

*They are the new majority in the state of California,  
and on our campus, as well.*

***Listening to  
Latino Students***

Student Perspectives..... 2

Information and Campus Resources..... 12

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## Listening to Latino Students...

***“Being Mexican-American is an honor, because I’m one of the many first generation students on campus, and my parents are very proud of me.***

***My experience with CAMP and EOP has been amazing. I’ve learned many skills, and resources to help me succeed in college. CAMP has become my home away from home because I’m surrounded by people who are in the same situation as me (1<sup>st</sup> generation, migrant background).”***

—Mexican American, 18, female (1<sup>st</sup> generation, migrant background)

***“It’s new for me. Being Hispanic the cliché that my grandparents and parents didn’t go to college is real. I’m always nervous or unsure here.***

***Since I have no clue what I was doing when I started I missed New Student orientation and came to the wrong major orientation.”***

—Hispanic Female 20 years old

***“I feel like being a 22 year old Mexican American Female who is a transfer student is welcomed + accepted here at Sac State. I see a lot of diversity here & so far I’ve been very welcomed w/ open arms here.”***

—22 years old/Mexican American

***“My parents have always support me on my academics. I have not faced any discrimination here on campus. I feel more comfortable and accepted here than in my high school.***

***I am in a program called CAMP which helps Hispanics get a higher education. One of my best experiences so far is the summer bridge program during the summer provided by CAMP and EOP.”***

—Latina Mexicana (Female 18 Straight Depression Anxiety New to College)

***“To be a young Mexican American student at Sac State is great. Everywhere I look there is so much diversity here on campus that I feel very welcomed. In addition there are a lot of clubs on campus that welcome young Mexican American females like myself.***

***Coming to school on the first day, I was a little nervous because I felt that I wouldn’t see a lot of diversity or people that looked like me. However, my mind quickly changed when I entered the campus on rush week and saw a girl from my hometown who was in a sorority that encouraged empowerment in the hispanic culture. Although I did not join, it felt good to know I was not alone.***

***What I’ve liked about Sac State so far is how many resources are available to me as a student. From math tutoring to the writing lab, I know that I can always get help.”***

—Mexican American, 18 y/o female

***“To be 18 years old and Mexican it’s a very great perspective. I love my race and everything that comes with it. It gets kind of hard to be a freshman in college because you don’t know resources. Sometimes you don’t even know where to get help.***

***I would like to open my mind to new ideas and perspectives that could help me throughout my college years.***

***What I liked about Sacramento State are the variety of different people you get to meet. In life you always have the perspective to enclose yourself from others and sometimes avoid interaction with new people but here everything is different. You get to meet people that are from all different kinds of backgrounds are there to help you with anything you need.”***

—18 years old and Mexican

***“It’s difficult b/c a lot of people think we will drop out after the first semester or year of college. I noticed differences when it comes to opportunities.”***

—Mexican American, 18 yrs, 1<sup>st</sup> year

***“College can be scary since you don’t have no one at home to help you with college.***

***Sac State does an amazing job by having programs to mentor & advise students. (CAMP, EOP)***

***(I like) first year retention programs and academic advising. (I don’t like) lack of diversity in faculty.”***

—first year generation student/Hispanic

***“In my perspective (being Mexican) I am very proud & honored of who I am.”***

—Mexican 18

***“I feel Sacramento is pretty diverse and Sac State is not the exception. I think hispanic males are well represented on campus, which is good.***

***I feel I belong here, I feel accepted and that there is no discrimination or ignoring of my culture.***

***There isn’t anything that comes to mind that I don’t like here. Except I feel events and activities involving Latinos should include all Latin American countries and not just Mexico. To me it seems as though Latino means ‘Mexican’ when it is much broader than that.”***

—23 yr old Hispanic Male

***“I think it is great to be here at CSUS because not many people come straight to a university after high school. Specially when one is a Hispanic female.”***

—18 year old Female, Hispanic, New to College

***“I am a chicana. Some of the challenges here at Sac State is the number of chicana’s graduating higher education.”***

—Chicana, 18

***“I am a female, Hispanic, first generation student who feels that I am going on the right path to a brighter future by attending CSU. Although I had many paths to take I chose this path because I want to discover who I was, my strengths, and capabilities of not only attending a CSU but also attending a CSU that isn’t close to home.***

***In the beginning I felt like it was hard to concentrate on my studies but after I stopped and began to remember why I decided to take this path it motivated me to keep striving no matter the circumstances.***

***I felt like belonging in a group is what helped me get through my first year especially when you don’t know anyone and don’t want to feel down because you feel like you are alone.”***

—No student specifics given, other than what is stated above

***“Being a Mexican American student here at CSUS, it is challenging. Not being well-prepared coming from high school and having to take remedial courses makes us feel more pressured. It feels like it will take us more time to finish with college.***

***I have had a lot of help from mentors and faculty which has made a difference in my academics.”***

—a Mexican American

***“More challenging being perceived as many stereotypes (that) describe Latinas.”***

—19-year-old-Latina

***“Being an 18 year old Mexican female has not been any different than from where I am from (Fresno). Although many students do believe that as a Mexican female I should be more adapted to the ‘family life.’ Yet I am sort of, but my family focuses on academic achievement so its rare that I am in college and going to be one of the many to graduate.”***

—Mexican, female, 18

***“I feel like just a normal student”***

—Hispanic, 18 years old

***“Being a latino is really easy here, since there are many other latino here at Sac State. Some with other cultures as well.***

***I like how the people were nice”***

—Mexican

***“As a hispanic student here at CSUS I feel just at home. Since our school is so diverse I do not feel like I am a minority at all.”***

—Hispanic, 19 years old, New to College, Female

***“I am a first generation students and my parents have a migrant background because they’ve worked in the fields.***

***It’s different because you don’t have many faculty members whom are Mexican American and I question why.”***

—Mexican American

***“Coming from a mexican-american background and attending college is a great accomplishment in my culture. But yet at the same time it is looked down upon if you are a woman because if you have old fashioned and traditional parents they see it as you don’t need to get an education.***

***Well, personally my parents wanted me to go to college because they want me to be able to provide for myself and not have to rely on a man to get ahead in life.”***

—Mexican-American, 18 yrs

***“It is an honor to be part of the Latino/Latina culture.”***

—Mexican, 19 years old

***“I like that this campus provides many programs to help students graduate college. (Counselors, PARC, NSM, etc.)”***

—Hispanic

***“It can be difficult due to the fact that I am the first in my family to come to college and my parents don’t speak English.”***

—a first year, Mexican, woman who is 18 years old

***“Coming in as a freshman, there was culture barrier. A lot of tradition is being expose”***

—Mexican-American

***“It’s a little bit of pressure because I am a Mexican who works and goes to school. Whenever I have free time I always end up helping out around my house so really there is no free time for me. I know what I have to do so it’s a little hard trying to keep up with everything.”***

—a 20 year old Mexican Athlete

***“To be a latino in college I often feel people view my schooling as if I were first generation attending school for higher education when I am not. My family has supported higher education since before my parents.”***

—Hispanic latino

***“Here at Sac State it’s never been a barrier of mine being hispanic, female, etc. campus is very welcoming, and encouraging.”***

—Hispanic Returning to school Female 27

***“I would like to share that being Mexican on campus is really fun because there are many clubs one can be involved in.”***

—Mexican American, Male, New to College

***“Well I feel good about the fact that I am one of the few Hispanic students to come to Sacramento State.***

***The program CAMP helped me meet and interact with other Hispanic students and I like that I was able to see that I wasn’t the only one seeking help.”***

