

School Racial Climate and Congruence with Racial Identity for Black and Latino College Students

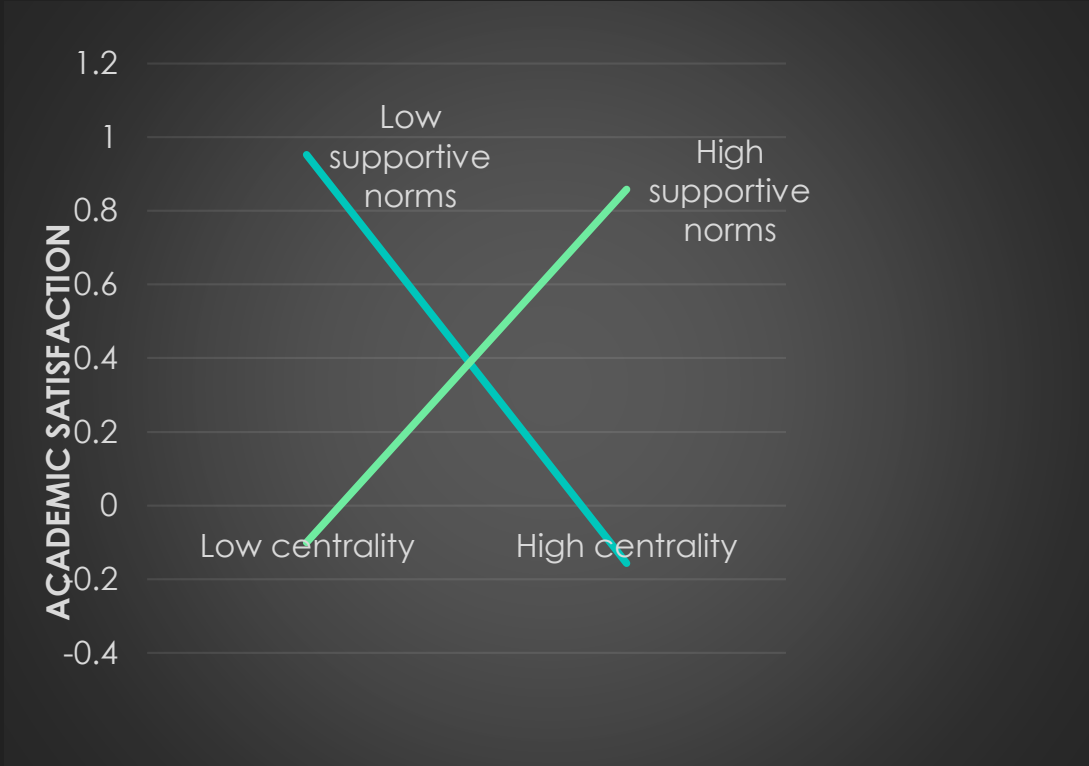
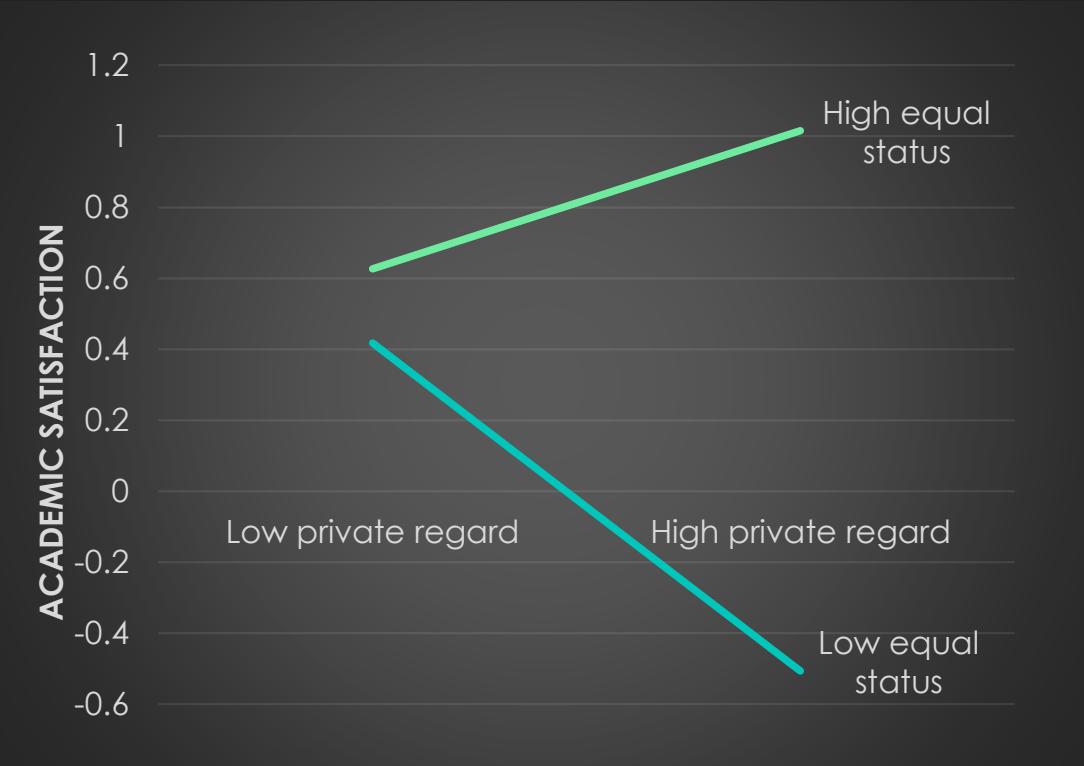
Christy M. Byrd, Gloryvee Fonseca, Seanna Leath, Sheretta Barnes, Rona Carter, and Tabbye Chavous

