



Towards a Model for College Access and Integrated Success Coaching

**Danielle Wheeler –Director of Student
Support Services**

**Lorena Fuentes – Director of Pathways
& Multilingual Programs**

Outline



OVERVIEW OF
DIRECTIONS FOR
STUDENT POTENTIAL
(DSP) AND STUDENT
SUPPORT SERVICES (SSS)



FRAMEWORKS
INFORMING PRACTICE



INSTITUTIONAL AGENTS



COLLABORATION IN
ACTION




IMPLICATIONS & GOALS

Positionality

The paradigm guiding the DSP/SSS collaboration falls into a transformative framework:

- We seek to transform systems of oppression through action and through the voices of the students we serve.
- We acknowledge that knowledge is not neutral, and this is reflected through dynamics of power and social relationships our students navigate.
- Our role as educators must go beyond knowledge construction to advance an action-oriented agenda is intentionally geared to identify and eliminate institutional barriers for the students.

Placement
within VPASS
Unit's
Network of
Academic
Support
Services

- Academic Support Programs/Center for Academic Excellence
 - **Pathways and Multilingual Programs (DSP & ELP)**
 - **Student Success Programs (SSS and SBI)**
 - Asian American Student Success Program
 - Career Services and Internships
 - Disability Services (Ross Center)
 - Office of Global Programs
 - Pre-Collegiate Programs
 - Undergraduate Studies
 - University Advising Center
 - U54 Research Education Core
- 



Directions for Student Potential Program (DSP)

- DSP is a free six-week enrichment summer program that guides students towards success as a university student and to be engaged in the campus community.
- In DSP, students engage in critical reading and writing for college, quantitative reasoning, and community building activities.
- All our courses provide embedded tutoring, so students have ongoing support within the classroom and beyond.
- Our program is built on a commitment to racial equity, inclusiveness, multilingualism, and multiculturalism.

Student Support Services (SSS)

- The Student Support Services (SSS) Program at UMass Boston is a federally funded TRIO program that holistically supports approximately 500 multilingual, culturally, ethnically and racially diverse students.
- In SSS, we work together with students to increase academic achievement by providing culturally sustainable, intrusive advising and creating a sense of belonging for students in the program.



