Latino Male Community College Student Intentions to Graduate:

An Application of the Theory of Planned Behavior

by

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ABSTRACT

As of 2018, 61% of all jobs in Arizona require additional training/education beyond the high school diploma. With only 35% of Arizona's population holding a post-secondary degree, there is high demand and need for more Arizonans to complete degrees or certificates in the coming years. As the largest minority population in the state and one-third of the college-aged population, Latinx students are not successfully attaining these degrees. While Latinx degree attainment has increased, this increase was due primarily to higher rates of high school and degree completion of Latinas. Of those Latino males that continue to post-secondary education, the majority (71%) will enroll at the community college level. However, the road to academic success at community college is dim. Despite their high enrollment rates at community college, 13% will leave after their first year, 35.2% after their second, and 56.7% after six years (Urias & Wood, 2015).

Research on Latino males in higher education has been primarily focused on access, persistence, and retention at the university level. Further, research has been centered on identity, critical race theory, language behaviors, and engagement of Latino males in higher education. Little to no research has been done to identify the factors, characteristics, or the internal will that propels a Latino male community college student to complete their degree. This research is intended to contribute to this void in research, utilizing a human behavioral theoretical approach to address the phenomena of Latino male attrition.

This exploratory mixed method research approach incorporated both qualitative and quantitative instruments to test the validity of the Theory of Planned Behavior as a

plausible model to assess intention of Latino males to graduate from community college. The research examined whether intention to graduate could be assessed on the behavioral beliefs associated with a Latino male's attitude, perceived norms, and their perceived behavioral controls towards completing a degree. Further, the research sought to determine that if the theory could accurately assess intention, could the model assess differences in intention for first-year versus second-year students, and currently enrolled students versus those who have dropped out. The premise was that if the theory is an acceptable model to predict intention, the study could also model behavioral interventions to support Latino male student persistence and completion.

The results indicate that the Theory of Planned Behavior is an acceptable model to assess and predict behavioral beliefs that drive Latino male intention to graduate from community college. Latino male students' attitudes toward degree attainment is the most significant factor in predicting their intention to graduate. Additionally, behavioral beliefs of enrolled students are significantly different than their peers who dropped out. However, there is no significant difference in the behavioral beliefs of students in their first-year of enrollment versus those in their second-year of enrollment.

Using the theory's behavioral intervention implementation strategy, the research provided implications for practice that support Latino male student recruitment, retention, and completion measures for community colleges. Additionally, the research provides implications for future research that supports more studies on Latino male community college degree attainment, and for preparing more Latino men for the workforce needs of Arizona.

DEDICATION

This dissertation is dedicated to the memory of my mother, Shirley L. Ganther. She was and is the wind beneath my wings and the passion that drives my purpose. I lost her to cancer before I had the opportunity to honor her with the fruits of her labor. But I made a promise to her that I would strive to be my best, even though she would no longer be there to see me through. While she was not able to see me get my law degree, and now my Ph.D., I know that she has been with me in spirit. Mom, I hope you are proud of me.

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Chapter One – Introduction

We Must Begin Somewhere

The 2010 U.S. Census reported that more than 16% of the national population was Latinx, growing by 43% within a 10-year period (Behr, Marston, & Nelson, 2014). In 2006, Latinxs accounted for nearly 20% of all public school students in the U.S. (Behr et al., 2014). It is predicted that by 2050, Latinxs will account for 39% of the elementary and secondary school populations, making them the largest student group in the educational system (Behr et al., 2014). In Arizona, Latinxs constitute nearly one-third of the population and represent 47% of the school age population (Hart & Hager, 2012). Though Latinxs represent a significant portion of the population in the U.S. and Arizona, they lag behind their peers in high school completion and degree attainment (Behr et al., 2014; Santiago, Gladeano, & Taylor, 2015; Hart & Hager, 2012). As of 2010, 21% of the U.S. Latinx population and just 10% of the Latinx population in Arizona had earned an associate degree or higher (Santiago & Soliz, 2012; Hart & Hager, 2012).

Latinx Journey Towards College Completion

Even though there is a significant increase and representation of Latinxs in the elementary and secondary school systems in Arizona, Latinx students are struggling to stay in school, to graduate from high school, and to qualify for admission to state universities. These struggles are decreasing the number of Latinx students who transition from high school into higher education (Arizona Minority Education Policy Analysis Center [AMEPAC], 2016). Latinx students represent half of all Arizona dropouts from the K-12 pipeline (Milem, Salazar, & Bryan, 2016). Of those remaining, 69% are graduating from high school within the normal four-year high school time frame (Milem

et al., 2016). The challenge, though, is that their test scores and college admission eligibility are glaringly low. For example, when the state used the Arizona's Instrument to Measure Standards (AIMS) test as a requirement for high school graduation, 46% of Latinx students were not passing the math component. This meant that these students would either have to enroll in remedial high school courses in order to prepare for a retake or forgo graduating from high school. If they remediated, they would miss out on taking the required courses for eligibility into the public state universities (AMEPAC, 2016).

Two major standardized college admissions tests, the ACT and SAT, are used by universities to determine whether a high school student is academically ready for college and whether they would be successful throughout their collegiate journey. These admissions tests determine whether or not a student will be accepted into a college or university. For many, it is the ultimate gatekeeper to attending the college of their choice and to securing merit scholarships. The ACT is widely taken by Arizona students to satisfy the admissions requirements for the universities. What is challenging for Arizona is that eight out of ten students who take the test do not reach the benchmark scores that show the student is college ready. For White students, this equates to 35 out of 100 students having ACT scores above the benchmark (ACT, 2016). However, for Latinx students, the gap widens to only 10 out of 100 having ACT scores above the benchmark (ACT, 2016).

In 2015, Arizona colleges and universities enrolled 545,435 students, of which 35% were enrolled at a community college (Arizona Board of Regents [ABOR], 2016). Looking at Arizona community college enrollments over a 10-year period, from 1994 to

2015, White student enrollment has decreased by 25% while African American, American Indian, and Asian student enrollment has remained relatively the same (U.S. Department of Education, National Center for Education Statistics [NCES], 2017). Conversely, the enrollment of Latinx students has increased by more than 11% at both the public community college and university level (NCES, 2017).

In 2015, a total of 35,935 degrees were awarded in Arizona colleges and universities, of which both the community college and public universities awarded 47% equally (NCES, 2017). Of those awarded degrees, 30% of the associate degrees and 20% of bachelor's degrees were awarded to Latinxs (NCES, 2017). Latinx degree attainment is the second highest in the state behind White student attainment (NCES, 2017). However, Latinx students are second to last in the six-year graduation rate for earning a four-year degree (ABOR, 2016).

The Maricopa County Community College District

The Maricopa County Community College District (MCCCD) provides academic, career, and workforce training for Maricopa County, serving more than 220,000 students each year at its ten colleges. With historical roots in the erection of Phoenix College in 1920, the District was officially established in 1962. In 1965, MCCCD expanded to establish Glendale and Mesa Community Colleges, followed by the opening of Scottsdale and GateWay Community Colleges. Over the next 20 years of population growth, MCCCD would open Rio Salado, South Mountain, Paradise Valley, Chandler-Gilbert, and finally Estrella Mountain Community Colleges.

In Fall 2018, MCCCD enrolled 113,167 students, with 37% representing the Latinx population. Due to a higher percentage of Latinx enrollments, five MCCCD

colleges have been designated as Hispanic-Serving Institutions (HSI) by the Hispanic Association of Colleges and Universities. Due to this designation, Mesa, Glendale, Phoenix, Estrella Mountain, and GateWay receive Title V grant allocations from the U.S. Department of Education to support Latinx student success initiatives.

Studying Latino Male College Going

Latino male students are "effectively vanishing from the American higher education pipeline" (Saenz & Ponjuan, 2008, p. 54). Latino male students have opted to drop out of high school, go to work, or are imprisoned instead of enrolling in college (Sólorzano, Villalpando, & Oseguera, 2005; Saenz & Ponjuan, 2008). For Latino male students who pursue higher education, they are overwhelmingly represented at the community college as opposed to universities (Arbona & Nora, 2007). Even at the community college level, Latino male students are not persisting and graduating in pace with their Latina counterparts or any other peer group (Saenz & Ponjuan, 2008). Since there is a concentration of Latino male students in the community college systems who are not graduating, there is a need to conduct more research to identify barriers for these students in order to improve completion rates.

Historically, the research landscape as it pertains to Latino males in higher education has been primarily focused on access (Sólorzano et al., 2005; Saenz & Ponjuan, 2008), persistence (Saenz & Ponjuan, 2008), and retention (Nunez, Hoover, Picket, Stuart-Carruthers, & Vazquez, 2013; Beccera, 2010) at the university level, or centered on identity (Ojeda, Navarro, & Morales, 2011), critical race theory (Sólorzano et al., 2005), and language behaviors (Becerra, 2010; Ortiz, 2004). Little to no research has been done to identify the factors, characteristics, or internal will that propels a Latino

male community college student to complete their degree. Viewing this issue through the lens of human behavior and motivations may provide another viable avenue to assist more Latino male students to enroll in and complete college.

While still recognizing and honoring the previous work on Latinx student success, the purpose of this dissertation is to shift the conversation from higher education theories to one found in the social and behavioral sciences. The Theory of Planned Behavior (TPB) was selected due to the theory's usefulness in assessing intentions. TPB is a derivative of the Theory of Reasoned Action (TRA), which was developed to identify the relationship between behaviors, attitudes, and intention (Glanz, Rimer, & Viswanath, 2015). In 1985, Icek Ajzen expanded TRA to include perceived control of a behavior, as the third determinant factor in behavior and intentions (Madden, Ellen, & Ajzen, 1992). Ajzen added the third factor as a means to improve the predictive power of a person's behavior, giving space to determine the level of self-efficacy needed to move an intention to action. Within the newer version of his theory, the TPB model now outlines three factors that predict a person's intention to perform a behavior: (1) attitudes, (2) perceived norms, and (3) perceptions of behavioral control (Sheeran, Conner & Norman, 2001).

Purpose and Question

Community colleges are a viable path to help more students attain a degree and/or certificate. I believe this to be true and critical for Latinx students. In the *Arizona Minority Student Progress Report*, more than 60% of Latinx college students are attending community college (AMEPAC, 2013). While Latinx student enrollment in Arizona's community colleges is significant, there has only been a 7% increase in

associate degree completion by Latinx students between 2005 and 2015 (AMEPAC, 2018).

The purpose of this study is to understand the attitudes, social norms, and behavioral controls that contribute to the intent of Latino male community college students to graduate from college. For this study, the intent to graduate will be generally defined as a student's intent to complete the academic requirements for an associate degree or the general education core that allows them to successfully transfer to a four-year degree program at a university.

In order to ascertain the Latino male student intention to graduate, I will explore the following research questions in the context of enrollees at three of the colleges in the MCCCD system:

1. What behavioral belief is the most significant factor impacting Latino male students' intention to graduate?
2. Is there a difference in the behavioral beliefs that influence the intention to graduate between current Latino male students and those Latino male students who dropped out of college?
3. Is there a difference between first-and second-year Latino male students in the behavioral beliefs that influence their intention to graduate?
4. Are there any demographic or situational factors that impact attitudes, perceived norms, PBC, or intention of Latino male students?

Why There is No Time to Wait – Heeding the Clarion Call

According to the report *Dropped? Latino Education and Arizona Economic Future*, Latinx are the fastest growing racial minority in Arizona (Hart & Hager, 2012).

Comprising nearly one-third of the state population as well as more than 45% of its youth population, the barriers to degree attainment among Latinx is growing. These barriers include having the second highest dropout rates and the lowest graduation rates of the high school population (AMEPAC, 2018). This widening of the achievement gap poses a threat to the economic vitality of the State of Arizona.

By 2018, 61% of all jobs in Arizona will require additional training/education beyond the high school diploma. With only 35% of Arizona's population holding a post-secondary degree, there is a high demand and need for more Arizonans to complete degrees or certificates in the coming years. While Latinx students compromise the largest minority population in the state and one-third of the college-going population, they are not successfully attaining post-secondary degrees. As of 2010, close to 90% of Latinx Arizonans who were older than 25 years of age did not possess any type of higher education degree.

While Latino degree attainment has increased from 13% to 26% over the past 20 years, this increase was due primarily to higher rates of high school and post-secondary degree completion of Latina students (Saenz & Ponjuan, 2008). In 2012, Latino male students had the lowest high school graduation rates across all ethnic groups in the United States (Saenz, Ponjuan, Segovia, & Del, 2015). Of those Latino males that continue on to post-secondary education, the majority (71%) will enroll at the community college level (Urias & Wood, 2015). However, the road to academic success at community college is dim. Despite the high enrollment rates of this population at the community college, 13% will leave after their first year, 35.2% after their second, and 56.7% after six years (Urias & Wood, 2015).

Community colleges have both a challenge and an opportunity as it relates to the educational attainment of Latino male students. Despite the volumes of research completed on Latino male students, very little of it has impacted their success rates. There is an opportunity for community colleges to turn the tide on Latino male attrition by employing interventions and prescribed measures that increase their efficacy and resilience. This opportunity cannot be seized solely on current educational literature; there must be an infusion of social and behavioral theories from other disciplines that support looking at behavioral patterns and characteristics of resilient male students as well as efficacy deficiencies of those students who are not resilient. These behaviors should be examined through a cultural or ethnic lens to allow for the identification of those factors particular to the Latinx community that may be an opportunity or a barrier to a male college student's successful completion of their degree.

This research will begin this journey towards realizing the above opportunity by evaluating the phenomenon of low Latino male post-secondary degree attainment from a social psychology perspective as opposed to using a higher education theoretical framework. The ultimate goal is to spark a conversation concerning successful behaviors and the necessary interventions needed to support a Latino male student in developing those behaviors.

Limitations and Delimitations

The empirical portions of this study took place from September 2019 until November 2019 in metro Phoenix, Arizona. All study participants were either currently or previously enrolled at Glendale Community College, Mesa Community College, or Phoenix College, each of which is located within MCCCD. Only traditional aged male

students ages 18-24 were sought to participate. Traditional aged students do not represent most of the student population at the community college, yet their subsequent enrollment after high school is important to secondary education, government entities, and local educational causes. The study identifies the perceptions of a group of Latino male students at one juncture in their life and within one point in time.

This study relies on the perceptions, ideas, and beliefs of Latino male students attending three community colleges in one urban community college system. Because of this, the study cannot be generalized to all community college systems nationally. Further, the study relies on a student's recollection of their experience over the course of their attendance at the community college, which may include lapses in their ability to recollect certain memories that align to the constructs being measured.

Chapter Two – Literature Review

Something Must Be Done, But What?

In order to bring attention to the plight of men of color across the United States, the College Board produced a report titled *The Educational Experience of Young Men of Color*. The report identified six paths that men of color may take out of high school: (1) enrollment in higher education, (2) enlistment, (3) employment, (2) unemployment, (5) incarceration, or (6) death. The report asserted that "pathway data show that more than 51% of Hispanic males, 45% of African American males, 42% of Native American males and 33% of Asian American males ages 15 to 24 will end up unemployed, incarcerated or dead. It has become an epidemic…" (Lee & Ransom, 2011, p. 50). As men of color are outpacing females in unemployment, incarceration, and death, they are desperately lagging their female counterparts in enrolling in post-secondary education (Lee & Ransom, 2011). The report concluded that there is an educational crisis for young men of color (Lee & Ransom, 2011). Unfortunately, Arizona is not immune from this national trend.

According to the 2013 *Arizona Minority Student Progress Report*, the lack of educational attainment and poverty rates are impacting Arizona, with American Indians having the highest poverty rate of 33.8%, followed by Latinx at 24%, and then African Americans at 22% (AMEPAC, 2013). Further, the report showed that 63.3% of Latinx, 60% of American Indians, and 36.7% of African Americans have not achieved greater than a high school diploma (or equivalent). These rates are staggering when compared to a poverty rate of 9.2% and near a 30% high school diploma (or equivalent) attainment for their White peers. To bring clarity and focus to these alarming statistics, the Morrison

Institute's *Dropped? Latino Education and Arizona's Economic Future* states "low educational achievement is usually linked to low earning power. Less income means less purchasing power, which drags down overall economic growth and, consequently, tax revenues. Lower tax revenues mean additional strains on state budgets and services" (Hart & Hagger, 2012, p. 8).

It is clear that the educational experiences of Latino males are negatively impacting the poverty rates of Arizona's Latinx population. From these reports and countless others, the inability of Latino males to move up the socioeconomic scale is due in part to their inability to obtain degrees and certifications necessary for the workforce of today. Given calls for attention to this issue (Hart & Hager, 2012; Saenz & Ponjuan, 2008; Urias & Wood, 2015), the conversation can no longer be solely grounded in statistical analysis of economic implications or degree completion. The investigative lens must be shifted to look at additional measures that can explain how, why, and to what degree a Latino male can succeed at completing an academic credential that will ultimately prepare him for the current workforce demands (Mora, 2015; Saenz, Ponjuan, & Figueroa, 2016).

In order to provide context for this study, the organization of this literature review will be divided into three sections. The first section will provide a brief overview of Latino males in higher education, identify foundational models that have supported the exploration of persistence and retention efforts in higher education, as well as highlight those theories and frameworks that are essential to specifically supporting Latino male persistence and retention. The next section will look at issues and strategies that have been shown to impact Latino male persistence towards degree attainment. The chapter

will conclude with an introduction of the Theory of Planned Behavior as an alternative to theoretical frameworks typically pervasive in the educational literature that can be used to assess those intrinsic and motivational factors that are essential to college persistence and degree attainment by Latino males in community colleges.

Latino Males in Higher Education

Prior to 1960, Latinx enrollment in higher education was relatively low in comparison to White and African American enrollments in the United States. School segregation, migrant worker status, and placement of Latinx students in special education stymied the ability for more Latinos to access and succeed in college (Murillo, 2010). However, Latinx representation in higher education increased with the Higher Education Act of 1965 and the expansion of the G.I. Bill to military personnel and their families in the 1960s (MacDonald, 2004). While these benefits were concentrated in White communities, the introduction of these educational benefits became the impetus for Latinx social movements in the 1970s to push for more representation of Latinx within the educational systems (MacDonald, Botti & Clark, 2007). These social movements centered on creating Chicano studies departments, hiring minority faculty, and developing Latinx student centers, thereby ensuring that Latinx students' concerns were being addressed within the academy (MacDonald et al., 2007). As a result of this work, in combination with population increase, more Latinx have been entering higher education and have become the largest minority college-going population (Brown, Santiago, Lopez, 2003).

Even though Latinx have increased in their enrollment in post-secondary institutions, the persistence and completion rates of Latino males has not kept pace with

their Latina counterparts or other male racial groups (Huerta & Fishman, 2014). While Latino degree attainment has increased from 13% to 26% over the past 20 years this increase was due primarily to higher rates of high school and degree completion of Latina students (Saenz & Ponjuan, 2008). Prior to 1990, Latino males and Latina females showed no difference in degree completion; comparatively, by 2010, there was an increase of degree attainment by Latinas over Latinos by 12% (Saenz & Ponjuan, 2011). Similarly, by 2014, Latino males (20%) were completing college degrees at a lower rate than their Asian (62%), White (45%), and African American (30%) male counterparts (Santiago & Galdeano, 2014). These statistics are particularly concerning due to the overall representation of Latino males in the United States population.

By 2021, Latinx students will represent one out of every four K-12 students, representing a significant portion of prospective college-going students (Gándara, 2010). In the current college-going age range (18-24 years old), Latinx represent more than 21% of this population, following behind Whites (56%), and ahead of African American (15%), Asians (7%), and American Indians (0.5%) (Musu-Gillette et al., 2016). Though Latinx are the majority-minority in the K-12 systems, Latino male students have the lowest high school graduation rates across all ethnic groups in the United States (Saenz et al., 2015). In similar fashion, more than half of Latinos who are aged 18-24 are males; however, their enrollment in higher education is not equally reflected (Musu-Gillette et al., 2016).

In 2012, Latinx were the second highest group enrolled in community colleges, holding the place at 20% of the total enrolled student body. White students represented 54%, African Americans 15%, and Asians 6% of all enrollments. Latinx students in the

United States were disproportionately enrolled in two-year institutions in contrast with the White student population. As a result of Latinx being more likely to enroll in community colleges than all other groups, the majority of Latinx students earned associate degrees only. The research states that 23 of the topmost institutions where Latinx earned associate degrees are community colleges. Over the last ten years, more Latinx earned an associate degree as their highest degree earned, compared to a bachelor's degree earned by White students. From 2004-2013, Latinx' numbers increased to 78% of college students who earned an associate degree as their highest degree. In 2013, of the total Latinx adult population, only 7% earned an associate degree as their highest degree (Santiago et al., 2015).

The challenge to entering higher education notwithstanding, Latinx proportionately select community colleges and open access universities as their college of choice (Nora & Crisp, 2009). This is due in part to their lack of knowledge about higher education, misguidance on admissions and financial aid requirements, and other competing interests (Immerwahr, 2003). Of those attending college, the majority are enrolling part-time, have gaps in their attendance pattern, take longer to graduate, and drop out earlier than their counterparts (Nora & Crisp, 2009). This specifically rings true for Latino males who continue to post-secondary education, with a significantly high number (71%) enrolling at the community college level (Urias & Wood, 2015). Despite their high enrollment rates at the community college, 13% will leave after their first year, 35.2% after their second, and 56.7% after six years (Urias & Wood, 2015).

The Maricopa County Community College District (MCCCD), serving the metro Phoenix, Arizona community, has been a community college system that Latinx students

have disproportionately selected as their college of choice. A five-year average from Fall 2014 through Fall 2018 of new-to-college student cohorts revealed that 40% of the student population identifies as Hispanic/Latinx. Of those, 80% are college-going age (18-24 years old). For Latino males, they represent 48% of the total Latinx population and are primarily college-going age (80%). More than 70% of Latino males are first-generation college students; the highest of all underserved male student populations (Maricopa County Community College District [MCCCD], 2019).

Why Latino Males, Why Now

According to the 2018 *Arizona Minority Student Progress Report*, the lack of educational attainment and poverty rates are impacting Arizona with American Indians having the highest poverty rate of 38%, followed by Latinx at 28%, and African Americans at 28% (AMEPAC, 2018). In terms of educational attainment, the report showed that 63% of Latinx, 58% of American Indians, and 35% of African Americans have not achieved greater than a high school diploma (or equivalent). These rates are staggering when compared to those for Whites – who have a poverty rate of 9% and less than 30% of their population that has only achieved a high school diploma (or equivalent). To bring clarity and focus to these statistics, the Morrison Institute's *Dropped? Latino Education and Arizona's Economic Future* states "low educational achievement is usually linked to low earning power. Less income means less purchasing power, which drags down overall economic growth and, consequently, tax revenues. Lower tax revenues mean additional strains on state budgets and services." (Hart & Hagger, 2012, p. 8).

Researchers have looked at the issue of access and completion to identify reasons why the representation and completion rates of Latinx are not on par with those of the general U.S. population. Toward this end, researchers have found the Latinx students enter the collegiate environment with numerous external factors impacting their ability to be successful. These students lack the social capital necessary to build relationships that assist them in navigating the collegiate environment (Nunez et al., 2013; Beccera, 2010). These students have higher levels of poverty and are two times more likely than their White peers to have children, be single parents, and be caring for elderly parents (Nunez et al., 2013). Additionally, they come with language barriers and perceived discrimination (Becerra, 2010; Ortiz, 2004). These experiences are compacted by racism and discrimination experienced through macroaggressions on college campuses (Ortiz, 2004). Knowing that these real and perceived barriers exist for Latinx students, it should have produced significant research on retention and persistence for this growing student population. Yet, the academic record suggests it has not. Saenz et al. (2015) explain:

> The lack of critical awareness about the challenges of changing student demographics, especially for Latino males, underscores the urgency of this issue. Ultimately, a lack of proactive efforts to address the unique needs of Latino males in the educational system has untold implications for the future economic and social prosperity of the country and the well-being of the nation's fastest growing population segment, the Latina/o community. (p. 75)

In addition to the economic and social implications, there is a "glaring gap" in the research on men of color in community colleges as it relates to Latino males (Harris & Wood, 2013, p. 181). While there may be some shared experiences between the various groups of men of color, there are cultural and linguistic implications that require disaggregation and specific focus on Latinos (Harris & Wood, 2013).

Persistence and Retention Models

Persistence, retention, and attrition frameworks and models have proliferated both the K-12 and higher education landscapes for years. In higher education, most of these models have tested and developed strategies that support White male student enrollment and persistence in college without any regard for the diverse populations of minority students (Rendon, 2000; Tierney, 1999). The most notable retention related theoretical frameworks have been created by Vince Tinto (1975), Alexander Astin (1984), and John Bean (1980, 1983). These theories are significant to the development of all future theories, models of persistence, and research on supporting college completion.

In 1975, Tinto introduced the *Theory of Student Departure*, the most widely used and applied theory in higher education (Milem & Berger, 1997). Tinto's theoretical framework (1975) asserted that a student's individual characteristics, such as their family background and precollege school/personal experiences, directly influence their decision to drop out of college. Further, Tinto provided that a student will decide to maintain their enrollment in college based on their commitment to that college, their commitment to their own academic goals, and whether the student integrates into the college's academic and social systems (Braxton & Hirschy, 2005). Tinto explained that a student's initial commitment level to their college and their academic goal will influence their subsequent commitments, thereby increasing the likelihood that the student will persist through college (Braxton & Hirschy, 2005). In 1993, Tinto expanded his framework to include how behavior and perception of a student intersects with their integration into the social and academic environments of college (Milem & Berger, 1997). This integration is defined as the extent to which the student embraces the norms and values of the faculty

and peers and abides by those structural requirements in order to maintain membership in those environments (Pascarella & Terenzini, 1991).