—Hispanic

***“I think being a chicana woman has been hard at CSUS. There has been lack of women in higher education along with racism.***

***Being at CAMP has been great. Being with people like you sharing similar stories, background and struggles makes you feel you belong somewhere.”***

—Chicana, woman, 18

***“challenging, fun, interesting***

***I like going to the game room and having a good time playing pool. That they have a on-campus gym (The Well). Also the FYE space has always been a place I like.”***

—Mexican, 18 yrs old, male

***“Feels great that students such as myself and other Latino students are going to college to get their education.”***

—Latino

***“It is tough at first because your parents are not there to help you out. An hour away and for other students it’s even further. Very great experience and a desire to keep learning.***

***Sometimes teachers don’t give an effort to teach. They don’t look at others struggles, but of course it’s not their job to do that.”***

—Mexican-American 18, 1<sup>st</sup> year (migrant student)

***“I like the campus and some teachers really care about you doing well in class.”***

—Hispanic-Mexican

***“It is hard!! I don’t have any professors that have the same skin color as me. Many professors do not understand the life of a low income/first generation student.***

***Thankfully, equity programs have helped me (such as CAMPS & EOP). I am now graduating from Sacramento State...and it has only taken me 4½.***

***Faculty diversity would be much appreciated!! I will be pursuing a masters degree in higher education & leadership policy, so I can one day make a change.”***

—Latino, 23, Graduating Senior

***“Being a student here makes me feel like a role model.”***

—of Mexican Culture

***“Being a student at CSUS and coming from a Mexican-American culture and having the age I have seems very normal to me. Even though at times it does get a bit difficult because my parents are very traditional and old school so they are accustomed to having women in their family being home, so I sometimes feel pressured in having to go home even when I know I shouldn’t because I have lots of homework to be done.***

***I would have to say having to satisfy my parents is the only thing that has been hard for me, because if I fail in my college courses they will think that college isn’t for me.”***

—Mexican-American, 18 years old

***“It is hard to manage all the things that are expected from you. Culturally, I also have to balance a lifestyle that gives a lot of time to my family. I do not mind that, however, because my family is my biggest support in overcoming my family’s personal struggle that brought about my depression.***

***I am happy to know that this school will not reject me because of my race. It invites me with arms wide open.”***

—Latina, 19, overcoming depression

***“I...love being Hispanic.***

***Get involved in Hispanic clubs (Mecha) and give back to the community.”***

—18 yr old hispanic girl

***“As a Latina at Sacramento State I find it difficult to connect with the staff and faculty. Although I have many questions I usually don’t discuss it with faculty because I feel like they don’t comprehend the issue because they haven’t had the experience of being Latina in college. The lack of diversity in gender and ethnicity make it hard to find faculty that can empathize and understand my situation.”***

—Latina woman and transfer from a community college

***“Once you are in, you have no other option but to succeed. In other words, you are expected to be a success by family.”***

—22 yr old Mexican

***“It’s a change considering where I come from there is a much larger latino population. Much less latin@s here on campus”***

—18-25/Latino/male

***“It is an honor, because I have worked so hard to get where I am today with the help of so many people.”***

—18 year old Latina

***“I see that there are not a lot of Mexican students in my classes. Sometimes I wish there was more because I could have people whom I can relate to a little better.***

***Being a first generation to attend college is hard because you don’t know a lot of the resources available to you, that maybe someone with a family member in college has.”***

—1<sup>st</sup> generation to attend college, Mexican, 24 years old

***“Difficult because it’s hard to find the same group of people that share both struggles and cultures.”***

—Mexican American

***“Latina: Being part of a minority I’m expected to downplay my culture in order to fit in. People think that I’m ‘exotic’ or ‘interesting’ when they talk about me. The only thing they focus on is how I got to college, when it’s expected of me to become pregnant and drop out.”***

—Latina / 19 / First generation college student

***“Being hispanic is very fun in that there are people with similar backgrounds. One difficulty is that even with support from my parents I feel like I’m on my own because my parents never went to college.***

***I am apart of the Spanish Program and it has been amazing meeting new people with similar career interests. I have also liked all the diversity on campus.”***

—Mexican male 20 Gay 1<sup>st</sup> generation to go to college

***“I feel that the campus is very diverse but being from South America, I have a harder time identifying with Latinx b/c I’m not chicana.”***

—Latina (F) age 23, 1<sup>st</sup> to graduate

***“Being the eldest of my siblings I came to CSUS to obtain an education and my degree to ultimately set an example to my siblings as well as to better myself in such a competitive job market.”***

—Hispanic, female, 26 yrs old

***“My experience at Sacramento State as a transfer student has been fabulous. As a person of hispanic decent I feel very accepted at this college because of its diversity.”***

—Mexican-American, 24 yrs old, Christian.

***“I think that I feel comfortable coming from a Migrant family to this school. CAMP is what has made me feel like I was at home. I see people/students that are like me.”***

—Mexican, 18 years old, male

***“It makes me proud because before you really didn’t see latin@s at colleges.***

***There is many clubs/groups that help keep the culture alive and many programs to help with education.”***

—18 Latina female freshman

***“I am often made fun of for being white when really I am Hispanic. It gets to be really annoying.”***

—19 year old, light skinned, Hispanic, female

***“I bring something new to campus, I help make this campus diverse... I am getting an opportunity in life to succeed.”***

—a male, Mexican American of age 18.

***“To be Mexican Am. Female student new to college life can be difficult at times, however it does open us up to many new things we have never seen, heard, experienced etc.***

***One of my favorite experiences would have to be living in the dorms. Even though the expense is high I’m glad I am able to live and experience the dorm life. As Mexican Am. we are (for the most part) super attached to family and living in the dorms really helped me not to get homesick.”***

—New to College, Mexican Am., female



***“It is somehow hard because at the time of doing a presentation, I have the feeling to speak Spanish and do my presentation bilingual. Also, when it comes to writing the way we have to write English is a little hard because my Spanish pops up in the way of phrasing words and sometimes it is very frustrating or mispronounce words, that’s one of the biggest one.***

***Last semester during a presentation I mispronounce a word, it was so embarrassing.***

***(I like) having American friends that help you edit your work. 😊 (I don’t like) Directions of an assignment too wordy, more simple would be perfect. 😊***

—Mexican American (Chicana)

***“It was intimidating at first b/c I didn’t know there were as many of us on campus until I joined CAMP.”***

—Latina

***“(I like) Exploring new opportunities and putting yourself out there as a latino male”***

—New to college

***“Being Mexican I feel like I have a lot of pressure on me to be the first person in my family to get a college degree. The councellors/teachers make you feel at home and relieve some of that pressure.”***

—Mexican

***“It is good because there are so many people trying to help Hispanic people.”***

—Latina

***“Being Mexican-American at CSUS just makes me want to prove that I can succeed in college especially since I’m the first in my family to come.***

***I think it’s great that CSUS has programs/clubs for latinos. What has really worked is joining some of those cultural clubs.”***

—No student specifics given, other than what is stated above

***“From a Hispanic point of view it is a bit scary to see very few hispanics in my classes.”***

—Hispanic, male, transfer student that works full time

***“Complicated. It is a constant battle of cultural values, homework and an effort to explain/rationalize every decision I make.***

***I have forced myself out of my comfort zone in order to succeed as a student. Breaking cultural norms like leaving home in order to secure a better future for myself. It’s hard not to lose sight of the person you once were during the journey to the person you want to be.***