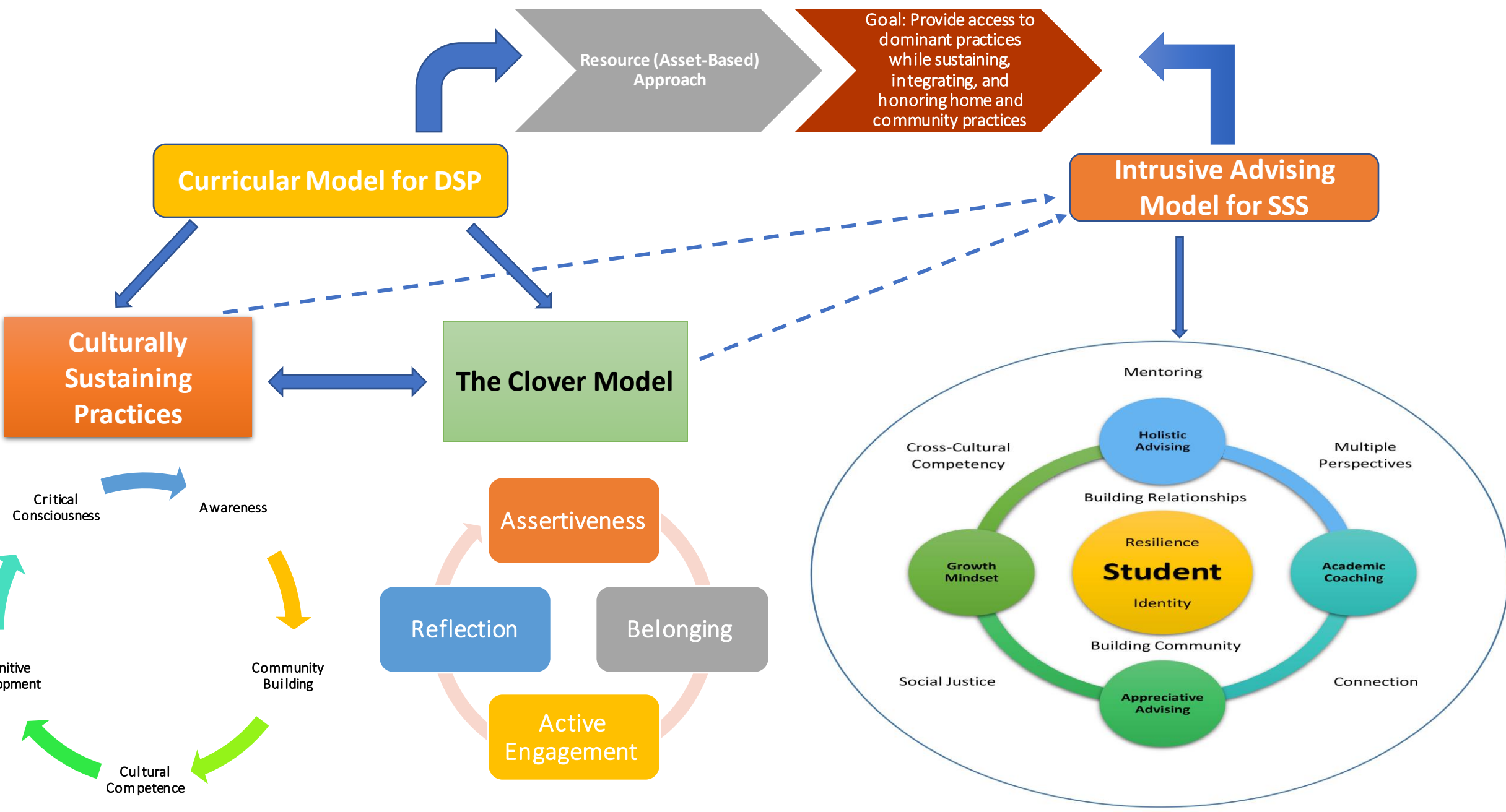


Reflection

"[College]... implies a certain meta-awareness of relational strategies for negotiating one's way within social and institutional settings tacitly organized on the basis of systems of exclusion and latent cultural conflict. It implies a constellation of super-psychic abilities, such as a tolerance for contradiction and ambiguity; an ability to juggle complex and disparate social identities, and to code-switch linguistically in different cultural settings; an ability to act instrumentally in one setting, expressively in another, and both instrumentally and expressively in still another; and in total, an ability to operate in culturally pluralistic mode while maintaining high self-regard" (Stanton-Salazar, 1997, p.27)

How can we as institutional agents honor this complexity?