Another influential student retention theory was introduced by Astin as the *Theory of Involvement*. Astin (1984) had five "postulates" within his framework, which were: (1) Involvement is the investment of physical and psychological energy to general, up to high, specific collegiate experiences; (2) This involvement occurs along a continuum, and each student's involvement will be different than another's; (3) Involvement can be measured qualitatively (comprehension) and quantitatively (how many hours spent studying); (4) This quality and quantity is proportional to a student's learning and personal development is tied to their educational program, and; (5) Educational policies and practices are tied to the ability of that policy or practice to improve student development. These postulates center the focus of a student's success (persistence to graduation) as being predicated on whether a student actively engages in the opportunities provided by their college or university.

Following in the same vein as Tinto's (1975) understanding of student departure, Bean (1980, 1983) introduced theories related to *student attrition*. Based on work adapted from models on employee turnover, Bean (1980, 1983) asserted that certain variables influence satisfaction, which in turn will influence a student's intent to leave college (Braxton & Hirschy, 2005). These variables include academic performance (grades), practical values, development (pay or rewards), courses, and membership in campus organizations (Braxton & Hirschy, 2005). In 1985, Bean joined his colleague, Barbara Metzner, to expand his student attrition theory to explain that non-traditional students may depart from college due to environmental variables such as finances, work

schedules, outside support, family, and opportunities to transfer (Bean & Metzner, 1985). Their assertions were differentiated from those of college retention theories that were focused on a traditional student's experience. The reliance on what occurs for traditional students and their socialization on a campus does not consider the reality that a non-traditional student's external environment is more important than their social interactions on campus (Bean & Metzner, 1985).

Persistence and Retention Models that Support Latino Male Degree Attainment

Scholars and practitioners within higher education have focused a significant amount of time addressing student retention and attrition from a perspective that does not reflect the experiences of students of color (Rendon, 1994). While theorists such as Tinto, Astin, and Bean have provided sound theoretical frameworks that have been cited and duplicated over the last 25 years, these traditional models have not considered the "needs and strengths" of the new student majority (students of color), particularly in the community college pipeline (Rendon, 1994, p. 18).

Validation. In lieu of traditional views of student retention, Rendon (1994, 2000) introduced the concept of validation to explain how students of color, particularly Latinx students, can persist in college. Rendon (1994) stated that "validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that fosters academic and interpersonal development" (p.44). Rendon (1994) further explained that this validation helps students to "trust their innate capacity to learn and to acquire confidence in being a college student" (p.40). Rendon's perspective has been critical in moving persistence, retention, and academic success from being the sole responsibility of the student to that of the institution. This shift in understanding responsibility does not

imply that college authorities (administrators, faculty, and support staff) must enable their students in order for them to succeed, but rather to ensure the student is empowered to succeed through purposeful engagement. This is the essence of Rendon's (1994) call for validation. Toward this end, the theorist conceptualized six essential elements for fostering validation in the collegiate environment:

> Validation is an enabling, confirming and supportive process initiated by in- and out-of-class agents that foster academic and interpersonal development.
>
> 1. When validation is present, students feel capable of learning; they experience a feeling of self-worth and feel that they, and everything that they bring to the college experience, are accepted and recognized as valuable. Lacking validation, students feel crippled, silenced, subordinate, and/or mistrusted.
> 2. Like involvement, validation is a prerequisite to student development.
> 3 Validation can occur both in- and out-of-class. In-class validating agents include faculty, classmates, lab instructors, and teaching assistants. Out-of-class validating agents can be:
>
> a) significant others, such as a spouse, boyfriend, or girlfriend;
> b) family members, such as parents, siblings, relatives, and children;
> c) friends, such as classmates and friends attending and not attending college; and,
> d) college staff, including faculty who meet with students out-of-class, counselors/advisors, coaches, tutors, teaching assistants, and resident advisors.
>
> 4. Validation suggests a developmental process. It is not an end in itself. The more students get validated, the richer the academic and interpersonal experience.
> 5. Validation is most effective when offered early on in the student's college experience, during the first year of college and during the first weeks of class. (Rendon, 1994, pp. 44-45)

Community cultural wealth. Yosso (2005) introduced the Community Wealth Model as a means for communities of color to identify their strengths and abilities to survive and overcome oppressive situations. Following the spirit of Bourdieu's (1986) cultural capital theory and Oliver and Shapiro's (1995) model of community cultural wealth, Yosso (2005) further developed their tenets into a critical race theory that reverses the research lens from a deficit model towards one that "focuses on and learns

from the array of cultural knowledge, skills, abilities, and contacts possessed by socially marginalized groups" (p. 69). In the educational environment, Yosso's (2005) model posits that deficit-oriented frameworks place underrepresented students at a disadvantage due to beliefs or generalizations that they lack capital that is traditionally valued in higher education (Wells, 2008).

Yosso (2005) conceptualized six distinct cultural capitals as operational: aspirational, linguistic, familial, social, navigational, and resistant. Aspirational capital is linked to resilience as it is "the ability to maintain hopes, aspirations, and visions of success despite social and structural barriers (Jayakumar, Vue, & Allen, 2013, p. 557). Linguistic capital is "intellectual and social skills attained through communication experiences in more than one language and/or style" which includes oral storytelling traditions, visual art, music, and poetry (Yosso, 2005, p. 78). Familial capital is cultural knowledge nurtured through community history, family and kinship, cultural intuition, and communal bonds (Yosso, 2005). Social capital is comprised of the networks and contacts that are instrumental and emotional supports needed to navigate their college experience. An example of social capital is when a student uses a community connection to secure a scholarship, while another connection provides reassurance to that student while on their educational journey (Yosso, 2005, p. 79). Navigational capital is the ability for a student to "maneuver through institutions not created with Communities of Color in mind" (Yosso, 2005, p. 80). Resistant capital is the skill set to resist thinking or acting subordinate to something; to challenge the status quo or oppressive structures (Yosso, 2005).

Building on Yosso's (2005) model, Rendon, Nora, and Kangala (2014) asserted that Latinx students in particular enter higher education with Yosso's six forms of cultural capital as well as 'Ganas'/Perseverance, Ethnic Consciousness, Spirituality, and Pluriversal. Collectively, these forms of capital are assets to Latinx students in order to "transcend their socioeconomic circumstances and to excel in education" (p. 7). Specifically, Rendon et al. (2014) asserted that current student success frameworks are incomplete when it comes to supporting Latinx students because they do not consider these nine forms of cultural wealth that these students bring with them to college. Latinx student success can be defined and driven by their commitment to family and community, their ability to benefit from their bilingualism, their ability to move between their personal and college worlds, their commitment to their Latinx peers and to those who will come behind them, as well as their ability to manage microaggressions (Rendon et al., 2014).

Research has suggested that Community Cultural Wealth (CCW) theory has provided the basis to understand how Latino male college students' academic determination can be nurtured and sustained (Pérez, 2017; Saenz et al., 2016; Kouyoumdjian et al., 2017). Students who employ these new-found strategies help themselves succeed in their collegiate surroundings (Rendon et al., 2014). These strategies are developed over time and emerge as a result of interacting with any new circumstances. While previous researchers have placed structural and cultural limitations as educational disparities for minorities in higher education, Strayhorn (2010) provided that background traits and sociocultural capital has a positive effect on academic achievement levels of Latino males in college.

Self- efficacy. Bandura (1977, 1994, 1997) introduced the concept of self-efficacy as a means to assess and evaluate an individual's innate ability to manifest a behavior or course of action. Bandura (1994) asserted that "self-efficacy beliefs determine how people feel, think, motivate themselves and behave" (p. 71). Self-efficacy not only affects behaviors directly, but also impacts a person's goals, aspirations, expected outcomes, perceived impediments, and their opportunities within their environments (Bandura, 2006). Those with higher efficacy will persist through difficult situations and overcome challenges versus those with lower efficacy (Bandura, 1997). A student's higher levels of academic achievement are directly tied to their higher levels of self-efficacy (Close & Solberg, 2008). Because students with higher self-efficacy perceive failure as a challenge versus a threat, they have better academic outcomes (Torres & Solberg, 2001). Additionally, stronger self-efficacy correlates to increased participation in college related activities and interaction with faculty (Torres & Solberg, 2001). In all, higher self-efficacy creates positive academic outcomes that in turn improves an individual's confidence and connectedness to their academic environment (Torres & Solberg, 2001).

Mattering, belonging, and transitions. In 1981, Rosenberg and McCollough introduced the theoretical framework of Mattering. The framework posits four factors that are essential to helping students feel a sense of belonging at their institutions: attention, importance, ego extension, and dependence. Schlossberg (1989) popularized and added to this theoretical framework with her study of non-traditional students returning to college. She defined mattering as "our belief, whether right or wrong, that we matter to someone else and that such a belief acts as a student motivator" (p. 9). Schlossberg (1989) added further dimensionality to Rosenberg and McCollough's four-

factor proposition by focusing on student appreciation and celebrating milestones. In her research, Schlossberg (1989) found that non-traditional students consistently "expressed the importance of feeling that their efforts were appreciated" (p. 4). Schlossberg (1989) also found that celebrating a student's academic milestones along their collegiate journey would reinforce the student's belief that they mattered to the institution they were attending. Schlossberg (1989) contended that non-traditional students often feel marginalized and believe that they do not matter to their college. In response to this, Schlossberg (1989) asserted that students who have a perception of mattering to their college will persist and be more successful at their institution.

Schlossberg (1981) also introduced a concept to explain the factors related to the degree of impact that a transition has on an individual during a particular time. These factors are centered on transitions that result in a change in routine, role, assumption or relationship and examine whether the transition is anticipated, unanticipated, or a non-event occurrence (Schlossberg, 1981). Since individuals respond and adapt to change differently, it is important to look at a person's perception of the transition over the actual transition or change. This perception determines how they adapt to the transition in view of their available resources. Schlossberg (1981) provided that understanding human adaption to transitions provides the basis for the appropriate interventions that support the individual through their transitory periods.

Other Issues Impacting Latino Male Degree Attainment

A significant issue impacting Latino male goal attainment is their experience in the K-12 school system and their inability to transition successfully into the collegiate environment. For Latinx at the lower end of the socio-economic scale, the educational

experience may begin and end in a school system that is disproportionately overcrowded and under-resourced (Zarate & Burciaga, 2010). The lack of resources and quality educational experiences directly impacts the prioritization of attention towards students with the potential for success (Kimura-Walsh, Yamamura, Griffin, & Allen, 2009). Often, Latino male students do not receive the direction and guidance needed to understand the value of their educational path and are not considered for preparatory programs that supported college-going behavior (Zarate & Burciaga, 2010). This lack of academic preparation puts more Latino males into remedial courses in college, where their chances of persistence and completion lags behind all of their counterparts (Wood et al., 2015).

In transitioning from the high school to the college environment, Latino males have continued to indicate that they do not feel welcomed or valued by their institutions. Specifically, Latino men feel that they are stereotyped, labelled as lazy, and viewed negatively by faculty, support staff, and peers (Lopez, 2005; Gardenshire-Crooks, Collado, Martin, & Castro, 2010; Ponjuan, Clark, & Sáenz, 2012). These sentiments were addressed and confirmed by Rendon and Valdez (1993), who found that non-Latinx faculty viewed Latinx student work ethic through the inaccurate generalizations of them being lazy and disinterested in their pursuit of an education.

Zell (2010) examined the psychological and personal experiences of Latinx community college students and the impact of these experiences on their persistence toward achieving their educational goals. This researcher attempted to comprehend how their college goals and academic goals can be in parallel. Interviews with 17 community college students found that these students had challenges with overcoming personal and

social challenges as well as adjusting to college. Specifically, Zell (2010) found that the Latinx students in her study came to community college with a feeling of hopelessness and a sense of marginalization. While the students strongly expressed a sense of purpose as to why they wanted to attend college and get a degree, Zell (2010) recommended that colleges identify ways to incorporate these motivations into meaningful experiences and relationships that reinforce persevering behaviors.

There also has been research that has examined the financial challenges that cause significant barriers to post-secondary educational attainment. Regardless of gender or racial category, the conclusion has been consistent: students facing financial issues is a persistent problem in higher education (Goldrick-Rab, Harris, & Trostel, 2009; John, 2002). For example, Abrica and Martinez (2016) explored academic persistence of Latino males at a community college related to financial challenges. Participants were asked to categorize financial challenges into three segments: (a) immediate financial challenges; (b) structural or legal challenges; or (c) financial challenges stemming from financial interdependence. The Abrica and Martinez (2016) study demonstrated that Latino male students may struggle to find information about paying for college and may forfeit their college goals when faced with financial woes. These experiences are a direct reflection of the sociohistorical and socioeconomic influences that continue to negatively impact minorities who are in pursuit of a college degree (Abrica & Martinez, 2016).

Student success for men of color in community colleges has been examined extensively, although not from a ‘gendered’ perspective. Harris and Wood (2013) concluded that gender identities affect the positive or negative outcomes of men of color in community colleges. For example, studies have found that men of color often feel

compelled to prioritize work over school (to care for their families), even though they know it will negatively impact their academic achievement (Harris & Wood, 2013). The failure to recognize that men are 'gendered' beings and the extent to which male gender role socialization dictates their actions proved to be a significant factor in patterns of underachievement among men of color. It was discovered that the relationship between masculine identity and men of color's determination to succeed while attending a community college was noted in detail. Using data from the *Community College Survey of Men*, the results confirmed that "conceptions of masculinity for men of color has differential effects on the extent to which students are intensely focused on academic matters" (Harris, Wood & Newman, 2015, p. 61). Specifically, the less socialized a male was to believing that the college environment is more suited for females, or that asking for help is a sign of weakness, the more likely the male student would focus on their academic pursuit (Harris et al., 2015).

Gender identity for Latino males is further impacted by the cultural values associated with their role within the family. The role of Latino males is exacerbated by machismo (hypermasculinity), caballerismo (chivalry) and familismo (dedication and loyalty to family) within their family unit and culture (Ojeda et al., 2011). In a study involving 186 Mexican-American men attending public HSI's in the southwest United States, participants discussed how their families were supportive, but were also barriers to success when they were expected to support or to take responsibility for their family during death or illness of a family member (Ojeda et al., 2011). While attending college may be motivated by a desire to help their family, the lack of support and parental encouragement can hinder a student's success. Further, the student may find it hard to

balance academic demands with their familial obligations due to their expected roles as breadwinner and providers within their family's structure (Schwartz, Donovan, & Guido-DiBrito, 2009).

Success Strategies that Support Latino Male Degree Attainment

In research on Latino males and college preparation programs, Sanchez, Huerta, and Venegas (2012) documented that Latino male students rarely complete the path to degree completion in higher education. The researchers conducted interviews with five Latino males and discussed their experiences being involved in college preparation programs. Evident from these interviews was that college preparation programs are essential to the successful transition of Latino male students into the collegiate environment. On a priori basis, the researchers hypothesized that college preparation programs were valuable for promoting college readiness and academic success for Latino male students. The interviews confirmed this hypothesis. It was determined that such participation "bridged the gap" for these students in obtaining the necessary information and resources to achieve their goals of successfully earning a college degree (Sanchez et al., 2012).

Ojeda et al. (2011) conducted research on the impact of family on the persistence intentions of Mexican-American men in college. The study, with 186 male student participants, examined the mediating role of parental encouragement and the relationship between familismo (loyalty and dedication to family) and college persistence (p. 218). While the participants identified finances, unforeseen events, and personal behavior as barriers to their ability to persist, the support of parents and familismo were two indicators of persistence for these men (Ojeda et al., 2011). Thus, the researchers

recommend that colleges dedicate time to assessing the role of family in a Latino male college student's life and to help them gain and utilize support from their parents and family in order to bolster the educational experience (p. 226).

Contreras (2005) conducted research that examined the diverse characteristics of the Latinx college-going population in light of their differential needs for access to resources. According to Contreras (2005), Latinx continued to fall behind their equals with respect to academic performance on standardized exams. This has been previously assessed to an extent, and while prior studies should not be considered as conclusive, the data has suggested that standardized test scores showed no improvement over the past five years (Contreras, 2005). Contreras (2005) argued that access to more educational literacy resources for Latinx students could increase scores on standardized tests because it would allow them to study the cultural capital needed to succeed. If standardized test scores continue to be one of the primary measures used to distinguish applicants for postsecondary admission, Latinx students are likely to continue the historical pattern of lower achievement scores (Contreras, 2005). While the research examined both Latino male and Latina female students, this research can nonetheless inform this current study on the challenges impacting Latino males.

The best predictor of Latinx student persistence was determined to be student-faculty engagement (Cejda & Hoover, 2011). Cejda and Hoover (2011) explored the strategies that, when implemented by community college faculty, helped Latinx students' retention rates and guided them to academic success. Faculty members who participated in these informal meetings learned about the cultures of underrepresented populations on their respective campuses. This understanding helped them improve their instructional

lessons and facilitate informative settings that empowered Latinx students to succeed. Previous studies have shown that community colleges should have an interest in student engagement and success, establishing the institution's need to develop a culture of caring and support on campus (Cejda & Hoover, 2011). It is important for college administrations to work with faculty to develop a broader culture of student learning and success by implementing a series of informational seminars that help faculty understand the cultures of underrepresented students (Cejda & Hoover, 2011).

A study of first-generation, low-income urban Latino male college students examined the success rates of Latinx in higher education institutions (Huerta & Fishman, 2014). Schlossberg's (1989) theory of mattering and marginality was used to investigate how students find their way through the college atmosphere and build relationships with academic faculty. The study examined student motivations to attend college, the importance of the college environment, the impact of mentorship, and feelings of mattering as a result of relationships with campus faculty. Implications and program recommendations were offered for campus student affairs professionals to be better prepared to support and understand Latino male students. The major conclusion was the need for the cultivation of caring faculty and staff to help students as they transition into higher education (Huerta & Fishman, 2014).

In interviews with male community college students of color, Villarreal and García (2016) sought to learn what improved success in college-level developmental writing courses. The researchers sought to understand three key elements: (1) determination factors that improved academic achievement; (2) help-seeking behaviors directly tied to the writing course; and (3) interventions by faculty that kept the student

retained in the course. The researchers concluded that colleges should first encourage a student's capacity to be self-sufficient and self-directed. Secondly, colleges should assist with a student's sense of connection to the college and to the faculty by presenting a purpose for belonging. Basically, community colleges should craft opportunities for faculty to develop the necessary skill set to foster motivation and self-determination within students who are men of color. Additionally, it was corroborated that by providing mentoring opportunities, in addition to other support services, the chances for Latino males to succeed at the community college level would improve significantly (Villarreal & García, 2016).

Abrica and Martinez (2016) concentrated on how Latino men attending community college navigated financial challenges they faced, particularly the ways in which race, gender, and immigrant status shaped participants' strategies for overcoming financial challenges. Findings indicated that these financial challenges that participants faced were largely consistent with those already identified. However, a series of recent studies proposed that Latino males persisted despite these challenges by relying on an array of complex strategies. Abrica and Martinez (2016) offered recommendations for interventions for men of color that build on a student's motivation and strong desire to be successful, both economically and academically.

Salinas and Hidrowoh (2018) have produced data that shows congruence with other studies (Saenz et al., 2016) that Latino males in the United States enroll in community colleges to obtain a degree based upon the pursuit of professional and personal goals for them and their families. The data demonstrated that when Latino male students enrolled into higher education institutions, they soon became alienated and at

times even rejected by others because of their lack of knowledge and accessibility to resources. Research regarding access to educational resources confirmed that resources are a necessity for successful completion of a degree (Engle & Tinto, 2008; Perna, 2015). In addition, the accessibility of financial aid directly correlates to the success of Latinx students. Salinas and Hidrowoh (2018) found that the manner in which Latino male community college students would engage in or explore financial literacy programs was misguided. To address this, the researchers recommended methods by which community college policymakers could escalate Latino male student success. This included exposure to the concepts of financial literacy so Latino male students could be better equipped to acquire access to resources that would lead to completion of college degrees (Salinas & Hidrowoh, 2018).

Despite decades of research, the issue of Latino male student success continues to be debated within the academy and among policymakers. Based on the low success rates of Latino men entering college, Davila, Berumen, and Baquedano-Lopez (2015) initiated a call-to-action to California state policymakers. The compiled statistics reported that, even with the high numbers of Latino men enrolling in college, Latino male students experienced a disconnect between the achievement of attaining a college degree and their representation within the population. The call-to-action included forming partnerships to find solutions to eliminate the effects of growing up on the lower end of the socioeconomic scale, to furnish students with the necessary skills, and to lessen financial pressures on students and colleges. *A Sustainable Model of Academic Success for Latino Men* was designed and utilized for this research brief. The model focused on five principles: (1) College Know-How, (2) College Readiness, (3) Financial Support, (4)

Social and Emotional Wellbeing, and (5) Curriculum and Activities. This model strives to improve the unfavorable conditions that Latino men endure. The ultimate goal is to create leaders who return to their communities and offer guidance for other Latino men (Davila et al., 2015).

Theory of Planned Behavior: An Alternative Way to Assess Latino Male Degree Attainment

Even with this proliferation of retention theories and models in higher education, and accompanying calls for action, Latino male students are "vanishing" from the educational landscape (Saenz & Ponjuan, 2008, p. 54). Latino male students have opted to drop out of high school, go to work, or are imprisoned instead of enroll in college (Sólorzano et al., 2005; Saenz & Ponjuan, 2008). For Latino male students who make it to college, they are overwhelmingly represented at community college (Arbona & Nora, 2007). The challenge is that even at the community college level, Latino male students are not persisting and graduating in pace with their Latina counterparts or any other peer group (Saenz & Ponjuan, 2008). Since there is a concentration of Latino male students in the community college systems who are not graduating, there is a need to conduct research to identify barriers in order to improve completion rates. I would like to craft research that examines behaviors that impact a student's intent to complete an associate degree. The Theory of Planned Behavior was chosen as the framing devise for this investigation.

The precursor to the TPB is the Theory of Reasoned Action (TRA). TRA was created by Icek Ajzen and Martin Fishbein in 1975. The theory was very popular with those studying consumer behaviors as it became a valid and reliable model to predict

behavioral intentions as well as identify these intentions in order to create strategies around behavioral modifications (Madden et al., 1992). In order to predict behavioral intentions, the theory creates measurements based on two factors: attitudes and subjective norms. The behaviors predicted within Fishbein and Ajzen's model do not include behaviors that are "spontaneous, impulsive, habitual, the result of craving, or simply scripted or mindless" (Hale, Householder, & Greene, 2002, p. 259). Further, the model does not include behaviors that "require special skills, unique opportunities or resources, or the cooperation of others to be performed" (p. 260). However, when an individual has "volitional control" over their own behavior, TRA has been successful in explaining behavior and behavioral intentions (Montano & Kasprzyk, 2015, p. 71)

In 1985, Ajzen expanded TRA to include Perceived Control of a Behavior as the third determinant factor in behavior and intentions (Madden et al., 1992). In total, the TPB outlines three factors that predict a person's intention to perform a behavior, which are: (1) attitudes, (2) norms, and (3) perceptions of behavioral control (Sutter & Paulson, 2016). TPB has become "one of the most frequently cited and influential models for the prediction of human social behavior" (Ajzen, 2011, p. 1113). Nosek et al. (2010) found that Ajzen's TPB has the highest scientific index rating of all social psychology researchers in the U.S. and Canada.

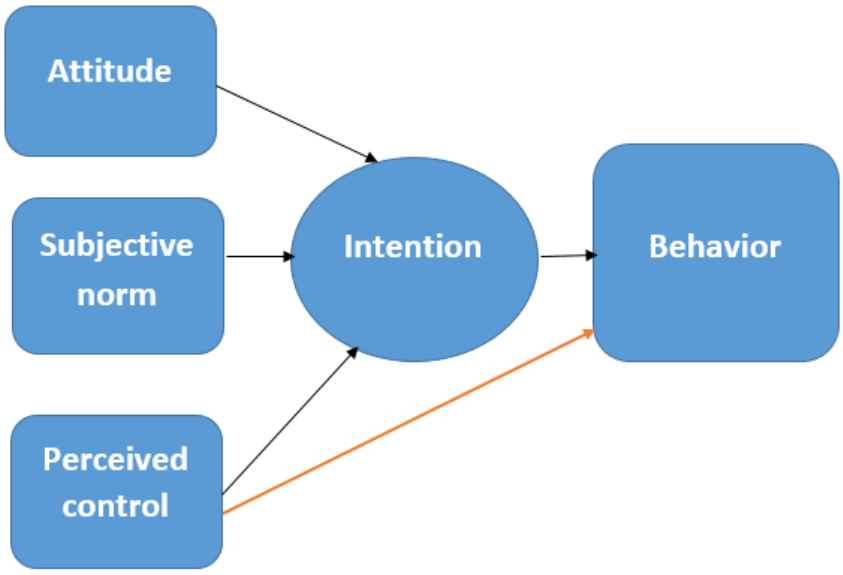


Figure 1. Theory of Planned Behavior diagram.