A positive racial climate is beneficial for students



- Hurtado et al., 2008; 2012
- Cabrera et al., 1999
- Hurtado & Carter, 1997
- Strayhorn, 2010

Climate is especially important for highly identified Black students (Byrd & Chavous, 2011, 2012)

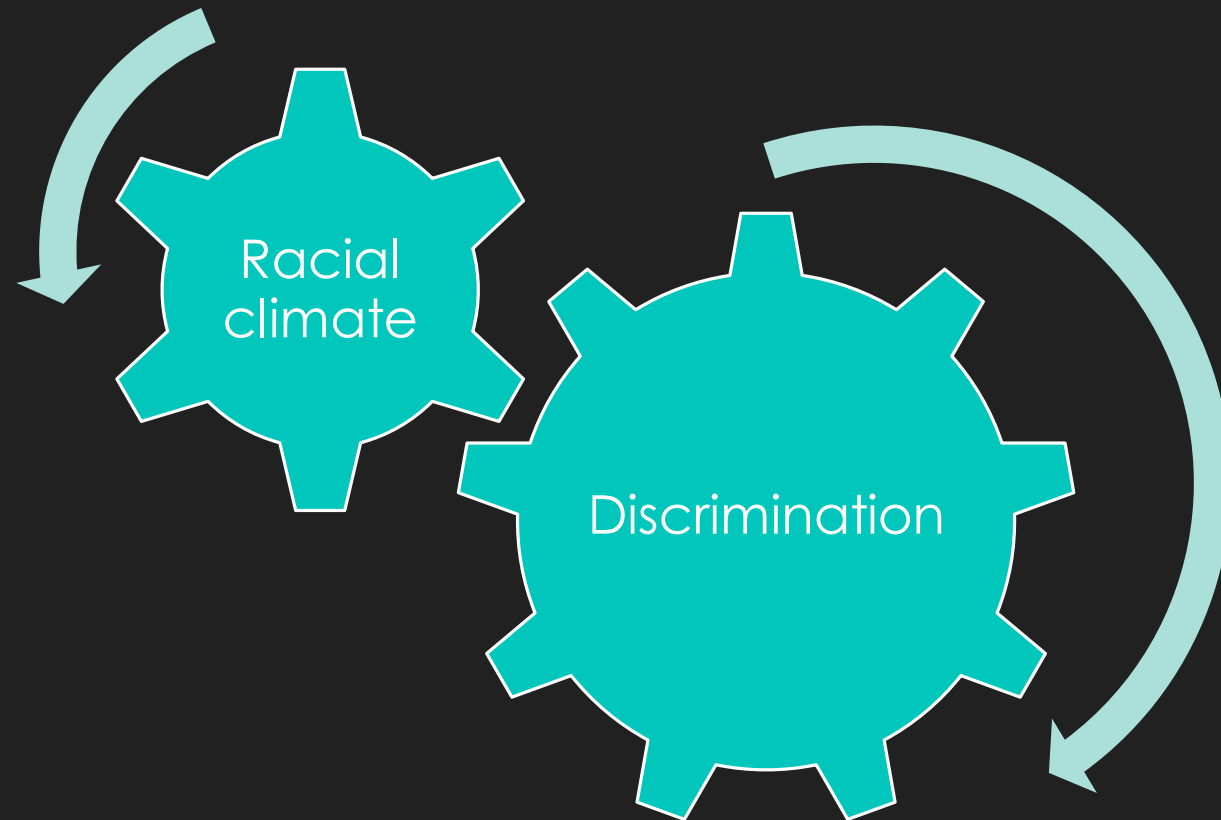


Our previous studies have been cross-sectional, have not included Latinos or considered gender

- Extension to Latinos
 - Ethier and Deaux, 1994
 - Yang, 2009
 - Arellano and Padilla 1996
 - Torres, 2003
 - Ong et al., 2006
 - French and Chavez, 2010
 - Kiang et al., 2006

It is important to distinguish between discrimination and racial climate

Quality of interaction
Equal status
Supportive norms



Men and women may respond differently to negative climates

- Chavous et al., 2008
