

Index

- Abes, Elisa, 203, 210
 academic advising, 193, 250–252, 261, 268, 271,
 323–324, 415
 interventions, 312
 academic preparation, 143, 273, 404
 academic support, 326
 accents, 145, 271, 430–431
 acculturation, 302
 activism, 12, 441
 admissions process, 232, 236–237
 Advanced Placement courses, 45, 92
 advocacy, 12, 146, 390
 Afghan American students, 200–201
 African American students, 270, 295
 Afro-Caribbean students, 294
 agency, 43, 45, 57, 72, 159, 270
 vs. constraint, 7, 76
 resisting racial oppression, xxx
 Alba, Richard, xxviii, 6
 American Dream, 50, 94, 358
 Americanization, xxvii, xxviii, 337, 435
anti-categorical intersectional approaches, 8
 anti-immigrant sentiment, 7, 443
 application process, 20, 42, 66, 75, 81, 93
 appreciative advising, 268, 272, 282
 Asian American students, xxx, 3, 22, 201
 Asian immigrant students, 432
 aspirational capital, 228, 256, 315, 355
 asset-based perspective, 67–68, 113
 assimilation, xxviii, 5, 192, 284, 302,
 429–430
 theories, xxviii, 6
 Astin, Alexander, 203
 belonging, 204, 214, 270, 336, 407, 438–439
 for Asian students, 339
 for Black students, 291
 on campus, 251, 258
 for Latinx students, 236, 239
 for undocumented students, 384
 Black immigrants, 290, 295
 students, 291, 293, 299
 Black students, 290, 303
 intersectional identities, 3
 literature on, 4
 Bloom, Jennifer, 268, 272
 border, xxx, xxxi, 10, 178, 191–192, 226, 234,
 336, 377
 Bourdieu, Pierre, 255–256, 355, 358–359,
 369–371, 440
 Brunn-Bevel, Rachelle, 8
 Byrd, W. Carson, 8
 California DREAM Act, 149, 416
 campus climate, 273, 381
 career aspirations, 64, 75–76, 447–449
 of international students, 343
 of newcomer students, 367, 369–371
 of undocumented students, 143
 career development, 284, 383
 career services, 171, 275, 340–341
 carework, 189, 263
 Chicago School of Sociology, xxvii, xxix
 citizenship status, 230–233, 238–239
 classrooms, 276, 334
 coaching, 46, 56, 60, 279
 cocurricular activities, 164–165, 171, 200
 code-switching, 433
 Coleman, James, 440
 collectivist cultures, 204, 213, 254
 college access, 236–237
 college aspirations, 7, 17, 22–24, 41, 180, 356
 of newcomer students, 361–362
 college choice. *See* decision-making process
 college enrollment, 18
 as a process, 18–19, 34, 37
 college information. *See* college
 knowledge
 college knowledge, 21, 37, 42–45, 65, 312
 and family, 327
 of undocumented students, 147
 college preparation, 35, 87
 college readiness, 104
 college search, 35

Cambridge University Press & Assessment
 978-1-009-40825-7 — Supporting College Students of Immigrant Origin
 New Insights from Research, Policy, and Practice
 Edited by Blake R. Silver, Graziella Pagliarulo McCarron

Index

[More Information](#)

454

college students of immigrant origin
 and gender, 181–182
 representation, 7
 college-counseling, 36, 44, 49, 56–60
 college-for-all, 41
 Collins, Patricia Hill, 8, 179
 colonialism, 281, 291, 298–299, 301
 colorblind ideologies, 93–95, 101
 community colleges, 127, 229, 239, 312, 320, 380
 and newcomer students, 357
 Community Cultural Wealth, 228–229,
 235–236, 255–256, 315, 440
 and appreciative advising, 278
 confluence of challenges, 170, 172
 COVID-19, 223, 226, 235, 441
 Crenshaw, Kimberlé, 8, 179, 194
 cultural capital, 93, 355, 358–359
 cultural centers, 214
 cultural competence, 87, 439
 cultural curiosity, 268
 cultural humility, 268, 339
 cultural pluralism, 6, 390
 cultural relevance, 94, 204, 217, 292
 cultural responsiveness, 204, 292
 Culturally Engaging Campus Environments
 (CECE) Model, 201, 204, 291
 culture, 271, 427–429
 institutional, 238
 and international students, 334
 and norms, 311
 and poverty, 295

