

# The Vermont Connection

---

Volume 44 *Planting Seeds of Hope:  
Transforming Higher Education*

Article 15

---

April 2023

## The Importance of Validation in Latine Student Success

Maria Del S. Nava  
*University of Vermont*

Follow this and additional works at: <https://scholarworks.uvm.edu/tvc>



Part of the [Higher Education Commons](#)

---

### Recommended Citation

Nava, M. S. (2023). The Importance of Validation in Latine Student Success. *The Vermont Connection*, 44(1). <https://scholarworks.uvm.edu/tvc/vol44/iss1/15>

This Article is brought to you for free and open access by the College of Education and Social Services at UVM ScholarWorks. It has been accepted for inclusion in The Vermont Connection by an authorized editor of UVM ScholarWorks. For more information, please contact [schwrrks@uvm.edu](mailto:schwrrks@uvm.edu).

## **The Importance of Validation in Latine Student Success**

Maria Nava

Latine students are the fastest growing ethnic group currently in higher education and yet they experience lower undergraduate completion rates than their white peers. In this paper I explore Validation theory, in combination with community cultural wealth and the Bicultural Orientation Model and Influences on Latino Identity, and the ways in which they can be used to support Latine students. Validation is defined as a positive external affirmation to students that positively impacts their own belief to succeed. With the Latine undergraduate student population growing, validation theory can be an important tool to address the issues relevant to students from this demographic.

---

*Maria Del Sol Nava (she/her) graduated from Middlebury College in 2018 with a degree in Mathematics and Italian. She is a second-year graduate student in the Higher Education and Student Affairs Program at the University of Vermont where she works to support students of color in STEM. Her passion for supporting students stems from her own experiences and identities as a first-generation Latina from a low-income background.*

### **The Importance of Validation in Latine Student Success**

When I graduated from high school, I had absolutely no idea what I was doing. As a Mexican American first-generation college student from a low-income background, all I knew was that going to college was the ladder of social mobility that my family needed. Higher education would help me transform my life, but I didn't fully understand what it meant to leave California to attend a private small liberal arts college. Up until that moment, I had followed the advice of people who had my best interest in mind and once in college, it was a similar situation. I have vivid memories of my math advisor who wrote notes on my exams when I didn't perform well, "come see if you need help getting the material" and "this is a hard topic, but you can do it." My Italian advisor always had tissues ready in her office for when I needed a listening ear about other classes and negative experiences around campus. My friends and peers, who were going through similar challenges, lifted and carried each other to the finish line. How lucky was I to have found people who guided me in times of uncertainty and affirmed me in times of doubt?

I graduated from my alma mater with a degree in Mathematics as a proud product of validation theory in practice. I recall many instances where faculty, staff, and community members supported me through tough grades and difficult situations. These people provided grounding in times when feelings of nonbelonging and imposter syndrome hit harder, when the homesickness was unbearable, when everyone else around seemed to know what they were doing, and when I felt so utterly lost. Being seen as a full human allowed me to embrace who I was, without that validation and support, I would not be where I am today. For Latine students who experience feelings of alienation in higher education, validation could be the difference between success and failure.

For this article, I have chosen to use Latine as the gender-neutral descriptor that encompasses this population of students, which includes Chicanos or Mexican Americans, Latinos (people of Latin American descent), and often Hispanics (people who speak Spanish). Given that this identity encompasses a vast array of students and experiences, it is common for students to identify more strongly with their nation of origin (Patton, et al., 2016). While there is a danger in lumping all these identities together because the Latine experience is not a monolith, there is significant overlap in the research about these different identity groups that can help us look at the bigger picture of Latine student support through validation. Treating this experience with fluidity is also imperative given the vast diversity within the Latine population.

