

Connecting Familismo and Higher Education: Influence of Spanish Language Parent and Family Member Orientation Programs on Involvement and Sense of Belonging

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Session Overview

- Introductions
- Why We Need Bilingual PFMO Programs
- Understanding Latinx Cultures
- Exploring Parental Involvement
- Overview of Research Study
 - Site, research design, findings, and discussion
- Best Practices in Bilingual PFMO Programs
- Discussion and Questions

Introductions

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ACKNOWLEDGEMENTS:

Thank you to NODA: The Association for Orientation, Transition, and Retention's Catalyst Grant Funds and the University of Colorado Colorado Springs' Faculty Minority Affairs Committee Grant Funds for their support of this research.

Why We Need Bilingual PFMO Programs

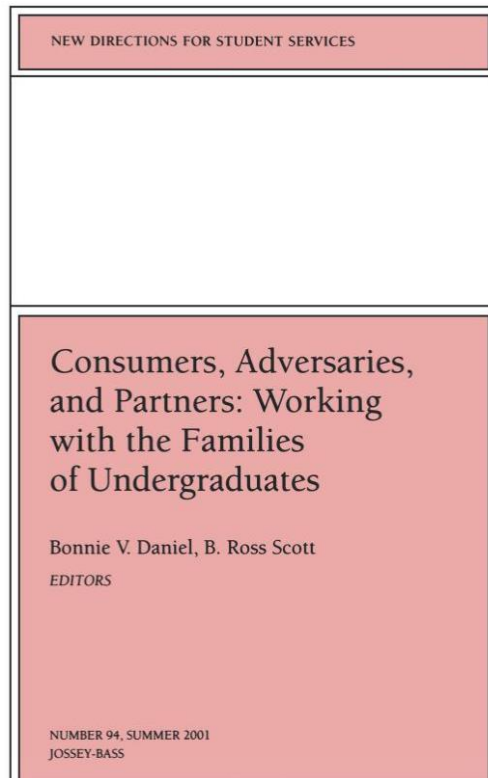
- Increasing numbers of traditionally-aged Latinx students in higher education
- Total enrollment increased from 6% to 17%
- Enrollment increases, but attainment still an issue
- Students are typically 1st generation as well and the family support concerns are compounded by language barriers

Understanding Latinx Culture

- Collectivist cultures are centered in the wellbeing of the whole group (Harper, 2015).
- A collectivist culture transcends to the family and correlates to the involvement of the family into higher education (Harper, 2015).
- Latinx families display a collective culture and hold importance for families to be included in the students college experiences.

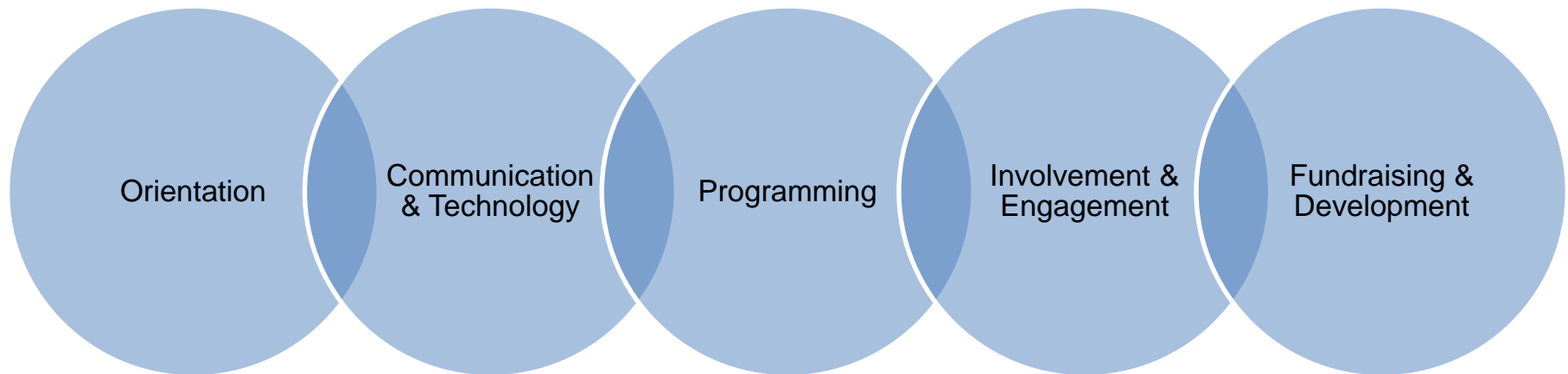


Exploring Parental Involvement



- Parents & family members can be helpful.
- Formal institutional philosophies should be clearly articulated.
- Messages will vary according to institutional and student characteristics.
- Programming should facilitate positive relationships.
- Parents & family members should understand the institution's approach to problem solving.
- Develop a clear point of entry for parents to contact the institution.
- Balance student privacy rights with familiar influence and expectations.
- Students need to understand the new relationship, too.

