

THE REVOLVING DOOR OF EDUCATION: RETAINING FIRST-GENERATION LATINX STUDENTS DURING THE FIRST TWO YEARS AT CALIFORNIA STATE UNIVERSITY EAST BAY



MARTIN CASTILLO

Abstract

Although the United States is in the middle of an unprecedented growth of the Latinx

- ‡ Qualitative Interview Study
- ‡ Semi-structured questions
- ‡ Interview students in 2nd year
- ‡ Interview students in 1st year

do they persist through 1st year of college?

How does the K12 educational pathway impact college persistence for 1st gen Latinx students?

Limited belief in their educational system

Lack of intentional support system in higher education

‡ Adams, M., Blumenfeld, W.J., Castaneda, C., Hackman, H., Peters, M., & Zuniga, X. (2013). Readings for diversity and social justice. New York: Routledge.
 ‡ Amaro-Jimenez, C. & Hungerford-Kresser, H. (2013). Implementing an additive, college access and readiness program for Latina/o high school students in the U.S. Current Issues in Education, 16(3), 1-14.
 ‡ Engstrom, C. & Tinto, V. (2008). Access without support is not opportunity. Change, 10(3), 1-12.
 ‡ Lopez, J. D. (2013). Differences among Latinx students in precollege multicultural exposure and the transition into an elite institution. Journal of Hispanic Higher Education, 12(3), 269-280.