights, based on their research and reflections, to inspire, motivate, and empower individuals to take action. The emphasis is placed on encouraging individuals to think creatively as they develop effective ways to further advance student learning and success. The authors reference current literature, use primary data, and pose thought-provoking questions to encourage individuals to explore alternative transformational leadership perspectives to better serve all students.

For instance, the peer reviewed report titled, *"Illuminating Personal Factors Contributing to the Trajectory of Student Dropouts and Stopouts"* not only informs the readership about the excruciating circumstances facing this student population, but also provides practical recommendations for action. In this case, the authors present a 'compass' to align people to institutional growth, while encouraging institutional leaders to strategically design and execute plans for increasing student success.

Taken together, the authors published here provide a well-balanced set of research and practice manuscripts. This issue adds important understandings to the conversation on student success. Once again, I welcome you to engage the publications included in this volume.

Sincerely,

Caroline S. Turner, Ph.D.
Interim Dean, College of Education
California State University, Sacramento

REFLECTIVE ESSAY

Values, Migrant Parents, Leadership, and the Public Good

Jaime Chahin, Ph.D. Professor and Dean, College of Applied Arts at Texas State University

ABSTRACT

This reflective essay posits an examination on how migrant experiences and educational development shape identity and inform their core values. Understanding the formal academic socialization experiences of migrants can serve to inform a commitment to the public good through exposure to academic readings, research and service that shape knowledge, values and perspective. This socialization trajectory grounded in knowledge and experience has enlightened the author's perspective to improve access, guidance, opportunity, mentoring and engagement to migrant students. The leadership challenge is to master the art of "barn raising" as we share finite institutional resources.

Introduction

The fields were not ours, but we as a migrant family worked them because that was our task as we searched for a better tomorrow. Families like ours were characterized by an intergenerational sense of kinship, one that regards the collective work of family as both a product of and a contribution to our community. As migrants, we were seekers, searching and learning about ourselves as we migrated from state to state. Along these roads, we learned we needed to continue to seek opportunities to improve our condition and the well-being of our family.

In the following narrative, I intend to recount my leadership development by reflecting on some of my experiences growing up in a migrant family, participating in the United States education system in predominately Hispanic neighborhoods, and working as an educator and administrator in institutions of higher education. I do so in order to propose ways to open new spaces for the Mexican American community. I will share the ways that values and principles common to our culture, including unity and social consciousness; resourcefulness and responsibility; physical, mental, and spiritual health, and a commitment to education, have informed my personal leadership development. I will then suggest ways these shared values can help our community access new resources and opportunities. We have learned that without structural opportunities, moments of validation for our stories are stripped of their transformative power and left to the realm of memory. Thus, I will share lessons learned so future generations understand our past as we continue to access new resources and opportunities to build our future leaders.

Parents

My father was born in 1929 in Sabinas, Coahuila, *"La Regiòn Carbonifera (a coal region),"* sixty-five miles from the U.S./Mexico border, and my mother was born in 1934 in Jiménez, Coahuila, approximately twenty miles from the same border. Like many others, they traveled north as migrants. As historian Zaragosa Vargas thoroughly documents in *Proletarians of the North* (1999), a great number of these migrants chose to make their homes in the greater Midwest. Not us — we traveled

to the Northwest. My family would depart in April and come back in October as we followed the crops to Caldwell, Idaho, experiencing the *Cinturón del Diablo* (which meant standing up and moving with a belt with two fifty-pound sacks of potatoes); Milton Freewater, Oregon (sugar beets); Walla Walla, Sunnyside, and Toppenish, Washington (asparagus, mint, and hops); and Sidney and Savage, Montana, where we worked with sugar beets. We moved around like this for twelve years, experiencing life and all its challenges as a family, living in labor camps and in a *vagón* (railroad car) in Othello, Washington, always at the margins of the economic strata.

On Values

In the midst of our familial struggles, we learned about our obligations and lived for each other to ensure our own survival. Our parents demonstrated their love and care by providing us with food, shelter, and protection from the elements. This type of nurturing generated a lifelong mutual commitment to each other. We learned about being humble, listening, giving maximum effort, and staying true to our word. We learned the distinction between having gone to school and being educated. *Ser (siendo) educado* is much different than *tener (teniendo) educación,* or having a formal education. *Ser educado,* to be educated, according to my parents, has nothing to do with status or wealth or position; it involves all the learning that occurs in the context of family and community. It means being a person of value, of honesty, integrity, and a strong work ethic. Their approach to any work was to do it well *y con ganas.* From 4:00 a.m. to dusk, we always arrived at the fields on time and stayed until the task was completed. *Ser educado*, to be educated, for example, meant sharing space and resources with the less fortunate when bouts of bad weather arrived. Nature was in fact among our biggest challenges; we could not control it and we were cognizant that it impacted our economic well-being. We survived economically by saving and operating with finite resources to ensure we were prepared to deal with unexpected circumstances.

Even though my mom and dad only attended elementary and high school, respectively, they valued education very highly. My parents always saw power as something internal: a choice of thought and an act of will. In essence, we were the architects of our own destiny. Power and resilience came from within, and when our parents or their friends were confronted with a dilemma, they would ask, *"Qué podemos hacer?"* — What can we do? What I learned was that my parents were creative and resilient leaders. They had vision and imagination and believed we were capable of fulfilling any dream we envisioned. They taught us that we had the power to control our circumstances, but that it was up to us to take such action. After all of our scholarly accomplishments, they would challenge us with the question: *"Y qué más?"* — And what more can you do?

Resourcefulness and Responsibility

My parents' resourcefulness was displayed when, despite the fact that they could not read or write English, they learned to read maps and road signs as we traveled from Eagle Pass, Texas to Walla Walla, Washington. This type of action clearly demonstrated to me and my brother that anything was possible. We believed that with power came the responsibility of commitments made and the courage to see them through. If my parents worked hard in the migrant fields, we had the responsibility to work hard in school. We defined power as that which results from the center of our human experience (Terry, 1993). Since we were constantly challenged beyond our comfort zones, we became resourceful and gained wisdom from our experiences.

When I organized my first boycott of little league practice because it was 100 degrees at 3:00 p.m., my mother asked if I had signed a permission form to play for the duration of the season. When I told her I had, she said, "You have to meet your responsibilities and adhere to the rules of the coach, *'ser hombre de palabra,'* Be a man of your word." If you make a commitment, you have to follow through.

Also, despite our marginal economic status, there was never a sense of lacking. On the contrary—we felt a sense of abundance and resourcefulness. We valued everything and everyone. Our resourcefulness is what helped us remain dedicated to our causes, despite the many obstacles we faced. *Nunca sentíamos que nos faltava nada, pero no teníamos con que comparar. We never felt like we were lacking, but we had nothing but our lives to compare to.*

Commitment to Self and Others

As the Spanish *dicho* (saying) goes, we can always add more water to the soup. *"Échale más agua al caldo,"* (and she would in fact add more water to the soup when unexpected hungry visitors arrived for dinner). My parents thus taught us about our obligations to others: to provide for our elders and children. They reminded us that every action we took reflected on

our parents' reputation, family name, and sense of responsibility. There was an ever-present consciousness that we lived within a community, and that the well-being of this community was inextricably linked to our own. My mother frequently cooked for children from other families and visited the sick in the *barrio*. The time spent helping others was necessary—we never questioned it; we learned from it. My father represented men who wanted to get married and had no local relatives. *Iba y pedía la mano*—he would ask women for their hand in marriage on behalf of these men, a custom known as a *comisión*. I am told that only one of the many marriages impacted through this custom ended in divorce, but we have no documentation, just my father's aged recollection.

Physical, Spiritual, and Mental Health

My mother is a gentle spirit, friendly and warm with others, but with great serenity, *y muy bondadosa, very warmhearted*. She is always in the background with an informed opinion, always making things happen. My mother's courage, decisiveness, and love come from her faith and deep understanding of the spiritual aspect of daily life. She also loves nature and the cultivation of plants, and recognizes that life is a gift and that we have to act to create our own destiny in order to achieve our goals.

Creating Unity

Leadership as exercised within our family and extended family did not always consist of every voice being heard or every option being taken into consideration. Rather, the interactions were built on trust. My parents taught us that whether you were leading or following, both positions require vision, courage, and the wisdom to know which one is needed and when. At times, leading and following in negotiating with farmers were interchangeable. I have learned that this delicate dance of leadership requires an agile, generous spirit that seeks the collective well-being *(pero sin que te hagan tonto, decía mi padre. Y a veces usaba palabras más fuertes, con la "P"). "But without allowing anyone to make a fool out of you. Sometimes, he used stronger words for "fool," like one starting with a "P" — for pendejo."* This process of negotiation produced unity, trust, and cooperation in my family because we learned to respect and understand others. Navigating four states as migrants and negotiating housing costs and wages without knowing the language and the culture were all difficult tasks. Being an immigrant meant learning to survive in both cultures without knowing the language or the system of negotiation. Yet we knew the value and power of language and that it extended past *dichos, refránes, corridos, poesías (sayings, proverbs, ballads, and poetry)* as well as music, since the words of so many songs reminded us of who we were and where we came from. The struggle to learn another language makes one realize that much of communication is nonverbal. We learned that communication starts from within, with a clarity of intention to understand and be understood. *Cuida lo que haces y lo que dices,* (Watch what you do and say) as being aware of what you say must agree with what you do. English, though, was a necessity, not a replacement. Spanish, our native tongue was a fundamental expression of our history, identity, culture, ancestral familial ties, spirituality, and love. We were taught that to lose our language was to lose our tradition, our roots. Como decia mi mama: *"Un arbol sin raices,"* like a tree without roots. My father would always say that *"la fortaleza de un hombre es la familia."* The strength of a man is his family. To this day our children — and now grandchildren — are connected to the extended family, our lifeblood, as we set forth into this new millennium.

Socialization

The answer to the question as to why or how a migrant student from a migrant family becomes a professional who values and promotes leadership and the public good is complex because it is a result of socialization, opportunities, and professional development that take place within the family and other social institutions as one strives to develop his or her social capital. This was a common occurrence in Eagle Pass, a small town where de los Santos, Hernández, Ramirez, Towns, Calderón, Midobuche, Montaño, Olivares, Treviño, and Chavira (whose son is an actor in *Desperate Housewives*) all achieved Ph.D.'s in the twentieth century. These families provided sustenance, emotional security, and a sense of belonging. The local institutions helped us conceptualize the world and develop social capital that was created as we learned to build networks and relationships that resulted in reciprocity and mutual benefits.

Life as a Classroom

In regard to the socialization process as part of a migrant family unit, I had the opportunity to travel to the western United States to work in Idaho, Oregon, Washington, and Montana. This initial developmental stage taught me many lessons about leadership reciprocity, familial solidarity, negotiation, housing wages, social relations, and discrimination based on

class, race, and ethnicity—conditions that I would further conceptualize during my subsequent formal education and training. In essence, our parents included us in the most fundamental aspects of the struggle for the survival of the family. This experience was critical in keeping us together as a family, and optimistic about our future. And even though we were at the social and economic margins of American society, these margins provided sufficient space to permit change and transformation to take place for my family and me. Even though our material assets were limited, we had work, our health, and each other.

Also, my father and mother taught us about hard work, loyalty, and the causality between choice and consequence. We lacked formal education or skills and only had a limited ability to speak English, so we made the most of our assets. Thus, we learned as a family that life was our classroom. We learned to enter public spaces and create our own opportunities without the power to define our cultural roles and actions within the larger society. Our socialization was simple yet complex because we interacted and negotiated our work with numerous other people, and that impacted our family economically (Arciniega Casaus Castillo, 1978). Despite these challenges, we learned to be resilient and take risks to ensure our own survival. During our experience as migrant agricultural workers, my parents made sure we were enrolled in the elementary and middle school grades for at least seven or eight months out of the school year. My abilities to speak and understand English were developing, so I became the family translator and assisted my father in negotiations with farmers and the Montana Sugar Company, which contracted our family to perform agricultural labor. These negotiations provided me with opportunities to interact with adults, gain self-confidence, and to contribute to the well-being of the family.

My experience is similar to that of many other Mexican Americans of my generation who have joined the ranks of university faculty, administrators, and other professionals. Our socialization experiences influenced and informed our commitment to social justice and the public good. Furthermore, we learned that education was critical to overcoming the challenges we faced as we interacted with and were exposed to the different institutions in the United States.

Humble Beginnings

During my familial socialization process, I gained values that became ideological foundations for the rest of my life. Our familial sense of identity and our cultural orientation compelled us to be resourceful and maintain a sense of perpetual well-being. I also learned about personal and communal responsibility, and that our well-being was always connected to the well-being of our extended family and community (And by way of illustration, my mother-in-law was accepted as a part of our extended family for the last twenty-seven years of her life.) We also learned to value nature and collected all kinds of plants, fruit trees, and vegetables, and shared them with our neighbors and friends. In essence, we understood and acted on our inter-connectedness with nature. We also valued listening and storytelling and took pride in our language and the *dichos (sayings)* that we used to rationalize our experiences and share the wisdom we gained. These *dichos* represented reservoirs of cultural empowerment that we used to explain the world. Most importantly, we learned to be grateful and humble and to enjoy life.

Our familial socialization also taught us to value others, respect the wisdom of our elders and be aware of existing opportunities. I held on to these values as I entered the formal educational system. I entered the public school system in 1958, in Eagle Pass, and that same year I attended Walla Walla schools but stopped going after the first day because I could not immediately adapt to an environment that was not culturally relevant.

I had the opportunity in the late fifties and sixties to attend public schools whose student bodies were predominantly Mexican American. The majority of the teachers, however, were Anglo women who had come to Texas from different parts of the country, usually because their spouses had been transferred to work in Eagle Pass. I had very few visible role models during the course of my formal education, but the few who are engrained in my memory left a lasting impression. Ms. Lopez and Ms. Frausto were the only Mexican American teachers at Robert E. Lee Elementary, and Mr. de Hoyos, Mr. Bermea, and Mr. Bernal were the only Mexican American instructors at Stephen F. Austin Middle School. They were all inspiring teachers who cared about their work and their students.

Literacy, Values, and Formal Schooling

My lack of assimilation was clearly evident in elementary school where I first encountered characters like Dick, Jane, Spot, and Puff, the yellow cat character who taught us how to read and promoted personal values and good cheer.

These characters were not familiar to me, since I had first learned to read Spanish from Mexican comic books that endeared me to *Memin Pinguín,* the character who was most recently honored with a stamp in Mexico and criticized in the United States for the stamp's alleged racist representation (Fears, 2005). I had my first Mexican American teacher of History in middle school — eighth grade — who made us memorize and recite the Gettysburg Address and taught us about justice, race, and the Civil War. In high school Algebra, I learned the regression equation from Mr. Ricardo Salinas, although I did not realize its significance until I had to enroll in a statistics class in college where we analyzed how the equation could be used to make predictions. My high school baseball coach taught me about discipline and performing to the best of my abilities. Competing as a state finalist established within me a winning tradition that continues to influence my attitude toward life. My high school Spanish teacher made us memorize and recite a poem by José Martí:

> **"Cultivo una rosa blanca"**
> Cultivo una rosa blanca
> En julio como en enero,
> Para el amigo sincero
> Que me da su mano franca.
>
> *Y para aquel que me arranca*
> *el corazón con que vivo;*
> *ni cardo ni ortiga cultivo;*
> *cultivo una rosa blanca. (Martí, 1997)*

High school was, in fact, where I first discovered my love of verse, as I became enamored with other poems like *Sor Juana Inés de la Cruz's "Hombres necios que acusáis,"* and Antonio Machado's *"Caminante, no hay camino."*

These high school lessons were further enhanced by reading Upton Sinclair's *The Jungle* (1906) and John Howard Griffin's *Black Like Me* (1961) in which the author dyed his skin black and began an odyssey of discovery through the segregated American South. Sinclair depicted the working conditions in slaughterhouses, and Griffin showed the way blacks were treated and perceived by the whites of the region. The exposure to the aforementioned books further exposed me to the issues of social justice and the public good. My exposure to these readings in the late sixties in high school provided an intellectual foundation to my understanding of fairness and justice. It was then that I began to witness literacy's payoff: knowledge, the shaping of social mores, and my awakening to new ideas that materialized as Mexican Americans emerged in leadership positions in the schools and government of my border community in the late sixties (Shockley, 1974). I became aware of the public school walkouts in Crystal City, just 45 miles away from Eagle Pass (Gutiérrez, 1974). All of these public school experiences, the role models I had in my community, and a stable family provided a foundation for a clear sense of identity and introduced me to the concepts of justice and the public good.

Unlike Mexican Americans in other parts of the United States, in my community we knew who we were and had no stigma to overcome concerning our identity (Hoffman, 1963). While many continued to flee from their Mexican heritage, we cultivated a sense of pride in our ethnic community. Our neighbor, Rommel Fuentes, thought he was Elvis Presley, but once he came back from UT Austin, he was a Chicano and later sang his famous song *"Yo soy Chicano"* in the documentary *Chulas Fronteras* (1976).

Higher Education

In terms of my socialization during undergraduate and graduate school, I continued being inspired by professors and literature that promoted change, social justice, the public good, and honoring for one's community.

During my undergraduate years at Texas A & I University, Dr. Rolando Hinojosa-Smith introduced me to *Estampas del Valle* (1973), his Quinto Sol Award-winning novel about the Rio Grande Valley, Tomás Rivera's …*Y no se lo tragó la tierra* (1971), and Rudolfo Anaya's *Bless Me, Ultima* (1972). Their characters were people I knew, people engaged in every aspect of daily life in their community. I developed a thorough understanding of my cultural history through Rudolfo *Acuña's Occupied America: A History of Chicanos* (1972); Ray Padilla's critique of the historian Leonard Pitt in the journal *El Grito,* "A Critique of Pittian History" (1972); and George I. Sánchez's *Forgotten People: A Study of New Mexicans* (1996). José Reyna introduced me to *dichos, refránes* and *corridos,* like those in Americo Paredes' *With His Pistol in His Hand* (1958), that were used to transmit, explain, and document stories about our folk heroes. Martha Bernal, Amado Padilla, Antonio Castañeda, and Manuel Ramirez, who were emerging with groundbreaking work in Psychology, also influenced my development, as did Blandina and José Cardenas' "Theory of Incompatibilities" (1977), which attempted to explain the needs of students in poverty, and Charles Reich's The Green-

ing of America (1970), which examined the lack of aspiration among middle-class Americans. These academic experiences clearly enhanced and supplemented the traditional college curriculum. Furthermore, these scholars enhanced my sense of self, and gave me the confidence to pursue graduate studies in Social Work and Education at the University of Michigan.