Parental Involvement



Parental Involvement

**National Survey of
College and University Parent Programs**
Survey Conducted Spring 2015

Marjorie Savage
University of Minnesota

Chelsea Petree
Rochester Institute of Technology

Table 11: Parent/Family Services: 2003-2015 (at institution; not specifically in parent office)

| Service Provided | 2003 | 2005 | 2007 | 2009 | 2011 | 2013 | 2015 |
|---|-------|-------|-------|-------|-------|-------|-------|
| Parent/family weekend | 74.4% | 96.0% | 94.9% | 89.8% | 91.4% | 97.3% | 94.7% |
| Parent/family orientation | 61.0% | 97.0% | 95.2% | 97.1% | 96.2% | 98.4% | 98.2% |
| Parent website | 8.5% | 89.0% | 95.8% | 94.3% | 95.2% | 99.0% | 100% |
| Print newsletter | 54.9% | 56.0% | 54.3% | 41.1% | 35.6% | 25.2% | 23.6% |
| Email newsletter | -- | 65.0% | 73.0% | 78.2% | 90.3% | 95.6% | 94.7% |
| Facebook | -- | -- | -- | -- | 56.6% | 74.3% | 88.1% |
| Twitter | -- | -- | -- | -- | -- | 35.7% | 42.4% |
| Parent handbook | 12.2% | 75.0% | 78.6% | 76.1% | 76.0% | 75.8% | 77.8% |
| Parent/family association/ organization (non-advisory) | -- | -- | -- | 57.7% | 62.1% | 69.2% | 57.7% |
| Parent advisory board or council | 36.6% | 60.0% | 65.4% | 52.5% | 62.4% | 66.1% | 61.4% |
| Fundraising | 43.9% | 84.0% | 85.2% | 74.8% | 82.5% | 82.4% | 82.9% |