Latine students are among the largest and fastest-growing populations in the United States seeking post-secondary opportunities (Alcantar & Hernandez, 2020). Since 2000, the population of Latine students has more than doubled; in 2020, Latine students made up 21.8% of U.S. undergraduate enrollment, making them the second largest ethnic group represented in higher education. Most Latine students in higher education attend Community Colleges and are underrepresented at four-year institutions (Márquez Rosales, 2021; *Latino students in Higher*

*Education*, 2022). About 54% of Latine undergraduate students attend Hispanic Serving Institutions (HSIs) (*Latino students in Higher Education*, 2022). In California alone, the population of Latino college students is growing significantly and makes up 43% of undergraduate students attending community college (Márquez Rosales, 2021). In 2021, Latine students were the largest demographic admitted to schools in the University of California system, even higher than white students (Márquez Rosales, 2021). And yet, nationally, the number of Latine students who obtain a bachelor's degree is at 14%, and many have a high rate of leaving college without a degree (Márquez Rosales, 2021). It is also important to note that while Latine students often hold similar experiences and identities, data disaggregation reveals high disparities even among different subpopulations. For example, Mexican Americans (Rendón, 2018) and Latine students not born in the United States (*Latino students in Higher Education*, 2022) have lower college completion rates when compared to other groups. Latine students are also more likely to be first-generation college students (about 44%), and a significant percentage are from a low-income background (*Latino students in Higher Education*, 2022). Broadly, Latine students had a six-year graduation rate of 59% in 2020, compared to 67% of white students (*Latino students in Higher Education*, 2022).

For Latine students, getting to college is only half the battle; they face many new challenges once they arrive at college. Such challenges include liminality, assimilation, cultural collision, and self-reflection. Liminality, or living between two worlds, is when students are straddling more than one culture, language, and home (Rendón, 2018; Rendón et al., 2014; Torres, 2003). Given the differences between Latin American and United States cultures, Latine students in the United States are of mixed cultures. Life at home pulls them in one direction, and school pulls them in another. Students may often be navigating the world with two truths and have different identities in these separate worlds. Some may then choose the path of assimilation or acculturation to succeed in their school world, stripping parts of themselves to blend in (Rendón, 1994; Nava, 2022). This can often lead to a cultural collision or *choque*, separation, and guilt regarding their new lives as college students (Rendón, 2018; Rendón et al., 2014). These experiences lead students on a path of self-reflection and navigating their newly found college identities which can cause higher levels of distraction and stress, impacting their ability to focus on academics.

To make matters worse, Latine students are also dealing with challenges of microaggressions and racism, which when compiled with the anxieties that come with new environments, make it more difficult to fully adjust and integrate (Rendón et al., 2014). These challenges, layered with being a first-generation college student from a low-income background and/or possessing a low level of college preparedness, make attending higher education a web of challenges (Alcantar & Hernandez, 2020). As a result, these interlocking challenges can lead to high levels of imposter syndrome, and feelings of nonbelonging, and can snowball into larger issues such as falling behind in classes, social isolation, and mental health struggles.

Acknowledging that Latine students face specific challenges that can be counteracted by validation, I will examine how validation theory positively impacts this population. I will start by explaining two grounding theories that support Latine student validation. Then I will dive deeper into defining validation and the different ways that it shows up to support students. With the Latine undergraduate student population growing, validation theory can be an important tool to address the issues relevant to students from this demographic, such as increasing college completion and retention rates, creating a sense of belonging, and cultivating a stronger sense of self.

### **Grounding Theories Supporting Latine Student Validation**

Community Cultural Wealth (2005) and Torres's Bicultural Orientation Model and Influences on Latino Identity (2003) are two theories that help us frame why validation is important for Latine student success. Community cultural wealth highlights the assets that Latine students bring with them when they begin college. Torres' model explains the ethnic identity development of Latine students and helps us understand some of the challenges that they face.