At Michigan, in a class on social policy, one of the architects of the Social Security Act, Professor Wilbur Cohen, illustrated and explained the ramifications of this act on all workers in America. This was clearly a lesson concerning the public good in a national context. Professor Charles Moody of the School of Education's Desegregation Center augmented this perspective with an explanation of the implications of the Civil Rights Act of 1964 for segregated schools in the Midwest and lessons concerning racially-fueled court cases like the *Independent School District v. Salvatierra* (1931) case in Del Rio, Texas, and *Westminster School District v. Mendez* (1947) case in California. Professor Tony Tripodi, co-author of *Social Program Evaluation* (Epstein, Fellin, & Tripodi, 1971), emphasized the importance of evaluating the effectiveness of social initiatives. Professor William Merhap taught me the value of recognizing regional linguistic differences and how to use language to communicate and build community. Also, through Aaron Wildavsky's *Politics of the Budgetary Process* (1964), I learned how the complex federal budget is constructed incrementally. These intricate and dynamic concepts of consciousness and budgetary expenditures are critical to institutional change, systems theory, and valuing and promoting the public good.

In his interview with Bill Moyers in *A World of Ideas* (1989), Arturo Madrid from the University of Minnesota and the Ford Foundation taught me how socialization and diversity can influence the common good, and how migrants can enter systems and institutions to create change. Gloria Anzaldúa introduced me to her revolutionary re-conceptualization of *La Frontera* (1987) and the cultural roots and development of the Chicano movement, emphasizing our resilience and familial bonds. David Rice, in his collection of short stories titled *Crazy Loco* (2001), introduced me to neighborhood characters like Pepe, Chuy, Chula y Lobo, who were missing in the sixties but could now stand side by side with Dick, Jane, Spot, and Puff. These academic socialization experiences have helped form the person I am today.

Heritage and Higher Education

Institutions of higher education have the responsibility to produce practitioners, leaders, professionals, and scholars who promote the public good. Mexican American migrant students must therefore strive to be part of the pool of students who matriculate and train as leaders, practitioners, professionals, and scholars. This is a very significant and serious *compromiso* for our generation of faculty and administrators. We have to ensure not only that we are represented in institutions of higher education, but also that we play a leadership role in all of our public institutions. We have to insert ourselves into public spaces in order to ensure our integration into all systems of governance. Education is a vital tool in generating change. It is a tool for justice, for liberty, for development. It is not just for service. It is an investment. Education at all levels is the most critical intervention that will sustain and strengthen the Mexican American community. Our representation continues to be minimal in the faculty ranks as we represent less than 5% of the faculty.

Table 315.20. Full-time faculty in degree-granting postsecondary institutions, by race/ethnicity, sex, and academic rank: fall 2013

Year, sex, and academic rank	Total	White White,	Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, and Two or more races									Race/ ethnicity unknown	Non-resident alien\2\
			Total	Per-cent\1\	Black	Hispanic	Asian/Pacific Islander			American Indian/ Alaska Native	Two or more races		
							Total	Asian	Pacific Islander				
2013\3\ Total	791,391	575,491	157,480	21.5	43,188	33,217	72,246	71,038	1,208	3,538	5,291	20,013	38,407
Professors	181,530	148,577	29,111	16.4	6,665	5,604	15,417	15,247	170	573	852	2,323	1,519
Associate professors	155,095	116,817	32,580	21.8	8,812	6,381	15,809	15,626	183	591	987	2,859	2,839
Assistant professors	166,045	112,262	38,011	25.3	10,542	7,130	18,402	18,070	332	683	1,254	5,695	10,077
Instructors	99,304	73,859	20,684	21.9	7,448	6,340	5,236	4,950	286	879	781	3,180	1,581
Lecturers	36,728	27,453	6,591	19.4	1,728	2,015	2,436	2,403	33	117	295	1,151	1,533
Other faculty	152,689	96,523	30,503	24.0	7,993	5,747	14,946	14,742	204	695	1,122	4,805	20,858

Sources IEC National Center for Education Statistics (NCES)

Higher education is critical because it equips migrant students with the communication and analytical skills to participate in our society and compete in our economy. We, as professors and administrators, have the following responsibilities: 1) to provide intellectual stimulation to our students by engaging them in discussions, 2) to provide them with hands-on experience by introducing them to applied research opportunities in the community, and 3) to reinforce their commitment to the public good by furnishing them with internship opportunities with public and private entities that lead to employment and service choices. We also have a role as mentors to provide guidance and opportunities for migrant students. Mentoring is an ancient concept that comes from Greek myth, that is, from Homer's *The Odyssey*, where Mentor was the name of the loyal and wise teacher into whose care Odysseus entrusted his son. Mentoring serves as the dominant method of informal succession planning in corporations and systems that sponsor and promote individuals or groups. Under the tutelage of a mentor, the protégé should enjoy such benefits as career skills development, networking, and accelerated cultural systems engagement. As mentors, we have the ability to enhance the self-confidence and self-worth of the migrant students we come into contact with, and help guide them toward opportunities for advancement. Mentoring relationships need to be planned and sustained in order to nurture the next generation of Mexican American leaders. Opportunities to mentor students present themselves in work-study programs, research assistantships, internships, fellowships, sponsorships, and even professional meetings and conferences. Mentoring our students and colleagues is one of our greatest *compromisos y obligaciones con nuestra comunidad,* commitments and obligatons to our community.

Furthermore, in this age of interaction and technology, we must master the art of "barn raising" (Prestwood & Schumann, 1997) or coordinating the efforts of institutions to share university resources and using them to solve problems and build community. Such collective efforts give our migrant students opportunities to apply the theories they have learned and to work with others in pursuit of shared goals. These experiences will help them learn to interact with others, reflect on their values, and develop habits of mind that help them to discover new ways of acting and living. The key is to work collectively with the students and community to recognize our developed shared goals, utilize the experience we have gained, improve on our past efforts, and adapt as our needs change.

As leaders in a community of scholars, we must obtain the cooperation of policy makers and colleagues by informing them of our progress and our needs. We have to make a strong case so these needs are understandable and relevant. Our supporters will not join us unless they understand our values and goals. When we gain the cooperation and understanding of institutions, we become colleagues. This relationship can evolve into teamwork and can produce integration and cohesiveness to nurture synergy and transformation. When we reach a high level of synergy, we will be able to recruit, orient, develop, and motivate our migrant students to contribute to the public good. This is not an easy task, but one that deserves our commitment and support.

Defining the Public Good, and Education, the Basis of Democratic Progress

Speaking within the context of academia, I define the public good through the perspective of a professor or administrator that promotes and values access, trains leaders for public service, develops student citizens who are engaged, develops research that generates new knowledge to improve society and facilitates inclusiveness with respect to economic development opportunities. Lee Benson and Ira Harkavy argue that "Education is the basis of all democratic progress. The problems of education are therefore the problems of democracy" (Benson & Harkavy, 2000). As a faculty member, I focus inwardly with respect to my practice and the social relevance of what I do. I also focus outwardly on the social impact my efforts have on developing networks and collaborative partnerships that will engage the institution, migrant students, and the community. This approach is described by Ernest Boyer (1990) in his discussions of the four facets of scholarship—discovery, integration, application and teaching—and reaffirmed in Derek Bok's *Universities in the Marketplace: The Commercialization of Higher Education* (2003).

Critical to today's scholarship is engaging students in the discovery of phenomena such as *colonias* on the U.S.–Mexico border or the health issues of migrant farmworkers, exposing and documenting the region's health and living conditions, education, environmental policies, and civic displacement. José Ortega y Gasset (1944) describes the mission of the university as follows: "To foster scientific research, train political leadership, teach learned professions, and create cultural persons that can make intellectual interpretations. Faculty, in collaboration with migrant students,

administrators, and the community, should apply knowledge to consequential problems for the public good. This effort becomes an ongoing professional endeavor that feeds our quest for continuous learning and which extension services at land grant institutions must continue to pursue."

In order to contribute to the public good, faculty and administrators must engage in research and teaching in an institution that embraces community engagement by recognizing the societal implications of this work. If, for example, we give migrant students cameras to discover, document, and describe their social conditions and testify before a congressional committee, we are in essence teaching them to discover and integrate knowledge into a narrative that will inform public policy issues (Chahin, 2001). Promoting the public good will require ongoing collaboration with the community in order to facilitate the engagement of the university, faculty, and students with the surrounding community. This will build community capacity and teach migrant students and faculty lessons on the integration and application of knowledge for the public good.

The aforementioned academic experiences and training prepared me to begin a career promoting the public good. In my 38 years of working in different institutions of higher education or related to higher education, including nonprofit organizations, vocational training, and policy development agencies, I have certainly experienced change, conflicts, and challenges concerning the public good. Pablo Freire, in *The Pedagogy of the Oppressed* (1970), introduced me to the concept of *conciencia*, the level of consciousness at which you search with rigor and humility for the truth.

During the last 38 years I have learned that my teaching, scholarship, and service to the community are all related to valuing and promoting leadership and the public good. I have witnessed the rewards of creating opportunities for students, providing data to enhance public discourse with public officials, testifying in court, and leveraging public and corporate funding for projects with an interest in the public good. Engaging in this type of activity requires a proactive approach that connects systems and people to make the systems work for all, including those who have traditionally been excluded from institutions. All of these activities require partnerships and networking with colleagues and institutions of similar value orientations. Social capital is therefore built by understanding the reciprocity of relationships and valuing and respecting the wisdom of others.

Solutions

The limited pool of significant mentors and role models has taught me to be resourceful, collaborative, data-driven, pragmatic, and creative, to ensure that institutions respond to our needs and the public good—regardless of race, gender, social class or religious persuasion. Even though issues and priorities vary depending on the mission of the institution, the public good remains the goal. The Mexican American community is keenly aware that it has entered these spaces with the challenge of leveraging power to define its roles and integrate issues into public discourse.

We need to bring different ideas to an educational sphere in which Latinos might be the demographic majority but lack the mainstream cultural exposure necessary to understand and navigate systems outside the region. In some instances, technology has overcome information barriers, but experience and exposure are still critical for successful engagement with regional, state, and national entities.

My experiences with Texas state policy makers were not only about resources, but also about access to opportunities at all levels, such as undergraduate academic programs, graduate studies, and professional schools. Influencing state public policy requires engagement with elected officials and litigation representing a collective class of citizens that do not have access to the same higher education opportunities. This type of engagement requires professors to develop networks with scholars, civic organizations, elected legislators, and political appointees to facilitate leadership, discourses, and litigation like with the Mexican American Legal Defense and Educational Fund (MALDEF) that has partnered with academics and civic organizations to challenge the state.

Despite numerous higher education plans adopted by the state and universities, gaps in student representation continue to exist. Leadership and vision from scholars and administrators will continue to be needed to promote the public good. Organized leadership at the institutional level has to take place on multiple fronts to make the institution respond to the changing demographics, which would require the following:

- Allocations of resources to recruit, retain, and graduate first-generation students.
- Cultivation of external networks to recruit faculty and staff and produce graduate students who value changes and promotes the public good.

- Development of external partnerships with foundations, corporations, civic organizations, and legislators that support change for the public good.
- Facilitation of the student development of organizations that nurture and promote their intellectual interests.
- Organization of faculty and staff to promote development of an institutional community to support the public good.

The changes we need can only be realized through an organized, concentrated effort from faculty, staff, administrators, students, and the local community.

At Texas State University — San Marcos, faculty leadership with foundation partners created and institutionalized the Tomás Rivera Mexican American Children's Book Award and the Southwest Writers Collection, both of which honor and recognize the cultural contributions of the community's authors and intellectuals who promote literacy. This impacts the campus environment as the community of students begins to see itself at the center of the intellectual enterprise and the generation of knowledge.

These institutional changes occur to various degrees relative to leadership, dialogue, and resources. Regardless of the degree of involvement of faculty, staff, and students, change teaches us many lessons from which we continue to learn as we seek the public good. Perhaps the greatest lesson I have learned is that all people—regardless of age, race, or class—possess a rich culture and body of knowledge from which progress can flourish. However, progress is not feasible unless we build a sense of community and engage colleagues and students in developing viable solutions for the public good. We must provide our students and colleagues with opportunities for action and reflection. If we can do this, we can engage their participation as stakeholders in the public good.

Concluding thoughts

Perhaps my sentiments can be best expressed by an excerpt from the late Tomás Rivera's poem, "The Searchers":

> We were not alone
> After many centuries how could we be alone?
> We searched together
> We are seekers
> We are searchers
> and we will continue to search
> because our eyes
> still have
> the passion of prophecy.(Rivera, 1990).

The values we've inherited from our migrant families teach us how to understand ourselves and attain self-respect and self-identity. Despite the hardships, these values bring out the competence and confidence that help us lead others. This part of our cultural heritage has universal applications that we must pass on to future generations as they transition into the different systems in our society. We have learned that a strong character has nothing to do with titles or wealth. Our ability to lead comes from within, and our commitment to one another is vital to our survival. We rely on one another; we are bound by our word and sense of obligation. What we do and how we prepare ourselves will determine the opportunities and choices we have, moving forward into our collective future. *Sí se puede, pero tenemos que saber y conocer.* Yes we can, but we need to be able to know and understand.

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EMPIRICAL STUDY

Illuminating Personal Factors Contributing to the Trajectory of Student Dropouts and Stopouts

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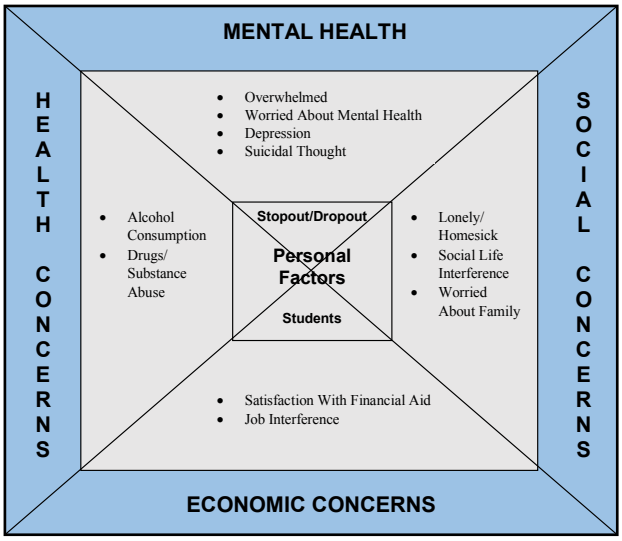
SPONSORED BY: PERSIST: Paving Excellence, Retention, and Success in Student Trajectories, California State University, Sacramento



ABSTRACT

This report is the first of a series of two reports focused on examining the stopout and dropout phenomena at Sacramento State. For the purpose of this study, the data analysis and interpretation centers on highlighting personal issues influencing student departure. Personal issues are defined as the concern with students' mental health, economic, social, and health predicaments. The purpose of this study was to derive at a comprehensive understanding of what mediates students to stopout and dropout at Sacramento State. A guiding objective of this study was to develop a data driven framework for examining practices that serve to facilitate effectiveness in moving students toward degree completion. An important companion to the data analysis and interpretation are the sections on recommendations for action. It is our hope Sacramento State uses the captured sentiment, voices, and suggestions of student participants to improve degree completion. This has policy implications for early prevention, particularly for our most vulnerable students.

Executive summary

The purpose of this study was to derive at a comprehensive understanding of what influences students to stopout and dropout at California State University, Sacramento (Sacramento State). This information aims to inform policy for early prevention and creating effective pathways for increasing student success. To arrive at this goal, a comprehensive research study was undertaken encompassing over 14,000 former undergraduate students who were dropouts (permanent disenrollment) or stopouts (temporarily disenrolled) for one semester, two terms, or a year or more between Fall 2009 through Fall 2015. Five hundred forty-nine students responded to the survey.

A guiding objective of this study was to develop a data driven framework to guide Sacramento State in examining practices that serve to facilitate effectiveness in moving students toward degree completion. An important companion to the data analysis and interpretation is the sections on recommendations for action. It is our hope Sacramento State uses the captured sentiment, voices, and suggestions of student participants to improve degree completion, particularly among the most vulnerable students.

Focus groups were conducted between Spring 2015 to Fall 2016 to seek specific factors that were deterrents to students being able to remain in college. Four key questions were

asked of these students seeking their input as to why they had dropped out of college, and what resources are necessary for them to return to college to complete their degree. In addition, an online survey was distributed asking for their input on some of the obstacles they encountered while attending Sacramento State. The survey called attention to three areas: personal, academic and demographic obstacles.

The *personal section* focused on asking questions pertinent to mental health, economic concerns, social concerns, and health concerns. The *academic section* centered on lack of knowledge, institutional practices, academic skills, and campus culture. The *demographics section* asked questions about gender, race/ethnicity, number of units taken while enrolled, and the highest education attained by their parents.

This report is the first of a series of two reports focused on examining the stopout and dropout phenomena at Sacramento State. For the purpose of this report, the data analysis and interpretation centers on highlighting personal issues influencing student departure. *Personal issues are defined as students' mental health, economic, social, and health concerns.*

Introduction

Students admitted into the university are expected to meet a standard of satisfactory academic progress and performance. While many students are in *good academic standing,* a considerable number of students fail to do so. Annually, there are over 500,000 students who drop out of college within their first year at the national level. These students tend to be first generation and low-income students which comprise "more than 4.5 million students enrolled in postsecondary institutions – and approximately 24 % of the overall undergraduate population" (Tinto, 2007, p. 8).

Sacramento State has an annual enrollment of 29,349 students, and has an undergraduate underrepresented minority student body comprised of 46% freshman and 30% of transfer students. Overall, 51% of all the students come from low-income families (College Portrait, 2015). According to national data, 75% of these students will leave within their first year, and less than 30% of those that left will return to the same institution (Turner & Thomp-son, 2014). At Sacramento State, for the 2010 cohort, 61% of incoming freshman returned the second year, while 54% proceeded to sophomore status by the following year, and 45% progressed to junior status (University Handbook, 2015).

First year students often face personal, family, academic, and social transitional adjustment issues (Turner, & Thompson, 2014) and therefore, it is not uncommon for new students and transfer students "to experience feelings of isolation, loneliness and depression in response to having to adjust to bigger class sizes, invisibility, increased competition and the pressure to succeed in more rigorous courses" (Jackson et al, 2013). They may be uncertain about the "right" way to act as college students and begin to question whether they belong and can be successful in college settings (Stephens et al, 2012). This can result in a drop in academic performance and may increase their likelihood of dropping out. The challenges are not only for freshmen, but affect sophomores as well: the "sophomore slump" has been defined as the drop in academic performance as a result of the student's prior academic challenges while struggling to develop autonomy, identity, and purpose (Vuong, Brown-Welty & Tracz, 2010).

