

Pushing Beyond Our Comfort Zones: A Discussion about Designing a Course Syllabus to Engage Latinx Students

Patrick L. Valdez, Ph.D.

[Visiting Professor, Department of Educational Policy Studies & Evaluation](#)

[Program Chair, Senior Diversity Officer Certificate Program](#)

[Board Chair, American Association of Hispanics in Higher Education \(AAHHE\), 2022 – 2023](#)
[University of Kentucky College of Education](#)

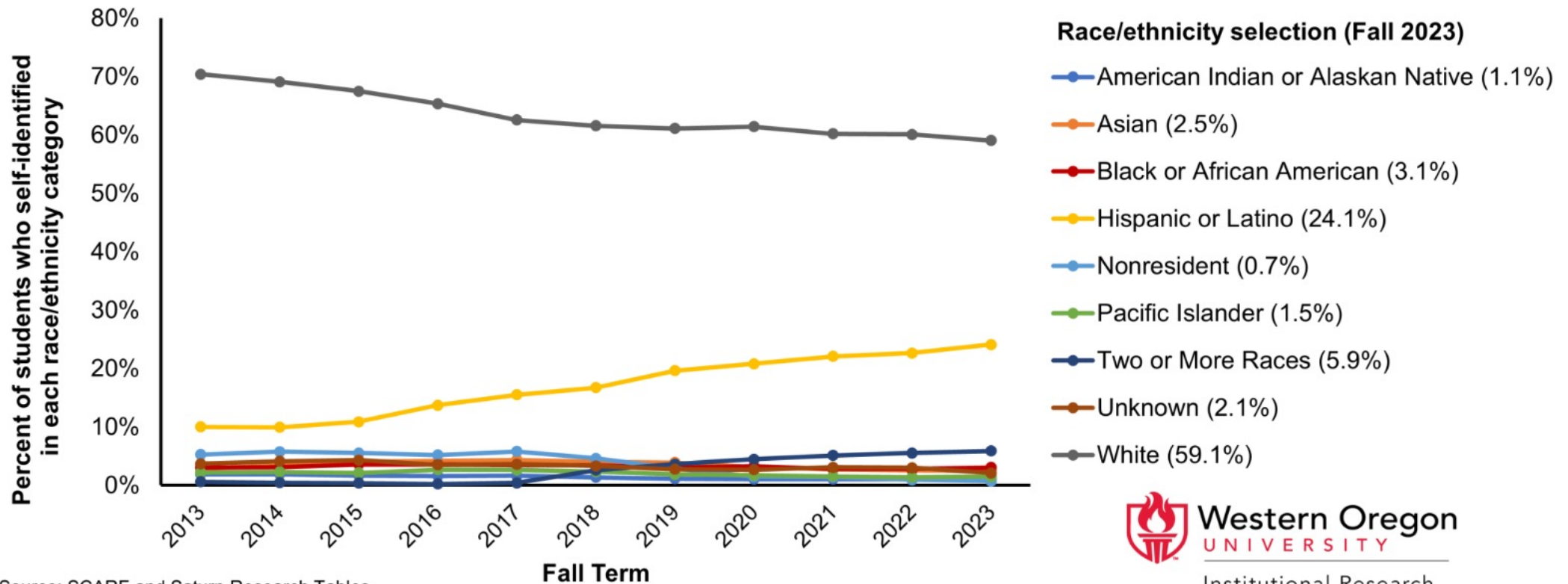
- **Courtroom: The truth, the whole truth, & nothing but the truth**
- **DEI/Human Rights/Social Justice [Curriculum/Classroom]: The truth, the partial truth, but never the uncomfortable truth ---Dr. Luke Wood, President, CSU-Sacramento**

Why is this discussion important/Why are we having this discussion?

- Social Justice & Humanistic View
- Economist View

Changing Student Demographics WOU 2013 – 2023

How racially/ethnically diverse is our student population?



Source: SCARF and Saturn Research Tables

Major Components of a College Experience

- Institutional Characteristics
 - Student Affairs
 - Academic Affairs

Discussion: Where do Student Affairs & Academic Affairs intersect/overlap/collaborate at WOU?

