

# UCI School of Education

## Cultural Mismatch During the Transition to College Among Latinx Youth: Implications for Health and Academic Achievement

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Monday, March 30<sup>th</sup>, 2020 from 12:00 – 1:30 p.m.  
Connect via Zoom: <https://ucieducation.zoom.us/j/237024625>

**Abstract:** Even though more Latinx youth are enrolling in college than ever before, they continue to have significantly higher college drop-out rates compared to their Asian and European American peers. At the same time, research has demonstrated that Latinx college students experience more mental and physical health distress than their other ethnic peers. These patterns suggest that while Latinx youth want to attend college, they may have difficulty adjusting to the environment. My program of research has utilized a variety of methodological techniques (qualitative, survey, experiment) to uncover cultural mismatch – conflict between interdependent values learned at home and the independent values of the university environment – that is experienced among Latinx students during the transition to college and the role of such conflict for health and academic outcomes. In my talk, I will be discussing two different forms of cultural mismatch (i.e., home-school cultural value conflict, peer-peer cultural value conflict). Findings across five studies will illuminate the importance of these conflicts for health and education disparities between groups at the college level.



**Bio:** Dr. Yolanda Vasquez-Salgado is currently an Assistant Professor of Psychology at California State University, Northridge. Her program of research centers on investigating the role of sociocultural forces in underrepresented students' health and academic adjustment during the transition to college. She received her Ph.D. in Developmental Psychology, with a minor in Culture, Brain and Development, from the University of California, Los Angeles. Her research is currently being funded by a grant from the National Institutes of Health entitled, BUILD PODER (in translation: BUILD POWER), and has previously been funded by sources such as the Ford Foundation Fellowship Program, the University of California Institute for Mexico and the United States (UC-MEXUS), the American Psychological Association, and the American Psychological Foundation.