Frameworks Informing Practice



Resource (Asset-Based) Approach

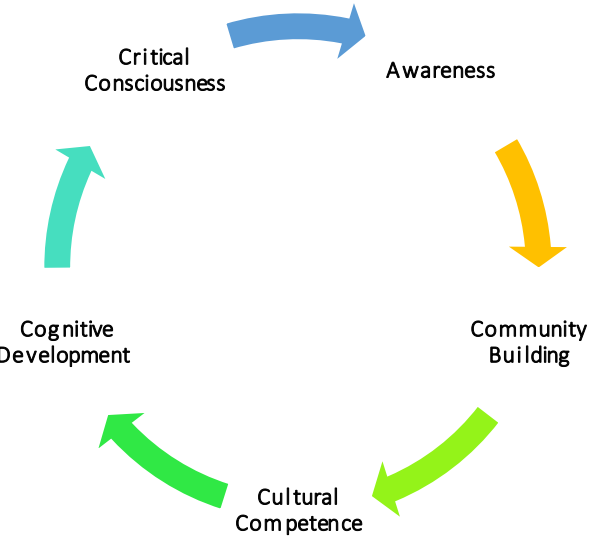
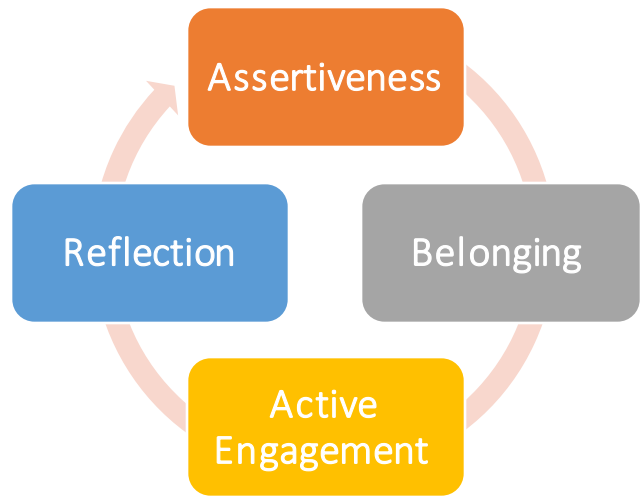
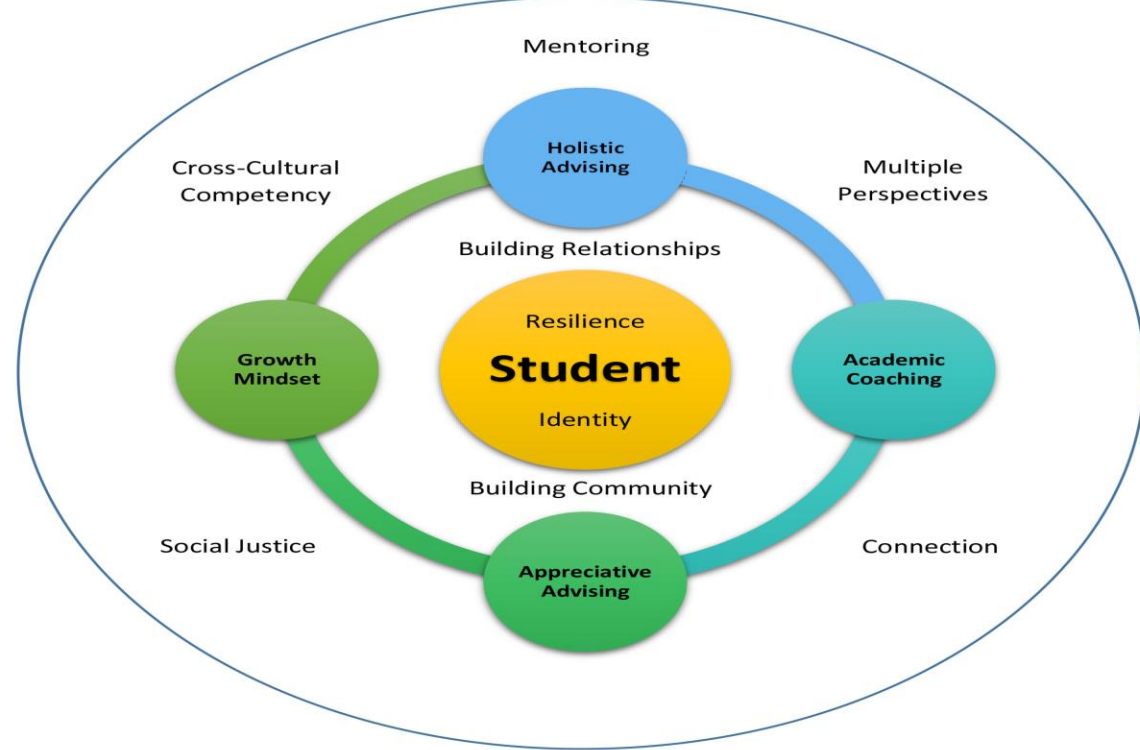
Goal: Provide access to dominant practices while sustaining, integrating, and honoring home and community practices

Curricular Model for DSP

Intrusive Advising Model for SSS

Culturally Sustaining Practices

The Clover Model



Providing Integrated Support

Humanizing their College Experience

Utilizing Proactive Approaches

The Role of Institutional Agents

- Faculty
- Advisors
- Peer Mentors
- Peer Tutors
- Other Staff

"Individuals who have the **capacity** and **commitment** to transmit directly, or negotiate the transmission of institutional resources and opportunities" (Stanton-Salazar, 1997, p. 6)

Social Capital Navigational Capital Informational Capital

Establishment of relationships and size of social networks based on mutual **trust** and **closure** (Museus & Neville, 2012)

"Skills of maneuvering through social institutions" (Yosso, 2005, p.80)

Access to **high stakes** information as a resource to help students understand institutional policies and barriers (Liou et al., 2015)