Academic Affairs

- Faculty (You)
 - ❖ *Rights*
 - ❖ *Privileges*
 - ❖ *Responsibilities*

Activity: Write a brief paragraph describing who you are? (I will ask for a few volunteers...or pick someone avoiding eye contact)

Thank you for introducing yourself

Why is that essential when building an engaging learning environment?

Marginality & Mattering

(Schlossberg, 1989)

Engaging Course Syllabus starts with Self

(Traditional) Course Syllabus starts with...

What do you think about first?

- **Course Description**
- **Course Goals**
- **Course Learning Objectives**
 - ✓ **Assignments**

Types of Assignments

Learning Objectives

Learning Outcomes

Shared Responsibility

Creating Community

*****Transition Slide*****

Institutional Responsibility

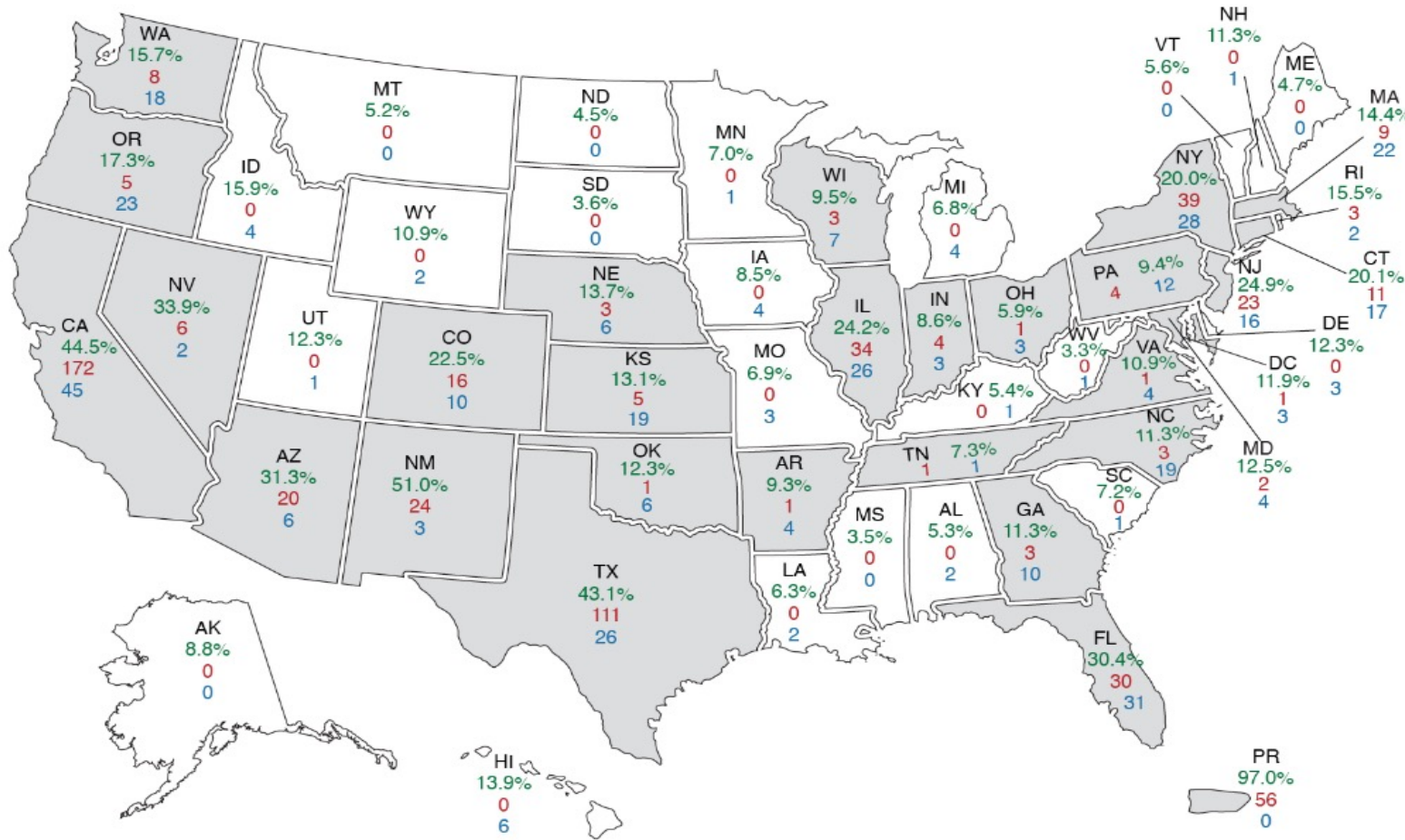
Teaching & Learning Vision Statement

“Building an Equity-Minded Campus Culture”