Methodology and Data

This study consisted of a mixed-methods design. Both quantitative and qualitative data were employed through participant completion of an online survey, focus groups, and interviews. Quantitative data was secured through close-ended (Likert-scale) questions, while qualitative data was acquired through open-ended questions. Survey responses involved the participation of 549 students. Of the students surveyed, a select subgroup of participants volunteered to participate in focus groups. We conducted a total of six focus groups with an average of ten participants per focus group. The survey called attention to three areas: personal, academic and demographic obstacles, while the focus group questionnaire asked the following questions:

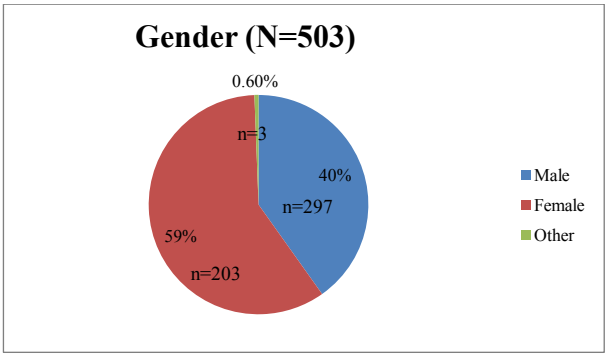
1. What was your main reason for leaving Sacramento State?
2. What obstacles/challenges did you encounter while attending Sacramento State?
3. What would it take for you to return to Sacramento State to complete your degree?
4. Are there any additional comments you would like to share concerning your disenrollment from Sacramento State?

Survey data were collected and recorded through Campus-Labs (computer-based data program). The quantitative survey responses were analyzed using the Statistical Package for the Social Sciences (SPSS) software. The qualitative responses were analyzed using HyperResearch software.

Demographics

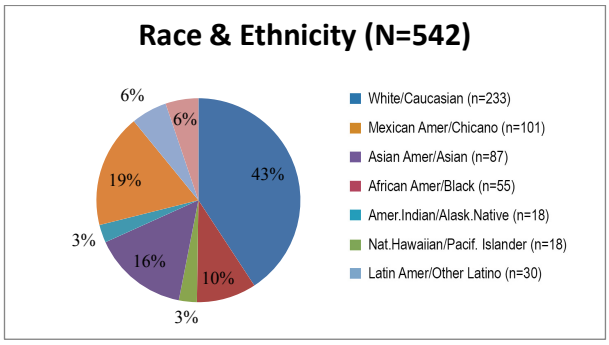
Participants were eager to participate and share their college experience. This was particularly evident by their efforts to provide narrative information via the open-ended questions. The following tables (Figures 1 through 5) provide the percentages for participant demographic variables included in the survey (i.e., gender, race/ethnicity, units completed, enrollment status, and parents' level of education). Missing responses are not included.

Figure 1: Gender



The sample consisted of 549 participants; approximately 59% of them were female, while approximately 40% were males. Less than one percent (.60%) marked other.

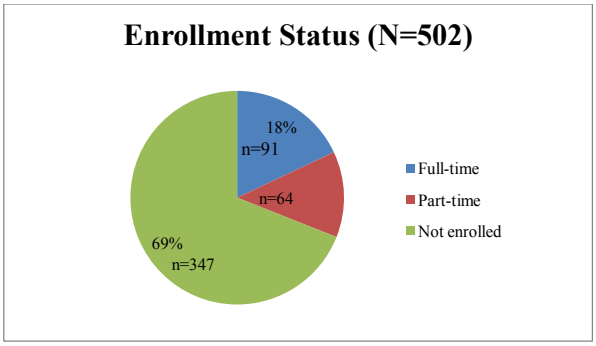
Figure 2: Race & Ethnicity



**Students were asked to check all that apply. Therefore, percentages exceed 100.*

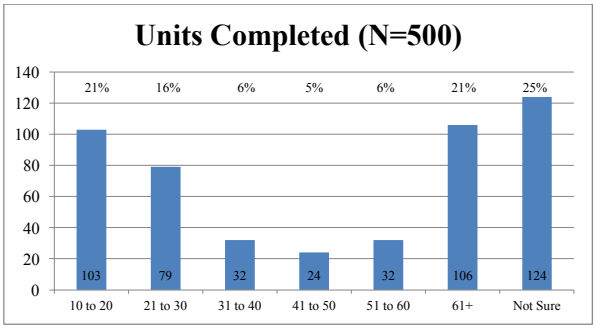
Approximately 43% were white/Caucasian, (Non-Hispanic), while the remaining participants were Mexican American/ Chicano (19%), Asian American (16%), African American (10%), Latin America/Other Latino (6%), Native Hawaiian/ Pacific Islander (3.6%), American Indian (3.3%), and Other (6%).

Figure: 3: Enrollment Status



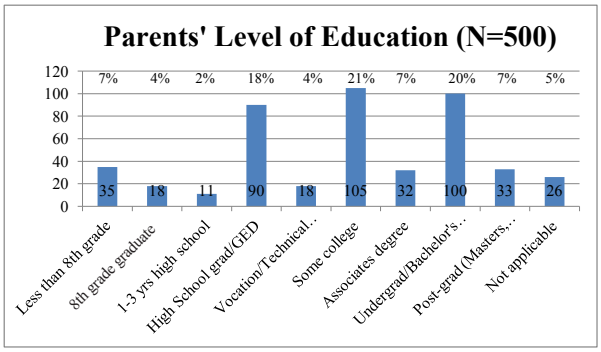
The enrollment status of the sample includes not enrolled (69%), full time enrollment (18%), and part-time enrollment (13%).

Figure 4: Units Completed



Participants were asked about units completed. The highest percentage includes respondents who were not sure (25%). Twenty-one percent had completed 61+ units, six percent between 51 to 60 units, five percent between 41 to 60 units, six percent between 31 to 40 units, sixteen percent between 21 to 30 units, and twenty-one percent between 10 to 20 units.

Figure 5: Parents' Level of Education



Parents' level of education varied widely with seven percent having less than an 8th grade education. Eighteen percent had attained their high school/GED diploma, twenty-one

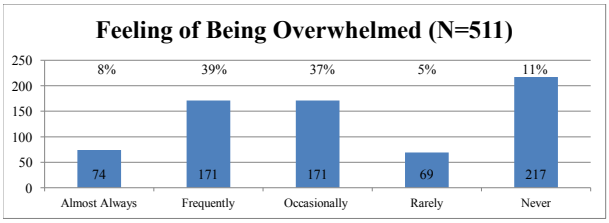
having secured some college experience, and 7 percent attained their associate's degree. Twenty percent of parents attained their undergraduate degree, with seven percent receiving graduate degrees.

Mental Health

OVERWHELMED

While enrolled at Sac State, how often did you do the following – Feel overwhelmed by all you had to do?

Figure 6: Feeling of Being Overwhelmed



As revealed in Figure 6, 47% (n=245) of student responses indicated that they almost always to frequently felt overwhelmed. The high response of feeling overwhelmed may be attributed to students not being prepared for college by not having the correct information or guidance in knowing what college entails. Students may think that they have to do it all on their own since they are adults, and may not seek the assistance of services on campus. This sentiment was shared by students in response to the question: **What obstacles/challenges did you encounter while attending Sacramento State?** One student indicated: "Overwhelmed. I felt prepared going to the university for the classes but not for the workload without any adequate study skills to use. I just constantly fell behind and had no clue how to catch up. I also absolutely and most importantly had no clue how to stay on top of course work and choose classes or interact with counselors or major advisors to help me pick classes. It was basically whatever classes were open I got, and that was neither productive nor helpful towards major completion."

Conversely, 16% (n=95) of the students responded that they rarely or never felt overwhelmed. Students who fall into this category may be transfer students who have already experienced college life, and are aware of what is expected of them in order to succeed. The following responses indicate that students were able to function without being overwhelmed. One student indicated: "I had some very good teachers for several of my classes who taught the material well and used different media and activities to help the material sink in and keep us engaged." Another student wrote: "I've never felt so independent in my life. This was once in my life I escaped from the struggles and family problems at home. This taste of freedom and independence felt so amazing. Sometimes I let my freedom get out of hand and I kind of struggled with school work. But it did not affect me as much compared to being stuck at home."

For some students, stress serves as a motivator and improves their academic performance. This was evident in the focus group responses. One student indicated: "Academically, I kind of like having more stresses, more things to do. I am kind of the opposite; if I have less to do I'd do less. If I am worried, I'd do more. So I absolutely am going to do it and don't actually think of it as a big task, and so I am embodied with a lot of work I just function better. I mean I get stressed but I don't get over stressed or angry, but I just start visualizing that I have more to do." Another student indicated: "I also handle stress very well. It doesn't really make me angry. It kind of gets me more focused sometimes, in a weird way. Works as well, so I kind of enjoy the adrenaline rush."

Thirty seven percent (n=171) responded that they sometimes felt overwhelmed. Students could experience certain times throughout the academic year where being overwhelmed is normal, (i.e., meeting deadlines and final exams). How students cope with being overwhelmed during these peak periods is essential to promoting student success. The inability to achieve balance among these demands often precipitates long-term emotional and behavioral changes (Gall, Evans, & Bellerose, 2000). This feeling of being overwhelmed is expressed by one student: "When I came here, I thought I could keep up with the same amount of courses and I was going at night and I was working during the day, and I was overwhelmed." Another student indicated: "I felt like I was not good enough to be a student in a University. Most people were smarter than me and they get the material more quickly than I do. Maybe the things that college students are supposed to be learning are not getting in my head or they do not stay in my head for long period of time. And whenever I try to find a spot to study on campus, it felt like it's always a scavenger hunt. When I finally find a spot, I'm already exhausted."

Recommendations:

- Conduct a psychological needs assessment during the admissions process or at orientation. A follow-up assessment should be given to students at the end of each

academic year in order to be responsive to the changing needs of students as they pursue their degree.

- Continue to emphasize at orientation the importance of accessing available campus academic support such as tutoring and counseling services, as well as stress management workshops available through The WELL. These workshops teach students techniques to cope with the negative emotions and physiological triggers that often accompany performance in areas where they lack confidence and academic skills.
- Continue to develop support groups for students where they can share their feelings and worries with their peers. The support does not have to come through formal meetings or discussions. It can be fun by offering relaxing activities where students can hang out and take their mind off of college.

WORRIED ABOUT MENTAL HEALTH

While attending Sacramento State, how often did you feel concerned about your mental health?

Figure 7: Worried About Mental Health

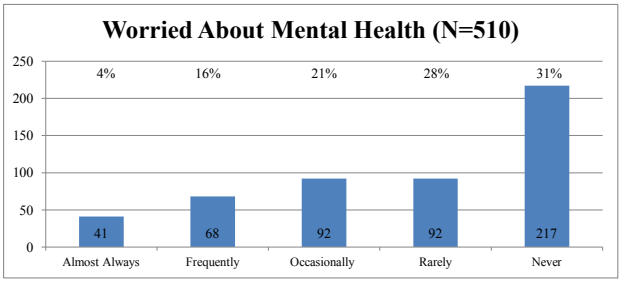


Figure 7 shows 59% (n=309) of responses indicated that students rarely to never worried about their mental health. This response rate indicates that a little more than half of the students are able to cope with the demands in both their personal life and the university, and are mentally healthy. In response to the open-ended survey question: **What strategies do you use to cope with the stressors of daily life?** One student indicated: "I can't sing, but I live to sing. If I get into an argument with my daughter or something like that, I go into my room and listen to music. By the time I am done, I don't even remember why I am mad." Other students found that exercise really helped to keep their stress levels down and is evident in the following responses. One student wrote: "I do exercise to relieve stress. Outside of school besides exercise that's all I do." Another student wrote: "Exercise helps me to get my mind off things. Hanging out with family and friends not related to school or work really helps."

In today's demanding college environment, resiliency is critical to academic success. The psychological and emotional struggles of college students have been outlined as important and growing concerns, in addition to a mental health crisis occurring on the nation's college campuses (Kadison & DiGeronimo, 2004). Each year, approximately one in four Americans experiences a diagnosable mental illness (National Institute of Mental Health, 2006). The majority of these individuals are students who are attending college (Collins, 2000). Recent estimates on the prevalence of mental health issues on college campuses are as high as 30% (Eisenberg, Golberstein, & Gollust, 2007).

Conversely, 21% (n=92) of students occasionally worried about their mental health. The concern with mental health issues could be attributed to deadlines and exams for students, in addition to outside influences that could affect a student's well-being and mental health, such as working and attending college. Working while in college can be stressful and require students to readjust their schedules in order to get everything completed. Or some students found their choice of major and the university procedures to be an aggravating stressor. For example, one student indicated: "I did not expect the impacted program to be so competitive. In the end it really stressed me out and was not good for my mental health." Another student responded: "I was dealing with a whole bunch of things at the time which was not beneficial to me. All I want is that damn diploma and you guys make it so hard to get. You guys just don't understand the struggle I personally had to go through. I'm not stupid; you can look at my previous grades. But shit happens in life, and you guys just treat every student as a paycheck. I doubt you even care what happens to us. I mean some educators are passion-ate about seeing students succeed. There are some who are going to school to collect money from financial aid and blah blah blah and taking bullshit classes, but there are also students like me, who just want to finish and graduate. But it's almost impossible if it's so hard to get back in, and you guys don't even know half of my story."

Lastly, 20% (n=109) of student responses indicated that they almost always to frequently worried about their mental health. According to the 2011 National Survey of Counseling Center Directors (Gallager, 2011), a trend of students

with severe psychological problems was reported by 91% of directors (Castillo & Swartz, 2013). The increasing number of college students with mental health issues has prompted universities to reexamine their campus mental health support policies (Nolan, Ford, Kress, Anderson, & Novak, 2005). The need to do the same at Sacramento State is evident by one student indicating: "I was not able to get the psychiatric counseling and mental health services that I needed. I was told that I had exceeded the amount of therapy I could receive and that, even though I was considered extremely high-need, there was nothing that could be done for me anymore. My professors were extremely insensitive to mental health issues and showed no concern for me whatsoever. It took years after leaving for me to get back on track."

Based on a national survey, Kessler, Foster, Saunders, and Stang (1995) found that 86% of students with mental health disorders dropped out of college. This is twice as high as the general college dropout rate, which is estimated to be between 30% and 40% (Astin & Oseguera, 2005; Porter, 1990). Mental health disorders were responsible for several of Sacramento State students' attrition. One student indicated: "My mental and emotional issues (bipolar, PTSD, borderline personality disorder) and the lack of understanding and support from the disabilities department and some professors were a challenge." Another student stated: "The biggest challenge was maintaining good mental health. Throughout most of my time at the college, my mental health was a large concern."

Mental illness remains a personal and stigmatized issue, serving as a barrier to accessing mental health care. Left untreated, persons with mental illness are at a greater risk of experiencing poor mental health outcomes and becom-ing suicidal in the future (Czyz, Horwitz, Eisenberg, Kramer & King, 2013). The impact of not seeking help for mental health issues was evident in this study. For example, one student indicated: "I would have panic attacks monthly. I slept on average 4 hours a night with naps at school or in my car. I worked about 20 hours a week during college, but school was so demanding it took all of my time. My relationships suffered greatly. I was so stressed out and sleep deprived I lost weight. I still have nightmares about going back to school because of the amount of stress I experienced." Recognizing that mental illness is extremely prevalent among college students, universities can play a major role in transforming perceptions about mental illness (Hunt & Eisenberg, 2010).

Recommendations:

- According to the First Year College Experience Report (2013), 53% of students were not satisfied with the psychological services at CSUS. With the high prevalence of mental health issues affecting college students, and the student narratives in this study, an assessment of campus wide psychological and counseling services is warranted.
- Train university faculty and staff to identify students who perceive a need for help, as many students are reluctant to seek out services in part because of concerns about what others might think because of self-imposed or public-imposed stigma.
- Mental illness stigma reduction efforts (i.e. mental health events and speakers) by the university is needed to promote a culture where help-seeking behaviors and accessing such services are embraced, not shamed.

Depression

While attending Sacramento State, how often did you feel depressed?

Figure 8: Experienced Depression

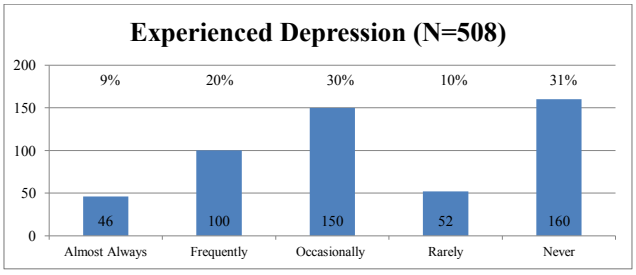


Figure 8 shows that 41% (n=212) of students responded they had experienced depression rarely to never. While it is normal for students to experience some depression sometimes while attending college, those students who experienced depression on a daily basis are those who are in most need of psychological assistance. As Levine and Cureton (1998) indicated, the stresses and costs that untreated depression places on institutions of higher education are very significant. There is little debate that colleges and universities would benefit from programs that creatively engage their students in positive options for prevention and early detection of depression (National Mental Health Association, 2002).

Conversely, 30% (n=150) of students occasionally experienced depression. These students may have a higher level of self-efficacy and have developed coping strategies that enabled them to effectively manage the challenges encountered without becoming negatively affected by them and is indicative of having a healthy mental state. Some students explicated that their departure from the university was not as a result of a mental health problem, and instead, was a result of a conflict between their personal values and the goals of the university. For example, one student indicated: "I didn't have a reason to be there (depression, anxiety). I didn't have a plan and there is too much focus on getting a degree and not enough on what it takes to get one, leading to significant devaluation of diplomas."

Twenty nine percent (n=146) of students responded that they almost always to frequently experienced depression. Students experiencing frequent depression are more likely to drop out of college if untreated (Astin & Oseguera, 2005). Community psychology conceptualizes human behavioral problems and solutions as part of a social context (Zax & Spector, 1974). This perception has led to the view that student depression can best be understood as resulting from the stressful educational environment and in turn can result in poor academic outcomes. This was a sentiment held by many students. When asked the question: **What was your main reason for leaving Sacramento State?** One student indicated: "I suffer from anxiety and depression. This didn't pair well with my school and work schedule as I worked two jobs and could barely pay my bills or keep up my grades. Unfortunately, the university wasn't the right fit for me at that time." Another student responded: "For me, I hit rock bottom last year and I went through a depression also. I was trying to come back but I was trying to fix myself also and now I am just trying to get back and it is just hard trying to fight for financial aid and everything."

Research on depression among college students revealed that students who were less involved on campus, were more likely to experience depression, especially first generation students (Mehta et al., 2011). This sentiment was shared by one student when asked the question: **What obstacles/challenges did you encounter while attending Sacramento State?** One student responded: "I had depression. Lots of it actually. School made me wonder if I would even have a place to live at the end of a semester."

Recommendations:

- Depression needs to be addressed campus wide in order to raise student awareness about the counseling and wellness services available at Sacramento State in order to support students when they are experiencing depression.
- Provide effective mental health outreach and treatment to students who are showing signs of feeling depressed, or distress with an urgent need for relief.
- Encourage students in distress to enter into treatment where long-term suicide risk could be reduced by psychiatric and psychological interventions.

Suicidal Thoughts

While attending Sacramento State, how often did you consider suicide or suicidal thoughts?

