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The Student Voice: Experiences of First-Generation, Adult, Latino Male Tutees Learning within a Peer Tutoring Environment

A Dissertation by

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Irvine, California

School of Education

Submitted in partial fulfillment of the requirements for the degree of

Doctor of Education in Organizational Leadership

August 2021

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The Student Voice: Experiences of First-Generation, Adult, Latino Male Tutees Learning within a Peer Tutoring Environment

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ABSTRACT

The Student Voice: Experiences of First-Generation, Adult, Latino Male Tutees Learning within a Peer Tutoring Environment

by Shawn Carney

Purpose: The purpose of this qualitative, single-site case study was to identify and describe the lived experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within the Solano Community College (SCC) learning assistance center (LAC), concerning readiness, challenge, support, and balance as they applied to motivation to learn and personal academic growth.

Methodology: Fifteen participants were selected through a purposeful sampling process, and data were collected and analyzed through semi-structured, open-ended interviews to develop common themes with tabulated results presented via frequency tables.

Findings: First-generation, Latino, male tutees (1) sought tutors who were confident in the subject matter, (2) learn better when the tutors are culturally responsive, (3) are more motivated to learn when they experience high levels of engagement, (4) learn and grow best in a learning environment that is adaptable in meeting their schedule, (5) find that their academic progress is influenced by responsibilities encountered by the individual, and (6) possess reduced levels of stress when support is received in peer tutoring sessions.

Conclusions: As a result, this study supported Laurent Daloz’s model for mentoring relationships, which formed a more comprehensive understanding of what motivates students to learn in a peer tutoring learning environment.

Recommendations: Further research is recommended to investigate areas within student support services that can be improved to meet the academic and non-academic needs of first-generation, Latino, male students.

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CHAPTER I: INTRODUCTION

As philosopher Xun Kuang once said nearly 2000 years ago in the *Teachings of the Ru*, “tell me, I forget; teach me, I remember; involve me, I learn” (Kuang, 2003). Today, this quote still holds the truth in how people learn from adolescence to adulthood. For individuals who graduated from the K-12 system, many considered the act of graduation as merely a stepping-stone (Moore, 2014). Graduation provided students the ability to further one’s education to pursue a degree, certificate, applicable transfer-level coursework from a higher education establishment, or fulfill a personal goal (Moore, 2014; Saenz & Ponjuan, 2011). Whether the selected college was public or private, two- or four-year students in higher education found the classroom environment was not always where real learning occurred (Eison, 2010; Kuh, 1993). For some, engagement outside of the classroom was the motivating factor in learning the material as it was intended (Ginsberg & Wlodkowski, 2009a; Kuh, 1993). As research indicated, the college experience includes hardship, under-preparedness, and lack of direction, all components detrimental to student academic success (Adams, 2011; Barbatis, 2010; Engle, Bermeo, & O’Brien, 2006).

Many students achieved a higher state of comprehension than if they had not participated in their learning, thus completing the last component of Kuang’s *Teachings of the Ru* (Webber, Bauer-Krylow, & Zhang, 2013). However, the process required hard work, perseverance, and self-motivation (Hawley & Harris, 2006; Martinez, 2008). To ensure students could attain the tools necessary to succeed in college, the California community colleges system (CCCS) designed and implemented services to accelerate student motivation for learning and increase persistence (Hagedorn, 2004; Wurtz, 2015).

The CCCS provided different academic support systems guiding students toward academic success by implementing andragogic approaches (Knowles, Holton-III, & Swanson, 2015). One specific model implemented into the CCCS to help increase student academic success was integrating Learning Assistance Centers (LACs) throughout California (Arendale, 2004).

Students, commonly termed tutees, sought tutoring assistance within a designated LAC (J. Cohen, 1986; Fetner, 2011; Kaiden, 1994; Maxwell, 1991). During an academic year, tutees participate in services provided by LACs (Chaves, 2003). According to Alexander (2004), Muise (2016), and Norton and Agee (2014), the tutee perspective has become the most valuable in understanding the benefits behind LACs because tutees were the people receiving support. Although feedback exists for how well LACs meet the needs of tutees, there appears to be a void in the literature pointing to research designating the underlying reason for a tutee's motivation to learn within the specifically designated extracurricular learning environment (J. Cohen, 1986); little research is available about first-generation, adult, Latino male tutees.

The rate at which Latino students come into the community college system has been ever-increasing year-to-year over the last 20 years (Gordon, 2018a). According to Liu (2011), "by 2020, almost one in four college-age adults will be Latino; however, because Latino students face unique obstacles in accessing and completing their education, they require specific, intentional support to reach their academic goals" (p. 3). To further understand the education system specific for adult students, an understanding of the history of higher education, defined characteristics of adult tutees, the cohort to become the subject of study, and the theoretical framework selected, also must be considered.

Background

The following section summarizes higher education and LACs, both at the national and local levels. A presentation of identifiable characteristics possessed by the first-generation, adult, Latino male student cohort is the focus, along with the selected theoretical framework of this study. To understand how higher education came into existence and LACs became a common term, it is essential to know who utilizes LACs and their purpose (Arendale, 2004; Chaves, 2003). As Alexander (2004) explained, for many students, LACs provided motivations for learning where other areas in higher education, such as classroom interactions, did not.

Postsecondary Education in the United States

Higher education, commonly termed post-secondary education (PSE), refers to formal instruction beyond the K-12 system. Harvard University, founded in 1636, became the first PSE institution in the United States (Kaufman, n.d.). Since Harvard's establishment, the U.S. higher education model has expanded into many types of public and private institutional frameworks, including trade-specific schools, two-year community colleges, and four-year colleges and universities (Kaufman, n.d.). Trade schools provided curriculum specific for vocational and job-ready training (Berkman, 2018). Although two-year colleges provided curriculum like trade schools, they are primarily public and offer coursework leading to certification, an associate degree, or fulfillment of transfer requirements for students to attend a four-year college or university (Berkman, 2018; Pannoni, 2015b). Furthermore, two-year degrees are starting to be offered from private four-year colleges and universities to attract students typically on tighter budgets (A. Smith, 2016). In contrast to two-year colleges, four-year institutions are more diversified through course offerings, rankings, tuition, scholarships, and public versus private sectors (K. Clark, 2010; Stone, 2018). As of 2016, according to the National Center for Education Statistics (NCES), there were reported 1,700 two-year colleges and 3,026 four-year colleges operated in the United States (NCES, 2016). Notably, colleges and universities' most significant density occur in California, New York, Pennsylvania, and Texas (Charron, 2015). Of the four to make the list, California had the highest density of colleges and universities (Charron, 2015).

California PSE

The California higher education landscape is diverse; California has trade schools, community colleges, public and private colleges, and universities. As a result, students are attracted to a broad range of service and technology characteristics (Stone, 2018). The number of available services offered was a primary factor students considered when selecting a college or university (Stone, 2018). Students reported the essential services and characteristics considered when selecting a college to attend included: the size of the college campus, tuition costs, distance from home, areas of study offered, course offerings, quality of facilities, campus environment, availability of housing, admission criteria, financial aid, athletics, class sizes, and ethnic composition (Chen, 2018; Fulton-Mongomery, n.d.).

In 2021, California's four-year public higher education sector consisted of 23 California State University (CSU) campuses and 10 University of California (UC) campuses. Although tuition for the CSU system had been considerably less and class sizes significantly smaller than the UC system, CSU students typically sought education opportunities for real-world applications and non-research degrees. In contrast, UC students usually sought degrees encompassing theory or research-based studies (Noa, 2011). Additionally, California's private colleges and universities, which differ from the public sector primarily in admission requirements and higher tuition costs, provide more financial-aid opportunities that result in lower fees depending on student needs and socioeconomic background (K. Clark, 2010).

In contrast, among the 116 colleges comprising the CCCS in 2020, all students' unduplicated headcount reached over 2.3 million students (Community College Chancellor's Office [CCCCO], 2021). Although many four-year educational institutions' service characteristics also pertain to two-year community colleges, they differ in admission criteria (CCCCO, 2017; California Legislative Information, n.d.). Currently, CCCS admission requirements allow any California resident (or non-resident) to attend with or without a high school diploma (Pannoni, 2015b). Furthermore, potential students were immediately eligible for 18 years of age or older (CCCCO, 2017); the CCCS also accepted students as young as 14 to attend college through dual enrollment programs and with a guardian's permission (Leal, 2016; Pannoni, 2015b). Notably evident across the higher education landscape, the CCCS was the most diversely desirable system in the country regarding student demographics, socioeconomic status, academics, and academic support services (Chen, 2017a; Hagedorn, 2004; Topper & Powers, 2013; Tovar, Simon, & Lee, 2009).

Learning Assistance Centers in Higher Education

Shortly after the establishment of Harvard University, the first tutoring system in the United States was created in Cambridge; however, it forbade access to anyone who was not a privileged white male student (Sheets, 2016). During the last four centuries, the design and use of LACs throughout the United States gradually changed over time by incorporating a more culturally diverse population and increasing the availability of services provided (Arendale, 2016). As student needs were identified and considered, services and resources in LACs gradually became more robust in availability and content, thereby gaining a following of educators and students alike (Arendale, 2004; Stern, 2001).

California Learning Assistance Centers

Although the idea of LACs did not originate in California, centralizing services into one specific location first occurred in the 1970s by Frank Christ at CSU Long Beach (Arendale, 2016; Devirian, 1973). Initially termed the Learning Assistance Support System of CSU Long Beach, the center was not originally designed to help students (Calderwood, 2009; Devirian, 1973). As Calderwood (2009) explained, the first LAC's purpose was to provide workshops to faculty, staff, and administrators to introduce proper ways to improve remediation at the college. It was not until years later, the idea of LACs changed focus from remediation to peer-tutoring, thus allowing the concept of content assistance to rise (Devirian, 1973). Since introducing the first LAC at CSU Long Beach, LACs have become the most widely adopted resource to increase academic success in higher education (Arendale, 2004). Although LACs took on many different names, they were located in various areas within a college, and were led by diverse teams of faculty and staff, many of those involved were aware of the urgency to promote academic success, student retention, and improve graduation rates (Darling-Hammond & Plank, 2015; Hagedorn, Perrakis, & Maxwell, 2002; Maxwell, 1997).

As the literature suggested, CCCS students with jobs, families, and responsibilities that many four-year students did not necessarily possess, typically had a much harder time transitioning and staying in college (Arendale, 2010; Hagedorn, Perrakis, & Maxwell, 2007; Maloney, 2003). However, through the implementation efforts of several LACs throughout the CCCS, colleges continued to retain and manage student academic needs to a much higher degree than when LACs did not exist (Adams, 2011; Hagedorn et al., 2002; Stern, 2001). Furthermore, LACs became a part of many campuses within the CCCS to increase student retention, thus enabling students to formulate a competitive edge (Adams, 2011), improve graduation rates, and serve as an accreditation mandate put in place by the CCCCO in 2012.

Learning Assistance Center Adult Tutees

Although significant changes occurred within the CCCS in response to the rapidly shifting demographics of the student population, many students still found themselves under-prepared, culturally unaware of how to be successful in college, and lacking self-efficacy (C. Johnson & Cheatham, 1999; Koch, Slate, & Moore, 2012). One cohort of students who often possess these characteristics are adult male Latino tutees. Among these individuals, 2 in 5 are first-generation, which was defined by the Higher Education Act of 1965 as someone “whose parents did not complete a baccalaureate degree or in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree” (p.

200). Although these statistics encompass the entire adult student population for the CCCS, alarmingly, 1 in 5 students attending a California community college (CCC) in 2016 sought learning assistance (CCCCO, n.d.c).

Under-preparedness. As Hagedorn et al. (2007) explained, many community colleges hindered student academic success. Although the CCCS has an open-door policy that allows any individual, 14 years and older, to pursue an associate degree, many students remain underprepared upon entry (Barbatis, 2010; Hagedorn et al., 2007). Although some blamed the K-12 system for student under-preparedness, the CCCCO acknowledged and addressed students' academic needs by not cutting programs catered to the specific student population seeking additional LAC support (Cress, 2003; Franklin, 2014).

Cultural diversity. Although students' academic needs in higher education had not changed for many years, how students learn did (Herrmann, 2014; T. Smith, 2015b); this is partly due to the cultural diversity of students today (Ginsberg, 2005). For example, according to Zinshteyn (2016), nearly half of all Latino college students and one-third of African American college students started their higher education journey in a community college. Furthermore, two-year college student populations are diverse ethnically, socially, socio-economically, religiously, culturally, emotionally, psychologically, and age (Chen, 2017a).

With the CCCS open-door policy, students' age proves to be diverse and, based on age, determines one's ability to self-identify with specifics in culture, background, and childhood upbringing. As Wlodkowski (1997) identified, a recent high school graduate's cultural awareness was typically different from students in their 20s or 30s. Furthermore, Ginsberg (2005) and Cordary (2016) agreed that a person's age directly influenced the level of motivation one could achieve depending on one's awareness of cultural diversity.

First-generation. Although Petty (2014) defined *first-generation* as being the first person in one's family to pursue PSE, Vuong, Brown-Welty, and Tracz (2010) and Chen (2017b) added students with parents who achieved an associate degree, but had not pursued a baccalaureate degree, also meet the parameters of being first-generation. As Brown (2013), Saenz and Ponjuan (2009), and Semuels (2017) called attention to, first-generation students differ from non-first-generation students academically, emotionally, and socially in PSE settings. Historically, Latinos have been the largest group of students out of the total population, most likely first-generation (Saenz & Ponjuan, 2009). Payne, Hodges, and Hernandez (2017) claimed Latinos account for nearly half of all first-generation postsecondary students.

Semuels (2017) explained, "if boys have role models that are educated, they do better in school," and continued that "better-educated parents often teach their children a different concept of masculinity in which academic achievement is important" (para. 12). Próspero and Vohra-Gupta (2007) stated that the most important predictors of a student's PSE success lay in their parents' education levels. As M. Clark, Ponjuan, Orrock, Wilson, and Flores (2013) explained, "the level of family involvement has been shown to be a significant factor in the achievement of Latino students" (p. 463); however, as Hood (2010) added, "support may be hard to find [as] Latino students often lack encouragement from peers, teachers or parents, whom themselves did not go to college" (para. 9). Nearly 40% of all students coming into PSE are first-generation, and approximately half were Latinos (Payne et al., 2017).

Most Latino male students are first-generation, most cannot access the same educational support level as typical non-first-generation students (Chen, 2017b; CCCCO, 2014; Jaschik, 2005; Saenz & Ponjuan, 2009). According to a study by Chen and Carroll (2005), first-generation students tended to have difficulty in the mere act of gaining access to PSE. Additionally, “those who overcome these barriers and do enroll, have difficulty remaining enrolled and attaining a degree—a disadvantage that persists even after controlling for a wide range of demographic, academic, and enrollment characteristics” (Chen & Carroll, 2005, p. 1). First-generation students were less likely to have someone who could provide them with advice or support upon entering a PSE environment, thus causing the student to become anxious and possess emotional, social, and academic challenges and stresses other students may not face (Chen, 2017b; Francis & Miller, 2008).

Motivation through peer support. Many factors contribute to the overall health of a student’s motivation to learn. However, M. Clark et al. (2013) and Garcia (2015) presented evidence indicating how impactful peers and mentors could be to a student's success and motivation to learn in a PSE environment. A student’s upbringing and social network in and out of college become contributing factors to how successful they will be in a college career, especially if they are first-generation (M. Clark et al., 2013; Garcia, 2015). As M. Clark et al. (2013), Garcia (2015), and Hood (2010) agreed, peers can be impactful in both positive and negative ways depending on who those peers are and whether they are also college-minded and college-bound. Sanford (1967) discussed, “high academic achievement is sustained variously by dispositions deep in the personality of by social factors that encourage the individual to achieve even though he may not have earlier shown a ‘drive’ to do so” (p. 80). Daloz (1986) explained that the power of peer mentoring could be used in a way to instill a person to become motivated and endure that motivation to pursue self-sustained motivation. Thus, as Santiago (2017) stressed, for Latino students to stay engaged and motivated in the PSE learning environment, cohort models, mentoring, and supplemental instruction must provide a foundation for student motivation and academic growth for those seeking additional support.

Theoretical Framework of Motivation

According to Beck (2004), “motivation is derived from the Latin verb *movere*, which means *to move*. Motivation is then concerned with our movements or actions, and what determines them” (p. 3). Additionally, Schunk, Pintrich, and Meece (2008) stated, “motivation is the process whereby goal-directed activity is instigated and sustained” (p. 4). Although currently, no scale exists in which motivation can be measured directly, academics believe a positive correlation exists between motivation and the degree to which a student can achieve academic growth (Ginsberg, 2015; Ginsberg & Wlodkowski, 2000, 2009b; Knowles, 1975; Petty, 2014; Schunk et al., 2008; Sogunro, 2015; Wlodkowski, 1978, 1981, 1997, 2008).

