Nuestra Oportunidad

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CASE STUDY
Derek, 18, is a senior at Westbrook high school in Charlotte, North Carolina. He was born and raised in Charlotte. John and Julia A. Julia a nurse and John a mechanic, are both very proud of their son. Derek was recently acceptance to UNC Charlotte. He wants to major in Engineering. Derek is very close to his parents and has concerns about living on campus, away from his family. He is afraid that he will not make friends and will not be able to keep up with the work load of a full 12 hour schedule. Derek is very active in sports and considers his teammates some of his best friends. He is afraid of losing those connections and feels as if he will not find them at UNC Charlotte.
Objectives

- Latinx
- Higher education
- Familismo
- Our study
- Implications
Who are Latinx?

• Heterogeneous
• Polycultural
• Not a racial category
  • Multiple ethnic and racial heritage
• Recognizes the importance of intersectional of social identities
  • Hispanic, Latino, and/or Latina
Graduation Rate for Public High School Students

- Caucasian: 91%
- African American: 88%
- Latinx: 79%
- Asian/Pacific Islander: 76%
Students Entering Institutions of Higher Education

- Caucasian: 61%
- African American: 22%
- Latinx: 15%
- Asian/Pacific Islanders: 41%
Barriers

- Lack of federal financial aid
- Fear of deportation
- Limited Educational Opportunities
- Time Constraints & Structure of U.S. Schools
- Part-time enrollment
- Fear of discrimination and racism
- Pressure to adapt
Institutions of Higher Education
Latinx and Institutions of Higher Education

• Students in higher education can encounter stressors related to becoming familiar with a new environment, socializing, and increased responsibility (Karaman, & Cirak, 2017).

• Institutions should address representation and perception of “their organizational identity for serving racialized students” (Garcia, & Dwyer, 2018, p. 212).

• A greater sense of belonging predicted more social integration and likelihood of Latinos remaining in an academic setting and completing their education (Garcia, & Garza, 2016).

• Positive relationships with instructors, college administrative personnel, and peers impact sense of belonging of Latino male students (Garcia, & Garcia, 2016)
Collectivistic vs. Individualistic

Collectivism

- Appreciates interdependence with, closeness to, and cooperation with in-group in order maximizing individual outcome.

Individualism

- Culture places emphasis on individual needs and right before in-group obligations.

Equation

- Adaptive as well as maladaptive consequences. Eq. home-school value conflict
Cultural Aspects

- Young adult stage
  - College
  - Marriage
    - Incorporating spouses’ family
  - Career Development
  - Parenthood
  - Seeking parental guidance and support

- Relational Values y La Familia

- Acculturation

- Polyculture

- Religion, Indigenous Healers and Practices

- Respecto y Obligacion
Familismo

“...this concept refers to the strong in-group feelings; emphasizing goals, common property, mutual support, and the desire to pursue the perpetuation of family identity”
Current Study
Instruments

- New Familism Scale,
- Multigroup Ethnic Identity Measure,
- Demographics (Age, Gender, Major, First Generation College, Home Language, Total Family Income, Latinx Origin, Citizenship Status)
- Open-Ended Questions
Open-Ended Questions

• Has your relationship with your family changed, if at all, since attending college/university?

• How, if at all, have you maintained your relationship with your family members while at school? If you haven’t, what has hindered your relationship with your family?

• What has been your experience discussing your college/university education with your family?

• Is there anything you would like to add related to your relationship with your family since attending college/university?
Sample

- UNC Charlotte students
- Latinx, Latino, Latina or Hispanic students in their senior year of college
92% Children below 18 should give almost all their earnings to their parents.

86% Children should live with their parents until they get married.

83% Children should obey their parents without question even if they believe that they are wrong.
A person should cherish the time they spend with his or her relatives. 83%

Children should help out around the house without expecting an allowance. 76%

A person should often do activities with his or her immediate and extended families for example, eat meals, play games, or go somewhere together. 72%
What has been your experience discussing your college/university education with your family?
“At first it was really difficult. I grew up in a very strict household where my parents knew everything about my grades and school and extracurriculars, and transitioning to doing more things on my own. Also, my dad really wanted me to be a lawyer or a doctor, so it was hard to explain to my family that I wanted to follow my own path.”
“I have had a good experience discussing with my family however I did not tell them when I did not do well in school because I knew it would upset them. None of my schooling has been paid by them. My school has been paid by either FAFSA, student loans, or out of my own pocket by work. Because of this, I felt that they did not need to know when I did not do well.”
• “They do not seem to understand what it is I am studying or the depth of the effort I have to put in so it takes a lot of explaining.”
Case Study
Miguel, 17, is a senior at Westbrook High School in Austin, Texas. He was born in Honduras and immigrated to the United States at the age of 5, making him eligible to obtain DACA. He is the eldest of 3 and a first generation college student. Miguel dreams of becoming an Engineer and want to relocate to North Carolina to attend college. Miguel is referred to the counseling center after expressing to a teacher feelings of anxiety associated with transitioning to college. Miguel expresses to his counselor concerns related to having trouble making friends with fellow classmates and what it will be like to keep up with classwork at a college/university level. He is very close to his family, stating that he shares a home with parents, two younger siblings, and grandparents. He does not feel it is appropriate to talk about his current situation with them – worried that they would grow concern and deter him from attending college out of state.
Implications
What Counselors Can Do

- Heterogeneous population
- Polycultural
- Context of culture
- Transition programs
- Resources in Higher Education Institutions
Questions? Comments?