The first factor, Attitude (figure 1), consists of two subcomponents: Behavioral Beliefs and Attitude Towards the Behavior. Ajzen (2019) explains these subcomponents in the following manner:

> Behavioral beliefs link the behavior of interest to expected outcomes. A behavioral belief is the subjective probability that the behavior will produce a given outcome. Although a person may hold many behavioral beliefs with respect to any behavior, only a relatively small number are readily accessible at a given moment. It is assumed that these accessible beliefs – in combination with the subjective values of the expected outcomes – determine the prevailing attitude toward the behavior. Specifically, the evaluation of each outcome contributes to the attitude in direct proportion to the person's subjective probability that the behavior produces the outcome in question. (Behavioral Beliefs section, para. 1)
>
> Attitude toward a behavior is the degree to which performance of the behavior is positively or negatively valued. According to the expectancy– value model, attitude toward a behavior is determined by the total set of accessible behavioral beliefs linking the behavior to various outcomes and other attributes. (Attitude Toward the Behavior section, para. 1)

A person's attitude toward a behavior aligns with their determination whether the chosen behavior is worthy of doing. It is how a person's behavioral beliefs are viewed as

either favorable or unfavorable in their decision-making process (Ajzen, 2010). It is evident that these attitudes can also be formed to things that have desirable consequences versus those that have undesirable consequences (Fishbein & Ajzen, 2010). An example of this factor would be a student's desire to attend college in order to make more money, with the student's attitude towards college correlating to this positive outcome.

The second factor, Subjective Norms (figure 1), also contains two subcomponents: Normative Beliefs and Subjective Norms. Ajzen (2019) provides the following context:

> Normative beliefs refer to the perceived behavioral expectations of such important referent individuals or groups as the person's spouse, family, friends, and – depending on the population and behavior studied – teacher, doctor, supervisor, and coworkers. It is assumed that these normative beliefs – in combination with the person's motivation to comply with the different referents – determine the prevailing subjective norm. Subjective norm is the perceived social pressure to engage or not to engage in a behavior. (Normative Beliefs section, para. 1)

Subjective norms are concerned with influence the expectations of others has on a person's attitude or behavior. In contrast to attitudes, where a person's own intention forms their behaviors, the subjective norms are the familial and social influence on a person's intention. Essentially, these referents may approve or disapprove of a person carrying out a specific behavior by influencing their belief structure (Ajzen, 1991). When a student's family finds no value in a college degree and pressures the student to enter the workforce in order to make money is an example of this factor at play.

Finally, the third factor, Perceived Behavioral Control (figure 1), consists of two subcomponents: Control Beliefs and Perceived Behavioral Control. Ajzen (2019) explains these subcomponents in the following way:

> Control beliefs have to do with the perceived presence of factors that may facilitate or impede performance of a behavior. It is assumed that these control beliefs – in combination with the perceived power of each control factor – determine the prevailing perceived behavioral control. Perceived behavioral control refers to people's perceptions of their ability to perform a given behavior. (Control Beliefs section, para. 1)

Perceived behavioral control centers on whether a person feels they can perform and whether this ability is under their volitional control. Even if a person has a positive attitude towards the behavior and has the support of others, the behavior will not be acted upon if the person believes they do not have the resources or they do not have actual control over the situation (Levine & Pauls, 1996; Fishbein & Ajzen, 2010). It is important to note that a person's intention to engage in a behavior will not occur until there is an agreement between that person's perception of their control and their actual control over the behaviors (Levine & Pauls, 1996; Fishbein & Ajzen, 2010).

The Theory of Planned Behavior has been used and cited frequently to include research on leisure (Ajzen & Driver, 1992); nutrition topics like food and beverage consumption (Baker, Little & Brownell, 2003; Zagata, 2012; Zoellner, Estabrooks, Davy, Chen, & You, 2012); exercise and physical activity (Faulkner & Biddle, 2001; Hansen et al., 2012; Spink, Wilson, & Bostick, 2012); and healthy behaviors (Kelley & Abraham, 2004; Sheeran et al., 2001). TPB has also been used to investigate sexual behaviors (Carmack & Lewis-Moss, 2009; Mausbach et al., 2009; Simms & Byers, 2013), smoking (Babrow, Black, & Tiffany, 1990; DeVries, Backbier, Kok, & Dijkstra, 1995; Moan, Rise, & Andersen, 2005; Wilkinson & Abraham, 2004), and an individual's consumption of alcohol and/or use of other drugs (Hagger et al., 2012; Park & Lee, 2009; Stecker, McGovern, & Herr, 2012). Through several meta-analyses that reviewed the application

of TPB to these various human behaviors have consistently confirmed that TPB can predict intentions (Armitage & Conner, 2001; Schwenk & Möser, 2009; Overstreet, Cegielski, & Hall, 2013).

TPB has also been used in research related to higher education. Using TPB has been instrumental in determining how a student selects an academic major (Tan & Laswad, 2006), how they obtain an A in a course (Ajzen & Madden, 1986), how they perform on a test (Phillips, Abraham, & Bond, 2003), and whether they engage in academic dishonesty (Alleyne & Phillips, 2011; Imran & Nordin, 2013; Stone, Jawahar, & Kisamore, 2009). TPB has also been used to determine a student's use of technology (Hartshorne & Ajjan, 2009; Moss et al., 2010; Zamani-Miandashti et al., 2013), studying abroad (Goel et al., 2010), and employment after graduation (Caska, 1998).

All of the aforementioned studies have applied TPB to identify intentions and behaviors around activities within the academic process or immediately thereafter. A minimal number of studies have been published on applying TPB to the intentions of students to graduate. There has been one study conducted to determine African American student intention to graduate from high school (Davis, Ajzen, Saunders, & Williams, 2002). There has been another study on predicting the graduation of disabled college students (Frichten et al., 2014), as well as a study on whether a student would repeat their intended degree again (Martinez & Toledo, 2013). There has also been one published study that utilizes TPB to predict a student's intention to graduate from college (Sutter & Paulson, 2016). All four of these studies confirmed that the theory could predict behavioral intention of students within higher education.

Davis et al. (2002) utilized TPB to determine whether African American students intended to complete high school. The researchers chose TPB in order to determine beliefs and attitudes that impact a student's decision to stay in school, which in turn allowed the researchers to predict actual behavior. The study was conducted at a predominately African American high school in the Midwest and tracked and surveyed 262 ninth and tenth grade students to graduation. Davis et al. (2002) found that attitudes, norms, and perceived behavioral control accounted for more than 51% of the variance of intentions, with perceived behavioral control having the strongest coefficient. Further, Davis et al. (2002) were able to show the correlation of actual graduation to those students who had higher intentions at the onset of their high school career.

Fichten et al. (2014) applied TPB to predict graduation of students with disabilities from college and university. The study was conducted in Canada throughout 98 universities or community colleges in the spring of 2010. The researchers formed two sample groups that included 611 students in one group, with 133 graduates and 30 dropouts in the second. Each sample group was administered an initial questionnaire and then a subsequent questionnaire five weeks later. The research found that the factors within TPB were the closest predictors of intention to graduate, holding 25% of the variability. In comparison, other factors such as neuroticism and grades jointly accounted for only 2% of the variability.

Sutter and Paulson (2016) applied TPB to predict the intentions of college students to graduate. While the study was to predict an undergraduate's graduation intention, the researchers' aim was to determine if a college student's intention to earn a four-year degree could be increased. In order to test TPB, 388 full- and part-time students

from a Midwestern university who were already in an educational psychology research pool participated. Of all the participants, 92% were White, while 2.8% were Black, 1.3% were Hispanic, 0.8% were Asian, and the remaining percentage were Other/Mixed Ethnicity. Elements of TPB were utilized in a Graduation Intention Survey to evaluate intentions based on enrollment year, time to completion, and transfer status. Overall, there was no significant difference between a student's enrollment year or their years to graduate as it related to attitudes, norms, and perceived behavioral control. However, transfer students had a higher significance with attitudes and perceived behavioral control. Sutter and Paulson (2016) concluded that due to the high correlation between intention and college graduation, colleges could create interventions based on attitudes, norms, and perceived behavioral controls. Further, these interventions could be created across enrollment years and enrollment status.

While these studies have assessed behavioral intentions of four distinct populations, their outcomes are in alignment with studies that have occurred on non-academic behaviors. All four studies assert that TPB can predict behavioral beliefs related to their academic intentions. The two studies that assessed intention in both completers and non-completers, found that there were statistically significant differences in the behavioral beliefs of those students who persisted versus those who did not. Finally, all four studies confirmed that behavioral interventions could be developed from the results of their studies.

Challenges to Using and Applying TPB to Actual Behavior

There are more than 2,000 research articles that have used the TRA and the TPB to determine intentions and behaviors. Even with the success of the theories to predict

behavioral intention, there has been some criticism that the theory cannot accurately predict actual behavior. While the theory asserts that consistency in behavioral intention predicts the actual performance of the behavior (Ajzen & Fishbein, 1980; Ajzen, 1991), critiques have asserted that theory does not consider the mitigating factors that stand between what someone intends to do and what they actually end up doing (Wong and Sheth, 1985; Sheeran, 2002). While TRA and TPB provide the mechanism by which intention can predict behavior, it does not explain how this happens and why. Sutton (2008) asserted that in order for TRA and TPB to predict behavior, there has to be a mediating factor that gets the individual from intending to do something to actually doing it. A mediating factor could be planning and preparing to implement the behavior (Sutton, 2008).

Researchers have criticized TRA and TPB because it does not attempt to explain this discrepancy between intention and behavior. Scholars argue that the theories do not consider factors such as social influences, willpower, and bad habits that interfere with the linear connection between intention and actual behavior (Sheeran, Gollwitzer, & Bargh, 2013; Sheeran & Webb, 2016). Ultimately, the intention to do something does not definitively trigger the individual to change their behavior to coincide with their intended goals (Fife-Schaw, Sheeran, & Norman, 2007). TRA and TPB also do not consider that an individual may disengage or have competing goals that may impede their actual behavior (Henderson, Gollwitzer, & Oettingen, 2007; Sheeran & Webb, 2016).

Decision to Use TPB to Study Latino Males

While there is criticism that TPB has a deficiency in being able to assess actual behavior, there is overwhelming evidence that TPB is a valuable theory that can predict

intention to perform a behavior. Further, there is also evidence that TPB can be used to create and implement behavioral change interventions (Steinmetz, Knappstein, Ajzen, Schmidt, & Kabst, 2016). With TPB being able to assess intention related to academic achievement (Tan & Laswad, 2006; Ajzen & Madden, 1986; Phillips et al., 2003) and intention to graduate from high school and college (Davis et al., 2002; Fichten et al., 2014; Sutter and Paulson, 2016), there is promise that the application of TPB to examine the intentions of Latino males in community college could uncover attitudes, norms, and behaviors that positively or negatively impact their ability to graduate with a degree. Because TPB also provides the researcher with intervention strategies that could be implemented to positively impact a person's intentions or behaviors (Ajzen, 1991), the use of TPB has a significant value proposition for the outcome of this study.

Considering the issues impacting Latino male student success, utilizing TPB to predict intentions to complete community college may be helpful in crafting intervention strategies to support Latino male persistence and completion. Reflecting on the criticisms to TPB, the researcher will be identifying mitigating factors that Latino males express as barriers to their ability to graduate. Given the predictability of TPB and the identification of mitigating factors, the researcher believes that the outcomes of this research could help colleges craft meaningful retention programs that specifically address the needs of Latino male students.

Chapter Three – Methodology

Research Design

The study utilized a mixed-methods approach in order to determine the intentions of Latino males as it relates to their completing an associate degree. A key component of mixed-methods is the selection of a specific design sequence that encompasses the collection, interpretation, and integration of the data. Creswell (2003, 2015) provided several design sequence methods that include: Convergent Design (Concurrent Triangulation), Explanatory Sequential Design, Concurrent Nested Design (Intervention), Transformative Designs (Social Justice), Multistage Evaluation Designs, and Exploratory Sequential Design.

This study uses the exploratory sequential design to study Latino male students' intention to graduate with an associate degree. The exploratory sequential design involves establishing a qualitative method that explores a problem in order to develop a quantitative research design (Creswell, 2015). The intent of this sequential design is to help the researcher create an instrument from the data collected through interviews, observations, and discussions with cultural informants. This design requires three steps: (1) collect and analyze qualitative data, (2) design questionnaire, and (3) execute data collection through newly developed quantitative instrument (Creswell, 2015).

Utilizing the exploratory sequential research design is a critical step in ensuring that cultural competence is infused into this study of Latino males. Educational research methodology has been criticized for maintaining European American norms, values, and beliefs that are not necessarily represented across various ethnic groups (Skaff et al., 2002). This lack of sensitivity to how an instrument is presented to an ethnic group often

misses their voices within the data gathered (Skaff et al., 2002). This is due in part to the construction of instruments that do not consider the cultural context of describing emotions and characteristics. This is particularly evident in the use of Likert scales with Latino participants (Skaff et al., 2002). Weitzman and Levkoff (2000) concluded that leading with a qualitative method can help identify and pretest culturally relevant constructs within a quantitative process.

Setting

The researcher is a senior executive serving as chief student affairs officer for the Maricopa County Community College District (MCCCD). The researcher has selected Glendale Community College (GCC), Mesa Community College (MCC), and Phoenix College (PC) within the MCCCD as the three sites for this study. These three colleges were selected because they have the highest concentrations of Latino students of all MCCCD colleges. Additionally, each of the selected colleges geographically represents the west, central, or east sections of Maricopa County. A Fall 2019 snapshot of students at the 45th day of the semester revealed that MCCCD served 117,331 students with Latinos representing 38% of the total enrollment. GCC had an enrollment of 18,432 with Latinos representing 40%, MCC had an enrollment of 20,889 with Latinos representing 31%, and PC had an enrollment of 11,430 with Latinos representing 56%. Due to their higher percentage of Latino enrollments, these three colleges have been designated as Hispanic-Serving Institutions (HSI) by the United States Department of Education and by the Hispanic Association of Colleges and Universities.

In order to engage in research with college students at MCCCD, the researcher completed the Institutional Review Board (IRB) application for both Arizona State

University and the MCCCD. Upon receipt of approval, the researcher commenced the data collection phase of this research during the Fall 2019 semester.

Research Questions

The purpose of this study is to understand the attitudes, social norms, and behavioral controls that contribute to the intent of Latino male community college students to graduate from college. The intent to graduate is defined as a student's intent to complete the academic requirements for an associate degree or the general education core that allows them to successfully transfer to a four-year degree program at a university.

In order to ascertain the Latino male student intention to graduate, the researcher explored the following research questions in the context of enrollees at three colleges in the MCCCD system:

1. What behavioral belief is the most significant factor impacting Latino male students' intention to graduate?
2. Is there a difference in the behavioral beliefs that influence the intention to graduate between current Latino male students and those Latino male students who dropped out of college?
3. Is there a difference between first-year and second-year Latino male students in the behavioral beliefs that influence their intention to graduate?
4. Are there any demographic or situational factors that impact attitudes, perceived norms, perceived behavioral controls, or intention of Latino male students?

The Starting Point

Sutter and Paulson's (2016) Graduation Intention Survey is one of only two published tools that uses TPB to assess the predictability of intention to graduate of college students. The other survey tool was specifically created to assess the intention to graduate of students with disabilities (Fritchen et al.,2014). Based upon the requirements of TPB questionnaire construction (Ajzen, 2019) outlined by the creator of the theory, Sutter and Paulson's (2016) Survey included:

- 6 questions on Intention
- 8 questions on Attitude
- 11 questions on Norms
- 17 questions on Perceived Behavioral Control (PBC)
- 5 Demographics: Gender, Age, College Year, Ethnicity, and Transfer Status

The 47-question survey was administered at a mid-sized university in the midwestern portion of the United States (Sutter & Paulson, 2016). The participants in the survey were volunteers from the university's educational psychology research pool (Sutter & Paulson, 2016). The study surveyed the intention to graduate with a bachelor's degree of resident and transfer students (Sutter & Paulson, 2016). The study had 388 participants of which 93% were White/Caucasian and 81% were female (Sutter & Paulson, 2016).

Sutter and Paulson's (2016) survey posed several challenges to utilizing this survey to assess the predictability of intention to graduate of Latino male community college students. Ajzen (2019) outlines that in order for a questionnaire to accurately assess intention, it must (1) define the behavior; (2) specify the research population, (3)

have at least 5 questions per TPB construct; and (4) use the 7-point Bipolar Likert scale. For Sutter and Paulson's (2016) tool to be useful in this study, the researcher would need to adapt their survey into one that meets Ajzen's (2019) requirements and can be culturally relevant to the population being surveyed.

The researcher of this study is an African American woman who did not attend a community college to get an associate degree. In contrast to the population of this research, the researcher left home in California to attend a historically black university in Virginia to obtain her bachelor's degree. For this reason, the researcher believed that it was important to not only have an exploratory sequential design, but to also utilize a pilot group of Latino males and to have a set of cultural informants who represent the past and current lived experiences of Latino males in the educational pipeline. Working with a pilot group and cultural informants ensured that each step of the research maintained high levels of cultural relevance in the process of adapting Sutter and Paulson's (2016) survey to create a TPB survey to assess intentions.

Cultural Informants

Spradley and McCurdy (1972) introduced the notion of using cultural informants within the development of research involving specific cultural groups. Specifically, the cultural informant is included in the study to clarify and illuminate meanings from the answers received from the participants, (Spradley & McCurdy, 1972). Since the researcher is an African American woman, it was essential to have cultural informants who were Latino males who could speak to the lived experience of the participants and to assist with understanding cultural nuances that could bring clarity to how questions are posed and how participants respond.

For the purpose of this study, the researcher enlisted the support of six Latino males to voluntarily serve as cultural informants. Three of these cultural informants were Latino males who recently graduated from a MCCCD community college (Table 1), while the remaining three were Latino males who currently work in higher education (Table 2). The three recent community college graduates (graduate informants) were traditional-aged, first generation, low-income, and from single parent homes while attending a MCCCD college. They were selected because, despite the situational factors that would have placed them as at-risk students, all three of these community college graduates persisted through to a baccalaureate degree and are in or have completed a master's degree.

Table 1

Latino Male Cultural Informants Who Recently Graduated from Community College

Community College Informant	Race	Age	Highest Degree Earned	Current Occupation
CCI – 1	Hispanic	26	M.A.	Coordinator, TRIO Support Services
CCI - 2	Hispanic	27	B.A.	Coordinator, Collaboration Research In Action
CCI – 3	Hispanic	26	M.A.	Recruiter, Community College Admissions

As table 2 reveals, three Latino males who currently work in higher education were selected due to their current work supporting underserved populations. Specifically, a higher educational professional was secured from academic affairs, student affairs, and workforce development. These three areas are the three major divisions within the MCCCD college system that directly impact the success of students in the district. These

three individuals (peer informants) also served as peer debriefers for the researcher in order to ensure the trustworthiness of the study (Connelly, 2016).

Table 2

Latino Male Cultural Informants Who Work in Higher Education

Professional Informant	Race	Age	Highest Degree Earned	Current Occupation
PCI – 1	Hispanic	45	M.A.	District Director, Workforce Development
PCI – 2	Hispanic	50	Ed.D.	District Director, Student Affairs
PCI – 3	Hispanic	43	Ph.D.	Faculty

Research Phases

In order to design a survey to distribute to Latino male community college students that assessed the four constructs of TPB, a two-step data collection process (figure 2) was followed. The first step was the qualitative portion of the study. This included a pilot group that evaluated the focus group questions and testing of the original survey, followed by a peer debriefing of these results. Next, the researcher hosted focus groups, conducted qualitative analysis, debriefing with cultural informants, and member checking with focus group participants. The second step was the quantitative portion, which included the adaption of the survey, pilot testing of the adapted survey, debriefing with cultural informants, survey distribution, and finally, quantitative analysis.

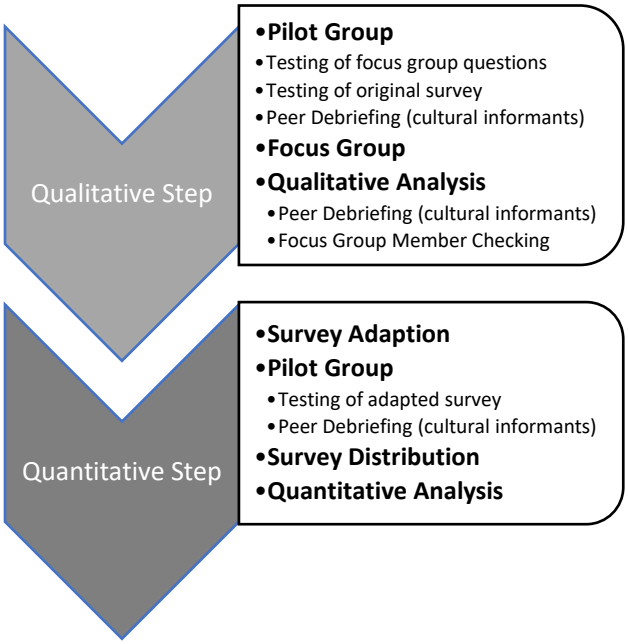


Figure 2. Two-step process to design TPB survey to assess the intent to graduate of Latino male community college students.

Qualitative Phase

Pilot group. The pilot group of five Latino males, aged 18-24, who were degree seeking, was recruited from GateWay Community College in MCCCD (figure 2, table 3). The researcher explained the intent of the study, that the study will have focus groups and a survey, and where the study will be done. The researcher asked for their assistance in helping with taking the survey, discussing items on the survey that could be worded better, identifying questions that did or did not resonate with them, and to review the proposed questions for the focus groups. The pilot group met for an hour and a half, with a lunch provided to them. First, the group completed a modified version of Sutter and Paulson's (2016) Graduation Intention Survey (see Appendix A for the original survey and Appendix B for the modified survey) in order to time the survey. Next, the four

sections of the survey were discussed with the pilot group for the researcher to identify any questions or terms that were confusing to them. Finally, the group was given the proposed focus group questions to seek their thoughts on them and whether they believed the questions tied back to the TPB constructs (Appendix C).

The researcher discussed her notes and observations of the pilot group and the proposed questions for the focus group, with the graduate informants by phone. Then, the researcher held a meeting with the peer informants to discuss both the thoughts of the pilot group and the graduate informants, in order to ensure that the reformatted focus group questions were appropriate.

Table 3

Pilot Group Demographics

Name (pseudonym)	Race	Age	Associate Degree Program	G.P.A.	Full-time/ Part-time	Year in School
Lou	Hispanic	20	Business Gen	2.9	PT	Second
Ollie	Hispanic	19	Arts	3.7	PT	Second
John	Hispanic	24	Arts	3.7	FT	First
Joe	Hispanic	19	Business Gen	4.0	PT	Second
James	Hispanic	18	Business Gen	3.5	FT	First

Focus group questions. The researcher created the initial focus group questions based upon the instructions for developing a TPB questionnaire (Ajzen, 2019) and Dodena Research working paper on how to use TPB in qualitative research (Renz & Klobas, 2008). The set of questions were further defined in review of several studies that developed TPB questions for interviews or focus groups (Karimi-Shahaniarini et al., 2010; Zoellner, Krezeski, et al., 2012; Duncanson, Burrows, Holman, & Collins, 2013). The researcher reviewed these qualitative TPB studies to identify the appropriate length and number of questions for each construct, and to review their qualitative protocols to

ensure that her number of questions could be answered within the recommended time frame of less than one hour and a half (Liamputtong, 2011).

The researcher reviewed the initial focus group questions with the pilot group to see if the questions were easy to understand and were comparable to the four sections of the initial graduation intention survey. The remarks of the pilot group were then reviewed with both the graduate and peer cultural informants; settling on nine questions that spoke directly to the TPB Constructs (Table 4).

Table 4

Focus Group Questions

	Focus Group Question	TPB Construct
1.	What made you decide to enroll and attend a community college?	Intent
2.	What inspires or drives you to take this educational journey?	Attitude
3.	How does your family play into your success as a college student?	Norms
4.	How do your friends play into your success as a college student?	Norms
5.	Do you feel your family and or friends hold you back from being successful, if so how?	Norms
6.	Do you feel you have control in completing this degree?	Behavioral Control
7.	What will determine whether you are successful or not, when it comes to completing your degree?	Behavioral Control
8.	Coming to ____ college, what was the one thing you worried about as you started your college career?	Behavioral Control
9.	What was the one thing or one person who helped you to overcome this fear and be successful in attending college?	Norms / Attitude

Focus groups. A convenience sample of focus group participants were recruited through the office of the dean of students at the three participating locations (GCC, PC,

and MCC). Latino male students who were aged 18-24, currently enrolled at their college, and seeking an associate degree, were recruited, and selected by the college personnel. The researcher met with each dean to discuss the parameters of who to invite to participate. Latino males in student clubs, federal work study campus jobs, athletes, participants in campus student support programs, participants in the minority male program, or students seeing first-year experience academic advisors, were suggested targeted audiences. Invitations to participate in the focus groups (Appendix D) were provided to the colleges to disseminate to potential participants in these groups. The dean of students office recruited students for a period of one week; signing up students for either the 12:00 p.m. or 1:30 p.m. meeting slots. Each time slot was limited to 10 students. The dean of students office contacted those students who signed up to participate the day before the focus group to remind them of the focus group, the intent of the focus group, to confirm their attendance, and to ask them to arrive 10 minutes early. As an incentive for participating, lunch was arranged for each focus group.

Prior to hosting the focus groups, the researcher met with the peer informants to discuss the focus group protocol and to allow the researcher to practice administering the event in a mock environment. The researcher practiced setting the room up with the two recording devices and the documents used to secure consent. The researcher set up two separate recording devices to prevent any inadvertent loss of raw data, as recommended by Easton, et al (2000). The researcher also discussed ways to establish the appropriate climate for the focus group participants, with the peer informants.