When referring to motivation, people often focus on students’ motivation to pursue academic growth in a PSE environment. However, of the nearly 2.3 million students enrolled in the CCCS each academic year, many attend college for a purpose or reason, although a student’s motivation was not necessarily the focus (Pew Research Center, 2011). Although one student’s reason for attending college may differ from the next, most students enter the CCCS due to one or more of the following factors:

affordability, course specialization, an ability to transfer to four-year institutions through programs created between colleges, access to veteran-specialized services, academic support programs, and ethnic-specific extracurricular programs and activities (Chen, 2018; Community College League of California, 2018). However, as Hood (2010) and Schneider, Martinez, and Ownes (2006) noted, for Latino students, the primary reason for selecting a college is not typically for its rank or programs offered, but more specifically because of tuition cost and location. With an estimated 1 in 2 Latino students being first-generation, many are unfamiliar with what a college offers beyond what is found in a class schedule (Santiago, 2017). Depending on levels of challenge and support present in a student's life, some students may feel motivated to fulfill the tasks required of a studious student (if they are already aware of how to overcome present obstacles); however, others may quickly feel lost or lack the motivation to seek help in an environment where the idea of support is foreign to the non-traditional student (Castaneda, 2016).

Theory of challenge and support. To accurately determine how various levels of challenge and support influence the overall motivation of students in an education environment, the theory of challenge and support (TCS) designed by Nevitt Sanford was the framework used to determine the balance between challenge and support from peers, educators, family, and friends, and to justify how challenge and support led to an increased sense of personal growth (Sanford, 1967). In addition to this, the TCS was later used and modified by Daloz (1986) to incorporate elements of readiness and balance, alongside challenge and support, to determine the success rates at which peers could be mentored. Although the TCS was used to study the motivational behaviors of students in the academic arena, Daloz's modified theory directed its focus toward acts of mentorship in and out of learning environments and added the components of readiness and balance to validate how the elements of challenge and support justified a person's growth (D. Smith, 2017). For this study, Daloz's model for mentoring relationships (MMR) was used to examine how the elements of readiness, challenge, support, and balance pertain to a tutee's motivation to learn in a peer tutoring environment and determining the perceived benefit to a student's personal academic growth.

To accurately identify motivational factors, Maslow (1970) explained within the Hierarchy of Needs theory that human need is divided into three defining tiers of need: basic, psychological, and self-fulfillment. In conjunction with Sanford's (1967) TCS and Daloz's (1999) MMR, Maslow's theory helped define the precise mixture of challenge and support needed for tutees to learn pertinent information within a designated learning assistance environment. Inherently, as Fetner (2011) discussed, the determining factors for which students were motivated to learn correlated to a tutor's ability to balance teaching content, intellectual habits, and encouragement. Widely used in socio-motivational systems, the TCS allowed researchers like Daloz to better understand what motivates students to learn. Divided into four components, the modified TCS focused on the specific areas of readiness, challenge, support, and balance pertaining to a student's self-motivation progress within a particular learning environment (Boe, 2011).

Readiness. As the first component of the TCS, readiness is related directly to a tutee's physical and emotional status of participation within the learning process (Grimes & David, 1999; Saenz & Ponjuan, 2011; D. Smith, 2017). According to Ginsberg (2015), the interaction between peer tutors and tutees must begin with introducing all people involved in the session. This simple process allows the participants to engage with one another, resulting in a higher comfort level to develop a more open approach to learning and determine readiness to engage in the discussion (Grimes & David, 1999). To further establish inclusion beyond introductions, the act of a peer tutor engaged with a tutee brought forth recognition that they shared commonality as “human beings who have mutual needs, emotions, and experiences” (Ginsberg, 2015, p. 48).

Challenge and support. As the second and third components of the TCS, challenge and support related directly to the rate at which new material was presented, how the information was shared, and if the tutee was motivated to continue. After a peer tutor initially interacted with the tutee, as with any tutoring session, tutors typically engaged tutees by making the learning tasks exciting and posing collaboration questions to further the level of understanding experienced by the learner (Daloz, 1999). As Grimes and David (1999) and Moschetti and Hudley (2015) agreed, learning activities became appealing and collaborative for the learner if the experience fulfilled the following areas: a sense of emotional security, acknowledgment of correct work, and topics that were engaging and stimulating, which in turn would encourage improvement within the learning experience.

Regarding most CCCS LACs, the typical learning environment encompasses a peer tutoring model (Pittaway, 2017). Peer tutoring was considered the most effective way to tutor because students felt more comfortable interacting with their peers than instructors (Briggs, 2013). To ensure tutees were actively engaged in the learning process, peer tutors presented the material in challenging ways, causing the tutee to think and respond as though the instructor asked the question (Ginsberg & Wlodkowski, 2009a). It was essential that peer tutors could encourage different views and pose questions to identify if the tutee fully understood the lesson. As Eskay, Onu, Obijo, and Obidoa (2012) and Burgess (2011) agreed, just as in a classroom environment, peer tutoring requires all people to participate in the discussion, contributing to an overall justification for learning.

As with any learning environment, it is essential to recognize erudite areas that lead to scholarly motivations for learning (Ginsberg & Wlodkowski, 2009b; Hernandez, 2017; Iguisi, 2009; Judge, 2013). Thus, two components, challenge and support, can serve as the identifiable and measurable factors for which tutees' motivations to learn were initiated. Although motivation theory consists of internal and external factors, Daloz (1999) explained that the four components should act in unison, ensuring the learner fulfills their intrinsic motivations for learning.

Balance. Representing the modified theory's final component is 'balance.' As Ward, Trautvetter, and Braskamp (2005) discussed, a tutor's ability to balance the elements of challenge and support is essential in promoting a student's motivation to learn. Similarly, D. Smith (2017) concluded that there is a delicate balance between challenge and support for every student. This mixture varies from individual to individual. He continued to discuss that if a learning environment sets challenges too high, students become more frustrated, lessening the likelihood of continuing down a motivated path (D. Smith, 2017). Additionally, support must also be appropriately balanced for the student learner; "not enough and the students may disengage, too much and you run the risk of doing the work for them, inhibiting real learning" (D. Smith, 2017).

In summary, readiness, the first of four components, pertained to the tutee as a peer-to-peer relationship was created. In a sense, readiness was the sociological transaction between a tutor and a tutee to ensure the tutee was comfortable with the interaction, thus leading to an exchange of introductions and initial conversation. The second and third components, challenge and support, required a specific recipe of possessed traits all tutees need to sustain the necessary level of growth to claim mastery of a subject or idea. As research indicated, the delicate balance between the components of readiness, challenge, and support brings each learner meaning to what was being discussed and motivation to learn (Daloz, 1999).

Statement of the Research Problem

As Boyington (2014) explained, each academic year, the CCCS receives an influx of four individually distinctive cohorts of students:

- Recent high school graduates
- Students not ready to attend a college or university but interested in pursuing a two-year degree
- Nontraditional students who re-enter college after a period of working in an industry to either seek a new career or improve skills
- Lifelong learners

No matter which cohort a student belongs to, the statistics provide an alarming reality: nearly 40% of all students are first-generation (Payne et al., 2017). As Usher (2012) and Yeager and Dweck (2012) indicated, first-generation students have a different mindset than those accustomed to higher education formalities. There is a void within the social sciences' realm of research. First-generation adult Latino male tutees seeking academic support in CCCS LACs have not been thoroughly studied from a qualitative perspective (Martinez, 2014).

Because LACs operate with an intention to help students become both intrinsically and extrinsically motivated in the learning process, P. Johnson (2014) and Arendale (2010) agreed that determining tutee perceptions of motivation was a critical component to consider. However, this area was minimally researched or considered in most qualitative studies. During the design and implementation phases for programs within LACs, researchers Alexander (2004), P. Johnson (2014), and Muise (2016) found that learning assistance programs needed to incorporate and meet the needs presented by students. The research addressed many components of LACs on student retention and overall effectiveness; however, little evidence existed on what motivations led a student toward academic success in a LAC (Adams, 2011; McKnight & Davies, 2012).

LACs provide positive contributing factors leading to student academic success (Hagedorn et al., 2002); however, researchers disagreed on measuring the quality of LACs effectively. Moreover, even with an abundant number of studies that evaluated various components of LACs (Cordary, 2016; Dvorak, 2000), little research provided evidence from the tutee perspective, which would be the desired focal point of exploration (Alexander, 2004; P. Johnson, 2014; Muise, 2016).

Although a continuously growing need exists for the provision of centralized academic support services to students through the LAC model (Burns, 2015; Enright, 1975; Perin, 2004), research interests have primarily focused on enrollment (Leal, 2016), financial aid (Brock, 2010; Castaneda, 2016; Ingeno, 2013), and graduation rates for community colleges (Zinshteyn, 2017, 2018). Nevertheless, there is a developing interest in peer tutoring from adult tutees' vantage point (Martinez, 2014). Alexander (2004) recommended, “to discover the strengths and weaknesses in students’ learning behaviors” because the “needs could be of value to the performance of students who attend tutoring” (p. 163). Alexander (2004) and J. McLeod (2011) indicated that a student’s voice was the most powerful entity in higher education but eluded little research providing their perspective. Among the studies focused on the tutee perspective (Alexander, 2004; P. Johnson, 2014; Muise, 2016), there was no indication that research had been conducted in California or for the CCCS about LACs from a tutee perspective. As researchers continue to understand how impactful tutoring could be for students, especially from a motivational standpoint, the trend points to an urgent need to perform research focused on the tutee perspective.

Purpose Statement

The purpose of this qualitative, single-site case study was to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community college LAC and the perceived readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth.

Research Questions

The central research question guiding this case study was: How do first-generation, adult, Latino male students utilizing peer tutoring within a California community college perceive readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth? This central question was delineated into four research subquestions:

1. How do first-generation, adult, Latino male students ready themselves to learn and grow within peer tutoring?
2. Within peer tutoring, how do challenges faced by first-generation, adult Latino male students influence motivation to learn and grow?
3. How does support received by first-generation adult Latino male students influence motivation to learn and grow within peer tutoring?
4. How does the balance of challenges faced, and support given to first-generation, adult Latino male students affect motivation to learn and grow within peer tutoring?

Significance of the Problem

Due to the large population of first-generation students entering the CCCS each academic year, qualitative data are needed to help determine if LACs support the motivational needs of this specific cohort of Latino male students from a 'challenge and support' standpoint (Castaneda, 2016; Hood, 2010). Extensive qualitative research was completed throughout the United States regarding higher education LACs from different perspectives (Alexander, 2004; Dvorak, 2000; P. Johnson, 2014; Metcalf, 1996). However, little research focused on LACs within the CCCS exclusively reflecting a Latino male tutee perspective (Martinez, 2014). Although students pursue academic success by utilizing services from LACs for many reasons, this study intends to investigate what motivated adult, first-generation Latino male students to learn in a LAC environment. Therefore, to meet the purpose of this study and define what factors of LACs within the CCCS increased associate-level college student motivation, the TCS designed by Sanford, and later modified by Daloz, was used to identify how first-generation, adult Latino male tutees perceived a benefit to personal academic growth through the four components within the theoretical framework.

This study was significant because it provided educators, LAC directors, CCC administrators, and higher education researchers with rich, first-hand accounts of tutee perspectives concerning the indicated levels of readiness, challenge, support, and balance. Additionally, the MMR by Daloz was used in a way not initially intended, focusing on tutors rather than mentors. Instead of determining resultants of various growth levels as they would occur in a mentor/mentee relationship, the theory was applied to determine how the tutor/tutee relationship co-existed and how the elements of readiness, challenge, support, and balance, from a tutee's perspective, influenced personal academic growth. Thus, the framework qualitatively highlighted the motivations of learning from a tutee perspective within a LAC. As such, this qualitative study's findings were made available to current (and future) LACs to inform institutions of tutee perceived needs for motivation within a learning assistance environment. The information gained from this study could also improve peer tutor training programs to ensure peer tutors meet the needs of tutees in the best possible manner, touching upon all four components of the MMR before proceeding to a subsequent lesson.

Without this study, LACs within the CCCS would lack the opportunity to understand how services and resources directly affect students that utilized the services and the linked motivations to learn. Therefore, this study's essential takeaway was that it presented evidence that could improve the conveyance of services used by student tutees and improve the understanding of what services and resources provided by LACs are motivationally crucial for the adult first-generation, Latino male tutee cohort.

Definitions

This section includes theoretical and operational definitions relevant to qualitative research, higher education, learning assistance, the Latinx culture, and tutoring terminology.

Theoretical Definitions

Model of mentoring relationships (MMR). A micro theory of human motivation that evolved from the TCS concerns the relationship between a mentor and mentee related to levels of challenge and support offered. It is concerned with the motivation a mentee may maintain through the integration and influence from the four components of readiness, challenge, support, and balance.

Theory of challenge and support (TCS). A theory that defines student academic growth by balancing challenges faced with the support offered (Sanford, 1967). According to Sanford (1967), if both challenge and support increase equally, students' academic growth in a college learning environment will also increase.

Operational Definitions

Active learning. "The process of students engaging in an activity that encourages them to reflect on ideas and how they are using them" (Collins & O'Brien, 2003, p. 5).

Balance. In a peer tutoring session, balance is the final step in which the tutee can self-evaluate one's comprehension level for the topic discussed through the assessment of personal "strengths as well as areas to grow" (Melrose, 2018, p. 42). However, according to Daloz (2011), balance is not necessarily a step in a learning process, but more of stasis between challenge and support elements and how they affect emotional and mental stability. Balance ensures "that there is neither so much challenge in the absence of support that the [tutee] loses confidence nor so much support without challenge that no growth occurs" (Daloz, 2011, p. 77). Additionally, the balance between challenge and support can differ from person to person. In contrast, one person may require more challenge and less support, whereas another may require more support and less challenge, depending on the emotional and mental status of the individual (Daloz, 1999). Sanford (1967) added, "a person strives to reduce the tension caused by a challenge and thus to restore equilibrium" (p. 49).

Basic academic skills. "Activities such as calculating, reading, reasoning, speaking and writing that enable people to communicate and learn; considered to be essential to learning across the curriculum, but not always specifically taught in the regular postsecondary academic curriculum" (Arendale, 2007, p. 14).

Case study. "An in-depth analysis of people, events, and relationships, bounded by some unifying factor" (Biddix, n.d., para. 12).

Challenge. As noted by Daloz (1999), the function of a challenge pulls contextual boundaries apart for an adult learner and causes one of two results: the learner becomes motivated to proceed in the learning process or gives up, thus defining the balance between challenge and support. According to Ginsberg and Wlodkowski (2009a), "challenge occurs when we have to apply current knowledge or skills to situations that require development or extension of them" (p. 193). A challenging learning environment becomes beneficial to the learner because it promotes complexity of skill and defines how the learner becomes masterful within the element of perceived academic growth (Ginsberg & Wlodkowski, 2009a). "In social science language, [challenge] means creating cognitive dissonance, a gap between one's perceptions and expectations" (Daloz, 1986, p. 223).

Developmental learning. "Use of the term at college level recognizes there is a gap between high school skills or prior educational experience and college skills that need to be mediated for some students" (Arendale, 2007, p. 17).

Full-time enrollment. For this study, a full-time student is defined as being one that is currently enrolled in twelve or more college credits for a given semester.

Latinx. "A gender-inclusive way of referring to people of Latin American descent residing in the United States" (Ortiz, 2018, p. 9). Additionally, Morales (2018) defined it as being a "racial identification" (p. 154).

Learning assistance. "Supportive activities, supplementary to the regular curriculum, that promote the understanding, learning, and recall of new knowledge; remediation for prescribed entry and exit levels of academic proficiency; and the development of new academic and learning skills" (Arendale, 2007, p. 22).

Learning assistance center. "A designated physical location on campus that provides an organized, multifaceted approach to offering comprehensive academic enhancement activities outside of the traditional classroom setting to the entire college community" (Arendale, 2007, p. 22). Additionally, it is staffed with peer tutors, instructional assistants, and professors, all possessing the skills necessary to academically assist students experiencing academic difficulties (Arendale, 2007).

Mentoring. "A learning or counseling relationship where an experienced person assists one less experienced to develop skills and knowledge" (Arendale, 2007, p. 24).

Motivation. The process of mental arousal, sustainability, and regulation of behaviors and thoughts with sustained enthusiasm (Arendale, 2007).

Part-time enrollment. For this study, a part-time student is defined as being one that is currently enrolled in one to eleven college credits for a given semester.

Peer tutor. A student charged with the instruction and guidance of another student outside a classroom environment. A peer tutor possesses the ability to "confirm the student's sense of worth of and helping [him] see that [he] is both okay where [he] is and capable of moving ahead whenever [he] chooses" (Daloz, 1999, p. 209).

Readiness. For this study, readiness is a state of preparation and willingness to proceed in a learning environment. Knowles et al. (2015) discussed that "adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations" (p. 45). According to Sanford (1967), readiness differs for each person based on prior experiences. A person must be prepared for the learning process to broaden one's knowledge.

