



Cultural factors influencing the academic achievement gap between Hispanic and Non-Hispanic students.

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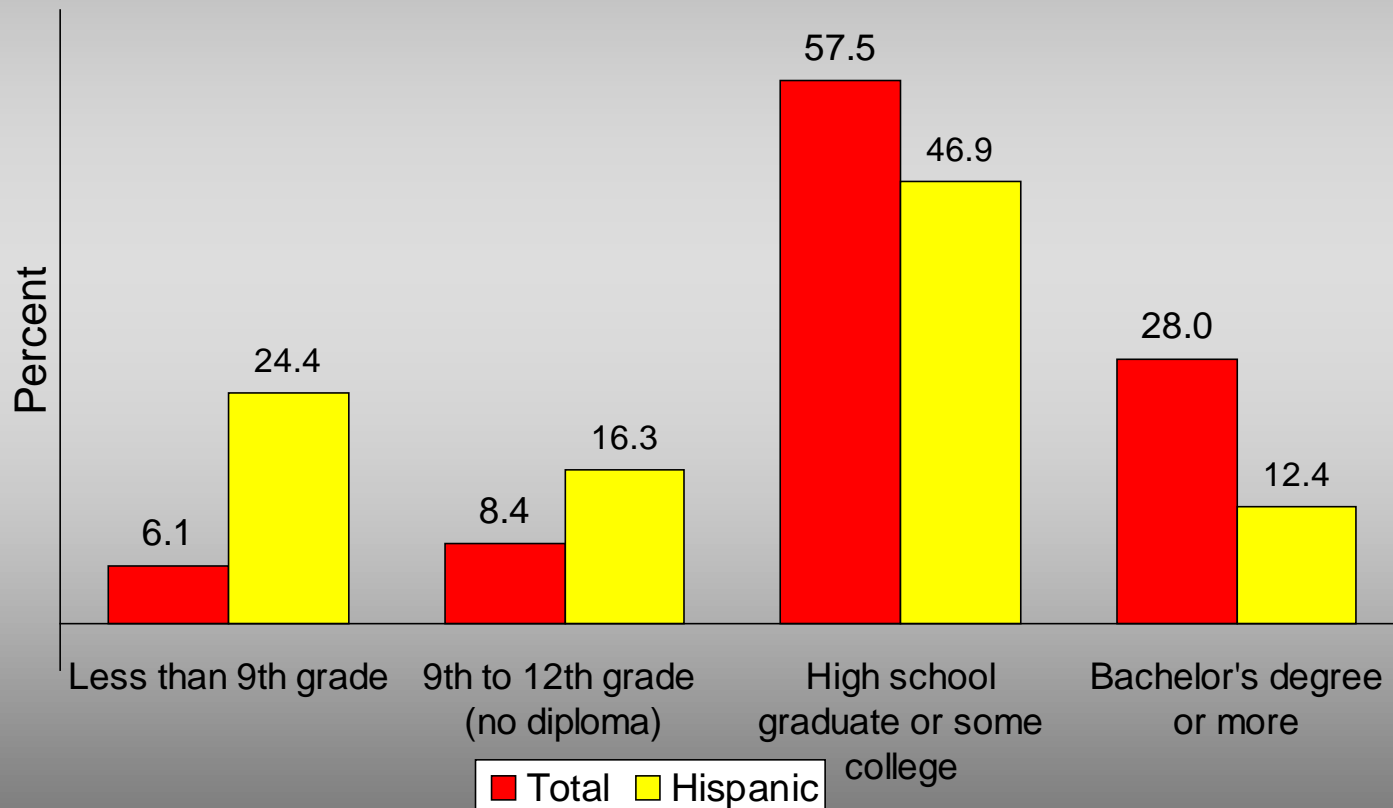


