

Binational Adult Education on the U.S.A. – Mexico Border

Preliminary Research Projects Results from Qualitative Stage

Prepared by the SDCCE Office of Planning, Research, and Institutional Effectiveness

April 2022

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Session Objectives

1. Become familiar with SDCCE's definition for binational student
2. Familiarize with the characteristics of this project, including research techniques, project timeline, and stakeholders
3. Review some of the preliminary results from the first stage of this project, including categories brought up by research participants regarding challenges, coping mechanisms and institutional interventions experienced during their student journey
4. Discuss the importance of developing tailored institutional interventions to support binational students in their student journey.

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Who We Are

San Diego College of Continuing Education

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



SAN DIEGO CITY COLLEGE

SAN DIEGO MESA COLLEGE

SAN DIEGO MIRAMAR COLLEGE

SAN DIEGO COLLEGE OF CONTINUING EDUCATION



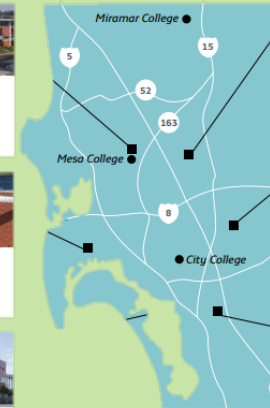
Continuing Education at
Mesa College
7350 Armstrong Place
San Diego CA 92111
619-388-1950



West City
3249 Fordham Street
San Diego CA 92110
619-388-1873



César E. Chávez
1901 Main Street
San Diego CA 92113
619-388-1910



North City
8355 Aero Drive
San Diego CA 92123
619-388-1800



Mid-City
3792 Fairmount Avenue
San Diego CA 92105
619-388-4500



**Educational
Cultural Complex**
4343 Ocean View Boulevard
San Diego CA 92113
619-388-4956

35,000+

students annually served
before COVID-19 and currently
looking to revamp enrollment

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Background



7.2
million inhabitants

Not only are the [Mexico and US border] regions deeply connected by their proximity, history, geography and politics, the people are also deeply connected (Escamilla, 2019, p. 18).

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Project objective

Develop a list of recommendations to support the success of our binational students:

1. Proven effective for our students at a small scale that could be scaled up across the institution
2. Responsive to the differences between the subgroups of our population
3. Tailored to the different stages of the student journey

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Institutional Roles

How to make this happen?

SDCCE
President

SDCCE
VP of Student
Services

SDCCE
VP of Instructional
Services

SDCCE
Immigrant
Support Program
Counselor

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Research Design



Litetature Review

Operationalized binational/trasnational definition for SDCCE

Comprehensive review



Interviews

Array of perspectives, insights and experiences from SDCCE's binational/trasnational population

12+ interviews



Survey

Estimates for the SDCCE's binational/trasnational population

350+ responses



Passive Data Collection

Performance indicators including comparison against the general student population

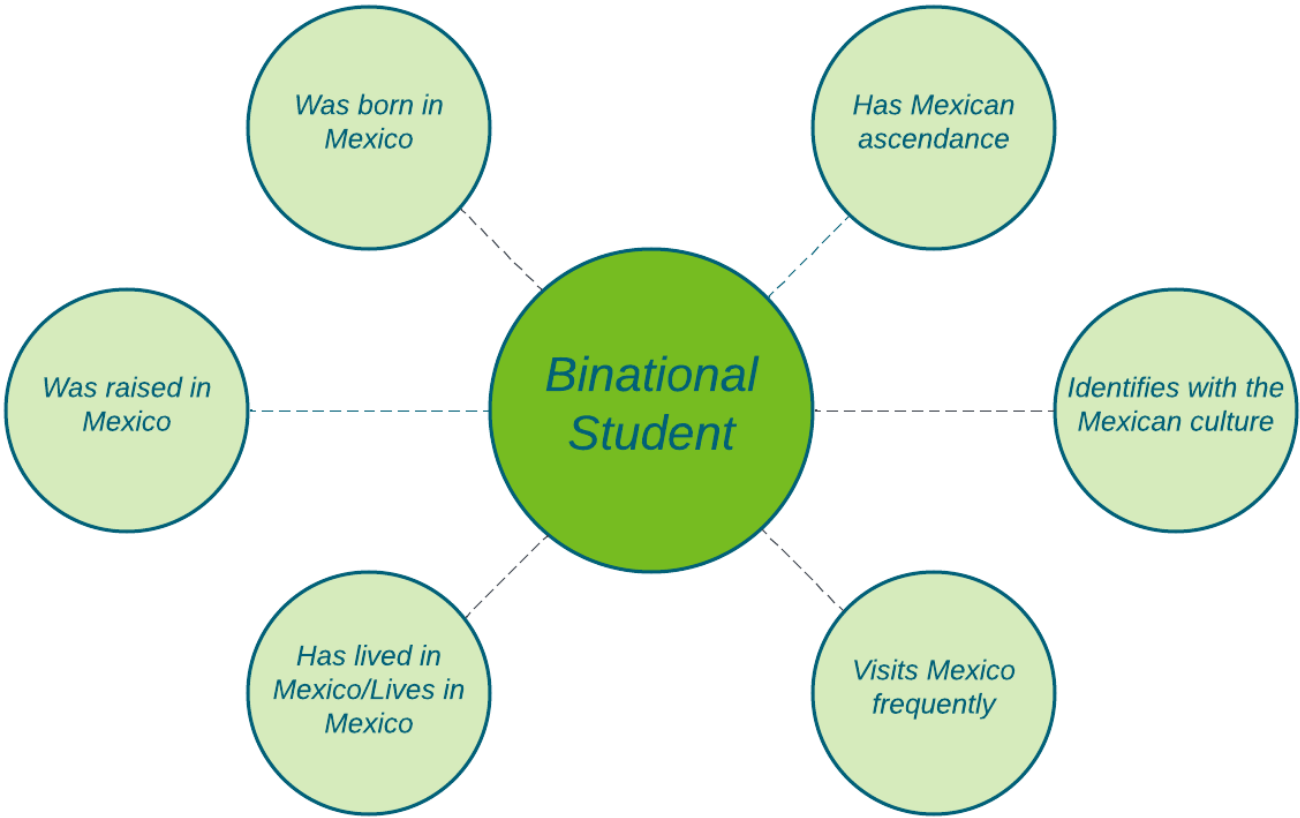
Inclusion in intake form

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Highlights from Literature Review

Binational Student Definition



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Highlights from Literature Review