Additionally, Sanford (1967) discussed that "the attainment that is characteristic of each stage [of learning] is regarded as a condition necessary to progress toward a later or higher stage" (p. 53). Thus, readiness is the ability for a person to reach a learning stage allowing the individual to proceed, process new information, and expand knowledge (Knowles et al., 2015; Sanford, 1967). "The critical implication of this assumption is the importance of timing learning experiences to coincide with those developmental tasks" (Knowles et al., 2015, p. 45). Thus, an individual's developmental needs help to determine readiness.

Student-centered learning. "Students are actively engaged, having more control over the topics of study, and the means to do so" (Arendale, 2007, p. 28).

Support. Daloz (1999) defined support as being "the activity of holding, of providing a safe space where the student can contact [his] need for fundamental trust, the basis of growth" (p. 209). Through the six factors for success (direction, focus, nurture, engagement, connectedness, and value) defined by Cooper (2014) for a postsecondary education setting, the factors are primary forms of emotional and academic support. According to Daloz (1999), support refers to the process in which the tutor affirms the validity of the student's current experience and acknowledges the tutee through empathy. Additionally, Daloz (1999) defined support as a means "to bring boundaries together" (p. 206). Knowles et al. (2015) defined support as referring to "the affective encouragement the learner needs from others…and is the product of two factors: the learner's commitment to the learning process and the learner's confidence about his or her learning ability" (p. 180).

Tutee. A student tutored through a peer-learning model.

Tutoring. "One-to-one or small group facilitated learning assistance that explains, clarifies, and exemplifies a topic and ultimately promotes independent learning" (Arendale, 2007, p. 30).

Delimitations

Simon (2011) defined delimitations as factors that established boundaries within a study. For this study, the researcher explicitly selected two factors to determine who would participate in the study, what instruments would be used, where the study would take place, and why the research questions were asked in the way they were written.

Although 116 community colleges exist within the CCCS, this study focused on first-generation, adult Latino male tutees utilizing services within one selected LAC. To qualitatively examine the lived experiences of the specially selected cohort for this study, the researcher delimited the scope of the study in the following ways:

- The study was delimited to the Solano Community College District within the CCCS Northern California territory. The researcher did not consider involving more than one LAC to participate in this study due to time, geographic constraints, and the pandemic.
- The study was delimited to first-generation, adult, Latino male tutees who utilized tutoring services within a designated LAC. The researcher was aware that more cohorts of student tutees used the services of the LAC than first-generation, adult, Latino male students, but the researcher intended to identify this population for the study.

Organization of the Study

The researcher prepared five chapters for this study. Chapter I focused on introducing the study, including background information to justify its need, a statement of the research problem, the purpose statement, research questions, significance of the problem, definitions, and delimitations. Chapter II reviews the literature pertaining to higher education in the United States and more narrowly in California, learning assistance centers, peer tutoring, first-generation students, and elements of the Latino culture as they apply to the peer tutoring at a California community college LAC. Chapter III concentrates on the methodology used in this study, including an overview, a restatement of the purpose and research questions, and then the following: research design, population and sample, instrumentation used, reliability and validity factors, data collection and analysis process, systematic reporting, and limitations of the study. Chapter IV provides the research methods and data collection procedures, demographic data, and a presentation and analysis of the findings and results. Finally, chapter V discusses significant and unexpected findings, conclusions, implications for action, recommendations for further research, and concluding remarks and reflections.

CHAPTER II: REVIEW OF THE LITERATURE

The purpose of Chapter II is to provide an in-depth analysis of the literature relevant to the study. The chapter begins with a summative narrative of higher education and Learning Assistance Centers (LACs) history. This is followed by an overview of the diverse California Community College System (CCCS), including how it came into existence and the types of students historically served. Next, this chapter provides a brief history of California LACs within the CCCS, discussing terms relating to LACs, what areas of higher education initially utilized LACs, and what services are typically available to students. Additionally, this study focused on adult, Latino, first-generation male college students; thus, this population's characteristics are discussed.

Additionally, this chapter explores the relationship between intrinsic motivational factors applicable to both challenge and support offered in an extracurricular learning environment, detailing the ideologies provided by the seminal authors of the Theory of Challenge and Support (TCS) in conjunction with the Model for Mentoring Relationships (MMR). This portion of the chapter includes a summation of these two theories as applied together, adding insight into what motivates students involved in postsecondary education (PSE). Finally, evidence of what factors kept students motivated in a learning assistance environment and why the intrinsic motivations of connectedness and competence are crucial to a student's educational goals. As Alexander (2004) and Peter (1996) described, for many students, LACs provide motivational opportunities for learning where other areas of higher education have fallen short.

American History of Postsecondary Education

To better understand the establishment of PSE in California, it is essential to dissect PSE systems in the United States, examining how they operate, are typically funded, and what services and opportunities are made available to the broad population. *Higher education* pertains to PSE's centralization beyond the K-12 system and is thus used synonymously with PSE throughout this chapter.

Circa 1636 marked the establishment of the first PSE institution in the United States. Formerly known as the College of Cambridge and after three years changed its name to Harvard University, Harvard is recognized as the first post-secondary institution in the United States (Harvard University, n.d.). Over the last 400 years since Harvard's establishment, the U.S. higher education model expanded into many types of public and private PSE frameworks, such as trade-specific schools, two-year community colleges, and four-year colleges and universities (Harvard University, n.d.; Kaufman, n.d.). Trade schools provide a curriculum with a primary focus on vocational and job-ready training (Hamm, 2017). Two-year colleges traditionally provide coursework ending at the level of certification, an associate degree, or fulfilled transfer requirements to grant a student to attend a four-year college or university. Also, Pannoni (2015a) stated that most two-year colleges became commuter schools where students do not reside within on-campus housing, which happens to be a shared characteristic of all but 11 community colleges within the CCCS (Haines, 2018).

In contrast to two-year colleges, four-year institutions are much more specialized through course offerings, rankings, tuition costs, and public versus private sectors (Stone, 2018); however, the student population at most community colleges is much more abundant in diversity (Pannoni, 2015a). According to the NCES, in 2016, there were 1,700 two-year colleges and 3,026 four-year colleges actively operating in the United States (NCES, 2016). In terms of density, the most substantial colleges and universities are in California, New York, Pennsylvania, and Texas (Charron, 2015). Of those four states, California had the highest density of colleges and universities in the United States (Charron, 2015).

California Systematic Establishments of Higher Education

The similarities and differences between public and private postsecondary systems in California are easily identified with how the PSE system in California was formed. California's reputation consists of the most extensive PSE system in the United States, comprised of public and private sectors. In 2004 California PSE institutions were serving nearly 1.6 million students (Murphy, 2004). Just a little more than a decade later, that number increased to approximately 2.3 million annually (Public Policy Institute of California, 2016). The goal of a stable, educated adult population initially stemmed from a publication titled *The Morrill Act of 1862*, written to inform the public of an essential component of a sustained democracy to primarily come from a more educated society (Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012). Written and proposed by a Senator of Vermont named Justin Morrill and later supported by Abraham Lincoln, the Morrill Act of 1862 was also referred to as the Land-Grant Agricultural and Mechanical College Act of 1862 (Fitzgerald et al., 2012; Library of Congress, n.d.). Upon the President's signature, The Morrill Act became one of the first documents written with the intent of designating land in all 16 Union states to be used for PSE purposes (Library of Congress, n.d.). The Act aimed to designate land for site-specific locations of 69 colleges and universities specializing in agriculture and mechanical applications (Columbia Univeristy, 2014; Library of Congress, n.d.). This designation was essential to the beginning of an American education revolution; thus, the federal government became a known supporter of higher education, aiding in creating an educated society (A. Cohen & Kisker, 2010).

Between Harvard University's establishment to 1840, the United States experienced considerable growth by forming higher education institutions (HEIs), with the total number of colleges reaching 100. By 1850, that number increased to 150, and each subsequent decade after that, until 1870, 50 colleges and universities were added to the list every ten years (A. Cohen & Kisker, 2010). By 1945, the U.S. population had nearly quadrupled since 1870, yet the number of students enrolled in PSE increased by 26 fold during the same period (A. Cohen & Kisker, 2010).

Thus, as the PSE population continued to rise exponentially through the turn of the 21st century, elements of diversity, need, and course-specific pathways soon became factors allowing students to pursue programs catering to identifiable cohorts (Hollifield-Hoyle & Hammons, 2015; Saenz & Ponjuan, 2011). As with any industry, the more companies compete for the same customer, the more motivated they are to entice specific people to use their product (Kittaneh, 2015). This same ideology came into play within the PSE arena; 21st-century schools competed with one another to gain access to specific cohorts of students through specialized curriculum, offering particular degrees, and establishing cohort-specific social opportunities enticing specific students to attend select HEIs based on cultural heritage, race, religious beliefs, and educational interests (Gieseke, 2015; Podolsky, 2014).

Characteristics of PSE Institutions

Identifying characteristics typically associated with California PSE must first be established to understand how unique the CCCS is compared to other State systems. Private and public systems share many similarities, but differ primarily through funding sources, tuition costs, admissions policies, and sometimes focus of study (Bureau of Private Postsecondary Education, n.d.).

Private systems. Private systems in the PSE sector were typically limited to four-year colleges and universities; however, some began offering curriculum pertinent to associate-level degrees (A. Smith, 2016). Private systems typically offer more specific degrees and programs catering to specific student cohorts. Private systems tend to have a student population ranging from under 100 to a few thousand. Lindsay (2018) explained that the smallest private postsecondary colleges in the United States were often religious-based and had fewer than 100 undergraduate students enrolled in the current academic year. Another difference between private and public systems is their funding; private systems are typically funded through the private sector, which ultimately leads to increased tuition costs and school expenses for students (Bureau of Private Postsecondary Education, n.d.).

Public systems. Public systems also include colleges and universities and incorporate community college systems. Most public colleges and universities were founded by state governments that provided funds to initiate said HEIs and continue to use public funds necessary to sustain operational costs incurred by each college and university. Lindsay (2017) highlighted that the University of Central Florida had the largest enrollment among all U.S. colleges and universities, with 55,783 undergraduate students. Among the 35 most prominent universities, six were in California (Lindsay, 2017).

History of PSE Systems in California

The hierarchy and history of PSE systems are scattered throughout the nation. In California, the higher education system was formed based on need and foresight to improve the current and future workforce generation (Rodda, 1960; UC Office of the President, n.d.). Near the turn of the 20th century, the California State Legislature sought to improve innovation, economic growth, and sustainability through improving education options beyond high school (Winter, 1964). In 1907, California junior colleges were created to give high school graduates options to further their knowledge through various courses of study, eventually enabling the workforce to be more innovative, knowledgeable, and pursue professional careers (Maclay, 2003; Winter, 1964). Just 14 years later, in 1921, California legislation was passed that established community college districts (Winter, 1964).

In 1960, Governor Pat Brown of California called a special meeting with the Legislature to instill recommendations outlined by the Master Plan for Higher Education (MPHE) (Maclay, 2003). Within the MPHE, language outlined the mission statement and designated California Education Code mandatorily upheld by the University of California (UC), California State University (CSU), and the CCCS (Maclay, 2003). Rodda (1960) and Welter (1960) asserted that the MPHE was the most vital piece of legislation California approved for the future of higher education in the State. After the Assembly Education Committee chair and author of the bill passed away, the MPHE became the Donahoe Higher Education Act in honor of the late Dorothy Donahoe

(Rodda, 1960; UC Office of the President, n.d.). The Donahoe Act became a turning point for increasing enrollment into the CCCS because both the UC and CSU systems were explicitly instructed to limit enrollment numbers (UC Office of the President, n.d.).

By 1976, the bill's overarching goal was later stated to “provide an appropriate place in California public higher education for every student who is willing and able to benefit from attendance” (California Legislative Information, n.d., para. 1). In turn, the CCCS was mandated to accept any student not attending a four-year college or university. As the primary mission of the CCCS was explicitly set up to offer academic and vocational instruction for anyone willing to attend, it did not possess a mandate limiting enrollment. Thus, an open-door policy was upheld by the CCCS to ensure all students were granted the opportunity to seek public education within California (CCCCO, 2017).

As Ottow (2016) presented a need to improve the knowledge-based workforce, California became one of today’s leading PSE systems in the United States. California houses some of the most sought-after colleges and universities and the most robust community college system in the United States (CCCCO, 2018). Walton-Radford (2013) and Glynn (2017) noted the determining factors for which students were selected to attend one of the many colleges or universities in California included a student’s financial resources, ability to reach a high level of achievement, and socioeconomic status, thus contributing to opportunities best suiting each student. Students have many institutions to choose from that meet academic and personal growth goals from a wide array of 21st-century service characteristics (Clayton-Pedersen & O’Neill, 2018). Characteristics students considered crucial when selecting the desired college to attend included the size of the campus, tuition costs, distance from home, areas of study offered, course offerings, quality of facilities, campus environment, availability of housing, admission criteria, financial aid, athletics, class sizes, and ethnic composition (Fulton-Montgomery, n.d.).

In 2018, California's four-year public higher education sector comprised of 23 CSU and 9 UC campuses (Noa, 2011). Although tuition for the CSU system had been considerably less and class sizes significantly smaller than the UC system, CSU students typically sought education opportunities for real-world applications and non-research degrees (Noa, 2011). In contrast, UC students typically sought degrees encompassing theory or research-based studies (Noa, 2011). Additionally, California had 185 private colleges and universities that differed from the public sector primarily in higher tuition costs; however, private institutions provide additional financial aid opportunities that resulted in similar fees to the public sector depending on student need and socioeconomic background (K. Clark, 2010; Ingeno, 2013).

California Community College System

An overview of the various components of the diverse CCCS is needed to understand the purpose of service-based learning assistance within California. In 2020, the two-year public CCCS was comprised of 116 colleges within 73 community college districts (CCCCO, 2021). However, some college districts in major urban areas consist of more than four colleges, 52 of the 73 districts (71%) governed a single campus (CCCCO, 2016). CCCS campuses had, in total, over 2 million students enrolled during the 2016-2017 academic year (CCCCO, n.d.b), a figure that included nearly 38.3% of all students attending a community college in the United States (Liu, 2011). As shown in

Figure 1, the largest ethnic group within the California community college population was Latinos, which comprised 44% of all students (Gordon, 2018b).

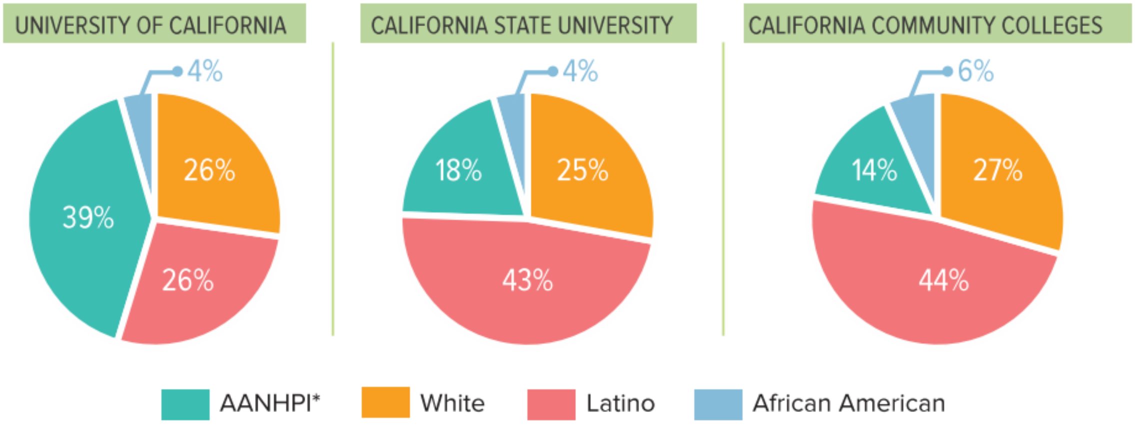

Figure 1. Racial diversity among students at California's public colleges, 2016-17. Source: Gordon (2018b).

Evident across the PSE landscape, the CCCS continues to be the most diverse system in the country regarding student demographics, socioeconomic status, academics, and academic support services (Hagedorn, 2004; Topper & Powers, 2013; Tovar et al., 2009, Chen, 2018). However, the financially dependent infrastructure subsequently caused tuition and fees to increase, and a decaying system tainted by policy and politics, resulting in a low student retention rate (Chen, 2016; Kroll, 2012).

Many of the characteristics described reflected both two- and four-year HEIs, although they differed through admission criteria. Any resident (or non-resident) of California could attend any California community college (CCC) with or without a high school diploma (Pannoni, 2015b), a criterion not typically granted by four-year colleges and universities. Potential students were immediately eligible if they were 18 years of age or older. However, the CCCS also accepted students as young as 14 to attend college with a guardian's permission (CCCCO, 2018).

Learning Assistance Centers in the California Community College System

Shortly after the establishment of Harvard University, the first tutoring system in the United States was in Cambridge; however, it forbade access to anyone who was not a privileged white male student (Sheets, 2016). Over the last 400 years, the design and use of LACs throughout the United States gradually changed over time by incorporating a more culturally diverse population and increasing the availability of services provided (Arendale, 2016). As students' needs became realistically identified, services and resources in LACs gradually became more robust in availability and content, thereby gaining a following of educators and students alike (Arendale, 2004; Stern, 2001).

