



Exploring the College Adjustment of Latiné Students at Hispanic Serving Institutions

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ABSTRACT

This study examined how familismo and family obligations act as a spectrum of strengths and challenges. Latiné students ages 18-25 ($M = 21.54$, $SD = 4.128$) were recruited from Hispanic Serving Institutions (HSI) in California. Participants ($N = 91$, 85.7% women) were asked to fill out a survey concerning their social, personal, and academic adjustment, mental health, and support from their professors. Key findings indicated that familismo was associated with positive academic adjustment. Additionally, familismo was positively correlated with high levels of professor support. Furthermore, high levels of professor support and familismo were correlated with low depressive symptoms. These results indicate that familismo may act as a protective factor that can be utilized by academic professionals to increase positive adjustment for their students.

Keywords: Hispanic, familismo, adjustment, Latiné, college adjustment

DEDICATION

To my mom and the countless sacrifices you have made. You are the embodiment of strength and love. Through life's triumphs and challenges, you have been my guide. As I continue to grow, I carry your love and teachings with me.

Figure 1

Dedication



INTRODUCTION

Young Latiné people (those ages 35 or younger) are the fastest-growing segment of the U.S. population (Lopez et al., 2020). Furthermore, with a median age of 28, Latinés are the youngest racial/ethnic group in the country (Lopez et al., 2020). Despite these numbers, only a small percent of all four-year university students in the United States identify as Latiné. Of those students, only about half will end up graduating from college (Postsecondary National Policy Institute, 2019). The reasons for low enrollment and graduation rates among Latiné young adults are varied, as are the tools and techniques that can be used by universities to assist students through their adjustment and to improve these outcomes. Recent work indicates that though Hispanic Serving Institutions (HSIs) are a newer concept in higher education, they have the potential to be the critical factor in higher college admission and completion rates among Latiné students (Contreras & Contreras, 2015). This paper will focus on examining potential familial and institutional challenges (e.g., numerous family obligations and potential lack of emotional support resources) as well as potential strengths (e.g., familial cultural capital and academic support) among Latiné college students attending HSIs.

To date, a limited number of studies have addressed the role of family obligations and familismo concerning college adjustment. The majority of current studies focus on one aspect of Latiné college students' adjustment such as mental health, social adjustment, or academic adjustment, in relation to familismo or family obligations, and of those studies, few explored the perception of support from their institution.

This study attempts to further understand Latiné college adjustment by addressing three facets of adjustment (social, emotional, academic) as well as the association of each adjustment with family obligations and familismo values. Additionally, this study will examine how these factors interact with perceived professor support at HSIs and students' reported current mental health. The goal of this research is to empower and support Latiné students by identifying what factors appear as strengths and/or challenges impacting college adjustment so that steps can be taken by academic professionals at HSIs to further create a culturally competent environment.

LITERATURE REVIEW

Many Latiné families are characterized by close bonds and strong connections. This characteristic is commonly referred to as *familismo* and is widely recognized as an important aspect of Latiné culture (Cerezo et al., 2018). According to researchers, familismo is an ongoing, multidimensional cultural value manifested via sentiments and behaviors that indicate loyalty

and cohesion to one's close circle, and often includes several positive aspects, such as familial support, interconnectedness, and respecting one's elders (Calzada et al., 2012; Cerezo et al., 2018; Saenz & Ponjuan, 2008). Researchers have highlighted the importance of family relations and the presence of close bonds within Latiné communities, and the benefits and costs these bonds have on college decision-making and adjustment (Cerezo et al., 2018; López et al., 2019; Matos, 2015). Furthermore, studies have found that much of Latiné young people's motivation has been attributed to a drive to succeed for their family (Esparza & Sánchez, 2008; Niemeyer et al., 2009). Matos (2015) conducted a qualitative study that found that Latiné students who have excelled academically thank their parents for their success, emphasizing the support, sacrifice, and direction they received. Within this study, family capital (i.e., familismo, encouragement, and transfer of values between family members) was identified by students as an influential factor in their academic achievement and perseverance in attaining a college diploma (Matos, 2015). Depending on Latiné youths' environmental and developmental background, familismo appears as a spectrum in which advantages and disadvantages coexist (Calzada et al., 2012). Familismo may have distinct effects on different areas of Latiné functioning, such as the intersection of family obligations and college adjustment, as it represents a collection of interconnected risks and protective variables.

