



VOICES YET TO BE HEARD: THE EDUCATIONAL JOURNEYS OF OLDER LATINO\A UNDERGRADAUTES

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ABSTRACT

With this cross-cultural qualitative study, I sought to understand older Latino\as' undergraduate experiences on predominantly white, non-Hispanic campuses in the Midwest. The eight participants, ages 35-50, were evenly divided by gender.

We engaged in conversational interviews, mutually sharing personal experiences and reflective interpretations. I employed two frameworks--*critical postmodernism* (theoretical) and Donaldson and Graham's (1999) *A Model of College Outcomes for Adults* (conceptual)--for data interpretation.

The participants' voices also teach us how discrimination against Latino\as festers in many classrooms, that student-instructor expectations are not always clear, and that methods do not always meet adults' needs. I offered suggestions applicable to a wide range of professional practice and supported the call to rectify social injustices and educational inequities in the U.S. *Voices Yet to Be Heard* provides an opportunity to learn how multiple realities and tensions coexist in our world and how much we can benefit by listening to others.