To understand service-based learning assistance, examining current student success education reform and policies must be addressed to determine why there is a growing need to improve how the CCCS educates its students. Specific areas of interest for CCCS consisted of the Student Success Taskforce, Student Success Initiative of 2012, Statewide Student Success Scorecard, and the Success Center for California Community Colleges.

Student Success Education Reform

Service-based learning assistance began providing evidence for completion and retention reform through the Student Success Initiative of 2012 and implementing the Success Center for California Community Colleges framework created by CCCCO (Gordon, 2017; Hagedorn, 2004; Zinshteyn, 2017). As Zinshteyn (2017) stated, "as the community college system continues to adopt key reforms, its leaders hope newer students will reap the benefits of the new efforts" (para. 14).

Student Success Act of 2012. Parallel to learning assistance was AB705, commonly referred to as the Student Success Initiative (SSI) of 2012, written and passed to improve student success specifically for the CCCS (California Legislative Information, 2017). Through the intention laid out by the AB705 legislative document, community colleges within the CCCS were given specific directives by the Board of Governors outlining mandated steps necessary to reform student success for the entire system.

In 2016, Taylor (2016), a legislative analyst for the Legislative Analyst's Office (a subsidiary of the California Legislature's Nonpartisan Fiscal and Policy Advisory), indicated that through an analysis performed in 2016, the SSI signed into California law four years prior considered a respectable and noteworthy policy incorporated into education law of the State of California. However, Taylor (2016) specified significant findings and recommendations regarding the 2016 assessment, which outlined a justification for necessary changes to improve the capacity for which this legislation was intended. In 2017, Gordon argued that the SSI was "slow to increase community college completion rates" (para. 1). Hagedorn et al. (2007) explained that many community colleges hindered student academic success once they began taking coursework at that level instead of helping students grow in areas that needed academic development. Although some blamed the K-12 system for student under-preparedness (Barnes & Piland, 2013), the CCCCO acknowledged and addressed student academic needs by not cutting programs that catered to the specific student population seeking additional learning assistance support (Cress, 2003; Franklin, 2014).

Statewide student success scorecard. During the same year the SSI became law, the CCCCO released the first database of information that exposed how successful students were performing in PSE. The importance of this database was that although "students who started community college prepared to take college-level courses have a better than 70 percent chance of earning a degree or certificate or transferring to a four-year college within six years," students unprepared for college-level coursework upon entering into the education system had a much lower chance of success (Baron, 2013, p. 1). According to Baron (2013), the first release of scorecards indicated among students placed in remedial courses before enrolling in college-level coursework. Only 40% were deemed successful in achieving a degree, certificate, or transfer to a four-year college (Baron, 2013). Since 2012, individual community colleges within the CCCS were able to access the data, using it to understand the status of students in their area or district and to compare students' success rates statewide (Baron, 2013).

Success center for California community colleges. A product of the SSI was the Success Center for California Community Colleges (SCCCC), which, when introduced in 2014, was a student-centered program with a mission to serve the academic needs of students to improve upon both retention and completion rates. The Kresge Foundation provided funds for the SCCCC to create a hub, allowing faculty, staff, and learning organizations to share, adopt, and implement effective practices and policies across the CCCS (Marlatt-Dorr, 2016).

Since 2014, according to the report titled *Vision for Success: Strengthening the California Community Colleges to Meet California's Needs* (CCCCO, n.d.d), the formation of the SCCCC established the foundation for subsequent student success-oriented practices and policies implemented within the State. Overall goals were to increase student success by utilizing alternative methods of instruction (which included learning assistance and extracurricular instruction) and an overall attempt to work on closing the anticipated gap of an estimated 2.4 million technology-based certificates, associate and baccalaureate degrees needed by the year 2025 for California to maintain a competitive edge nationally (CCCCO, n.d.d).

The Learning Assistance Umbrella

Payne et al. (2017) defined learning assistance as encompassing “services that range from tutoring and supplemental instruction to specific academic preparation courses and is the term of choice because it is inclusive of all sorts of supports available to all students” (p. 28). Arendale (2010) believed learning assistance was not limited to extracurricular services. More importantly, the action in which a more diverse group of students could access tools to build upon interpersonal, academic growth. Similarly, Schreurs and Dumbraveanu (2014) noted that PSE's learning assistance trends were more commonly seen to transform the classroom-based group-specific teaching model to a more diversified, student-centered learning center model. Instead of focusing on learning on an instructor’s lectures and expectations, learner-focused instruction, specifically from a learning assistance standpoint, focuses on skills and practices that enable students to become more self-reliant and independent learners. When students can ask questions, converse, and define their understanding level through a learner-centered approach (also known as student-centered), they become self-proclaimed lifelong learners (Brush & Saye, 2000).

California community college learning assistance centers. The most effective peer tutoring method can be understood by first developing a sense of what LACs are, what services they provide, and which students typically utilize their services. The

Learning Assistance Support System established by Frank Christ at CSU Long Beach in the 1970s granted students the ability to overcome many academic challenges (Arendale, 2016). Initially, the system was not designed to help students but focused on faculty and staff's needs. As Calderwood (2009) explained, the first LAC's purpose was to provide workshops to faculty, staff, and administrators to introduce proper ways to improve remediation at the college. It was not until years later, the idea of LACs changed focus from remediation to peer-tutoring, and the idea of content assistance arose. Since introducing the first LAC at CSU Long Beach, LACs have become the most widely adopted resource to help increase academic successes among higher education students in California and across the nation (Arendale, 2004).

Although they took on many different names, LACs were in various areas within a college and led by diverse teams of faculty and staff, many of those involved were aware of the urgency to promote academic success, student retention, and improve graduation rates (Darling-Hammond & Plank, 2015; Hagedorn et al., 2002; Maxwell, 1997). As the research suggested, students with jobs, families, and other responsibilities typically had a much harder time transitioning and staying in college (Arendale, 2010; Hagedorn et al., 2007; Maloney, 2003). Through the implementation efforts of various LACs throughout the CCCS, colleges continued to retain and manage student academic needs to a much higher degree than when LACs did not exist (Adams, 2011; Hagedorn et al., 2002; Stern, 2001). LACs became an integral part of each campus within the CCCS to increase student retention and enabled students to possess a competitive edge, improve graduation rates, and serve as an accreditation mandate by the CCCCO in 2012 (Adams, 2011).

Peer Tutoring Services

Peer tutoring is classified within the realm of student-centered learning (Reed, 2014). As Reed (2014) explained, the peer tutoring dynamic provides an atmosphere of one-on-one or small group exchanges where students can collaborate, creating a less intrusive setting to decrease anxiety. Briggs (2013) explained that the peer-to-peer relationship must be cared for. It is fragile and can falter if the tutor becomes overbearing or causes the tutee to feel inferior when asking questions (Briggs, 2013). Depending on an individual student's personality, peer tutoring can benefit or detract from a student-centered learning process (Briggs, 2013; Maxwell, 1997; Reed, 2014). As Fetner (2011) simply put it, the three tutoring goals are teaching content, forming intellectual habits, and encouraging motivation.

Tutees

Specific cohorts of students can be identified by first defining the significance of a tutee. Although noteworthy changes occurred in recent years for the CCCS, an inadequate reaction to the quickly changing demographics of the student population caused many students to find themselves under-prepared, culturally unaware of how to be successful in college and lacking self-efficacy (C. Johnson & Cheatham, 1999; Koch et al., 2012). One student cohort that seemingly possessed these characteristics was adult tutees, defined as being tutored through a peer-to-peer model. In addition, approximately 40% were classified as first-generation, which the Higher Education Act of 1965 referred to as someone "whose parents did not complete a baccalaureate degree or in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree" (Vuong et al., 2010, pp. 50-51). Although these statistics encompassed the entire adult student population for the CCCS, nearly 1 in 5 students attending a CCC in 2016 sought some form of learning assistance from a centralized location (CCCCO, n.d.c).

The Latino Population

According to the 2010 United States Census, the Latino population was 50.5 million people (Liu, 2011). By the time the 2017 census data became available, the Latino population in the United States rose to 58.6 million, increasing 16% in just seven years. Of those 58.6 million people, an estimated 29.6 million Latino males and 29.0 million Latino females were residing in the United States (U.S. Census Bureau, 2017). The 2017 census (U.S. Census Bureau, 2018) stated that the Latino population comprises nearly 25% of the three most populated states (Texas, Florida, and California). However, Liu (2011) stated that Latinos' estimate in the three most populated states was more than 50% of the total population. The Latino population is expected to grow exponentially. It is estimated that 1 in 3 people in the United States will be of Latin descent by 2060 (Liu, 2011).

Gender

The male Latino population is the focus of this study. Therefore, this section introduced how gender has played a role in the PSE landscape over the last 100 years. The gender of participating students was equal around the turn of the 20th century (Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007). However, by the 1940s, the United States found itself a significant participant in World War II and a country needing to educate its workforce. As a result of the integration of the GI Bill, “men outnumbered women 2.3 to 1” in higher education (Goldin, Katz, & Kuziemko, 2006; Kuh et al., 2007). Moving ahead 70 years, women have not yet achieved a balanced population with that of men within the higher education landscape; however, the female gender has become the population making rapid leaps regarding improved academic achievements in reading, mathematics, and sciences (Kuh et al., 2007; Saenz & Ponjuan, 2009).

Kuh et al. (2007) and Goldin et al. (2006) described a lack of balance between the male and female enrollment in PSE, but the unbalanced sense was even more drastic for the male Latino ethnic population (Mellander, 2015; Saenz & Ponjuan, 2009). Although the Latino population is California's largest ethnic group, two studies performed in Texas by Saenz and Ponjuan (2009) and Garcia (2015) established and confirmed the lack of Latino male students within the PSE arena. Mellander (2015) provided additional evidence that Latino male participation in PSE was anemic nationwide. This brought attention to the idea that, according to a study performed in California bay area postsecondary schools, the participation of "Latino men lag behind the general population, even behind Latinas" (Mellander, 2015, para. 2). As Texas's studies confirmed, Latino male populations in America's higher education platform continue along the declining trend (Saenz & Ponjuan, 2009).

Defining Ethnic Identifiers

Although most laypersons use the terms Chicano, Hispanic, and Latino synonymously, there is an identifiable difference between the three. Chicano defines someone as being of Mexican descent currently living in the United States; it does not identify specific citizenship parameters, nor does the individual have to be born on U.S. soil to maintain this identifier. Before the 1960s equal rights movement, the term Chicano implied someone being of Mexican descent and having "low-class status and serving as an expression of racism" (Flores, 2017, para. 8). A well-known comedian, Cheech Marin (2012), posted in a blog, "Chicano is an evolutionary term…One of the main aesthetic characteristics of Chicano is traditional Mexican meets contemporary America. It is where they meet, influence each other, and create something totally new." Although this interpretation of the word possesses a positive connotation, not all Hispanic and Latino people like to be identified with the Chicano marker; some feel it still refers to racial epithets (Brians, 2016; Santana, 2001).

In contrast, the term *Hispanic* refers to someone who identifies as having a Spanish descent, both culturally and linguistically (Nicoletti, 2010; Turner-Trujillo, Del Toro, & Ramos, 2017). As Santana (2001) explained, both Chicano and Hispanic retain the same defining characteristics and possess different elements of controversy regarding the labeling of cultures or ethnic backgrounds. The United States Census Bureau first used the term Hispanic in 1980, and some people that identify with the Spanish culture see it as a government-imposed label (Santana, 2001; Sehgal & Jasuja, n.d.). Carteret (2011) pointed out, "Hispanics are a race to the United States Department of Justice when it enforces provisions of civil rights laws, but Hispanics are not a race to the Bureau of the Census" (para. 3). Brians (2016) concluded that the term Hispanic is not typically thought of as having the same racist implication as Chicano.

As shown in Table 1, people who identify as Latino come from Latin America, a geographical location (McKeown, 2017; Sehgal & Jasuja, n.d.; Turner-Trujillo et al., 2017). Although Chicanos can also technically identify with Hispanic and Latino classifications, not all Latinos are Hispanic (Turner-Trujillo et al., 2017). The difference lies in that Hispanics do not include populations that are not Spanish speaking, such as Brazilians who speak Portuguese (Perez, 2018; Santana, 2001).

Table 1

Ethnic Identifiers for Hispanics & Latinos

Hispanic	Synonymous	Latino
Spaniards	Argentinian, Bolivian, Chilean, Colombian, Costa Rican, Cuban, Dominican, Ecuadorian, El Salvadorian, Guadeloupian, Guatemalan, Haitian, Honduran, Martinique, Mexican, Nicaraguan, Panamanian, Paraguayan, Peruvian, Puerto Rican, Uruguayan, Venezuelan	Brazilians, Guyanese, Portuguese, Surinamese

Note. Taken from Perez (2018)

Research illuminated the importance and magnitude the Latino ethnic population makes up within the CCCS. Valliani, Siqueiros, Ryan, and Dow (2015) indicated that the Latino population is continuously and exponentially forecasted to grow over the next three decades. “California is the most populous state in the country,” and of that population, the Latino ethnic group makes up more than 15 million people, which is equivalent to nearly 39% of the total State population (Valliani et al., 2015, p. 5).

According to the *California Community College 2019 Student Success Scorecard* (CCCCO, n.d.b), of the approximately 2.3 million students enrolled, 53.8% were female, whereas 44.9% were male, and 1.3% were unreported. In 2018, of the CCCS total student population, 44.5% identified with the Hispanic ethnic classification, notably the largest population of any ethnic identity within the CCCS (CCCCO, n.d.b).

Reports and statistical data about student classifications within the CCCS typically included eight different ethnicities. Participants could identify with: African American, American Indian/Alaska Native, Asian, Filipino, Hispanic, Pacific Islander, White, and Multi-race (CCCCO, 2014). The government, public, and education entities used the term Hispanic within most statistical data and reports (Santana, 2001; Sehgal & Jasuja, n.d.). Therefore, there was no evidence of how non-Hispanic, Latino people were classified.

Cultural Characteristics

Related to the Latino student population are cultural elements influential of Latino male academic success, based on a history of social responsibility in family and social situations (Saenz & Ponjuan, 2011). The following terms were identified to be most prevalent in the literature regarding Latino cultural characteristics.

Familismo.

Familismo is a Latino cultural value in which all family members are involved in every decision made (Calzada, Tamis-LeMonda, & Yoshikawa, 2013; Ojeda, Navarro, & Morales, 2011; Ojeda & Pina-Watson, n.d.). Given familismo is one of the most influential components to the strength of a Latino family, it has proven to be essential to weigh heavily on whether a Latino male decides to pursue a postsecondary degree (Calzada et al., 2013; Ojeda et al., 2011; Rasheed et al., 2011). In the Latino culture, the *family* is the immediate family; however, secondary family members such as grandparents, aunts, uncles, and cousins may also be included in family decisions depending on the severity of the situation (Garcia, 2015; Nicoletti, 2010). Additional factors found within the realm of the familismo value include sharing responsibilities for caring for elders, siblings, and children; providing both financial and emotional support, and being an integral part of family discussions that involve various members within the defined family (Carteret, 2011; Moitinho, 2012; Rasheed et al., 2011). As shown in Figure 2, Nicoletti (2010) explained the hierarchy of weighted power within the constructs of a family, where the acceptance of decisions are primarily made by “elder over younger, men over women, and father over family” (p. 2).

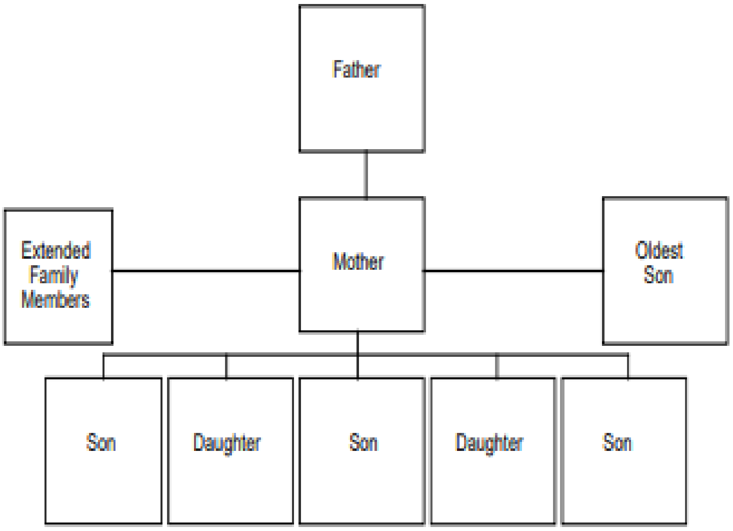

Figure 2. Traditional Latino family structure. Source: Nicoletti (2010).