Relevant concepts

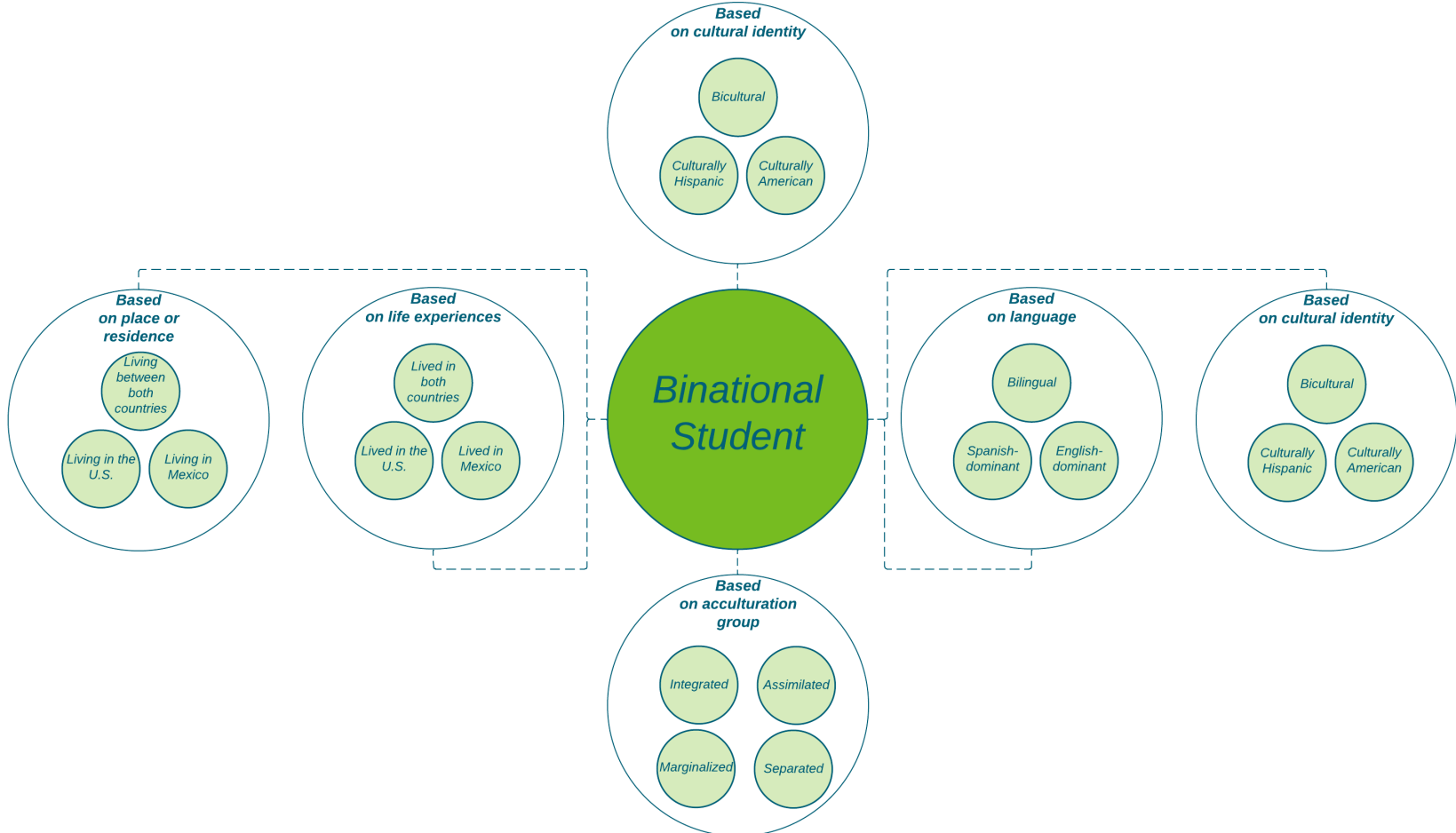
1. Acculturation/enculturation theory
 - The acculturation/enculturation matrix and its sectors (integration, assimilation, rejection, and marginalization)
2. Social capital theory
 - Upward social mobility is conditioned by the social network's individuals are able to access to obtain resources and knowledge
3. Border theory
 - While the borders are physical barriers that can stop the movement of people and goods, they cannot stop societies from clashing their cultures
4. Important definitions
 - Latinx, Hispanic, Binational, Bicultural, Monocultural, Transborder

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Highlights from Literature Review