(McNair, Bensimon, & Malcom-Piqueux, 2020)

2022-23 Geographic Distribution

By percentage of Hispanic Undergraduate Headcount and Number of HSIs/EHSIs



- Percentage of Hispanic Undergraduate Students by State Headcount
- Number of Hispanic-Serving Institutions (HSIs): Total 600 (25.0 % minimum Hispanic Full-Time Equivalent (FTE) enrollment)
- Number of Emerging HSIs : Total 412 (15.0 - 24.9 % Hispanic FTE)

State percentages based on:
 Total Undergraduate (UG) Student Headcount = 14,780,157
 Total Hispanic UG Student Headcount = 3,235,494
 Total Hispanic UG Student Percentage = 21.9%

ORS 329.845

Statewide education plan for students who are Latino or Hispanic

- advisory group
- report
- grants
- rules

Text

Annotations

(1) As used in this section, “plan student” means a student enrolled in early childhood through post-secondary education who:

(a) Is Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, Central American or Spanish descent; **and**

(b) Has experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

LATINO/A/X AND INDIGENOUS* STUDENT SUCCESS PLAN

Phase 1

2021-2023

*Indigenous Mexican, Central, South American, and Caribbean

Student Success Act -
House Bill 3427



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

What does that mean for Western Oregon University?

HSI SUMMIT

The **Latino/a/x & Indigenous* Student Success Plan** seeks to address historic and current systemic inequities experienced by Latino/a/x and Indigenous* students through **focused investments and partnerships** with community based organizations, school districts, early learning providers, and **higher education**. The plan centers equity and community by ensuring those closest to the problem help develop and design the solutions. Through this effort, we will work to close the opportunity gap and eliminate educational disparities to ensure all our students can thrive.

HSI SUMMIT

Phase 1 (2021-2023)

- Building Latino/a/x and Indigenous* Student Success Advisory Group
- Launch full Latino/a/x and Indigenous* Student Success Plan
- ODE will invest \$4 million in grant funding to community-based organizations, school districts, early learning providers, ESDs, and **higher education partners**
- ODE will work to align goals and outcomes across Student Success Act investments

Phase 2 (2023-2025)

- ODE implement systems and policy changes internally and across the state
- ODE will develop policy recommendations for the Oregon Legislature based on outcomes demonstrated in Phase 1
- ODE will invest additional dollars in grant funding to community-based organizations, school districts, early learning providers, ESDs, and **higher education partners**
- ODE will support existing funded grants and grow

GOAL 4: Strengthening Pathways to Higher Education

Currently in Oregon, Latino/a/x and Indigenous students represent approximately 24 percent of the total K-12 student population, however, they only represent about 14 percent of students in higher education. By 2025, Oregon wants to see 40 percent of young adult Oregonians with a four-year degree or more, and 40 percent will complete a two-year degree or short-term career certificate. This means we need focused investments and efforts in Oregon's K-12 schools to ensure Latino/a/x and Indigenous* students can pursue a higher education. The approaches and objectives will focus on building family and community partnerships with the goal of identifying and developing systemic practices and policy recommendations to increase Latino/a/x and Indigenous* college student enrollment.*

OBJECTIVE: Increase attendance of Latino/a/x and Indigenous* students in community colleges and professional certification programs.

WHY IT MATTERS: Oregon's community colleges currently serve over a quarter-million students with approximately 14 percent who are Latino/a/x and Indigenous*. They offer students an accessible and affordable path to higher education either as an entry point towards a four-year degree or a career path.

Data Sources for the Student Success Plan

Oregon Higher Education Coordinating Commission Equity Lens:
oregon.gov/highered/about/Documents/State-Goals/Equity-Lens.pdf

Oregon Higher Education Statewide Snapshot:
oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf

Oregon Higher Education Community Colleges Snapshot:
oregon.gov/highered/research/Documents/Snapshots/CC-Snapshot.pdf

Oregon Higher Education University Snapshot:
oregon.gov/highered/research/Documents/Snapshots/Univ-Snapshot.pdf

Thank you! Muchisimas Gracias!