Machismo. The Latino term *machismo* should not be confused with the Anglo term *macho* (Moitinho, 2012; Nicoletti, 2010; Rasheed et al., 2011). In the Latino culture, Machismo defines a man’s responsibilities as an integral component of the family and a financial provider and protector. Nicoletti (2010) concluded that machismo defined a man’s responsibilities to uphold as a male and “refers to the way a [Latino] man thinks” (p. 6). Due to generations passing down the machismo mindset to male Latino offspring, the machismo cultural mindset influenced how Latino males participate in family situations and present themselves (Moitinho, 2012; Saez, Casado, & Wade, 2009).

Thompson-Hernandez (2017) and Ferreira (2018) contended that perhaps the Latino machismo culture, over time, gradually created a toxic environment leading to aggression, violence, and teaching Latino males that softness and vulnerability are not masculine. Although Latino males' role includes protecting one’s family, the intention of the machismo mindset was not to cause extreme behavior resulting in violence or aggression (Moitinho, 2012; Thompson-Hernandez, 2017). Nevertheless, machismo is a substantial value upheld within the Latino culture. Latino males were typically raised to uphold specific social expectations and possess certain Latino cultural traits, such as seeking full-time employment after finishing high school to provide for their family financially (Vasquez, 2015). For example, the machismo mindset instills that Latino males do not show weakness. However, Saez et al. (2009) indicated that some Latino males who sought an education after high school instead of going straight to work were perceived to signify weakness or lack of masculinity. Thus, “effectively expressing their feelings or ask[ing] for help” could be considered a sign of weakness (Saenz & Ponjuan, 2009, p. 6). Vasquez (2015) suggested some Latino males who sought an education tended to fit more within an *Americanized machismo* mindset, which “acknowledges self-sufficiency and independence” by the individual; thus, “when integrated with a multicultural construction of gender, strongly influences how these men viewed formal and informal help-seeking” (p. 34).

Respeto. Commonly confused with the word *respecto*, *respeto* is a term used in the Latino culture which means to give respect to others, whereas respecto typically means ‘with respect to’ something else (Bennick, 2013); however, many authors misused the word, referring to the Latin cultural term as respecto. For example, Carteret (2011) emphasized Latin culture is different from American culture in how social structures accept different levels of power between people; Latinos value “demonstrating respecto in interactions with others, which translates into respect. Respecto means that each person is expected to defer to those who are in a position of authority because of age, gender, social position, title, and economic status" (Carteret, 2011, para. 5). Unlike Carteret, Bennick (2013) insisted that although the use of respeto is throughout the Latin culture, it "should not be generalized across the whole population" as not every Latino individual holds the same values as the next within the specific culture (para. 1).

Challenges

Although the Latino population will attain majority status in California in less than 40 years, this population also represents the lowest completion rate for students in the PSE system (Campaign for College Opportunity, 2013). The lowest completion rate is due, in part, to challenges many Latino male students face at some point during their higher education career (Hood, 2010).

Among the literature used for this study, the most ubiquitous challenges faced by Latino male students in PSE were:

- Under-preparedness and an identifiable achievement gap
- Cultural diversity
- First-generation
- A need for sustainability

Under-preparedness and achievement gap. Given that the CCCS has an open-door policy allowing an individual to pursue an associate degree, many students are academically underprepared upon entry (Barbatis, 2010; Barnes & Piland, 2013; Hagedorn et al., 2007; Hood, 2010). Garcia-Mathewson (2016) and Hood (2010) reported that nearly 7 in 10 students attending a community college for the first time were enrolled in at least one remedial course to ensure the student was able to be successful in major-driven classes and adapt well to college academics. The SSI of 2012 noted, "California's community colleges identify more than 75% of its students as underprepared and refer this overwhelming majority of students to remedial courses" (California Legislative Information, 2017, Section 1a.5). Additionally, Razfar and Simon (2011) asserted that for those students for whom English was not the primary language spoken at home, there was a "substantial gap in student success" at the postsecondary level (p. 595).

Cultural diversity. Although the academic needs of students in higher education have not changed for many years, how students learn changed (Herrmann, 2014; T. Smith, 2015a), which is partly due to the cultural diversity of students (Ginsberg, 2005). According to Zinshteyn (2016), nearly half of Latino college students and one-third of African American college students started their higher education journey in community college settings in the United States. Vasquez (2015), Chen (2017a), Gallant (2008), and Ginsberg (2005) agreed that two-year college student populations were diverse ethnically, socially, socioeconomically, religiously, culturally, emotionally, and psychologically. Additionally, with the CCCS open-door policy, students' age proved to be diverse. Age determined one's ability to self-identify with specifics in culture, background, and childhood upbringing. As Ginsberg (2005) and Cordary (2016) shared, one's awareness of cultural diversity is directly influenced by the level of motivation one could achieve.

First-generation. Although Petty (2014) defined first-generation as being the first person of one's family to pursue a PSE, Vuong et al. (2010) and Chen (2017b) added that students whose parents achieved an associate degree but did not pursue a baccalaureate degree also met the parameters of being first-generation. Saenz and

Ponjuan (2009) and Semuels (2017) explained that first-generation students differed from non-first-generation students academically, emotionally, and socially in PSE settings. Historically, Latinos were the largest group of students, most likely first-generation (Saenz & Ponjuan, 2009). Payne et al. (2017) claimed Latinos represent nearly half of all first-generation postsecondary students.

Semuels (2017) explained, “if boys have role models that are educated, they do better in school,” and continued that “better-educated parents often teach their children a different concept of masculinity in which academic achievement is important” (para. 12). Próspero and Vohra-Gupta (2007) stated that the parents' education levels were the most important predictor of student success in PSE. As Hood (2010) added, “support may be hard to find [as] Latino students often lack encouragement from peers, teachers, or parents, whom themselves did not go to college” (para. 9). For a vast majority of Latino male students, many are first-generation and cannot access the same level of educational support as typical non-first-generation students because they lack a childhood of learning from educated parents (Chen, 2017b; CCCCO, 2014; Jaschik, 2005; Saenz & Ponjuan, 2009).

According to Chen and Carroll (2005), first-generation students often struggled to gain access to PSE. Additionally, those enrolled often had “difficulty remaining enrolled and attaining a degree—a disadvantage that persists even after controlling for a wide range of demographic, academic, and enrollment characteristics” (Chen & Carroll, 2005, p. 1). First-generation students were less likely to have someone who could provide advice or support upon entering a PSE environment, thus causing the student to become anxious and possess emotional, social, and academic challenges and stresses other students might not face (Chen, 2017b; Francis & Miller, 2008).

Need for sustainability. According to Baron (2013), “students who attend school part-time because they have to work are less likely to make it through college.” Additionally, Dorame (2012) stated Latino males possess “cultural and gender traits tend to be most harmful to first-generation and immigrant Latinos because they are the most vulnerable to…pressures of the family, ultimately affecting their decision to join the workplace instead of getting an education” (p. 45). Due to this unfortunate truth, Latino students hold more possibilities of failure than success in PSE, even before a Latino student attends their first class at a California community college (Gandara & Contreras, 2009).

Of the nearly 2.3 million students enrolled in the CCCS each academic year, many attended college for a purpose or reason (PewResearch Center, 2011). As Hood (2010) explained, “what matters most to Latinos when choosing a college is not its prestige or program offerings but its cost and location” (para. 3). Both cost and location allow students to live within their financial means. As financial hardships exist for many Latino students, being near a community college allows them to keep working to put food on the table while pursuing some level of higher education.

Motivation to learn through peer support. Although Latino male students face many challenges in PSE environments, M. Clark et al. (2013) presented evidence indicating how impactful peers and mentors can be to the success of a Latino student. A student’s upbringing and social network in and out of college contribute to how successful they will be in college, especially for first-generation students (M. Clark et al., 2013). As M. Clark et al. (2013), Garcia (2015), and Hood (2010) agreed, peers can be impactful in both positive and negative ways depending on who those peers are and whether they are also college-minded or college-bound. As Sanford (1967) discussed, “high academic achievement is sustained variously by dispositions deep in the personality of by social factors that encourage the individual to achieve even though he may not have earlier shown a ‘drive’ to do so” (p. 80). Daloz (1986) explained that the power of peer mentoring could be used to instill a person to become motivated. Thus, as Santiago (2017) stressed, for Latino students to stay engaged and motivated in the PSE learning environment, cohort models, mentoring, and supplemental instruction provide a foundation for student motivation and academic growth for those seeking additional support.

Theoretical Framework of Motivation

According to Beck (2004), “motivation is derived from the Latin verb *movere*, which means *to move*. Motivation is then concerned with our movements or actions, and what determines them” (p. 3). Additionally, Schunk et al. (2008) stated, “motivation is the process whereby goal-directed activity is instigated and sustained” (p. 4). Today, academics believe a positive correlation exists between motivation and the degree to which a student can achieve academic growth (Ginsberg, 2015; Ginsberg & Wlodkowski, 2000, 2009b; Knowles, 1975; Petty, 2014; Schunk et al., 2008; Sogunro, 2015; Wlodkowski, 1978, 1981, 1997, 2008).

A theory specifically directed toward measuring an individual’s motivation to learn was developed, published, and introduced by Nevitt Sanford, a student development theorist interested in higher education research in the late 1960s (Ward et al., 2005).

Through the TCS, Sanford provided insight into how various levels of challenge and support (pertaining to an individual's motivation to learn) can promote or detract from academic growth (Sanford, 1967). To provide investigative evidence of the TCS as it applies to promote motivational factors found among students within CCCS LACs, Maslow's Hierarchy of Needs theory must first be defined, noted as one of the first theories to analyze human need as a systematic process.

Human Need

Maslow's Hierarchy of Needs theory asserted that human needs could be divided into three tiers of need: basic, psychological, and self-fulfillment (McLeod, 2017; Mulder, 2012). An undertone of need leads a student to elevated levels of motivation (Ryan, n.d.). Although Mulder (2012) stated that critics and scientists argued Maslow's theory was outdated and too static for today's dynamically structured world, Cherry (2018) argued that Maslow's theory continues to be popular among academics and theorists. Maslow's Hierarchy of Needs is a content theory that provides a staged approach to human need theory (Cherry, 2018).

Theory of Human Motivation

McClelland's Theory of Human Motivation suggested the process of becoming motivated was based upon one's persistence to achieve, affiliate, or gain power through interaction and application among one or more individuals (Management Study HQ, n.d.). One student's reason for attending college may differ from the next; however, most students in pursuit of a college education seek to fulfill a personal need, desire, or goal, typically classified by use of motivator characteristics of achievement, affiliation, and sometimes power (Mind Tools, n.d.)

Theory of Challenge and Support

By the late 1960s, both the TCS and ideas presented through Human Motivation Theory became well-supported theories in research on student retention and development in higher education environments. In Sanford's (1967) book *Where Colleges Fail: A Study of the Student as a Person,* his main objective was to place the focus of education on the student and develop programs that catered to the student's needs. In this book, Sanford outlined the importance of identifying one's awareness for human needs through provided levels of challenge and how the support from peers, educators, family, and friends influenced personal growth from an academic standpoint (Sanford, 1967). Additionally, Holcomb and Nonneman (2004) recognized that "too much of either challenge or support effectively stunts development" (p. 102). As shown in Figure 3, growth stemmed from a balance between challenge and support.

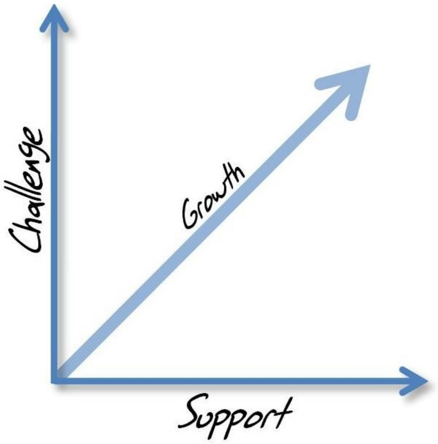

Figure 3. Sanford's Theory of Challenge and Support. Source: Boe (2011).

Although Sanford's TCS became a staple for identifying student academic growth, Daloz (1999) modified it three decades later by incorporating elements of readiness and balance, alongside challenge and support, to determine the success rates at which peers could be mentored. Sanford's theory was used to study the motivational behaviors of students in the academic arena. In contrast, Daloz's modified theory focused on acts of mentorship in and out of a learning environment and added the components of readiness and balance to validate how the elements of challenge and support justified a person's growth (D. Smith, 2017).

To accurately identify motivational factors, Maslow (1970) explained that human need is divided into basic, psychological, and self-fulfillment needs (McLeod, 2017; Mulder, 2012). Maslow's Needs theory, Sanford's TCS, and Daloz's reiteration of the theory helped define the precise mixture of challenge and support needed for tutees to learn information within a designated learning assistance environment.

Sanford (1967) theorized that college student academic growth is primarily influenced by how each student engages in a PSE learning environment and how that learning environment supports the student, both in and out of the classroom. The degree to which challenge and support were combined contributed to the summative growth of the participant (Boe, 2011; D. Smith, 2017). Sanford believed the delicate balance between challenge and support provided an opportunity for growth and personal development within PSE students (Romano, Gallagher, & Shugart, 2010). However, Daloz (1999) discussed that the application of challenge and support did not necessarily lead to personal growth depending on how they were applied. Both agreed that students never really learned what they needed to grow and develop with too much support, whereas, with too many challenges, students became frustrated and possibly quit trying. Daloz (1999) added that the influential factors of readiness and balance also contributed to one's ability to develop.

Model for Mentoring Relationships

Daloz's (1999) theory focused more on the mentor/mentee relationship. Still, the readiness and balance components can also relate to a tutee's motivation to learn within a PSE learning assistance environment. Fetner (2011) discussed that the factors that students were motivated to learn were correlated to a tutor's ability to balance teaching content, intellectual habits, and motivation. Widely used in socio-motivational systems, the TCS allowed researchers like Daloz to better understand what motivates students to learn. Divided into four components (as shown in Figure 4), the modified TCS, titled the Model of Mentoring Relationships (MMR), focused on the specific areas of readiness, challenge, support, and balance as they pertained to a student's progress of motivation within a specific learning environment (Daloz, 1986).

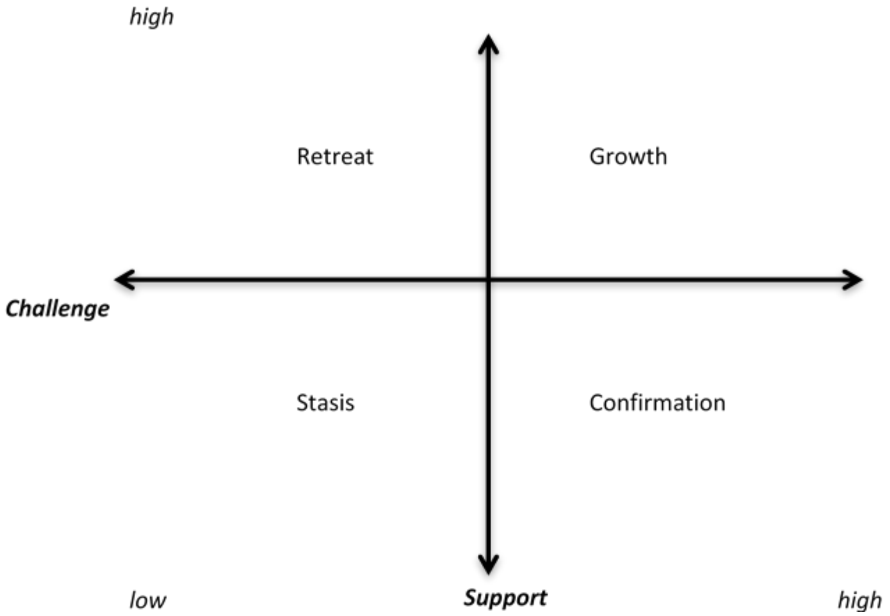

Figure 4. Daloz's Model for Mentoring Relationships. Source: Kroll (2016).

Readiness. As the first component of the MMR, readiness is related directly to a tutee's physical and emotional status of participation within the learning process (Grimes & David, 1999; Saenz & Ponjuan, 2011; D. Smith, 2017). According to Ginsberg (2015), the interaction between peer tutors and tutees must begin with introducing all people involved in the session. This simple process allowed the participants to engage with one another, resulting in a higher level of comfort in developing a more open approach to learning and determining one's readiness to engage in the discussion (Grimes & David, 1999). To further establish inclusion beyond introductions, the act of a peer tutor engaged with a tutee brought forth recognition that they shared commonality as "human beings who have mutual needs, emotions, and experiences" (Ginsberg, 2015, p. 48).

Challenge and support. As defining components of the TCS and second and third components of the MMR, challenge and support relate directly to the rate at which new material is presented, how the information is shared, and if the tutee is motivated to continue. For example, after a peer tutor initially interacts with the tutee, as with any tutoring session, tutors typically engage tutees by making the learning tasks exciting and posing collaboration questions to expose further the level of understanding experienced by the learner (Daloz, 1999). As Grimes and David (1999) and Moschetti and Hudley (2015) noted, learning activities became appealing and collaborative for the learner if the experience fulfilled a sense of emotional security, acknowledged correct work, and covered topics that were engaging and stimulating, which in turn encouraged improvement within the learning experience.