Same overarching group, different experiences



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



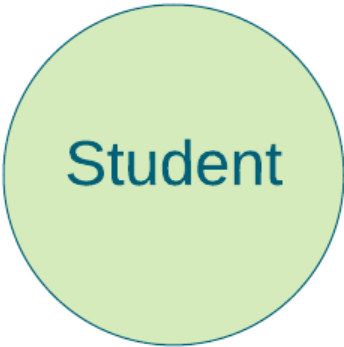
Research Framework

Student

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



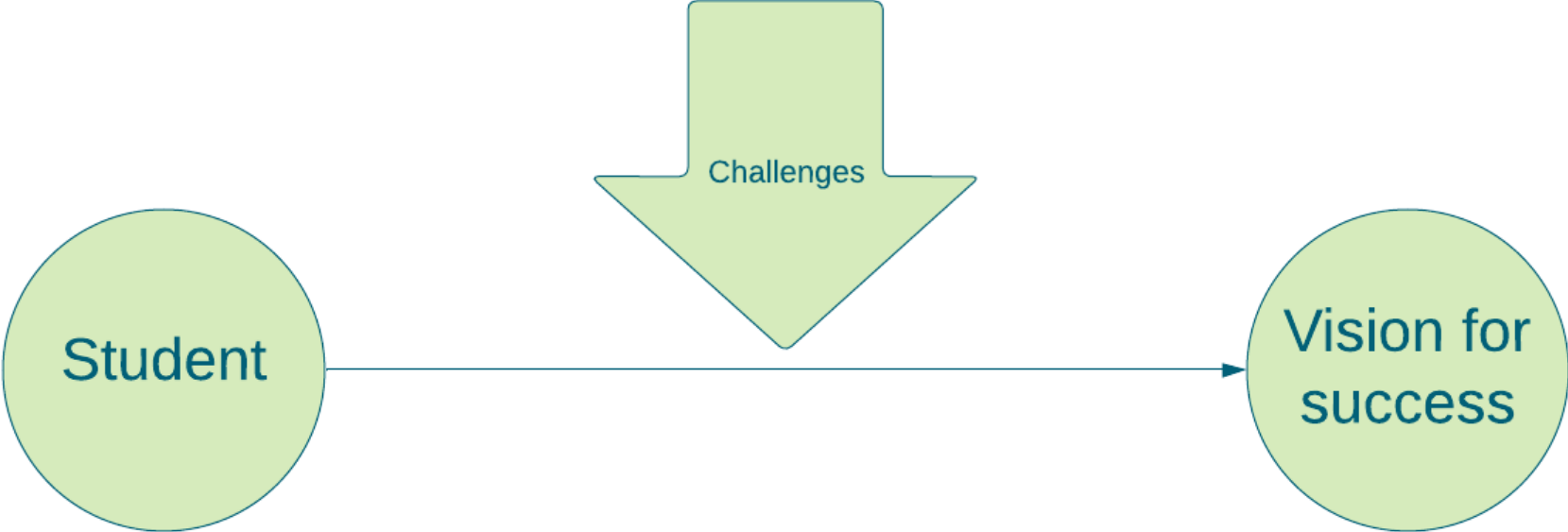
Research Framework



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



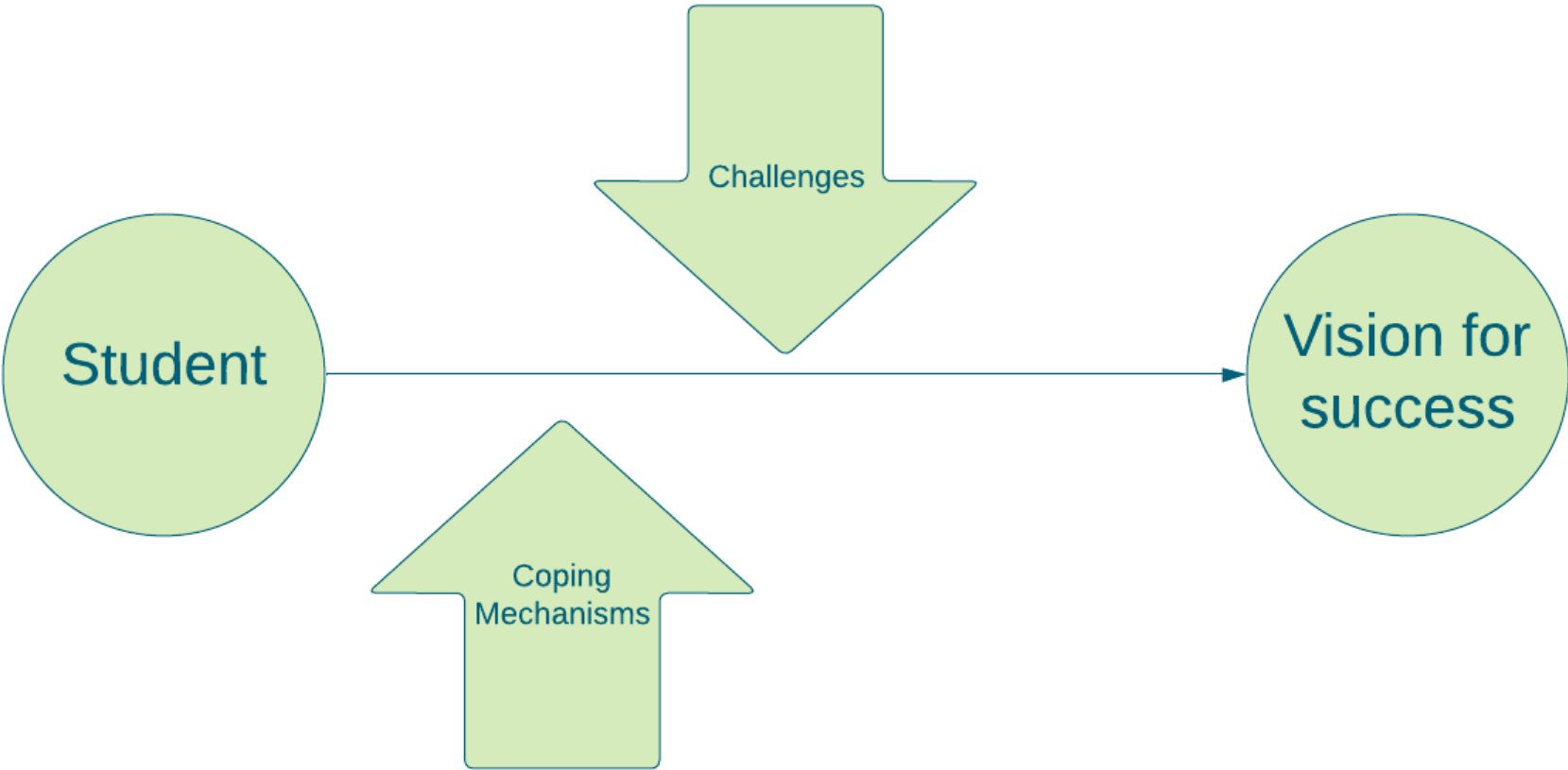
Research Framework



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



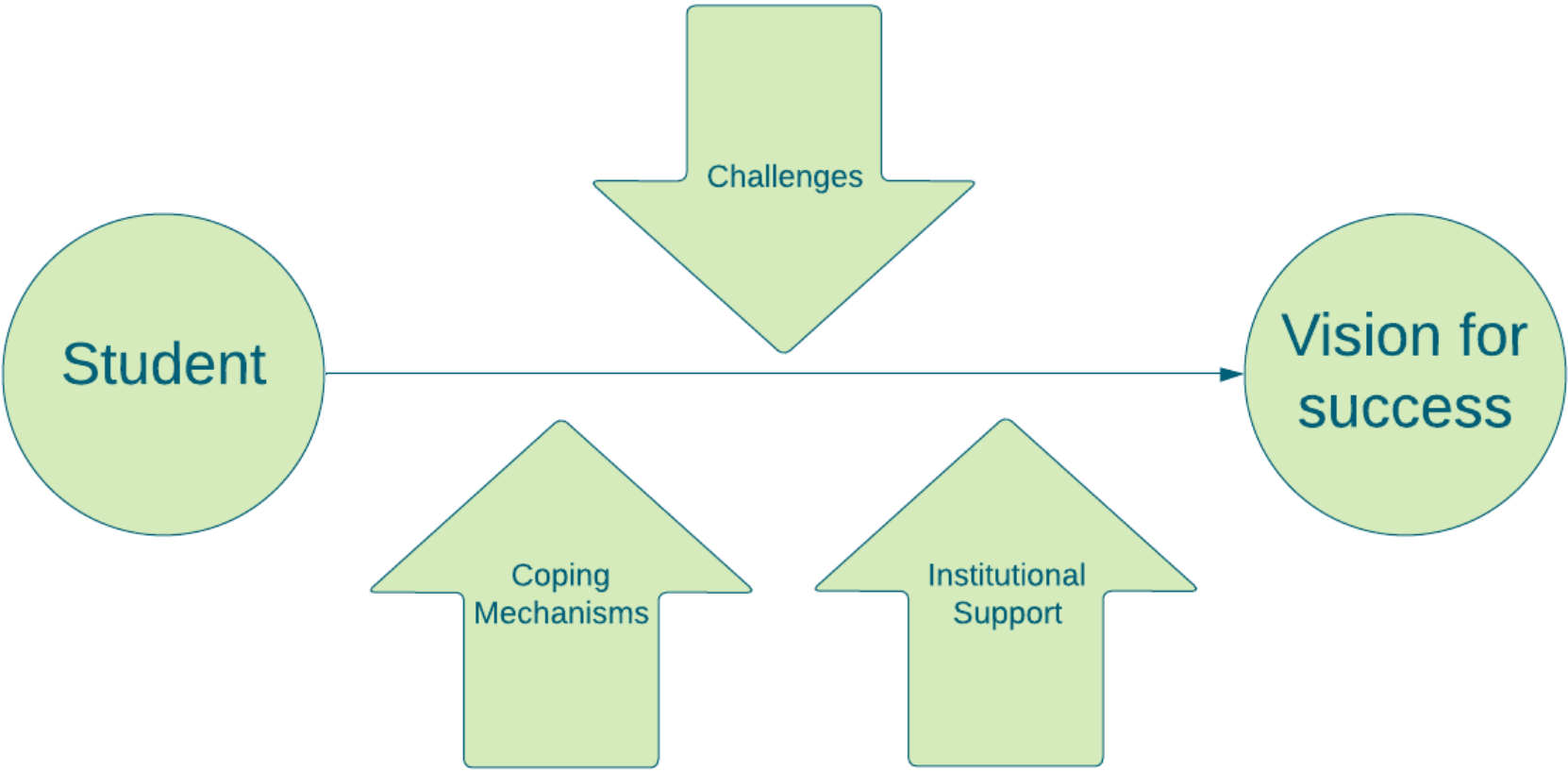
Research Framework



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



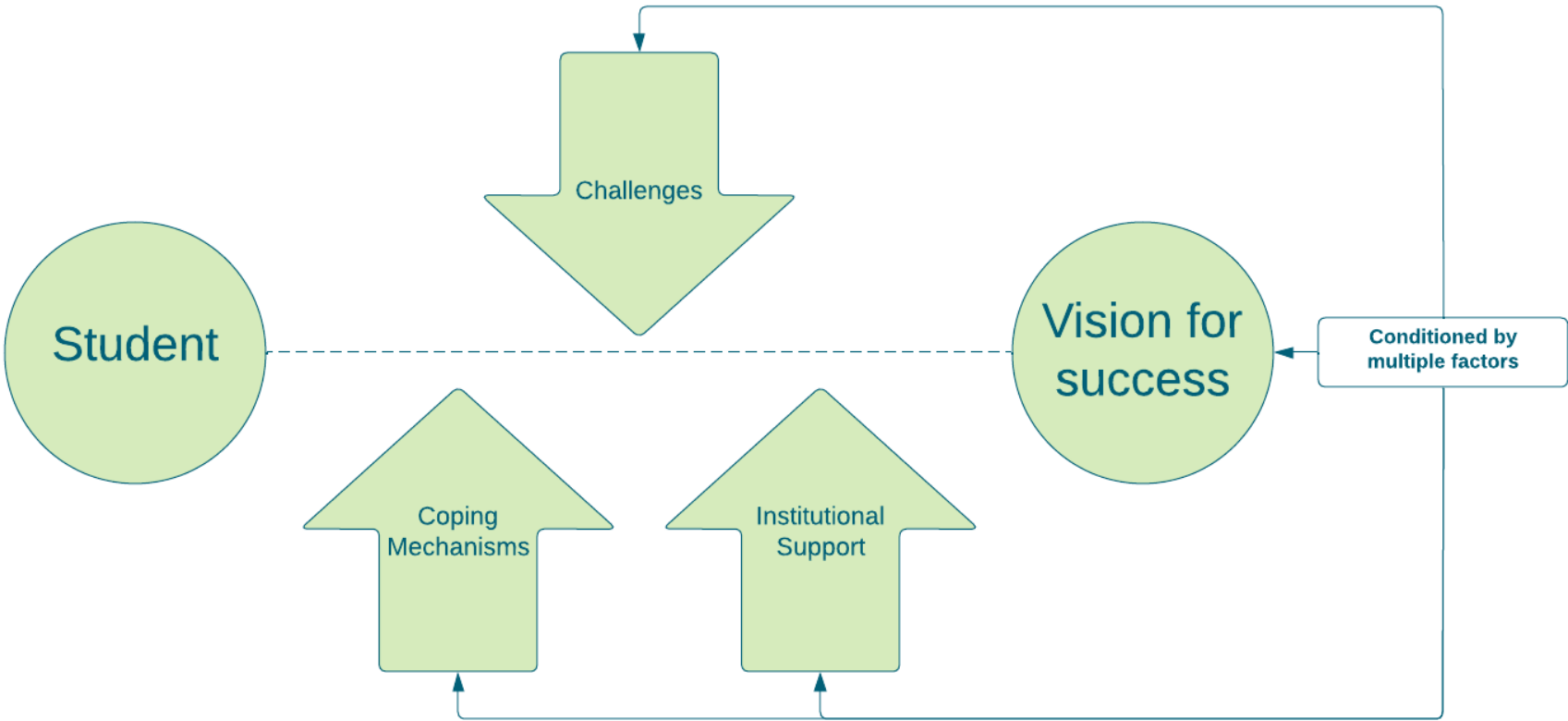
Research Framework



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Research Framework



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



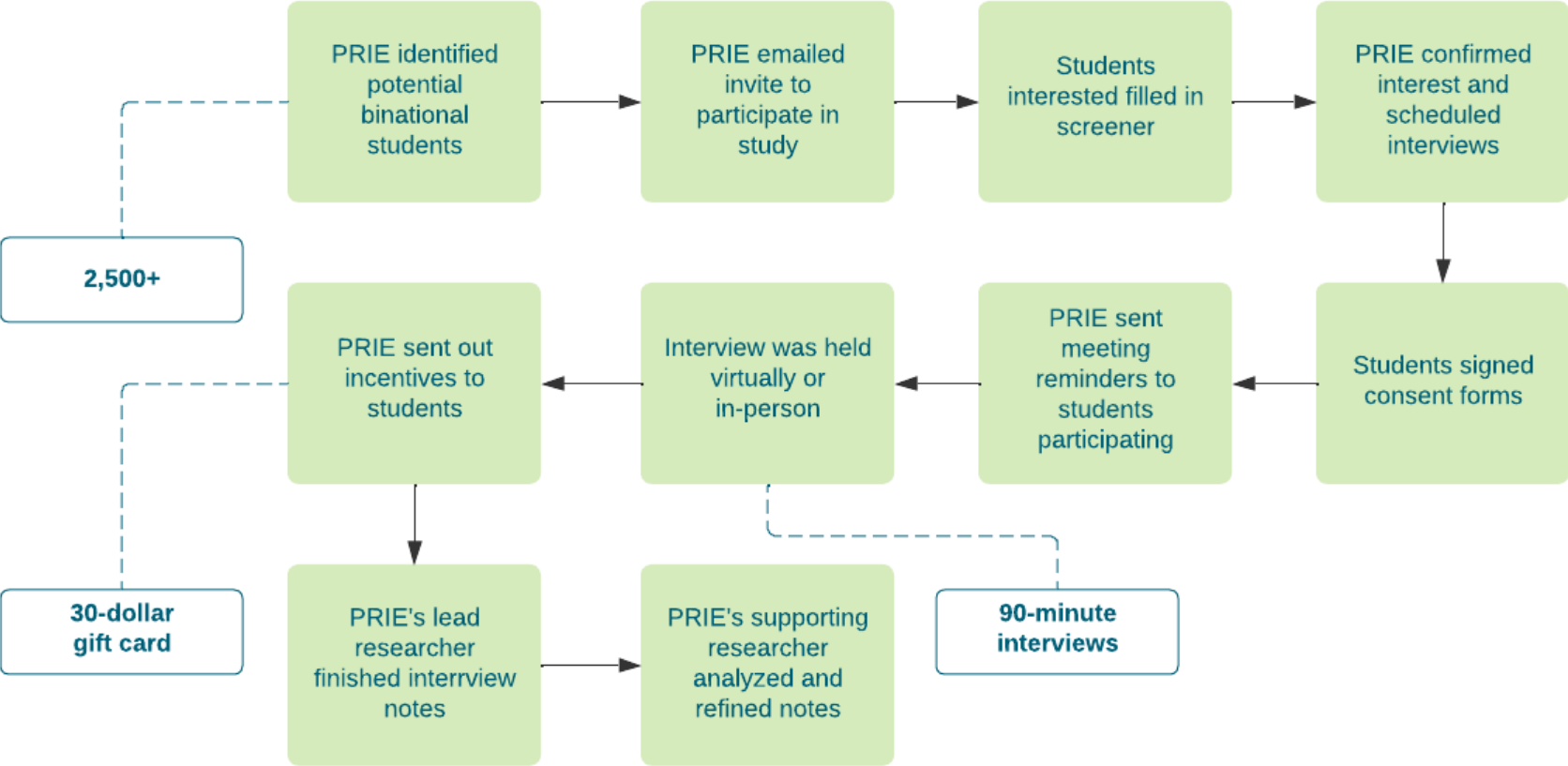
Research Questions