 da Silva, Denise Ferreira, 300
 DACA-eligible students, 112
 data analytics, 250, 252–253
 decision-making process, 64, 71
 Deferred Action for Childhood Arrivals
 (DACA), 133, 148–150, 223, 269, 377–380,
 422, 440
 deficit
 portrayals of students, 7
 portrayals of students of immigrant origin, 42
 deficit perspectives, 42, 128, 258
 and newcomer students, 357
 diaspora, 201–203, 304
 disclosure of identity, 409–410
 discrimination, 8, 136, 294, 296, 300, 302, 402
 displacement, xxx, 202, 298, 440
 DREAM Act, 136, 224–225, 404
 Du Bois, W.E.B., xxviii
 duoethnography, 422–423

 ecological lens, 384, 392
 educational transitions, 102, 228, 230, 259, 291,
 321, 356, 370, 413

Index

emergent bilinguals, 41
 employed college students. *See* working college
 students
 employment, 322, 363–364
 ethical perspectives, 223
 ethnicity, xxx–xxx1, 49, 200, 206, 278,
 294, 333, 431
 European immigrants, 298
 Evans, Nancy, 203
 extracurricular activities, 164–165, 210–211, 215

 familial capital, 228, 257, 315
 familial expectations, 177, 259, 411–412
 and gender, 184–187
familismo, 181
 family involvement, 206–208, 263,
 316–317, 438
 and identity development, 10, 206
 and Latinx students, 313
 Ferguson, Roderick V., 298
 financial aid, 232–234, 237–238, 253–254, 257,
 416. *See also* financing college
 and newcomer students, 355
 for undocumented students, 387
 financial stressors, 232–234
 for undocumented students, 140–144
 financing college, 52, 56, 232–234, 310, 327, 405,
 407–408
 First-Gen+ Center, 194
 first-generation college students, 18, 42, 79, 103,
 251, 312, 410, 448
 and gender, 177
 and intersectionality, 181
 literature on, 4
 and mobility, 310
 programming for, 434
 resources for, 102
 and undocumented students, 231
 first-year transition, 81, 87, 90–92, 365, 369–371
 for Latinx students, 230
 for undocumented students, 414
 food insecurity, 111–112, 117–120, 125–127
 for-profit institutions, 12
 Free Application for Federal Student Aid,
 387, 405
 Funds of Identity, 127
 funds of knowledge, 45–46, 112, 114, 116,
 125–127, 268, 275, 440

ganas, 224
 gender, 179, 182, 192, 280, 333
 geographic context, 227
 George Mwangi, Chrystal, 7, 44, 290,
 293–294, 422
 global learning, 335, 345, 386

Cambridge University Press & Assessment
 978-1-009-40825-7 — Supporting College Students of Immigrant Origin
 New Insights from Research, Policy, and Practice
 Edited by Blake R. Silver, Graziella Pagliarulo McCarron

Index

[More Information](#)