#### **Community Cultural Wealth**

Yosso (2005), Community Cultural Wealth framework is essential when considering Latine student persistence in higher education. In this asset-based approach, Yosso outlines six pillars that build community cultural wealth: aspirational, familial, linguistic, social, navigational, and resistant capital. These six forms of capital are strengths for those who hold minoritized identities as they navigate higher education. Aspirational capital is the ability to dream of possibilities beyond barriers or circumstances, regardless of how real or perceived they may be. Familial capital is the commitment to *familia* and community nurtured through cultural traditions. Linguistic capital includes the communication and social skills attained through various language(s) and style(s). Social capital is the resources, contacts, and networks that provide instrumental support in uplifting others. Navigational capital refers to the skills used to navigate different structures and institutions. Lastly, resistant capital is the fostered skills and knowledge that come with challenging inequality and inequity (Yosso, 2005). For this paper, I will focus on aspirational, navigational, and social capital influencing Latine students as they experience validation and how these theories work simultaneously to create a sense of belonging.

#### **Bicultural Orientation Model and Influences on Latino Identity**

Torres's Bicultural Orientation Model and Influences on Latino Identity (2003) is a student theory that explores the ethnic identity development of Latine students in their first two years of college (Patton et al., 2016). Three influences that help students situate themselves in their identities are home environments, family influence, and self-perception (Torres, 2003). The first is home

environments, which outline that where students grew up influences their connection and security to their culture. The second is family influence, which details that family ties have an impact on students' choices which can cause a conflict between parental desires, students' aspirations, and college expectations. This aspect also includes a student's generational status (i.e. first-generation college student or second-generation U.S. born) which has a strong effect on understandings of the college-going process and the amount of support a student receives from home. The third influence is self-perception and status in society, which is defined as how students perceive themselves and how others perceive them. Latine students who go to college experience a change in an environment that then triggers a shift in their self-perception (Patton et al., 2016) and could also trigger some of the liminality and cultural collision which may place students in internally conflicting situations. Feelings of being "other" may emerge from their families or home environments and in their new college campus environment. This model gives us an understanding of the challenges Latine students face with this new shift in the environment, for this paper I will focus on how the third influence of self-perception is influenced by validation.

Validation theory, in combination with Community Cultural Wealth (CCW) (Yosso, 2005) and Bicultural Orientation Model and Influences on Latino Identity (BOM), contributes to the Latine student college experience. Students learn to bring themselves, their cultures, and their knowledge as additions to our learning spaces instead of deficits through community cultural wealth. And gain a much better understanding of their self-perceptions through Torres' model. We can better understand how Latine students in higher education seek support and persist when we dig deeper into the influences on external positive validation.

### **Validation Theory**

In 1994, Rendón pointed out that institutions were made and function for the purpose of uplifting and favoring the privileged and traditional students in everything from institutional structure to course instruction. Students who do not fit the "traditional student profile feel so alienated and intimidated by today's college culture" (Rendón, 1994, p.2). Nearly three decades later, these statements still hold true. Students from minoritized backgrounds continue to be reminded that they do not belong in higher education despite the increase in diversity on college campuses nationwide. Before Validation theory became a theoretical perspective in 1994, several scholars emphasized the importance of support and encouragement, and campus climate to retain students (Nora et al., 2011). There exists a clear link between the positive external validation students receive in their college years to their academic achievement, engagement, and persistence (Nora et al., 2011).

Rendón's (1994) original study found that nontraditional students had doubts about their ability to succeed and needed positive intervention through validation from others to help them believe in themselves and support as they navigate institutions. This finding is specifically true for

first-generation college students, students from low-income backgrounds, and students returning to academic spaces (Rendón & Muñoz, 2011). Because of their lack of guidance and limited exposure to the college experience, these students must be pioneers in their education. However, validation has the potential to transform students' doubts and insecurities about themselves, help them become powerful learners, and support them in the critical first year of college. It could even be the missing link for nontraditional students who struggle to get involved (Rendón, 1994). For almost 30 years, validation has served as a tool to support nontraditional students who are still underrepresented in higher education.