1. What challenges do our binational students face at SDCCE?
2. What are the coping mechanisms SDCCE students adopt to overcome these challenges?
3. What interventions deployed by SDCCE have been successful?
4. What additional interventions may be effective to support SDCCE student success?
5. What is the interaction between challenges, coping mechanisms and intervention with group membership?
6. How do these challenges, coping mechanisms and interventions present themselves in the student journey (access, retention, completion, and transition)?

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Interviewing Process



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Interviewing

Participant Breakdown

13

participants

Woman **8**
Man **5**
LGBTQ+ **2**
18 – 34 years old **7**

35 – 49 years old **4**
50+ years old **2**
Working **7**
Not working **6**
Earning living wage **2**
Not earning living wage **5**

Digital Equity Challenges **4**
Basic Needs Challenges **10**
Culturally Mexican **7**
Bicultural **6**
Spanish preferred **8**
English preferred **5**

Note. One student may belong to more than one group

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Interviewing Participant Breakdown

DSPS condition	3	Living in San Diego	11	Looking to advance in job	9
Born in Mexico	7	Living in Tijuana	2	Looking to get a new job	5
Born in the U.S.	6	Transborder	3	Preparing for a new job	8
Head of household	3	Lived in Mexico (6m+)	10	Improving English	6
Children in home	5	Recently moved to U.S.	4	Preparing for College	4
Single parent	1	Recently-enrolled student	5	Veteran	1

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Note. One student may belong to more than one group

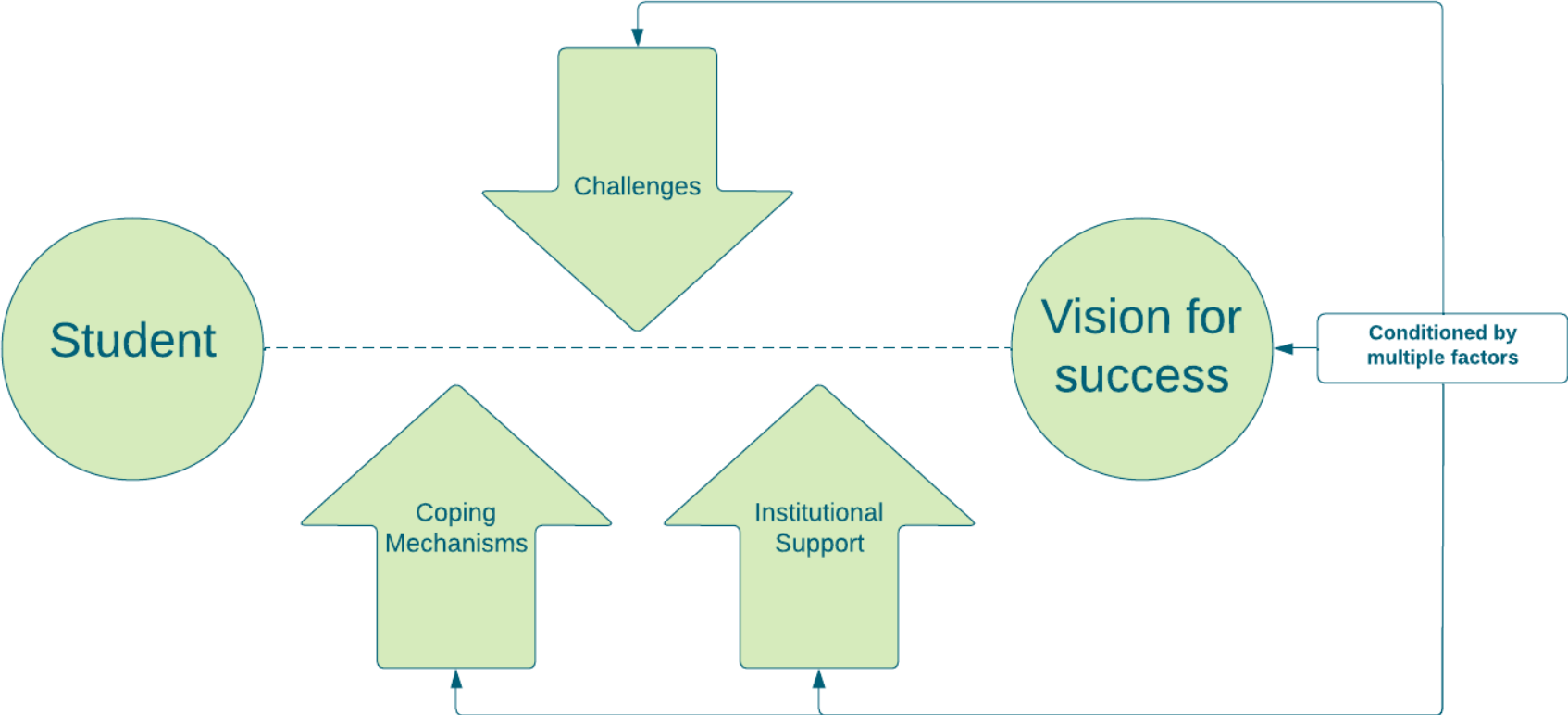
Attention!