Index

455

- global pandemic. *See* COVID-19
 graduation, 12, 93, 170, 251–252, 383
 gratitude, 188
 guidance counselors, 21, 36, 42, 56, 93, 370
- Haller, William, 7
 Hamilton, Laura, 12, 37, 157
 Harper, Casandra, 12
 help-seeking, 312–313
 hidden curriculum, 157, 273, 434
 high school teachers, 42, 93
 higher education literature, 4
 Hispanic-serving institutions, 226, 313
 historical context, 201–203, 211–214, 291,
 298–300, 438
 hooks, bell, 439
- identity development, 431–432, 435, 447–449
 identity-based student organizations, 321
 immigrant families, 22–24, 180–181, 190–191,
 206–208, 253–254
 and Black students, 301
 and Latinx students, 260
 and possible selves, 81–82
 Latinx, 66–67, 82
 support from, 112
 immigrant origin
 as a category, xxxi–xxxii, 155, 440
 scholars, xxvii
 immigration policy, 290, 298, 377–380
 history of, 5
 and undocumented students, 133
 imposter syndrome, 408
 inclusion, xxix, 5, 341–342
 Indigenous students, xxx, 439–440
 inequality
 in college enrollment, 19–22
 and intersectionality, 8
 racial, 279
 racial and ethnic, 12, 46
 social class, 17, 370
 socioeconomic, 42, 46, 253, 279, 355
 institutional change, 157. *See also* organizational
 change
 institutional culture, 238
 institutional data, 171
 institutional resources, 98–101, 103, 146, 312,
 417, 439
 and Black immigrant students, 303
 and first-generation college students, 311
 for the first-year transition, 87
 and food, 122–123
 for international students, 340–341
 for undocumented students, 135, 412–415
 institutional strategies, 18
- institutional types, 12, 113–114
 Integration Theory, 291
 intensive studying, 170
intercategorical intersectional approaches, 8
 international students, 204, 284, 290,
 332–335, 434
 internships, 75, 119, 122, 169, 257, 383
 intersectional identities, 3, 4
 intersectionality, 7–9, 17, 179
 and first-generation college students, 181
 and gender, 191–192
 and international students, 333
 and Latinx students, 249–250
 and undocumented students, 227
intracategorical intersectional
 approaches, 8
 isolation, 134, 223, 270, 312, 342, 415
- Jack, Anthony, 64, 157
 Jiménez, Tomás, xxvii, 6
 Jones, Susan, 203, 210
- Kao, Grace, 7, 19, 22, 356, 358
 Kivisto, Peter, 6
 Kiyama, Judy Marquez, 12, 275
- language, 271–272, 315, 430–431, 435
 and international students, 334
 learning, xxix, 41
 and newcomer students, 355
 LatCrit, 254–255
 Latin American students, 422
 Latinx students, 66–67, 204, 223,
 235, 249, 310, 382
 and relationships with faculty, 312
 legal perspectives, 223
 legal status, 144–145, 148–150, 438
 legal violence framework, 136
 LGBTQ+ students, 3, 4, 12, 285, 382
 liberal arts colleges, 127
 liminality theory, 178–179, 190–191
 linguistic capital, 257, 315, 335
 Liu, William Ming, 257–258
 Lopez, Nancy, 7
 Louie, Vivian, 36
- Magolda, Peter, 116
 marginalization, 8, 87, 180
 marginalized student groups, 37, 87, 439
 marketization of higher education, 157
 Markus, Hazel, 67
 Massey, Douglas, 6
 matrix of domination, 8
 McDonough, Patricia, 19–22, 42, 64
 melting pot metaphor, xxvii, 5, 6

Cambridge University Press & Assessment
 978-1-009-40825-7 — Supporting College Students of Immigrant Origin
 New Insights from Research, Policy, and Practice
 Edited by Blake R. Silver, Graziella Pagliarulo McCarron

Index

[More Information](#)

456

Index

- mental health, 135, 155, 158, 213, 216, 259, 390
 - and race, 271
 - resources for undocumented students, 147
 - for working college students, 167–169
- mentorship, 93, 101
- meritocracy, 94, 295
- Mexican-American students, 275, 440
- microaggressions, 181, 257, 261, 270, 277, 376, 390
- Middle Eastern students, 122, 216, 201
- Migration Policy Institute, 155
- Minority Serving Institution, 95
- model minority stereotype, xxx, 296, 300
- moral perspectives, 223
- Moynihan, Daniel Patrick, 295
- multiculturalism, xxix, 6
- multilingual students, xxx, 42, 45–47, 56–60, 439
- multiracial students, 435
- Museus, Samuel, 201, 291
- narratives
 - framing students of immigrant-origin, xxvii
 - and gender, 188
 - of migration, 438
 - portrayals of immigrants, 136
 - of students of immigrant origin, 7
 - and undocumented students, 231
- national borders. *See* border
- navigating college, 8
- navigational capital, 229, 257, 315
- Nee, Victor, xxviii, 6
- newcomers, 355
- No Child Left Behind, 440
- North African students, 201
- Nunn, Lisa, 270, 311
- Nurius, Paula, 67
- online learning, 260, 320
- organizational change, 12
- orientation, 171, 414, 416, 434
- Ovink, Sarah, 8, 284
- parental expectations, 213
- parental involvement. *See* family involvement
- parental nativity, 18
- parental support, 184
- pathways, 9, 43, 56, 82, 230
 - of Latinx students, 224
 - of Mexican American students, 275
 - of undocumented students, 223, 384
- Patterson, Mitchell, 274
- peer influences, 320–321
- peer interactions, 410–411
- peer mentoring, 42, 46–47, 56–60, 193, 259, 438
- Pell Grants, 133, 233, 253, 379
- policing, xxviii
- policy. *See* immigration policy
- political identities, 3, 4
- Portes, Alejandro, xxvii, 6, 7, 290, 294
- possible selves theory, 79–81
- poverty, 35, 295
- predominantly white institutions, 47, 203, 297, 446
- prejudice, 208–209
 - impacting educational success, 7
- preparation programs, 97–98, 101
- psychosocial stressors, 134
- public colleges and universities, 157, 176
- Racial Battle Fatigue, 270
- racial identity development, 203
- racialization, xxx, 200, 439
- racism, 254, 257, 294, 296, 302, 376, 381, 429
 - impacting educational success, 7
- refugee, xxx, 355, 367
- regional state universities, 127
- relational assimilation, xxvii
- religion, 333, 337
- religious identities, 3, 209–210
- representation of students of immigrant origin, 17, 155, 310
- resilience, 7, 159, 177, 184, 192–193, 370
 - emotional, 135
 - of newcomer students, 355
 - and undocumented students, 231
- resistance capital, 257, 315
- retention, 93, 204, 249, 251–252, 268, 340, 413
- Richards, Bedelia, 7
- Rivera, Lauren, 76
- Rumbaut, Rubén, 290, 294
- sacrificios*, 381
- Sánchez-Connally, Patricia, 7
- sexism, 179, 181, 191, 194
- sexual orientation, 333, 337
- siblings, 26, 79, 118, 194, 318, 325, 362, 412, 448
- Smith, William, 270
- social capital, 89–90, 93, 256, 315
- social class, 250
- social class worldview, 257–258
- social media, 259, 261, 342, 406
- social mobility, 6, 8, 310, 325, 356, 438
- social reproduction, 7, 370
- socioeconomic inequality, 7
- sophomore transitions, 321
- South Asian students, 201
- Southeast Asian students, 422
- status signals, 113
- Stebbleton, Michael, 271