Latiné youth raised in households that strictly adhere to familismo are often more likely to have family obligations, such as aiding with the childcare of younger family members and helping with household chores (Calderón-Tena et al., 2011). These obligations, when excessive, may obstruct academic adjustment and students' well-being by taking a toll on students' attention and energy (Desmond & Turley, 2009; Molina et al., 2019). Past studies have examined the importance of gender roles in Latiné families to better understand the differences in the distribution of familial responsibilities. For example, studies have reported that Latiné women act as emotional caregivers significantly more than their male counterparts, and this additional obligation may impact their college adjustment (Lam et al., 2012; Matos, 2015; Orellana, 2003). According to research, there are discrepancies between Latinés and other racial/ethnic groups on levels of family obligations and attitudes toward these obligations (Fuligni et al., 1999; Sy & Brittan, 2008). In comparison to other racial/ethnic groups, it was found that Latiné young women had higher expectations and ideals about their responsibility to help, respect, and support their families than their European-American classmates (Sy & Brittan, 2008). These results showed a sense of responsibility among these adolescents to support, aid, and respect their family members (Fuligni et al., 1999). Overall, research has indicated that Latiné women overwhelmingly are more likely to

fulfill family commitments than other groups surveyed (Sy & Brittian, 2008). These findings demonstrate that for Latiné youth family obligations may be viewed as an added stressor that may impact their college adjustment or mental health outcomes.

HSIs work to support Latiné students' academic success and graduation rates by providing academic assistance, addressing college readiness, and providing mechanisms for Latiné students to stay linked to family and support networks (Contreras & Contreras, 2015). Familismo, though often studied in the context of immediate family, can also be broadened to social connections at one's university. These connections can act as a form of capital by providing access to networking opportunities and academic support (Crisp et al., 2015; Rios-Ellis et al., 2012). Studies show that familismo values can affect Latiné students' overall academic achievement and well-being in academic settings, due to the links between familismo derivatives (e.g., mentorship) and positive academic outcomes such as a higher sense of belonging, academic achievement, and assistance with combating institutional barriers (Cerezo et al., 2018; Morgan Consoli et al., 2015; Rudolph et al., 2014).

According to López et al. (2019), professors' mentorship, close friendships, and cultural clubs can be seen as a derivative of familismo. Though familismo has been associated with positive outcomes for Latiné students, it is not without challenges. For example, some studies that address family obligations among Latiné college students found that some students felt difficulty in balancing family obligations and being in school, these studies indicated that students' expectations and responsibilities to continue to help their family did not decrease when transitioning to college (Cerezo et al., 2018; Sy & Brittian, 2008). Furthermore, having to maintain family obligations while taking on the responsibilities of transitioning to college can lead to poor academic adjustment and a sense of well-being among Latiné students (Vasquez-Salgado et al., 2014). For these students, positive social relationships and support are vital because they model how to handle the academic and social pressures of college and can provide a space for cultural affirmation (Cerezo et al., 2018). An example of obstacles and pressure that Latiné students face is the misconception that Latiné students are not as academically capable compared to their non-Latiné classmates (Cerezo et al., 2018).

Current research has shown that having a form of social/familial support can act as a buffer against these stressors. Latiné students have referred to ethnically similar classmates and staff as their "campus family," and these relationships offered them social and academic support that contributed to a positive adjustment (Cerezo et al., 2018). Social connections

to others in their ingroup allow students to embrace aspects of their identity that they may try to diminish in academic settings, and may positively impact the social, emotional, and academic adjustment of Latiné students (Bernal et al., 2009; Cerezo et al., 2018).

This research will draw on two theoretical frameworks, Intersectionality and Latina/o Critical Theory (Latcrit), to help examine the current study. Kimberlé Crenshaw coined the term intersectionality in the 1980s to describe how an individual may be subjected to multiple disadvantages due to the intersection of their various identities (Crenshaw, 1989). Intersectionality theory can be used as a guide for analyzing and advocating for policy and systemic change, that focuses on how diverse identities affect one's experiences. Gender socialization provides “guidelines/norms” for what actions are desirable and expected related to each gender. In many spaces, women are confined to the socially accepted actions of their cultural group (Crenshaw, 1989). As previous literature has shown, compared to their male counterparts and ethnically different classmates, Latiné women are socialized to fulfill more family obligations and maintain familismo values. By using an intersectional approach, this study can better explore how these factors are impacting the adjustment of these women within college campuses.