Figure 9: Suicidal Thoughts

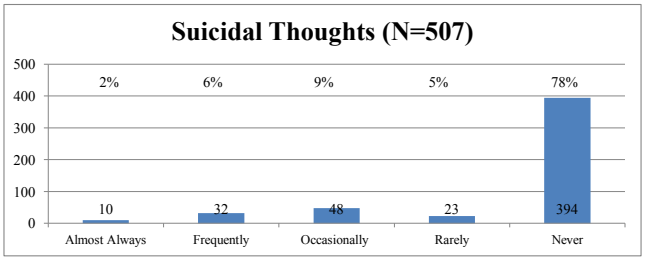


Figure 9 shows that 78% (n=394) of student responses indicated that they never considered committing suicide. This statistical response clearly indicates that most students were able to attend college without feeling overwhelmed or depressed to the point that suicide would be considered. College student suicide, or attempts at suicide, has become an increasing concern for university officials, faculty, and mental health professionals on college campuses (Haas, Hendin, & Mann, 2003). Currently, suicide is the third leading cause of death among young adults aged 18–24 (Barrios, Everett, Simon, & Brener, 2000). Moreover, approximately 24% of college students have seriously considered suicide, and 5% reported making a suicide attempt at least once a year (Westefeld et al., 2005).

Fourteen percent (n=71) responded that they occasionally to rarely considered suicide. Again, a closer look as to why students would consider suicide should be explored in future research. If students are thinking in this manner, the underlying issues and triggers need to be addressed.

Given the perceived importance of obtaining a college degree, avoiding failure, or the impression of avoiding failure, becomes one of the primary goals of college students. For those students who have a difficult time adjusting to college life, establishing failure-avoiding scenarios may be important within the first few semesters of attending college (Covington, 1993). For instance, individuals with adjustment and identity difficulties may delay their transition in order to protect their sense of self-worth (Burka & Yuen, 1983).

Procrastination is not only an ineffective self-defense, but it is also a self-defeating strategy that may precipitate negative performance, emotional, and behavioral outcomes (Ferrari, 1994, 2001). Specifically, college student procrastination has been associated with low self-esteem (Beck, Koons, & Milgrim, 2000), emotional distress (Lay, 1995), and self-handicapping behaviors (Ferrari, 1991). However, stress brought on by academic factors, can increase a student's feeling of contemplating suicide. This is confirmed by one student strongly indicating: "The professors were only interested in making us want to commit suicide since they did not teach us anything relevant to the real world and instead failed us even when we diligently attended class and did our work. Corrupt administration still exists in this state's public educational system."

A small percent of students, 8% (n=42), responded that they almost always to frequently considered committing suicide. Students seriously contemplating suicide may have had other mitigating factors going on in their lives, outside of attending college, which may have added to the pressure. Students who are powerless and living in silence with a mental illness are often unable to see any prospects of a resolution or fail to seek a resolution to their illness, and are at a significantly greater risk of becoming suicidal (Czyz, Horwitz, Eisenberg, Kramer & King, 2013). The incidence of suicide among college students is a dismal reality, with one study finding that 6% of undergraduates and 4% of graduates had "seriously considered" committing suicide (Hunt & Einsenberg, 2012). The implications to the issue of suicide is that college presents a multitude of stressors for students with courses always culminating with a final exam, project, or paper that can often exasperate students' mental health. Moreover, when someone is suffering mental distress and seriously considering suicide, it may be all-consuming. For example, one student indicated: "Suicide was on my mind 24/7. Caring about my grades was the last thing on my mind." Another student expressed frustration about the bureaucracy of Sacramento State, and was the precipitator to having suicidal thoughts. This student wrote: "Eff corrupt administration, offer students and former students refunds on tuition, abolish diagnostic exams, make classes competency based, give us GPA forgiveness by allowing us to wipe away grades we don't want on our transcripts. STUDENTS ARE NOT GUINEA PIGS FOR YOU TO ABUSE TO DEATH. HOW DARE YOU MAKE US WANT TO COMMIT SUICIDE FOR OUR DEGREES."

Recommendations:

- Students should have a safe haven where they can seek counseling services should they consider suicide. The campus mental health services and 24 hour suicide prevention hotline should be made visible to students so students can access such services before or during a crisis. Provide educational programs and materials related to stress and suicide to faculty, parents, and to families of incoming and continuing students.
- Faculty and staff should be trained to identify students showing signs of depression or suicidal thoughts and persuade students to seek help. This can include students who have identifiable personal problems and are using one or more ineffective coping strategies. The campus should establish a mental health task force that can oversee the strategic planning process and review on-going efforts.
- Offer general stress-reduction programs on a regular basis, along with non-clinical student support networks. Take a campus-wide approach to address both individual and environmental factors associated with suicide. The entire campus needs to serve an active role in suicide prevention since suicide is a complex problem.
- Resident Advisors (RAs) should be provided with ongoing training to identify signs of mental illness and be responsible for discussing issues regarding suicide issues with students residing in the dorms. If warranted, these assistants should seek psychological intervention if student(s) show signs of anxiety, depression, or having suicidal thoughts.

Economic Concerns

SATISFACTION WITH FINANCIAL AID

When you were enrolled at Sacramento State, how would you rate your satisfaction with the financial aid services?

Figure 13: Satisfaction with Financial Aid

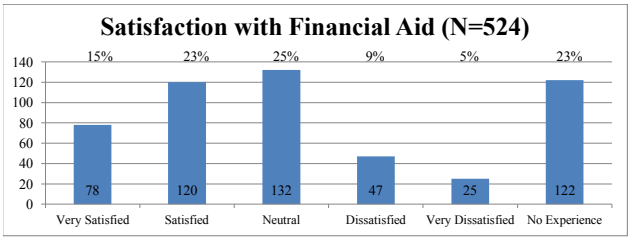


Figure 13 shows that 48% (n=254) of student responses indicated that they were neutral to having no experience with financial aid. This could be indicative that students were able to finance their education by other means, i.e., parents or other family, scholarships or grants. Financial burdens, college expenses, and overall debt are greater for the millennial student. This is due, in part, to rising costs associated not only for tuition, but for daily living expenses. Students from lower socioeconomic backgrounds, including the majority of first generation students, have been the direct recipients of the shift to the market concept of education, and have had a larger dependence on financial aid, loans and grants (Mehta et al., 2011, St. John, Daun-Barnett, & Moronski-Chapman, 2013).

Traditionally, it has been a goal of financial aid policies to bridge the gap between the family socioeconomic background and college opportunities (McPherson & Schapiro, 2006). Prior research reveals that different forms of financial aid have distinct and different outcomes on college enrollment, and these results often vary between different subgroups of students (DesJardins 2001; Heller 1999; Paulsen & St. John 2002). Generally, the research results suggest a positive impact of grants and loans in promoting college enrollments (Heller 1999; Moore et al. 1991); however, this positive effect seems to have different outcomes when taking into consideration student characteristics such as income, age and race (Avery & Hoxby 2004; Heller 1997). For example, one student indicated: "I am a working adult student attempting to graduate from college now because I had to work when I was younger. It is difficult for me to afford Sac State, but I am not eligible for aid because I make too much money. I feel that there is little support through Sac State for someone in my position. When I transferred in I felt like the counselors didn't take me seriously as a student because of my age. I had no recourse when I was disenrolled; there was no one to appeal to. I worked hard to transfer in with a 3.9 gpa, then I couldn't keep up financially. Work on campus would have helped, but by then I was disenrolled, and so, ineligible. In addition, I drive 65 miles to campus, and so incur more financial and time pressure." If students are unable to secure any form of financial aid assistance, this may deter students from submitting an application and/or enrolling in college.

The increasing gaps in enrollment and the increasing inequality in postsecondary opportunities suggest that financial aid policies mitigate the influence of family income and related socioeconomic factors has not effectively reduced the gaps in college enrollments (Hearn 2001). Student responses to the question why they dropped out of college support this sentiment: "Cost of tuition, as I did not qualify for grants or fee waivers, and had to take out loans to attend. Very costly, and the tuition keeps increasing, making it difficult to return." Another student responded: "I was paying for college myself. My parents did a lot of investment into real estate before the market crash, so while their investments were hemorrhaging funds they still counted against me to get financial aid. I had to work 30 hours a week during school and full time during the summer. When I first attended, it cost $1600 a semester. In two years, it doubled to $3200. All the while I see new signs being built for aesthetic purposes and a fancy gym. I respect the business decision, but for a school that prides itself on first generation college students and being a commuter college for our working community, I never understood why were put in a position while the costs would increase so drastically. I don't want to drown in student loan debts. So I left. I struggled until I got a job and finished up school online."

Thirty eight percent (n=198) of students indicated that they were very satisfied to satisfied with the financial aid services. This can be interpreted as students who received some form of financial assistance and did not encounter problems in receiving their funds.

Lastly, 14% of students (n=72) indicated they were either dissatisfied or very dissatisfied with financial aid services. These students most likely encountered a problem receiving their financial aid, had a reduction in their financial aid, or found navigating the financial aid policies to be a challenge.

When asked the question: **What was your main reason for leaving Sacramento State?** One student indicated "I think it was the fall of 2012 that the financial aid came and they cut my financial aid package by $2,000. And I was living so close to the edge financially. I didn't have that wiggle room, and I was unable to find work to make that up. Then somewhere in February of 2013, was when I reached that point of no return where even if I did find a job there was nothing I could do. I just couldn't be able to make it financially."

For many students, the maximum financial aid award was too low and was a major source of their dissatisfaction. This sentiment is reinforced by one student indicating: "I had three semesters left and the cap on my financial aid had been reached and I didn't even know about the hard cap. I wish someone had told me about that because I could have taken some loans and finished in two semesters, but as soon as that hard cap was reached, I couldn't take out any more Stafford loans and then that was that. I had to borrow money from an aunt to finish the last semester." When asked the question: **What obstacles/challenges did you encounter while attending Sacramento State?** One student indicated: "The financial aid department was very unhelpful. The department put off processing my application and I never received any kind of financial assistance even after the semester. I ended up paying out of pocket for a class I failed in." Another student indicated: "I was pretty stressed out because I had a part time job while I was going here and I could tell I wasn't doing great because of my grades, but I misunderstood the difference between the SAP (Satisfactory Academic Progress) and the Good Academic Standing and I thought I was OK; but then I realized once it came time that I wasn't going to get the money so…" Another student indicated: "For me, it was hard to ask a question if you don't know what question to ask. So for me I would have never known there's a cap on financial aid unless someone from financial aid could have said there is a cap and you are approaching it. So for me it seems like they are shifting the responsibility to the student who has no clue what is going on and so you rely on experts to give you that information. I wasn't given that information. So students need to be told you are approaching your cap next semester so you may want to look at other options for funding."

The dissatisfaction with navigating financial aid policies was a sentiment held by many. Several students requested that financial aid make their policies more visible and that financial aid advisors communicate with students before the students' standing changes, or before they reach the cap, to avoid delays in receiving financial aid funds or to make other plans to cover tuition and school expenses. For example, one student indicated: "It would be helpful if there is any way to make financial aid requirements and limitations more prominent so we could know and then plan ahead. I know the information is available online, but not highlighted or anything link within a link." "Please let students know when they are about to reach the financial aid cap so they may plan for it."

Recommendations:

- Having greater access to college costs and financial aid information will increase the likelihood of students applying to college and maintaining retention while enrolled. Efforts to provide detailed financial aid to prospective and current students should be ongoing.
- Knowing when and how financial factors affect a student's departure could increase the efficiency and effectiveness of policies designed to remedy financial related attrition. An improved understanding of what types of financial aid are most effective and how much aid needs to be varied to obtain optimum results could improve aid strategies and make students more likely to succeed.

JOB INTERFERENCE

While attending Sac State, how often did you feel that your job responsibilities interfered with your school work?

Figure 14: Job Interference

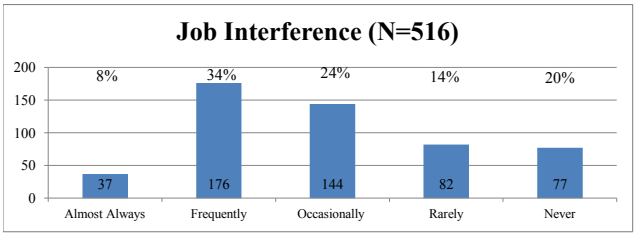


Figure 14 shows that 42% (n=213) of student responses indicated that working almost always to frequently interfered with their studies. Working extensive hours and going to school can cause a hardship for some students. While some students are able to balance their time between the two factions, others find it difficult to stay on track, particularly due to supervisors not being supportive of the student's educational goals. For example, one student indicated:

"I came last year in the fall of 2013. I got financial aid, but I still worked a full–time job. It was 35 hours a week. My boss was not supporting my education. He would make me miss school or get fired. So I mean I still needed the money because I was not living with my parents and I was living independently." Another student indicated: "I think the biggest obstacle was I was working. I wasn't working full time, but I was working 32 hours some semesters, and then when I had a fuller load, I had to go down to 24 hours every one or two semesters."

A workload for a full time student is likely to cause elevated levels of psychological and physical fatigue that may undermine an individual's ability or motivation to meet the obligations required of them while attending college (Mortimer et al., 1994). This is verified by one student stating: "It was a little difficult for me to do assignments that required me to interact heavily with other students because of my full time work/school schedule." When asked the question: What obstacles/challenges did you encounter while attending Sacramento State? One student indicated: "As a college student working to pay for tuition, it was extremely difficult to continue my education and work at the same time. I would have to work over 40 hours a week in order to pay for college, which left me with no time to study or attend classes. College should never be so expensive that dedicated students like me can't even afford it. As a country, I almost guarantee that we are leaving so much talent on the table because our greed forces those students out of school."

The 34% (n=159) of student responses indicated that they rarely or never were affected by their job responsibilities. Swanson, et al. (2006) suggested that some students are better able to continue to work while attending college because of their experience maintaining jobs during high school and therefore, have mastered the balance between employment and coursework. While there are a number of students who choose to work while attending school in order to maintain their continued lifestyle (Broadbridge & Swanson, 2005; Curtis, 2007; Holmes, 2008; Swanson, Broadbridge, & Karatzias, 2006), many students must work in order to provide for basic needs, such as rent, food, and family obligations (Curtis, 2007), particularly those from low socio-economic status who are twice as likely to work when compared to their financially better-off peers (Callendar, 2008). These students are more likely to take out student loans to finance their education, and therefore may continue to work out of concern for post-graduate loan repayment (Curtis, 2007; Watts & Pickering, 2000). Kulm and Cramer (2006) concluded that student loan debt in the early 2000s was 85% higher compared to students who graduated ten years prior (i.e., early 1990s average $8,200; early 2000s average $15,100).

The continued rising costs of college tuition indicate that many students will need to work to help re-pay their student loans. It is generally assumed that working long hours may affect student achievement, advancement and success because it interferes with a student's ability to meet school related demands and obligations (Steinberg & Cauffmann, 1995). As one student indicated: "I think mine was I was trying to find stability with working 40 hours and being a single parent." Having to work extensive hours and go to school puts students at a disadvantage." This disadvantage could mean that studies and grades will suffer, while trying to maintain a job that will help support a student's financial obligations.

Conversely, 24% (n=144) of students responded that their jobs interfered with their studies occasionally. This statistic is indicative that students are working to support their educational goals and daily necessities, and their work positions may interfere with their studies at certain times, perhaps during peak academic demands such as during mid-term and final exams.

Recommendations:

- Suggestions on how to help working students succeed in college include: offering courses in the evenings, on weekends, and in distance education formats; establishing course schedules in advance; offering students access to academic advising and other support services at night and on weekends; and providing child-care options.
- Students should be taught functional ways of coping with adverse situations, both at school and at their jobs. Inform students how work can interfere with their studies. Encourage the campus to work with employers, both on and off campus, so employers and students are aware that their studies are first priority. Make the workload reasonable with clear goals.
- Intervention strategies such as work-schedule flexibility and job enrichment should be implemented in an effort to maximize the positive and minimize the negative outcomes of employment during the academic year. Creating an institutional culture that promotes the success of working students will require a campus-wide effort that

involves the university administration. Colleges should encourage, reward, and support faculty members who adapt their instructional practices to promote the educational success of working students.

Social Concerns

LONELINESS/HOMESICKNESS

While attending Sacramento State, how often did you feel lonely or homesick?

Figure 10: Experience Lonely/Homesickness

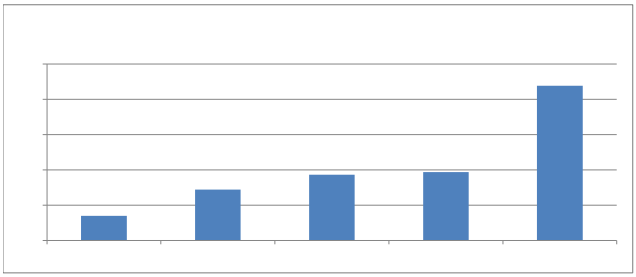


Figure 10 shows that 32% (n=219) of student responses indicated that they never felt lonely or homesick. This could be attributed to students who did not have far to commute from home, students who had constant contact with their families, or students with less of an attachment with family. The effect of social anxiety is a fair predictor of homesickness and missing family, but it is an even better predictor of the level of social support at college. However, the changes that result can, at times, be stressful for the student, as he or she leaves existing sources of social support behind, i.e., friends and family. Commonly, this stigma of isolation creates feelings of homesickness and the increased desire to return home (Fisher & Hood, 1987).

Fifty percent (n=190) of students responded that they occasionally to rarely felt lonely/homesick. Possible reasons for not experiencing loneliness or homesickness include students keeping busy with their studies, their jobs, and social activities. For young college students, the transition to college is generally viewed as a positive step in life involving many new opportunities for students. However, this transition is not without its challenges, especially for those students who must move away from home to attend college. This represents a significant change from previous routines and lifestyle, as well as adapting to a completely new environment involving academic, social and residential challenges (Fisher & Hood, 1987). While initial feelings of homesickness are obviously common for many students, if not all, prolonged feelings of homesickness often prove to be problematic (Urani, et al., 2016).

Eighteen percent (n=107) of student responses indicated that they almost always to frequently felt lonely or homesick. For most students, the transition to college involves many social and psychological challenges, which include leaving the family home, losing past friendships, and establishing a new social and support network (Holahan, Valentiner & Moos, 1994; Mounts, 2004). Social relations form the basis of social organization and social structure. Burt (1993) showed that persistent feelings of homesickness can lead to a lack of concentration and ability to perform work duties or studies, along with absent-mindedness and cognitive failures. Thus, homesickness in college students is an issue that must be taken seriously, for it can influence one's level of success in adapting to their new lives as college students and adjusting to their new environment (Fisher & Hood, 1987). The inability to adjust and the persistent loneliness was a sentiment held by one student who indicated: "When I first enrolled in CSUS, I didn't think about how I would be far from my home in LA. During my years at CSUS, I had trouble getting comfortable with my living situation and social life." Another student wrote: "I felt very lonely and alienated not only because I am not a minority, but because I was considerably older than most of the students. I didn't feel a very inclusive, open, friendly feeling while on campus." The lack of connection to the Sac State community was a sentiment held by many. In an open ended survey question, one student wrote: "Although I rushed a sorority my first and only semester at Sac State, I almost always felt like I didn't belong. It could have been that I didn't live on campus as a freshman, or that my core group of friends did not attend school at Sac State, or that I thought I was too cool to be involved, but there was a disconnect between the campus community and me. I never really felt like part of anything on campus." Another student indicated: "Maybe I didn't involve myself in the community but to me I didn't see a place for myself to be a leader or a follower." Hartley's (2011) paradigm of intrapersonal and interpersonal resilience in relation to the ability to cope with change and interact in a social support network demonstrates the need for each and every student to be embraced by the college community.