Regarding most CCCS LACs, the typical learning environment incorporated a peer tutoring model (Pittaway, 2017). According to Briggs (2013), peer-to-peer was considered the most effective way to tutor because students felt more comfortable interacting with their peers than instructors. To ensure tutees were actively engaged in the learning process, peer tutors presented the material in challenging ways, causing the tutee to think and respond as though the instructor asked the question (Ginsberg & Wlodkowski, 2009a). It was essential that peer tutors encourage different points of view and ask questions to identify if the tutee fully understood the lesson. Additionally, Eskay et al. (2012) and Burgess (2011) argued that just as in a classroom setting, peer tutoring requires all people to participate in the discussion, which contributes to an overall justification for learning.

As with any learning environment, it is essential to recognize areas that led to scholarly motivations for learning, thus suggesting challenge and support could serve as identifiable and measurable qualitative factors for which the initiation of tutees' motivation to learn occurred (Ginsberg & Wlodkowski, 2009b; Hernandez, 2017; Iguisi, 2009; Judge, 2013). Although motivation theory consists of internal and external factors, Daloz (1999) explained that the four components should act in unison, ensuring learners fulfill their intrinsic motivations for learning.

Balance. 'Balance' represents the final component of the MMR. As Ward et al. (2005) discussed, a tutor's ability to balance the elements of challenge and support is essential in promoting a student's motivation to learn. Similarly, D. Smith (2017) concluded that for every student, there exists a delicate balance between challenge and support, a mixture that varies from individual to individual. He continued to discuss that if a learning environment sets challenges too high, students may become frustrated, lessening the likelihood of continuing down a motivated path (D. Smith, 2017). Additionally, support must also be appropriately balanced for the student learner, "not enough and the students may disengage, too much and you run the risk of doing the work for them, inhibiting real learning" (D. Smith, 2017, para. 1). Sanford's TCS, redefined through Daloz's MMR, was selected as the theoretical framework based on the two components necessary to determine a student's level of motivation through readiness and balance as they are integrated through varying levels of challenge and support.

Research Gap

This literature review provided information identifying the specific areas found within social science PSE research that led to the research gap of any significant study focusing on first-generation, adult, Latino male tutees utilizing tutoring services within a CCCS LAC. More specifically, no study was found that applied Daloz's MMR, which was typically used to determine the achieved level of personal growth in a mentor-mentee relationship, to the tutor-tutee relationship.

Determining the research gap required studies concerning the Latino population within both California and national PSE settings to be analyzed and grouped according to the subject, type of study (e.g., qualitative, quantitative, mixed methods), gender, type of school (e.g., public, private, two-year, four-year) and whether the MMR was used as the primary theory for each study. Discovered in the dissertation by Martinez (2014), "Although a small body of literature has demonstrated that community colleges use 'learning communities' as a means to assist students in achieving academic success, little is known about how individual students actually experience these programs" (p. iii).

Qualitative studies focusing on first-generation adult Latino males in PSE settings have occurred throughout the United States (Brown, 2013; Garcia, 2015). Those qualitative and focused studies on the Latino perspective represented either a four-year college or university viewpoint (Gonzalez, 2017). Additionally, some studies pertain specifically to the Latinos in the CCCS (Castaneda, 2016; Dorame, 2012; Hernandez, 2017). However, a review of published literature indicated an abundance of research conducted using either quantitative or mixed-method approaches (Dib, 1983; Lindsay & Williams, 2015; McCallum, 1997; Metcalf, 1996). Among all studies focusing on the Latino male perspective in the California PSE, only a few qualitative studies focused on this specific viewpoint (Castaneda, 2016; Dorame, 2012; Hernandez, 2017). Of the research that primarily focused on the Latino male perspective, the researcher could not find any published studies that focused specifically on lived experiences of first-generation, adult, Latino male tutees. Additionally, this specific population's perspectives concerning CCCS LACs were not available, nor were any found to focus on the MMR related to readiness, challenge, support, and balance in a LAC learning environment.

Summary

As indicated in this literature review, researchers exposed and discussed the relationship between mentoring and motivation-led learning. Although some researchers used quantitative methods to forecast the likelihood academic success would occur (Lindsay & Williams, 2015; McCallum, 1997; Metcalf, 1996; Peter, 1996), it became evident that a lack of substantial qualitative studies existed regarding motivation-led learning in CCCS learning assistance environments. As Daloz's (1986) MMR discussed the importance of mentoring in academic situations, there appeared to be an emerging interest in the topic of motivation-led learning environments in the United States, thus, presenting a gap in qualitative research where reporting upon the lived experiences of first-generation, adult, Latino male tutees within the CCCS, was justified.

Synthesis Matrix

A synthesis matrix, or sometimes termed a concept matrix, is one way a researcher may organize main ideas and concepts for a study (Smale, n.d.). The inclusion of themes, seminal authors, key terms, and topics discussed allows a synthesis matrix to be utilized as a tool by comparing ideas presented logically and orderly. For this study, the synthesis matrix of relevant literature is presented in Appendix A, which allowed the researcher to organize common themes, ideas presented by seminal authors, and supporting documentation for this literature review.

CHAPTER III: METHODOLOGY

Kothari (2004) defined methodology as the process used to identify specific components by implementing quantitative, qualitative, or a mixture of the two types of research methods. Quantitative research fundamentally involves measuring resultant data by the quantity a set of variables may accrue to provide a result. In contrast, qualitative research is more narrative in nature. Qualitative research is a way to tell a descriptive story of participants' lived experiences exposed from within the study (Kothari, 2004). In addition, qualitative research, the method selected for this study, extends the participants' voice, an element that tends to be missing from quantitative studies.

This chapter focuses on the methods and procedures in which the study was carried out. The purpose statement and research questions are reiterated. Additionally, included in this chapter are the following: research design, population, sample, instrumentation, reliability, validity, data collection, data analysis, limitations, and summary.

Purpose Statement

The purpose of this qualitative, single-site case study was to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community college LAC and the perceived readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth.

Research Questions

The central research question guiding this case study was: How do first-generation, adult, Latino male students utilizing peer tutoring within a California community college perceive readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth? This central question was delineated into four research subquestions:

1. How do first-generation, adult, Latino male students ready themselves to learn and grow within peer tutoring?
2. Within peer tutoring, how do challenges faced by first-generation, adult Latino male students influence motivation to learn and grow?
3. How does support received by first-generation adult Latino male students influence motivation to learn and grow within peer tutoring?
4. How does the balance of challenges faced, and support given to first-generation, adult Latino male students affect motivation to learn and grow within peer tutoring?

The research design sets the parameters for the type of research selected and its level of appropriateness in meeting the purpose and research questions of a study (De Vaus, 2001). Qualitative studies can utilize many theoretical frameworks (McMillan & Schumacher, 2010; Patton, 2015); however, considering different methods, a single-site case study emerged as most appropriate. Although Creswell (1998), Hancock and Algozzine (2017), and Yin (2014) discussed the general idea that a multi-site case study could lead to more rich data content because the data were more diverse than studies involving single location case studies, Gustafsson (2017) argued that multi-site case studies can be expensive, difficult to manage, and can be extremely time-consuming. As such, utilizing a single-site case study was an appropriate approach to investigate the lived experiences of first-generation, adult, Latino male students utilizing tutoring services within a CCCS LAC.

For all qualitative studies, research designs serve as determining how data are collected and analyzed. By understanding the generalized importance of a qualitative approach, the study's purpose sought to identify and describe lived experiences of first-generation, adult, Latino male tutees. On a more refined level, identifying a foundation for students' motivationally perceived abilities regarding readiness and balance with the integration of varying levels of challenge and support in a learning assistance environment became the focal point of this study. As discussed more thoroughly in this chapter's data collection and analysis sections, emerging themes resulted from rich data obtained from semi-structured interviews and written documents and artifacts collected from the identified LAC.

Within social science research-based studies, a researcher's method allows one to draw conclusions based on the findings (Patton, 2015). According to McMillan and Schumacher (2010) and Patton (2015), a descriptive, exploratory qualitative inquiry approach allows the researcher to seek answers to research questions by methodically collecting data through semi-structured interviews. Thus, using a qualitative approach met the needs of this study.

Single-Site Case Study Approach

After considering several methods for this case study, one emerged as being most appropriate. A single-site case study approach allows the researcher to collect data from one sample population within an overall population (Yin, 2014, 2016). In contrast to a single-site case study, a multi-site case study approach expands the sample population to come from two or more centralized sites (Yin, 1981). Depending on a study's research questions, a single site versus a multi-site case study can provide a much different result in coded themes due to the diversity existing within one or more sample populations (Yin, 1981).

Defining a single site as the bounded system for this study provided the researcher with a much more defined and isolated participant sample than a multi-site case study (Audet & d'Amboise, 2001; McLeod, 2014). A benefit of selecting a single-site case study over a multi-site case study was that data collected not only represented the specific population of Solano Community College students, but the data was able to be collected in a timely manner. Although multi-site case studies can provide data that represents a broad generalization about the population, according to Gustafsson (2017), a disadvantage includes a much more difficult arena to manage, which can be time-consuming to implement. Thus, selecting a single-site case study allowed the researcher to select participants from a defined sample of the total population and provided data that encapsulated the population from one community college.

Strengths. Hodkinson and Hodkinson (2001) noted that selecting a case study for research included heightened conceptual or theoretical developments to expose possible discoveries not considered or forecasted and unearth ideas or perceptions felt by participants within the study that either support or disprove studies previously conducted. Additionally, new concepts and theories can originate from case studies because researchers would see lived experiences and realities from a different perspective of their own, a characteristic sometimes overlooked when other methodological frameworks are considered (George & Bennett, 2004; Hodkinson & Hodkinson, 2001).

Through this study, the higher education community could gain an insider's knowledge of lived experiences possessed by currently enrolled, first-generation adult Latino male tutees who utilized tutoring support within a LAC. Such knowledge should be helpful to current LACs and higher education institutions seeking to create an environment that meets the motivational needs expressed by the first-generation, adult, Latino male tutee population.

Alternative Methodologies Considered

Additional research methodologies envisaged for this study included ethnography, ethnomethodology, and a generalized multi-site case study. Each framework was reviewed for alignment and appropriateness to the goals of this case study; however, a single-site case study was ultimately selected.

Ethnography. Following an ethnographic approach, the identifiable sociological aspects within a designated population come from a cultural perspective (Patton, 2015). From an ethnographic perspective, the researcher would have been inclined to determine how the culture changed over time within a LAC environment. Thus, ethnography would have focused more on identifying culturally motivated learning (Creswell, 1998; McMillan & Schumacher, 2010). However, as the theoretical framework for this case study was not culturally centered, ethnography was not selected.

Ethnomethodology. Following an ethnomethodological approach, researchers study the sociological aspects of a designated population from a behavioral perspective (Patton, 2015). In an ethnomethodological study, the researcher is inclined to "disrupt ordinary activity by doing something out of the ordinary" (Patton, 2015, p. 132). Ethnomethodology is defined as experiment-based research, where the researcher interjects oneself into the social environment and tries to make sense of why the participants reacted in the manner identified (Crossman, 2016). Although this type of theoretical framework would allow the researcher to creatively test various factors enhancing or inhibiting student tutees' motivations for learning, the purpose of this research was not to disrupt or harm a student's ability to learn.

Multi-site case study. Following a case study approach, the researcher would have sought to investigate an extensive system within multiple LACs potentially possessing different ideals for student instruction from a multi-site study perspective. Within a boundless system, the sample from which participants could be selected was broad. Although this method is quite similar to the single-site case study approach, the multi-site case option could dramatically increase the time it would take for data collection, thus resulting in a much more lengthy study (Gustafsson, 2017).

Population

A population is a group that possesses uniquely shared characteristics under investigation for a study, allowing the researcher to generalize the identified population from the data collected (McMillan & Schumacher, 2010; Patton, 2015). The number of students enrolled in the CCCS for the 2019-2020 academic year was 2,325,350 and an estimated 46.04% (1,070,547) of that population was adult Latino (CCCCO, n.d.d). According to CCCCO (n.d.a), during the Spring 2020 term, 19.0% (204,180 students) of those students were Latino and first-generation. Additionally, an estimated 44.07% (89,982 students) of that population was male (CCCCO, n.d.d).

Target Population

It would be unrealistic for a researcher to interview all first-generation, adult, Latino, male students currently attending one of the 116 community colleges of the CCCS. As a result, the researcher selected one centralized community college in Northern California: Solano Community College.

Table 2

2019-2020 Student Population Demographics of Solano Community College

	n	%
Enrolled Students	13,347	100
Latino (adult)	4,318	32.4
First-generation	1,683	12.6
Male	5,430	40.7
Target Population	221	1.7

Note. Taken from CCCCO (n.d.a, n.d.b, n.d.c, n.d.d)

In 2018, Solano County was the home to an estimated 446,610 residents; the primary ethnicity was 37.3% White, and a close second was 24.3% Hispanic (Data USA, n.d.). The target population for this study was 221 students, all from Solano Community College. The researcher selected Solano Community College because it shares similar demographics within county population representation.

Sample

A sample was used to narrow down the target population into a more manageable group for data collection. As Creswell (1998) discussed, if a population is too large within qualitative research, this factor may lead to a summation of an unmanageable level of themes identified from the data collected, thus causing data coding to be less precise and trigger the study's focus to wander. As McMillan and Schumacher (2010) and Patton (2015) described, a sample is a part of an overall population for which a study exists. For this case study, the sample consisted of 15 currently enrolled, first-generation, adult, Latino male tutees who utilized tutoring services during the 2019-20 academic year at the Solano Community College (SCC) LAC. All participants met the criteria set forth by this study and included both current and past students who met the criteria set forth by this study.

Purposeful Random Sampling

The sample was selected using purposeful random sampling (PRS). As McMillan and Schumacher (2010) explained, PRS is a process that allows the researcher to randomly select "a small number of cases from a larger population" (p. 399). According to Patton (2015), using PRS as the participant selection method can reduce perceived biases within the study using the random selection process. For this study, the sample consisted of 15 participants. Due to constraints of both time and resources, it was impossible to collect data from every student tutee who met the study's criteria. Therefore PRS served as the primary means of participant selection. Given that PRS was used for this study, every student who used the tutoring services of the SCC LAC and met the study criteria had an equal chance of being included in the sample.

PRS "adds creditability to a qualitative study [which] can be perceived to reduce bias" and "is especially appropriate when the potential number of cases within a purposeful category is more than what can be studied with the available time and resources" (Patton, 2015, p. 268). With the intent to maintain the accuracy, validity, and reliability of this single-site case study, the researcher maintained an unbiased sample using the PRS method. According to McMillan and Schumacher (2010) and McLeod (2014), random sampling allows the researcher to provide an equal chance of selecting participants to be included in the sample population without bias. When the research population is too large to effectively involve every subject found within the specific group, the PRS method is ideal for selecting participants (Creswell, 1998; Patton, 2015).

Sampling Procedures

The sampling process began with a confidential interaction between the SCC's Research & Planning Department (RPD) and the researcher. Thus, the designated RPD representative provided a list of potential students who met the researcher's required participant criteria. Next, the researcher contacted those potential candidates (identified by the college's designated RPD) on an individual basis and confidentially determined who was interested in participating in this study. Finally, if a student showed interest in becoming a potential participant, a recruitment letter (provided by the researcher) was distributed electronically, which included a brief introduction of the researcher, an overview of the study, a list of required participant criteria, and how preferred contact would be made (Appendix B).

Consequently, each potential participant that showed interest in participating in this study provided LAC leadership staff with his preferred contact information (i.e., email and phone number, the best time to be reached, and potential availability for an interview if they were selected). Once the researcher acquired 18 potential candidates to participate in this study, an Excel spreadsheet was created, consisted of all the names of each potential candidate, and was used to generate a random sample. For those randomly selected to participate in this case study, the Informed Consent form (Appendix D) and Audio-Recording Release form (Appendix E) were distributed to each person via email and reviewed before the interview by each participant.

Instrumentation

In qualitative research, instrumentation serves as a way a researcher gathers information about the participants involved in the study (McMillan & Schumacher, 2010). Interviews were the primary method of data collection, along with artifact review. The researcher developed the interview protocol and artifact review log based on the literature review. In addition, two techniques were used to validate the instruments to increase the validity and reliability of the instruments: (1) Researcher as the instrument of the study and (2) interview questions.

Validity

As Patton (2015) and McMillan and Schumacher (2010) noted, qualitative data were best attained through observations, in-depth interviews, and review of documents and other artifacts. However, due to the pandemic's social constraints, observations were not allowed to be performed. For this case study, steps were taken to increase the study's validity: the researcher placed special care in combining various data sources to ensure the study minimized bias.