In addition to intersectionality, this study will also use Latcrit theory to provide a framework for exploring the unique strengths and challenges Latiné students face. Latcrit theory is a branch of Critical Race theory that examines the experiences of the Latiné community by incorporating the impact of gender, culture, and race/ethnicity on their lived experiences (Bernal et al., 2009). By considering the intersection of Latiné identities researchers can further understand the unique experiences Latiné individuals face within various spaces, such as academic environments. Latcrit theory has been the guiding theory within many Latiné student-focused studies discussing the incorporation cultural norms and values within academic spaces, specifically regarding the cultural importance of family (Cano & Castillo, 2010; Castillo et al., 2004, 2015). Given that this study is looking at the adjustment of Latiné college students, this theory uses a strengths-based approach to understand better how certain factors, such as familismo, are beneficial for students and can be further utilized by HSIs to increase both academic adjustment and mental health outcomes.

RESEARCH METHOD

Present Study

Currently, challenges balancing familial and school obligations have mostly been a theoretical topic that has had limited empirical investigation to

date for Latiné women college students. Additionally, we know relatively little about the family obligations Latiné college students endure since most studies on Latiné family obligations have concentrated on adolescents. This study is an attempt to fill this gap within this field of literature. Based on previous research, this study is guided by two key research questions:

1. Does a college student's gender predict college adjustment indirectly through family obligations?

H1: Both genders will significantly be impacted by family obligations within their adjustment. Overall, women's social and emotional college adjustment will be most affected by family obligations, due to research showing that women have a stronger connection to family obligations.

2. Do Latiné college students report having the resources and support they need to succeed academically, socially, and emotionally from their university?

H2: Given that these students are attending HSI's they are likely to benefit from the resources that these institutions provide. However, we still expect Latiné women to utilize university resources more than Latino men, as women have a strong connection to familismo.

Participants

Data was collected from 91 college students who identified as Latiné and ranged in age between 18 and 25. All participants attended HSIs in California at the time of data collection. These participants were recruited through emails, flyers, social media posts, and in-person class presentations. The demographic characteristics of this sample ($N=91$) can be found in Table 1. Participants within this study ranged from age 18-25 with a mean age of 21.54 years old ($SD=4.128$). Majority of the participants were women (85.7%). Additionally, the majority reported being first-generation college students (68.1%) and born in the U.S. (89%). About half of the participants reported living with their parents (48.4%), and almost all reported being full-time students (97.8%). Additionally, regarding participants' parents' education levels, it was reported that 78.1% of participants' mothers had that a high school diploma or less, and 74.8% of participant's fathers had a high school diploma or less.

Procedures

This study was approved by the San Diego State University Institutional Review Board before data collection. The primary method for

participant recruitment was emailing student organizations and professors at HSIs to ask for assistance in participant recruitment. Additionally, this study utilized social media by creating and promoting graphics on various university-affiliated cultural club Instagram pages. Lastly, in person presentations were given to various classes at different universities. To protect the identity of any possible undocumented students, this study did not gather any identifying data including, but not limited to, questions concerning citizenship status. Participants were asked to complete a questionnaire through Qualtrics that took about 15-20 minutes to complete (please see Appendix A for the complete questionnaire).

Table 1

Demographics and Descriptive Characteristics of Participants

Characteristics	%
Women	85.7%
Born in the U.S.	89%
Mother Born in the U.S.	25.3%
Mother's Education	
Less than a Highschool diploma	35.2%
Highschool Diploma	42.9%
Associate degree	11%
Bachelor's Degree	6.6%
Post bachelor's degree	2.2%
Father Born in the U.S.	20.9%
Father's Education	
Less than a high school diploma	37.4%
Highschool Diploma	37.4%
Associate degree	7.7%
Bachelor's Degree	8.8%
Post-bachelor's degree	3.3%
Participant Class Standing	
Freshman	18.7%
Sophomore	11%
Junior	35.2%
Senior	23.1%
Master's	11%
PhD	1.1%
Full time student	97.8%
Living at home with parents	48.4%
First gen college student	68.1%

**Note:* Participants ($N = 91$); Mean Age = 21.54 ($SD = 4.128$)

Each participant was presented with a consent form describing the study and tasks involved. Participants were asked to consent to the study before being able to complete the questionnaire. Those with access to the study link had the option to submit their name to be entered in a lottery. Once entered they had the chance to win one of thirty Amazon gift cards valued at \$50 each, or one of five Amazon gift cards valued at \$100 each.