Overview

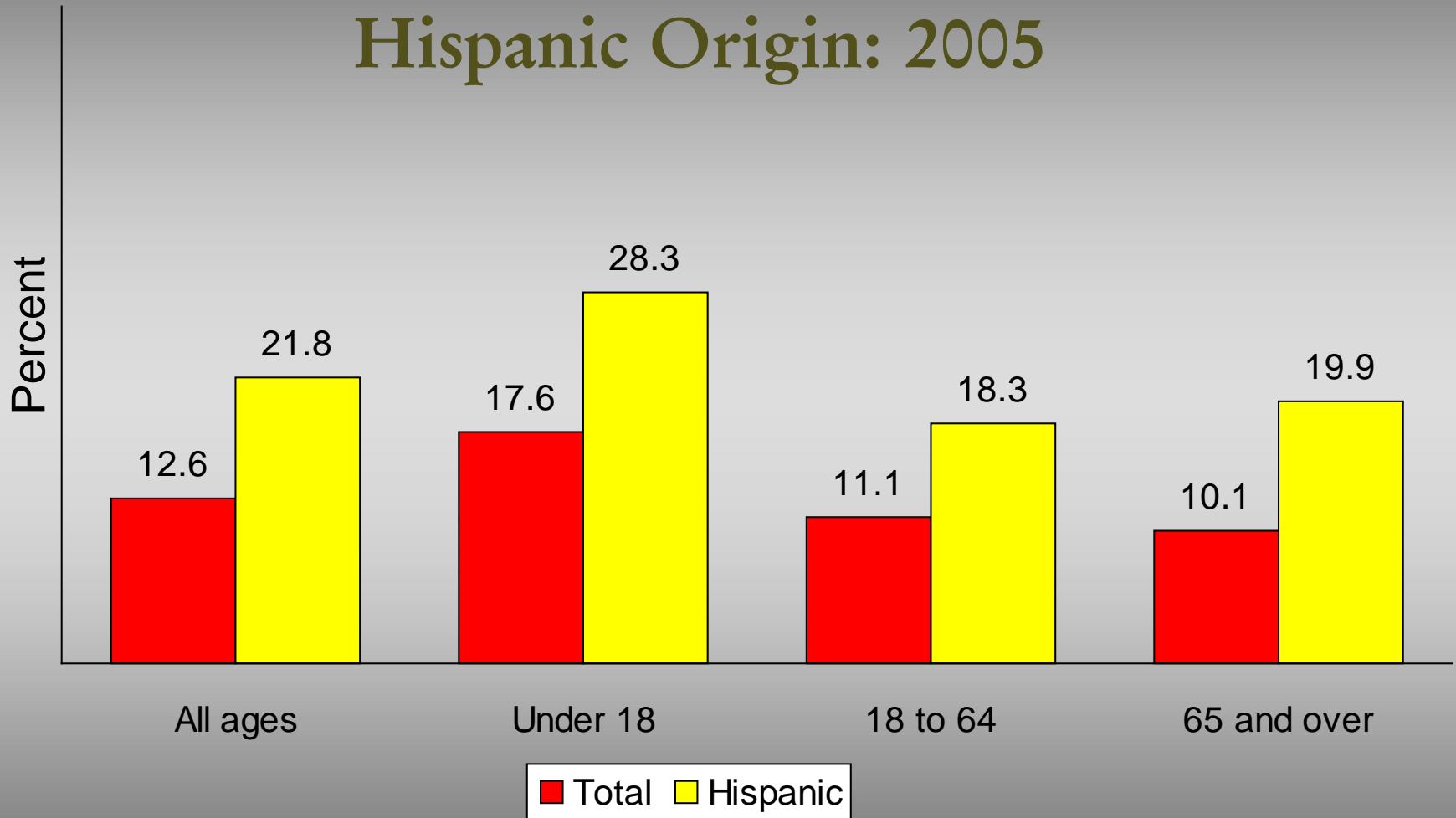
- Academic achievement gap
- Importance of this research
- Factors influencing the gap
- Suggestions for future research

Academic Achievement Gap

Educational Attainment by Hispanic Origin: 2006



Percent of the Population Below the Poverty Level by Age and Hispanic Origin: 2005



2008

U.S. Census Bureau

Importance of Research

- Equal opportunity education
- Education = social mobility





Cultural factors

■ **Family**

Castellanos & Gloria (2007)

- Interdependence
- support
- belonging



Cultural factors

Ethnic Identity

Ong et al. (2006)

- Exploration
- Commitment

Orientations:

- Cuellar et al.(1995)
 - Mexican-oriented vs Anglo-oriented

- Rivas-Drake & Mooney (2009)
 - Assimilators
 - Adaptors
 - Resisters



Cultural factors

Language

- English Language Learners
 - Depth and Breadth (Schoonen & Verhallen, 2009).
- Learning new vocabulary
 - Exposure and Relevance (Carlo et al., 2004).