Cambridge University Press & Assessment
 978-1-009-40825-7 — Supporting College Students of Immigrant Origin
 New Insights from Research, Policy, and Practice
 Edited by Blake R. Silver, Graziella Pagliarulo McCarron

Index

[More Information](#)

Index

457

- stereotypes, 55, 209, 294, 299, 381
- stress process theory, 136–137
- student affairs, 4, 194, 340–341, 388, 432, 439, 441
- student affairs professionals, 4, 258, 260, 434–435
- student development, 12, 201, 203–204
- student engagement, 87
- student organizations, 210–211, 215, 326, 446, 449
 - for undocumented students, 418
- student success, 250, 256, 291, 326, 336
 - and academic advisors, 272
 - barriers to, 382, 441
 - and data analytics, 252
 - and international students, 339
 - and Latinx students, 249
 - and student development, 203
- students of color, 94, 204, 229, 271
 - resources for, 103
- study abroad, 119
- Suárez-Orozco, Carola, 89, 133, 135, 180, 297, 358, 377, 382
- symbolic violence, 143
- Tanaka, Gregory, 203
- technology, 3, 113, 259
- Temporary Protected Status, 224, 387
- testimonios*, 255
- Tienda, Marta, 19, 22, 356, 358
- time deficit, 162–164
- Tinto, Vincent, 203, 251, 291
- transfer process, 251, 314
- transfer rates, 357
- transfer students, 235, 251, 410, 445
- transition to adulthood, 376
- transnationalism, xxx–xxxi, 333, 336–338
- Turner, Victor, 178, 194
- undergraduate research, 119
- undermatch, 357
- UndocuCrit, 382
- undocufriendly campuses, 238
- undocumented students, 224–226, 376–377, 400–406
 - and college mentors, 52
 - and financial aid, 44, 133
- Van Gennep, Arnold, 178, 194
- visa policies, 344–345
- visa status, 270, 277, 295, 340
- Waters, Mary, 6
- well-being, 45, 166, 334, 339, 343
 - and Black immigrant students, 303
 - for first-generation college students, 311
 - for international students, 332, 339, 341–342
 - during sociopolitical crises, 216
 - and undocumented students, 135
- White students, 204, 270, 279
- Whitley, Sarah, 179, 194
- working college students, 155, 322, 363–364
- working-class students, 7, 45, 79, 249, 251
- xenophobia, xxix, 261, 361
- Yosso, Tara, 171, 228, 254–256, 315, 335
- Zhou, Min, xxvii