- Iturbide, 2009



We investigated our questions with longitudinal surveys at five universities

- 468 participants
- 68% women
- 70% African American/Black, 30% Latino/a

○ Measures

- Racial Climate
- Racial Identity
- Lack of Perceived Ethnic Fit
- Faculty Support
- Academic Engagement
- Utility of Education
- Satisfaction

The analyses consisted of generalized linear models with interactions between racial climate, racial identity, and gender

- Model 1: controls and main effects
- Model 2: racial climate x racial identity (within domain)
- Model 3: racial climate x racial identity x gender
- Controls
 - Race
 - Gender
 - Social class
 - University

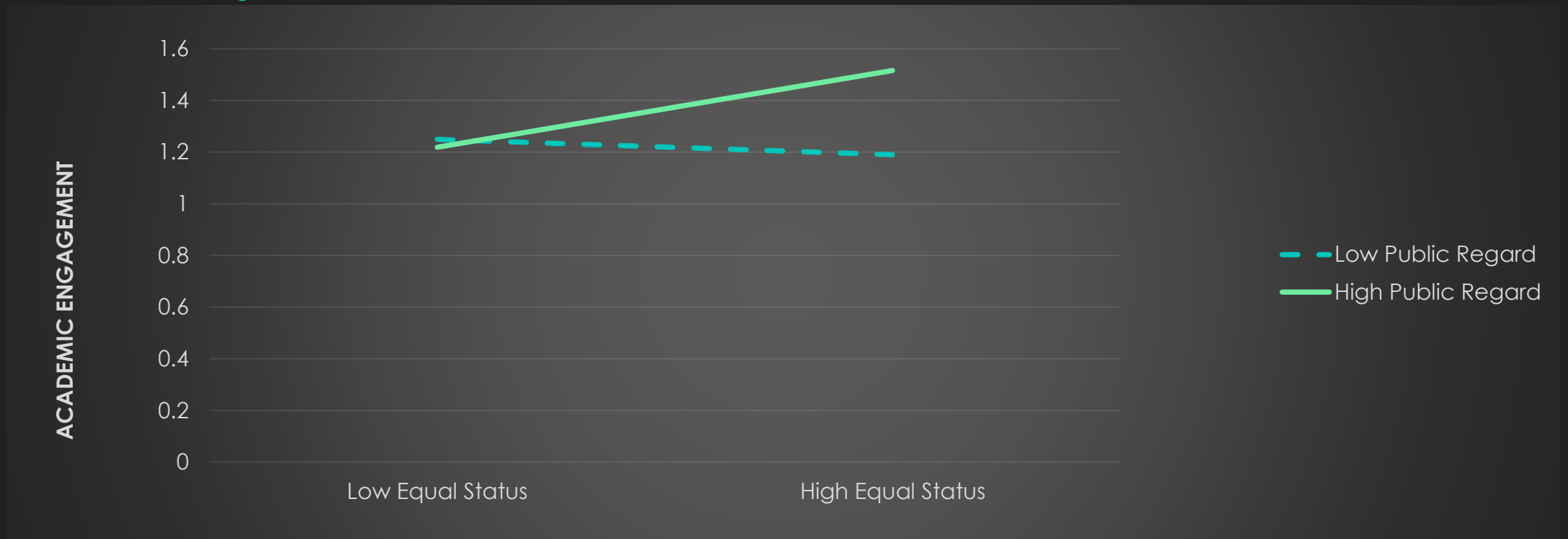
We expected a positive racial climate to be associated with better outcomes