Table 5

Focus Group Date, Location, and Attendees

Date	Focus Group	Number of Students
September 18, 2019	Glendale CC 1	6
September 18, 2019	Glendale CC 2	8
September 19, 2019	Mesa CC 1	5
September 20, 2019	Phoenix C 1	6
September 20, 2019	Phoenix C 2	10

Each focus group was held on the identified college campuses in a conference room that contained a large conference table for the participants and the researcher to sit comfortably around one table with each other; allowing each participant to see and hear each other. A lunch buffet was also set up on the edge of the room to allow for the participants to eat at their leisure. The focus group room was set up 45 minutes prior to the actual start of the event, to ensure that the equipment properly recorded voices around the table, and to ensure that the room was ready for the participants arrival. At the onset of the focus group, the researcher established a welcoming and casual climate by greeting each participant and inviting them to enjoy the lunch buffet. The researcher also asked that a staff member who is familiar to some of the participants be present to help get the participants comfortable with the researcher and the event, during the time set aside for the welcome and lunch. The researcher also asked one of the graduate informants to attend the first focus group to observe and ensure that the researcher established the appropriate climate for the students in attendance. The graduate informant was a staff member at the college for the first focus group.

Participants fixed their lunch, found their preferred seats at the table, and mingled with one another for the first few minutes. Once the researcher determined that students were finished eating, the staff member exited the room and closed the door to the

conference room so that the researcher could begin the event. At the onset of the interviewing portion of the focus group, the researcher discussed the purpose of the study, the precautions taken to protect their privacy, their anonymity in the process, and the voluntary nature of their participation (Appendix E). Each participant was given an opportunity to think about their participation and to opt out at any time, pursuit to IRB requirements. The researcher confirmed with the group that they understood these instructions, and then provided each participant a consent form. Every participant consented to participate. Once the consent forms were signed and collected, the researcher began the two recording devices and asked the participants the nine selected focus group questions (Table 4). As participants provided their responses, the researcher asked follow-up questions to seek clarification or additional information on topics that came up during the discussion. At the conclusion of the focus group events at each college, the researcher checked both recording devices to ensure that the discussion was properly recorded. That evening the researcher downloaded the audio files into her laptop.

Data analysis. The focus group recordings were sent to Rev, an online electronic transcription service (https://www.rev.com/). Once the researcher received the transcribed files, the researcher listened to the audio recordings three times and edited the electronic transcriptions to accurately reflect the recordings. The researcher then contracted a professional transcriber to review the edited transcriptions versus the recordings for additional accuracy. The researcher reviewed the transcripts one final time to confirm that the edited transcription was accurate. The final edited transcriptions were then downloaded into Atlas.ti, a qualitative analysis software package

(https://atlasti.com/), designed to structure the data effectively and efficiently. While Atlas.ti can assist the researcher with identifying patterns and themes, the researcher only used Atlas.ti to help with managing and storing her manually coded data.

Even though the researcher was not engaging in grounded research, she utilized the constant comparative method to identify the salient themes and assertions from the qualitative data (Glaser & Strauss, 1967; Strauss & Corbin, 1998). Glaser and Strauss (1967) explained that researchers engaged in a constant comparative method performs an intense and systematic process that examines and reexamines the data; comparing one source with another to identify similarities and differences. The researcher engaged in a process by which the data from each focus group was examined and re-examined through comparing one focus group to another. Further, the researcher used her notes and the observations of the graduate informants to further compare and examine the data collected from the focus groups.

The researcher engaged in a four-step coding process in order to ascertain themes. For the first step, the researcher engaged in open coding by which the data was broke apart so that initial concepts could be identified (Strauss & Corbin, 1998). This initial process netted 408 grounded data units. Second, the researcher utilized axial coding in order to align similar data topics to one another through interpretation of the student responses (Strauss & Corbin, 1998). This process narrowed the 408 grounded data points into 68 grouped codes. The third step was the development of categories to further narrow the 68 codes. Referring back to the definitions and explanations of the TPB constructs, the researcher merged and group codes into categories that spoke to the participants' (a) intent to complete a degree, (b) their attitudes towards completing a

degree, (c) familial influences, (d) friends and their interaction related to college, (e) determinants of success, (f) perceived behavioral control, (g) stressors impacting their success, and (h) influencers to their success (Charmaz, 2006; Gay et al., 2009). The researcher downloaded each category of codes along with the corresponding quotes into Microsoft Excel® in order to ensure that the grouped data accurately reflected the identified coding pattern.

The researcher enlisted the assistance of the cultural informants through discussions and review of the coded data to ensure that the categories reflected the comments provided by the focus group participants. The researcher then began the process of identifying themes that correlated the categories to the four constructs of TPB (attitudes, norms, perceived behavioral control, and intention). The identified themes were: (a) I am determined, (b) I am determined, but I am scared, (c) mi familia matters, (d) the right friends matter, (e) someone/something paved the way for me, (f) I am in control of my destiny, (g) I know why I am here, and (f) money matters.

Trustworthiness. In order to establish trustworthiness and credibility of the qualitative process, several procedures were performed within the data collection and analysis process. First, the researcher used additional cultural sources of data from the cultural informants who were recent community college graduates. Their observations were used to ensure that the research captured the most accurate context of the participants' lived experiences (Creswell, 2003). Second, the researcher established validity of the coding scheme and theme development by having the professional cultural informants assist with reviewing and debriefing the transcription (Creswell, 2007; Lincoln & Guba, 1985). All three professional cultural informants are proficient in

qualitative research and have received IRB approval for qualitative research projects in MCCCD. Third, member checking was used to assure that the focus group participants' responses and ideas were accurately represented in the identified themes and descriptions (Glesne, 2011).

For member checking purposes, the researcher held a phone meeting with eight participants from the GCC and PC focus groups. A day prior to the phone meeting, the researcher emailed the participants the themes and assertions as well as a mapped document that shows how the seven categories correspond to the 68 codes, and how the 68 codes correspond to the quotes from the participants. The researcher then held a conference call with the eight participants to go through both documents in detail, then opened the conversation for them to provide comments and concerns. No concerns were brought up and the all of the students confirmed that the coding process and the resulting themes and assertions were accurate reflections of their words.

Quantitative Phase

Instrumentation. The researcher chose to utilize Sutter and Paulson's (2016) Graduation Intention Survey as the initial framework for the quantitative instrument (Appendix A). The researcher opted to adapt this survey due to it being validated, published, and cited for its effectiveness in predicting intention to graduate. Due to the success of the Graduation Intention Survey as an instrument to predict degree attainment and to identify intervention measures for student retention, the researcher requested and received permission to utilize the survey from Sutter and Paulson (2016) in a modified format. Permission was granted to use, alter, and administer this survey for the purposes of the researcher's study (Appendix H).

In order to effectively adapt the survey, the researcher had to ensure that the entirety of the survey would be culturally appropriate for Latinx participants. Specifically, the researcher utilized Pena's (2007) four step process of linguistic equivalence, functional equivalence, cultural equivalence, and metric equivalence, to direct the adaption process.

Linguistic and functional equivalence. The pilot group was assembled to take this survey to evaluate question construction, time on task, and relatability of how questions were presented. The pilot group identified that the repetitiveness of the questioning was distracting, that the Likert scale should be constructed consistently with the right side being the most positive experience and the left side the most negative experience, and that definitions in parenthesis within the question prompt are very helpful in answering the questions. The pilot students also indicated that it felt like they were answering the same question over and over because Sutter and Paulson's (2016) survey asked each TPB constructs questions in one section. During review sessions with the cultural informants on the outcomes of the Pilot group, the students' recommended changes we discussed and confirmed as changes necessary to make the survey easy to read and comprehend in order to answer truthfully. Based upon the recommendations of the pilot survey group, discussions with the cultural informants, and TPB questionnaire construction requirements (Fishbein and Ajzen, 2010), the linguistic and functional adaptions included:

1. Changed all the Likert scales to reflect a negative to positive bipolar presentation (Tables 6 and 7).

2. Modified all questions to more accurately reflect the behavior (Tables 6 and 7) without being repetitive by using “graduate with my associate degree or transfer to the university,” or “graduate with my associate degree or transfer to the university within two to four years,” “obtain a college degree or transfer to the university” or “graduate from college” interchangeably.
3. Modified language within sections and included definitions in parenthesis so that the student would understand what the question prompt meant. For example, the question would ask “People like me will graduate with an associate’s degree” and the researcher added a clarifying definition to the prompt, resulting in “People like me (Latino male students) will graduate with an associate’s degree.”
4. Rearranged the order of questions so that survey participants would not answer all a sub-construct questions in a sequential order. Mixing the questions up also prevented the student from scanning each question and answering in similar fashion because the question prompts look the same. The ability to see the distinction in each question prompt is important when questions look the same but there are two-to-three words that are different in each of the questions. As an example, the question prompts state “I intend to graduate,” “I will try to graduate,” or “I plan to graduate.”

Table 6

Sample Questions from Sutter and Paulson's (2016) Graduation Intention Survey

Q 1. I intend to *graduate from college within four to six years since I enrolled as a college freshman*.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 2. I will try to *graduate from college within four to six years since I enrolled as a college freshman*.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Table 7

Sample Questions from Latino Male Community College Survey

Q 1. I intend to ***graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.***

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 2. I will try to ***graduate with my associate degree or transfer to the university.***

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Cultural relevance. Since Sutter and Paulson's (2016) survey was created for all populations attending a university, there were no specific questions related to one specific subset of the student population. Even though, Sutter and Paulson assessed transfer student intention, the only item related specifically to this population was their selecting that they were a transfer student to the campus. Utilizing the results of the focus group data categories of (a) intent to complete a degree, (b) their attitudes towards completing a degree, (c) familial influences, (d) friends and their interaction related to college, (e) determinants of success, (f) perceived behavioral control, (g) stressors impacting their success, and (h) influencers to their success, the researcher identified specific situational factors that should be included within the bipolar scale questions assessing perceived behavioral controls. The researcher reviewed the observation notes from the graduate

informants as well as the themes and assertions confirmed by focus group participants in order to target specific questions to include in the adapted survey.

The researcher reviewed the adapted survey with the peer informants to identify any questions that were unrelatable or not responsive to the themes presented in the focus groups. Edits were suggested around parental education, monthly income versus annual income, changing the question concerning parenting, their high school grade point average (GPA), if they have a significant other, and whether or not they have access to a computer and internet where they reside. Additionally, the researcher made question changes within Perceived Behavioral Control that related to influencers and stressors on a Latino male's capacity to complete an associate degree. This included time management, motivation to attend college, ability to overcome obstacles, finances, transportation, and working. The peer informants agreed that these six questions were critical to assessing behavioral control of Latino males.

Metric equivalence. Fishbein and Ajzen's (2010) guidelines on constructing a TPB questionnaire require that at least five to six questions assess each of the six sub-constructs within intention, attitudes, norms, and perceived behavioral controls. All questions must be presented in a seven-point bipolar Likert scale (Fishbein & Ajzen, 2010). The construction of each question should define a behavior, be specific to the population studied, and should be posed in both positive and negative perspectives related to the target behavior (Fishbein & Ajzen, 2010). In light of the recommendations from the pilot group, the application of the themes to the development of relatable questions, and further assistance from the cultural informants on clarification of question prompts, the researcher maintained metric equivalence between TPB question

development requirements and making the survey culturally relevant to Latino males attending community college. The results of the adaption concluded with:

1. Six questions focused on a Latino male student's intention to complete a degree.
2. Six questions assessed positive or negative attitudes towards completing a degree.
3. Eleven questions identified social pressures and referent individuals' influence on a Latino male student's decision to complete a degree.
4. Twelve questions focused on a Latino male student's perceived behavioral controls centered on power, autonomy, and perceptions of their ability to complete a degree.
5. One question assessed a Latino male student's motivation for completing a degree.
6. Eighteen questions focused on situational factors that include demographic information, level of education of family, supportiveness of family/friends, language, living situation, access to computer or internet, and finances.

Participants. Latino male students at the three designated community colleges, aged 18-24, who were identified as degree seeking, were sought to participate in this study (Figure 3). MCCCD Institutional Effectiveness provided the researcher with the college email addresses of all currently enrolled Latino male students at GCC, MCC and PC who met the participation requirements. MCCCD also identified those Latino males from GCC, MCC, and PC who met the participation requirements, but had who had recently stopped attending during the 2018-2019 academic year.

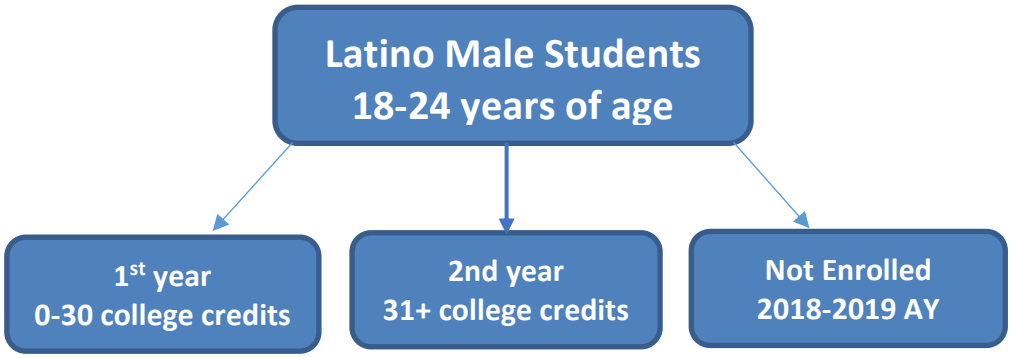


Figure 3. Categories of respondents to Latino Male Community College Survey.

Procedure. The Latino Male Community College Survey was downloaded into Qualtrics, an online survey tool, and emailed to the three student groups selected for the research. Because the dropped-out students would need to be contacted through their personal email, MCCCD would need to communicate with those students. As a result, MCCCD sent two emailed surveys through separate survey links in order to capture responses from currently enrolled students through one link and responses from those who had dropped out on another link.

Participants were provided a brief description of the study, a mechanism to give informed consent, as well as an example of how to indicate their responses on a Likert scaled question. Participants were also informed of an equal chance to receive a laptop, an Amazon or gaming gift card, or a tuition scholarship, as an incentive to fully complete the survey. At the conclusion of the online survey, the participants were directed to an external link in Google Forms to provide their name, email address, and phone number (optional) in order to enter their name in the lottery to be randomly selected for one of the incentives. To ensure accuracy in the data analyses, all surveys with incomplete answers will be removed from the data set.

Variables. The independent variables for this study are the student's attitude towards getting an associate degree/transferring, their perceived norms to reach this degree/transfer status, their perceived behavioral control over their ability to obtain a degree/transfer, and their intention to graduate with an associate degree (Table 8). Table 8 also shows that the dependent variable is the student's enrollment status and year at the community college.

Table 8

Independent and Dependent Variables of Study of Latino Male Community College Students' Intention to Graduate

DV	Intention (IV)	Attitude (IV)	Norms (IV)	PBC (IV)
1st year student				
2nd year student				
Non-completer				

Sample size and power. A statistical power analysis was completed for this study using an a priori approach to compute the required sample size necessary to achieve a 95% power level and explain 15% variance. The sample size computation was completed utilizing G*Power version 3.1.9.4. For a MANOVA power calculation, the number of groups indicates the number of independent variables. For this analysis, the number of groups was set to 3, indicative of the 3 groups of students (1st year, 2nd year and Non-completer). Further, the number of response variables utilized for this analysis was 4 (Intention, Attitude, Subjective Norms, and PBC). With an effect size set to 0.15, an α set to 0.05 and Power (1-α) set to 0.95, the total sample size needed was 177, requiring 59 subjects in each group (first year, second year, dropped out) to respond to the survey.

Analysis. The following posits the analysis undertaken for each research question for this study. The results of the analysis are outlined and discussed in Chapter Four. The results for the inferential analyses are discussed further in Chapter Five that relate to potential interventions that community college leaders can implement to improve the retention and success of Latino male community college students.

1. What behavioral belief is the most significant factor impacting Latino male students' intention to graduate?

The first research question was examined using Pearson Product-Moment Correlations and a Linear Regression (Zou, Tuncali, & Silverman, 2003; Sedgwick, 2012). Relations were examined among the TPB constructs of attitude, norms, perceived behavioral controls, and intention. This test was utilized to measure the strength and direction of association between the variables; identifying which variables were positively correlated to one another (Zou et al., 2003; Sedgwick, 2012). The researcher also performed a linear regression to evaluate the impact of a predictor variable (attitudes, norms, perceived behavioral control) on the outcome of "intention to graduate" (Zou et al., 2003). The researcher's goal with these two tests was to determine the order of significance of the TPB variables (attitude, norm, perceived behavioral control) so that behavioral interventions could be created around the variable that had the greatest impact on intention to graduate (Fishbein & Ajzen, 2010).

2. Is there a difference in the behavioral beliefs that influence the intention to graduate between current Latino male students and those Latino male students who dropped out of college?

The second research question was assessed using a Multivariate Analysis of Variance (MANOVA). The MANOVA assessed whether there would be statistically significant differences of the TPB constructs of those students who are enrolled versus those who dropped out (French, Macedo, Poulsen, Waterson, & Yu, 2008). The researcher's goal with this test is to determine if the TPB constructs (intention, attitude, norms, perceived behavioral control) mean scores of currently enrolled students are statistically higher than the mean scores of students who dropped out of college.

3. Is there a difference between first-year and second-year Latino male students in the behavioral beliefs that influence their intention to graduate?

The third research question was also assessed using a MANOVA. The MANOVA assessed whether there would be statistically significant differences of the TPB constructs of those students who are enrolled in their first year of college versus those enrolled in their second-year of college (French et al., 2008). The researcher's goal with this test was to determine if the TPB constructs (intention, attitude, norms, perceived behavioral control) mean scores of second year students were statistically higher than the mean scores of first year students.

4. Are there any demographic or situational factors that impact attitudes, perceived norms, perceived behavioral control, or intention of Latino male students?

The fourth research question was assessed using chi square analyses and a logistical regression analyses (Hosmer, Hosmer, Le Cessie, & Lemeshow, 1997). The 18 questions at the end of the survey focused on situational factors that included demographic information, level of education of family, supportiveness of family/friends,

language, living situation, access to computer or internet, and finances; creating a set of categorical variables (Appendix L). Significant chi square results were utilized to inform and build a logistic regression model to hypothesize potentially significant predictors for outcomes in the TPB constructs which were a Latino male's intention to graduate, a Latino male's attitude towards their intention to graduate, the social pressure impacting a Latino male's intention to graduate (norms), and behavioral controls a Latino male believes he has in graduating (Appendix L).

Limitations

Since surveys (questionnaires) distributed via email have response rates at 50% or lower, the received responses for this study may not be representative of the population being studied (Leedy & Ormrod, 2016). To encourage a greater response rate, the researcher sent the survey to the total population of the study (N=4353). The survey was open for three weeks, with email reminders sent out each week to those individuals who had not accessed the survey. Further, the researcher tested the survey with the pilot group to ensure that even though there were a total of 54 questions, that the survey would take no more than 15 minutes to complete. Additionally, the researcher provided an explanation of the research and the time it would take to complete the survey in order to encourage participation and completion (Leedy & Ormrod, 2016).

Another form of bias that may be applicable to this research is differences in the responses of those who responded immediately to the survey in comparison to those who responded late (Dillman et al., 2002; Dillman, 2007). Armstrong and Overton (as cited in Hulland et al., 2018) suggested that a review of differences between early and late responders is essential to determining this type of bias. To this end, a t-test was

performed comparing the responses to the surveys received during the first week and those surveys received in the remaining weeks, to determine if there are differences in the demographic variables between early responders versus late responders. The results of the t-test are presented in Chapter Four.

Vogt (1998) provided that social desirability bias occurs when survey participants are "trying to answer questions as *good* people *should* rather than in a way that reveals what they actually believe or feel" (p. 268). To counter this limitation, the researcher assured anonymity and the confidentiality of an individual's participation in the survey. Additionally, the researcher placed the question of enrollment status towards the end of the survey so that the participant would not consider disclosing their lack of enrollment vis a vis their responses to the Likert scaled questions due to feeling embarrassed about dropping out of college. These two precautions were intended to prevent participants from answering the questions reluctantly.

Chapter Four - Analysis

This chapter presents the results of the exploratory mixed method design of this study. The qualitative results will be presented first, followed by the quantitative results. The qualitative findings will be discussed within the context of each TPB construct (attitude, norms, PBC, intention) separately. The quantitative findings will be discussed within the four research questions posed for the study. As discussed in Chapter 3, the qualitative data collected from the focus groups were used to inform the adaption of a current TPB survey that was originally created to assess student intention to graduate with a baccalaureate degree. The adaption process is outlined in detail within the instrumentation section of Chapter 3.

Qualitative Findings

The researcher held five focus groups during the Fall 2019 semester at Glendale Community College, Mesa Community College, and Phoenix College. Each focus group lasted approximately 60-70 minutes; depending on the volume of comments generated by the participants for the nine questions (Table 4). The collected data was recorded, electronically transcribed, and uploaded into Atlas.ti to perform a qualitative analysis (https://atlasti.com/). As outlined in Chapter 3, the researcher employed constant comparative method through a four-step coding process in order to ascertain themes (Glaser & Strauss, 1967; Strauss & Corbin, 1998). First, the researcher engaged in open coding by which the data was broke apart so that initial concepts could be identified (Strauss & Corbin, 1998). This initial process netted 408 data units. Second, the researcher utilized axial coding in order to align similar data topics to one another through interpretation of the student responses (Strauss & Corbin, 1998). This process

narrowed the 408 data points into 68 grouped codes; identifying the frequency of these data points within the grouped codes (Appendix F). The third step was the development of categories to further narrow the 68 codes. The researcher downloaded each category of codes along with the corresponding quotes into Microsoft Excel® in order to ensure that the data accurately reflected the identified coding pattern.

Cultural informants were utilized through discussions and review of the coded data to ensure that the categories reflected the comments provided by the focus group participants. The researcher then began the process of identifying themes that correlated the categories to the four constructs of TPB (attitudes, norms, perceived behavioral control, and intention). The codes, themes, and assertions were member checked with focus group participants.

The qualitative process was undertaken in order to inform what changes would need to be made to Sutter and Paulson's (2016) Graduation Intention Survey in order to assess the intention to graduate of Latino male community college students. In addition to ensuring that an adapted survey met the requirements of TPB questionnaire construction, the survey would also need to be culturally relevant to Latino males. Using the constant comparative method, the researcher fleshed out the salient themes, generated assertions through induction, and identified evidentiary warrants for the assertions made (Erickson, 1985). The outcome of this process netted the following themes: (a) I am determined, (b) I am determined, but I am scared, (c) Mi familia matters, (d) The right friends matter, (e) Someone/something paved the way for me, (f) I am in control of my destiny, (g) I know why I am here, and (f) Money matters (Table 9).

Following the development of themes, the researcher went through the process of identifying assertions that aligned to each TPB constructs (attitudes, norms, perceived behavioral control, intention). Assertions are the statements that the researcher believes are true in view of the analyzed data (Smith, 1997). The researcher accomplished this through re-rereading and evaluating the data that had the highest code frequencies (Appendix F). Further, the researcher separated the coded data into the following categories: (a) intent to complete a degree, (b) their attitudes towards completing a degree, (c) familial influences, (d) friends and their interaction related to college, (e) determinants of success, (f) perceived behavioral control, (g) stressors impacting their success, and (h) influencers to their success. The researcher utilized the peer informants to confirm, edit, and eliminate overlapping or unrelated assertions. It was through this process that financial matters were identified as a theme that was too significant to be encompassed into just one TPB construct.

Table 9

Themes and Assertions from Focus Group Discussions

Themes	Assertions
Attitudes 1. I am determined 2. I am determined, but I am scared	1. Students identified that their determination was derived from having a reason to succeed. 2. A career goal, being an example for their family, financial stability, and wanting a better life were significant success factors that bolstered their attitude toward completing their degree. 3. Failure and not having the proper tools (i.e. academic preparedness, college navigating skills, command of English language) to be successful were stress factors that made the students fretful.
Norms 1. Mi familia matters 2. The right friend matters 3. Someone/something paved the way for me	1. Students consistently described their family as central to their success or failure at completing a degree. 2. In some instances, students indicated that their family's lack of understanding about what it takes to go to college presents obstacles and challenges to their ability to complete. 3. Students indicated that the support their family provides them is critical to their success. Even if their family does not have anyone with a college degree, their familial support propels them. This was particularly important to those students who were first in their family to go to college. 4. Friends play a critical role in helping the students stay the course. Specifically, the students identified that aligning themselves with friends who have the same drive or goal is critical to their success. Conversely, students had to distance themselves from friends they had in high school or from their neighborhood who had different priorities that were not aligned with their own. 5. Girlfriends played a pivotal role in supporting the students' success. Girlfriends who were also enrolled in college were considered very critical to their success. 6. Students identified a specific person or program that made it possible for them to consider/think about going to college. This could have been a family member, a high school teacher, a pre-college program, a community college staff person, or a referent from a program/activity they were involved in.
Perceived Behavioral Control 1. I am in control of my destiny 2. I am in control, but…	1. Students were very confident that they had control over whether they complete their degree. 2. Some students voiced that while they were confident that they had control, they were worried that some external force like a death, illness, or financial crisis could impact them negatively.
Intention 1. I know why I am here	1. Students clearly identified why they are enrolled in college and why getting this degree/transferring to a university is important to them. 2. Students' intentions were directly tied to their attitude towards being in college, the impact of family and friends, and their belief that they have control over completing their degree.
Other Themes: 1. Money matters	1. Students identified Financial Aid and other financial support available through the college as critical to them being in control of getting their degree.