Demographics

This study assessed the following demographic variables: gender, race/ethnicity, living arrangements, GPA, sibling status, if they are the first person in their family to attend college, and what country they were born in. Participants also reported on their parents' education levels as well as their country of birth. These questions give context to the survey data allowing us to define participants and evaluate their data more effectively.

Familismo

The Familism scale (Sabogal et al., 1987) is a widely used measure examining the degree to which one places importance on familial values in three separate domains: family obligations, support from the family, and family as referents. The scale consists of 12 items and asks participants to indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) is it important to “interact with family” or “help the family”. This measure has been previously used to assess familismo values among Latiné college students and has shown strong psychometric properties (Gonzalez-Guarda et al., 2012; Santisteban et al., 2012). For the purposes of this study, all subscales showed acceptable reliability (Family obligations $\alpha = 0.66$, family support subscale $\alpha = 0.83$, family as referents $\alpha = 0.62$).

Family Obligations

Participants' current levels of family obligations were assessed using the Youth and Family Obligations Measure (Fuligni et al., 1999). The Youth and Family Obligations Measure is used to determine youths' expectations for how often they should contribute to household tasks, spend time with their family, and respect their family. Using a scale ranging from 1 (almost never) to 5 (almost always), participants were asked to answer questions such as, “help take care of your brothers and sisters” and “follow your parents' advice about choosing friends” (Fuligni et al., 1999). The two subscales, *Current Assistance* ($\alpha = 0.87$) and *Respect for Family* ($\alpha = 0.74$), had good psychometric properties.

College Adjustment

Participants' college adjustment was assessed using College Readjustment Rating Scale (CARS) (Zitzow, 1984). The CARS survey includes 26 questions and asks participants to indicate on a scale of 1 (strongly disagree) to 5 (strongly agree) how well they are adjusting socially and academically to the university. Example questions include “Since coming to this university I have developed close personal relationships with other students” and “The student friendships I have developed at this university have been personally satisfying”. Two subscales, *Academic Adjustment* and *Social Adjustment*, were created by combining the items that correspond to that scale. Reliability for both scales were good (academic adjustment $\alpha = 0.81$, social adjustment $\alpha = 0.72$).

Mental Health

Participants' mental health was assessed using two separate measures: the Center for Epidemiologic Studies Depression Scale (CES-D) (Radloff, 1977) and the Generalized Anxiety Disorder scale (GAD-7) (Spitzer et al., 2006). The CES-D scale consists of 19 questions and asks participants to indicate their recent depressive symptoms. Participants were asked to indicate the depressive symptoms they have had during the week by marking “Rarely or none of the time (less than 1 day)”, “Some or a little of the time (1-2 days)”, “Occasionally or a moderate amount of time (3-4 days)”, or “Most or all of the time (5-7 days)”. Samples from this scale include “I was bothered by things that usually don’t bother me” and “I felt hopeful about the future”. A composite score was created by combining all items ($\alpha = 0.93$).

The GAD-7 scale consists of 7 questions that are used to measure recent anxiety symptoms. The scale asks participants to indicate how frequently they experience these symptoms “not at all”, “several days”, “more than half the days”, or “nearly every day”. They will answer questions such as “my sleep was restless” and “I feel like people dislike me”. Both measures have been widely used with young adults (Brown et al., 2005; Zhong et al., 2015). All items were combined to create overall anxiety scale score ($\alpha = 0.95$).