Recommendations:

- Early identification and intervention that address separation issues may lead to increased confidence. These identification efforts should start with educational programs initiated by high school counselors and continued through college.
- Assistance with improving academic and social integration may increase retention of students. Faculty mentoring and small special interest seminars offered by the university can enhance the students' feeling of self-efficacy. Several faculty and student events held throughout the semesters can provide opportunities for essential social interactions so students can feel part of the university, and offer a sense of community.
- Initiative, effort, and persistence are the skills necessary for successful adjustment to new situations, i.e., adjusting to college life. Encourage students to participate in social organizations to help eliminate the feeling of being lonely and/or homesick.

SOCIAL LIFE INTERFERENCE

While attending Sacramento State, how often did you feel that your social life interfered with your school work?

Figure 11: Social Life Interference

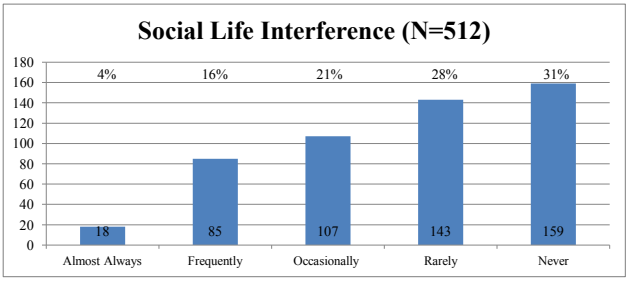


Figure 11 shows that 59% (n=302) of student responses indicated that they rarely to never had their social life interfere with their school homework. This high response rate is indicative that more than half of the students were able to balance their time spent socializing effectively in order to meet the demands of their courses. However, for some students, the challenge was not balancing their time socializing, but rather making themselves engage socially. For example, one student indicated: "For me, the big thing for me is not to be isolated to be around people more because I am not a sociable person so if I stay isolated I tend to brew on things more than it needs to be." Healthy relations with peers has been described as "the single most important environmental influence on student development" (Astin, 1993), and acts as an academic and personal support network that positively influences students' development (Tierney, Corwin, & Colyar, 2005).

Balancing the demands of a full course load, extracurricular activities and part-time jobs can become overwhelming to some students. Weidman (1989) was one of the first to argue that a socialization model is necessary to fully understand college impact. Brim (1996) defines socialization, incorporated by Weidman, as "the process by which persons acquire the knowledge, skills, and dispositions that make them more or less effective members of their society." Weidman (1989) stresses the importance of understanding both the individual and the groups and environments that influence the individual. From the individual's point of view, socialization entails learning the appropriate behaviors and attitudes of the group, followed by interactions with others who exemplify the norms of that particular group. An individual learns appropriate social norms according to how group members react. For students, this entails norms regarding primary socialization with faculty and peers, with additional influences from family members and employers.

Twenty one percent (n=107) of student responses indicated that they occasionally had their social life interfere with their school work. This could be indicative of certain occasions such as birthday and holiday celebration that take up significant time around the same time that academic demands are high.

Lastly, 20% (n=103) of responses indicate that students almost always to frequently had their school studies interrupted by their social life. Peer approval among fellow students will make students feel at ease and accepted. However, the reverse can also be applied in being too overly social. This is confirmed in this study, as one student stated: "I simply was not ready to be a college student. All I wanted to do was party and I had no real direction in life. I lacked the motivation to succeed academically in a college setting and needed to take time for self-discovery." Another student indicated: "Unfortunately, I valued (subconsciously) my social relationships out of school more than my academic school work. My social life got in the way of school." When asked the question: **What resources would be helpful if you were to return to Sacramento State?** One student

indicated: "I would meet off campus because I lived in the dorm, so I kind of just had really poor study habits. Also I got way into my social life." Another student indicated: "I think I need more "me" time. I am too much of a social person I am always with people and never alone. I have a friend waiting in the car for me right now."

Recommendations:

- Educate students on how to balance their social activities with their school work. Social engagement with family and friends is important for college students to consider because these networks can serve as potential allies. Students should set their priorities so they can devote time to their friends and family while maintaining a good academic standing.
- The campus should continue to scale up the offering of workshops and resources on time management to give students the tools needed to participate in social activities and keep up with their studies.

WORRIED ABOUT FAMILY

While attending Sacramento State, how often did you feel worried about family problems?

Figure 11: Worried About Family

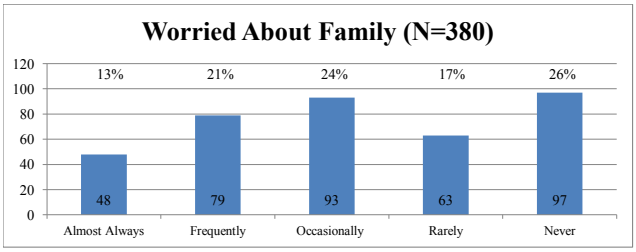


Figure 11 shows that 43% (n=160) of responses indicated that students rarely to never worried about family issues. The numbers reflect that students who did not put too much emphasis on family issues could indicate that their home environment was satisfactory. Not having to worry about family issues would make it easier for students to concentrate on their studies.

Thirty four percent (n=127) of student responses showed that students almost always to frequently worried about family issues. These responses could be attributed to family issues that occurred while students were attending school. As Revenson and colleagues (2015) suggested, "Major life stressors are not experienced in a social vacuum. When one family member is experiencing ongoing, complex stressors or life strains, other family members are affected." Given the impact of stressors on the family dynamics, studies have shown how family members cope with stressors such as divorce (T. D. Afifi et al., 2006), natural disasters (e.g., W. A. Afifi, Felix, & T. D. Afifi, 2012), and illness (e.g., Koehly et al., 2008).

When asked the question: **What obstacles/challenges did you encounter while attending Sacramento State?** Several students experienced negative effects on their social lives or academic performance as they balanced their school and home lives (Schmidt & Welsh, 2010). Many students indicated that their concern for family was a major obstacle. For example, one student indicated: "My parents were going through a divorce and fighting constantly. It started in my high school year and unfortunately I was only seven miles away north and they brought it to me and I was in the middle and it was just really hard and I still don't know what to do." Another student wrote: "I was going through a lot of family and financial issues at the time I was enrolled at Sac State. My family was falling apart and I was on my own for the very first time. I was not mentally prepared for college."

For other students, family illness was the obstacle. Schmidt and Welsh (2010) focused specifically on the college students' adjustment when a family member was ill and found the adjustment was significantly related to social support and attachment to the family member. For one student, his father's illness made it extremely difficult to adjust: "When I first transferred, I was not prepared for the change in work load. I had no idea that I could've gone to see a tutor on campus, or even talk with a counselor. My father's health has been an obstacle for my college success since day one at Sac State. Learning how to cope with my father's illness and still be a functioning person was extremely difficult and still is."

Another student indicated: "I started in 2013, and was very excited as my first semester went very well. But my mom had heart failure for the first time. So I just couldn't go through it. Sorry I was getting emotional. It was really hard for me to focus because I was at the hospital throughout almost the whole semester that she went through heart transplant surgery." For another student, multiple illnesses and losses were major obstacles: "I started at Sac State in fall 2010. During that time, my grandfather was really sick, and he later passed away. Then, the following year, my great grandma was sick too and passed away on the same day as him but different year. That was really hard on me. Then, I stopped going to Sac State when my cousin just passed away. She had no signs

of being sick, and we grew up together so it was really hard. Now, every year during Thanksgiving and Christmas it's sad without them, and right before finals and the beginning of the semester it is a constant reminder." Students coping with loss or family issues have lower grade point averages than their peers (Servaty-Seib & Hamilton, 2006).

Additionally, college students might have difficulty making sense of their different and sometimes conflicting roles as students, employees and family members (Perna, 2010). As one student indicated: "I was experiencing a lot of stress and pressure from home which had affected my education. I came from a very traditional family that valued marriage and fertility more than education. I wish my parents were more understanding about my goals and dreams. They were supportive physically but not emotionally. My mother's constant nagging about marriage made me very stressful because she thinks the older I get, the less likely I would find a good life partner. I worked part time and went to school full time. My parents refused to buy me a car. Instead they drove me to work and school every day that it felt suffocating. Most of the time I was stressed and did not know who I could express my anger, frustration and sadness to. My parent's high expectation also stressed me out because they wanted me to be someone other than myself. I felt like I needed to get away from that kind of environment and tried every way that I could just to be independent." Another student wrote: "My parents not knowing how college worked was an obstacle. Sometimes I had to stay over in Sacramento finishing a project and I kept getting calls from my dad saying he wanted me home. It's hard to explain to them how hard and important college is."

Lastly, 24% (n=93) of responses indicated that students occasionally worried about family issues. These students experienced some form of discord in their family situation which made it difficult, at least sometimes, to concentrate on their studies.

One student indicated: "Many of these feelings stem from my family and other personal obligations and issues. I would sometimes feel as if others thought that everyone else's problems were more important than my own, so my problems would be forced to take a back burner until everyone else's were settled."

Recommendations:

- Ensure that faculty members are aware of personal issues associated with their students.
- Refer students who are impacted by the personal issues to counselors in order to address such issues to mitigate impact on students' academic performance.
- Continue to encourage counselors to follow-up with students to ensure they are staying on track with their academic studies.

Health Concerns

ALCOHOL CONSUMPTION

While enrolled at Sacramento State, how often did you drink alcohol?

Figure 15: Alcohol Consumption

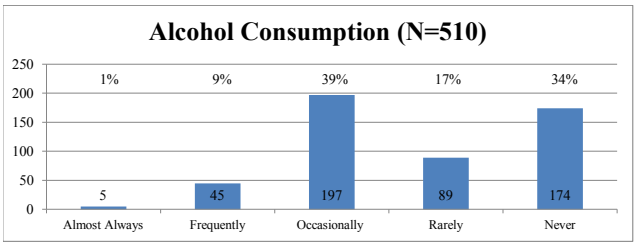


Figure 15 shows that 51% (n=263) of student responses indicated that students rarely to never used alcohol. Over half of the students who participated in this survey indicated that they did not use alcohol. This could be attributed to being underage for alcoholic purchases. In some instances, this could also be the student's decision not to partake in alcohol consumption.

Some campus alcohol policies enjoy support among college students (DeJong et al., 2007, Saltz, 2007, Wechsler, Lee, Kuo, et al., 2002 and Wechsler, Lee, Nelson and Kuo, 2002). This could be attributed to special events on campus. However, policy support appears to vary by policy content, such that approval rates for a single policy have ranged from 14.6% (i.e., "Eliminate low-price bar and liquor store promotions targeted to college students.") to 90.1% (i.e., "Use stricter disciplinary sanctions for students who engage in alcohol-related violence.") (DeJong et al., 2007). Policies vary by relevance to the average student and also in the underlying message frame (gain, loss, more or less punitive), which may influence support (Dorfman, Wallack, & Woodruff, 2005).

Thirty nine percent (n=197) of student responses indicated that students occasionally consumed alcohol. The use of alcohol shows that there could be certain situations where students would participate in alcohol consumption. It could be attributed to celebrations, hanging out with friends, or

as a means for relaxation.

Sac State has a strict no-alcohol policy, and students not adhering to the policy will be held in violation of the established policies. Disciplinary measures will include: "Sanctions for all alcohol policy violations may include parental notification and indicate typical minimum responses for active involvement. Depending on the severity of the violation, sanctioning levels and guidelines can be more aggressive. Educational sanctions are at the discretion of the HRL Conduct Officer. Those being removed from housing will continue to be held to the terms and conditions of their housing contract." This may be why students were reluctant or not willing to provide actual alcohol consumption, particularly since many of them are trying to return to Sacramento State to complete their degrees.

Ten percent (n=50) of student responses indicated that students almost always to frequently consumed alcohol. Since there were low responses in the frequency of alcohol consumption, it is interesting to note that alcohol either occasionally or never played a role in students' lives. Several prospective studies of college students have demonstrated that as they moved out of their parents' homes into dormitories or off-campus living situations, students' drinking increased (e.g., Baer et al., 1995; Harford & Muthin, 2001). Bachman and colleagues (1997) found that college students (2- and 4-year combined), as compared with their non-college peers, reported lower rates of heavy drinking while in high school; however, their use increased when they enrolled in college, resulting in higher levels than those of their non-college peers. Interestingly, some studies of students indicated that students at 2-year colleges indicate that they drink less than those students attending 4-year colleges (Presley et al., 2002; Sheffield et al., 2005). Drinking in college was often attributed to being immature and not realizing the negative impacts to their academic outcomes. For example, one student indicated: "I was young and stupid with alcohol."

Recommendations:

- The responses indicated, on the whole, that Sac State students do not partake in alcohol consumption. While this is a good statistic, students should be made aware there is assistance available to them. This can include ensuring that students are aware of campus escorts (Safe Rides) should they be unable to drive themselves home. Stress to students that they can either take a taxi or call Uber if they feel that they have had too much to drink. Designate a sober driver if going out with friends.
- Stress to students the potential effects of alcohol consumption (missing class(es); getting into fights or arguments; drinking and driving), and how it could affect their mental well-being, particularly if they are experiencing depression or other mental health issues.

DRUG/SUBSTANCE ABUSE

While enrolled at Sacramento State, how often did you use drugs or other substances?

Figure 16: Alcohol/Substance Abuse y

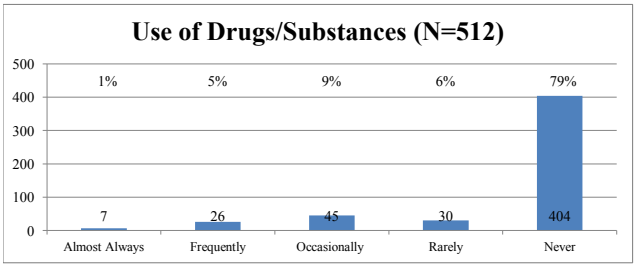


Figure 16 shows that 85% (n=434) of student responses indicated that students rarely to never used drugs/substances. Student responses indicated that they exercise or participate in other recreational activities in place of turning to drugs/substances as a stress relief outlet.

Six percent (n=33) of responses indicated that students almost always to frequently used drugs/substances. The survey question did not specifically address the type of drugs (recreational/prescription) students consumed. Therefore, it is difficult to come to any real conclusion. As an example of students taking prescription medications, one student indicated: "Bipolar is often linked with substance abuse. I didn't realize I had a problem until it became a serious problem, which was after I stopped attending. I was very functional, only attended class when necessary (listening to teachers drone on isn't interesting or a challenge to me) but still excelled getting very high test scores from reading the textbook. Plus a lot of partying with friends, not other students."

Nine percent (n=45) of student responses indicated that students occasionally used drugs/substances. Increases in substance use have been most often identified for those young adults who move away from their parents' homes to attend college (White et al., 2005). Increases in alcohol and marijuana use for college students were attributed to living in dormitories or similar housing shared with other young adults (Crowley, 1991). When asked the question:

What obstacles/challenges did you encounter while attending Sacramento State? One student indicated: "Drugs and alcohol were huge obstacles while attending Sac State, as was a very toxic relationship with a fellow student." Another student indicated: "Smoked marijuana daily." For other students, they differentiated their use of prescribed drugs from recreational drugs. For example, one student indicated: "I have to take prescription medications and therapeutic treatments; however I try not to take them while on campus or driving. I also do meditative yoga." Another student indicated: "Medical Cannabis for scleroderma joint pain and pulmonary arterial hypertension (high blood pressure in the arteries of the lungs). HOWEVER - I always take this at night, after homework - never at school." These student responses are indicative of prescribed medications. The low number of students reporting to have consistently consumed illegal drugs or prescribed medications would indicate that drug use was not problematic on the campus. However, the issue should still be addressed to account for incidences where students were reluctant to reveal such use, particularly as many of the students in this study are trying to return to Sacramento State.

Recommendations:

- Sac State students who are found to be in possession of drugs can have the sanctions previously described levied against them. Continue to provide students with guidance counselors and medical intervention should they require assistance in quitting the use of drugs. Inform students of their academic standing, i.e., suspension, should they continue the use of drugs and/or controlled substances. Encourage students to access a substance abuse treatment program, and require a workshop on the effects of drugs and risks of abuse and addiction, or community service as an alternative, first form of punishment.
- Inform students of the long term health effects or mortality of using drugs and encourage changing attitudes with techniques such as self-esteem enhancement through events and by increasing awareness of the available wellness programs offered by The WELL.

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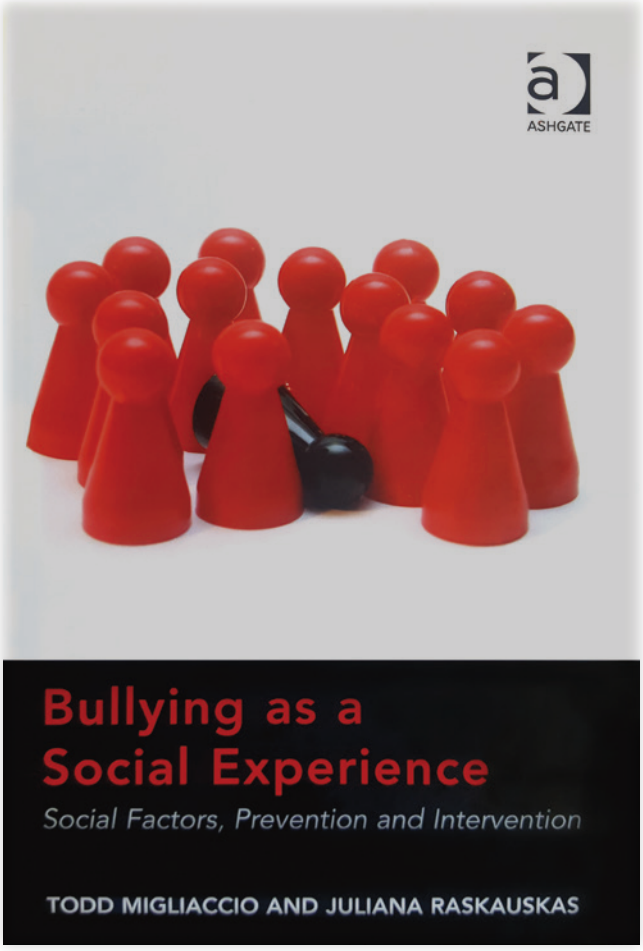
BOOK REVIEW

Bullying as a Social Experience: Social Factors, Prevention and Intervention

By Todd Migliaccio and Juliana Raskauskas
Reviewer: Mimi Coughlin, Ph.D., California State University, Sacramento



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This concise volume is replete with citations, providing analysis and meta-analysis, of literature from around the world on the phenomena of childhood bullying in school settings. Students and scholars will find the over 550 references provided to be a valuable resource to orient them to research in the field, and to hone research questions and methodologies for collecting and analyzing data. Serving this important purpose, however, is only one of the many accomplishments of this book.