1. You are about to see preliminary information; qualitative data analysis has not been concluded
2. The categories listed are not meant to be representative of the entire binational population; not even of the entire population who participated in an interview
3. The categories listed are not the result of any prioritization

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



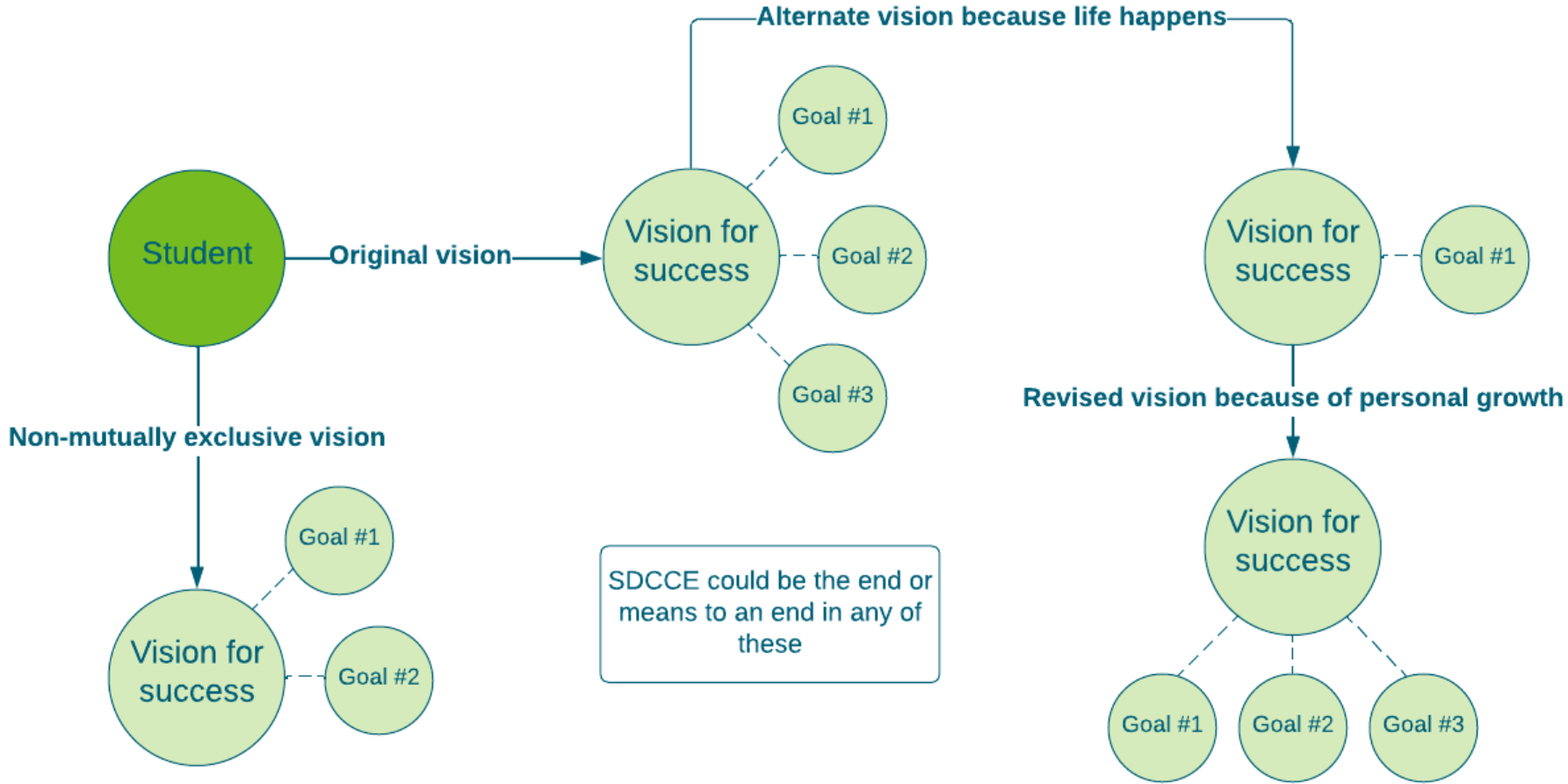
Preliminary Results



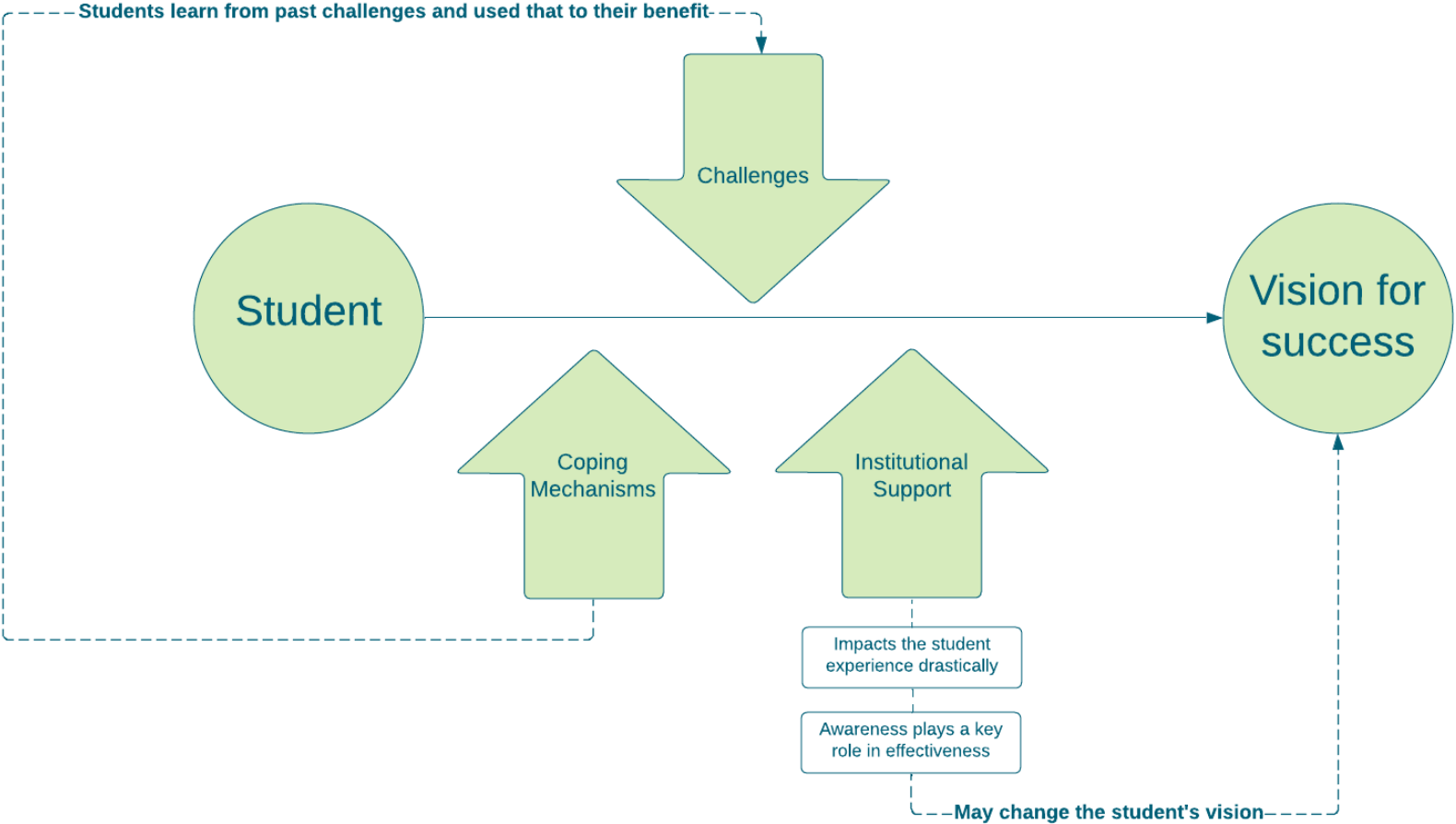
SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Preliminary Results



Preliminary Results



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Visions for success

Pica rico: Cultural shock does not mean goodbye



...I remember, I will never forget it since that time I was like, wow! An elderly man was walking while it was raining, and he could barely walk...and I was like “what is going on? This man is all wet and no one is helping him”...I pulled up my umbrella, walked to him and told him “hey, you are getting wet, what is going on?” and he told me “No! I am fine”...in Mexico, if my mom gets sick, all my sisters will be there to take care of here and pitch in money if needed, here, no!...

- Patricia in relationship to her interest in creating a life plan to ensure she can live her elderly years with the level of independence she has seen older adults have in the U.S. [adapted from Spanish].

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Challenges