The following four sections outline the results of focus group data collection. The results are categorized by each TPB construct along with the questions that were used to

assess them. The researcher intersects the findings with Fishbein and Ajzen's (2010) questionnaire construction requirements, followed by illustrations from the participants voices to support and confirm these findings.

Attitudes. Two questions were posed to the focus groups to identify themes around Latino male attitudes that impact intention to get an associate degree:

1. What inspires or drives you to take this journey?
2. What was the one thing or one person who helped you to overcome this fear and be successful in attending college?

Participants provided responses that created assertions around personal success, familial success, financial stability, and wanting a better life. These four assertions were woven through the participant views on the importance of getting a degree, the perceived value that a degree will have on their future, and the perception of how hard getting a degree could be (Table 9). In constructing the TPB questionnaire, these assertions were significant to identifying the most appropriate measures that would test attitude based upon the expectancy-value model by which attitudes are formed when belief about the behavior (getting a degree) is linked to a positive or negative outcome (Fishbein and Azjen, 2010). One participant's voice illustrated how expectancy-value interplays with degree completion:

> I literally, I don't want to be like 30- or 40-years old working at a call center or working at a fast food job. Also, I want to have my life stable, like a career set by the time I'm 25 or start just so I can make more income and help my parents and stuff. I just want to make sure I have a good income flowing in. I don't want to ... When I think of a career, I think of like, all right, you're not living paycheck to paycheck. Like I don't want to live like that. (GCC Group 1, Speaker 3)

The importance of getting a degree was linked to personal success, familial success, financial stability, and wanting a better life. Specifically, the students identified their

belief that going to college and getting a degree was essential to their success. Fishbein and Azjen (2010) explain that an attitude towards an object (getting a degree) is cultivated from beliefs that are derived from experiences, observations, and inferences that a person attributes to the object. This participant's response further illuminates these derived experiences:

> Nobody I know has ever told me, if you want to go to college, it's a waste of time. Really everybody I know, says college is a road to better success. They always say, hey, even though I didn't go to college and I'm at where I'm at, it took significantly longer than if they would have gone to college. (GCC Group 2, Speaker 4)

Similarly, the students saw value in pursuing a degree through the same lenses of personal success, familial success, financial stability, and wanting a better life. Azjen (1991) asserts that a belief in something is linked to whether a behavior is valued positively or negatively. Essentially, the outcome's value is directly proportioned to the "probability that the behavior will produce the outcome in question" (Azjen, 1991, p. 191). As such, the researcher found that the students' perception of the outcome of completing a degree was directly linked to a positive value proposition in pursuing a degree. This value proposition was evidenced in these participants statements:

> Like growing up, I didn't even know college was an opportunity or even possible because I'm a foster youth as well. But then when I turned 18, I found I could go to college. I chose this route over the other route as soon as I knew this was an opportunity, and that just really was not only what inspired me but like motivates me, because I didn't even know this was an option. So now you have this option, so you better run with it…(MCC Group 1, Speaker 5)

From a familial perspective, another illustrated the value proposition:

> I'm the first in my family to go to college and I'm setting the example for my nieces and nephews. When they grow-up they'll say, Jonathan went to college so you know, I should do that too. (MCC Group 1, Speaker 3)

In similar fashion, another participant described why he was pursuing an education degree at the community college. He stated:

> My mother always wanted to become a teacher and since she sees me wanting to go into the education field, I can imagine that her feeling right now is that her success in some way is my success. (GCC Group 2, Speaker 2)

Financial stability was also a significant lens by which the students' saw the value proposition in pursuing a degree. While often connected to their socio-economic status, their motivation to pursue a degree was both inspirational and aspirational. Often, the students tied their pursuit of a college degree to the probability of better life for them and their families (Table 9). One participant detailed:

> Well for me it's because my parents were actually immigrants and I know I can see how it was a struggle for them to adapt to the US and basically start making it good in the US and I don't want my own family when I have one to have the same issue. So, I know getting a higher education will help me get a better job. I'll provide for my family in the future. (PC Group 2, Speaker 2)

While students voiced positive attitudes and determination to complete their degree, some indicated that their lack of preparation, lack of college navigating skills, not knowing how to seek help, made them fret. Students were scared that they were not college material or that they could potentially fail because they lack these tools. Specifically, students discussed not seeking help in their first year, not knowing how to use Canvas (the college learning management system), a limited understanding of how to turn in assignments or how to follow MLA formatting. One participant illustrated this lack of preparation:

> My first semester, I was trying to do everything by myself. I wasn't trying to ask for help. I was trying to do all my schoolwork on my iPhone and I was just trying to get it cracking right there. I'm trying to figure out how to turn in my papers in electronically because before I just gave the paper to the teacher. (MCC Group 1, Speaker 2)

While two others intimated:

> I think my biggest fear is not being capable of passing the courses that I want to take. I've experienced failure before in high school where I thought that I was on top of things, and my motivation burned, and I barely even graduated. I know what it's like to experience failure. (GCC Group 1, Speaker 7)

> I heard people say stuff at MCC is harder than the stuff at high school. So, one of the things I was worried about, oh my gosh, am I going to be good? And I've heard people say about how the teachers are more, more serious when it comes to times and stuff. So, I was like, oh my God, I've got to make sure I do good. (MCC Group 1, Speaker 5).

Perceived norms. Four questions were posed to the focus groups to identify themes around Latino males' views on the social pressures that positively or negatively impact their intention to complete an associate degree, which were:

1. How does your family play into your success as a college student?
2. How do your friends play into your success as a college student?
3. Do you feel your family and friends hold you back from being successful, if so how?
4. What was the one thing or one person who helped you to overcome this fear and be successful in attending college?

Participants discussed in detail both the positive and negative impact that their families play in their decision to enroll and persist towards completion (Appendix F). In fact, family expectations was the most prevalent factor in each focus group discussions. Fishbein and Ajzen (2010) indicated that a person's belief about a behavior is directly influenced by a referent individual or group's belief in whether the person should engage in that behavior. Further, the intention to engage in a behavior is even more predictable based upon a person's motivation to comply (Fishbein and Ajzen, 2010). In this particular study, the family's idea about college and getting a degree directly impacted

the students' decision and motivation to complete and graduate, as indicated by this student's comment:

> My family certainly wanted me to go to college because neither of them had the opportunity to finish college. My older sister was actually the first one in our family to go to college. And so it was a mix of wanting me to continue my education because that's, that's something I need if I wanted to be a musician and um, to continue the example, cause I've also got a little brother, so to, it was a both a want and a need for me to go to college. (MCC Group 1, Speaker 5)

Secondarily, participants discussed their disposition of friends and how these connections have supported or impeded their pursuit of a degree. Specifically, students indicated that they gravitated towards like-minded individuals who were either at their college campus or attending other universities in order to have people around them that are focusing on getting a degree and that could help them be accountable (Appendix F). Many of the students also found themselves slowly distancing themselves from their high school and neighborhood friends because of competing interests (Appendix F). Students indicated that trying to balance their need to do homework with the constant demands on their time from their non-college friends was causing too much pressure. Fishbein and Ajzen (2010) noted that this type of social pressure is considered a *descriptive norm* by which behavior is based upon perceptions of what other people are doing. The predictability of this norm is whether or not the individual chooses to make their behavior compatible to the referent group's behavior. As an example, one student discussed his desire to not be compatible with his friends:

> Literally, because we're already 22. I'm 22, it's like, "Bro, we're not 16 anymore." So, to me, I don't like hanging out with people that are still doing the same exact things that they were doing when they're 18 years old. I'm 22 almost 23, so I take that age into the perspective, but I don't want to chill with someone just playing video games constantly. (GCC Group 1, Speaker 3)

While another discussed his compatibility with his new friends:

> I would say my friends probably pretty much play a critical role in my success because when I first came to college, I was kind of lazy and kind of to myself and didn't really talk to people. But then once I started getting involved and meeting people, we're doing everything on campus, it kind of inspired me because I started to look at myself and telling myself, hey, if they can do it, so can I. And as a result of that, I started pushing myself more and actually challenging myself and its helped me whenever I need emotional support and just being there to give me advice. (GCC Group 2, Speaker 3)

While the subject of girlfriends was not initially considered for discussion as a referent norm, the participants did identify them as a critical support or a life balance challenge. Some participants provided that having a girlfriend who is also in college is significant because they can understand and motivate you due to them knowing what it is like to be a college student (Appendix F). Some participants identified that it was a struggle to balance their college work with having a girlfriend, as there was little to no time to spend together. A few participants talked about while their girlfriend may not be attending college, they are still supportive (Appendix F).

> It was actually kind of difficult finding time to spend with each other and she actually doesn't plan on going to college and she was afraid to talk to me about that and I was like, that's fine, just because I'm going to college doesn't mean you have too. So, we kind of had that conversation because, everyone's their own person, they can do what they want. But you know, I'm here all day from like eight in the morning until 10 at night cause I've worked in class here now long days and so I'll get home, she's already asleep and we don't really like have that much time together. She's supportive. She's very supportive. When I first told her about me going to college, she just was super happy. (MCC Group 1, Speaker 3)

Finally, the participants identified a specific person or program that made it possible for them to consider going to college and persisting. This was identified as a family member, a high school teacher, a pre-college program, a community college staff person, or a referent from a program/activity they were involved in (Appendix F). Fishbein and Ajzen (2010) indicated that a person's identification with a social referent

influences their normative beliefs towards that of the social referent. This close identification directly ties to the person's motivation to comply with that behavior (Fishbein and Ajzen, 2010). A student participant explained:

> My older brother, he's been through this school, he's participated in so many clubs, worked full time, worked out and did great in his classes and took six of them at the same time. It's unbelievable what you can do and when you really push yourself and he pushed me as well. He kept telling me like, you can do this just as much as I can do this as long as you put in the effort and you know when every time I am feeling a little bit stressed or something, I can just give him a call and he'll be right there for me. And he'll just explain like this… I was experiencing the same thing going through with all these classes in college. I didn't know what I wanted to do. Like I didn't know what was going on. Like you know, there was his first time going through clubs and just trying to manage everything and he was alone, so he knows exactly how I feel and just having someone that has experienced similar situations there for you. I think it's a great motivation... He's definitely going to help me out a lot knowing how much he cares about everyone is very genuine guy. (GCC Group 2, Speaker 5)

Perceived behavioral control. Two questions were posed to the focus groups to identify themes around the participants' perceived behavioral control in their ability to complete an associate degree, which were:

1. Do you feel you have control in completing this degree?
2. What will determine whether you are successful or not, when it comes to completing your degree?

In concert with attitudes and norms, a person's favorable perception of their ability to control their efforts towards a given behaviors, is directly correlated to a person following through with executing on their intended behavior (Fishbein and Ajzen, 2010). Like Bandura's theory of self-efficacy, Fishbein and Ajzen's (2010) perceived behavioral control construct is the "extent to which people believe that they are capable of, or have control over, performing a given behavior" (p.155). Overwhelmingly, the focus group

participants believed that they had control over whether or not they completed their degree (Appendix F). As an example, one participant asserted:

> I believe every individual is in control of completing their degree. Okay. So, I believe I'm in full control because everything I do, everything I do is my 100% my responsibility, which I understand. I'm not in middle school or elementary anymore. So, everything is now my responsibility if I get late or stuff like that. If I don't do my assignment, it's my responsibility, not my parents. So, I believe if you are in control, I believe if you know how to like balance everything out and believe you can be 100% in control and every single decision you make in this college and you have also have control in succeeding. (MCC Group 1, Speaker 2)

The focus group participants explained that their greatest supporter is themselves and that they must rely on that. Many displayed a certain introspection of resilience in that they believe in themselves, that they have the tools to complete their degree, and that they are in full control of the decisions they make (Appendix F). Intertwined with control was the students' recognition that the choices they made would determine their ability to complete a degree. This recognition can be tied to the levels by which an individual believes they have the capacity and the autonomy to facilitate their intended behavior (Fishbein and Ajzen, 2010). Conversely, this recognition can also be tied their belief that they don't have the capacity or autonomy; impeding their ability to complete the behavior. One participant's response captured this fact succinctly:

> I believe that it's the choices you make that will be a factor on whether or not you'll be successful. Now you can choose to be distracted or you can choose to be focused. You can choose to study, you can choose to party all night, and you can choose to be on time or be late. Well, however you get the degree or not is by decisions you make. (MCC Group 1, Speaker 2)

Some students voiced that while they were confident that they had control, they were worried that some external force like a death, illness, or financial crisis could impact them negatively. Fishbein and Ajzen (2010) identify these external forces as serious

obstacles that my impede performance of the behavior, hence lowering an individual's perceived behavioral control.

> I would say that sometimes I don't feel like I'm in control because sometimes the bumps on the road is like way too much to handle. Like there's a lot, there's a lot of stuff to overcome. Just to simply pursue a higher education. My grandma [is] sick so someone has to take care of her and I find myself wanting to, but I have to decide whether I continue taking classes to take less to take care of her, stop going altogether to make her life great. And even financial troubles I would say. (GCC Group 2, Speaker 2)

Intention. In concert with the eight (8) questions posed around attitudes, norms, and behavioral control, a single question was posed to gauge the participant's intention to attend college and to complete a degree, which was:

1. What made you decide to enroll and attend a community college?

Fishbein and Ajzen (2010) defined intention as "readiness to engage in a behavior, a construct that incorporates such concepts as willingness, behavioral expectation, and trying" (p. 43). The question posed was to identify if the participants were vested in pursuing an associate degree or whether their motivating factors would not lead them to completing a degree. This would be the case if participants, for example, were attending because their friends attended, that there was nothing else to do after high school, or that they were being forced by a referent individual to enroll. Hence, the participant's engagement in the behavior (completing a degree) would not adequately reflect a readiness to do the behavior nor a behavioral expectation that they will effectively complete the intended behavior.

The focus group participants provided consistent motivating factors that drove their decision to enroll in a community college and to get a degree. Proximity to home, affordability, and preparation to continue on to a university, were prominent reasons

woven into the participant's responses. Every participant was very clear on why they were at the community college, as one explained:

> For me, my original plan was to go to NAU. I had gone to the campus a couple of times and I had fallen in love with the view and over time I started realizing I didn't think I would be ready personally to handle going away, going so far away from my family and I didn't think I'd have the maturity or responsibilities to be able to handle being on my own like that. And eventually I came to realize that MCC was a perfect option for me because not only did I know people, who are in my major…people who could help me out, but economically it was a much sounder decision and I would have that ability to grow and mature before I ended up leaving home. So, in the end, MCC was the perfect option to be able to grow before making such a big leap with my life. (MCC Group 1, Speaker 4)

As with the answers to the questions concerning attitudes, the focus group participants also focused their intention around being an example to others and reaching their career goals as additional factors that drove their enrollment in college. While Fishbein and Ajzen (2010) asserted that often it is easier to predict intention on an immediate behavior, the prediction of an intended behavioral goal (being an example and career goal) can also be predicted as long as the "measures of attitude, perceived norms, and perceived control are fully compatible with the intention under consideration" (p. 179). In review of the participant responses, the researcher consistently found this compatibility between the constructs and each student's behavioral goal. As an example, one student explained:

> What motivates me is, I came to college because I wanted to further myself as a musician. Um, just about all of my time I spent in school, I've been in music and I joined because that's, I knew that's what I wanted to do with my life. I wanted to be a professional musician. I wanted to play for crowds. And sometime in high school I realized I wanted to be a teacher. I wanted to give children that same drive, that same passion that I did, because I know that there's plenty of kids out there who have that drive to want to be musicians. As you said, they don't have the right person to do so. So, what inspires me is knowing that one day I'll get the ability to be someone to give them their, the ability to give someone their passion. And on top of that is my, my own dad. He was the son of a musician too. And when I told him I wanted to go into music, he told me to be careful to have a

> backup plan that wasn't music because that's the son of a musician. He saw what it was like to not have money. And that's the other side of it is that I kind of want to not prove him wrong in a sense, but to be able to show that a musician can have, can reap the fruits of their labor. So to say. (MCC Group 1, Speaker 5)

Money matters. One additional question was asked to identify any internal or external forces that could impact their ability to persist, which was:

1. Coming to ____ college, what was the one thing you worried about as you started your college career?

The question was focused on identifying those factors that could initially prevent a Latino male student from believing that they had behavioral control in their ability to get a college degree. Fishbein and Ajzen (2010) asserted that "people cannot act on their intention if they lack the skills or resources required to perform the behavior or if external factors prevent them from doing so" (p.57). In evaluating their worries, the researcher was able to identify those skills or resources the participants believed they lacked entering college. Whether it was the cost of attendance, their inability to get financial aid due to their immigration status, the challenge completing the financial aid application, balancing paying bills and tuition, or the fear of going into debt, the issue of money was a perceived hurdle to overcome (Table 9). One student lamented his worry about not being able to afford college:

> FAFSA better approved me or something because if they don't, it was like, I don't know. I felt like ... I don't know what I was going to do, but I was going to be like I'm not going to pay for it right now because I'm trying to pay bills and stuff. (GCC Group 1, Speaker 8)

Qualitative Section Conclusion

The qualitative analysis shed light on the issues, concerns, and opportunities to support Latino male community college students in their pursuit of an associate degree.

In addition to being a springboard for the adaption and design of a new instrument to assess behavioral beliefs related to degree attainment, the results are significant to the development of inferences that connects theory, literature, and retention strategies, to actionable efforts specifically targeted towards Latino male students. As noted in Chapter 3, the researcher utilized the results of the qualitative analysis to the adaption of the instrument as outlined in the exploratory mixed method design. The researcher also brings the revealed Latino male student voice forward into Chapter Five to provide context to the definition of the findings and the recommendations resulting from the study.

Quantitative Analysis

On behalf of the researcher, MCCCD sent an email invitation to the entire currently enrolled student population (N= 2,994) that met the requirements of the study (Figure 3). The email included a brief description of the study, and a mechanism to give informed consent (Appendix M). Participants were also informed of an equal chance to receive a laptop, an Amazon or gaming gift card, or a tuition scholarship, as an incentive to fully complete the survey. Upon entering the survey, the participant was also provided an example of how to indicate their responses on a Likert scaled question. MCCCD also sent a parallel email to the student population that met the requirements of the study but had dropped out of college the previous academic year (N=1,359). Following Dillman's (1978) Total Design Methodology for survey administration, a reminder email was sent to each invitee, who had not completed the survey, each subsequent week, for a total of two reminders. A total of 260 anonymous online surveys were received over a three-week period with 204 currently enrolled participants and 56 participants who had dropped

out. In preparation for data analysis, responses were downloaded into SAS 9.4. Forty-five surveys were excluded due to incomplete responses to the Likert scaled questions of the four TPB constructs (part one, Appendix I).

Prior to performing the data analyses for the four research questions, a post hoc test for reliability was completed using Chronbach's Coefficient Alpha tests. In order to assess the validity of this survey instrument as compared to the original survey designed by Sutter and Paulson (2016), a series of Chronbach's Coefficient Alpha tests were completed for each construct. This test is designed to verify validity of this survey instrument as it compares to a validated instrument. The decision to run four separate tests was made as each construct measures different qualities of data even though each construct utilized the same scale. For the construct of Intention, alpha was equal to 0.73 indicating the new survey performed adequately well compared to the original survey. For the construct of Attitude, the alpha was equal to 0.79 indicating the adapted survey performed well and had an adequate reliability level as compared to the original survey. The last two constructs did not perform as well with the Chronbach's Coefficient Alpha, Social Norms and Perceived Behavioral Control constructs resulted with alpha levels of 0.58 and 0.51 respectively. These results indicate that the questions in these two survey segments differ relatively significantly from the original validated survey questions.

The differences in the Social Norms and Perceived Behavioral Control constructs may have occurred due to a number of reasons. Firstly, the questions in these two segments were changed in accordance with the population being tested. Prior to the generation of this survey, focus groups were utilized in order to understand what issues impact this population and the questions were changed in order to reflect these issues and

pertain more specifically to this population. Secondly, the verbiage utilized in this survey was modified in order to be more appropriate for the population being surveyed. These changes may negatively impact the Chronbach's Coefficient Alpha but not necessarily negate the usefulness of this survey to the population in question. In order to more effectively test the reliability of this survey, it should be implemented with a larger sample size.

Next, the researcher wanted to ensure there was no response bias between early responders and late responders. Chi square analyses were run to test for associations between the first weeks' participant survey responses and the remaining weeks' participant survey responses (Table 10). The test determined that there was not a statistically significant difference in proportion to the first week respondents versus the others.

Table 10

Test for Associations Between First Week Survey Completers and Remaining Week Survey Completers

Statistic	DF	Value	Prob
Chi-Square	1	1.08	0.29
Likelihood Ratio Chi-Square	1	1.07	0.30
Continuity Adj. Chi-Square	1	0.78	0.37
Mantel-Haenszel Chi-Square	1	1.07	0.29

The analyses of the first three research questions (page 42) were run with a final sample of 215 completed surveys. There were 168 completed surveys from currently enrolled students and 47 completed surveys from those who had dropped out. Of the 215 complete surveys, an additional 43 surveys had missing answers within the set of situational factors asked at the end of the Likert scaled questions (part two, Appendix I). For question four (page 42), 172 complete surveys were used to run a multivariate linear

regression with each of the TPB constructs (intention, attitudes, norms, PBC) as the dependent variable. The results of the analysis are now presented sequentially in the context of each of the four research questions that drove this inquiry.

1. Are there any statistically significant correlations between the Theory of Planned Behavior construct scaled responses for the Latino male population?

The first question was examined using Pearson Product-moment Correlations. The researcher selected this test to the direction and strength of the linear relationship between Latino male intention to graduate and their attitude towards graduating, the social norms that may impact their intention to graduate, and the behavioral control they believe they possess over their ability to graduate. Based on the test results, Latino male intention to graduate had the highest correlation to their attitude towards graduating with a degree. Specifically, the Pearson correlation results indicated that all of the input variables are statistically positively correlated with the other factors at the $p<0.05$ level (Table 11). There is only a moderate positive relationship between Intention and Attitudes (0.45). Norms and PBC both have statistically significant, but low positive correlations with the remaining constructs (Table 11).

Table 11

Correlation Between Student Attitude, Norms, PBC, and Intention

	Intention	Attitude	Norms
Attitude	0.45*		
Norms	0.24*	0.28*	
Perceived Behavioral Control	0.25*	0.20*	0.16*

Note. N= 215, * Correlation is significant at the 0.01 level

Additionally, the researcher wanted to determine the order of impact that Attitude, Norms, and Perceived Behavioral Control had on Intention. A linear regression was

performed with Intention as the independent variable and Attitudes, Norms, and Perceived Behavioral Control as the dependent variables. Of the three constructs, Attitude had the highest impact on Intention ($p<.01$), with Perceived Behavioral Control ($p=.01$) second and Norms ($p=.07$) third.

Table 12

Linear Regression with Intention as the Independent Variable

Variable	Degrees of Freedom	Parameter Estimate	Standard Error	t Value	Probability	Variance Inflation
Intercept	1	1.16	0.67	1.71	0.08	0
Attitude	1	0.38	0.06	6.05	<.01	1.11
Perceived Norms	1	0.16	0.09	1.8	0.07	1.09
Behavioral Control	1	0.28	0.11	2.58	0.01	1.05

2. Are there statistically significant differences in the measured Theory of Planned Behavior constructs of Latino male community college students who are persisting toward graduation vs. those who have dropped out (non-completers)?

In order to determine whether the behavioral beliefs of currently enrolled Latino male students were statistically different than those of Latino male students who dropped out, the researcher ran a MANOVA test (Table 13). This model utilized the four TPB constructs as scaled and averaged dependent variables and the binary variable of enrolled/not enrolled as the independent variable. In calculating the four multivariate test statistics, the null hypothesis is that enrollment has no effect on any of the TPB constructs. Table 13 presents the MANOVA results that show all four test statistics (Wilks' Lambda, Pillai's Trace, Hotelling-Lawley Trace, and Roy's Greatest Root) were significant at $p<0.05$; rejecting the null hypothesis. The model identified statistical

significance across all of the TPB constructs for those Latino males who are currently enrolled versus Latino male students who had dropped out of college.

Table 13

Multivariant Analysis of Variants Testing TPB Constructs of Enrolled Versus Dropped Out

Statistic	Value	p-value
Wilks' Lambda	0.93	<0.01
Pillai's Trace	0.06	<0.01
Hotelling-Lawley Trace	0.69	<0.01
Roy's Greatest Root	0.06	<0.01

3. What statistically significant differences exist in the Theory of Planned Behavior constructs between Latino males in their first year versus Latino males in their second year?

The researcher also performed a MANOVA to determine if there was a difference in the behavioral beliefs of Latino males in their first year of college in comparison to Latino males in their second year of college. In calculating the four multivariate test statistics, the null hypothesis is that year in school has no effect on any of the TPB constructs. Because the MANOVA test for all four test statistics returned a p value (0.17) higher than p value level of 0.05, MANOVA results failed to reject the null hypothesis (Table 14). Therefore, the results determined that there were no statistically significant differences in behavioral beliefs of students in their first and second years across all TPB constructs (Table 14).

Table 14

Multivariant Analysis of Variants Testing TPB Constructs of First-Year Versus Second-Year Students

Statistic	Value	p-value
Wilks' Lambda	0.97	0.17
Pillai's Trace	0.03	0.17
Hotelling-Lawley Trace	0.03	0.17
Roy's Greatest Root	0.03	0.17

4. What situational factors of Latino Male students are useful in predicting outcomes of community college enrollment as implicated by the Theory of Planned Behavior.