- Lack of Ethnic Fit
- Faculty Support – private regard positive
- Satisfaction
- Utility of Education
- Academic Engagement – quality of interaction positive

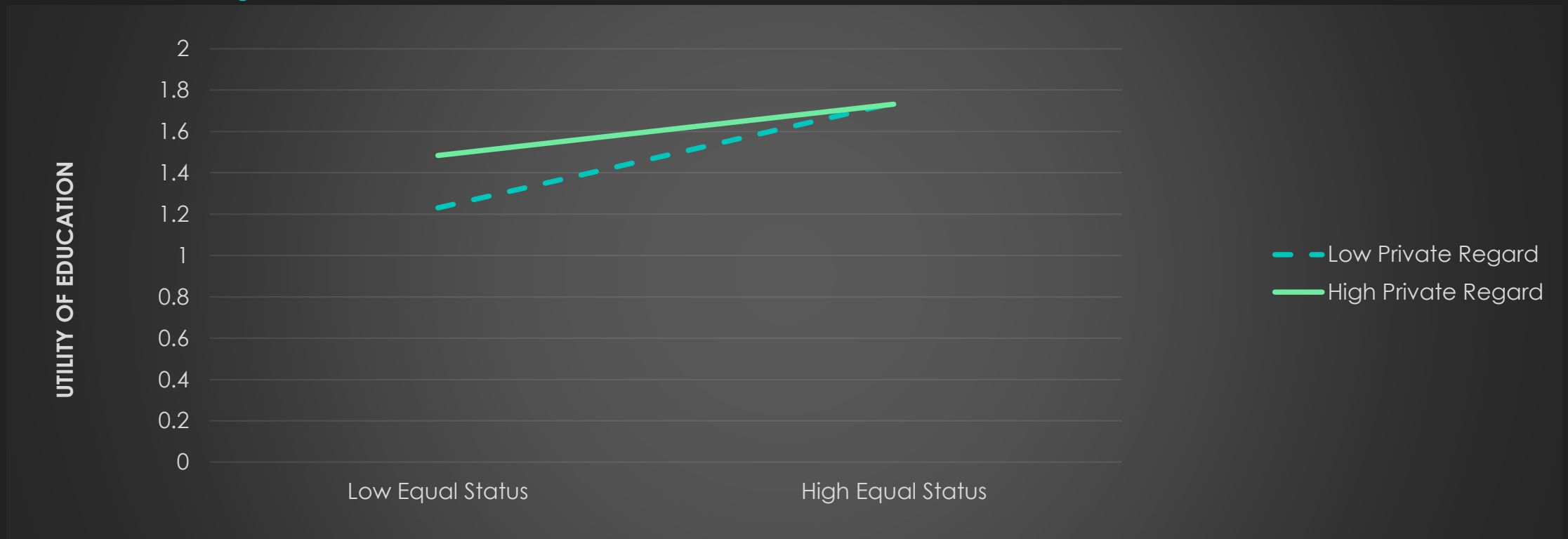
We expected stronger relations for highly identified students

- Lack of Ethnic Fit – gender x private regard
- Faculty Support –public regard x equal status, gender x public regard
- Satisfaction
- Utility of Education – private regard x equal status, gender x equal status
- Academic Engagement – public regard x equal status