Participant Criteria

According to Patino and Ferreira (n.d.) and Garg (2016), the participant criterion is an essential factor contributing to the overall validity. Participant criteria can be divided into two components, inclusive and exclusive. As Garg (2016) discussed, “inclusion criteria identify the study population in a consistent, reliable, uniform and objective manner” (para. 12). According to McLeod (2013), the internal validity of a study can be improved by controlling extraneous variables. In contrast, exclusion criteria are defined by factors that exclude participants from participating in a given study (Garg, 2016).

Therefore, the required criteria participants needed to meet for this study were:

- Adult, Latino male, 18 years old or older
- English-speaking
- First-generation student college student
- Utilized peer tutoring services at the SCC LACs within the last five years

Expert panel

A panel of experts was used to validate the interview questions used for this case study, ensure the interview protocol was free from bias, and obtain the information needed to address the research questions. In addition, an expert observed the pilot interview and provided feedback to allow the researcher to improve his interview skills, pacing, anxiety levels, tone, and follow-up questions. A panel of six experts allowed the researcher to identify bias within interview questions and ensure that questions adequately answered the research questions. Each expert panel member possessed unique content knowledge in the field of higher education and academic student support. At the time that the expert panel was assembled, it consisted of individuals who had at least 3 of the following qualifications:

- Currently in a leadership role in higher education
- Possesses a master's degree or higher
- Has 5+ years of experience working in the student services field
- Has conducted workshops or trained tutors

- They are published on the topic of student success or student services in higher education.

All expert panel members validated the interview questions by reviewing each question and made recommendations based on expert content knowledge. Additionally, each member provided detailed feedback on discovered biases within the protocols and determined how well the collected artifacts supported the purpose of the study and research questions.

All panelists held different professional titles but were aware of the specific requirements necessary to deem a qualitative study valid for its intended purpose. Each panelist was individually provided the interview and artifact review protocols and asked to approve each item and comment regarding any rise for concern. When the panel was able to agree regarding a specific item, it was included in the study. However, if the panel could not reach an agreement and a consensus could not be drawn, the specific item was rejected and not used for this case study.

Pilot interview

A pilot interview was used for the sole purpose of testing the interview protocol and analyze the researcher's interviewing techniques. The person selected for the pilot interview was a first-generation, adult, Latino male the researcher had met and worked with at the Solano Community College LAC between 2015-2017. The interviewee did not possess a conflict of interest in participating in the pilot interview, nor was it necessary to perform the interview under confidentiality laws. Additionally, the interviewee was familiar with Latino culture and peer tutoring in a CCCS learning assistance environment. Two people attended the pilot interview, the researcher, interviewee, and an expert in qualitative research who had recently led a qualitative study. The research expert provided an alternative perspective to allow the researcher to ensure the quality of the interview was upheld. The expert researcher possessed the following qualifications: conducted, studied, and published qualitative research and was knowledgeable in ethical data collection procedures and IRB processes.

The goal of the pilot interview was to validate the researcher's interview skills. For example, the interviewee and expert provided feedback on pacing, suitable follow-up questions, and proper eye contact to enable appropriate professional engagement with the participant. Additionally, this pilot interview helped the researcher refine his interviewing techniques, address potential biases, and determine if his mannerisms helped minimize the interview participant's anxiety level.

Cultural Informant

According to Leroy (2012) and McCauslin (2015), a cultural informant (CI) is a person that provides insight and real-life experiences into the culture being studied. The importance of using a CI for this study was that since the researcher was not of Latino descent, it was essential to receive firsthand accounts of what it means to be Latino and understand the living culture, education, and politics among the Latino peoples. Therefore, the CI selected for this study was the same person identified to partake in the pilot interview. The cultural informant was a first-generation Latino male who was a prior participant within a CCCS LAC peer tutoring learning environment.

The CI provided the researcher with information about the cultural norms of Latino education and was also involved in reviewing the interview protocol to ensure the language used would make sense to a first-generation, adult, Latino male population.

Acculturation

According to Morris, Leung, Ames, and Lickel (1999) and Olive (2014), a study can come from an etic or emic perspective. For this study, the researcher possesses an external view of the Latino culture and, thus, possesses an etic perspective. However, as the researcher was not of Latin American descent nor identified with the Latino culture, the researcher found great importance in acculturating to the Latino culture before conducting the study. According to Cole (2019), acculturation is "a process through which a person or group from one culture comes to adopt the practices and values of another culture while still retaining their own distinct culture" (para. 1). As Cole (2019) and McCauslin (2015) identified, the integration model is where both the culture of the individual and the culture that they are adapting to (or learning about) are considered at the same level of importance. Furthermore, to improve the validity of this study, the researcher understood the necessity to become familiar with how Latino families are structured, their perceived value of education, the existence of divergence of cultural norms, and politics associated with Latino peoples.

To acculturate in educating Latino students, the researcher read the following books to understand the Latino culture better:

- *An African American and Latinx History of the United States* (Ortiz, 2018)
- *Citizens but Not Americans: Race and Belonging Among Latino Millennials* (Flores-Gonzales, 2017)
- *Latino Americans: The 500-year Legacy That Shaped a Nation* (Suarez, 2013)
- *Latino Stats: American Hispanics by the Numbers* (Malave & Giordani, 2015)
- *Latinx: The New Force in American Politics and Culture* (Morales, 2018)

Reliability

Reliability refers to the consistency or replicability of findings and results in a study (Sommer, n.d.). With qualitative studies, it is difficult to replicate the data results because it represents the lived accounts of the participants. Therefore, the researcher focused on the internal consistency of data and inter-coder reliability to increase the overall reliability of the study.

External Reliability of Data

Given that this study was qualitative, if the study was duplicated and processes were taken to be the same through both data collection processes and method, the results would not grant a guarantee of being replicated (Shenton, 2004). However, if a researcher attempted to replicate this study, elements of determining factors that weighed heavily on the outcome of this study relied on the following three areas: (1) the participants selected for this study, (2) the interview process for each participant, and (3) availability of artifacts. These three areas were identified through the confines of this study as being necessary to triangulate data from different sources accurately.

Internal Reliability of Data

Using different data types to support the research questions proposed by this single-site case study, the researcher improved internal consistency through data triangulation. As Patton (2015), Yin (2014), and Creswell (1998) explained, triangulation of data is a necessary element of any qualitative study to ensure all areas of research were exhausted. If a researcher were to base their conclusions on one data source, the results would not necessarily reflect and correctly answer the research question. Therefore, qualitative studies need to exhaust all methods of which data collection could occur. For this case study, interviews and the collection of artifacts were the two primary sources of data collection to answer the research question and sub-questions.

Inter-coder Reliability

Researcher bias may lead to misinterpretation of the data. According to Armstrong, Gosling, Weinman, and Marteau (1997), incorporating an additional coder coding the data into meaningful themes promotes inter-coder reliability for a study. McMillan and Schumacher (2010) and Trochim, Donnelly, and Arora (2016) noted that to improve the accuracy of coded data, a qualified coder must double code a minimum of 10% of the data to ensure consistency of themes and ensure a consistent level of coding classifications. Lombard, Snyder-Duch, and Bracken (2010) indicated that 80% agreement was acceptable, and 90% or higher was considered ideal.

Two additional coders were selected to each code 10% of the data to safeguard against bias. One coder was the qualitative researcher that observed the pilot interview to improve the interview techniques of the researcher but is both unfamiliar with the Latino culture and of CCCS LACs. The other coder was both the pilot interviewee and the cultural informant of this study. The CI was selected to be a coder due to his unique perspective and knowledge of the Latino people. For example, a respondent might have said they do not have time to go to tutoring because of tending to personal at-home matters; the CI can determine if this is typically true for the Latino culture or if the respondent did not want to go. Although this is just an example, it indicates that this process was essential to reducing potential researcher biases from affecting the study’s validity and allowing the data to be coded through justified themes.

Types of Data

Two specific types of data were collected: interviews and artifacts. Interviews were semi-structured and comprised of 53 questions (Appendix C). Artifacts (both in traditional and digital formats) were collected from websites, pamphlets, and other resources provided by each LAC.

Interviews

With any qualitative interview process, the researcher must select from three different types: (1) structured, (2) semi-structured, or (3) narrative. These types define the amount of control the researcher maintains during the interview. As D. Cohen and Crabtree (2006) and Bernard (2001) suggested, a semi-structured interview allows the researcher to conduct a formal interview. However, it provides room to include follow-up questions as necessary to request clarification to answer a specific research question adequately. Additionally, semi-structured interviews can "provide reliable, comparable qualitative data" (D. Cohen & Crabtree, 2008, para. 2). Semi-structured questions ensured the interviewees addressed the same questions, allowing consistent data to be collected (Have, 2004). Thus, a semi-structured interview format was selected for this study. By incorporating a pre-planned outline of questions approved by the expert panel, this act ensured the questions asked adequately answered the research question of this study. A copy of the interview protocol is presented in Appendix C.

Artifacts

The researcher included artifacts to improve triangulation within data collection efforts. As Patton (2015), Yin (2014), and Creswell (1998) explained, triangulation of data is a necessary element of any qualitative study to ensure all areas of research were exhausted. If a researcher were to base their conclusions on a particular data source, such as interviews, the results would not necessarily reflect and fully answer the research question, depending on the information gathered through this source. As Patton (2015), Yin (2014), and Creswell (1998) agreed, by adding sources, such as artifacts, the researcher is thus able to exhaust all methods of which data collection could occur.

An artifact log was created to ensure the data gathered was recorded correctly and accurately to identify the data better to ensure the researcher had a permanent record of all artifacts collected, where they were discovered, and associated themes per item (Appendix G). Each artifact obtained was recorded on the log. Artifacts were coded using a similar process to that used with the transcribed interviews.

Data Collection

To ensure study components could be replicated, the following provides a clear and concise description of the steps required to fulfill participant recruitment and data collection components through semi-structured interviews and acquisition of artifacts.

Ethical Protocol

To ensure that this study held the ethical protocol to its highest standard, the researcher was required to meet the guidelines set forth by the Brandman University Institutional Review Board (BUIRB) and any IRB processes set forth by participating colleges of this study. The purpose of meeting both the requirement set forth by the BUIRB and IRBs of each college was to ensure that when involving human being participants within a study, the necessary precautions were taken to meet all confidentiality requirements found within the law. In addition, each IRB is a responsible, credible entity that ensures the rights of study participants are protected. Before the

researcher could conduct interviews and collect artifacts pertinent to answering the research questions, not only was the BUIRB approval required, but the researcher followed all ethical protocol set forth by the identified participating college's IRB review processes and procedures. Upon the approval of all involved Institutional Review Boards, the researcher conducted the research approved by the identified college.
The elements that each IRB considered included the following:

1. Recruitment Letter (Appendix B)
2. Interview Protocol Script (Appendix C)
3. Informed Consent Form (Appendix D)
4. Audio-Recording Release Form (Appendix E)
5. BUIRB Research Participant's Bill of Rights (Appendix F)
6. Artifact Logs (Appendix G)
7. Data Collection Methods, Processes, and Instruments
8. Through the researcher's attainment of the National Institute of Health (NIH) certification, research protocol met the protection of human subjects.

Although both the Research Participant's Bill of Rights form and Informed Consent form were both distributed to each potential participant before engaging in a semi-structured interview, the researcher provided an additional copy of each form to the participant and requested a signature on each to ensure that the participant acknowledged that he agreed to the terms of this study. The researcher provided the participant enough time to read, ask questions, and address concerns regarding the information enclosed in the Research Participant's Bill of Rights and Informed Consent forms. In addition, the researcher provided proof in the attainment of fulfilling the NIH certification to ensure that he met the requirements set forth to conduct the qualitative study and interview processes and protect each participant from harm (Creswell, 1998).

All participants engaged in interviews after they provided signatory consent to partake in the interview process. Before the interview could occur, a Signatory consent occurred after each participant read both the Research Participant's Bill of Rights and Informed Consent forms and acknowledged an overall understanding of said documents. If an interview did take place, the information collected from each interview was transcribed; however, identifying elements were eliminated before the coding process to ensure that the identification of a participant remained confidential.

Participant Recruitment

Since the researcher was not a representative of SCC at the time of this study, meetings were arranged with the administrators, LAC coordinators, and data research personnel at the college. The purpose of each meeting was to introduce the researcher, provide an overview of the study, and offer insights into who would be conducting the research and for what purpose. In the researcher's intent of keeping all tentative participant's information confidential, once IRB requirements were fulfilled between the researcher and SCC administrative representatives, the researcher first coordinated with data research personnel to establish a list of potential students meeting the research criteria of this study. Once a list was created, the researcher requested that the list be given directly to the designated LAC leadership staff by data research personnel. The list was used by LAC leadership staff to identify students who met the research criteria and utilized tutoring services within the LAC. The LAC representative spoke with students who met the criteria of this study to determine interest in participating, and from that interaction, a pool of tentative participants was created. First, each tentative participant was individually and confidentially approached by the designated LAC leadership staff of SCC to identify students that met the criteria set forth by the list determined by data research personnel. Second, if a student showed interest in participating in this study and met the study's criteria, each tentative participant was asked to provide his name, gender, date of birth, and preferred contact information to the researcher for the sole purpose of this study. Third, each tentative participant was sent a digital copy of the Recruitment Letter (Appendix B) and the Informed Consent form (Appendix D). Although the Informed Consent form (Appendix D) was provided to each tentative participant for review, it was not formally signed until they became an official participant in this study. At this time, he was given the ability to read the document in the researcher's presence and ask any questions that the participant had before he proceeded into the interview process.

Protection of Participant's Rights

Privacy and confidentiality factors. For this qualitative study, maintaining participant privacy and confidentiality was a top priority. Although qualitative research provides detailed accounts of each interviewee, how information was collected and stored maintained the privacy of the participants through the following protections:

Confidential information. Personal identifiers included in this case study were name, date of birth, email address, phone number, audio recordings of oral interviews, and digital signatures. For the sole purpose of allowing the researcher to contact each participant within this case study, each interviewee's name, email address, and phone number were kept in a password-protected spreadsheet. In addition, each interviewee's date of birth was used to validate that the participant met the minimum age requirement to participate in this case study. Audio recordings of interviews were kept and used solely by the researcher. Once the recording was transcribed and transcription verified for accuracy, the recording was destroyed. Signatures on the Informed Consent form were used to confirm that each person was aware of their rights as a participant. After the research was concluded, all private and confidential information was kept in a password-protected electronic folder or locked filing cabinet, which only the researcher could access. Following the publication of this dissertation, all confidential information was destroyed and responsibly discarded.

Personal identifiers. This case study was designed to minimize risk regarding dignity, rights, health, welfare, and participants' privacy. Participants were identified as P1, P2, P3, designating Participant 1, Participant 2, Participant 3… to ensure participant names and personal identifying markers were kept confidential. No names were used in this dissertation and any information that could potentially identify a participant was not included or redacted from quotations.

Minimized risk. To “ensure confidentiality, informed consent, protection of human subjects, and reactivity” for every participant within this case study (Patton, 2015, p. 323), the researcher followed Patton’s (2015) *Ethical Issues Checklist*. Had any adverse or unexpected outcome resulted from a question or line of questioning from a particular interview, potentially harmful, or possessed any risk to the participant, the researcher was prepared to end said question(s) immediately and did not use the recorded documentation in the coding of said data.

Data Collection Procedures

Interviews. Through the recruitment process initiated by each Learning Assistance Center leadership staff, the researcher conducted 15 online interviews between May 2020 and October 2020 (Appendix B). If a tentative participant was randomly selected to become an official participant of this study, one week before the scheduled day of his interview, he was provided a digital copy of the Informed Consent Form, Audio-Recording Release Form, and Research Participant's Bill of Rights. The one-week allowance allowed each participant to read, ask questions, and address concerns before digitally signing each of the three forms. Each signed form was always kept confidentially in private possession by the researcher for this study. Interviews occurred in an online Zoom setting.

Each interview was conducted so that participant responses were confidential and could not be heard outside the room. Each participant was provided the opportunity to take their time when answering all questions asked by the researcher. If the participant needed to take an extended break, the researcher provided the participant with the necessary time requested by the participant. On average, each interview took approximately 75-minutes to complete.

The procedure is listed below:

1. At the agreed-upon time and online location, the researcher met with the participant.
2. The researcher then introduced the study and provided an overview, purpose, and reason for needing participants for this study.

3. He presented digital copies of the Informed Consent Form, Audio-Release Form, and the Research Participant Bill of Rights. The researcher provided ample time (one week before the scheduled interview) for the participant to review each document, ask questions, and discuss any concerns before digitally signing each document (Appendix D). Once the participant and researcher signed said documents, they were kept in a secure, password-protected location, known only by the researcher.
4. Upon receiving signatory consent on the three (3) forms, the interview was able to proceed according to the Interview Protocol designed and approved by the expert panel specially selected to improve both the reliability and validity of this study (Appendix C).
5. Interview questions, which included general and content-based questions, were asked in a semi-structured manner allowing the researcher to ask follow-up questions on answers provided by the participant (Appendix C). If the researcher needed clarification of something the participant said or needed additional information for a question, the researcher proceeded to not pressure the participant to provide more information. Additional information provided by the participant was solely at their discretion. If the participant determined that he was unwilling to answer a question or line of questioning, how and when he wanted to proceed was to his discretion.
6. Upon completing the interview question process, the researcher concluded the interview and inquired whether the participant had any questions for the researcher.