***I have made the effort to build relationships with my professors so I feel comfortable asking for additional help. If my professors were not so amazing, helpful, free, understanding or available, I don’t think I would have succeeded as a student.”***

—a hispanic female

***“I like being Mexican because I can represent my culture proudly. I feel extremely proud to be attending a university and proving that as a female and from a Mexican heritage it can be possible to continue your education for a better future.***

***I always get mistaken to be Asian. So when I get asked I proudly say that I am Mexican. It just boosts my confidence knowing that I am doing something good/positive with my life.”***

—21, Mexican, female, straight, transfer student

***“it’s a good feeling knowing that I can represent my culture, and my people. Maybe inspire others to pursue a higher education.”***

—Mexican-American/Student

***“The fact that I’m Mexican it makes me feel less smart than other races.***

***I honestly want to be more connected with the campus. I work and study most of the time, so there’s nothing else I can possibly do. I’d like to join clubs and be able to share lots of experiences.”***

—age 18, Mexican

***“It is easy to be a student of Mexican descent at CSUS because there are many ways to get involved with people of my own culture and to socialize with others who are not. I have met people who have overcome the same challenges as me.”***

—Mexican, 19.

***“It feels nice to be the first of my family to attend a university here in the U.S. Its also good to know there are other Hispanics here as well as the campus being mixed.”***

—a 22 year-old Mexican

***“Criticize for the complexion of my skin color, us Hispanics tend to be demoralized.”***

—Hispanic age 23

***“All people of Latino background want a better future for themselves as well as family. Hardworking, dedicated, and focused describes Latinos.”***

—Latino (Mexican)

***“I feel that I have a lot to live up to coming from this demographic (Mexican). I feel that the pressure for me to succeed is highly noted and there is very little room for error.***

***It’s very different. I came from a small town, so when I moved to an area like this, I felt it was a new chapter in my life.”***

—18 year old Mexican

***“I come from a Hispanic family where I am the first in my family to go to college in the US. My mother and my dad always encouraged me to go to college because they knew getting a degree/education is important.***

***CSUS has treated me great!”***

—Hispanic/female

***“There are many great opportunities here at Sac State for people that fall into my demographics.***

***There are many organizations that do so many great things here on campus that help the community.”***

—Mexican, Male, 24, 6<sup>th</sup> year.

***“It’s difficult to be the first one in your family in college because it’s a lot of pressure. As a Mexican American, I’m also driven by my cultural need to help my family. Again, a lot of pressure.”***

—Mexican American female. First generation college student

***“in my perspective of being hispanic I always try my best no matter what someone might tell me to feel bad that I can get no where in life.”***

—I am a hispanic student. I am a 19 year old. A challenge for me is that I always have had a hard time in school no matter what the situation may be.

***“When latinos hold events like in 5 de Mayo and Mexican Independence day is nice to see.”***

—Mexican, Baseball Athlete, 20 yrs old

***“It is rewarding. As a middle class hispanic whose family lives paycheck to paycheck it is a dream come true. I cant tell you how many times I found myself thinking how lucky I am to be at a 4 year university living another dream to someday be successful.***

***You realize so much. I did! You gain new perspectives and their wonderful. You have a voice and all your opinions matter and actually mean something.***

***I built great friendships here. I love that actually. The professors here are really great. The staff are so kind and helpful. I like that whenever I need something, anything there is somewhere ON CAMPUS I can go.”***

—Hispanic. Mexican American. 18 years old. Female. Middle class.

***“its very hard since both my parents came from mexico and my father only went up to the 6<sup>th</sup> grade as for my mother who is currently attending CSUS as well, at my age many of my former high school peers are not in college or even have a job....***

***I would like to experience things like volunteering in certain ways that can benefit myself to become a better person but also help me with my future career as a registered nurse, I would like to experience in the future helping others if possible....”***

—a first generation, 18 year old hispanic female and is new to college, with a part-time job, and from a low income family

***“To be a Latino and a full time student at CSUS means a lot to me because it symbolizes a new era for my people.”***

—Latino-Hispanic Male

## Latino Students

The term “Latino,” which likely comes from the Spanish word “Latinoamericano,” typically refers to a person who lives in or is from Latin America, or is of Latin American descent. The term references more broadly than the term “Hispanic,” from the Latin word for Spain, referring to people of a Spanish-speaking country or with Spanish ancestry. The term Hispanic consequently excludes some groups, such as Indigenous peoples, or Brazilians, who speak Portuguese. In the United States, Hispanic is used more often on the east coast and Latino is popular throughout the mid-west and west coast, which is why the federal government uses both in the U.S. Census.

This work will use the term Latino, as the region and institution primarily do, with the understanding that: Latino can be gender neutral, and gender-specific; Latino (male) as well as Latina (female). Latino/a references both men and women and gender neutrality. Latinx (pronounced by many as “La teen ex”) also references gender neutrality, and may be the term seen as most fully inclusive by some.

Many Latinos self-identify more often in terms of their place of origin or descent, such as Mexican-Americans, Cuban Americans, and Puerto Ricans. Others may prefer more specific Latino references, such as Central American or South American, which is why the term “United States” is seen as more appropriate and accurate than “America” when referencing our nation, because the latter term actually means two continents with many different countries. Some people may self-identify as “Chicano,” a term originally used to refer to laborers of Mexican descent, but now meaning people with pride of heritage and political activism.

Much like our use of the term “American,” which can cover more specific group names, the term Latino is all-encompassing and captures the diversity and beauty within the wider Latino community. For example: Chicana, Chicano, Chican@, Hispanic, Hispana, Hispano, Indo-Hispano, Latino, Latina, Latin@, Latin, Latinx, Spanish, Xicana, Xicano. Because term use can vary widely, it would be wise to simply ask for an individual’s preference, when necessary.

The majority of Latinos, either themselves or their descendants, come from Mexico. Other places of origin or ancestry include: Argentina, Bolivia, Brazil, Chile, Columbia, Costa Rica, Cuba, Dominican Republic, Ecuador, El Salvador, French Guiana, Guatemala, Haiti, Honduras, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, Uruguay, and Venezuela.

Latino refers to ethnicity. In terms of race, Latinos may be: Indigenous peoples of the Americas, White, Black, Asian, Native American, and mixed.

### In the Nation

Latinos are the second biggest and fastest-growing racial or ethnic group in the country.

California is home to the largest number of Latino Americans in the nation, who are now the majority in the state, recently surpassing the number of Caucasians, according to the U.S. Census Bureau.

## In Education

*Latinos in Higher Education: Compilation of Fast Facts*, put out by Excelencia in Education, offers this profile of Latino College students across the nation:

Half are of Mexican, Mexican-American, or Chicano descent (50%), and the rest are of other type of Hispanic or Latino descent (26%), Puerto Rican descent (12%), mixed Hispanic in origin (8%), or Cuban descent (4%). Most are U.S. citizens (89%), with some U.S. residents (9%), and others international (2%). Most are U.S. born (84%), with more than half of this number having parents born in another country (47%), and the rest with parents born in this country (37%). Some are first generation immigrants, born in another country (16%).

Over half are female (58%), almost half are first generation college students (44%), and the majority live off campus and/or with their family (81%). Most work to pay bills (75%): forty hours or more a week (32%), thirty to thirty-nine hours a week (19%), twenty to twenty-nine hours a week (26%), and one to nineteen hours a week (23%).

California is one of a handful of states with the highest number of enrolled Latino students and the highest completion rate of the states—but completion rates still lag well behind those of White students.