Last, the researcher examined the fourth research question using chi square analyses and multivariate linear regression analyses with each TPB construct serving as the dependent variable (Table 15, 16, 17, 18). The 18 situational and demographic questions included the level of education of family, supportiveness of family/friends, language, living situation, access to computer or internet, and finances, creating a set of categorical variables (Appendix L). For Intention (Table 15), the linear regression found that student intention to graduate is significantly higher for those students who do not live with their parents (p=0.01) and for those who had a significant other who supported them (p=0.01). For Attitude (Table 16), student attitude toward graduating with a degree significantly increases alongside a higher college grade point average (p=0.01).

Table 15

Multivariate Linear Regression with Intentions as the Dependent Variable

Variable	Degrees of Freedom	Parameter Estimate	Standard Error	t Value	Probability	Variance Inflation
Intercept	1	6.21	0.53	11.62	<.01	0
Family Support	1	-0.10	0.05	-1.85	0.06	1.01
Girlfriend	1	0.25	0.10	2.56	0.01	1.01
Living Situation	1	-0.21	0.08	-2.47	0.01	1.00

Table 16

Multivariate Linear Regression with Attitudes as the Dependent Variable

Variable	Degrees of Freedom	Parameter Estimate	Standard Error	t Value	Probability	Variance Inflation
Intercept	1	4.62	0.44	10.48	<.01	0
Grade Point Average	1	0.34	0.13	2.53	0.01	1.02
Lives away from Parents	1	0.34	0.21	1.61	0.11	1.02

For Subjective Norms (Table 17), age was a significant factor (p=0.05) indicating that older students were less receptive to subjective norms. Parental education was also a significant factor (p<.01) indicating that a student's intention to graduate is higher based on the parent's higher level of educational attainment. Further, students who worked more hours per week (p=0.02) and those who did not live with their parents (p=0.03), were less prone to subjective norms. First generation students were also found to be less prone to perceived norms (p<0.01).

Table 17

Multivariate Linear Regression with Norms as the Dependent Variable

Variable	Degrees of Freedom	Parameter Estimate	Standard Error	t Value	Probability	Variance Inflation
Intercept	1	6.51	0.77	8.42	<.01	0
Age	1	-0.05	0.02	-1.98	0.04	1.22
Parent Education Level	1	0.31	0.08	3.56	<.01	1.39
Employment	1	-0.17	0.07	-2.33	0.02	1.36
Living Situation	1	-0.12	0.05	-2.14	0.03	1.24
First in College	1	-0.45	0.11	-3.99	<.01	1.35
Computer Access	1	-0.24	0.15	-1.6	0.11	1.04
GPA	1	-0.14	0.08	-1.76	0.08	1.03
Help Family with Bills	1	0.17	0.10	1.63	0.10	1.13

For Perceived Behavioral Control (PBC), several of the situational factors were strongly predictive of the students' PBC score (Table 18). Students who lived with their parents had lower PBC scores (p=0.04) and those who had higher incomes, also showed lower PBC scores. Conversely, students who indicated that they had to assist in paying family bills had a higher PBC score (p=0.02).

Table 18

Multivariate Linear Regression with PBC as the Dependent Variable

Variable	Degrees of Freedom	Parameter Estimate	Standard Error	t Value	Probability	Variance Inflation
Intercept	1	6.51	0.77	8.42	<.01	0
Age	1	-0.05	0.028	-1.98	0.04	1.22
Parent Education Level	1	0.31	0.08	3.56	<.01	1.39
Employment	1	-0.17	0.07	-2.33	0.02	1.36
Living Situation	1	-0.12	0.05	-2.14	0.03	1.24
First in College	1	-0.45	0.11	-3.99	<.01	1.35
Computer Access	1	-0.24	0.15	-1.6	0.11	1.04
GPA	1	-0.14	0.08	-1.76	0.08	1.03
Help Family with Bills	1	0.17	0.10	1.63	0.10	1.13

Quantitative Section Conclusion

While the sample size for this study was smaller than desired; and the survey instrument needs further testing, the results provided some significant insights into areas to further explore. First, we found that a Latino male's attitude towards graduating with a degree has the highest impact on their Intention to do this behavior. Secondly, we found there is a difference in the behavioral beliefs of students who persist towards graduation and those who do not. Finally, we determined that there are some situational factors directly tied to a student's independence from their parents that positively impacts

behavioral beliefs towards graduating with a degree. Knowing that larger sample sizes are needed to refine and validate the instrument, these three findings can be explored more explicitly in future research.

Chapter Five - Discussion

Why This Study?

The purpose of this study was to understand the attitudes, social norms, and behavioral controls that contribute to the intent of Latino male community college students to graduate from college. The intent to graduate focuses on a student's intent to complete the academic requirements for an associate degree or the general education core that allows them to successfully transfer to a four-year degree program at a university. In utilizing Ajzen's Theory of Planned Behavior (TPB), the researcher was able to successfully test the study participants' beliefs related to their intention to graduate from college.

As a student affairs practitioner with over 20 years of service in higher education, the researcher found that there was limited scalable research that directly impacted the success rates of Latino male students in community colleges. Understanding that the Latino population will continue to grow and will be the predominate race in the K-12 pipeline in the United States, it will be imperative to ensure that success strategies are in place to support Latino students as they enter college. More specifically, it is imperative that community colleges identify and implement success strategies as Latino students are overwhelmingly represented in community colleges than in universities. For states like Arizona, where there is a significant concentration of Latinos, attainment of post-secondary credentials by this population will be critical to the state's economic viability.

In view of the current literature on Latino student success, the intention of the researcher was to shift the conversation from higher education and critical race theories towards the exploration of theories found in social and behavioral sciences. Going

beyond traditional educational and race theories could potentially identify behaviors and beliefs, specific to Latino males, that can assist with the formation of intervention measures that support college degree attainment for this specific population. For this reason, the researcher selected a widely used and tested behavioral theory, the Theory of Planned Behavior (TPB)

TPB has become "one of the most frequently cited and influential models for the prediction of human social behavior" (Ajzen, 2011, p. 1113). With the highest scientific index rating of all social psychology researchers in the U.S. and Canada, Ajzen's TPB has long-standing success in predicting all forms of behaviors (Nosek et al., 2010). Within the realm of educational attainment, one study was conducted to determine African American high school students' intention to graduate from high school (Davis et al., 2002), one research on a prediction model for graduation of disabled college students (Frichten et al., 2014), and one published study on using TPB to predict a student's intention to graduate from college (Sutter & Paulson, 2016).

The research not only ensued to determine the applicability of assessing behavioral intention to the completion of an associate degree, it was done to identify retention interventions specific to community colleges. Because the TPB model includes the development of interventions to change behavior, the researcher's ultimate goal was to identify interventions that can keep Latino male students persisting through their first year as well as interventions to prevent Latino male students from dropping out of college.

Attending and completing a college degree is a common social behavior that recent high school graduates engage in. For many students, it is the rights of passage to

adulthood, and for other students it is a path towards a better life. Yet for some students, the path to educational attainment ends as quickly as it begins. In all these avenues, the intention to complete a degree exists within each of these students. If intention to complete a college degree exists, how then can we decipher which factors moves a person from intending to complete, towards the actual completion of the goal? More importantly, how can we create interventions to address these behavioral intentions?

The four questions posed in this study were directly tied to developing behavioral interventions directed at the primary beliefs of attitudes, subjective norms, and perceived behavioral control (PBC) related to a Latino males' intention to graduate from college. Ajzen (2006) contended that providing behavioral interventions within these factors should produce changes in behavioral intention leading to an individual carrying out their intended behavior, barring any external factors by which the individual has no control. Fishbein and Ajzen (2010) argued that primary beliefs are the foundation for any behavior of interest. Therefore, an intervention will have little effect on intention and behavior unless the intervention changes their primary beliefs (Fishbein and Ajzen, 2010).

TPB's Applicability to Latino Male Students' Intention to Graduate

The first question assessed whether there were statistically significant correlations between the TPB constructs. If there was correlation between the primary beliefs and intention, then TPB could be used to predict intention to graduate. While all of the constructs were statistically positively correlated, the primary belief related to Attitude had the highest relationship to Intention for the Latino males who participated in the survey. Further assessing the effects of primary beliefs of attitudes, subjective norms, and

PBC, the researcher performed a linear multivariate regression, further highlighting that Attitude had the highest impact on intention, with PBC and Social Norms following in second and third, respectively.

In predicting graduation of students with disabilities, Fitchen et al. (2014) also determined that TPB could predict intention to graduate for their selected population. However, Fitchen et al. (2014) found that PBC had the highest impact on intention, followed by Attitudes and Subject Norms, respectively. Similarly, Sutter and Paulson (2016) also found that TPB could predict university students' intention to graduate, with PBC having the highest impact on intention as well. Even though Davis et al. (2002) found TPB applicable to predicting intentions of African Americans to graduate from high school, their study also showed that PBC had the highest impact on this student group's intention to graduate.

Not surprisingly, the researcher believed that TPB could predict intention to graduate and that there would be significant correlation between the TPB constructs. However, based on previous studies with three different student populations, the researcher assumed that PBC would also have the highest impact on Latino males' intent to graduate. Additionally, the researcher assumed that social norms would also have a greater impact on intention given research related to the importance of family and familial obligations to Latinx students.

The quantitative results were in parallel to the results of the qualitative themes. Like the Pearson correlations and the linear regression, the focus group responses showed relationships between each of the TPB constructs; highlighting both the positive and negative influences impacting their intention to graduate. The theme of determination

was particularly prevalent within the participants' behavioral beliefs. Assertions around personal success, familial success, financial stability, and wanting a better life, were woven into their drive to succeed. The researcher found that the students projected high levels of confidence in why they wanted to earn a degree and what this educational attainment would mean to them. As one student illuminated:

> I decided to go because I'm 22 years old, and on my first semester was the last one I just started. I don't know. I just felt like I was getting old and I was looking for a purpose. And I just felt like my peers I went to school with in high school were like way ahead of me. So I did it just to feel better about myself, but actually work towards something and my brother as well went to a community college and transferred to ASU. So I just wanted to ... I feel like he set a good example for me so I wanted to make sure I stayed with it. (GCC Group 1, Speaker 4)

The rationale for why Latino male student attitudes were more significant to intention than subjective norms is reflected in a research by Dennis, Phinney, and Chuateco (2005) on Latino college commuter students. The researchers hypothesized that career/personal motivation to attend college would be as equally important to family expectation and motivation, as predictors of college adjustment and commitment. Dennis et al. (2005) believed that because minority students are heavily influenced by collectivist values, the duality of individual and family-based motivations would be on par with each other. However, the research found that only the Latino students' personal and career motivations were a predictor of college adjustment and commitment, not family expectations. The findings of the researcher's study also came to the same conclusions. During the focus groups, the students talked extensively about their families and their significant influence on decision making. However, in reviewing the results of the survey, family was not significant to driving their behavioral beliefs towards intention to graduate.

There is a Difference in the TPB Constructs of Latino Males Who Persist and Those Who Do Not

The second question assessed whether there was a difference between the TPB constructs of students who were persisting versus those who had dropped out within the last academic year. The multivariate analysis of variance indicated that there was a statistical significance across all TPB constructs, indicating that being enrolled does impact intention to graduate. The researcher assumed that this would be the case for Latino male students.

Like the findings of this study, Davis et al. (2002) also found that there was a statistically significant difference of the TPB constructs for those African American students who persisted towards high school completion than those students who did not. Fitchen et al. (2014) also found that the responses of those student participants who dropped out prior to graduation were significantly different from those who graduated. This ability to decipher the responses enabled the study to establish a TPB measurement to identify students at risk for dropping out (Fitchen et al., 2014).

Since no students who had dropped out from college participated in the focus groups, there was no way to compare the responses of the two enrollment status groups. The researcher was able to identify issues such as the desire to make money and the lack of motivation to do the work, as some indicators that were directly related to why some of the focus group participants believed other Latino males dropped out. For example, one student opined about his brother and friend:

> For me it's interesting because this past year was my first year in college, and what's interesting is that I have my brother and my close friend would be, I've known him since second grade. Both of them have dropped out. My brother had dropped out in the fall after the fall semester and then my friend dropped out

> recently in the spring. They both stopped going, and it's just interesting like how I have friends that are girls and they're still on it, they're still here and come in every day. They never lose like motivation or anything. And then my two guys ... my brother and my guy friend, they just stopped going. And I've recently started ... I haven't talked to them as much as I did before because they're pursuing different things and I want this and then they want that, because they want things like money now. They want just get a job, get money now, or they just don't want to take the time and go to class and finish. It'll take four years to get your degrees. They don't want to do that. They just want to do things now. So that was a big thing I noticed that just this past year. (GCC Group 1, Speaker 2)

Perez (2017) contends that "little is known about Latino male's academic determination in higher education (p.123). To date the majority of the studies on Latino male students focuses on low enrollment, persistence, and completion rates (Perez, 2017). In addition to the increase of Latina college enrollment, followed by their higher rates of completion, Latino male students are desperately lagging behind their female counterparts (Saenz & Ponjuan, 2009; Snyder & Dillow, 2011; Saenz et al., 2016).

Even though little is known, a study of Latino male high school dropouts may provide some insight into challenges that students face in their decision to not continue. Halx and Ortiz (2011) found that those Latino males who decided not to complete high school felt that school was a temporary experience with an intangible payoff, school does not give them money like their job does, school drains time and resources that could be spent on getting a permanent job that pays. Additionally, Halx and Ortiz (2011) highlighted that students' expectancy-value was placed on working over educational pursuits. This was due in part to work having a direct value financially, to the participants belief that Latino men their age should be working, and that working equated to self-respect as well as respect from their family and community (Halx and Ortiz, 2011).

Even though there is considerable interest in more research on the phenomena of Latino male degree attainment, the current challenges to Latino male persistence can be

tied to Bean and Metzner's (1985) theory related to student departure. Specifically, the theory of student departure contends that non-traditional students (i.e. minority students) may depart from college due to environmental variables like finances, work, and family. Institutions lack to take into account that non-traditional student's external environment is more important to them than those social interactions on campus (Bean & Metzner, 1985).

In view Bean and Metzner's (1985) Theory of Student Departure, institutions can redirect their efforts towards addressing the behavioral beliefs of Latino males instead of focusing on establishing programmatic efforts to compete with external variables. The current study's model finds that Attitude and PBC have the highest impact on a Latino male's intention to graduate. Fishbein and Ajzen (2010) contend that the development of a behavioral intention intervention should be entered on those specific constructs that have the highest correlation to intention. Therefore, institutions would be better served in identifying measures related to expectancy values, the positive value proposition of pursuing a degree, and the cultivation of experiences that develops affirmative beliefs in getting a degree.

There is No Difference in the TPB Constructs of Latino Males Based on Year of Enrollment

The third question assessed whether there was a difference between the TPB constructs of first-year students in comparison to second-year students. Surprisingly, the survey results found that there were no statistically significant differences between the two groups. While the researcher believed that persistence and successful completion of courses would boost the results of second-year students, the outcome of the data showed

otherwise. Similar to this study, Sutter and Paulson (2016) also found that there was no statistical differences of the TPB constructs between university students in their first-, second-, third-, or fourth-year of enrollment.

Since both first- and second-year students participated in the focus groups, the researcher reflected on glaring differences in perspectives discussed by these student groups. The researcher found that self-efficacy and college navigating skills were evident in those participants who were in their second year of college as opposed to when they began their academic journey. One student opined:

> My first semester I was trying to do everything by myself. I wasn't trying to ask for help. I was trying to do all my schoolwork on my iPhone and I was just trying to get it cracking right there. I'm trying to figure out how to turn in my papers in electronically because before I just gave the paper to the teacher. So it was like an adjustment period. (MCC Group 1, Speaker 2)

While another student stated:

> For me, I just really wasn't adjusted to school in general or used to school I can say. Um, so there's like a learning period where I had to learn how to use canvas…So there's a period where I had to get adjusted and like he was saying I wanted to go to ASU and I don't think I would've been ready for it to be honest. I think it was good to come to Mesa Community College…But the hard part I guess with getting used to college, college level where, you know, turning in college assignments and MLA writing and I didn't know all that little basic stuff. So, it just took me a little bit of time to get that. But then once I got like, I guess you could say fundamentals of college or something like that, just like the basics, I was cool. (MCC Group 1, Speaker 5)

Yet, both first- and second-year students expressed high levels of fear that they would not be successful or that they would not have the proper skills to complete their intended goals.

> Biggest thing that worried me when I was going to come to MCC was if I was going to be able to shape up to it. I've always had this kind of issue with myself of wondering if I'm going to be able to shape up to the expectations of any organization that I'm joining. It's been a problem for me ever since I was a little kid. It's something where I always have to remind myself that I'm going to be

> okay, that it's not going to be a super big jump going into another school or another organization. But the summer before I was, I was sitting there in my room late at night wondering, am I really going to be able to shape up to the standards that the community college has.
>
> … like I fear letting him [dad] down and I feel too like also, um, of not graduating. Like I feel like it scares me for him to pass away without him seeing me succeed because all he did was he came over here to the United States to give us a better life and then for us to not give what he gave us. Like that's what here, that's my biggest fear and he's been one more great motivation. My Mom too...My dad, he's been my big motivation. (MCC Group 1, Speaker 4)

Situational Factors that Impact Attitudes, Subjective Norms, and PBC

The final question assessed the demographic and situational factors of survey respondents that may have an impact on a student's intention to graduate in relation to each of the TPB constructs. The expansion of the survey to include situational factors, was intended to identify those factors that may positively or negatively impact actual behaviors. In performing a logistical regression of the 22 questions against each of the TPB constructs, the model identified which characteristics were most significant to each behavioral belief. Attitude increases with a higher grade-point average, with whether the student lives alone, and whether a student is responsible for their own bills. Subjective norms saw that being an older student, the number of hours worked, having first-generation student status, and not living with parents, were factors that contributed to student feeling less social pressure related to their intention to graduate. Conversely, a parent's level of educational attainment correlated with higher levels of intention. PBC found that those students who lived with their parents and those students who had higher incomes, showed lower scores. Yet, those students who assisted with paying family bills had higher scores. Intention was higher for students who did not live with their parents, who had significant others who supported them, and for those students who received higher levels of support from their parents.

Unlike this study, Sutter and Paulson (2016) did not take demographic or situational factors into consideration in their model beyond gender, year in college, age, ethnicity, major, and if they were a transfer student. However, Fitchen et al. (2014) added 13 questions on self-efficacy, 4 questions on campus climate, and 12 questions on personality, in addition to demographic questions about the student. Fitchen et al. (2014) assessed 23 of these variables to the TPB constructs finding that Attitudes and PBC were related to fewer disabilities, higher engagement in college, self-efficacy, lower social alienation, higher extraversion, and lower neuroticism. Similar to this study, Fitchen et al. (2014) found that younger students, parental educational attainment, full-time studies, and/or no leave of absence had higher Subjective Norms scores.

In view of the demographic and situational factors, (a) where the student lives, (b) working and paying bills, (c) their age, (d) a parent's level of education, (e) grade point average, and (f) familial support, all play significant roles in Latino male students' behavioral beliefs associated with their intention to graduate. Limited research is available on identifying the effects of where a student resides, outside of residential housing at college campuses (Pascarella and Terenzini, 1991; Berger, 1997; Erb, Sinclair, & Braxton, 2015; Bronkema & Bowman, 2017). Behavioral beliefs regarding work could be studied based upon Halx and Ortiz' (2011) research of Latino male dropouts.

Previous research has established the significance of grade point average, familial support, and parents' education. Crisp and Nora (2010) confirmed that higher grade point averages highly correlate to the persistence and success of Latino students. Ojeda et al. (2011) found that parental encouragement was a mediating factor in the success of Mexican American male students; recommending that colleges help Latino male students

to gain and utilize familial support to bolster persistence. Finally, a plethora of research findings have continuously confirmed that parental level of education has high correlation to a student's belief around college completion (Cohen, 1987; Dennis et al., 2005; Perna, 2000; Contreras, 2005; Perna & Titus, 2005; Nunez & Kim, 2012; Saenz, Ponjuan, & Figueroa, 2016).

In light of the criticism of TPB in its inability to determine actual behaviors, the researcher included questions to specifically address any mitigating factors that may deter or drive the student toward actual behavior. In review of the results of this study, the outcomes of (a) where the student lives, (b) working and paying bills, (c) their age, (d) a parent's level of education, (e) grade point average, and (f) familial support are mitigating factors that drive the highest levels of intention among the survey participants. The results of the researcher's study further confirm that understanding those situational factors that are impacting behavioral beliefs, will be critical to identifying ways to move Latino male students from intention to get a degree, to actually getting the degree.

Reflections on the Study Design

As indicated at the onset of the study, the three selected research sites have high concentrations of Latino students. Not surprisingly, these three colleges also have the highest transfer rates to the university within MCCCD. Even though completing an associate's degree is a natural progression towards a baccalaureate degree, the attainment of an occupational degree or another post-secondary credential is as significant as completing the transferable associate degree. For this reason, the researcher would have liked to look at intention to complete an associate's degree or equivalent occupational credential in order to determine if there were any differences in intention to complete for

those in narrowly prescriptive cohort programs versus those in general education programs with self-directed options. In an expanded research, GateWay Community College would be added to include Latino males in clock hour, apprenticeship, and occupational certificate or associate programs. In further reflection on site selection, the researcher would have also added South Mountain Community College to the study. This college sits at the southern-most point of the college district, serving a densely populated Latino community.

In addition to adding the two colleges, the researcher would have liked to look at students who attend primarily in the day versus those who take courses in the evening, on the weekends, or virtually. Support services, interventions, and programmatic efforts to support at-risk or underserved populations are often provided during normal operating hours of institutions. Since students can take advantage of in-person services and extracurricular programs more readily during the day, the researcher would like to see if there is a difference in the TPB constructs of students enrolled during evenings and weekends.

If the opportunity presented itself in the future, the researcher would still employ a mixed method process because both the survey and qualitative data are important to understanding this phenomenon. In this current study, the focus groups were used to collect qualitative data. The researcher would have done interviews in lieu of focus groups to get more detail from the participants about their beliefs. The researcher found that the participants of the focus groups were quite resilient and may not have represented the full breadth of Latino male student sentiments at the community college. The interviews would replace the focus groups so that Latino male students who had recently

dropped out, those who were taking evening or weekend courses, and those in occupational programs could be included in the qualitative data collection.

Finally, the researcher would engage in another survey research using the newly created Latino Male Community College Survey at the beginning of the spring semester; generating interest based upon the start of the semester. The reason for selecting the beginning of the spring semester is that first-year students would have had completed a full semester of courses, and second-year students would be potentially in their final semester. The researcher would also be able to distribute the survey to students who had recently dropped out of college during the fall semester as well as those who had dropped out the previous academic year.

Implications for Practice

Community colleges face the challenge of trying to be responsive to the needs of their communities' while also being faced with diminishing resources. The addition of boutique programs and resource intensive efforts are often at the mercy of small grants that only provide a minimal shelf life for these activities on the campus. Even if the program or effort is successful, the inability to scale it to meet a larger need prevents these programs from getting traction or permanency within the college's fiscal priorities. For this reason, the proposed implications for practice are recommended initiatives that can be embedded within the current college business process with minimal impact to budget. The recommendations will require some departmental ownership; however, the actual initiative is a reasonable adjustment to current practices being implemented at both the college and university levels.

In order to provide recommendations for practice, the researcher looked to Fishbein and Ajzen's (2010) requirements for developing behavioral interventions based upon TPB. The foundation for the development of any TPB intervention is to ensure that whatever is created must tie directly to either Attitudes, Subjective Norms, or PBC. Fishbein and Ajzen (2010) stated:

> Thus, to change attitudes toward the behavior, we must change the value of the set of behavioral beliefs salient in the population of interest; to change perceived norm we must change the value of the set of salient normative beliefs; and to change perceived behavioral control, we must address the value of the set of underlying control beliefs. (p. 332)

Fishbein and Ajzen (2010) provided that a concentration of effort should be focused on the TPB variable that shown itself to be highly positively correlated with intention. In view of the three variables' correlation, Fishbein and Ajzen (2010) determined that unless the variable is at the extreme end of the scale (extremely negative or extremely positive) there is an opportunity for an intervention to be created for one of the three behavioral belief variables. In this study, Attitudes is the highest correlated, with PBC and Norms following respectively. As such, recommended practices will be focused on behavioral interventions in this order.

Latino male specific orientation or immersion experiences. Prior to the start of the academic year, orientations or immersion experiences would be beneficial to helping these students to improve their attitude and perceived behavioral control as it relates to attending and completing college. First, activities to develop self-efficacy and to develop college related technological skills would be beneficial to helping these students feel more confident in their abilities to be competent in attending college. Second, time management and establishing a work-life balance will be critical for these students

particularly since most of them are working to assist their families while also trying to be a college student. Culturally, the emphasis of being a bread winner for their family may put additional pressures on these students, causing a prioritization of work over college related efforts. Safe environments to discuss how to manage these cultural expectations with their own desire to be successful in school would be important in lowering the stress of trying to figure these competing needs on their own.

Third, the orientation or immersion experience should expose these students to faculty and their classroom expectations. Students would be able learn how to engage with faculty in order to establish and maintain a working relationship with their instructors over the course of the semester. As many Latino males are often the only male or only male of color in certain types of courses, the propensity to feel isolated in a course can be mitigated if the student is amply prepared to engage with their instructors in and out of the classroom.

