



Identifying Barriers to Higher Education for Latinx Students

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INTRODUCTION

Our project consists of three main foci

To gain a clearer understanding of the barriers that the Latinx community faces in relation to higher education for this marginalized group

To add data to the existing research on this topic of access to higher education for this marginalized group

Contribute more current data on the barriers among the Latinx community in higher education

RESEARCH QUESTIONS

Main Question

- What are the barriers and/or challenges the Hispanic population experience regarding their access to, and retention, of higher education?

Secondary Questions

- What community initiatives and/or programs are working to aid Hispanic students with their access to higher education?
- What are the current institutional failures for retention of the Hispanic students in higher education?

LITERATURE REVIEW

- DACA recipients suffer due to the lack of federal and state structure in their search for higher education (Sahay, Thatcher & Lightfoot 2016).
- Discrimination can lead to poor mental health and poor school performance (Ayon & Philbin).
- Students' high school and college enrollment rates are strongly influenced by their parents' highest level of education (Ward 2006).
- Programs offered by nonprofit organizations and schools play a key role in higher education (Yasuike 2019).

METHODS

Participants

- 24 participants
 - 10 community leaders
 - 4 college graduates
 - 6 current students
 - 3 attended some school

Methods of Data Collection

- Conduct interviews

Method of data analysis

- Thematic analysis

SAMPLE EXCERPTS TO ILLUSTRATE OUR FINDINGS

“And to this day, they can’t afford it still, even for my, um, younger brothers, once they graduate high school, that’s going to be up to them if they want to pay for college or not. It’s always been valid in our household yet, to pursue higher education...”
-Fernando

“I just feel that they actually don’t really see us, especially my hispanic culture. They don’t really see us, that we can achieve. They see us a little, like because we are a population that doesn’t really graduate or go to school, go to college...(in reference to white students) I feel they have more advantages. They get more, more opportunities, more than what I had.”
-Maya

“So, um, for like education, my parents always told us to go to college, but I think, um, there’s a difference between somebody telling you then like showing you, so even though my parents always told us, they never like showed us, but of course like they didn’t know. Right. Um, how to do all of the files so they didn’t know anything about college. How to pick first like classes, books, parking, like some, so many of those things. Admission. Um, but like I think throughout like our culture as well. Hispanic, I think our parents do support us, but I think mostly verbally, but I think we need more than that. I think we need our parents need to learn about it and then kind of like teach us about it. I think that would help us be a little bit more success, a successful like learning, our parents learning the vocabulary of college. So then we are more familiar with it when we get to that point.”
-Mariana



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THEMATIC ANALYSIS

Overall Theme 1: What’s being done well

Moral and emotional support from family (but limited)

Programmatically benefits to aid recruitment and retention

Latinos in Action

Great resource, central role in recruitment

Overall Theme 2: Challenges

Lack of financial support

Limited Resources

Experiential resources in family (cultural gap)

Emotional support for coping with minority stress and cultural gap

Program restrictiveness

Recruitment biases

Burden on the individual for seeking out resources

Lack of equity and inclusiveness

Lack of representation

Internalized inferiority

Negative prejudices and inequitable treatment

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