First and foremost, Migliaccio and Raskauskas present a theoretical framework and an extended argument about the socio-cultural characteristics and contexts of bullying. They use this approach, not to negate, but to helpfully challenge "everything you thought you already knew about bullying" (the title of the concluding chapter of the book). Secondly, the authors review scholarship on bullying and programs aimed at reducing it through their theoretical lens. Finally, the authors recommend intervention and prevention strategies that engage all stakeholders in changing the attitudes, behaviors, and structures that promote or maintain bulling in school settings.

Throughout the text, the authors develop a theoretical foundation, drawn from the field of sociology, that supports their analysis of the dynamic relationships between the causes, consequences and contexts of bullying. Under the larger umbrella of Systems Theory, Migliaccio and Raskauskas overlay the Ecological Model with the multidirectional dynamics of Symbolic Interactionism. The Ecological Model represents layers, or strata, of systems that represent the individual within increasing larger spheres, e.g. child, classroom, school, district, community, culture. Symbolic Interactionism emphasizes the reciprocal influences between the spheres.

These relationships are illustrated in the diagram below. The solid lined ovals represent strata that impact how bullying is challenged or reproduced. The dashed ovals represent

permeable feedback loops characteristic of Symbolic Interactionism as they operate within an Ecological Model (see diagram 2.1). Migliaccio and Raskauskas argue that the dynamics of Symbolic Interactionism strengthens the explanatory power of the Ecological Model as it applies to bullying. For the authors, bullying cannot be understood as an isolated intrapersonal or interpersonal phenomenon, but is a socio-cultural phenomenon that persists or desists, based upon the actions and reactions of the systems in which it occurs.

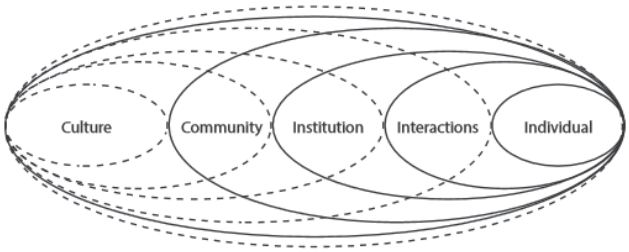

Figure 2.1 Ecological systems with feedback model

The three key components that must be present to characterize a social interaction as bullying, according to Migliaccio and Raskauskas, are power, intent, and persistence. Bullying behavior, occurs over time, with the purpose of inflicting harm, to enhance the status of the perpetrator. Bad behavior between people and within groups, even if it is violent, does not rise to the definition of bullying if it does not have these characteristics. This distinction is central to understanding the dynamics of bullying.

For example, the authors use international data to illuminate the largest system (culture) within which the smaller systems of community, classroom etc. operate. Studies from around the world allow for a comparative analysis of how cultures define and respond to the universal phenomena of bullying in school settings. Migliaccio and Raskauskas organize this discussion around collectivist and individualist cultures. Here the authors present several specific prevention and intervention strategies that are individual-oriented as well as programs that are group-oriented. They suggest that when developing a local approach to bullying, the larger cultural context needs to be engaged.

Next the authors delve into the community layer of the Ecological Model. Here the focus is on the role and impact of the community, family, and criminal justice system on bullying. Off-campus incidents including cyber-bullying are also considered in this context. Awareness building that takes place in these contexts sends an important message that bullying is unacceptable to the community at large, and that there are many stakeholders who can work together to reduce the negative impact it has on people's lives.

School-based practitioners will be especially interested in Migliaccio and Raskauskas' reviews of programs employing the "Whole –School Approach" which

focus on changes at the institutional strata of the Ecological Model. Here the importance of including all school personnel in strategies for reducing and preventing bullying is underlined by data that indicate the frequency of bullying incidents that occur in areas such as the cafeteria and play ground. Using GIS technology (Geographic Information System) to map this data reveals bullying "hot spots." This information can be used to target interventions in precise areas where bullying is prominent. The authors concede that these interventions may appear in the short-run to simply move rather than eliminate bullying. Migliaccio and Raskauskas conclude that with persistence, this approach has the potential to reduce bullying through continued hot spot monitoring, focused observation, and efforts to change bystander response.

Next a review of the research literature on *who* is bullied is analyzed. Patterns that are likely to be sadly familiar to readers are discussed: students who are (or are perceived to be) members of a group determined to be "lesser than" within existing hierarchies are more likely to be bullied. The socially constructed meaning of gender, sexuality, race/ethnicity, class, and ability are relevant factors to the extent they are associated with access to power within the particular social setting. Migliaccio and Raskauskas reiterate that bullying, by definition, is a play to increase the status of the bully, not only over the victim, but in the eyes of the bystanders whose tacit or explicit approval give legitimacy to the particular tool used by the bully e.g., racism, homophobia, sexism, abelism, etc. Because these risk factors are not statically associated with the identity of the victim but are fluid and socially determined, the authors encourage bully reduction programs that increase acceptance of diversity and build values of tolerance and respect for all members of the community. This is a more holistic and generative approach than stand-alone interventions developed for particular marginalized groups.

Anybody who has been a student in a traditional elementary or secondary school instinctively knows the power of group affiliation. Social isolation is a primary factor in victimization, and social connection is a powerful antidote. All students benefit from a sense of belonging and the social support of membership within a friendship, interest, or activity-based sub-group. This is not to discount bullying that can occur within groups as well as tension between groups. Migliaccio and Raskauskas examine the research literature on the perplexities of group dynamics through the lens of social networking analysis. For example, *Mix it Up Day,* a program established by the Southern Poverty Law Center, seek to reduce bullying by breaking down barriers between cliques, creating new bonds of association, and challenging myths and stereotypes.

In the final chapter of the book, *Everything You Thought You Already Knew About Bullying,* the authors acknowledge that while a socio/cultural perspective is a theoretically sound approach to understanding and interrupting bullying, this does not preclude attention to the psychological and emotional needs of the individuals most impacted. Victims, bystanders, and even bullies themselves all suffer from their involvement with incidents of bullying. Interventions aimed at the innermost sphere of the Ecological Model tend to focus on developing the cognitive, social, and behavioral skills of individuals within the school setting. This can effectively increase awareness of bullying and the resources in place to reduce it. Specific skills to be developed during trainings for school staff and with children are enumerated as are school-based strategies and policies (p. 145).

This book provides a valuable theoretical and empirical guide to the phenomena of bullying among children in school settings. The title indicates a broad treatment of bullying, so readers looking to understand bullying in other settings will need to look elsewhere. A focus on the social dynamics of bullying and the framing of prevention and intervention within an ecological/social interaction model is illuminating. However, educators are likely to be left wanting more guidance to actively engage their community in transforming cultures that support bullying. Examples of the types of comprehensive approaches the authors recommend are not presented in any detail. An additional section on implementation would help teachers and administrators seeking to reform school practices. Specifically, a template built on the ecological/ social interactionism model to help schools create and sustain "bully free" cultures would be a useful tool.

The authors, however, caution that there is no "quick fix," and that launching an effort to reduce bullying may actually seem to have the effect of increasing it – in the short term. This is a natural and useful result of drawing attention to phenomena that thrives in cultures of silence or denial. Lest readers become discouraged by the size and complexity of bullying, Migliaccio and Raskauskas end on an optimistic note that is consistent with their theoretical frame, "Bullying resides within a culture, and persists through social interactions, which means we all have a role in changing it. It is a social problem that we all experience, and ultimately from which we all suffer. But, in the end we have the ability to change it."

ABOUT THE AUTHOR

Mimi Coughlin is a Professor in the College of Education at California State University, Sacramento, where her teaching focus is critical multicultural curriculum and instruction. Her research and writing are in the areas of interdisciplinary teaching and experiential learning.

This review is dedicated to the life and legacy of Dr. Juliana Raskauskas, whose kindness, humor, work ethic, and record of scholarship inspired her colleagues and will assist future researchers and practitioners in the field of bullying.

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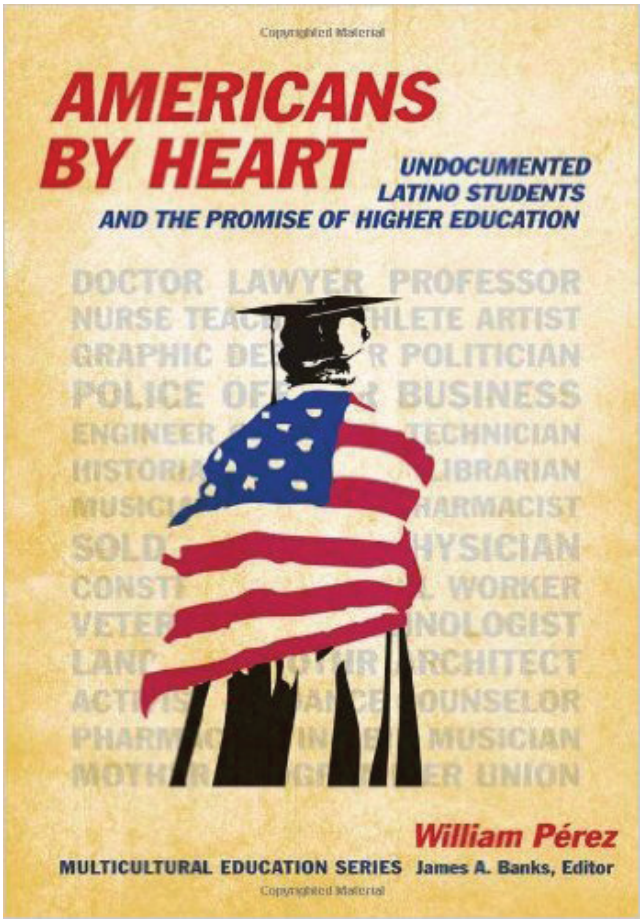
BOOK REVIEW

Americans By Heart: Undocumented Latino Students and the Promise of Higher Education.

By: W. Pérez
Reviewer: Donna Roberts, Ed.D., Humphreys College



Author(s): W. Pérez

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The 2016 presidential race heated up the issue of immigration, and more specifically undocumented or "illegal" immigrants once again came to the forefront of political wrangling and debate. What was often omitted in this partisan rhetoric was the fact that many who are classified as undocumented or illegal were brought to the United States when they were young, and have grown up, attended high school and lived most of their lives in America. Of the estimated 11.9 million undocumented immigrants in the United States, 9.6 million are from Latin American countries with Mexico accounting for the largest share at seven million (Gonzales, 2009). Sixty percent of undocumented immigrants between the ages of 18 and 24 have completed high school, and nearly half of these high school graduates within this age range have or are enrolled in a college or university (Pérez, Z. J., 2014). Because of their accessibility and open door policies, many of these individuals begin their post-secondary education at a community college. Additionally, with such diverse candidate views on education presented, one must question issues of equity and access for *all* students in higher education. Therefore, it is fitting that William Pérez (2012) in his comprehensive book, *American by Heart: Undocumented Latino Students and the Promise of Higher Education* focused mainly on the lives and challenges of undocumented Latino students who are attending community colleges. Pérez chronicles the hopes and ambitions of these students as well as the continuous obstacles that exist for each of them. Even though a growing number of community colleges across the nation have developed scholarship programs and implemented services specifically for undocumented students, many risks and roadblocks still exist for these individuals as they attempt to make their way through the higher education landscape.

According to Pérez (2012), 3.2 million undocumented children and adults are living in the United States and 65,000 undocumented students graduate from high school every

year. Furthermore, two-thirds of all immigrants reside in six states: California, Florida, Illinois, New Jersey, New York, and Texas. Pérez (2012) asked, "What does it mean to grow up acculturating to the norms and standards of a culture that eventually put legal limitations on your potential?" (p. 112). The ideal of *growing up American* is challenged when these young adults only receive partial access to resources that promote upward mobility. *Plyer v. Doe* (1982) ruled that undocumented students must be provided a K-12 public education. However, 14 years later, the 1996 *Personal Responsibility and Work Opportunity Reconciliation Act* (PRWORA) and the 1996 *Illegal Immigration Reform and Immigrant Responsibility Act* (IIRAIRA) barred undocumented students from access to financial aid for higher education. Further legislation with hopes of the *Dream Act* has stalled. This has taken a great toll on a large subgroup within the United States who with higher education could contribute significantly to the productive growth of society. Passel and Cohn (2009) reported that among all undocumented adults between 18 and 24, only half are currently enrolled or have ever attended a college and are far less likely than their native-born peers to attempt the college path. Barriers, such as limited access to financial support to pay for a college education, limited scholarship opportunities, and ongoing employment restrictions, are found around every corner for undocumented youth and their future remain uncertain at best.

Pérez has advocated for educational practice reform to meet the needs of undocumented students who are growing in number and who continue to be marginalized. Expedited reform efforts must be put into action to foster positive change. We, as a society, must help these 65,000 undocumented students who graduate from high school transition into a secure future that invests them in the country. The vehicle to achieve this endeavor is higher education. Being the most vulnerable subgroup within the Latino college population, these students are in desperate need of a cohesive support network that helps them navigate the college road to success. Furthermore, Pérez (2012) argued how immigrants with more education have a greater impact on society making them more productive members of the labor force as well as contributors on local, state, and national levels. As a result, he affirmed the view that immigrants, including undocumented students, are deserving of an investment of resources and need to be included in our national commitment to foster greater access to higher education.

Americans by Heart is a strong mixed method study that paints vibrant color on bleak black and white statistics. With survey data, in-depth interviews and ethnographic fieldwork, the researcher reveals the unique challenges, hardships, and feelings that undocumented immigrant youth and young adults experience in their pursuit to seek higher education and becoming contributing members to society. Perez clearly demonstrated the ways undocumented Latino students are marginalized and kept from realizing their true potential. He courageously sheds light on a group that has been kept in the shadows and stigmatized with negative perceptions for far too long. This book provides understanding, hope, and opens the door for crucial conversations that need to take place on the civil and human rights front for undocumented youth and adults.

The author's central purpose for the study was to understand the factors that shaped the pathway to college for undocumented Latino students. All data for the study in *Americans by Heart* were drawn from 110 undocumented Latino high school, community college, and university students who on average arrived in the United States at seven years of age (Pérez, 2012). The participants in the study were found to reside for over 13 years on average mainly in California but also in Texas, Virginia, Georgia, Missouri, New York, and Washington, DC. The average age was 19 years old. and most worked at least ten hours per week. The quantitative portion of Pérez's study consisted of an online survey and "included measures of academic achievement, civic engagement, extracurricular participation, leadership positions, and enrollment in advanced-level academic courses" (2012, p. 13). Pérez further immersed himself in qualitative in-depth interviews and ethnographic data collection learning about the lives of these students, their struggles, and how they had made a life for themselves and their families. He also spent time with school faculty and staff, community members, and elected officials to understand the broader social and political factors which directly or indirectly impacted the lives of the participants. The in-depth, semi-structured interviews were recorded, fully transcribed, and used the process of open coding to generate themes. The rich qualitative and quantitative data allowed for triangulation as he compared anonymous survey results and interviews about familial and educational experiences of undocumented Latino students with day to day interactions observed in his fieldwork. As a result, this allowed Pérez to present the complex layers of undocumented

Latino students' life experiences, legal battles, psychosocial risks, and coping mechanisms used to survive in American society. However, it would have been beneficial to the reader if Pérez had reflected on the study's methodological limitations as well as detailed how he ensured validity, reliability, and trustworthiness throughout the study.

Pérez has challenged the reader to imagine life with an undocumented status. Several rites of passage or milestones are missed out on when one does not have legal status. This includes securing a driver's license, a library card, being hired as a professional, voting, and obtaining a credit card. These are things that are often taken for granted in the American culture. This research forces the reader to reflect and understand the feelings of guardedness, fear of persecution or deportation, isolation, the need to stay in the shadows, and potential embarrassment that many of these individuals face every day. Empathy is fostered as many of these undocumented students seek to reframe their challenges and use them as motivation. They volunteer and become invested in society through activism and making a difference in one's community. However, will these outward efforts be enough to transform negative societal views and stereotypes found in social media?

Americans by Heart further explored how undocumented Latino young adults experience divergence and living in a duality with the law by straddling the system. Classified in an illegal status, they are privy to some resources but excluded from others. For example, they have a right to attend a P-12 school setting, but are barred from receiving financial aid for higher education. Additionally, there are some lower wage jobs available, but professional jobs require legal status even if the young adult holds a degree. Such a system keeps these potentially bright futures dim, uncertain, and locked away from financial stability. Participants reported often being stigmatized by society for the illegal status and yet at the same time, many were celebrated and received recognition for successful student achievement. Additionally, participants reported multiple instances of overt as well as covert prejudice and discrimination. The range included unsupportive teachers who questioned their abilities and talents, counselors who outright suggested that they were not college material, and feelings of exclusion or isolation from their White peers (Pérez, 2012).

Undocumented Latino students who attended college experienced unique challenges. Frustrations were reported by the participants that they were not able to take advantage of opportunities to enhance their professional and educational experiences. They often noted having to work twice as hard as their American-born peers who were eligible for all available resources. Worried that their undocumented status would be disclosed and result in negative consequences, many had chosen to "stay in the shadows" for survival even while attending school. Additionally, because undocumented young adults attending college are not eligible for financial aid, many had to interrupt their studies by taking semesters off in-between to pay for their fees.

Pérez (2012) also identified transfer barriers that exist for Latino community college students. Parents and students are often not familiar with higher education, admission requirements, and how to navigate the system. These students were found to often lack adequate high school preparation and have limited English language proficiency skills, which made accessing support networks difficult. For instance, if tutoring in mathematics is only offered in English, communication gaps and frustration may result. Therefore, Pérez's research illustrates how critical it is to provide quality counselors and educators as well as resources, such as bilingual tutors, that can support second-language learners at the high school and college level. Pérez further explained the critical importance of positive school-based relationships with adults who "served as role models, set high expectations for what they can accomplish, built their confidence by believing in the capabilities, encouraged them to apply for college, and helped them find resources to pay for college" (2012, p 35).

Living in such a divergent and unstable state requires resilience and coping skills. Pérez affirmed that the *Dual Frame of Reference* (Suárez-Orozco & Suárez-Orozco, 1995) can help students reframe their challenges and use them as a source of motivation. The following excerpt from Lilia, a participant in the study, clearly illustrated the Dual Frame of Reference concept:

> "I feel that I don't take things for granted. I remember when I first came here in the 5th grade I would get a free lunch. Back in Mexico you have to buy your own stuff because nothing is for free. I remember that I had friends in Mexico who would faint in school because they didn't have anything to eat. It's really that bad. Some people can't go to school because they have to work. One of my friends from 4th grade in Mexico, he had to work

> so he kept repeating the same grade and his mom was illiterate. My friend one time came to school without doing her homework and the teacher asked her why and she said it was because they didn't have any light." It is those drastic things that make you realize you're luck just to have a roof over your head (Pérez, 2012, p. 31).