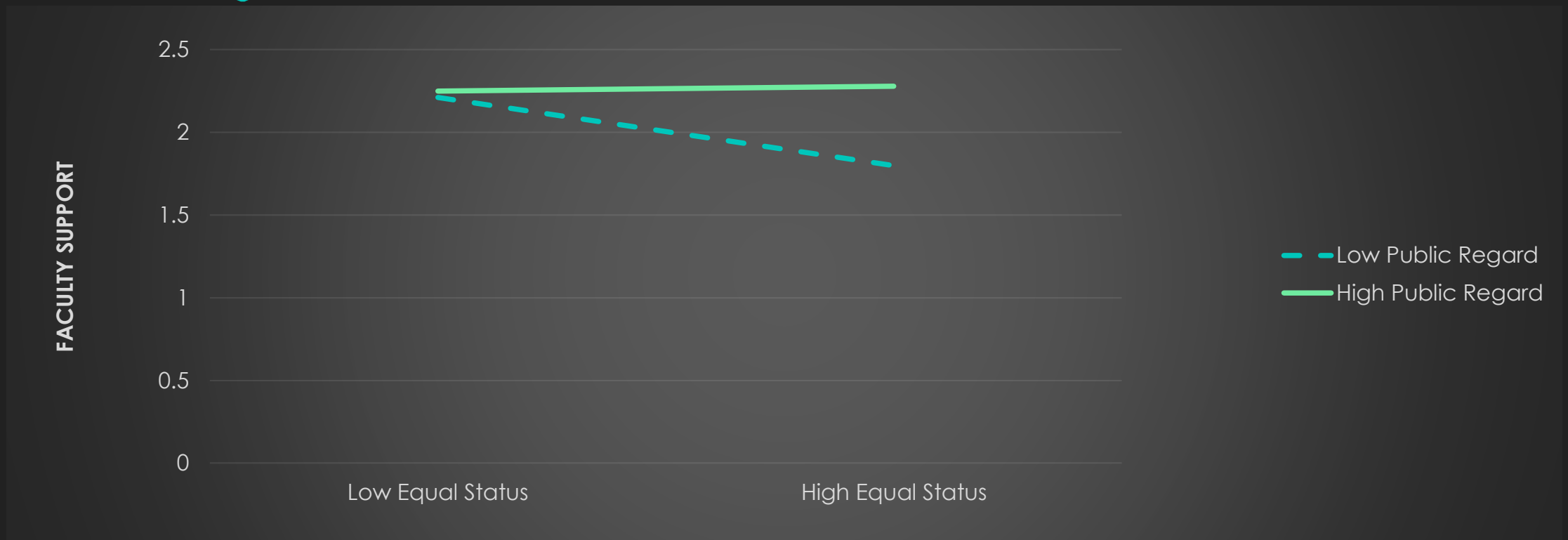
There is a positive relationship between engagement and equal status for those with high public regard



