

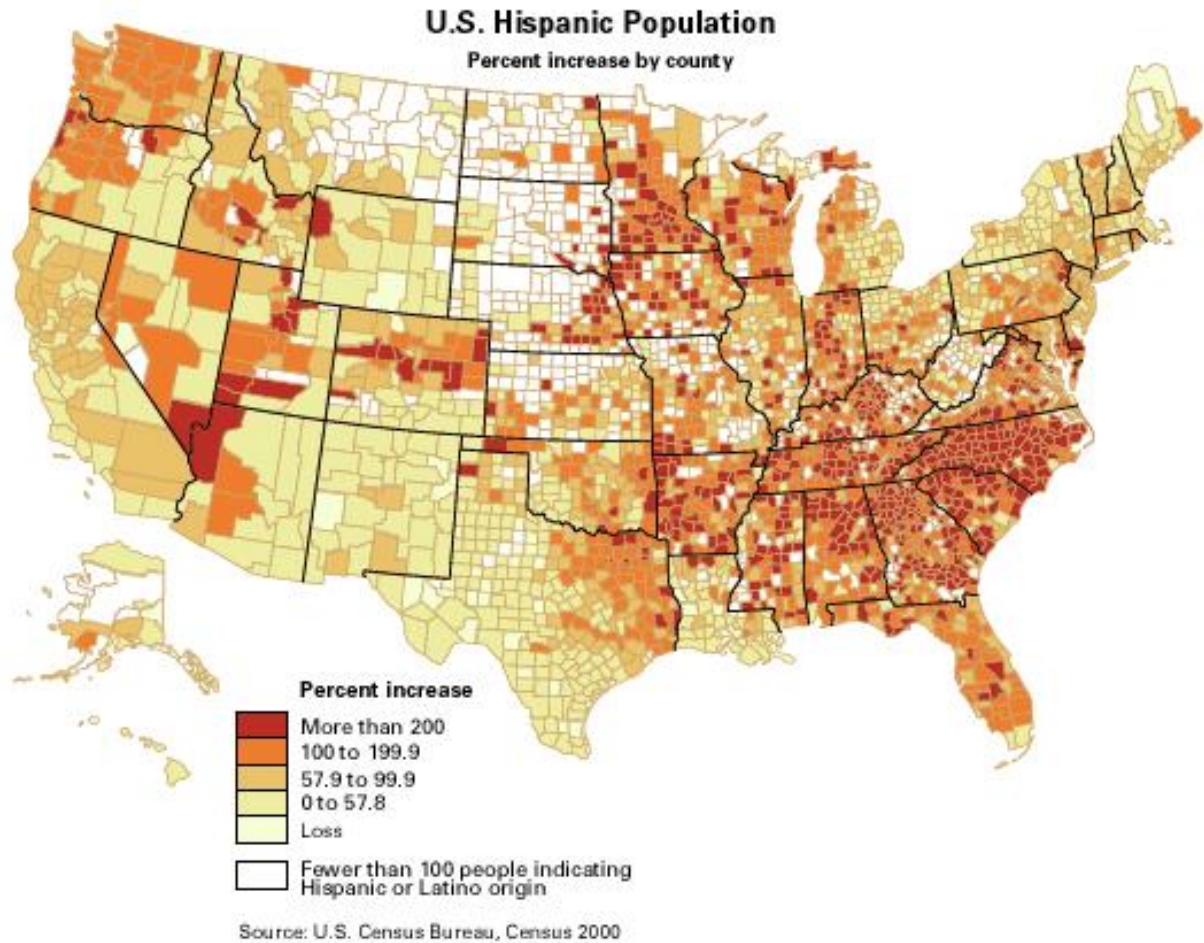
“What does being Latino/Latina/Latinx mean to you?”: A Thematic Analysis of Oregon Latinx Students and Their Ethnic Identity

Data Story Presented by
Maya Auld



A vibrant, multi-panel mural is the background of the image. The mural is divided into several distinct scenes. In the top left, a tall, white, stylized figure with a large eye stands on a street. To its right, a scene depicts a man in a suit and a woman in a white dress sitting at a red table, possibly playing cards or a board game. Below this, a figure with a large red starburst head is shown. In the bottom left, three stylized faces with colorful features are depicted. The bottom right shows a figure playing a guitar. The entire mural is rendered in a bold, graphic style with a limited color palette. A large, solid blue circle is overlaid in the center of the image, containing the text 'Why should we care?' in white. A small purple circle is located at the bottom right edge of the blue circle. A speaker icon is visible in the bottom right corner of the image.

Why should we care?