Multiple resources supported undocumented immigrant youth in fostering resilience. Pérez affirmed that social networks provided security and safety in which to process experiences, discuss issues, and to cope with feelings. These social supports ranged from mentors to peers to parents. Even if the parents had language barriers or did not understand the college process, they could still provide emotional and verbal support which went a long way in helping a student persevere. Humor and self-affirmation were important as well as perceiving themselves as law abiding students with self-integrity. The students in Pérez's study did not want their undocumented circumstances to control their lives, even if it threatened their personal safety and aspirations. Every attempt was made to minimize this aspect of their existence. Additionally, Pérez (2012) noted, "school was the principal space in which they found a sense of belonging in society that helped them cope with their fears of persecution and inspired them to establish educational goals" (p. 32). As a result, teachers, counselors, and staff had the potential to build bonds with these students, serve as role-models, and mentor them along the road towards success. Finally, participation in extracurricular activities such as sports, leadership activities, and the arts contributed to positive adjustment and higher academic outcomes.

The study indicated that undocumented Latino students had a positive orientation towards school and learning as well as academic resilience. According to Pérez's literature review, resilience is defined as "overcoming the negative effects of risk exposure, coping successfully with traumatic experiences, and avoiding the negative trajectories associated with those risks" (2012, p. 43). Risk factors that can cause academic disengagement and negative psychosocial outcomes include having one's academic capabilities questioned by faculty or staff, attending impoverished and unsafe inner city schools, and low teacher expectations. This is certainly the case for both first-generation immigrants and second-generation students. The more resources students have to pull from during stressful experiences, the better the chances of resilience and positive outcomes.

Undocumented Latino students who demonstrated high levels of academic resilience had "personal protective factors" that pushed them through times of dissonance and challenge. Pérez (2012) noted these personal protective factors included having: (1) a strong academic identity; (2) optimism; (3) competitiveness; (4) tenacity; (5) motivation to avoid the same negative fate as peers; (6) obligation to be a role model for siblings; and (7) family obligation to take care of their parents in the future. Additionally, Pérez noted the significance of Steele's Self-Affirmation theory (1988) in the lives of undocumented Latino students. In essence, humans have a need to maintain a positive self-image and be considered morally good, competent, and stable. Therefore, they will create rational narratives designed to protect themselves from perceived threats.

In order to cope with life experiences in American society, undocumented young adults often appealed to the "greater sense of common good through which they have earned their belonging" (Pérez, 2012, p. 82). Therefore, this group is more likely than others to volunteer through civic engagement which includes: (1) providing a social service; (2) working for a cause/political activism; (3) tutoring, coaching, child-care, or academic support; and (4) functionary work (cleaning, maintenance, or administrative tasks). In elementary, middle, and high school, most of these students participated in functionary work, while college students were more likely to provide a social service or engage in activism.

How are undocumented students working to shift current views? Activism allows undocumented Latino students to affirm and demonstrate themselves as good people and model citizens. Pérez (2012) found that 34 percent of the participants volunteered at least 1-10 hours regularly during elementary school. Similarly, 46% of the participants volunteered at least 1-10 hours regularly during middle school, 67% during high school, and 58 percent during college. He also noted that undocumented students are far more likely than their U.S. born peers to volunteer and give back to society. As a result, the author was able to argue that such activism fosters the self-perception of being law abiding citizens and counters negative perceptions on immigration.

It is important to note how college going or college bound undocumented students have different academic profiles than that of Latino students in the United States. Interestingly, Pérez's research (2012) confirmed that undocumented students on average have "higher average participation

rates in Gifted and Talented Programs, Advanced Placement Programs, higher grade point averages, and more academic and extracurricular awards" (p.65). This positive social orientation toward learning and school is a factor that helps support success. Additionally, this helps breakdown the stereotype that lumps all Latino students into one category.

With election outcomes that have left many unsettled and a myriad of viewpoints being hurled steadfast at the American public daily, it is time to shed light on misconceptions and fear of the unknown. It is time to understand the needs and rights of all those living in American society. This study illuminates the lives of many students in need of support and advocacy for their rights and who yet remain overlooked in the shadows. Pérez contributes greatly to this multicultural educational series that explores concepts of social justice and equitable learning practices, culturally responsive teachings, and the philosophy of American education in an ever-changing diverse landscape. Future research should update this study with the latest information regarding the issues at hand, and should include other immigrant cultures for comparison. Additionally, it should continue to dig deeper into the impact of technology as well as poverty, the role of assimilation and acculturation, and family experiences on undocumented Latino students living in the United States. These various aspects can yield a richer understanding in the marginalized plight of these promising students.

This is not only part of the civil rights that should be shared with undocumented immigrants, but human rights as well. As Sasha, an undocumented college student in the study affirmed, "This is the only home we know. We are ready to contribute. We are ready to be a part of American society" (Pérez, 2012, p. 133).

ABOUT THE AUTHOR

Donna Roberts is a Department Chair of Graduate Studies at Humphreys College in Stockton, California. Her research interests are related to supporting student success in higher education. She has conducted recent research on factors that impact academic performance in graduate education especially for second-language learners.

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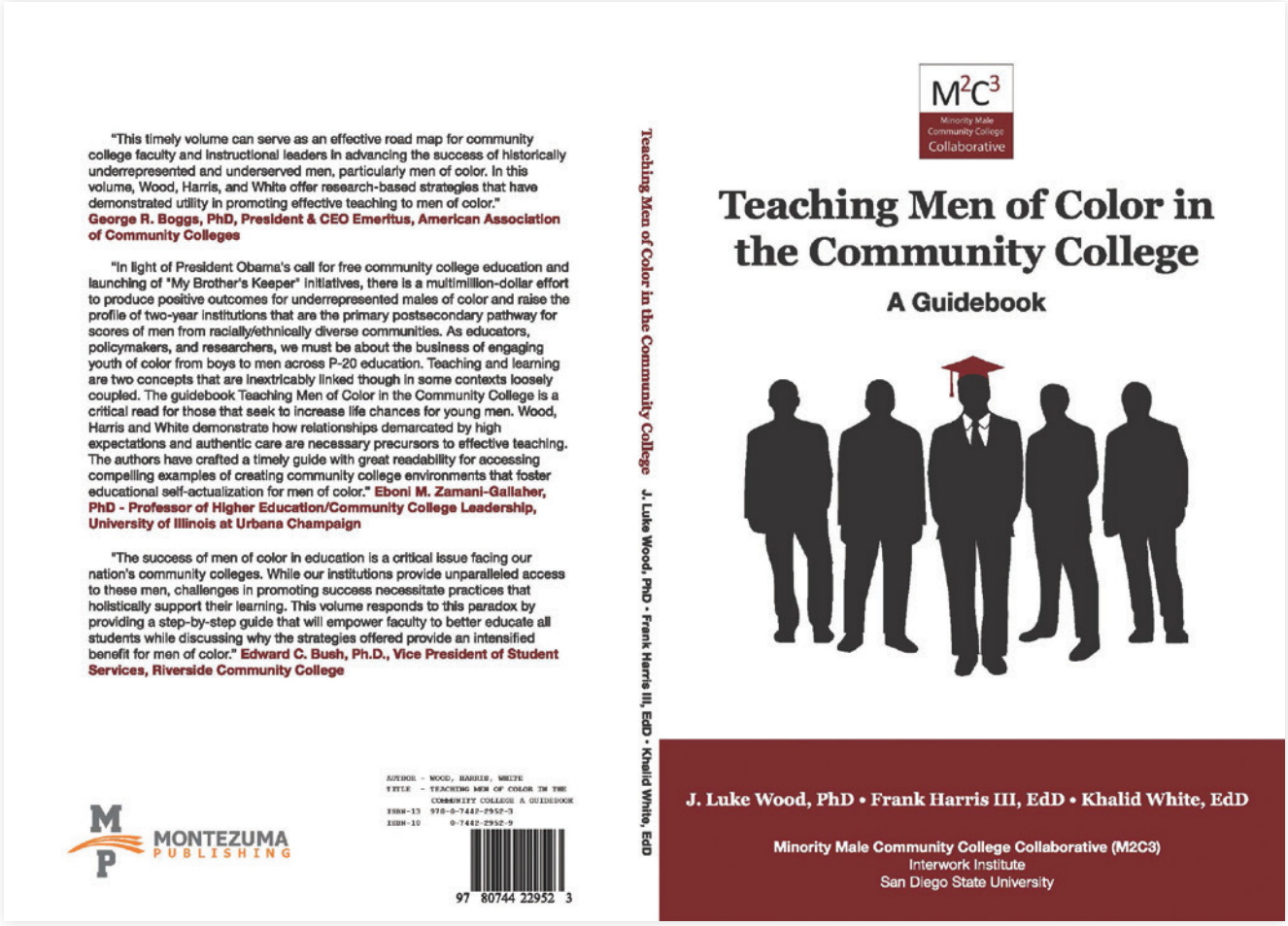
TRENDING BOOK PUBLICATIONS

Teaching Men of Color in the Community College: A Guidebook



Sold By: Montezuma Publishing

ISBNs: 9780744229523, 9780744237269

Publish Year: 2015

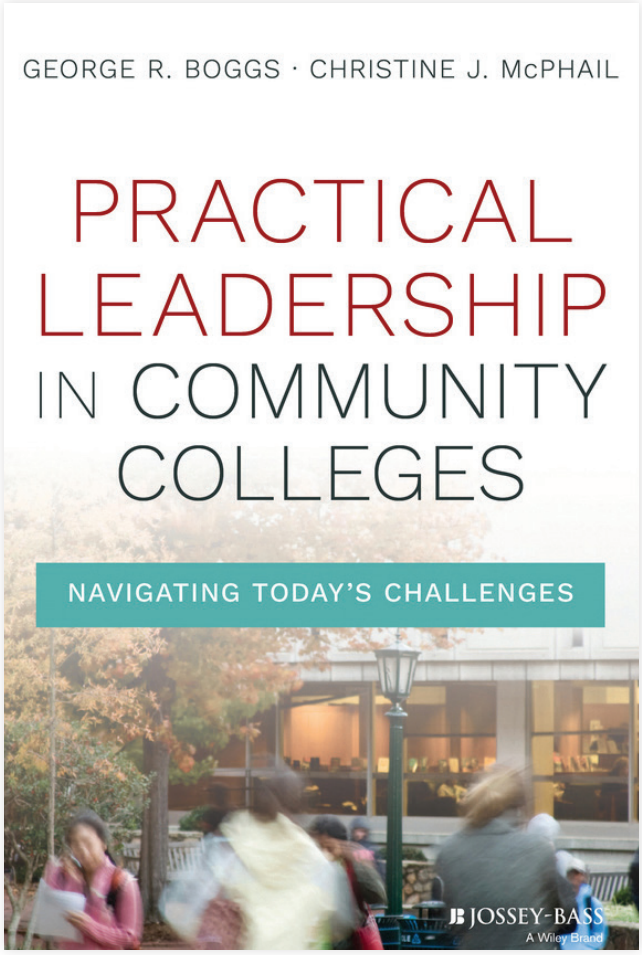
Language: English

Number of Pages: 108

This guidebook articulates strategies for teaching men of color in community college. You will learn why implementing these approaches may take additional support from instructional leaders (e.g., department chairs, faculty development professionals, academic deans, vice presidents of instruction). Beyond providing recommendations for their peers, faculty leaders also extended suggestions for college leaders. Specifically, these suggestions focused on steps and strategies that instructional leaders could take to improve the success of men of color. To purchase or inquire about multiple copies click orders@montezumapublishing.com.

TRENDING BOOK PUBLICATIONS

Practical Leadership in Community College: Navigating Today's Challenges



Publisher: 2016 John Wiley & Sons

ISBN-13: 978-1119095156

ISBN-10: 1119095158

Language: English

Pages: 187

Practical Leadership in Community Colleges offers a path forward through the challenges community colleges face every day. Through field observations, reports, news coverage, and interviews with leaders and policy makers, this book digs deep into the issues confronting college leaders and provides clear direction for managing through the storm. With close examination of both emerging trends and perennial problems, the discussion delves into issues brought about by changing demographics, federal and state mandates, public demand, economic cycles, student unrest, employee groups, trustees, college supporters, and more to provide practical guidance toward optimal outcomes for all stakeholders. Written by former presidents, including a past president of the American Association of Community Colleges, this book provides expert guidance on anticipating and managing the critical issues that affect the entire institution. Both authors serve as consultants, executive coaches, and advisors to top leaders, higher education institutions, and leadership development programs throughout the United States.

Community colleges are facing increasingly complex issues from both without and within. Some can be avoided, others only mitigated—but all must be managed, and college leaders must be fully prepared or risk failing the students and the community. This book provides real-world guidance for current and emerging leaders and trustees seeking more effective management methods, with practical insight and expert perspective.

- Tackle the college completion challenge and performance-based funding initiatives
- Manage through economic cycles, declining support, and calls for accountability
- Delve into the issues of privatization and employee unionization
- Execute strategies to align institutional goals and mission
- Manage organizational change and new ways of thinking that are essential in today's competitive environment

- Manage issues involving diversity, inclusiveness, and equity
- Prepare adequately for campus emergencies

Community colleges are the heartbeat of the nation's higher education system, and bear the tremendous responsibility of serving the needs of a vast and varied student body. Every day may bring new issues, but effective management allows institutions to rise to the challenge rather than falter under pressure. *Practical Leadership in Community Colleges* goes beyond theory to provide the practical guidance leadership needs to more effectively lead institutions to achieve results and serve the students and the community.

Call for Papers

SUBMISSION DEADLINE: APRIL 1, 2017

About the Journal

Sponsored by the California State University's Chancellor's Office and the system's thirteen Education Doctorate programs, the Journal of Transformative Leadership and Policy Studies (JTLPS) publishes peer reviewed studies for the educational leadership and policy community in California and beyond. The focus is to advance our understanding of solutions to the problems faced by the nation's schools and colleges.

The Journal of Transformative Leadership and Policy Studies welcomes your submission of original research papers in the areas of educational leadership and policy in P-20 public education, including schools, community colleges, and higher education.

JTLPs showcases scholarship that explores:

- Learning, equity, and achievement for all students
- Managing the complexities of educational organizations
- Strategies for educators to affect the school change process
- Educational policies that bear on the practice of education in the public setting

Special Focus

- Educational Leadership and Policy Studies
- Implications of Common Core other organizational changes
- Submissions with STEM (Science, Technology, Engineering, and Mathematics) themes, including pedagogy, curriculum, leadership, policy, special education across P-20
- Timely and critical issues affecting schools, colleges, students, and their families

Genres

- The Journal focuses on papers within the following genres:
- Empirical studies
- Concept papers grounded in empirical and scholarly literature
- Policy briefs
- Reflective essays on professional experience

Call For Papers

In line with our Journal's mission, we seek submissions that address the preparation and development of P-20 educational leaders. JTLPS's next issue is scheduled to be published in Summer 2016. Manuscripts will be accepted on an ongoing basis.

For More Information

Journal of Transformative Leadership and Policy Studies - JTLPS
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www.csus.edu/coe/academics/doc torate/jtlps

Call for Guest Editor

SUBMISSION DEADLINE: Open Submissions

About the Journal

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JTLPs showcases scholarship that explores:

- Learning, equity, and achievement for all students
- Managing the complexities of educational organizations
- Strategies for educators to affect the school change process
- Educational policies that bear on the practice of education in the public setting

Special Focus of Guest Editorship may Include

- Educational Leadership and Policy Studies
- Implications of Common Core other organizational changes
- Submissions with STEM (Science, Technology, Engineering, and Mathematics) themes, including pedagogy, curriculum, leadership, policy, special education across P-20
- Timely and critical issues affecting schools, colleges, students, and their families

Genres

The Journal focuses on papers within the following genres:

- Empirical studies
- Concept papers grounded in empirical and scholarly literature
- Policy briefs
- Reflective essays on professional experience

Call For Guest Editor

In line with our Journal's mission, we seek a guest editor to address the preparation and development of P-20 educational leaders. Please submit a letter of interest that addresses the following your proposed "special issue," including your strengths and commitment in serving as a guest editor. E-mail your letter to: jtlps@csus.edu

For More Information

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SACRAMENTO STATE

Submission Guidelines

JOURNAL OF TRANSFORMATIVE LEADERSHIP AND POLICY STUDIES

Overview

JTLPS primarily publishes peer-reviewed empirical studies of interest to the educational leadership and policy community that advance our shared understanding of possible solutions to the many inequities present in America's schools and colleges. Our offerings are meant to help focus our distributed, collective actions to transform schools and colleges from places with uneven opportunities to learn from to institutions that provide an abundance of opportunities for all learners. We believe that leadership and policy are twin levers in the struggle for social justice. We are particularly interested in research into leadership in STEM education and plan to publish 1-3 articles per issue on this topic as a regular part of the journal. We invite submissions in the following genres: Empirical studies, concept papers grounded in empirical and scholarly literature, policy briefs, and reflective essays on professional experience. General guidelines regarding format must be applied to all submissions. Particular guidelines for empirical studies and for policy briefs are applied as appropriate. Independent of the genre selected for publication submission, all submissions will follow a strict peer review process. At the same time, every effort will be made to match topics with the expertise area of respective reviewers.

The Journal of Transformative Leadership and Policy Studies (JTLPs) is a peer-reviewed journal sponsored by the Doctorate in Educational Leadership Program at California State University, Sacramento. JTLPs accepts articles that focus on current research promoting and documenting work in P-16 public education, including: schools, community colleges, and higher education.

Address correspondence to:
Journal of Transformative Leadership and Policy Studies
Doctorate Program in Educational Leadership
Sacramento State
6000 J Street, MS 6079
Sacramento, CA 95819

Email: jtlps@csus.edu

General Guidelines

Please read the general guidelines thoroughly. Articles will be accepted in the following format:

1. The submission file is in Microsoft Word.
2. Use 12-point Times New Roman or similar font.
3. Margins should be 1.0 inches on the top, bottom, and sides.
4. Include a title page with each author's name and contact information. (Please indicate the institutions and/or grant numbers of any financial support you have received for your research. Also indicate whether the research reported in the paper was the result of a for-pay consulting relationship). If your submissions is derived from a paper you have published elsewhere please make that evident on your title page as well.
5. Include an abstract of 175 or fewer words. The abstract should reflect the content and findings of the article and emphasize new and important aspects of or observations related to the study. In general, it should include information on the background or context of the study as well as the purpose(s), methods, results, conclusions, and policy and/or leadership recommendations.
6. Using the APA Style Manual, 6th edition, fully reference all prior work on the same subject and compare your paper to that work. In addition to referencing the work of other scholars, you should be certain to cite your own work when applicable.
7. Figures and Tables

- Please state the number of figures, tables, and illustrations accompanying your submission so that editorial staff and reviewers can verify their receipt.
- Where possible, supply figures in a format that can be edited so that we can regularize and edit spelling, the font and size of labels and legends, and the content and presentation of captions.