Validation theory focuses on the individual and environmental interactions that impact students' development (Patton, et al. 2016). There are two types of validation that make up Validation theory: academic and interpersonal. Validation theory also consists of six validating elements (Rendón, 1994). The first element is that validating agents, or those enacting the validation, hold the responsibility to initiate validation where they enable, confirm, and support student development. This can look like “validating agents actively reach[ing] out to students to offer assistance, encouragement, and support, as opposed to expecting students to ask questions first” (Rendón & Muñoz, 2011, p.17). This is not to be confused with handholding for students, but instead is active outreach for those who would not otherwise seek assistance. The second element is that when students experience validation, they feel capable of learning, acknowledge the value they bring, and develop a stronger sense of self-worth. Validation, therefore, can be seen as a prerequisite for student development, which is the third element. For students to form a sense of identity, they must experience this external validation to then believe in themselves. The fourth element describes validation occurring in different settings (in and out of class) by many individuals: faculty, significant others, parents and other family, friends, and staff. The fifth element is validation as a continuous developmental process over time and not as something with an end. As students develop throughout their college journeys, they may need different types of validation. Lastly, the sixth element describes validation as the most crucial and effective early college experience, especially in moments of transition or vulnerability (Rendón, 1994; Rendón & Muñoz, 2011). Recognizing opportunities for each of the six validating elements to be present in both academic and interpersonal settings is important in validating underrepresented students.

Academic validation happens through faculty-initiated actions supporting students (Rendón, 1994). For example, the validating agent, again, the person enacting the validation, could express a genuine concern for students when they don't perform well on exams, give meaningful feedback on assignments, work individually with students to understand the material and treat students as equals. These actions assist students in developing the confidence to believe in their innate capacity as powerful learners (Rendón & Muñoz, 2011). Academic validation could also come from peers who

support each other academically through study groups, tutoring, and mentorship (Rendón, 1994; Rendón & Muñoz, 2011).

The second form of validation is interpersonal, which fosters students' personal development, and includes seeing students as whole people and finding affinity among friends, faculty, staff, and other validating agents (Rendón, 1994; Rendón & Muñoz, 2011). Interpersonal validation also includes supporting students' social adjustments, especially during transitions (Torres, 2003). Students often need to experience multiple types of validation from different validating agents to feel empowered, as highlighted by the fourth element of validation theory. It is also crucial to note the interconnectedness of academic and interpersonal life for college students (Kesar, et al., 2022), making validating instances and environments that much more important.

Many studies have confirmed the importance of validating agents in their college experiences, especially from faculty and academic supporters (Alcantar & Hernandez, 2020; Barnett, 2011; Rendón & Muñoz, 2011). When asking students about what helped them be successful in college, they often reference the people (in and outside of school) that reassured them along their path (Rendón & Muñoz, 2011). Barnett's (2011) quantitative study explores how validating interactions from faculty influence community college students' attrition. This study considers that for most community college students who live off campus, most of their experience happens in the classroom, giving much more importance to the validation, both academic and interpersonal, received from faculty in their persistence. Additionally, Alcantar and Hernandez (2020) explore how faculty serve as validating agents for academic and interpersonal validation in and beyond the classroom through interviews with Latine students at a 2-year HSI. Students outline how "faculty were supportive and respectful, had high expectations of them, often provided feedback on their work, offered a structured and engaged learning environment that was fun, and consistently reached out to them" (Alcantar & Hernandez, 2020, p.8). In both of these studies, faculty are enacting the first and fourth elements of validation theory: initiating validation in multiple settings. These validating interactions contribute to their development, the third element of validation theory, and lead them to have a positive self-perception. This third influence of self-perception from the Bicultural Orientation Model could then contribute to a student's aspirational capital, which helps them believe in themselves and look beyond the current barriers in front of them. In addition, having strong relationships with professors and other validating agents adds to their social and navigational capital in the college environment.