Other factors

- Stereotypes

Cohen et al. (2006)

- Stereotype threat
- Collective Threat

- Expectancies

- Teacher expectancies
- Personal expectancies





Negative effects

- Internalization and avoidance goals

Cole et al. (2007)

- Anxiety
- Depression
- Dropping out of school

Moderating effects, Ong et al.

2006 Parental support

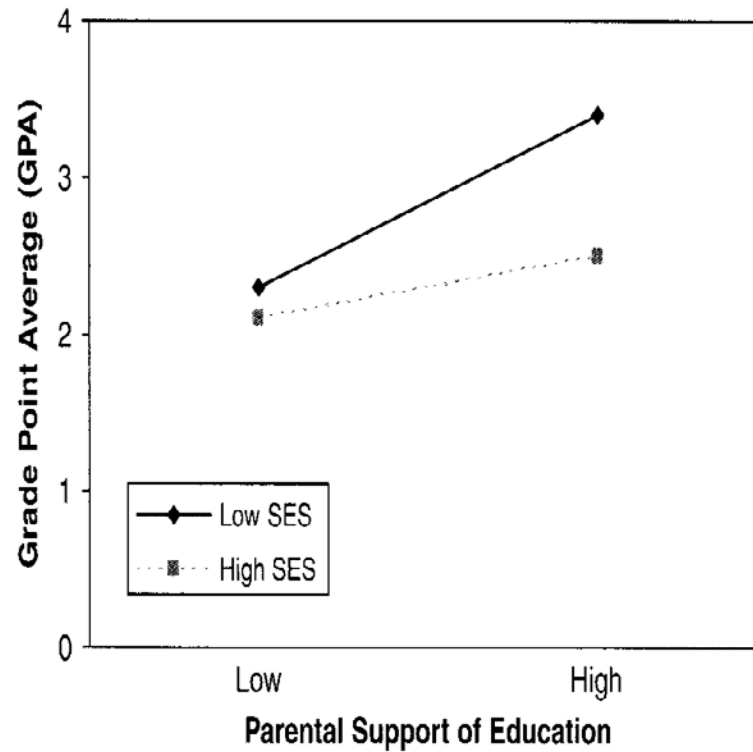


Fig. 1. Relationship between parental support of education and grade point average (GPA) as a function of socioeconomic status (SES). High and low SES values were defined as one standard deviation from the mean.

Moderating effects, Ong et al.