[For further information, please see

[Excelencia in Education, \*Latinos in Higher Education: Compilation of Fast Facts \(2019\)\*](https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts)

[https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts\]](https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts)

*The State of Higher Education for Latinx in California*, put out by the Campaign for College Opportunity, provides a number of findings in its 2018 analysis of data, beginning with this:

Currently, 15 million of almost 40 million Californians are Latinx, 39% of the state population, and by 2060, almost half of Californians will be Latinx.

Over half of K-12 students in the state are Latinx—and nearly half of students in public higher education in the state.

## *Enrollment*

Enrollment numbers are on the rise: About 40% of all California college students are Latinx, over 1.3 million.

72% of Latinx students attend California Community Colleges (CCC),  
13% of Latinx students attend California State Universities (CSU),  
4% of Latinx students attend University of California campuses (UC), as well as  
6% of Latinx students attend for-profit colleges, and  
4% attend private nonprofit colleges.

While the gap is closing, Latinx students remain underrepresented in all of California higher education: 47% of the state college-aged population (18 to 24 years) is Latinx, but only

45% Latinx students are enrolled in the CCC system,  
42% Latinx undergraduate students are enrolled in the CSU system,  
27% Latinx undergraduate students are enrolled in the UC System,  
31% Latinx students are enrolled in for-profit colleges, and  
27% Latinx students are enrolled in private non-profit colleges.

### *Transfer*

Less than one-third of Latinx students transfer to a four-year institution from a community college within six years (31%), much lower in comparison to White students (45%), with only 2% Latinx transferring within two years and 13% in three to four years.

Greater numbers of Latinx are transferring from community colleges to the CSU or UC system, due to the Associate Degree for Transfer, with most transferring into the CSU system (67%), and the remainder to UCs (14%), private nonprofit colleges (14%), or for-profit colleges (5%).

### *Completion*

Latinx educational attainment rates have risen over the last decade, but about 1.4 million Latinx students started but didn't finish their college education.

Only 12% of Latinx have achieved their Bachelor's degree and 6% their Associates degree. For comparison, the average for White Californians to achieve their Bachelor's degree is 43%, and this gap "is larger in California than any other state in the nation; and, the gap is widening—by almost 2 percentage points since 2000."

The reasons for the disparity in college enrollment and graduation are many, but key reasons documented include:

Lower "college knowledge" in terms of application processes and financial aid availability, especially as Latinx students have the highest rate of first generation college student status.

Lower college readiness due to coming from schools with lower college preparation courses, poorer academic quality, higher number of students, and less qualified teachers and counselors. A disproportionate number of Latinx students are placed in remedial classes, associated with lower completion rates, despite that placement testing has proven an inaccurate predictor of student success.

Lack of finances, in that over half of Latinx families live on an income of less than \$50,000 a year—less than any other racial/ethnic group in the state. Some may not apply for and thus receive all financial aid possible, but even with full financial aid, students will still need an estimated \$7,000 for community college expenses and \$5,000 for university expenses. This makes them more likely to work while in college and more likely to attend part-time, factors associated with lower completion rates.

The report advocates for institutional reform measures and concludes,

"California's large Latinx population is a precursor to the growth in the Latinx population nationwide and when California leads on unleashing the tremendous talent of its Latinx community through higher education, the nation will see that this is exactly what it must do too."

[For further information, please see

The Campaign for College Opportunity, *The State of Higher Education for Latinx in California* (2018), found at: <https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascds%3AUS%3A55ca07f6-0d6d-4002-ac90-7c0ad49cb76c>]

## At Sacramento State

The last *Sacramento State University Fact Book* (Fall 2016) reports the following with regard to Latino students at this institution:

- 1,423 Latino First-Time Freshmen Enrolled  
(37.8% of entering First-Time Freshmen)
- 1,038 Latino Undergraduate Transfer Students Enrolled  
(26.8% of entering Transfer Students)
- 8,441 Latino Students Enrolled  
(30.3% of all Undergraduate Students enrolled,  
and the new majority group, as of Fall 2016)

In 2014, *The Hispanic Outlook in Higher Education* magazine ranked Sacramento State 36<sup>th</sup> in the nation in terms of the number of Hispanic students who graduate with Bachelor's degrees, a point of pride for the university. In 2015, the Latino undergraduate student population rose above 25%, qualifying Sacramento State for Hispanic Serving Institution (HSI) designation. In 2016-2017, Sacramento State University placed 19<sup>th</sup> of the top 25 institutions in the nation where Latinos earned Bachelor's degrees, according to Excelencia in Education. According to this same organization, there are over 500 HSIs, about 17% of all higher education institutions in the nation, a number that has doubled in the past decade, and serving about two-thirds of all Latino students. About half of the states in the nation have HSIs, and California has the largest number at 170, almost double that of the state with the second highest number, Texas.

[For further information on HSIs, please see:

[Excelencia in Education, Latinos in Higher Education: Compilation of Fast Facts \(2019\)](https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts)

[https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts\]](https://www.edexcelencia.org/research/publications/latinos-higher-education-compilation-fast-facts)

Congressman Ruben Hinojosa, Chair of the Congressional Subcommittee on Higher Education, Life Long Learning, and Competitiveness, once said,

“Hispanic-Serving Institutions are on the crest of a demographic wave in this nation. They are our laboratories for fostering Hispanic student success, and other colleges and universities will look to them for guidance and leadership.”

Leading educational equity and reform scholar Anne-Marie Núñez explains the value of HSIs in the article, “What Does Hispanic-Serving Mean, Anyway?”

HSIs have a number of benefits for Latino students, including a more supportive campus climate and greater use of active learning methods in the classroom, such as class discussion, group projects, reflective writing, and service learning. While they show less confidence in their academic capabilities in general, Latino students at HSIs report higher academic self-concepts, long considered a significant predictor of college completion. At HSIs, Latino students are also more likely to engage in community service and social justice.

HSIs are also critical to the region in which they reside:

“HSIs play an essential role in providing postsecondary education to local members of historically underserved communities who might otherwise not pursue higher education. Thus, HSIs strengthen the civic and economic well being of these regions.”

## What We Can Do

As educators at a Hispanic Serving Institution, there is much we can do to increase our Latino students' success, including understanding the student's culture and the challenges of multilingualism and immigration status.

### Understand the Student's Culture

There is no one, monolithic Latino culture or "Latinidad." Differences in place of origin or ancestry, race, language, immigration status, acculturation level, socioeconomic level, and generation create a variety of cultural values, beliefs, customs, and traditions.

There are broad differences, however, that can be drawn between Latino culture and the larger U.S. culture, and these are important to understand and honor in order to better serve our Latino students.

#### *Familismo*

Family is central, the most important thing in life, and this means all family: Immediate family, as well as all extended family members, and even "uncles and aunts" who are close family friends, neighbors, and other members of the community. Family members often live with one another or nearby, interact and socialize frequently, and celebrate cultural traditions and holidays together. *La familia*, consequently, plays a major role in the lives and development of Latino students. Children are taught at a young age to put family first, creating strong bonds and sense of loyalty, duty, and devotion. In many Latino families, the elderly typically come to live with their adult children, to care for grandchildren and later, to be cared for themselves; any family members in Mexico may be sent money and visited as often as possible; and all in the family will feel the need to help a family member experiencing any difficulties, such as health problems or financial troubles. Familismo means Latino students typically have a large and loving support system as they enter and progress through college.