Considering the importance of academic and interpersonal validation in student experiences, educators have been exploring innovative ways of embedding validation into their curricula. For example, Perez et al. (2021) describe a series of first-year composition courses that enabled students to share their stories, learn critical writing skills necessary for success in college, and build meaningful connections with their peers. The reason for requiring this course is rooted in centering student narratives as assets as they begin their college experience (Perez, et al., 2021) to contribute to their



aspirational and social capital in this new environment. While this study focuses specifically on low-income students, it is a great example of how you can use an identity marker and affinity space to create a community and validate students from minoritized backgrounds who are consistently reminded they do not belong in academia. In fact, “low-income and first-generation college students are more likely to hold multiple marginalized identities and experience the compounding effects of oppression in postsecondary education” (Perez, et al., 2021, pp.625). Autobiographical writing is self-reflective and an influential learning tool because it allows students to use their own experiences in their learning (Perez, et al., 2021). This study demonstrates how interpersonal validation emerges when students reflect on their experiences and connect with others who hold similar identities. And academic validation emerges when they feel connected and supported by faculty who want to listen. This study demonstrates an intentional use of the fifth and sixth elements of validation theory that describe validation as the most effective early in their college careers and as a continuous process. It shows perseverance through collective storytelling and support which contributes positively to the student experience. It also demonstrates the importance of building community and interpersonal validation which serves as a clear example of how everyone benefits when we serve the students at the margins.

Overall, the studies we have visited demonstrate the power of validation in action. One key takeaway is the need to create practices and programs rooted in liberatory pedagogy that allows reflection and self-examination as tools to give Latine students agency as they navigate this chapter of their lives (Rendón, 2018; Perez, 2021). Seeing student stories as assets through community cultural wealth can impact their self-perception and give them confidence in navigating this new educational chapter. Additionally, it is important to consider validation theory as reciprocal for the professors who act as validating agents with similar identities (Perez, et al., 2021). Like Freire’s (1970) concept of learning as a mutually beneficial relationship, validation can also function as a two-way street.

Validation can manifest in many ways. This includes assisting students through difficult times, academically and in their personal lives, whether providing them with resources or simply being someone who can listen (Alcantar & Hernandez, 2020). Students, as whole human beings, require genuine and authentic relationships formed with care, investment, and connection to feel supported in their academic pursuits (Alcantar & Hernandez, 2020). While validation may be present in a student’s life there can also be forms of invalidation that can impact a student’s performance. The more invalidating experiences they face, the harder it is for already vulnerable students to believe they can succeed (Rendón & Muñoz, 2011; Alcantar & Hernandez, 2020), which in turn tears down their aspirational capital. For students who may already not be doing well, these experiences can create further moments of disbelief in themselves, feelings of failure, and uncertainty in the future of their educational journey. There is a negative impact to experiencing invalidation or lack of validation, and

more research on this trend would significantly contribute to the body of literature on validation theory, especially as it pertains to the systems that perpetuate invalidation (Kaser, 2022).

A continuous theme that emerged is that validating students demonstrates value in the knowledge and life experiences, or community cultural wealth, that they have brought with them (Rendón & Muñoz, 2011; Perez, et al. 2021; Yosso, 2005). Many students felt seen for who they were and all that they had to offer, making them believe in their inherent right to be where they were. In many cases, “external validation is initially needed to move students toward acknowledgment of their internal self-capableness and potentiality” (Rendón & Muñoz, 2011, p.17). The goal of validation is to increase their confidence and self-perception so that students can persist at institutions that were not built for them. There needs to be a consistent and continuous push away from deficit-based language and frameworks when supporting students from Latine backgrounds and instead centering on their humanity and the richness of what they bring to higher education.