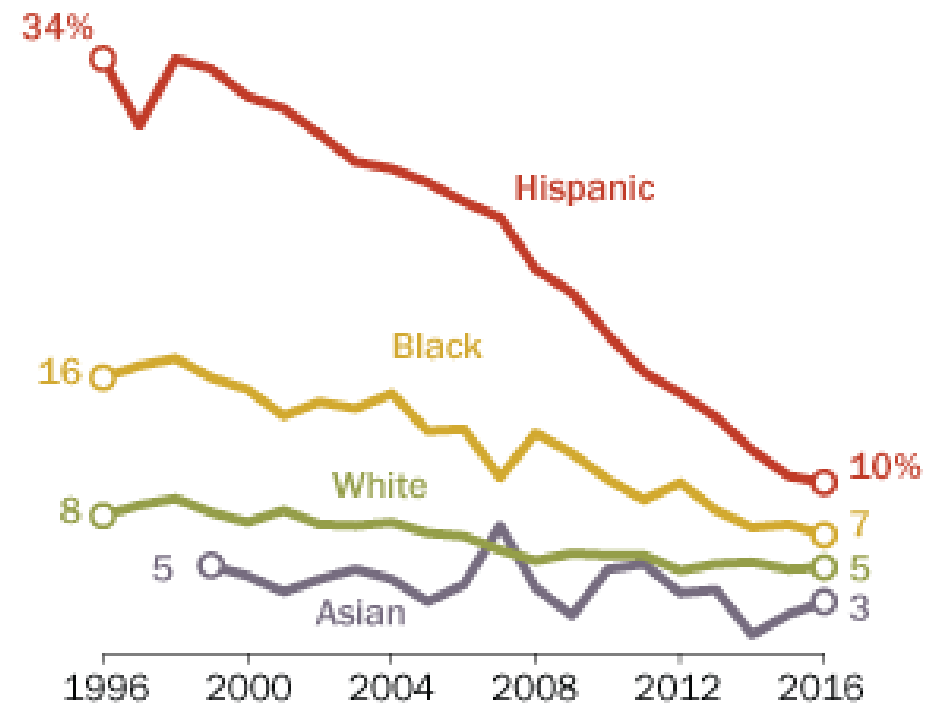
Growing populations of Latinx communities



Drop-Out Rates among Latinx Youth

Percent drop-out rates by ethnicity

% of 18- to 24-year-olds who dropped out of high school, by race/ethnicity



Note: Civilian noninstitutionalized population. Whites include only non-Hispanics. Hispanics are of any race.

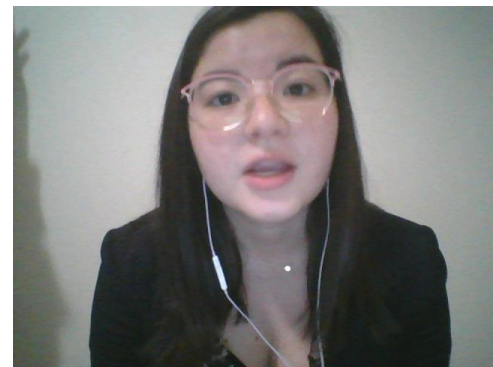
Source: U.S. Census Bureau.

PEW RESEARCH CENTER



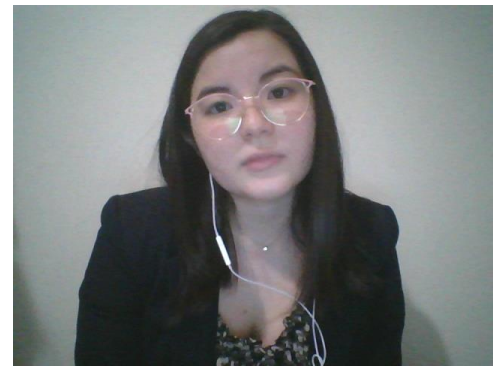
Background and Information

- *Ethnic and Racial Identity* (ERI)
 - Develops over the lifespan
 - Complex - can be a positive or negative thing
- Latinx students
 - Protective factor for well-being, school success, and resiliency
 - Academic self-efficacy, personal self-worth, school connectedness, leadership, resiliency



Background and Information

- *M.E.Ch.A.*
 - Chicano organization that promotes culture, history, and community engagement
 - common on many high school campuses with more than 500 chapters nationwide
 - reinforcement of the strengths of Latinx culture and positive identity
 - *Predicting that it will* enhance the ethnic identification of those who join



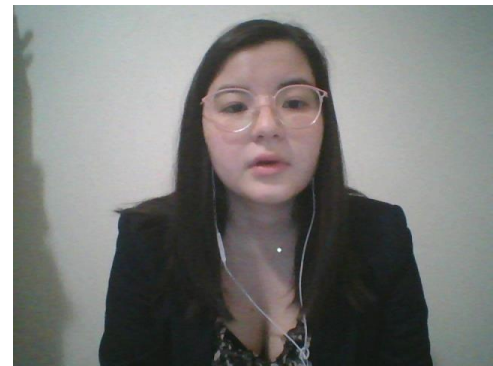


The Present Study



Research Questions

- How do Latinx students in Oregon see themselves and their ethnic identity?
- Do students that are involved in M.E.Ch.A. express more positive ethnic identity than those that do not participate in M.E.Ch.A.?
- Do students that express more positive ethnic identity report higher grades than students that do not?