Ongoing Support and Belonging

Strong Academic Identity

Long-range Academic Success

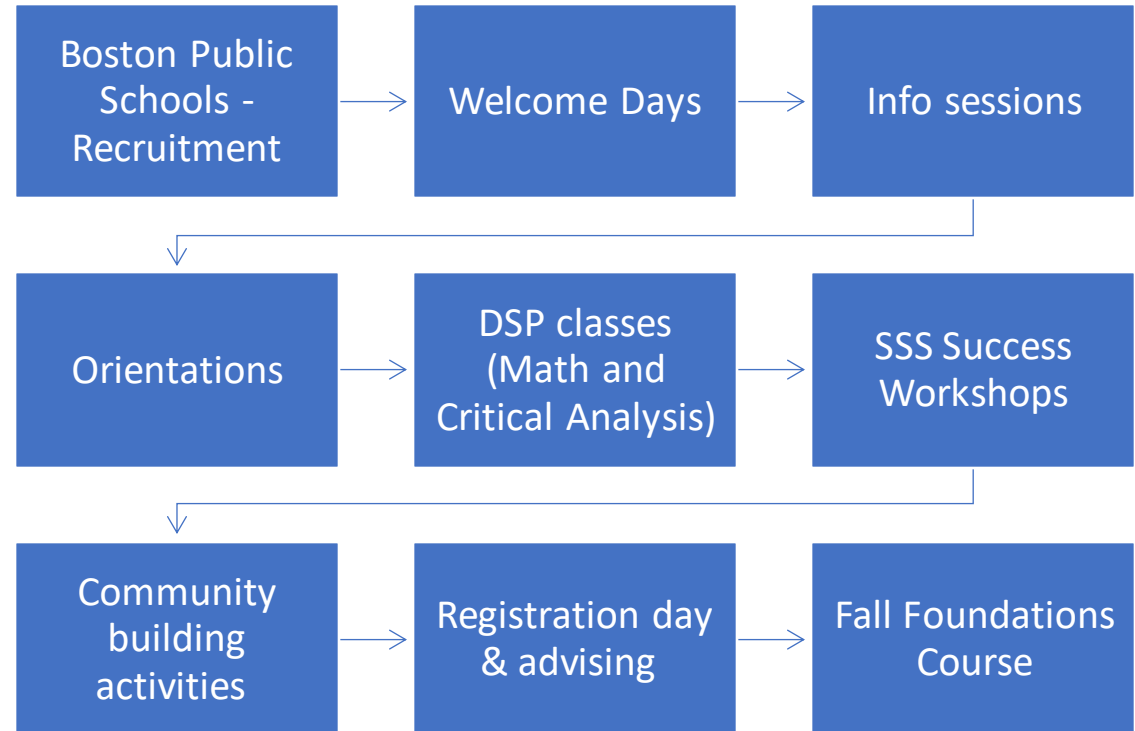
Persistence

Retention and Graduation

Aspirational Capital



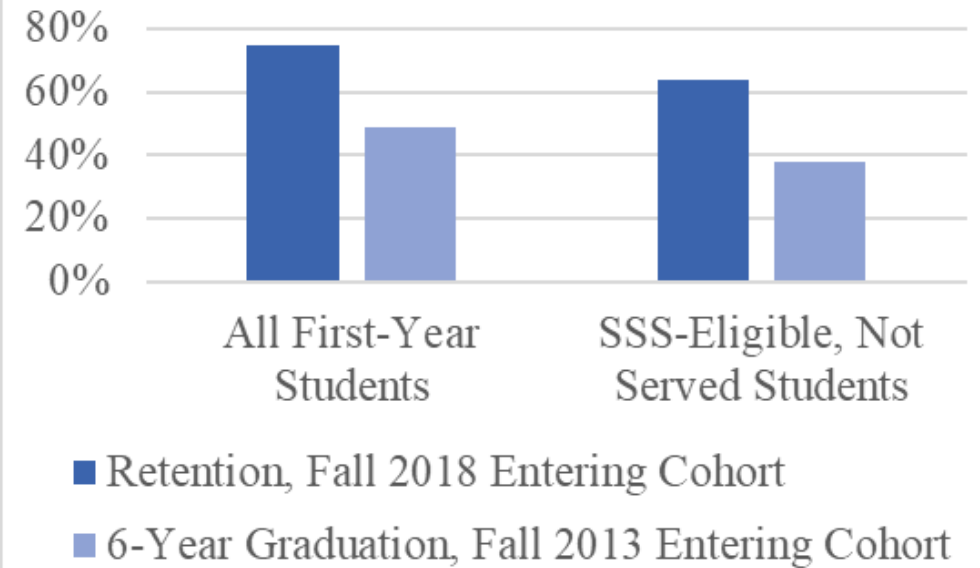
Collaboration in Action



Retention



Figure 1: Comparative Retention and Six-Year Graduation Rates





Impact

- 92% of SSS/DSP students were in Good Academic Standing (2.0 or higher) during the 2018-2019 academic year.
- 91% of SSS/DSP students either graduated or were retained in 2018-2019
- 62% of the 2014 SSS/DSP cohort graduated within six years by (2020), compared to 49% of all first-time, first-year students of the same cohort.

Implications & Goals

- Disrupt traditional practices that have historically siloed student affairs and academic affairs
- Reconceptualize our notion of shared leadership across divisions to build more intentional institutional partnerships, individual relationships, and systems to support and advance the interests of the students we serve
- Collaboratively eliminate institutional and social barriers and implement practices that are aligned with a commitment to attaining equitable student outcomes
- Effectively use of our central resources—time, money, and staffing—to meet the unique needs of our students
- Continuously collect data to assess practices, allocate resources, and improve academic and advising processes and services

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Q&A Session