### **Implications for Future Practice**

Considering the number of challenges Latine students face once they transition to college, we must use asset-based frameworks and center students’ identities to impact Latine student achievement further and move away from deficit-based frameworks that label students as ‘at-risk,’ and ‘marginal learners’ (Rendón, 2018). Students bring their own strategies for succeeding, “employing their own ways of knowing, tools for academic survival, and resistance strategies to take them to the finish line of college completion” (Rendón, 2018, p.229). When thinking about the development of Latine students, acts of validation support their cultural wealth, specifically navigational and aspirational capital, which helps address some of these challenges. Additionally, a student’s self-perception is directly correlated to Validation theory’s second and third elements that outline validation as a pre-requisite for a student’s development and students developing stronger self-worth. One of the main goals of validation theory is to increase a student’s confidence in their innate abilities, which is incredibly important for Latine students facing these challenges. Validation, therefore, acts as a catalyst for Latine students who have the self-determination or resistant capital to push them into believing in themselves. And there are also limitations to the ways that validation can be used, specifically since it is most effective in the first few years of college when they are experiencing the developmental changes that come with being in a new environment. Validation or talent alone is not enough to get Latine students through college.

Moving forward, faculty and staff need to better understand the cultural wealth that Latine students bring with them. Additionally, we need to enable them to become validating agents for Latine students and students of other underrepresented identities (Rendón, 2018; Yosso, 2005). Faculty could try to develop more meaningful relationships with students by becoming more accessible during office hours, providing intentional one-on-one support, reaching out if there is a change in attendance, or

closely tracking student grades to make sure they are doing well in their classes. There is a critical importance of ALL faculty embracing validation, not just those that hold similar marginalized identities because they are also underrepresented in faculty positions (Alcantar & Hernandez, 2020). “During the 2018-2019 school year, for example, only 16% of faculty at the California Community Colleges were Latino even as students who identify similarly make up 73% of the student population in the system” (Márquez Rosales, 2021). We also need to train instructors on how class privilege and other forms of oppression are present in students’ lives and their teaching styles (Perez, et al., 2021). Beyond faculty as validating agents, institutions should be proactive in affirming and validating student experiences so that they feel more equipped and confident to navigate college.

A sense of belonging and community creates spaces for students to feel validated in their experiences. Affirming their stories and abilities is critical so that they view those aspects of themselves as assets instead of feeling at a disadvantage for holding different experiences. Validation is a unique and individualized experience that needs to be handled with fluidity (Nora et al., 2011); hence, every student’s way of receiving validation will differ. Something to consider is how we can use validation to address challenges in the Latine community, such as the low community college transfer rates to four-year institutions to finish their bachelor’s degrees (Márquez Rosales, 2021). Students in these situations could potentially benefit from validation theory to help bridge the gap and propel them in the right direction. Validating students significantly contributes to the student’s learning progression, creates diverse learning environments, and builds intentional and meaningful support. Especially at community colleges and HSIs which serve a large percentage of the Latine undergraduate student population. Replicating this study at other institution types like community colleges, small liberal arts colleges, and universities with Latine populations could further confirm the importance of validation in students’ lives. Proof of positive impact could lead to more institutions adopting validation as best practices and better preparing their faculty to become validating agents.

As a Latina who studied STEM, I have an interest in doing further research on how Latine students in STEM fields experience validation theory or the lack thereof during their education, given that they are incredibly underrepresented in these fields. This year, after attending the National Diversity in STEM conference hosted by the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS) in San Juan, Puerto Rico, I experienced and witnessed the benefits of validation, community building, and affinity. I pictured myself as someone who could have persisted in STEM beyond the degree if I had a larger community of people validating and supporting me. From this experience and my time working as a Graduate Assistant in the Office of Equity, Belonging, and Student Engagement, where I support and validate students of color in STEM at the University of Vermont, I have noticed that many students find validation in each other and in faculty and staff with whom they share identities.

### **Conclusion**

Validation in academic and interpersonal settings can make a difference in a Latine student's experience (Rendón, 2018; Alcantar & Hernandez, 2020). When we allow students to be their full selves and acknowledge their assets as Latine through community cultural wealth, students will grow in their self-perception and further persist in their goals. Lifting other people up as we climb will help bring further success to minoritized populations and create cultures of support and joy. A combination of Community Cultural Wealth, Validation Theory, and Torres Student Development Theory can be employed to support Latine Students in their higher education pursuits. This is important now more than ever, given that the Latine population is growing significantly on college campuses across the United States.