Por pura desidia: Fears and doubts behind procrastination



“...it is mostly la decidia [procrastination]...I am not saying that is easy, but right now with the internet [about searching for classes]...it is mostly la decidia...and the other reason I think it would be like “ok, I will do it”, but now you have got to call them, send them an email, and that I think is [changes voice tone], “oh, but how am I going to call them? Maybe they will answer me in English. And what if I cannot make them understand me, or I do not understand them? What if I send them an email and no one answers back? What if they do not answer back to me because they thought I did not know how to write well? [in English]”.

- Cristian in relationship to the doubts behind procrastination
[adapted from Spanish].

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Challenges

Oprima el número dos: Language barriers and more



...everything was in English and well, it was a little bit hard to follow up on it [about the information available for classes]...and they did not answer me [via email] or [change in voice tone imitating what they would tell her], “call this phone number” and that was worst since I would understand even less, at least in email I can, I mean, at least, I can use the translator, but speaking through the phone is more complicated”.

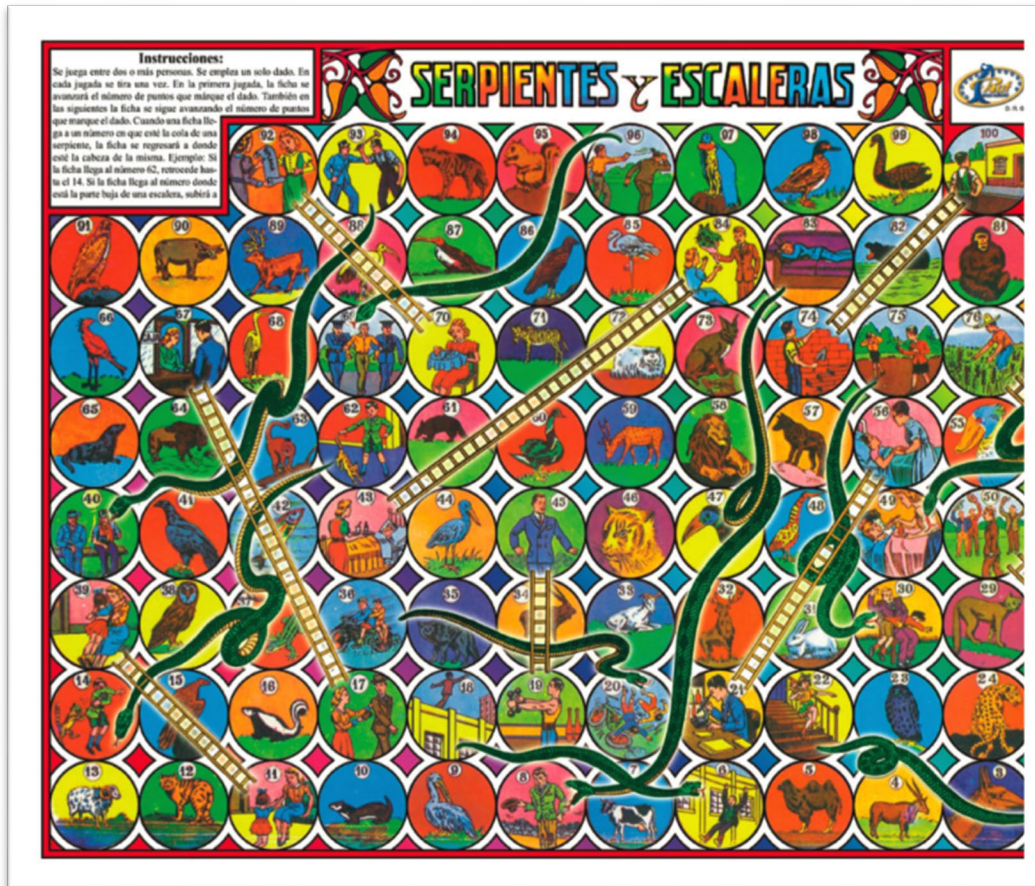
-Aleli talking about the challenges she experienced reaching out for support while having limited proficiency in English [adapted from Spanish].