Finally, the orientation or immersion experience should spend a portion of time exposing the student to financial aid, state aid, scholarships, and campus aid. Specific instructions around Federal Financial Aid Satisfactory Academic Progress should be addressed so that students are aware of what they need to do to not only receive aid, but to also keep it after their first semester.

Latino male student ambassadors. College recruitment and admissions departments often hire students to assist with enrollment services for high schools and the general public. Colleges should attempt to recruit and hire bilingual Latino male students to assist with the recruitment and transition of Latino males into the collegiate environment. It may also be helpful for Latino male ambassadors be connected to the

high school they previously attended; providing prospective Latino male students with a direct connection to a potential network of friends and associates at the college level prior to their enrollment.

Minority male specific student success courses. Community colleges provide a student success course for first-year students, particularly for those students who are enrolled in developmental education courses in reading, math, and English. These student success courses are often housed within the Counseling or the First Year Experience departments with varying course credit options. These courses are often viewed as unnecessary to the successful completion of a college degree because they are not required courses on a degree path. However, for first-generation students, these courses are beneficial to helping students see their own potential. In addition to their concentration on academic preparedness, these courses work on improving a student's intrinsic behaviors related to their attitude and their aptitude to do college level work. The work on intrinsic behaviors speaks directly to the four constructs of TPB.

Arranging for male specific courses for Latino men or men of color, allows the content to be tailored towards issues and scenarios that impede or bolster their success as students. Providing opportunities for Latino or minority male guest presenters to come and engage with the course would give first-year students the opportunity to see people who look like them who have completed college and went on to a professional career. Additionally, the course provides a space where students can have a circle of accountability and a network of friends who are reaching for the same goal. With community colleges being highly commuter oriented, the space and opportunity for young men to gather outside of athletics facilities and student recreation lounges is

extremely limited. This course could be the anchor for these students as they begin their academic journey.

Latino male or minority male specific programming. While colleges grapple with aligning resources to their most pressing priorities, data-driven decision making about programmatic efforts should reveal that Latino males and minority male students have a higher attrition rate than their female and white counterparts. Colleges cannot continue to turn a blind eye to these specific populations and continue to assume that college wide retention interventions for all students will have a positive impact on this population. Creating and sustaining meaningful interventions for Latino male and other minority male students is imperative to their success at the community college.

The researcher was instrumental in developing a minority male initiative for MCCCD that included two conferences, a summer retreat, and chapters at each of the college locations. Modeled after elements of the Puente Project in California, the Student African American Brotherhood, and the Achieving a College Education (ACE) program, the initiative saw great success in supporting men of color and improving the persistence and grade point averages of African American, Latino, and Native male students. The intent of the initiative was to specifically address retention through creating a sense of purpose for its members, a sense of brotherhood on the campus, and a network of individuals to assist the student participants with improving their college navigating skills. Through participation in the San Diego State University's Minority Male Study, MCCCD surveyed 2,000 minority male students, and found that those who participated in the initiative had higher levels of engagement and positive experiences, than those minority male students who did not participate.

While a community college may not be able to sustain a year-round initiative, the college can bring together academic support departments along with student affairs professionals to canvas their current success measures to determine what could be revamped through a cultural and gender specific lens. For example, FAFSA workshops, advising workshops, test-taking skill development, and career coaching can be adapted to specifically address Latino or minority male students. Student life departments are skilled with hosting leadership and team building activities for clubs and organizations. These types of events speak directly to the constructs of TPB; specifically, perceived behavioral control and social norming with other Latino or minority males present.

The study illuminated that there was no statistical significance found between first- and second-year students, the question begs to be answered as to whether or not students enter and complete with the same level of beliefs. If this is the case, it is even more important for more efforts to be designed and implemented for men entering college in their first-year. Specific programming around helping students improve their self-efficacy through debunking self-reliance and their resistance to seek help, will be pivotal in Latino males' attitude and perceived behavioral controls. Further, opportunities for Latino males to network and meet other Latino or minority male peers will help to foster positive social norming especially for those students who may be struggling with familial support. These collective efforts can hopefully elevate their attitudes, social norms, and behavioral control in ways that drives their intention towards completion.

Directed recruitment of Latino males in early college programs and academic support initiatives. Community colleges have early college programs that are either dual enrollment courses at the high school, concurrent enrollment programs for

afterschool and weekends, or preparatory academies. For all of these instances, recruitment and solicitation of participation should be targeted towards Latino males. Not only does it lay the foundation for a Latino male to see that college is an option for them, these early college experiences begin to develop the necessary attitude and aptitude for attending college. Since we know that Latino males have the propensity to be self-reliant, they may not seek these programs out without being prompted to do so. Coupling the recruitment with bilingual information workshops for their families, also helps the parents to understand the benefit of their son's participation in these activities.

Similarly, directed recruitment should also be done with academic support initiatives on the college campus. Programs such as Trio Student Support Services, group tutoring, career coaching, learning communities, and supplemental instruction, are efforts that Latino male students could benefit from the additional support and engagement with the campus. The challenge for these programs is that the promotional materials don't speak to them and those that are participating in the program don't look like them. Academic support programmatic leaders have to be intentional in how they seek and support Latino males, in order to provide space for this student population in their programs.

Family education. The support of family, particularly parents, is essential to the success of Latino male students. Given that students indicated that either they or an older sibling were the first in their families to attend college, there is little to no college going knowledge or experience within the family unit. Family education workshops and activities in English and Spanish would provide opportunities for the college to help parents and extended family to understand what is required of a college student, what

types of resources are needed to help their student be successful, and how the family can be an advocate for their student. It will also be important that both the student and their family (parents) attend together so that the student has an opportunity to share their needs as a part of the conversations with their family members. These activities would be critical to improving the social norming beliefs of Latino male students.

Community colleges often partner with community organizations to deliver on-site academic programming or enrollment services. For college districts that have larger Latino communities, seeking the support of their community-based organizations to host these events would be beneficial to their success. For example, MCCCD has established a working relationship with Chicanos Por La Causa and Villa del Sol; the two largest Hispanic serving organizations in Arizona. Having these two organizations host the family workshops at their sites, co-branding the effort and promoting it throughout their community, provides the necessary cultural capital to bring the Latino families out to the events. This partnership could also be established with the local catholic diocese, particularly with families who would want to attend Spanish only programming.

The parental support and familial connection are tied directly to a student's salient beliefs about subjective norms. These salient beliefs are tied to whether the family approves or disapproves of the Latino male student's intention to get a college degree (Ajzen, 1991). Further, a student's perceived social pressure to engage or not to engage, along with their motivation to comply with their family's beliefs, can positively or negatively impact a student's intention (Ajzen, 2019). Tinto's (1993) expanded Theory of Student Departure posited that in order for a student to transition effectively into a college's social and academic realms, the student would need to break away from their

past associations and traditions. Contrarily, numerous studies have faulted Tinto for ignoring the critical role family and a student's home community plays in the lives of minority students.

Financial aid peer mentors. Every community college financial aid office has access to funds to hire students to work part-time under the Federal Work Study program. College financial aid departments could set aside several work-study positions for second-year Latino male students to assist Latino male and other men of color with accessing financial aid opportunities at the college. There are a myriad of opportunities that students are not aware of, especially campus based scholarships and aid. While it is free to apply for federal aid, it is not easy to complete all of the required documents if the student is required to go through the financial aid verification process. Having a financial aid application on file early also opens up the ability for students to qualify for other aid and scholarships.

For those colleges that proactively support students with various immigration statuses, the financial aid peer mentors could assist those students with securing aid and funding from national, regional, and institutional programs. It would be important that the college financial aid department take an active role in identifying and verifying viable funding streams that are external to the institution. This would ensure that students are being protected and their immigration status is not being exploited.

Implications for Future Research

If future research was to occur using TPB to look at Latino male intention to graduate from community college, the researcher would suggest focusing on part-time students, evening students, students over the age of 24, and those students in occupational

programs. Additionally, the research could also focus on large urban community college systems in comparison to rural community colleges. While the researcher's focus was on traditional aged students who typically enroll in a transfer degree sequence, this population is not representative of the majority of community college student enrollment. Investigating intrinsic beliefs and behaviors of Latino males who are represented in the aforementioned categories may lend itself to understanding how to create interventions that support the persistence and completion rates of these particular student groups.

Most students who enroll at the community college take less than nine credits each semester. On average, it will take a student six to seven semesters to complete an associate's degree at the nine credit per semester rate. Investigating the intention to graduate for students who may take up to six years to complete an associate degree, attending part-time, has the potential to identify factors that can prevent academic burnout. Similarly, as a significant number of part-time students work shifts that require them to take courses in the evening or on weekends, investigating the TPB constructs of Latino male students who enroll during these times could also be a good comparison group.

The average age of a community college student is 27. This means that more than half of the student enrollments are of individuals who are over the age of 24. These numbers have the potential to skew higher in communities of color; particularly for those who are trying to improve their earning potential through a new career. The fact that most trade and technical programs are offered through community colleges, there may be a significant number of Latino male students who are over the age of 24 enrolling in these occupational programs at their local campus.

Conclusion

Community colleges have both a challenge and an opportunity as it relates to the educational attainment of Latino male students. Despite the volumes of research done on Latino male students, very little of it has impacted their success rates. The opportunity for community colleges is to turn the tide on Latino male attrition by employing interventions and prescribed measures that increase their efficacy and resilience. This opportunity cannot be done solely on current educational literature, there must be an infusion of social and behavioral theories from other disciplines that support looking at behavioral patterns and characteristics of resilient male students, as well as efficacy deficiencies of those students who are not resilient. Similarly, this opportunity extends to viewing these behaviors through a cultural or ethnic lens; identifying those factors that are particular to the Latino community that may be an opportunity or a barrier to a male college student.

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APPENDIX A

SUTTER AND PAULSON (2016) GRADUATION SURVEY

Please answer each of the following questions by selecting the interval that best describes your opinions towards earning a bachelor degree within the four to six years since you enrolled at college. This includes the following:

- Earning a bachelor's degree or equivalent four-year post-secondary degree
- Completing all of the credit requirements for your selected major and/or minor
- Being enrolled as either a full-time or part-time student
- Maintaining an average GPA of 2.0 or higher

There are no right or wrong answers; I am merely interested in your personal opinions. In addition, some of the questions will appear to be similar, but they do address different issues. Please answer all items to the best of your ability by clicking within the interval that best describes your opinion. For example, if you were asked to rate "Eating pizza" on such a scale, the seven places should be interpreted as follows:

Eating pizza is:

good :___1__ :__2___ :__3___ :__4___ :___5__ : ___6__ :__7___ :bad
extremely quite slightly neither slightly quite extremely

If you think that eating pizza is *extremely good*, then you would click within the *number 1*.

Eating pizza is:

good :___X__ :__2___ :__3___ :__4___:__5___: ___6__ :___7__ :bad

If you think that eating pizza is *quite bad*, then you would click within the number 6.
Eating pizza is:

good :___1__ :__2___ :__3___ :__4___:__5___: ___X__ :___7__ :bad

If you think that eating pizza is neither good nor bad, then you would click within the number 4.

Eating pizza is:

good :__1___ :__2___ :__3___ :___X__:__5___: ___6__ :__7___ :bad

NOTE: labels in brackets [ ] will not appear on the questionnaire presented to participants.

[Behavioral Intention Items]

Q 1. I intend to graduate from college within four to six years since I enrolled as a college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 2. I will try to graduate from college within four to six years since I enrolled as a college freshman.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 3. I plan to graduate from college within four to six years since I enrolled as a college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 4. I will make an effort to graduate from college within four to six years since I enrolled as a college freshman.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 5. I expect to graduate within four to six years since I enrolled at college as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 6. I intend to graduate college within a four to six year period since enrolling as an undergraduate student.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

[Attitude Toward the Behavior Items]

For me to graduate from college within four to six years since I enrolled as a freshman is:

Q 7. bad :_____: _____:_____: _____:_____: _____:_____: good

Q 8. positive :_____: _____:_____: _____:_____: _____:_____: negative

Q 9. valuable :_____: _____:_____: _____:_____: _____:_____: worthless

Q 10. awful :_____: _____:_____: _____:_____: _____:_____: nice

Q 11. wonderful :_____: _____:_____: _____:_____: _____:_____: awful

Q 12. unimportant :_____: _____:_____: _____:_____: _____:_____: important

Q 13. necessary :_____: _____:_____: _____:_____: _____:_____: unnecessary

Q 14. productive :_____: _____:_____: _____:_____: _____:_____: unproductive

[Perceived Norm Items]

[injunctive]

Q 15. Most people who are important to me think I should graduate from college within four to six years since I enrolled as a college freshman.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 16. The people in my life whose opinions I value expect me to graduate from college within four to six years since I enrolled as a college freshman.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 17. Most people I respect and admire think I should graduate from college within four to six years since I enrolled as an undergraduate.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 18. I am expected to obtain a college degree within four to six years since I enrolled as a college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 19. I feel social pressure to obtain a college degree within four to six years since I enrolled as college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 20. Most people whom I respect and admire would oppose me obtaining a college degree within four to six years since I enrolled as a college freshman.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

[descriptive]

Q 21. Most people who are important to me have graduated from college within four to six years since they enrolled as college freshmen.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 22. How many of the people whom you respect and admire have graduated from college within four to six years since enrolling as a college freshman?

very few :_____: _____:_____: _____:_____: _____:_____: virtually all

Q 23. Most people like me will graduate from college within four to six years since they enrolled as college freshmen.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 24. Most people who I respect and admire have graduated from college within four to six years since they enrolled as college freshmen.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 25. How many people similar to you plan on graduating from college within four to six years since they enrolled as a college freshman?

virtually none :_____: _____:_____: _____:_____: _____:_____: almost all

[Perceived Behavioral Control]

[Capacity]

Q 26. To what extent do you see yourself as capable of graduating from college within four to six years since you enrolled as a college freshman?

very capable :_____: _____:_____: _____:_____: _____:_____: very incapable

Q 27. For me to graduate from college within four to six years since I enrolled as a college freshman would be:

impossible :_____: _____:_____: _____:_____: _____:_____: possible

Q 28. It would be very easy for me to graduate from college within four to six years since I enrolled as a college freshman.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 29. I believe I can graduate from college within four to six years since enrolling as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 30. I am confident that I can graduate within four to six years since enrolling as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 31. If I wanted to, I could graduate from college within four to six years since I enrolled as a college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 32. I am confident that I will graduate within a four to six year period since enrolling as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 33. Based on my academic abilities, I believe I can graduate from college within four to six years since enrolling as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 34. It is likely that I will graduate within four to six years since I enrolled as a college freshman.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 35. I am certain that I can graduate from college within four to six years since I enrolled as a college freshman.

completely disagree :_____: _____:_____: _____:_____: _____:_____: completely agree

[Autonomy]

Q 36. How much control do you believe you have over graduating from college within four to six years since enrolling as a college freshman?

no control :_____: _____:_____: _____:_____: _____:_____: complete control

Q 37. The number of events outside my control which could prevent me from graduating from college within four to six years since I enrolled as a college freshman are

numerous :_____: _____:_____: _____:_____: _____:_____: very few

Q 38. It is mostly up to me whether I graduate from college within four to six years since I enrolled as a college freshman.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 39. I believe I have control to graduate from college within four to six years since I enrolled as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 40. I possess the ability to graduate from college within four to six years since I enrolled as a college freshman.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 41. I have complete control over my ability to graduate within four to six years since I enrolled as a college freshman:

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 42. Whether or not I graduate from college within four to six years since I enrolled as a college freshman is completely up to me.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Please provide the following information about yourself.

Please circle your gender: Male Female

How old are you? _____

What year are you in college? Select one:

Freshman Sophomore Junior Senior

What is your ethnicity? (select all that apply)

Black/African-American Asian Latino/Hispanic

White/ Caucasian Other (explain) _____

I am a transfer student (i.e., transferred from another institution to Ball State University):
Yes No

Major _____ (please indicate)

STATEMENT OF COMPLETION

Thank you for participating in my study, Predicting college students' intentions to graduate: A test of the theory of planned behavior.

To receive department course credit, please print this page and submit it to your professor.

If you have any additional questions, feel free to email me at nsutter@bsu.edu.

APPENDIX B

MODIFIED GRADUATION INTENTION SURVEY

Please answer each of the following questions by selecting the interval that best describes your opinions towards earning an associate degree or transferring to a university within two to four years since you enrolled at college. This includes the following:

- Earning an associate degree
- Completing all of the general education (AGEC/ABUS) requirements in order to successfully transfer to the university
- Being enrolled as either a full-time or part-time student
- Maintaining an average GPA of 2.0 or higher

There are no right or wrong answers; I am merely interested in your personal opinions. In addition, some of the questions will appear to be similar, but they do address different issues. Please answer all items to the best of your ability by clicking within the interval that best describes your opinion. For example, if you were asked to rate "Eating pizza" on such a scale, the seven places should be interpreted as follows:

Eating pizza is:

good :___1__ :__2___ :__3___ :__4___ :___5__ : ___6__ :__7___ :bad
extremely quite slightly neither slightly quite extremely

If you think that eating pizza is *extremely good*, then you would click within the *number 1*.

Eating pizza is:

good :___X__ :__2___ :__3___ :__4___:__5___: ___6__ :___7__ :bad

If you think that eating pizza is *quite bad*, then you would click within the number 6.
Eating pizza is:

good :___1__ :__2___ :__3___ :__4___:__5___: ___X__ :___7__ :bad

If you think that eating pizza is neither good nor bad, then you would click within the number 4.

Eating pizza is:

good :__1___ :__2___ :__3___ :___X__:__5___: ___6__ :__7___ :bad

NOTE: labels in brackets [ ] will not appear on the questionnaire presented to participants.

[Behavioral Intention Items]

Q 1. I intend to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 2. I will try to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 3. I plan to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 4. I will make an effort to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 5. I expect to to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 6. I intend to graduate or transfer within a two to four-year period since enrolling as a first time student at my community college.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

[Attitude Toward the Behavior Items]

For me to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college is:

Q 7. bad :_____: _____:_____: _____:_____: _____:_____: good

Q 8. positive :_____: _____:_____: _____:_____: _____:_____: negative

Q 9. valuable :_____: _____:_____: _____:_____: _____:_____: worthless

Q 10. awful :_____: _____:_____: _____:_____: _____:_____: nice

Q 11. wonderful :_____: _____:_____: _____:_____: _____:_____: awful

Q 12. unimportant :_____: _____:_____: _____:_____: _____:_____: important

Q 13. necessary :_____: _____:_____: _____:_____: _____:_____: unnecessary

Q 14. productive :_____: _____:_____: _____:_____: _____:_____: unproductive

[Perceived Norm Items]

[injunctive]

Q 15. Most people who are important to me think I should to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 16. The people in my life whose opinions I value expect me to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 17. Most people I respect and admire think I should
to graduate with my associate degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 18. I am expected to obtain a college degree or transfer to the university within two to four years from the time I first enrolled at the community college.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 19. I feel social pressure to obtain a college degree or transfer to the university within two to four years from the time I first enrolled at the community college

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 20. Most people whom I respect and admire would oppose me obtaining a college degree or transfer to the university within two to four years from the time I first enrolled at the community college

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

[descriptive]

Q 21. Most people who are important to me have graduated from college or transferred to the university within two to four years from the time they first enrolled at the community college.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 22. How many of the people whom you respect and admire have graduated from college or transfer to the university within two to four years from the time they enrolled at the community college

very few :_____: _____:_____: _____:_____: _____:_____: virtually all

Q 23. Most people like me will graduate from college or transfer to the university within two to four years.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 24. Most people who I respect and admire have graduated from college or transfer to the university within two to four years.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 25. How many people similar to you plan on graduating with an associate's degree or plan to transfer to the university within two to four years from the time they first enrolled at the community college?

virtually none :_____: _____:_____: _____:_____: _____:_____: almost all

[Perceived Behavioral Control]

[Capacity]

Q 26. To what extent do you see yourself as capable of graduating with an associates degree or transferring to the university within two to four years from the time you first enrolled at the community college?

very capable :_____: _____:_____: _____:_____: _____:_____: very incapable

Q 27. For me to graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college would be:

impossible :_____: _____:_____: _____:_____: _____:_____: possible

Q 28. It would be very easy for me to graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 29. I believe I can graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 30. I am confident that I can graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 31. If I wanted to, I could graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 32. I am confident that I will graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 33. Based on my academic abilities, I believe I can graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 34. It is likely that I will graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

definitely true :_____: _____:_____: _____:_____: _____:_____: definitely false

Q 35. I am certain that I can graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

.

completely disagree :_____: _____:_____: _____:_____: _____:_____: completely agree

[Autonomy]

Q 36. How much control do you believe you have over graduating with a degree or transferring to the university within two to four years from the time you first enrolled at the community college?

no control :_____: _____:_____: _____:_____: _____:_____: complete control

Q 37. The number of events outside my control which could prevent me from graduating with a degree or transferring to the university within two to four years from the time I first enrolled at the community college

numerous :_____: _____:_____: _____:_____: _____:_____: very few

Q 38. It is mostly up to me whether I graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 39. I believe I have control to graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 40. I possess the ability to graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 41. I have complete control over my ability graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college:

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Q 42. Whether or not I graduate with a degree or transfer to the university within two to four years from the time I first enrolled at the community college is completely up to me.

strongly agree :_____: _____:_____: _____:_____: _____:_____: strongly disagree

Please provide the following information about yourself.

How old are you? _____

Which college do you take the majority of your classes? Select one:

Chandler-Gilbert Mesa Rio Salado South Mountain GateWay

Scottsdale Phoenix Glendale Estrella Mountain Paradise Valley

What is your enrollment status at your college? (select all that apply)

I attend college Full-time (I take more than 4 classes each semester)

I attend college Part-time (I take 1 – 3 classes each semester)

I did not attend college this past academic year

Are you employed?

I work more than 30 hours a week

I work 10-30 hours a week

I do not work

What is your annual income?

I make less than $10,000 a year ($850/month)

I make less than $17,500 a year ($1,450/month)

I make less than $25,000 a year ($2,000/month)

I make less than $35,000 a year ($2,900/month)

I make more than $35,000 a year (more than $3,000/month)

I am a parent:

I have one child

I have 2-4 children

I have more than 4 children

I do not have any children

Did your parents/grandparents go to college and complete a degree?

No, they did not

Yes, they did

STATEMENT OF COMPLETION

Thank you for participating in my study, Predicting college students' intentions to graduate: A test of the theory of planned behavior.

A complete survey will be submitted for a chance to win a laptop. Announcement of winners will be made on July 17, 2019. You will be able to check www.intentionsurvey.com to determine if you were one of the winners.

If you have any additional questions, feel free to email me at fganther@asu.edu.

APPENDIX C

INITIAL FOCUS GROUP QUESTIONS

1. Why did you decide to enroll in college?
2. What drives you to want to get a college degree?
3. What challenges or obstacles have you experienced while in college?
4. What was your family's reaction to you attending college?
5. What was your friend's reaction to you attending college?
6. How do you manage to stay focused on that end game of graduating, transferring to the university?
7. What has helped you stay focused on these goals?
8. Have you found anything that has not helped you stay focused while in college?
9. What do you feel might affect your success in completing your degree?
10. Do you feel like you have control over your success in completing this degree?

APPENDIX D

FOCUS GROUP INVITATION LETTER

September __, 2019

Dear _____,

_____ College would like to invite you to participate in a study designed to understand Latino male student success in the community college. Felicia Ganther, our district's associate vice chancellor and current doctoral student is interested in gathering information about your experiences, thoughts, and opinions so that the Maricopa Community Colleges can learn more about how to better support you and future Latino male students.

You were selected as a possible participant because you are 18-24 years of age and you have enrolled in courses towards completing a college degree. If you agree to be in the study, you will participate in a focus group on _____ at _____ in _____. Lunch will be provided for you. Please click **here** to RSVP so that we can ensure we have enough space and food for every participant.

Taking part in this study is voluntary. You may choose not to take part or may leave the focus group at any time. Your decision whether or not to participate will not affect your current or future relations with ____ College in any way.

The focus group will be conducted by Felicia Ganther. However, if you have any questions about participating, you are welcome to email me at _____ or call my office at _____.

We hope that you will consider participating in this focus group discussion. You may click here to let us know that you will participate.

Thank you,

_____,
Dean of Students
_____ Community College

APPENDIX E

LATINO FOCUS GROUP CONSENT FORM

TITLE OF STUDY
Latin Male Community College Students' Intentions to Graduate from College

PRINCIPAL INVESTIGATOR/RESEARCHER
Dr. Richard Knopf,
Faculty, Arizona State University
Richard.knopf@asu.edu
602-496-2148

Felicia L. Ganther
PhD Candidate, Arizona State University
fganther@asu.edu
480-731-8824

PURPOSE OF STUDY

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. Please read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information.
The purpose of this study is to identify the attitudes, norms, and behavioral controls that Latino Male community college students possess as it relates to their intent to graduate from college. More specifically, the study will involve Latino males who are between the ages of 18-24 years of age that have enrolled in community college courses with an intent to complete a degree.

STUDY PROCEDURES

You have been invited to participate in a focus group with other male students from your college. The focus group will be a discussion between you, the entire group, and the researcher. There will be five questions that will be posed to the group, and the students will be asked to respond. The focus group will be conducted in a 60 minute session. The focus group will be audiotaped.

CONFIDENTIALITY

Your responses in the focus group will be confidential. Every effort will be made by the researcher to preserve your confidentiality including the following:

- Assigning code names/numbers for participants that will be used on all research notes and documents

- Keeping notes, interview transcriptions, and any other identifying participant information in a password protected e-file in the personal possession of the researcher.