Professor Support

Participants' perceived professor support was assessed using the Academic Support Scale (Sands & Plunkett, 2005). The Academic Support Scale (Sands & Plunkett, 2005) consists of 6 questions. The purpose of this survey is to determine how students feel about their professors and university. Specifically, this survey asks students to indicate on a scale of (1) Strongly disagree, (2) Disagree, (3) Agree, and (4) Strongly Agree, if they feel

supported, respected, and cared about by their university and professors. Questions from this scale include, “My professors have encouraged/motivated me to stay in school” and “My professors care about my education.”

RESULTS

Descriptive and Preliminary Analysis

Descriptive statistics were computed to evaluate the adjustment of Latiné students across variables of interest. See Table 2 for a complete list of means and standard deviations. Depressive symptoms on the CESD were high in this sample ($M = 22.9, SD = 12.7$) with 61.8% scoring at or above the cutoff of 16 indicating a risk for depression. Anxiety symptoms on the GAD-7 were also high in this sample ($M = 9.13, SD = 6.33$) with 41.9% scoring at or above the cutoff of 10 indicating risk for moderate to high general anxiety.

Table 2

Standard Deviation, Mean, and Range of Familismo, Adjustment, and Professor Support in Latiné Students

Variables	M	SD	Range
CESD	22.9474	12.75188	0-49
GAD-7	9.1216	6.32662	0-21
FAM Family Obligations	23.6471	3.55134	11-30
FAM Family as referents	11.9277	3.75072	5-25
FAM Family support	11.4235	2.77479	3-15
Current Family Obligations	41.1	8.1	21-55
Academic Adjustment	3.9898	.50993	2.14-4.79
Social	2.7532	.94961	1.0-4.67
Personal	3.0855	.55405	1.63-4.63
Professor Support	18.5270	4.38310	6-24

Family Obligations as a Mediator

The first research questions examined how factors such as gender and family obligations impact college adjustment. We hypothesized that Latiné students’ college adjustment will be impacted by family obligations. Additionally, we hypothesized that for Latiné women specifically, their social and emotional adjustment to college will be impacted by their family obligations.

A series of regression analyses were conducted to examine the associations between the variables. First, gender was entered at step 1. Then, family obligations measure was entered at step 2. Mediation analysis indicated that family obligations did not mediate the relationship between gender and outcomes, and there was no association between current family obligations and college adjustment. Though there were no significant results regarding current family obligations within our sample, we did find significant results when examining if participants believe one should participate in family obligations. Specifically, regression analysis found that the subscale of family obligations within the familismo scale were significantly positively associated with academic adjustment ($B = 0.042$, $SE = 0.016$, 95%CI [0.009, 0.074], $\beta = 0.285$, $p = 0.012$). Additionally, the familismo belief that one should partake in family obligations was significantly negatively associated with depressive symptoms. Please see Table 3 for details.

Professor Support

The second research question examined if Latiné students felt supported at their HSI. We hypothesized that students were likely to report positively about the support they receive, though ultimately women would report this higher than men.

Due to our sample being predominately women, we were unable to conduct a gender comparison. Within this sample, overall, among participants, there was a correlation between high support from their professors at their academic institutions and high levels of family support within a familismo context. Additionally, there was a moderate negative correlation between professor support and depressive symptoms and a significant positive correlation between professor support and academic adjustment. Please see Table 3 for details.

Family Obligation Analyses for Women Participants

One-way ANOVA was used to examine differences in social and emotional adjustment for women who indicated low, moderate, or high levels of family obligations. For the current family obligations scale from the family obligations questionnaire, there was an association between high levels of family obligation and anxiety symptoms in women $F(2,60) = 3.55$, $p = .018$. Specifically, Tukey's pairwise comparisons indicated that who had excessive family obligations had significantly more symptoms of anxiety, ($M = 14.18$) compared to both those who reported moderate ($M = 9.41$, $p = .028$) or low levels of current family obligations ($M = 7.5$, $p = .026$). There was an

Table 3

Intercorrelations for Familismo (FAM), Academic Adjustment, Personal Adjustment, Social Adjustment, Family Obligations, and Professor Support in Latiné Students