- Illustrations need to be of publishable quality as we do not have a dedicated graphics department.
- If you are submitting a figure as an image file (e.g., PNG or JPG), do not include the caption as part of the figure; instead, provide the captions with the Word file of the main text of your article.

8. We recommend short, effective titles that contain necessary and relevant information required for accurate electronic retrieval of the work. The title should be comprehensible to readers outside your field. Avoid specialist abbreviations if possible.
9. We publish a picture on the journal home page with each article. We encourage authors to submit their own digital photographs.
10. The submission has not been previously published, nor is it before another journal for consideration.
11. Where available, URLs for the references are provided.
12. Upon acceptance of the manuscript, all revisions must be made in 'Track Change Mode' when resubmitted.

Genre Guidelines

EMPIRICAL STUDIES

We are interested in submissions of academic studies of educational leadership consistent with quantitative, qualitative, and mixed methods research designs. For our purposes, quantitative studies seek to examine, compare, describe, or discover relationships among variables through the analysis of reliable and valid numerical data. Qualitative studies seek to explore institutions, people, and their practices, activities, cases, social or cultural themes, or experiences to find meanings shared by participants in a setting; such studies rely on observations, interviews, document analysis, focus groups, and related data sources useful in interpreting local meanings. Mixed methods studies incorporate a quantitative phase and a qualitative phase orchestrated to provide the broadest possible understanding of a phenomenon, problem, or case. In this section we present some guidance in the preparation of a manuscript for JTLPS. First, we discuss our assumptions about quantitative studies. Next, we outline our expectations for qualitative studies. Finally, we refer back to these guidelines as necessary and explain what we would like to see in a mixed methods study. Note that we ask our reviewers to read for these elements as they review and provide feedback on submissions.

Genre Guidelines govern specific instructions for the particular type of paper you are submitting. In general, JTLPs publishes three genre types:

1. *Quantitative Studies*
2. *Qualitative Studies*
3. *Mixed Method Studies*

QUANTITATIVE STUDIES

1. The introduction should state the research problem and justify its importance for an audience of school administrators, professors, other researchers, and policy makers. As a leadership and policy studies journal, we seek submissions for peer review that advocate for equity and social justice and focus on educational problems of impact on high-poverty, diverse learners. Readers should have a clear understanding early in the study of the key factors or variables causing or associated with the research problem and the posited relationship among those variables under study. These variables should constitute the set of factors measured during data collection. Additionally, these factors should be named in the research question(s).
2. The introduction should provide the theoretical perspective of the researcher(s) on previously published scholarship about the research problem and its key factors, including mention of established or emerging theoretical models or policy concepts. Extended discussion of the literature should not take place in the introduction, though collections of referenced authors in parentheses can be used assign posts for the discussion of the literature.
3. The introduction should include a statement of purpose that explains for the audience what the researcher(s) aim to accomplish by conducting and publishing the study. Again, as a policy studies journal, we welcome submis-

sions that logically and cogently advocate for underserved learners. To that end, the introduction should also include a carefully crafted research question(s) or hypothesis about the key factors in the context of learning communities made up of high poverty, diverse learners.

4. Following the introduction, the discussion of relevant literature should make a theoretical argument for the importance of and relationships among the key variables and include current seminal empirical studies with a clear bearing on the research question and on the key factors, while engaging the readers in a critical analysis of these studies. A conceptual or theoretical framework should lead readers to a point of clarity about the logical reasons for selection of the research question(s) as the basis for data collection. We ask authors not to view the discussion of the literature in a quantitative report as they might traditionally view a full-blown review of the literature. Three critical elements we seek are currency, quality, and relevance of the studies discussed. Researcher(s) should assume the audience has non-expert knowledge of the topic and should therefore provide sufficient context for engaged readers to grasp the relevant meanings of concepts.
5. The methods section should fully explain the research design, i.e., everything connected with participants, interventions, instruments, chronology, and procedures for data collection and analysis. If human subjects are involved, readers should be provided with sufficient information to understand the nature of the population, sampling procedures employed if appropriate, criteria for inclusion and exclusion in the study, and any other information required to understand the study in its context. If a treatment is employed, it should be fully explained with attention to any ethical issues raised by the study. If instruments or surveys or other materials are employed, they should be fully explained. Planned statistical analyses should be described and explained with attention to how the analysis will answer the research question(s). Limitations and delimitations should be stated explicitly, using the terminology of threats to internal and external validity where appropriate.
6. The findings section should logically and sequentially address all research question(s) and/or hypotheses. Tables and Figures are used to contribute to the readability and comprehensibility of the report. Results of statistical tests or other analyses are explained and interpreted with sufficient background to make clear the connections between the results and the research questions.
7. The discussion section comments on conclusions drawn with regard to the research problem. The discussion should have a clear connection to the theoretical perspective and framework developed in the introduction and literature review. In this section researcher(s) should trace implications from the study with an eye toward alternative interpretations, make recommendations for action,. It is appropriate for reports published in JTLPS to argue for particular policy and leadership actions and strategies that are supported by findings as advocates for students. We encourage authors to be purposeful in taking a strong stance on the phenomena under study, when such a stance is supported by the study's findings.

QUALITATIVE STUDIES

1. Like quantitative studies, the introduction to a qualitative study should state the research problem and justify its importance for an audience of school administrators, professors, other researchers, and policy makers. As a leadership and policy studies journal, we seek submissions for peer review that advocate for equity and social justice and focus on educational problems of impact on high-poverty, diverse learners. Unlike quantitative research, however, a research problem appropriate for qualitative study has not been theorized to the point that variables have been identified and defined; the need for the study derives from the need for clarity about the underlying concepts, practices, meanings, or variables involved in the problem. Alternatively, existing theory may be inaccurate, incomplete, or biased, and a need for exploration of such theory in practice invokes qualitative study.
2. The introduction should provide readers with a clear sense of any theoretical lens researchers are using to view the concept or phenomenon under exploration, e.g. critical race theory, funds of knowledge, distributed leadership models, etc. Often, qualitative studies are written from a first-person point of view, and readers

Quantitative studies *seek to examine, compare, describe, or discover relationships among variables through the analysis of reliable and valid numerical data. Qualitative studies seek to explore institutions, people, and their practices, activities, cases, social or cultural themes, or experiences to find meanings shared by participants in a setting; such studies rely on observations, interviews, document analysis, focus groups, and related data sources useful in interpreting local meanings. Mixed methods studies incorporate a quantitative phase and a qualitative phase orchestrated to provide the broadest possible understanding of a phenomenon, problem, or case*

are provided with insight into the experiences of the researchers that led to the study. In light of this personal stance toward the audience, writers should provide multiple reasons for the significance of the study vis a vis its contribution to existing scholarship, its potential to improve practice, or its potential to improve policy.

3. The statement of purpose should include information about the central concept or phenomenon under study, the participants in the study, and the research site or context. Unlike quantitative studies where at least two variables are identified with the intention of comparing or relating them, qualitative studies focus on one central concept or idea as it plays out in a setting with participants going about their ordinary lives. One main purpose of qualitative research is to identify and explore concepts, factors, or variables (themes) emerging from the qualitative data and to develop insights that explain what these themes mean in the lives of the participants.
4. The introduction should conclude with the central question of the research followed by a limited set of subsidiary questions. The relationship between the central question and the chosen qualitative research strategy should be made explicit. For example, the ethnographic strategy is designed to explore meanings, beliefs, expectations, values, etc., of a group sharing a culture; the central question should focus on a group and shared culture. On the other hand, a phenomenological strategy is designed to produce a theory of the constituent parts of common individual experiences; the central question should focus on the individuals and the experience.
5. The methods section should identify, define, and document a recognized qualitative inquiry strategy with a brief discussion of its history. Criteria for site selection and for purposeful sampling of participants should be clearly stated. Specific strategies for data collection should be mentioned with a rationale given for their use. Procedures and protocols for recording and organizing data during collection in the field should be described. Specific steps in data analysis should be described consistent with the qualitative strategy selected, including methods of coding. Elements in the research design that emerged during the fieldwork should be described. The role of the researcher should be thoroughly discussed, including personal experiences or connections with the site and/or participants. Checks implemented to ensure qualitative reliability and validity should be described.
6. The write-up of the findings should be consistent with the qualitative strategy. For example, narrative inquiry should include the presentation of an analysis of stories told by individual participants with appropriate quotes and chronologies. An ethnographic study should provide a detailed, thick description of life in a group that shares a culture. Tables, matrices, figures, and diagrams may be helpful in communicating findings. Unlike quantitative studies, which are often written in the third-person point of view, the findings section in qualitative studies can be written from the first-person point of view. Interpretations from the researcher(s) are often made as data are presented to help the audience grasp meaning as experienced by the participants in the setting.
7. The discussion section should be consistent with the qualitative strategy employed. For example, if the purpose of the study was to derive a grounded theory of a process or event from the fieldwork, the discussion should articulate this grounded theory and link it to previous scholarship. In almost all cases, the discussion should focus on recommendations to improve policy and/or practice as well as suggestions for future research directions.

MIXED METHODS STUDIES

1. The introduction to a mixed methods study should be consistent with the emphasis in the study. If the dominant phase of the study is quantitative, that is, if a central purpose is to explain the relationship between two or more variables using measurements and statistical analysis, while the qualitative phase is follow up to explore the meanings of concepts for participants, the introduction should read like a quantitative introduction. If the dominant phase of the study is qualitative, that is a concept or phenomenon is explored to identify its parts/factors, while the quantitative phase is follow up to test any hypothesis that emerged during the qualitative phase, then the qualitative introduction is appropriate.
2. The mixed methods purpose statement should appear early in the study as a significant signpost for the reader. Because the study will report on two different designs with distinct inquiry strategies and research questions, readers will need to know quite clearly the rationale for integrating two designs in the study of one research problem. Readers also should be given a general overview of the procedures that were followed during the course of the study, including the timing and weighting of the two designs.
3. The methods section should begin with an overview of the design of the mix, that is, a general framework specifying when, how, and why each phase of the study was done. This overview should include an announcement of the way in which the data sets will be integrated. For example, a sequential mixed methods study with a dominant qualitative phase implemented first could be employed to discern a grounded theory of the variables important in setting; the findings from this phase might be used to develop a survey implemented to discern how widespread a particular practice or behavior is. All of the elements of the methods section in the single-paradigm studies should appear in the methods section of a mixed methods study where there are two separate designs, which are connected in the end.
4. The findings section should present the data and its analysis in separate sections consistent with each paradigm. Visuals such as Tables and Figures should be displayed as appropriate for each paradigm. Integrated data analysis to show the convergences and tensions between the data sets should be presented.
5. The discussion section should clearly and explicitly explain the conclusions drawn from each of the separate designs as well as interpretations that emerge from mixing the findings. As with all other discussions, this discussion should focus on recommendations to improve policy and/or practice as well as suggestions for future research directions.

TRANSFORMATIVE CONCEPT PAPERS GROUNDED IN EVIDENCE FROM SCHOLARSHIP, POLICY, AND PRACTICE

JTLPS seeks to publish concept papers developing a perspective on an issue or problem facing the K-12 or community college systems that analyze, discuss, and document evidence and theoretical arguments that support one or more critical recommendations for action. Such papers integrate and synthesize peer reviewed empirical studies, conceptual or theoretical or philosophical articles, policy briefs, legal or historical texts, or other papers of policy or practice germane to the selected topic. The expectation is that these papers will adhere to APA Guidelines (6th edition) and will be accessible to a wide audience of academics, professionals, and practitioners. Although we would be interested in seeing concept papers on a variety of topics of current interest, we have a special interest in concept papers related to STEM education for diverse students. We want to offer papers that emerge from deep and careful reading and thinking about influential and significant texts and present an original perspective on the topic grounded in evidence and scholarship.

Evaluative criteria for transformative concept papers:

1. Coverage

2. Original Perspective

3. Mixed Methods Perspective

4. Scholarlly and Transformative Importance

5. Rhetorical Effectiveness

Our reviewers will consider the following elements in making judgments about publishing submissions of transformative concept papers grounded in evidence from scholarship, policy, and practice.

1. **Coverage:** We consider a topic to be covered if the scholarly literature discussed in the paper is relevant, up to date, broadly based, and representative of the authoritative voices that have written on the topic. Authors must explain explicitly the direct connections between the sources discussed in the review and the perspective on the topic under development. Although we expect authors to reference and discuss seminal works relevant to the topic regardless of the date of publication, we also expect authors to include the most up to date, cutting-edge literature with particular attention to current findings, conclusions, questions and challenges. A review that is broadly based includes references from across disciplines and research paradigms and arenas of policy and practice; the intent is to integrate sources in an innovative way that encourages our audience to push the boundaries from concept to action.
2. **Original Perspective:** We are very interested in concept papers that synthesize information and ideas in innovative and useful ways and point to and provoke future empirical study and/or action in policy and/or practice. While the concept paper is no place for unfounded opinions or biases, it is the place for reasoned and evidence-based argument, for taking a stance that acknowledges the strengths and limitations of available evidence, for careful judgments grounded in the views and evidence reported by other scholars, leaders, and policy analysts. Authors must accurately summarize the work of others as a way to report what others have said, but are obligated to compare and contrast, take issue or agree with what others have said, comment on the strength of the evidence. Consonant with the transformative purpose of the concept paper, our reviewers expect authors to enter the discussion as a full participant with a developed point of view.
3. **Mixed Methods Perspective:** We are especially interested in concept papers that attend explicitly to the methods researchers have implemented to study particular topics with commentary on the strengths and weaknesses of particular methodologies in regard to the topic. We encourage authors to search out any and all studies done using a mixed methodology and to comment on what and how the mixed methodology contributed to knowledge about the topic. If appropriate, authors may discuss insights into how the methods others have employed might be modified or combined to produce even more and better information.
4. **Scholarly and Transformative Importance:** We acknowledge that particular references within concept papers are more or less important for the topic at hand. We encourage authors to indicate their judgment of the level of importance of particular papers or studies or sources of information to enable our readers to access these sources as follow up to their reading of the literature review. Our interest is in publishing literature reviews that provoke thoughtful action, ranging from motivating future empirical studies to informing policy debates.
5. **Rhetorical Effectiveness:** JTLPS seeks to publish papers of the highest quality in terms of writing and documentation. We invite submissions that are unified, organized, coherent, ordered, complete, and conventional regarding the APA Style Manual. The concept paper must have an introduction with a clear statement of the thesis or controlling idea. When a reader finishes the introduction, the reader ought to have a solid idea of the case the review will make, the organization of the material, and the direction of thought. The review must have a system of headings that provides a reader with clear signals to the structure and coherence of the ideas embodied in the text such that the reader can skim the concept paper, identify the main ideas, and search for connections among them within the paragraphs. The concept paper must have transitional statements and elements within and across paragraphs and sections of the paper as well as periodic summaries for the aid of the reader. The paper must be made up of complete, purposeful paragraphs arranged to develop the thesis, which are made up of grammatically and syntactically correct sentences with accurate and conventional spelling. Unlike a policy brief, a concept paper must be thoroughly documented so that a reader can trace the thoughts and words of others back to the source with no possibility of confusion between the words and ideas of the sources and the words and ideas of the authors.

We are interested in publishing policy briefs that present the rationale for choosing a particular policy option related to a current policy debate in the K-12 or community college arena.

POLICY BRIEFS

We are interested in publishing policy briefs that present the rationale for choosing a particular policy option related to a current policy debate in the K-12 or community college arena. Our goal is to publish briefs that advocate for an immediate course of action likely to reduce inequities and enhance social justice for minority and high-poverty learners. The audience for the

brief may be administrators or legislators, but the purpose is to convince the audience of the urgency of the problem and the intensity of the need for the particular action outlined.

No longer than 3-5 pages, the policy briefs we want to publish are not academic papers fully documented with an extensive reference list. Instead, they are prepared for a busy reader who has to make a decision and needs an analysis of available evidence together with a reasoned recommendation. The following elements describe content that our reviewers will look for when they review submissions.

Evaluative criteria for policy briefs:

1. Introduction

2. Policy Options

3. Recommendations

4. Conclusion

5. Reference List

1. **Introduction:** The introduction should convince the target audience that an urgent problem exists. It should provide a succinct overview of the causes of the problem. It should include a map of where the argument will take the reader and explicitly state a thesis.
2. **Policy Options:** This section provides a brief overview of the policy options, including options that are currently in play if appropriate as well as options that others are proposing.
3. **Recommendations:** Authors should clearly and succinctly state their recommendations with an analysis of relevant evidence supporting the preferred option. Evidence should be drawn from research literature and other sources with in-text attributions, but the brief does not require APA-style documentation. Evidence should be analyzed and organized logically and succinctly.
4. **Conclusion:** The overall argument should be restated and summarized. Specific next steps or action should be detailed.
5. **Reference List:** Authors are not required to provide citations for all of the evidence consulted and/or discussed in the brief. However, well-chosen citations to sources of immediate importance to the audience can be provided along with annotations.

REFLECTIVE ESSAYS ON PROFESSIONAL LEADERSHIP AND POLICY EXPERIENCES

JTLPS is primarily interested in empirical studies, policy briefs, and concept papers, but we are also interested in publishing formal personal essays that give a voice to transformative educational leaders and policy makers with important stories to tell grounded in their personal experiences as professionals. We believe that even the highest quality empirical studies can

never completely achieve their aims in the cauldron of living and breathing schools and communities without intelligent action, and action requires human beings to take the reins and follow a path to emancipation. To that end, we would like to publish reflective essays that provide our readers with insights into the lived experiences of leaders in the cauldron of real-world schools and colleges. Our reviewers will consider the following elements when making decisions about reflective essays.

1. **Professional Significance:** Authors of reflective essays have a powerful story to tell about a significant experience or set of experiences directly related to transformative educational leadership. Such significance does

not always come from success, but may also come from failure to make a change. Regardless of the outcome of an initiative or a reform effort, the story is about the attempt to make the world more equitable and fair for diverse learners.

2. **Voice:** Authors of reflective essays may write in a highly formal style, or they may write in a more conversational style, but they always develop a recognizable voice that speaks directly to individual readers on a human level. It is this sense of the author's presence in the essay that permits readers with the opportunity to apprehend what it is really like to be on the front line of change in an educational system with well documented inequities.
3. **Ethical Stance:** Authors of reflective essays are fair to all of the individuals they name in their story. There is never an ax to grind or an individual to smear, though there may be heroes and villains. Authors are fully aware of their obligation to avoid slander and libel, diligent in avoiding malicious, false statements of a defamatory nature.
4. **High Quality Writing:** JTLPS wants all of its published pieces to reflect the highest standards of writing, but the reflective essay opens the door for authors to showcase their special writing style or talent. We would like to publish essays that can be studied not just for their substance, but also for their elegance and beauty. We invite authors to polish their essays as pieces of literature, pleasing to read as well as powerful in impact. Our reviewers will point out particularly well written passages and will also highlight awkward passages during the review process as a way to support in regard to this element.

Evaluative criteria for the reflective essay:

1. Professional Significance

2. Voice

3. Ethical Stance

4. High Quality Writing

JTLPS

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