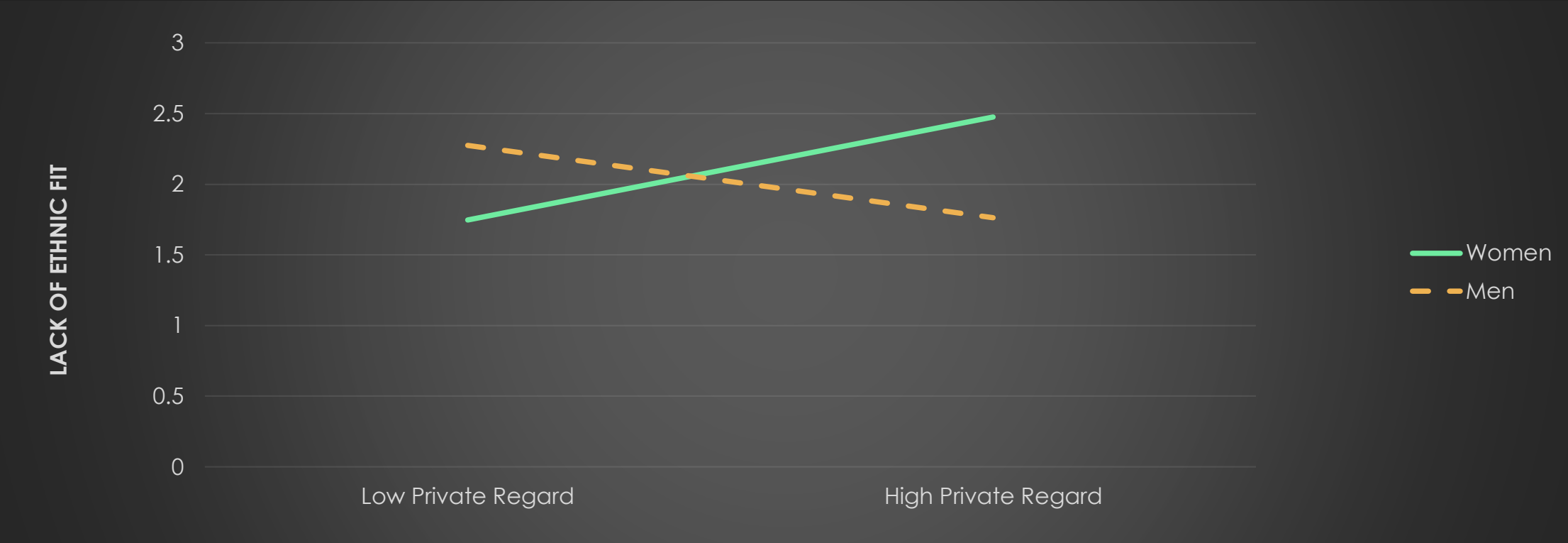
There is a stronger relationship between equal status and utility for those with low private regard



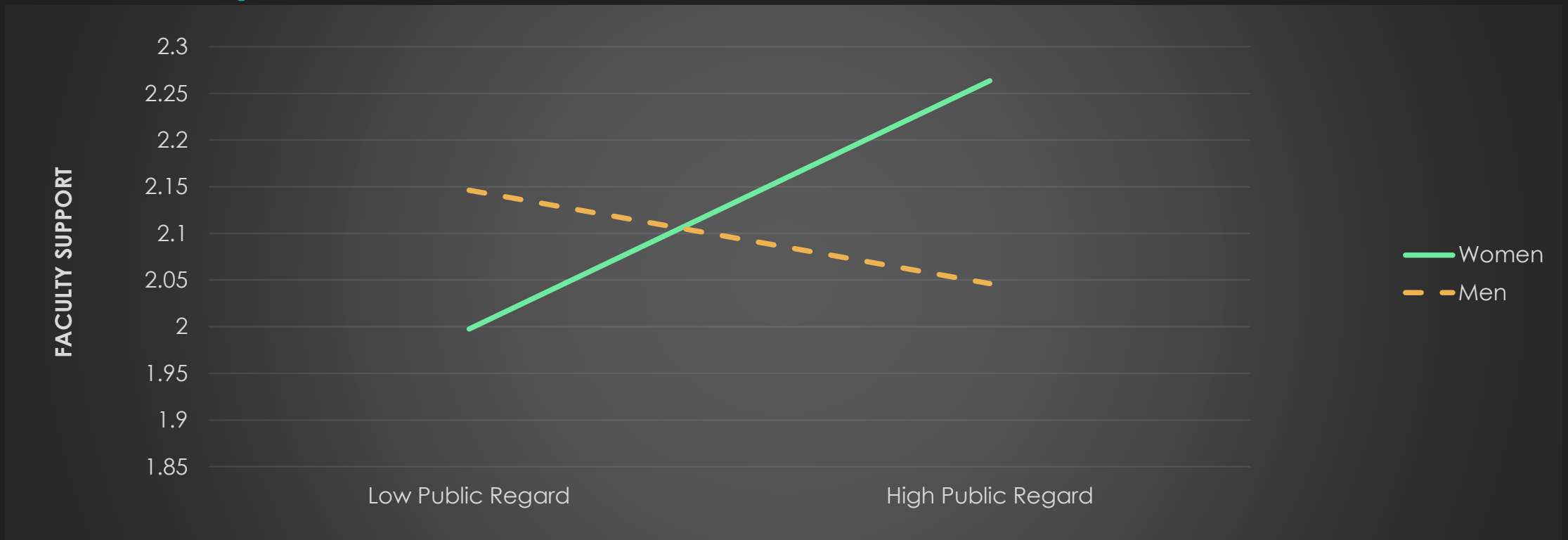
Equal status is negatively related to faculty support for those with low public regard