	1	2	3	4	5	6	7	8	9	10	11	12
1. Participant gender	1											
2. CESD scale	.359	1										
	**											
3. Anxiety scale	.317	.847	1									
	**	**										
4. Cars_Academic Mean	-	-	-	1								
	0.14	.533	.426									
	9	**	**									
5. Cars_Personal Mean	-	-	-	.68	1							
	0.18	.701	.620	2**								
	0	**	**									
6. Cars_Social Mean	-	-	-	.23	.39	1						
	0.12	.329	.296	2*	3**							
	8	**	*									
7. Professor Support scale	-	-	-	.42	.23	-	1					
	0.13	.264	0.10	6**	7*	0.0						
	3	*	0			74						
8. Familismo - family obligations subscale	-	-	-	.28	0.1	0.0	0.1	1				
	0.09	.280	0.21	5*	72	20	53					
	1	*	6									
9. Familismo - family support subscale	-	-	-	.23	0.1	0.0	.25	.396	1			
	0.14	0.21	0.11	7*	33	68	1*	**				
	7	8	3									
10. Familismo - family as referents subscale	-	0.01	0.06	-	-	0.0	-	0.06	0.1	1		
	0.07	1	9	0.1	0.0	60	.24	1	15			
	7			18	22		1*					
11. YFO Current Assistance scale	0.16	0.17	0.21	0.1	-	-	0.0	0.21	0.0	.24	1	
	5	5	2	49	0.0	0.0	39	4	93	0*		
					11	73						
12. YFO Respect for Family	-	-	-	0.1	0.0	0.0	-	.375	0.1	.24	.47	1
	0.11	0.12	0.16	81	78	02	0.0	**	92	7*	0**	
	8	8	6									
								37				

Note. 78 = women and 12 = men 1 = prefer not to say

* $p < .05$. ** $p < .01$.

association between high levels of family obligation and depressive symptoms on the CESD in women $F(2, 62) = 2.58, p = .042$. Specifically, Tukey's pairwise comparisons indicated that who had excessive family obligations had more significantly more symptoms of depressive symptoms, ($M = 31.72$) compared to those who reported low levels of current family obligations ($M = 19.25, p = .042$), and there was a trend suggesting it was higher than those who had moderate obligations ($M = 24.24, p = .089$). There was a finding approaching significance that suggests for women an association between low levels of family obligation and social adjustment in college as assessed using the college adjustment scale $F(2, 63) = 1.64, p = .1$. Specifically, Tukey's pairwise comparisons indicated that who had low family obligations scored higher on the social adjustment scale, ($M = 2.60$) compared to those who reported moderate ($M = 2.63, p = .09$) or high levels of current family obligations ($M = 2.6, p = .15$)

DISCUSSION AND CONCLUSION

The goal of this research is to support Latiné students' success by examining the spectrum of advantages and challenges that Latiné college students face with their adjustment. These results provide a unique lens into the experiences of Latiné students as it explores multiple types of adjustment as well as the reported support students are receiving from their HSIs.

Results from this study indicated that familismo may act as a protective factor for Latiné students. Within this sample there was a direct association between familismo and positive outcomes in college adjustment and mental health for Latiné students. Within our sample, participants reported experiencing significant levels of depression and anxiety symptoms. Despite this, participants who reported lower depressive symptoms had higher levels of familismo. Additionally, findings indicated that participants who report high levels of familismo are adjusting well academically to their university environment. Within this study and current literature, familismo, a cultural value of Latiné students, is seen as a strength that should be utilized by academic professionals as it is positively associated with positive adjustment (Cerezo et al., 2018; Morgan Consoli et al., 2015; Rudolph et al., 2014). This approach to improving a university's environment entails a commitment to developing a system that recognizes and capitalizes on the many assets of their Latiné students to serve a greater goal of striving for equity. Valuing these students' forms of capital and cultural wealth can lead to universities creating improved forms of intervention and prevention for a

positive adjustment. Many institutions and educators view the school system as effective and place the responsibility of change on the students who they view as disadvantaged. These narrative limits student mobility for a smooth adjustment to college. Research that works to further understand minority community cultural wealth and how their forms of capital can be utilized to improve universities' approach to the gap in graduation rate, minimize inequities in mental health outcomes, and improve social adjustment. Latina/o critical (Latcrit) theory provides a framework for academic professionals and researchers to critique oppressive aspects of educational institutions and to view the characteristics of Latiné students, such as familismo, as an asset of their students.