Familismo also means that family pressures can pull Latino students away from the campus or their coursework to come home and spend time with family, care for younger siblings, do chores around the house, or work outside the home to contribute to family finances. Those in multilingual families may also be needed to assist parents and other family members in interpreting in various errands and household tasks (e.g., mail, bills, taxes, form completion, shopping, medical and dental appointments). This means they may have less time to study for exams or write papers, and they will sometimes need to drop everything to help out family, including going to class or finishing assignments due. For all of these reasons, students may be absent or late to class, not do well or at all an assignment, and have less time to take advantage of campus support services, student study groups, faculty office hours, internships, career fairs, graduate informational sessions, and other college life activities and organizations. Research shows the real difficulty for Latino students in family obligations competing with academics, so strong is the pull of family who don't always fully understand the demands of college or need to access campus resources and participate in extracurricular activities, or protective parents who may worry about their child's safety on campus, especially later in the day.



### *Machismo*

Latino children also learn machismo: The male's duty to protect and provide for one's family, and the accompanying principles to uphold of courage, strength, leadership, hard work, sacrifice, wisdom, honor and trustworthiness, and love and loyalty to family. Machismo means keeping one's word, protecting one's name, and being devoted to and defending family, community, and/or country. With machismo come gender roles in the often patriarchal household. The father is the undisputed head of the family, the key decision maker no matter what the age of the offspring living there, and boys are given greater freedom and rights. The mother is responsible for caring for children and domestic matters, and girls assist.

Machismo can instill the worthiest of values. There are, however, also drawbacks which, in the college setting, include the following: For men, machismo can be the reason that they may work harder than most to earn money to contribute to the family while in college—or decide to quit or not go to college at all for that reason. Machismo may result in Latino students not wanting to ask questions or request assistance in academics or to self-disclose or seek help when experiencing personal struggles. For women, the strict gender roles created by machismo may limit sense of self, hinder educational and career aspirations, quell voice in some situations, or leave them vulnerable to hardship or harm. Less adherence to traditional gender roles by Latinos or Latinas socialized in the United States can cause strife in the family or personal anguish for the student, and all of this can impact academics.

### *Respeto*

Respeto means obeying authority, honoring elders, and showing deference to others on the basis of age, gender, social position, and title. Latino children are taught to lower eye contact and speak less when interacting with adults and authority figures, to communicate respect and attentiveness. Respeto also means treating others with courtesy and dignity in interactions, and showing personal modesty and decorum.

In an academic setting, respeto means deference to faculty and other college employees, in acknowledgement of place and position, and a need for greater structure and hierarchal power in classroom authority. Respeto may also mean that a Latino student is hesitant to ask a question, make a request, or express a concern regarding classroom or campus processes or policies, so as not to be seen as impolite or stepping out of place. The student may also be reluctant to engage in critical thinking or offer constructive criticism in relation to course material, for this same reason. They may also look to for leadership and give greater credence to any older students in class discussions, group projects, or other campus settings than their same-age peers.

### *Simpatía*

Simpatía means kindness. The term refers to being cordial and courteous in order to have positive, pleasant interactions with others. Congeniality and cooperation are emphasized, while conflict is minimized or avoided, in contrast to the competitive norm and tendency to address conflict head-on in in the larger American culture.

In the academic setting, the cultural upbringing of simpatía likely makes peer collaboration, group projects, and student study sessions especially helpful for Latino learners and the students

they work with, while contests or other forms of competition between classmates may be uncomfortable. Any doubts or disagreement with faculty, staff, or classmates may also be expressed very indirectly or not at all, to preserve harmony at the time, but can often result in the student's needs and concerns left unaddressed in the longer-term.

### *Personalismo*

Closely related to *simpatía* is *personalismo*, an emphasis on creating and maintaining good rapport and relationships in personal and professional life. Latinos typically show greater warmth, friendliness, and hospitality, in general, and greater intimacy sooner when getting to know someone. Communication norms include more openness and expression of feelings, in order to connect. Latinos also are considered a contact culture, with greater frequency and affection of touch, as well as closeness in personal space. A sign of being well-educated is interpersonal skill in the art of forging and fostering relationships.

American culture typically has a “task-focus” in formal work settings, including academia, however. Campus classes and groups may commence by jumping straight into the job at hand, rather than taking the time to become acquainted or talk more personally first, and faculty and staff may maintain a professional demeanor and distance with students. However, getting to know you and their classmates may be important to the Latino student's comfort level, and building relationships with campus peers and professionals conducive to their sense of belongingness and retention on campus, and learning and performance in the classroom. They will likely do better when they feel closer to you and their classmates. It should also be noted that while being on time with schedules and deadlines is a norm for American culture, time is conceptualized as much more fluid in other cultures, where for Latino students, *personalismo* may mean that the people or relationships of the moment or day must take precedence over timely class arrival or adherence to assignment completion due dates.

### *Educación*

A variety of studies show that Latinos greatly value education, at times more so than the average American. Latino parents want their children to enroll in college and expect them to graduate with their degree. Contrary to the myth that Latinos do not push or support their children in college because many have not gone to college themselves, education is viewed as the key to upward mobility, precisely for that reason. Latino students often hear the stories of how family members immigrated to the country, and/or struggled and sacrificed for future generations to make a better life for themselves. They carry with them lifelong messages about the great importance placed on education by their families. This can be a huge source of motivation to succeed academically, give them deep appreciation for their higher education and real drive to get their college degree.

This may also cause a tremendous amount of pressure to succeed, either from parents who are really on their child in terms of graduating, or that the student places on themselves, in not wanting to disappoint the family. Sometimes it is both. Fear of failing can be overwhelming, especially if the first in the family to go to college or the student doesn't perform well on an assignment or slips in grades.

## Understand the Challenges of Multilingual Students

It must be said from the start that not all Latinos know Spanish, nor speak English as a second language. These are frequent assumptions that may well prove frustrating or be seen as offensive for some.

There are, however, more than 37 million Spanish speakers in the nation, according to the Pew Research Center, which means many Latinos are multilingual students. A multilingual student is one “whose first language (the language to which they were exposed in the home as young children) is not English,” the bulk of whom live permanently in the U.S. and are therefore termed “resident students” to differentiate from international students, according to the former TESOL Coordinator at Sacramento State, Dana R. Ferris, in her book, *Teaching College Writing to Diverse Student Populations*. Therein, she describes these multilingual learners more fully:

### *Who They Are*

Resident students may have “permanent resident (‘green card’) status, meaning they are legal long-term residents of the United States, or they may be naturalized American citizens.” Others may be undocumented immigrants who “may have come to the new country on their own or with family as adults or they may have come as children accompanying their immigrant parents—or they may be the U.S.-born children of first-generation immigrants.” Resident students may or may not have come from a country where English was spoken predominantly or where they received formal instruction in the English language. Because they are living in the U.S. culture, however, they have had exposure to English in their daily lives. Multilingual students who rely on this more informal type of learning through listening to talk in natural settings are called “ear learners.” This is a valuable form of instruction that helps multilingual students to increase English speaking fluency and listening comprehension, although it provides far less preparation for academic reading and writing.

