

**Growing during troubled times: Latina/o
student experiences with multiple
dimensions of the campus climate**

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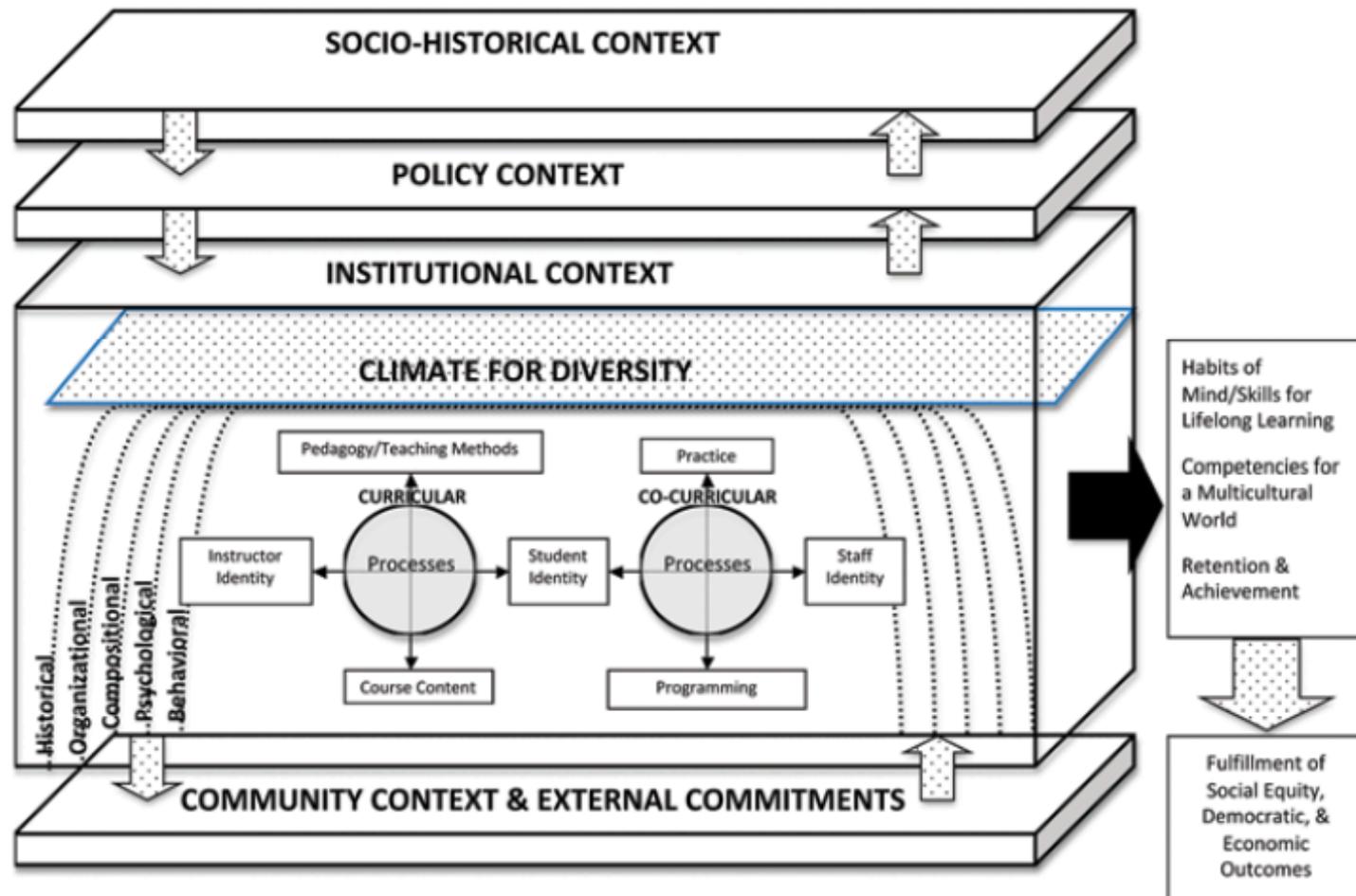
Introduction

- Latina/o college student population is growing, but still experiencing discrimination
- National economy has led to strong anti-immigrant sentiment in the country
- It is possible that macro-level context can influence micro-level experiences on campus for Latina/o students

Purpose

- Examine Latina/o students' perceptions of and experiences with the campus climate for diversity
- Expand on previous work that has looked at Latina/os who are high achieving, traditional college-going, and attend selective institutions

Multicontextual Model for Diverse Learning Environments (Hurtado et al., 2012)



Data and Sample

- 2010 and 2011 Diverse Learning Environments (DLE) Survey
- 34 institutions
 - 13 public four-year, 18 private four-year, and 3 community colleges
- n=4,200 students
 - 61.1% Mexican American
 - 8.9% Central American
 - 2.9% Puerto Rican
 - 27.1% Other Latina/o

Discrimination and Bias ($\alpha = .89$)

Survey Item	Coefficient
Experienced discrimination type: verbal comments	0.79
Experienced discrimination type: written comments	0.76
Witnessed discrimination	0.75
Experienced discrimination type: exclusion	0.75
Experienced discrimination type: offensive visual images	0.73
Heard insensitive or disparaging remarks from: faculty	0.66
Heard insensitive or disparaging remarks from: staff	0.66
Heard insensitive or disparaging remarks from: students	0.64

Harassment ($\alpha = .92$)

Survey Item	Coefficient
Physical assaults or injuries	0.94
Threats of physical violence	0.91
Anonymous phone calls	0.84
Damage to personal property	0.79
Reported an incident of discrimination to a campus authority	0.69

Institutional Commitment to Diversity ($\alpha = .86$)

Survey Item. This Campus:	Coefficient
Has campus administrators who regularly speak about the value of diversity	0.72
Appreciates differences in sexual orientation	0.71
Promotes the appreciation of cultural differences	0.70
Rewards staff and faculty for their participation in diversity efforts	0.67
Promotes the understanding of gender differences	0.67
Has a long standing commitment to diversity	0.65
Accurately reflects the diversity of the student body in publications (e.g. brochures, website)	0.63

Analysis

- Expectation Maximization (EM) for missing values
- Hierarchical Linear Modeling (HLM)
 - Perceptions of psychological and organizational dimensions have most between institution variance
 - Three models, one for each dependent climate variable
- Independent variables
 - Background characteristics
 - Campus-facilitated experiences
 - Informal college experiences
 - Institutional characteristics

Results: Student Characteristics

	Discrimination and Bias	Harassment	Institutional Commitment
Sex: Female	-	-	
Central American			-
Puerto Rican	+		
Other Latina/o			+
LGBT	+		-
Low-Income		+	
Low-Middle Income			-
Not Born in US	-		
Transfer Student	-		
Class Standing	+		-

Results: College Experiences and Institutional Characteristics

	Discrimination and Bias	Harassment	Institutional Commitment
Financial Concerns	+	+	-
Latina/o Student Org.		-	
Political Student Org.	+	+	
Positive Cross-Racial Interaction			+
Academic Validation	-	-	+
Curriculum of Inclusion	+	-	
Co-Curricular Diversity Activities	+	+	-
Percent Latina/o			+

Conclusion

- Perceptions and experiences shaped by multiple social identities
- Despite national focus on immigration, students born outside of the U.S. perceive lower levels of discrimination and bias; economic impact was evident, however.
- Faculty and staff can help shape the climate through by providing academic validation and helping students process negative experiences
- Compositional diversity alone will not create a more positive climate
- Continued exploration of how heterogeneity of population and intersections of identities influence experiences with the campus climate

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