This study found that participants reported feeling supported at their university in correlation with high levels of familismo. Though this study anticipated that participants attending HSIs would report feeling supported by their university, due to our limited sample we are unable to conduct a gender comparison. The correlation between familismo and professor support aligns with current literature that explores the benefits of affirming and leveraging the cultural values of familismo within university services, programs, and staff (López et al., 2019). Professor support is not limited to creating spaces for positive peer engagement. Studies have shown that specifically for Latiné women, support from their professors can be extremely helpful in their adjustment to college (López et al., 2019). Research suggests that incorporating familismo ideals can improve professors' approach to mentorship and academic persistence for their Latiné students (Crisp et al., 2015). Taken together, these studies demonstrate the magnitude to which familismo may positively impact Latiné students' adjustment. The authors of this study recommended that professors engage in mentorship practices to mirror some of the core values of familismo. This includes having meaningful and personal interactions with students. Future studies could further explore the mental health outcomes of Latiné women to develop intervention and preventive measures that utilize familismo values. Furthermore, though our study did not yield significant results regarding the impact that current family obligations have on college adjustment, due to the significance documented within the results of other studies (Molina et al., 2019; Sy & Brittan, 2008) these findings should be explored further in association with resources provided by their university for Latiné students to alleviate the stressors of family obligations.

Through an ANOVA analysis results indicated that excessive current family obligations for our women participants had significant impact on depressive and anxiety symptoms compared to those with low levels of current family obligations. These findings are in line with current studies which have shown that Latiné college students have reported high levels of mental health symptoms, such as depression and anxiety (Corona et al., 2016; French & Chavez, 2010; Huynh et al., 2012). Researchers indicated that Latiné youth's experiences of high levels of depressive reports may be due to excessive levels of family obligations and responsibilities (Zeiders et al., 2013). In 2021, reports estimated that 65% of Latiné college students have untreated mental health issues (McCormack, 2021). In addition to cultural factors that deter Latiné students from seeking professional help, there are institutional barriers these students face when seeking mental health support, such as discrimination by providers, language barriers, and differences in cultural values (McCormack, 2021). The statistics in this study and others demonstrate the importance for universities and academic professionals to develop culturally sensitive and value driven approaches to providing support, guidance, and mental health resources for their Latiné students.

This study must be examined through acknowledgement of the limitations faced. First, this study had a small sample size that was composed primarily of women participants, which limited our ability to examine gender differences. Future studies should do a similar analysis within a larger and more gender-diverse sample size to yield more significant results regarding gender differences among Latiné students' adjustment. Second, some of the subscales have low reliability and should be reevaluated more closely to determine how well they examine these constructs within this population. Third, this was a cross-sectional study limiting our ability to make any causal conclusions. Lastly, while we recruited participants from several HSIs in California, the samples were small to allow for comparisons between different institutions. However, the study's findings reveal prospective possibilities for application and additional exploration. For example, future studies should aim to recruit larger samples from multiple HSIs to examine institutional differences in resources and student experiences.

Future studies could further explore familismo through a strength-based lens using qualitative methods. Research that uses a strength-based lens challenges the idea that Latiné students arrive in class with cultural deficiencies. Qualitative studies that listen to the lived experiences and histories of Latiné students provide us with insight to oppression that have

been faced within their institutions. It challenges deceit-informed research that centers on objectivity and may not fully explore the epistemologies of Latiné students. Qualitative studies on Latiné college adjustment can center aspirational and navigational capital. These forms of capital can be overlooked within quantitative studies and can lead to interpretations formed through a deficit lens, this can lead to overgeneralizations of Latiné students and their backgrounds and limits what is viewed as educational success.

This study examined Latiné college students' academic, social, and emotional adjustment with a focus on the potential strengths (familismo) and challenges (family obligations) within these students' lives. Ultimately, it was found that familismo had a significant impact on different aspects of adjustment among Latiné college students sampled. Though there were no significant findings regarding family obligations, future research should continue examining college adjustment at HSIs and the impact that these factors have. Additionally further work that uses a strength-based lens should address the mental health adversities that Latiné students face. Though HSIs may offer specialized mental health resources for their Latiné students there are still barriers for these students seeking this support. This work is vital for universities and academic professionals to further understand how to utilize the cultural capital of Latiné students to better support them through all forms of adjustment.

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