Methods

Participants

- Latinx high school students in Oregon
- Attendees of the Cesar E. Chavez Leadership Conference
- Between 14 and 19 years old
- 567 participants filled out the surveys, 447 responded to the open-ended question
- 63% identified as female and 37% identified as male

Instruments

- 2 page back to back survey
- Self reported
- Demographic information
- Reported average grades
- Participation in M.E.Ch.A.
- Responses to the open ended question "What does being Latino/Latina/Latinx mean to you?".



Methods

Procedures

- Students were self-selected or encouraged to attend conference by high school faculty
- Participants asked to fill out surveys at the close of the conference
- Surveys collected by conference personnel

Analysis

- Inductive Thematic Analysis
 - Familiarize with data
 - generate initial codes
 - searching for themes
 - Reviewing defining and naming themes
 - Producing the report
- Coded by a team of three Family and Human Service Students



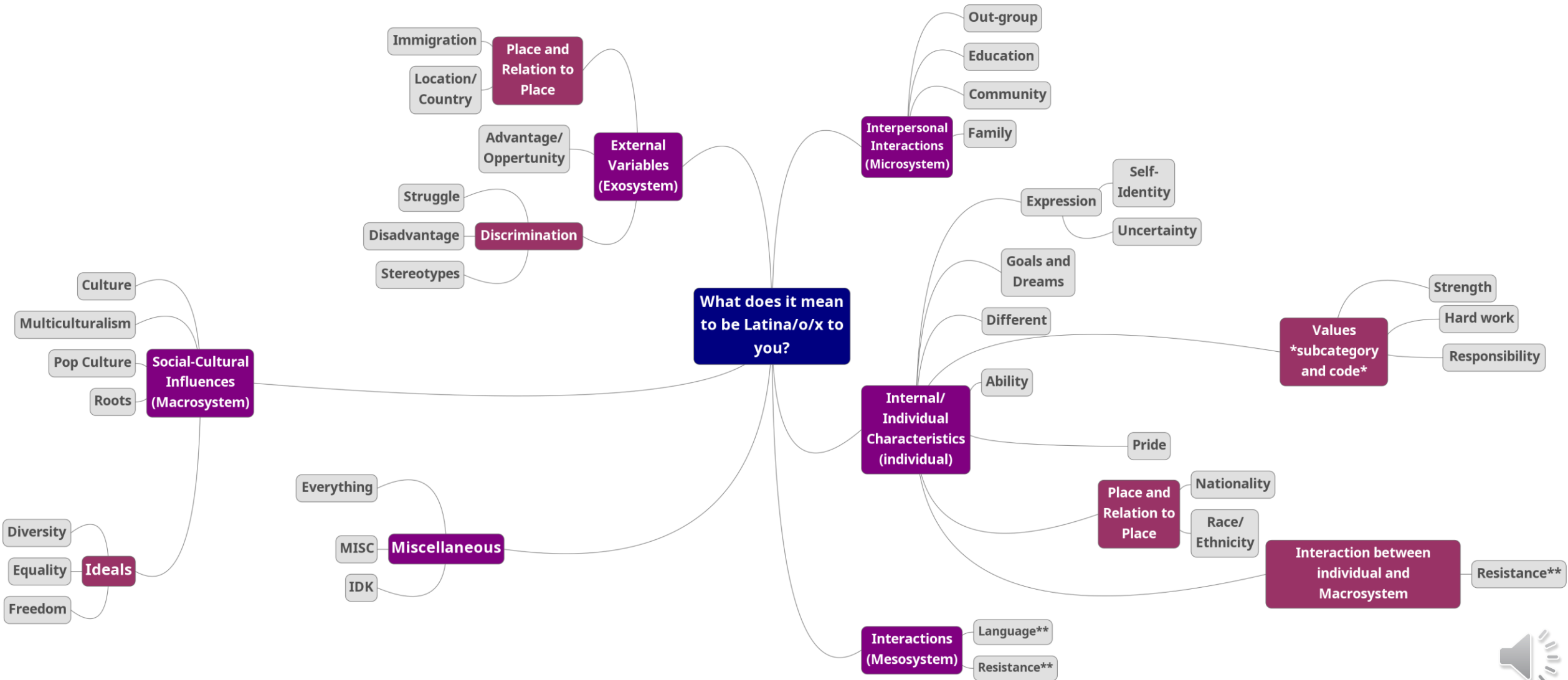
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Results and Discussion

Codes Identified from the Data



Thematic Map





But what does it all mean?

Research question #1: How do Latinx students in Oregon see themselves and their ethnic identity?



Answering Research Questions #2 and #3

2) Do students that are involved in M.E.Ch.A. express more positive ethnic identity than those that do not participate in M.E.Ch.A.?

- Significant relationship between M.E.Ch.A. participation and responses coded for Pride

3) Do students that express more positive ethnic identity report higher grades than students that do not?

- No significant relationship between students that got higher grades and responses coded for Pride





**Moving Forward: What
we can understand about
Latinx Students in
Oregon**