## References

- Alcantar, C. M., & Hernandez, E. (2020). "Here the Professors Are Your Guide, Tus Guias": Latina/o Student Validating Experiences with Faculty at a Hispanic-Serving Community College. *Journal of Hispanic Higher Education*, 19(1), 3-18.  
<https://doi-org.ezproxy.uvm.edu/10.1177/1538192718766234>
- Barnett, E.A. (2011). Validation Experiences and Persistence among Community College Students. *The Review of Higher Education*, 34(2), 193-230. doi:10.1353/rhe.2010.0019.
- Ballysingh, T. A. (2021). Aspirational and High-Achieving Latino College Men Who Strive “Por Mi Madre”: Toward a Proposed Model of Maternal Cultural Wealth. *Journal of Hispanic Higher Education*, 20(4), 347–364. <https://doi.org/10.1177/1538192719870925>
- Freire, P. (1970). *Pedagogy of the Oppressed*. Bloombury Publishing.
- Kesar, A., Hallett, R. E., Perez, R. J., & Kitchen, J. A. (2022). Scaling success for low-income, first-generation in college, and/or racially minoritized students through a culture of ecological validation. *Journal of Diversity in Higher Education*,  
<https://doi-org.ezproxy.uvm.edu/10.1037/dhe0000401>
- Latino students in Higher Education*. The Postsecondary National Policy Institute. (2022, September). Retrieved November 6, 2022, from  
[https://pnpi.org/wp-content/uploads/2022/09/LatinoStudentsFactSheet\\_September\\_2022.pdf](https://pnpi.org/wp-content/uploads/2022/09/LatinoStudentsFactSheet_September_2022.pdf)
- Márquez Rosales, B. (2021, November 9). *More California Latino students attending college, but 'disturbing gaps' remain*. EdSource. Retrieved November 5, 2022, from  
<https://edsources.org/2021/more-california-latino-students-attending-college-but-disturbing-gaps-remain/663456>
- Nava, M. S. (2022). Exceptionally Flawed: A story about expectations and truth. *The Vermont Connection*, 43(1). <https://scholarworks.uvm.edu/tvc/vol43/iss1/7>
- Nora, A., Urick, A., & Quijada Cerecer, P. D. (2011). Validating students: A conceptualization and overview of its impact on student experiences and outcomes. *Enrollment Management Journal*, 5(2), 34-52.
- Patton, L. D., Renn, K. A., Guido, F. M., & Quaye, S. J. (2016). *Student development in college: Theory, research, and practice*. John Wiley & Sons.
- Perez, R. J., Acuña, A., & Reason, R. D. (2021). Pedagogy of Validation: Autobiographical Reading and Writing Courses for First-Year, Low-Income Students. *Innovative Higher Education*, 46(6), 623-641. <https://doi-org.ezproxy.uvm.edu/10.1007/s10755-021-09555-9>
- Rendón, L. I. (1994). Validating culturally diverse students: Toward a new model of learning and student development. *Innovative Higher Education*, 19, 33–51.  
<https://files.eric.ed.gov/fulltext/ED371672.pdf>

- Rendón, L. I., & Muñoz, S. M. (2011). Revisiting validation theory: Theoretical foundations, applications, and extensions. *Enrollment Management Journal*, 5(2), 12-33.
- Rendón, L. I., Kanagala, V., & Bledsoe, R. K. (2018). Shattering the deficit grand narrative: Toward a culturally validating Latino student success framework. *New directions: Assessment and preparation of Hispanic college students*, 223-242.
- Torres, V. (2003). Influences on Ethnic Identity Development of Latino College Students in the First Two Years of College. *Journal of College Student Development* 44(4), 532-547. doi:10.1353/csd.2003.0044.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity & Education*, 8(1), 69-91.