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Challenges

Serpientes y escaleras: The road to career growth



I wrote in my resume that I had studied front desk and administrative assistant [courses]...a supervisor told me “hey, we will assign you to the warehouse...you will be at a computer, in the warehouse, checking movements”, and I said, very well, perfect...I do not know who spoke, or what happened but they sent me back and I returned to the same [production line work]...and I said “why are they like that? If I have the skills, why do they now allow me to develop my skills?...time passed, and I had to quit because they did not get me out of there [production line work].

- Patricia in relationship to the struggles she has experienced in trying to advance her professional career [adapted from Spanish].

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Coping Mechanisms

De una vez: Taking advantage of momentum



[The SDCCE staff] told me that the GED classes in Spanish were full already, the classes I needed to begin...I wanted to start already, I said to myself "I already called, I have their contact information, they already gave me a number [access code] and everything, so if I look for more excuses I will never start", so I said..."ok sign me for the English [class]"

-Cristian commenting on his first enrollment experience with SDCCE
[adapted from Spanish]

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Institutional Support

Introducción a los Estados Unidos: Support to integrate to the U.S. culture



They teach you; I mean, they aim to [changes tone personifying] “look, you are new here, you are studying English, we will teach you how the system works” and that, wow! Thanks! Because for me, that opened my eyes. I feel like I changed a lot because of those classes.

-Patricia commenting on how SDCCE helped her to integrate into the U.S. culture [adapted from Spanish].

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Preliminary Findings and Recommendations

Attention!

These preliminary recommendations have not been vetted for feasibility, ability to scale, or expected effectiveness. There will be institutional conversations starting Summer 2022 to determine the best way to accomplish this task before moving forward with any of them.

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Preliminary Findings (categories identified)

Go to:

<https://www.surveymonkey.com/r/binationalsdcce>

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



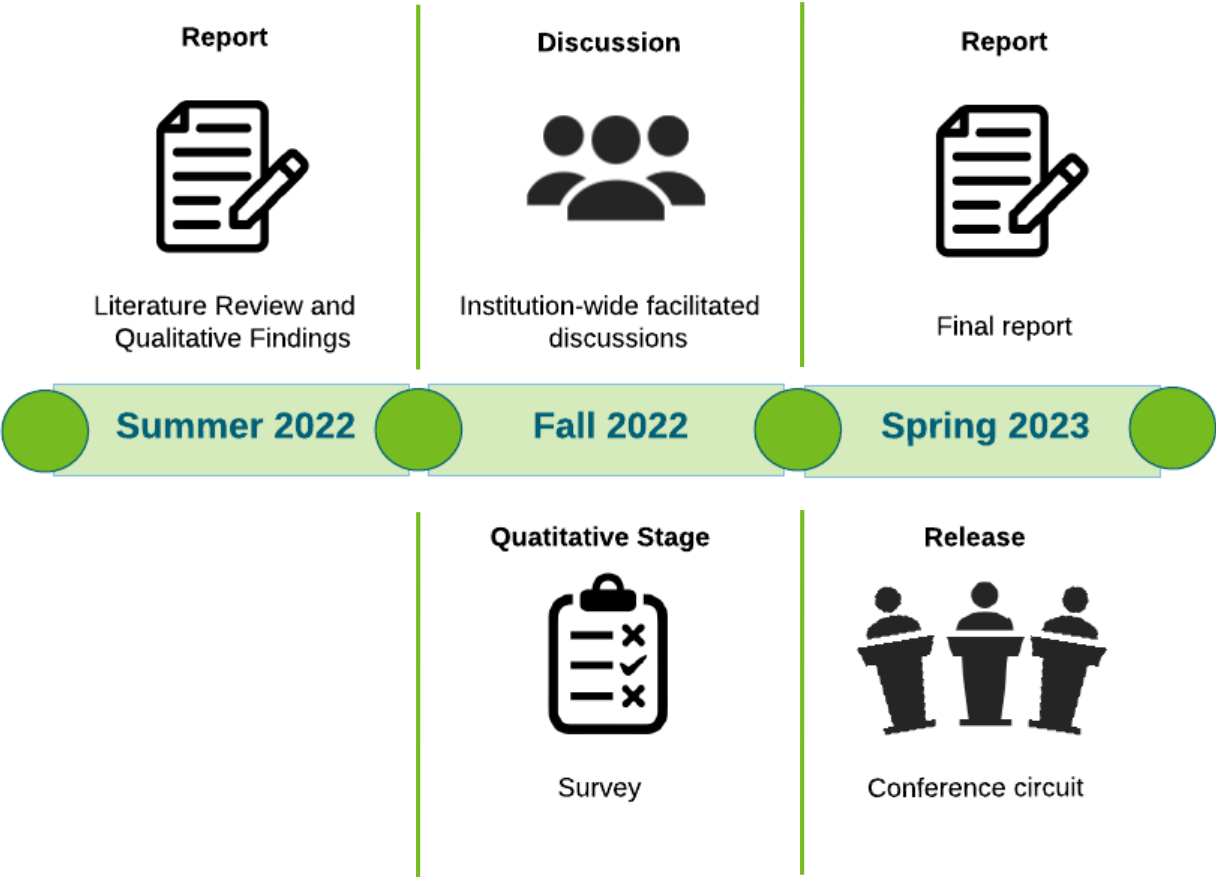
Preliminary Recommendations



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Next Steps



SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION



Questions?



Jessica Luedtke, jluedke@sdccd.edu
Dean of Planning, Research, and Institutional Effectiveness
San Diego College of Continuing Education



Jesus Rivas, jrivas@sdccd.edu
Research and Planning Analyst
San Diego College of Continuing Education

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION