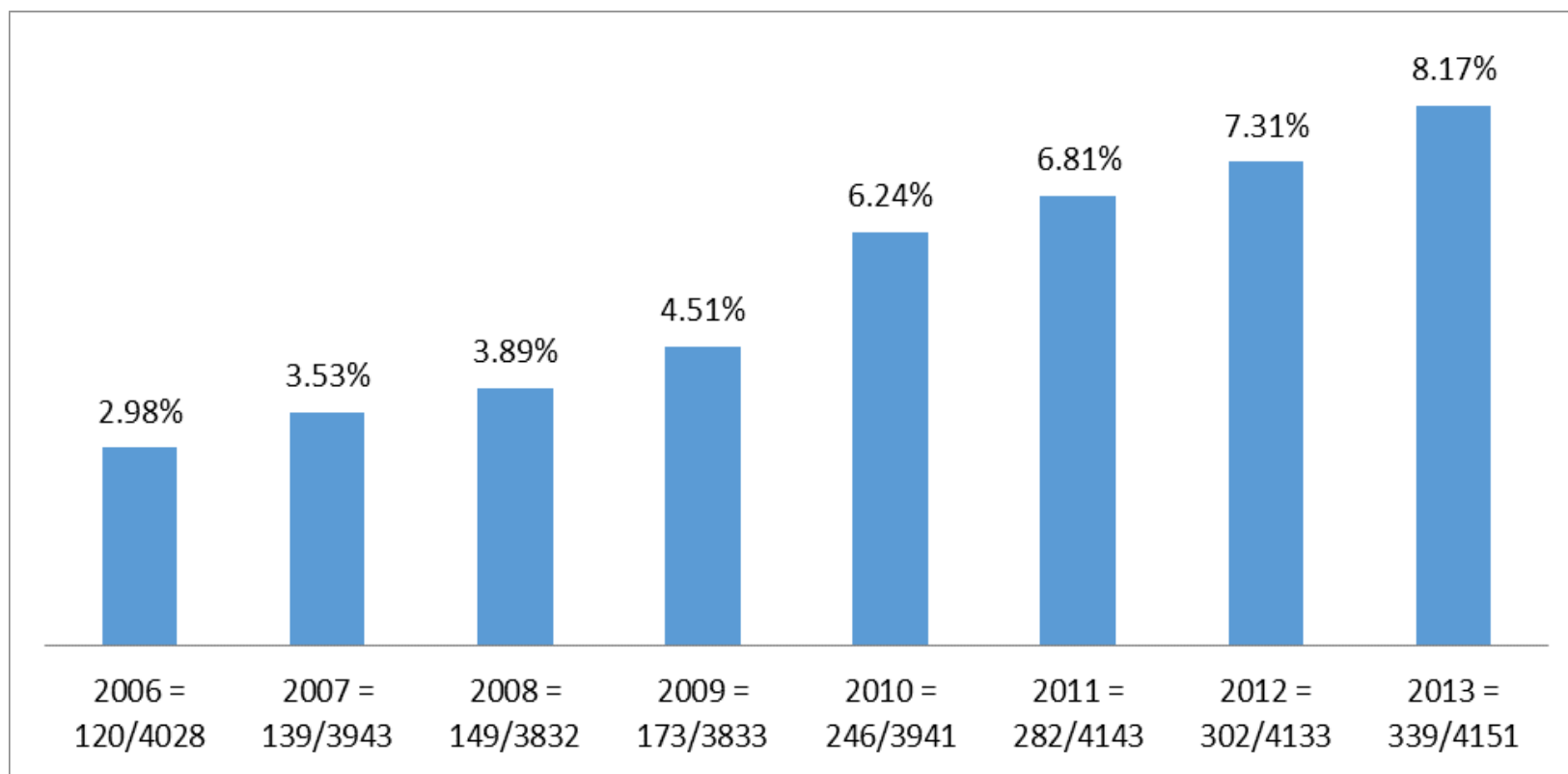
FORT HAYS STATE UNIVERSITY

OFFICE OF TRANSITION
AND STUDENT CONDUCT

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Research Site and Program



Research Site and Program

- Welcome & Overview of the Day
- Welcome to the Academy
- Kelly Center
- Financial Assistance
- Campus Safety
- Learning Communities
- Student Involvement
- Living On-Campus/Supporting Your Commuter Student
- First-Year Transition Initiatives
- Family Engagement
- Student Health
- Fraternity/Sorority Life
- Life in the City of Hays
- Closing & Campus Tour (*tour is optional*)

TIGER
STRIPES
pre-enrollment

Research Questions & Design

- 2 research questions:
 - 1) How does involvement in a Spanish language PFMO program influence Latinx family members' sense of belonging at their student's institution?
 - 2) How does involvement in a Spanish language PFMO program influence Latinx family members' intentions to support their college-going student?
- 4 bilingual PFMO programs during the summer of 2017
- Participants completed a survey at the end of the day
- Open-coding to develop themes

Findings & Discussion

Research Question 1: How does involvement in a Spanish language PFMO program influence Latinx family members' sense of belonging at their student's institution?

- Theme 1: Use of Spanish Generated Trust in the Institution
- Theme 2: Importance of the Connection with Spanish-Speaking Staff

Research Question 2: How does involvement in a Spanish language PFMO program influence Latinx family members' intentions to support their college-going student?

- Theme 3: Support for Students' Drive, Motivation, and *Ganas*
- Theme 4: Fears about the Transition

Use of Spanish Generated Trust in the Institution

The orientation was “very good because [the presenters] are [Latinx] and had great communication about the university, which makes me happy that my child is coming to this institution.”

“I felt that I always missed something in English.”

Importance of the Connection with Spanish-Speaking Staff

“I felt weird that there were no [Latinx] people, but now I see and I am leaving more comfortable because we know that there is someone here who can help us.”

“My interactions with staff enabled me to feel as if I was with family because they speak my language and are willing to help.”

Support for Students' Drive, Motivation, and *Ganas*

“She has the desire to succeed, to be successful. I fully trust my daughter.”

Another participant was confident in her daughter's ability to persist “because [she] has ‘ganas’ to study.”

Fears about the Transition

“I was nervous and sad over everything for my daughter but now my feeling is trust that my daughter is in the right place.”

“I felt confused because I didn’t understand anything but after everything was in Spanish, it helped a lot.”

Recommendations for Bilingual PFMO Programs

- Translate pre-arrival/registration, on-site, and assessment tools in home language
- Leverage OLs who are bilingual
- Integrate space with other PFMO programs
- Provide more content than simply Q&A time
- Engage faculty members in the program
- Dedicate more 1-on-1 time with Spanish-speaking staff members
- Think about the diversity within Spanish-speaking cultures

Best Practices in Bilingual PFMO Programs

- Identifying possible participants
 - May be difficult to determine whose parents and family members would benefit from a bilingual PFMO program if home language is not collected during any stage of the admissions process
- Hiring student staff to support the program
 - Buttons identifying staff (professional and student staff) who speak Spanish
- Culturally responsive pricing options
 - Per person price or reasonable additional cost for more than 2 or 4 guests

Best Practices in Bilingual PFMO Programs

- All materials in Spanish
 - Printed publications, signage, surveys, etc.
- Integration, not isolation
- Culturally engaging entertainment
 - Folklorico dancers
- Headset usage of live feed of content
- Diversity within and among Spanish-speaking cultures
- Incorporation of other languages beyond Spanish

Discussion and Questions

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