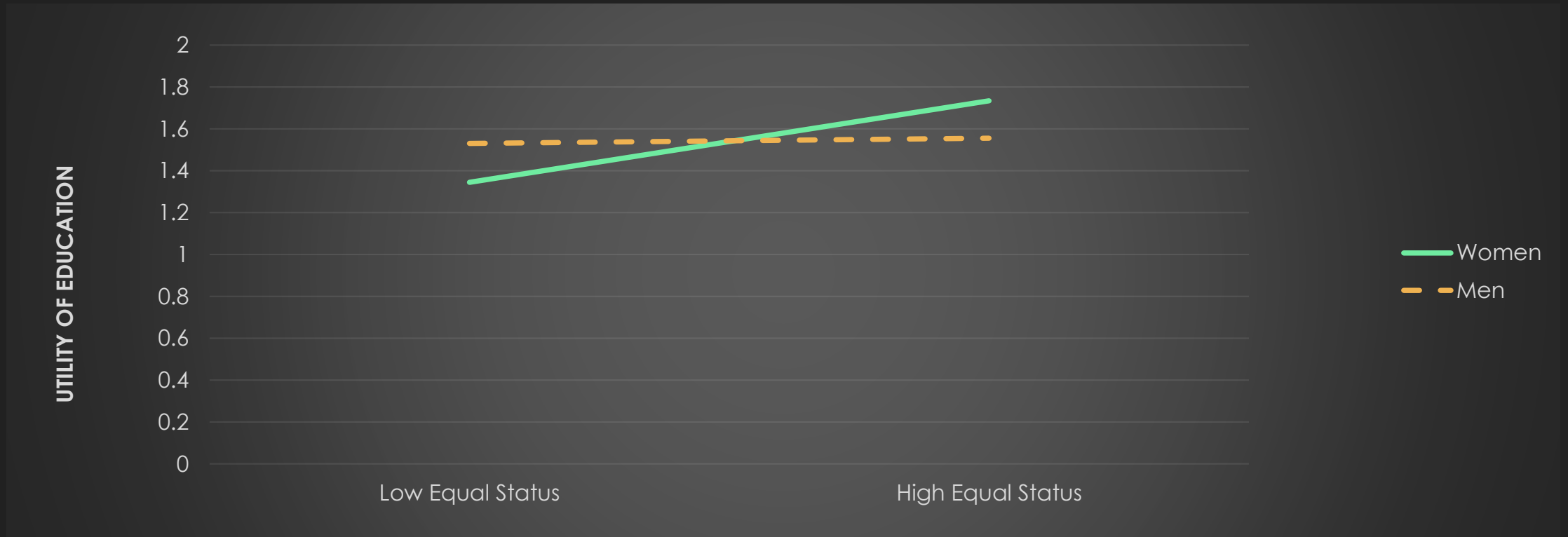
Private regard is associated with higher misfit for women



There is a positive relationship between public regard and faculty support for women



Equal status is associated with utility for women



We expected different congruence effects for women

- Lack of Ethnic Fit
- Faculty Support
- Satisfaction
- Utility of Education
- Academic Engagement – gender x public x equal

Positive relationship between equal status and academic engagement for high public regard women, negative for low public regard women



Congruence was not a factor, but there were gender differences



Thank you!

- cmbyrd@ucsc.edu
- <http://byrdlab.sites.ucsc.edu>



Predictors

Scale	Time 1 Reliability	Time 2 Reliability	# Items
Centrality	.86	.84	3
Private Regard	.84	.88	3
Public Regard	.87	.95	4
Equal Status	.70	.68	3
Quality of Interaction	.68	.66	4
Supportive Norms	.78	.75	3
Perceived Ethnic Fit	.90	.90	6
Faculty Support	.61	.69	7
Satisfaction	.86	.79	6
Utility of Education	.71	.70	12
Academic Engagement	.82	.82	14