Resident students are divided into two main groups of multilingual learners:

#### Early-Arriving Resident Students and Late-Arriving Resident Students

Early-Arriving Resident Students are second language students “who were born in the U.S. to immigrant parents, who arrived in the U.S. prior to age 10, or who have been in the U.S. eight years or longer.” Some early-arriving resident students came to America later in life, in their teens or adulthood and, therefore, likely had less instruction in English in the U.S. Many are the children of immigrant parents, who may grow up in a household where the primary language spoken may have been one other than English, which can impact English acquisition skills. Some of these children may be referred to as “Generation 1.5,” a term that came about because, in terms of learner backgrounds and abilities, they lie somewhere in the middle of first generation adult immigrants and the second generation children born to them in the U.S. These are students who were born elsewhere, making them non-native speakers, but who also completed all or almost all of their education here, which means they do not share the same learning needs as other types of multilingual learners.

Because early-arriving resident students have had much exposure to American discourse, they tend to speak and listen to English well. Their difficulties often come in reading and writing, the

academic language use needed for most college coursework. In some cases, the early-arriving multilingual student will speak English with ease, even without a discernable accent, and it is only when a paper is handed in that is written using conversational norms of English rather than academic ones and/or containing spelling or grammar errors, that their difficulties at the academic level are revealed.

Late-Arriving Resident Students are second language students who came into the country after ten years old and have been here less than eight years. Their language skills will depend on whether English was spoken in their country of origin, the amount of instruction in English they have received, how long they have been in the U.S., and at what age they arrived. Generally speaking, however, this group tends to have greater difficulties: less English reading, writing, speaking, and listening skill. Because they came to the U.S. later in their lives, language acquisition typically doesn't come as easily. The shorter time spent in the country, also, means that they typically have less conversational English skills.

### *What They're Up Against*

Multilingual students have their work cut out for them in learning the English language. The vocabulary is extensive, the pronunciation of words difficult, the meaning of words can vary widely, and grammatical rules complicated.

It takes approximately two to three years for a multilingual student to develop social conversation skill, called Basic Interpersonal Communication Skills, or the communication that is used in everyday life and learned from listening and observing others in conversation.

It takes at least seven years to develop academic language skills, called Cognitive Academic Language Proficiency, the reading and writing skills that pose problems for many college students, but especially those for whom English is a second language. Included in this more advanced level of language proficiency and germane to college success are the following: familiarity with strategies for textbook reading, execution of different academic purposes in writing (such as defining, summarizing, explaining, critiquing, synthesizing, supporting, and arguing points) and observance of academic conventions in writing (e.g., thesis, review, transitions) and presenting research (e.g., citation protocols).

Both types of language skill—Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency—are required to succeed in a learning environment.

The former type of language skill is essential to interacting with peers in class discussions and group work, conversing with faculty and staff, following along in lecture, and potentially giving class presentations. The latter is needed for the extensive and intensive academic reading and writing that comes in college life.

That is why a student oftentimes may be fluent in English but may not be fully prepared for college classes, because they have developed the former language skill but not yet the latter.

[For further information regarding the multilingual learners discussed, please see: Ferris, D. (2009). *Teaching College Writing to Diverse Student Population*. Ann Arbor: University of Michigan Press.]

### *The Stress They May Feel*

Difficulties in trying to express themselves clearly and understand others accurately in the classroom, out on campus, and in the larger community can sometimes cause uncertainty, worry, embarrassment, confusion, misunderstanding, mistakes, and missed opportunities for the student.

For some, the language barrier may be terribly intimidating and a real obstacle in the student's personal, professional, and/or academic life. At times, their accent or English-speaking difficulties may result in discrimination or derogation by others in their lives. Some may encounter strict "English only" sentiment, which may be hurtful, given that language is such a central part of any cultural identity.

### *The Academic Difficulties They May Encounter*

The benefits of being multilingual in personal and professional life are well-documented. In academia, however, the multilingual student experiencing language difficulties may be at a decided disadvantage.

### *Class Reading*

Course textbooks and other materials can be difficult reading for many students, given the elevated terminology and length, but may be far more arduous and time-consuming for some multilingual students. Providing reading assignments well in advance and in manageable amounts is helpful to multilingual students who feel they are not yet strong readers.

### *Testing Situations*

Exams are tiring enough for most students, but for multilingual students can be especially exhausting. Allowing breaks and offering more time, when possible, to read through the test questions and/or to write out essay responses would likely aid test performance.

Essay questions may pose a problem, even for the student who knows the material well, and it is important to keep in mind that writing quality may not be an accurate indicator of the student's mastery of the content or degree of test preparation so much as it is the multilingual student struggling in an exam situation with written responses.

### *Written Work*

Multilingual students may also have problems with vocabulary, grammar, punctuation, spelling, clarity, and use of support and sources. If you aren't aware that the student is multilingual (not all will have an accent) then you might receive a poorly constructed paper and assume that the work is a last-minute effort when, in fact, the student put in a considerable amount of time into the work but is struggling with English writing, which takes longer to master than speaking it.

Students who learned English largely from listening to others (those "ear learners" of the basic interpersonal communication skills described earlier) will tend to write the way they hear the language spoken. Their writing tends to be characterized by: shorter sentences, less varied sentence structure, more limited and everyday vocabulary use, personal pronouns, and informal style. The more simple writing style may give the impression of less than substantive thought given to the assignment, which may not be the case at all.

You will find a list of campus resources for multilingual students at the end of this document.

## Understand the Challenges of Immigrant Status

The assumption that a Latino is foreign born is a common one, a frequent microaggression experienced when asked “where are you from?” or “where were you born?”—questions sometimes put to Latinos born in a long line of generations of citizens of this country.

Immigration status is relevant for some Latino students, however. The immigrant population stands at more than 42 million people, a little over 13% of the total number of people in the nation, according to the Migration Policy Institute. Almost half (46%) of immigrants report having Hispanic or Latino origins. California is the state with the largest number of immigrants (10.5 million) and share of immigrants of the total state population (27%). While the majority of Latinos in the country are native-born (55 million people) a little over one-third are immigrants (19.4 million people).

Those Latino students coming to college with an immigrant background are at risk of lower educational attainment. According to *The State of Higher Education in California: Latinos*, put out by the Campaign for College Opportunity, Latino adults born in the country are three times more likely to finish high school and two times more likely to complete college than Latino immigrants.

The challenges are many for all immigrants, and especially those undocumented, and something we need to better understand in order to better serve these students.

### *Coming Here*

They come from different places around the world, and they may have been brought here as babies, small children, or teens. The reasons for coming are many, including the need to escape poverty, political oppression, or other life-threatening situations in their country of origin, the desire for a more stable and better life, or to unite with family members already living in the U.S. They may have come on a plane, train, or in a car, or they may have walked or been carried by their parents. Depending on if and what they remember, there may be different emotions in recalling their past life or the journey coming over into this country, including sadness or trauma.

### *Being an Immigrant*

Once they’re here, immigrants face the tremendous challenges of a new home and new people, places, norms, and customs. There will likely be culture shock, language barriers, acculturation pressures, and encounters with prejudice or stigma. Parents may find it hard to obtain work, resulting in hardship of housing and living conditions, and children might find their new school difficult, in terms of learning and interactions with their American classmates. In some cases, children may be without parents, siblings, or other family members who were left behind or sent back, and missing terribly these loved ones. Such stressors may make family life harder in the struggle to acclimate, and all of this, too, may be experienced and remembered as a time of real upheaval, upset, and ordeal.

### *Being Undocumented*

Undocumented immigration status can greatly impact one’s sense of self, making one feel sidelined, invisible, ostracized, stigmatized, “other than,” “less than.” You feel the significant and multiple limitations on you of freedom, rights, and opportunities that others have, so many

doors shut to you, paths blocked, options limited. You feel the uncertainty of how to obtain work, get into college, find help, and of what the future holds for you and your family. You feel the disappointment and sense of divide in not being able to celebrate the milestones in growing up that your peers do, such as getting to vote or getting into places that require ID with proof of age over 18 or 21. You feel the weight of secrecy, a barrier between you and those you haven't told, some whom you have known for years. There are so many emotions you may feel when undocumented, including guilt, self-blame, shame, anger, isolation, helplessness, hopelessness, anxiety, dread, depression, and constant fear that you or someone you love will be caught, detained, or deported.

The challenges for immigrant students are great, and, therefore, our support essential for their sense of well-being and academic success on our campus.

### *Protect Them Against Anti-Immigrant Talk*

Ignorance and bias in the classroom or out on campus can cause the student to feel unsafe and shut down. This country may be your new home or all that you have ever known, but you look around and sometimes see or hear anti-immigrant discourse, and feel saddened, horrified, or angry.

For some Latino students, their ancestors were on this land longer than every other group except for indigenous peoples, some of whom are Mexican American Indians, among the largest of tribes in this country. It was only due to annexation to the U.S. government that land switched hands, leading some Latinos to note, "We didn't cross the border, the border crossed us." Historically, the Spanish explorer, Juan Ponce de León, landed on the East Coast in 1513 and proclaimed the land, "La Florida." Spain colonized much of what today is the American Southwest and West Coast, which became territory of the Republic of Mexico after its independence in the 19<sup>th</sup> century up until the Mexican-American war, when the territory was ceded to the U.S.

Most Latino students were born here, some may have immigrated, and some may have beloved family members who did. For many, the anti-immigrant sentiment rising in our society at this time can feel like a blow to the heart.

Some in society hold that immigrants should learn the language faster and speak English only, not always realizing the great time needed and difficulty of doing so or significance of the intrinsic link between one's language and cultural identity—or that exposure to other languages is beneficial for our nation in a global economy and world. Some may also believe that immigrants need to assimilate, to abandon the cultural practices, traditions, and heritage of their native country and immerse and identify themselves instead with their new country. Research tells us, however, that immigrants who maintain their native cultural ties and ways while also actively participating in the practices and customs of the new culture can adapt more easily and experience greater psychological well-being. The diversity they bring from their homelands, too, benefits us and has done so since the founding of this country.

We are a nation built on immigrants. Almost all of us are here because of ancestors who made their way to America. The nation has benefited from immigration to this day, making the United

States a richer nation in economic and countless other ways. Immigration has also made the U.S. one of the most culturally diverse countries in the world, California one of the most culturally diverse states therein, and greater Sacramento one of the state's most culturally diverse regions.

Migration is the age-old story of humankind, of generation upon generation of peoples' need and desire for the right to move, and then the right to remain, in lands all over this Earth of ours. For immigrants, this country is the beacon around the world for greater safety and prosperity for their future generations. They came for a better life—and, in some cases, to stay alive.

*“Give me your tired, your poor,  
Your huddled masses yearning to breathe free, ....  
Send these, the homeless, tempest-tost to me,  
I lift my lamp beside the golden door!”*

—from Emma Lazarus' poem written for the Statue of Liberty

### *Protect Them Against Ignorance Regarding Undocumented Status*

In addition to anti-immigrant sentiment, some students also face stigma associated with undocumented status (their own or that of family or friends). There are decided misconceptions regarding not paying taxes, using public assistance, committing crimes, and being bad for the economy. One key area of ignorance is acquiring citizenship. Many people don't realize how very difficult, complex, costly, and time-consuming the path to citizenship can be, or the sacrifice, often family separation, this might require, with no guarantee of success. Immigration practices have been deemed one of the most important Civil Rights issues of the 21<sup>st</sup> century for this very reason. DACA (the Deferred Action for Childhood Arrivals federal program) offers to those with this status only temporary authorization to work and study in the country for two years to qualifying undocumented youth of a certain age, who have been in the country a certain amount of time, who meet certain other eligibility requirements, and pay the steep renewal fee. Even this temporary authorization is tenuous because the current President has attempted to repeal DACA, but is currently held by a federal court injunction while lawsuits challenging the decision to end the program moved forward and we are now awaiting the Supreme Court's decision. None of the California state legislation for undocumented students provides a path to citizenship either (e.g., AB 540, the California Dream Act).

Another area of ignorance comes in the terms “illegal” or “alien,” used by many in society, including governmental institutions. The term “illegal, when used as a noun (e.g., “an illegal”) is simply wrong in that actions may be illegal, but human beings never so. Even when used as an adjective (e.g., “an illegal immigrant”) the term is suggestive of heinous criminal behavior such as assault or theft, rather than something more non-injurious, like driving over the speed limit, and unauthorized presence in the country is more akin to civil law, such as copyright infringement. “Alien” is a word that connotes strange, bizarre, non-human, even extraterrestrial, and implicitly may suggest threat of (alien) invasion, and, thus, danger. Words such as these offend and distress an undocumented student and any student with loved ones who are undocumented. The words also hurt all others and our society as a whole: Words are powerful in shaping how we see, think, feel, understand, and ultimately act in relation to what we are talking about, and those two words can obscure the intrinsic worth and dignity of people who have strived and sacrificed so very much to come to this country, and blind us to the realities and complexities of their lives before and here now.



*Let Them Know You Are Here For Them*

These are difficult times for students who are immigrants, documented or undocumented, fraught with anxiety and apprehension, for some. They might be really struggling with family situations, emotions, academics, and more. Faculty and staff may be such significant sources of comfort, support, and encouragement to a student. A warm, approachable personal manner can encourage students in need to reach out to you rather than struggling alone, and statements of support for immigrant and undocumented students in course syllabi, campus materials, and spoken remarks can reassure students that you are someone they can trust.

Just having someone to talk to can be an enormous source of comfort and support for the student who turns to you. Create an open communication climate, listen quietly, help the student to work through emotions or talk through problems, assure confidentiality regarding immigrant status, and ask what you can do to support the student. There are campus resources for referral for further assistance, as well, as you will see on the college website.

## Campus Resources

Below begins a section listing some of the many campus services specifically geared to Latinx students and underrepresented students, and in the section to follow you will find a list of resources for multilingual students.

### Serna Center—

Sponsors programs and events with a focus on the social, political, economic, historical and cultural realities and needs of Chicanxs/Latinxs students and students from other underrepresented backgrounds at Sacramento State, and works to establish a strong foundation that enriches cultural identity and develops a sense of *familia* within the campus. Students may come in to inquire about getting connected and involved on campus, or meet one-on-one to discuss scholarships, mentorship, professional development, employment, and more.

Location: River Front Center 1

Phone: (916) 278-7241

[Serna Center Website](https://www.csus.edu/student-affairs/centers-programs/serna-center/) <https://www.csus.edu/student-affairs/centers-programs/serna-center/>

### First Generation Institute (FGI)—

Offers workshops, speakers, and more to increase awareness and skills needed to progress from first generation students to first generation professionals, helping to increase academic success and degree-to-work readiness.

Location: Lassen Hall 2205

Phone: (916) 278-6183

[FGI Website](https://www.csus.edu/student-affairs/retention-academic-success/first-generation-institute.html) <https://www.csus.edu/student-affairs/retention-academic-success/first-generation-institute.html>

### Dreamer Resource Center (DRC)—

Helps undocumented students and students with mixed-status families to overcome challenges that get in the way of academic, personal, and professional excellence. Services include financial and academic guidance, support, events, a free legal Immigration Clinic, a Dream Connections support group, the Dream Leader Internship Program, DRC Student Emergency Grant, a Dreamer Experience Seminar to help students navigate college life as an undocumented student, and more.

Location: River Front Center 1022

Phone: (916) 278-7241

[DRC Website](https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/) <https://www.csus.edu/student-affairs/centers-programs/dreamer-resource-center/>

### College Assistance Migrant Program (CAMP)—

Helps students from migrant and seasonal farm worker backgrounds to successfully transition from high school and graduate from the university through first year support services to develop the skills necessary to persist and graduate from college.

Location: River Front Center 1

Phone: (916) 278-7241

[CAMP Website](https://www.csus.edu/student-affairs/centers-programs/college-assistance-migrant-program/) <https://www.csus.edu/student-affairs/centers-programs/college-assistance-migrant-program/>

### Student Academic Success and Educational Equity Programs (SASEEP) Office—

Encourages and supports students in persisting toward their educational goals to ensure the success of all students on campus while closing the achievement gap. The office has an “open door” policy—students may come on in or call.

Location: Lassen Hall 2205

Phone: (916) 278-6183

[SASEEP Website](https://www.csus.edu/student-affairs/retention-academic-success/) <https://www.csus.edu/student-affairs/retention-academic-success/>

DEGREES Project (Dedicated to Educating, Graduating, and Retaining Educational Equity Students)—

Connects students, with a focus on underrepresented students, with a variety of resources to promote their success in college, including: early intervention, academic advising, graduation support, mentoring, and referral to other valuable campus resources. Students and faculty may look on the website listed below to find DEGREES Project Advisors and Coaches and their contact information for emailing, calling, dropping by, or making an appointment to meet.

Location: Lassen Hall 2302

Phone: (916) 278-7017

[DEGREES Website](https://www.csus.edu/student-affairs/centers-programs/degrees-project/) <https://www.csus.edu/student-affairs/centers-programs/degrees-project/>

College of Education Equity Program Office—

Provides advising and resources for those interested in a career in education and who are from specific student groups, such as financial aid and work study candidates, Cal Grant recipients, individuals that are first in family college students, and multilingual/multicultural learners. Services include: academic advising, mentoring, assistance with scholarships and applications, and more.

Location: Eureka Hall 437 (inside the College's Student Success Center)

[Educational Equity Program Website](https://www.csus.edu/college/education/student-support/equity-office.html) <https://www.csus.edu/college/education/student-support/equity-office.html>

CSU-Louis Stokes Alliance for Minority Participation (CSU-LSAMP) at Sacramento State—

Strives to increase participation in Science, Technology, Engineering, and Mathematics (STEM) majors and help students to advance their education to a graduate program with services that include: one-on-one advising, research opportunities, graduate school preparation, workshops, guest speakers, and support to attend local, regional, and national conferences. Students who apply must belong to an underrepresented group in STEM fields, including any of the following: African American, Latino, Native American, and South Pacific Islander students, and first generation college students, students with disabilities, and students whose families live below the poverty line.

Phone: (916) 278-6519

[CSU-LSAMP Website](https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/louis-stokes-alliance-minority-participation.html) <https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/louis-stokes-alliance-minority-participation.html>

MESA Engineering Program (MEP)—

Offers students from educationally disadvantaged backgrounds support to increase their success in their engineering or computer science studies, including: counseling, academic advising, tutoring, workshops, mentoring, opportunities for community service, a network of peer support, and a study center.

Location: Santa Clara Hall 1207

Phone: (916) 278-6699

[MEP Website](https://www.csus.edu/college/engineering-computer-science/mesa-engineering-program/) <https://www.csus.edu/college/engineering-computer-science/mesa-engineering-program/>

RISE Program (Research Initiative for Scientific Enhancement)—

Offers a research training program designed to cultivate talented undergraduate students interested in pursuing biomedical research careers, and help them become more competent in their scientific disciplines, confident in their laboratory skills, and resilient to adversity in the classroom and lab settings. The program provides support for hands-on research opportunities at

Sac State or the UC Davis Medical Center or main campus, and career-enhancement opportunities to help students become competitive for admission to PhD programs in the biomedical fields. Students who apply must belong to an underrepresented group, including any of the following: African American, Latino, Native American, and South Pacific Islander students, and first generation college or educationally disadvantaged students, students with disabilities, and students whose families live below the poverty line.

Phone: (916) 278-6519

[RISE Website](https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/research-initiative-scientific-enhancement.html) <https://www.csus.edu/college/natural-sciences-mathematics/center-science-math-success/research-initiative-scientific-enhancement.html>

#### Graduate Diversity Program—

Provides assistance in the form of financial, academic, and community support to disadvantaged and underrepresented students who want to pursue graduate level work.

Location: River Front Center 203

Phone: (916) 278-3834

[Graduate Diversity Program Website](https://www.csus.edu/academic-affairs/graduate-diversity/) <https://www.csus.edu/academic-affairs/graduate-diversity/>

#### McNair Scholars Program—

Offers a two-year program designed to prepare students for doctoral program admission and study. Selected students must be juniors or seniors who are the first in their families to go to college, and who meet federal low-income guidelines or are a member of a traditional underrepresented group in graduate education (African American, Hispanic/Latino, Pacific Islander, or American Indian/Alaskan Native).

Location: River Front Center 203

Phone: (916) 278-5118

[McNair Scholars Website](https://www.csus.edu/academic-affairs/mcnair-scholars-program/index.html) <https://www.csus.edu/academic-affairs/mcnair-scholars-program/index.html>

#### *For Multilingual Students or Students Wanting Help with Academics*

#### Peer and Academic Resource Center Workshops and Individual Tutoring (WIT) —

Offers tutoring to students, including multilingual students, to help with assignments and homework in their classes. Students may go online, call, or come by for further information, availability hours, and appointments.

Location: Lassen Hall 2200

Phone: (916) 278-6010

[Peer Advising & Tutoring Website](https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html) <https://www.csus.edu/student-affairs/centers-programs/peer-academic-resource/peer-advising-tutoring.html>

#### University Reading and Writing Center (URWC)—

Provides encouraging one-on-one peer tutoring for students, including multilingual students wanting help with reading and writing at any point in the process, including planning, organizing, developing, and revising a paper to understanding difficult texts. Students are welcome to come in with reading and writing assignments for any course in any academic discipline and learn how to become a more confident writer or reader. Students may come by during the drop-in hours posted (website/at Center) for a single session of tutoring, or may make a session appointment or regular weekly standing tutoring appointments for the semester.

Location: Calaveras Hall 128

Phone: (916) 278-6356

[URWC Website](https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html) <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>

Smarthinking—

Provides online tutoring that enables students to get the help they need 24-hours a day, seven days a week, in many subject areas, one of which is English for Speakers of Other Languages, to help students to strengthen their English skills. A tutorial for how to access and use this online tutoring service is there on the website.

[Smarthinking \(PDF\)](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/degrees-smarthinking.pdf) [https://www.csus.edu/student-affairs/centers-programs/degrees-project/\\_internal/\\_documents/degrees-smarthinking.pdf](https://www.csus.edu/student-affairs/centers-programs/degrees-project/_internal/_documents/degrees-smarthinking.pdf)

English Department—

Offers a number of English courses specifically geared to multilingual students. Please note that any English course listing with an “M” (meaning multilingual) following the number of the course will be taught by an instructor skilled in working with multilingual students.

[Website for Sacramento State Catalog Course Listing](https://catalog.csus.edu/) <https://catalog.csus.edu/>