Please note that complete confidentiality cannot be guaranteed due to the group nature of the discussions. However, in order to protect you and others, avoid using real names when describing events and/or situations. Instead, you can refer to people generally, such as stating “a friend.”

CONTACT INFORMATION

If you have questions at any time about this study, or you experience adverse effects as the result of participating in this study, you may contact the researcher whose contact information is provided on the first page. If you have any questions about your rights as a subject/participant in this research, or if you feel you have been placed at risk, you can contact the Chair of the Human Subjects Institutional Review Board, through the ASU Office of Research Integrity and Assurance, at (480) 965-6788.

VOLUNTARY PARTICIPATION

Your participation in this study is voluntary. It is up to you to decide whether or not to take part in this study. If you decide to take part in this study, you will be asked to sign a consent form. After you sign the consent form, you are still free to withdraw at any time and without giving a reason. Withdrawing from this study will not affect the relationship you have, if any, with the researcher. If you withdraw from the study before data collection is completed, your data will be returned to you or destroyed.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____

APPENDIX F

OPEN CODING AND FREQUENCIES

Initial Coding for Themes	Code Frequencies
My family supports me	20
Want a better life	20
My Career Goal drives me	18
I am in control	17
My family's struggle drives me	17
My current friends are ambitious like me	16
affordability	15
Balance my college with my life	15
It is all on me	15
External pressures impact me	12
My family does not understand college	12
My HS friends dont go to college	12
Someone at the college inspired me	11
College was going to be hard	10
Enroll - Family Pressure	10
Dont want to let my family down	9
Someone did it before me	9
Dont want to fail at school	8
Getting FA will help me	8
Will my career help me reach my goal	8
Girlfriends w/ balance	7
I believe in myself	7
I enjoy going to college	7
responsibility to family	7
A family member inspired me	6
My grades	6
Need Financial Awareness	6
Transfer to university from community college	6
College resources have helped me	5
Getting out of menial jobs	5
Girlfriend attends college, understands	5
Purpose in life	5
close to home	4
I am excited about my future	4
Language barriers can impact me	4
Money impacts me	4
My parents inspired me	4
No one helped me/I didn’t ask for help	4
Scared of debt	4
Value of going to college	4
A friend inspired me	3
Am I college material	3

Initial Coding for Themes	Code Frequencies
Family wants me to work	3
First in family to go to college/example	3
My parents were not as supportive at first	3
Not ready for going away to university	3
Someone recommended I go here	3
Adjusting to the college environment	2
Family has held me back	2
family went before me in college	2
Having difficulty with coursework will throw me off	2
I needed to learn how to do college	2
My friends can be a distraction because they want to hang out	2
Be an example for my siblings	1
Cannot see the big picture, stuck in the now	1
Celebrate my culture	1
Did not know college was an option for me	1
Driven to succeed no matter what	1
I have one friend who is supportive	1
I want help others see their passion	1
Living away from parents helped	1
Losing family support will derail me	1
My college competes with my other responsibilities	1
My family values keep me going	1
My family/friend dropped out	1
My friends are struggling	1
Prove them wrong	1
We need more role models	1

APPENDIX G

68 IN VIVO CODES

Initial Theme/Thoughts	Grouped Codes	Initial Codes
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Be an example for my siblings
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Celebrate my culture
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Dont want to fail at school
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Dont want to let my family down
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Driven to succeed no matter what
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	family went before me in college
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	First in family to go to college/example
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	I am excited about my future
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	I want help others see their passion
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	My Career Goal drives me
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	My family values keep me going
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	My family's struggle drives me
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Prove them wrong
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Someone did it before me
I am determined to get my degree because I have a reason to succeed	Reason to Succeed	Want a better life
I am in control of completing this degree	I am in Control	I am in control
I am in control of completing this degree	I am in Control	I believe in myself
I am in control of completing this degree	I am in Control	I enjoy going to college
I am in control of completing this degree	I am in Control	Its all on me
I am motivated to complete a degree but these external forces may impact me	Obstacles	Family has held me back
I am motivated to complete a degree but these external forces may impact me	Obstacles	Family wants me to work

Initial Theme/Thoughts	Grouped Codes	Initial Codes
I am motivated to complete a degree but these external forces may impact me	Obstacles	Language barriers can impact me
I am motivated to complete a degree but these external forces may impact me	Obstacles	My parents werent as supportive at first
I intend to graduate, but there are some things that may block my success	Challenge	Balance my college with my life
I intend to graduate, but there are some things that may block my success	Challenge	Didnt know college was an option for me
I intend to graduate, but there are some things that may block my success	Challenge	Enroll - Family Pressure
I intend to graduate, but there are some things that may block my success	Challenge	External pressures impact me
I intend to graduate, but there are some things that may block my success	Challenge	Having difficulty with coursework will throw me off
I intend to graduate, but there are some things that may block my success	Challenge	I needed to learn how to do college
I intend to graduate, but there are some things that may block my success	Challenge	Losing family support will derail me
I intend to graduate, but there are some things that may block my success	Challenge	Money impacts me
I intend to graduate, but there are some things that may block my success	Challenge	My college competes with my other responsibilities
I intend to graduate, but there are some things that may block my success	Challenge	My family doesnt understand college
I intend to graduate, but there are some things that may block my success	Challenge	My friends are struggling
I intend to graduate, but there are some things that may block my success	Challenge	My friends can be a distraction because they want to hang out
I intend to graduate, but there are some things that may block my success	Challenge	My grades
I intend to graduate, but there are some things that may block my success	Challenge	My HS friends dont go to college
In order for me to complete my degree, there are things that are critical to my success	Challenge	Need Financial Awareness
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	College resources have helped me

Initial Theme/Thoughts	Grouped Codes	Initial Codes
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	Getting FA will help me
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	Girlfriend attends college, understands
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	Girlfriends w/ balance
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	I have one friend who is supportive
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	Living away from parents helped
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	My current friends are ambitious like me
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	My family supports me
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	Someone at the college inspired me
In order for me to complete my degree, there are things that are critical to my success	Critical to my success	We need more role models
There are things that impact my attitude and belief that I can complete a degree	Challenge	My family/friend dropped out
There are things that impact my attitude and belief that I can complete a degree	Challenge	No one helped me/I didnt ask for help
There are things that impact my attitude and belief that I can complete a degree	Fear	Am I college material
There are things that impact my attitude and belief that I can complete a degree	Fear	College was going to be hard
There are things that impact my attitude and belief that I can complete a degree	Fear	Scared of debt
There are things that impact my attitude and belief that I can complete a degree	Fear	Will my career help me reach my goal
There are things that impact my attitude and belief that I can complete a degree	Obstacles	Adjusting to the college environment
There are things that impact my attitude and belief that I can complete a degree	Obstacles	Cant see the big picture, stuck in the now

Initial Theme/Thoughts	Grouped Codes	Initial Codes
There is a reason why I choose a CC over a University	Why Community College	affordability
There is a reason why I choose a CC over a University	Why Community College	close to home
There is a reason why I choose a CC over a University	Why Community College	Not ready for going away to university
There is a reason why I choose a CC over a University	Why Community College	Someone recommended I go here
There is a reason why I choose a CC over a University	Why Community College	Transfer to university from community college
There is a reason why I intend to get a degree	Why College	A family member inspired me
There is a reason why I intend to get a degree	Why College	A friend inspired me
There is a reason why I intend to get a degree	Why College	Getting out of menial jobs
There is a reason why I intend to get a degree	Why College	My parents inspired me
There is a reason why I intend to get a degree	Why College	Purpose in life
There is a reason why I intend to get a degree	Why College	responsibility to family
There is a reason why I intend to get a degree	Why College	Value of going to college

APPENDIX H

PERMISSION FROM SUTTER TO USE AND MODIFY SURVEY

Graduation Intention Survey

7 messages

felicia ganther <fganther@asu.edu> Fri, Apr 12, 2019 at 10:56 PM
To: nsutter@bsu.edu

Dr. Sutter,

I am a doctoral student who is interested in exploring Latino male community college completion using the Theory of Planned Behavior. Your article and reference to your Graduation Intention Survey has been central to my study/literature review. I wanted to see if you would be willing to allow me to view and use your survey as a part of my study?

I appreciate your receiving my request.

Respectfully,

Felicia L. Ganther,
Doctoral Student
School of Community Resources and Development

Sutter, Nate <nsutter@bsu.edu> Sun, Apr 14, 2019 at 10:01 AM
To: felicia ganther <fganther@asu.edu>

Of course, Felicia. I attached it to this message. How far along are you in your investigation? Would you mind sending me a copy after it is completed? It's always interesting to meet someone with similar interests.

Dr. Nathan Sutter, Ph.D.
Department of Educational Psychology
Assistant Teaching Professor
Ball State University
Muncie, IN 47306

From: felicia ganther <fganther@asu.edu>
Sent: Saturday, April 13, 2019 5:56:52 AM
To: Sutter, Nate
Subject: Graduation Intention Survey

[Quoted text hidden]

Appendix A - Survey.docx
19K

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felicia ganther <fganther@asu.edu> Sun, Apr 14, 2019 at 2:33 PM
To: "Sutter, Nate" <nsutter@bsu.edu>

Dr. Sutter,

Oh my goodness, I am star struck! I am in my 3rd and final year...I have been toying with TPB in my various course activities. I just passed my written and oral comps, and my committee has approved me to move forward with working on my dissertation. My committee approved my study on Latino males in community colleges, but have wanted me to design a mixed methods

research.....yikes! I will be happy to send you my final outcome, and I will most definitely give you recognition for your being so gracious to allow me to use your instrument.

Thank you so kindly! I am so grateful....and humbled.
Felicia
[Quoted text hidden]

Sutter, Nate <nsutter@bsu.edu> Mon, Apr 15, 2019 at 7:35 PM
To: felicia ganther <fganther@asu.edu>

Thank you for the kind words, Felicia! If you have any other questions about the survey, let me know. I am happy to help!!

Dr. Nathan Sutter, Ph.D.
Department of Educational Psychology
Assistant Teaching Professor
Ball State University
Muncie, IN 47306

From: felicia ganther <fganther@asu.edu>
Sent: Sunday, April 14, 2019 9:33:17 PM
To: Sutter, Nate
Subject: Re: Graduation Intention Survey

[Quoted text hidden]

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felicia ganther <fganther@asu.edu> Thu, May 2, 2019 at 6:07 PM
To: "Sutter, Nate" <nsutter@bsu.edu>

Dr. Sutter,

After discussing my study plans with the methods lead on my committee, I was wondering if you would be ok with me tinkering with the wording on the questions in order to ensure that it fits a community college credential and time frame. Since I am going to be surveying Latino males, my methods person also wants to ensure that the survey is culturally sensitive in language IF there are words that they may not understand...We would want to do focus groups prior to the survey to see if the students understand what is being asked of them...

I hope this is acceptable to you. I will make sure to represent you and your work within my study.
Felicia
[Quoted text hidden]

Sutter, Nate <nsutter@bsu.edu> Thu, May 2, 2019 at 6:13 PM
To: felicia ganther <fganther@asu.edu>

Yes, of course! Do what you need to do in order for you to complete your research.

Dr. Nathan Sutter, Ph.D.
Department of Educational Psychology
Assistant Teaching Professor
Ball State University
Muncie, IN 47306

From: felicia ganther <fganther@asu.edu>
Sent: Friday, May 3, 2019 1:07:36 AM
To: Sutter, Nate
[Quoted text hidden]

[Quoted text hidden]

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felicia ganther <fganther@asu.edu> Thu, May 2, 2019 at 6:46 PM
To: "Sutter, Nate" <nsutter@bsu.edu>

Thank you , Sir. Much appreciated!
[Quoted text hidden]

APPENDIX I

LATINO MALE COMMUNITY COLLEGE SURVEY

Please answer each of the following questions by selecting the interval that best describes your opinions towards earning an associate degree within the two to four years since you enrolled at college. This includes the following:

- Earning an associate degree
- Completing all of the general education (AGEC/ABUS) requirements in order to successfully transfer to the university
- Being enrolled as either a full-time or part-time student
- Maintaining an average GPA of 2.0 or higher

There are no right or wrong answers; I am merely interested in your personal opinions. In addition, some of the questions will appear to be similar, but they do address different issues.

For example, if you were asked to rate "Eating pizza" on this scale, the seven places should be interpreted as follows:

Eating pizza is:

good :___1__ :__2___ :__3___ :__4___ :___5__ : ___6__ :__7___ :bad

extremely quite slightly neither slightly quite extremely

If you think that eating pizza is *extremely good*, then you would click within the *number 1*.

Eating pizza is:

good **:___X__** :__2___ :__3___ :__4___:__5___: ___6__ :___7__ :bad

If you think that eating pizza is *quite bad*, then you would click within the number 6.

Eating pizza is:

good :___1__ :__2___ :__3___ :__4___:__5___: **___X__** :___7__ :bad

If you think that eating pizza is neither good nor bad, then you would click within the number 4.

Eating pizza is:

good :__1___ :__2___ :__3___ :___**X__:__**5___: ___6__ :__7___ :bad

Q 1. I intend to graduate with my associate degree.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 14. I am expected to obtain a college degree.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 22. Most of the students I know at this college think that graduating from college is a good idea

virtually none :_____: _____:_____: _____:_____: _____:_____: almost all

Q 18. Most people who are important to me have graduated from college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 28. If I want to, I can overcome any problems that can keep me from getting my associates degree

.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 16. The people I love and trust do not agree with me getting a college degree?

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 19. Many of my friends will graduate from college

very few :_____: _____:_____: _____:_____: _____:_____: virtually all

Q 24. I am confident that I will graduate with a degree.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 31. Whether or not I graduate from college is completely up to me.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 33. Not having enough money or financial aid to pay for classes can prevent me from graduating from college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 2. I might not graduate with my associate degree within two to four years from the first time I enrolled at this community college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 15. I feel pressure to obtain a college degree.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 20. Most people like me (Latino males) will graduate from college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 3. I plan to graduate with my associate degree.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 30. The number of things outside my control that can prevent me from graduating with a degree.

A lot :_____: _____:_____: _____:_____: _____:_____: very few

Q 27. I believe I can graduate with a degree

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 36. Not having reliable transportation to and from campus may prevent me from graduating from college

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 4. I expect to graduate with my associate degree.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 34. My job and work hours can prevent me from graduating from college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 17. My family wants me to graduate with a college degree.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 13. The people who are important to me think I should to graduate with my associate degree.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 29. It is mostly up to me whether I graduate with an associates degree within two to four years.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 21. Most people that I respect and admire have graduated from college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 25. Based on my academic abilities, I believe I can graduate with a degree

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 32. My family can keep me from graduating from college.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 5. I will graduate with my associate degree.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

Q 6. I am determined to graduate with my associate degree within two to four years from the first time I enrolled at this community college.

definitely false :_____: _____:_____: _____:_____: _____:_____: definitely true

For me to graduate with my associate degree within two to four years (from when I first enrolled as a community college student) is:

Q 7. difficult :_____: _____:_____: _____:_____: _____:_____: easy

Q 8. not valuable :_____: _____:_____: _____:_____: _____:_____: valuable

Q 9. not worth the effort :_____: _____:_____: _____:_____: _____:_____: worth the effort

Q 10. not rewarding :_____: _____:_____: _____:_____: _____:_____: rewarding

Q 11. not important :_____: _____:_____: _____:_____: _____:_____: important

Q 12. unnecessary :_____: _____:_____: _____:_____: _____:_____: necessary

Q 23. How many people like you (Latino male) do you know who also plan to graduate from college.

very few :_____: _____:_____: _____:_____: _____:_____: a lot

Q 26. I see myself capable of graduating with a degree.

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 35. Not managing my time may prevent me from graduating from college

strongly disagree :_____: _____:_____: _____:_____: _____:_____: strongly agree

Q 37. The top reason I am in college to get my associates degree is:

___ To make more money
___ To make my family proud
___ I won't have to work as hard to make a living
___ I want to prove others wrong
___ I want to have a purpose in life
___ I want to be an example to my family or my own future children
___ To repay my family for their sacrifices
___ To not have to work the jobs my parents (or ancestors) have worked
___ Other (please specify): _____

Please provide the following information about yourself.

How old are you? _____

Which college do you take the majority of your classes? Select one:

___Glendale Community College

___Mesa Community College

___Phoenix College

___Other college (please specify) _____

How many total credits have you completed towards your degree?

___ 0-15 credits

___ 16-30 credits

___31-45 credits

___ more than 45 credits

My current g.p.a. is: _____

What is your enrollment status at your college? (select all that apply)

___I attend college Full-time (I take more than 4 classes each semester)

___I attend college Part-time (I take 1 – 3 classes each semester)

___I did not attend college this past academic year

Are you employed?

___ I work more than 30 hours a week

___ I work 10-30 hours a week

___ I do not work

What is your monthly income?

___I make $0 - $850 a month

___I make $851 - $1,450 a month

___I make $1,451 - $2,000 a month

___I make $2,001 - $2,900 a month

___I make more than $2, 900 a month

Do you have children?

___I do not have any children

___I have one child

___I have 2-4 children

___I have more than 4 children

What is your living situation?

___I live at home with my family (parents and/or siblings)

___I live on my own

___I live with roommates

___ I live with other relatives

___ I live with my significant other and/or children

___I do not have a stable living situation

What type of financial obligations do you have (check all that apply)

___ I have to help my family (parents and/or siblings) to pay bills

__ I have to pay for college out of my own pocket

___ I live on my own/with roommates, I have to pay my own bills

___ I have a family that I provide for (significant other and/or children)

Are you the first person in your family to attend college?

__ yes

__ no

If no, who went to college before you:

___ grandparent

___ parent

___ sibling (brother/sister)

What degree did they complete?

___ an associate degree

___ a bachelor's degree

___ they attended but did not complete

What is the highest level of education your parents (or guardian) completed?

Level of Education

Mother (female guardian)
Father (male guardian)

Less than high school

Completed high school/GED

Community College Certificate

Some College, no degree

Associate Degree

Bachelor Degree

Graduate/Professional Degree

I don’t know

What is your first language?

___ Spanish

___ English

Who is **most** supportive of you in attending college?

___ father

___ mother

___ sibling (brother/sister)

___ significant other (girlfriend/boyfriend)

___ other (please specify who) _____

Who is the **least** supportive of you attending college?

___ father

___ mother

___ sibling (brother/sister)

___ significant other (girlfriend/boyfriend)

___ other (please specify who) _____

In high school:

___ My grades were excellent (A's and B's)
___ My grades were average (B's, C's, a couple D's)
___ I didn't do so well…

Significant Other/Girlfriend (SO/GF):

___ I do not have a SO/GF
___ I do have a SO/GF who is also in college
___ I do have a SO/GF who is not in college BUT supports me in graduating from college
___ I do have a SO/GF who is not in college AND does not always support me in graduating from college

Do you own/have a laptop or desktop computer to use at your home or where you live?

___ yes
___ no

Do you have internet access available to you at your home/where you live?

___ yes
___ no

STATEMENT OF COMPLETION

Thank you for participating in my study, president a Latino male community college students' intentions to graduate or transfer to a university: A test of the theory of planned behavior.

A complete survey will be submitted for a chance to win a laptop, $200 gaming or amazon card, or $200 scholarship. Announcement of winners will be made on November 25, 2019. You will be able to check _____ to determine if you were one of the winners.

If you have any additional questions, please feel free to email me at fganther@asu.edu

APPENDIX J

MCCCD IRB APPROVAL LETTER

Maricopa County Community College District
2411 West 14th Street
Tempe AZ, 85281
TEL: (480) 731-8701
FAX: (480) 731 8282

DATE:	September 04, 2019
TO:	Ganther, Felicia, Other
FROM:	MCCCD Institutional Review Board
PROTOCOL TITLE:	Latino Male Community College Students# Intentions to Graduate An Application of the Theory of Planned Behavior
FUNDING SOURCE:	NONE
PROTOCOL NUMBER:	2019-05-707
FORM TYPE:	NEW
REVIEW TYPE:	EXEMPT

Dear Principal Investigator,

The MCCCD IRB reviewed your protocol and determined the activities outlined do constitute human subjects research according to the Code of Federal Regulations, Title 45, Part 46.

The determination given to your protocol is shown above under Review Type.

You may initiate your project.

If your protocol has been ruled as *exempt*, it is not necessary to return for an annual review. If you decide to make any changes to your project design which might result in the loss of your exempt status, you must seek IRB approval prior to continuing by submitting an Amendment form.

If your protocol has been determined to be *expedited or full board review*, you must submit a Continuing Review form prior to the expiration date shown above. If you make any changes to your project design, please submit a Amendment form prior to continuing.

We appreciate your cooperation in complying with the federal guidelines that protect human research subjects. We wish you success in your project.

Cordially,
MCCCD IRB

APPENDIX K

ASU IRB APPROVAL LETTER

EXEMPTION GRANTED

Richard Knopf
WATTS: Partnership for Community Development
602/496-2148
RICHARD.KNOPF@asu.edu

Dear Richard Knopf:

On 9/5/2019 the ASU IRB reviewed the following protocol:

Type of Review:	Initial Study
Title:	Latino Male Community College Students' Intentions to Graduate An Application of the Theory of Planned Behavior
Investigator:	Richard Knopf
IRB ID:	STUDY00010477
Funding:	None
Grant Title:	None
Grant ID:	None
Documents Reviewed:	• Survey Consent Form, Category: Consent Form; • Latino Male Community College Survey FINAL.pdf, Category: Other (to reflect anything not captured above); • Focus Group Invitation Letter, Category: Recruitment Materials; • HRP-503a-Latino Male Community College Students Intention.docx, Category: IRB Protocol; • Focus Group Consent Form revised, Category: Consent Form; • Latino Male Community College Study Focus Group Questions FINAL.pdf, Category: Measures (Survey questions/Interview questions /interview guides/focus group questions);

The IRB determined that the protocol is considered exempt pursuant to Federal Regulations 45CFR46 (2) Tests, surveys, interviews, or observation on 9/5/2019.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

IRB Administrator

cc: felicia ganther
felicia ganther

APPENDIX L

REGRESSION CODES

[Consult Attached File]

APPENDIX M

ONLINE SURVEY EMAIL AND CONSENT

Hello,

I am Felicia Ganther, a doctoral student at Arizona State University, and I am inviting you to participate in a survey that is a part of a study to examine the experiences of Latino male students in the community college. Completion of this survey should take 7-12 minutes to complete.

This survey asks questions that will help to identify factors which affect the success of Latino male students in completing a college degree. The questions may seem repetitive, however, all of the questions are essential to looking at your experience from different perspectives.
As a result of how this survey is designed, no individual will ever know how you responded to any question, not even the researcher.

If you complete the survey, you have the opportunity to be a part of a drawing for a laptop, a $200 gaming card, a $200 Amazon gift card, or a $200 tuition scholarship.

If you are willing to participate, please click here:

Contact Information. If you have any question, please feel free to contact the researcher, Felicia Ganther at fganther@asu.edu or at 480-731-8824.

This research study has been reviewed and approved by the Institutional Review Board (IRB) of Maricopa Community Colleges. If you have concerns about this study, or you feel that your rights have been violated in any way, please contact:

Maricopa Community Colleges
IRB Office
2411 W 14th St
Tempe, AZ 85281

irb_office@domail.maricopa.edu
(480) 731-8701

[Qualtrics Survey Content]

I am inviting you to participate in a survey that is a part of a study to examine the experiences of Latino male students in the community college. Completion of this survey should take 7-12 minutes to complete.

This survey asks questions that will help to identify factors which affect the success of Latino male students in completing a college degree. The questions may seem repetitive, however, all of the questions are essential to looking at your experience from different perspectives.
As a result of how this survey is designed, no individual will ever know how you responded to any question, not even the researcher.

Benefits. There are no direct benefits for participation in this study. However, if you complete the survey, you have the opportunity to be a part of a drawing for a laptop, a $200 gaming card, a $200 Amazon gift card, or a $200 tuition scholarship.

Potential Risk: There are minimal risks associated with participation in this study. The questions posed in this study are personal in nature, and may cause you to reflect upon unpleasant memories while responding to the questions posed. If you begin to feel uncomfortable, you may discontinue participation, either temporarily or permanently.

Confidentiality/Privacy: Your survey answers will be maintained electronically in a password protected format. To ensure that your rights as a subject are being protected in this study, it is possible that representatives of the Institutional Review Board may come to this research site to inspect study records.

Voluntary Participation. Please know that participation in this study is voluntary. The decision of whether or not to participate is fully your own. If you decide to participate, you are free to withdraw your consent and to stop your participation at any time without penalty or loss of benefits to which you are allowed. Your decision to participate or not to participate will not impact your relationship or status with this college in any way.

Contact Information. If you have any question, please feel free to contact the researcher, Felicia Ganther at fganther@asu.edu or at 480-731-8824.

This research study has been reviewed and approved by the Institutional Review Board (IRB) of Maricopa Community Colleges. If you have concerns about this study, or you feel that your rights have been violated in any way, please contact:

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IRB Office
2411 W 14th St
Tempe, AZ 85281

irb_office@domail.maricopa.edu
(480) 731-8701

By beginning this survey you are indicating that you have read the information on this page. However, you can withdraw or change your mind at any time. If you would like a copy of this consent form, please send your request to: fganther@asu.edu. By agreeing to participate in this study, you are not giving up any of your legal rights. By beginning this survey, you are affirming that you are willing to participate in this study.

OPEN SURVEY AND BEGIN!