2006 Ethnic Identity

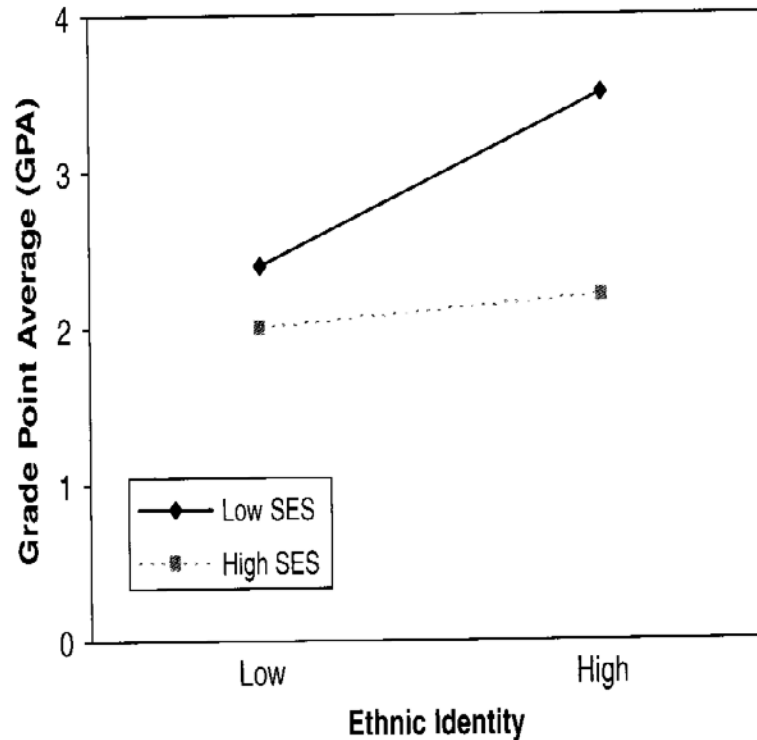
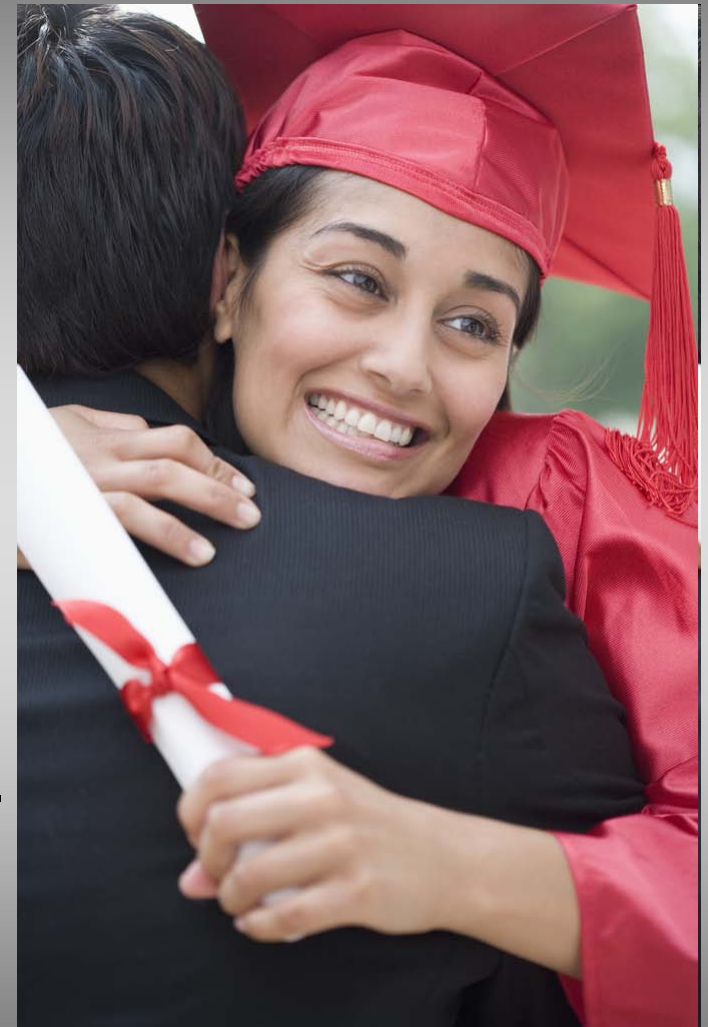


Fig. 2. Relationship between ethnic identity and grade point average (GPA) as a function of socioeconomic status (SES). High and low SES values were defined as one standard deviation from the mean.

Promoting School Belonging

- Relevant education
 - Cammarota (2007) and SJEP curriculum
 - Carlo et al (2004) vocabulary intervention
- Supportive environment
 - Serra-Hagedorn et al (2006), Latino representation in education.
 - Castellanos & Gloria (2007), Mentorship and peer relations





Future Studies

“By building family-like systems, Latina/o students can garner and maintain their academic momentum” (Castellanos & Gloria, 2007).

Early intervention

- Language development
- Relevant curriculum
- Creating familial/friendly atmosphere
 - Group work

Questions?

Thank You

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