Artifacts. Artifacts were acquired through any medium determined to meet the requirements set forth by the study. Electronic (e.g., email, websites, audio recordings, video recordings) and paper (e.g., pamphlets, flyers, advertisements) formats were acceptable and used for coding themes. The researcher was provided traditional artifacts (pamphlets) from LAC leadership staff and individuals currently in leadership positions overseeing sites that partake in student success processes and programs. Scripts, images, and other components potentially answering or aiding in answering any of the research questions were transcribed into a document format to be entered into NVivo for coding purposes.

Data Analysis

Qualitative coding allows the researcher to classify data into relevant themes to draw conclusions (Patton, 2015). Data were collected, transcribed, classified into codes, and analyzed for frequency of codes to enable the researcher to analyze the data correctly and draw conclusions to answer the research questions. Only those themes answering the research questions were included in the data analysis. In contrast, other topics and side-discussions included in the interviews and artifacts not addressing the research questions were ignored.

Coding Procedures

Each interview was recorded electronically, via Zoom, to ensure the entire conversation was accurately captured. At the end of each interview, the recorded session was transcribed. Transcripts were reviewed and then uploaded into NVivo qualitative coding software. The researcher used NVivo to speed up the coding process by reviewing the broad groupings of qualitative data in an organized, systematic manner.

The data were categorized into coded themes identified collaboratively by the researcher and selected qualitative research expert. As Creswell (1998) suggested, any given study should have between five to seven major themes. To meet Creswell's suggestion, the data for this case study were coded with NVivo to produce frequency tables using subcategories to identify more refined themes present. In addition, data collected from artifacts were also incorporated into NVivo, so each component could adequately identify ways in which the research questions could be most accurately answered.

Limitations

Limitations, defined from a sociological research perspective, involve factors that can potentially affect the outcomes of a study but are typically beyond the researcher's control (Hancock & Algozzine, 2017; Price & Muman, 2004). Thus, the primary goal of any study is to outweigh the limitations of a study with strengths (Eftekhar, n.d.; Hodkinson & Hodkinson, 2001).

First, limiting the breadth of the study's population was a vital delimitation to allow the researcher to isolate a sample that would still represent the total population but permitted the data to be collected in a more refined atmosphere. Thus, the results of this study may not generalize the entire population. Second, the interview data were self-reported. The possibility that participants did not accurately portray their experiences of excluded relevant information could have resulted in different findings and conclusions. Third, the duration of the study was limited to May 2020 to October 2020. Had the study been performed over an extended period of time, more participants could have been interviewed to develop different themes. Fourth, the researcher brought inherent bias into the study. To ensure that the researcher did not inject potential bias into identifying themes, a second researcher and a cultural informant were used to each code 10% of the data to ensure that all agreed with a minimum accuracy of 90% between one another. According to Lombard et al. (2010), if at least 10% of the same data is coded by another researcher, 80% agreeance is considered acceptable, whereas 90% is considered ideal. Fifth, the researcher is not of Latino descent, nor does he identify with Latino cultures, thus bringing additional bias into the study. The researcher has researched the culture, family structure, value of education, the divergence of cultural norms, and politics associated with the Latino peoples to counter this potential bias. And sixth, due to the COVID-19 pandemic, the researcher could not triangulate interview data with observations data, as laws prevented the researcher from performing all originally planned observations.

Summary

Chapter III presented the methodology for this single-site case study. It reiterated the purpose statement and research questions, then provided an in-depth discussion of the study's research design, population, sample, instrumentation, reliability and validity, data collection procedures, analysis, and limitations of this case study. Chapter IV presents the data and results from the interviews and artifacts collected. Finally, Chapter V provides a discussion of key findings, conclusions, and recommendations for future research.

CHAPTER IV: FINDINGS

Chapter I introduced the study, including background information about postsecondary education in the United States, learning assistance centers, specific populations that utilize provided services, and theories applicable to this research study. Chapter II presented a literature review of the American history of postsecondary education, learning assistance centers in the California community college system, the Latino population, the theoretical framework for motivation, and the research gap. Chapter III explained how the study was performed and data was collected. A breakdown of the population, target population, sample, instrumentation, validity, data collection, and data analysis were provided. This chapter provides insights into the findings by telling a descriptive story of participants' lived experiences exposed from the semi-structured interviews.

Purpose Statement

The purpose of this qualitative, single-site case study was to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community college LAC and the perceived readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth.

Research Questions

The central research question guiding this case study was: How do first-generation, adult, Latino male students utilizing peer tutoring within a California community college perceive readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth? This central question was delineated into four research subquestions:

1. How do first-generation, adult, Latino male students ready themselves to learn and grow within peer tutoring?
2. Within peer tutoring, how do challenges faced by first-generation, adult Latino male students influence motivation to learn and grow?
3. How does support received by first-generation adult Latino male students influence motivation to learn and grow within peer tutoring?
4. How does the balance of challenges faced, and support given to first-generation, adult Latino male students affect motivation to learn and grow within peer tutoring?

Research Methodology

This study used a qualitative methodology to explore how the elements of readiness, challenge, support, and balance, when experienced by first-generation Latino male tutees in a peer tutoring environment, were perceived to motivate learning and growth. The lived experiences of these tutees served as the basis for data collection.

Population

The number of students enrolled in the California community college systems (CCCS) for the 2019-20 academic year was 2,325,350, and an estimated 46% (1,070,547) of that population was adult Latino (CCCCO, n.d.d). According to CCCCO (n.d.a), during the Spring 2020 term, 19% (204,180) of those students were Latino and first-generation. Additionally, an estimated 44% (89,982 students) of that population was male (CCCCO, n.d.d).

Sample

For this single site case study, the sample consisted of 15 first-generation, adult, Latino male tutees who utilized peer tutoring services at the Solano Community College (SCC) LAC within the past five years. All participants met the criteria set forth by this study. Table 3 presents the demographic data of the sample.

Table 3

Participant Demographics

Respondent	Enrollment Status (Part / Full-time)	Tutoring subject	Average hours/week participated in peer tutoring services	Semesters used peer tutoring services	Jobs held while going to SCC	Hours worked (Per week)	Care responsibilities	Spoken by elders	Spoken by parents
1	P	F, M	0.5	3	1	27	none	S	S
2	F	E, M	4.5	3	3	50	Si	E/S	S
3	P	M	2	n/a	1	30	Si	E	E
4	F	E, M	0.5	3	1	24	Si	S	E
5	F	A	13	4	1	32	none	none	E/S
6	F	Ec, H	5	2	1	25	none	E	E
7	P/F	M	20	4	1	15	Si	S	S
8	F	M	1	4	2	15	none	E	E
9	F	H, Sc	6	7	2	35	Si	S	E/S
10	F	M	3.5	3	0	0	none	E	E/S
11	F	M	2	3	1	12	none	E	E
12	P	A	13	1	1	40	Sp	AI/E	E
13	F	M	3.5	4	1	40	P, Sp	E	E
14	F	M	5	2	1	24	none	S	S
15	F	E, F	2	2	2	15	none	E	E

Enrollment Status: P = Part-time, F = Full-time
Tutoring Subject: A = AutoCAD, E = English, Ec = Economics, F = French, H = History, M = Math, Sc = Science
Relatives: P = Parent, Si = Sibling(s), Sp = Spouse
Language: AI = American Indian, E = English, S = Spanish

Themes by Research Sub-Questions

The findings are presented by research sub-question. Evidence was based on the data collected from 15 semi-structured interviews and artifacts about peer tutoring. Upon completing the data analysis, three to four major themes emerged for each of the four research sub-questions.

Findings for Research Sub-Question 1

Research Sub-Question 1 was, *Within peer tutoring, how do first-generation, adult Latino male students ready themselves to learn and grow*? The analysis revealed four themes: (1) sought tutors with high self-confidence, enthusiasm, and knowledge of the subject; (2) reviewed material with peers regularly; (3) built self-confidence through peer-to-peer interactions; and (4) kept a positive mindset. Table 4 presents the number of sources and references to each theme.

Table 4

Frequency of Themes for Research Sub-Question 1

Theme	Sources	Frequency
Sought a tutor with high self-confidence, enthusiasm, and knowledge of the subject	14	54
Reviewed material with peers regularly	15	43
Built self-confidence through peer-to-peer interactions	14	43
Kept a positive mindset	11	32

Peer tutoring offers a unique situation where tutors can reinforce their knowledge and skills, building upon one's self-confidence and self-esteem. For example, Respondent 4 noted his confidence in the material was elevated because "the tutor is enthusiastic and interested in the topic." Similarly, Respondent 3 shared if the tutors "were really into the subject, it made me more excited to learn."

According to participant responses, the tutor’s self-confidence and knowledge of the material were vital characteristics tutees sought most in a tutor. For the 14 respondents, their motivation to learn and pursue academic growth began from the tutor’s self-confidence and level of knowledge for the material. Respondent 1 noted, “If the tutor shows passion, then it is going to be contagious,” and Respondent 7 stated, “Tutors that are knowledgeable and have a passion for tutoring is a plus.” According to the research, tutors typically increased student self-confidence and, in turn, their self-efficacy. Thus, selecting a tutor with high self-confidence improved the tutees' self-confidence when tackling a set of problems. Overall, 9 of the 15 respondents mentioned that the tutor’s self-confidence level was a characteristic that pushed them to succeed within their tutoring sessions.

Further evidence showed that a tutor’s knowledge of a particular subject influenced a tutee’s motivation to learn and grow. For example, Respondent 5 said, “If I can tell that they do understand the material and they are confident, I am more motivated to learn.” Respondent 12 added that in addition to self-confidence as a critical characteristic, he “relied on the tutor’s knowledge and how well they projected that knowledge.”

Respondents 4 and 13 expressed that the level of enthusiasm a tutor had on the subject also influenced their motivation to learn. Respondent 4 described, “If the tutor is enthusiastic and interested in the topic, then I would probably feel fully confident.” He also shared, “My progress is heavily influenced by the personality and enthusiasm of the tutor.” Respondent 13 discussed that when a complex problem was approached in a tutoring session, his motivation to learn was improved when the tutor was excited to walk him through the learning process.

Seeking a tutor with a high level of self-confidence, enthusiasm, and knowledge of the material was important, although respondents noted additional preferred characteristics. Respondent 1 mentioned tutors "must be good at communication skills; otherwise, my emotional stability may be affected." Respondent 11 noted, "It was how the tutor was able to break each problem down seamlessly and make it understandable." According to the research, a tutor should possess the enthusiasm and knowledge of the subject being taught and teach it to the tutee to comprehend the material. Although not all respondents mentioned this point, pairing a tutee with the right tutor allows students to learn the material and grasp how to prepare themselves for success. Being taught how to learn was just as crucial as being taught specific subject matter. Respondent 11 noted, "By finding the right people to teach you specific ideas or to teach you just how to learn, was extremely helpful to my success." Per the opinion of Respondent 7, "People like getting help from people that like to help others."

Within the 15 interviews for this study, respondents desired tutoring for many different reasons; however, none of their responses mentioned they sought tutoring to be given the answers for math and science applications or an English paper rewritten. Instead, all 15 respondents sought tutoring to improve their learning level, leading to academic growth. As a result, each respondent's grade point average improved when they initially sought tutoring at the beginning of each semester.

Reviewed material with peers regularly. This theme was mentioned by 15 sources with a frequency of 43. Among the 15 respondents, all indicated that regularly reviewing material with peers was a common practice in their learning process within a tutoring environment. For example, Respondent 1 discussed, “I like being able to sit down with another student because they can walk me through the steps and guide me how to solve the problem.” This act of sitting down with another student included practicing good study habits with someone already successful in a particular course or topic. According to Respondent 10, the tutoring atmosphere was a place allowing for different types of students to collaborate and learn with one another, all while being able to “help each other.”

Although some respondents stated they came to tutoring sessions to study and review material with peers regularly, Respondent 13 found the element of studying with peers was most beneficial. Instead of learning through professors or teaching assistants in the tutoring environment, he preferred peers because they could more easily voice where he was struggling and determine what topics needed time and practice. For some Latino male students, receiving instruction from a peer over a professor contributed to a less stressful learning environment. For Respondent 14, the ability to learn from peers helped him to “understand better what was already covered in class, as well as finding different ways of solving a problem.” Also, Respondent 3 noted that coming to a tutoring environment allowed a person to get an “extra learning lesson” that was not available in the classroom or allow the information to be explained differently than initially taught. The opportunity to learn something from peers was beneficial to the student learner because, as Respondent 3 said, “I’ll learn something from the tutor that the instructor was not able to teach me due to time constraints.” He continued saying, “Having peer-to-peer interaction is a lot more comforting than asking the main professor.” Instruction coming from a peer can sometimes explain terminology or language peers typically use. For Respondent 5, tutors “can sometimes explain things in the way that I think, especially when I am having a hard time with the subject.” Respondents 5, 6, 9, 10, 13, 14, and 15 agreed that interacting with peers was less stressful because the thought process was similar among peers. The desired level of support was readily available. For the respondents, the practice of reviewing material with peers went beyond the idea of just going through the motions, but more as a way for students to find an academic and emotional support system where others knew what they were going through, what stresses were involved, and what information was necessary to learn. According to Respondent 9, “We were all going through the same classes with the same information. The only difference was that some of us did not have the same professors, but the material that we were required to learn was similar between my peers. Thus, reviewing materials with peers served his motivation to learn in a way that was unique to the peer tutoring environment.

Built self-confidence through peer-to-peer interactions. This theme was mentioned by 14 sources with a frequency of 43. Either lacking or having a low level of self-confidence was particularly common among the Latino male respondents. Before engaging in tutoring services, many voiced that they were unaware of how to properly engage with others on an academic level, nor were they comfortable being part of their learning process. Taking that first step and finding it within themselves to make a positive leap in the learning process initially came from the supportive environment of peer tutoring. Respondent 6 discussed that he doubted himself and his academic capabilities in his past, saying, “In tutoring, I learned that I could retain more concepts” because the tutoring process allowed him to "establish more confidence." Respondents 2, 3, 6, 9, 10, 14, and 15 noted that self-confidence was improved through peer-to-peer interactions within the tutoring environment. Respondent 9 shared, "As a Latino, all of the confidence that I started building in the individual and group tutoring sessions are what drove me to keep wanting to learn and take the same approach to each class."

Within the tutoring environment, Latino male students are exposed to academic and emotional support and provided tools empowering them to become and sustain academic growth and promote a motivation to learn. For Respondent 11, the act of learning with his peers improved his motivation to learn. He stated, "I knew that I was equal to or greater than my close circle of peers within that group, and that is what motivated me to want to perform better, which goes hand-in-hand with my academic growth." Similarly, Respondent 12 added that the more he became confident in his abilities as a student, the better he felt about himself. He said, "I became driven and chasing that high."

For respondents, a personal drive to succeed was a common topic in the discussion. For example, respondent 14 said, "If I don't know something, and I don't feel very confident, then I was to motivate myself to learn the topic correctly." Additionally, for Respondents 13 and 15, knowing what questions to ask and having the confidence to acknowledge uncertainty about a given topic were two components that initially caused resistance within the learning process. However, that resistance was overcome through peer tutoring interactions. Engaging with peers and gradually improving one's knowledge for a particular topic, built confidence among the respondents. As Respondent 3 discussed, "I began to realize how much better I was doing when I came to my tutoring sessions, which helped me build a lot of confidence."

Similarly, Respondent 6 said, "I feel like in the past, I really doubted myself, but, in tutoring, I learned that I could retain more concepts and be less distracted than I had been in the past." For Respondent 7, his openness and willingness to meet failure served as the defining factor allowing him to build self-confidence. He noted, "Once you let go of being embarrassed about what you don't know, you can become pretty confident in what you can do."

Kept a positive mindset. This theme was mentioned by 11 sources with a frequency of 35. A common topic among the Latino male respondents was the idea of keeping a positive mindset while engaging within any learning environment. Respondent 1 said, "It is my mindset that makes all the difference in my successes as a student." He added, "I think I have this mindset because my parents, my mom especially, were always telling me to keep going and not to give up."

The environment surrounding a Latino male student can be a strong influencer on how well he accepts and is willing to engage within the learning experience. Respondent 14 said peer tutoring "encouraged me to continue to push forward, even if I was struggling at times." The drive to succeed came from within himself and the people he engaged with in his peer tutoring sessions. Similarly, Respondent 12 added, "Staying positive is a challenge, but if you can stay positive, you don't have to overcome additional barriers that can get in your way." For all respondents, possessing the ability to identify support from tutors contributed to and sustained a positive mindset.

A Latino male student's academic growth relies heavily on their support system and social engagement within a peer tutoring environment. Respondent 9 mentioned his motivation "was heavily dependent" on his state of mind, saying, "I really think that going into a peer tutoring session with the idea that I am going to learn something and come out feeling better than when I went in, really helped my motivation to want to continue learning." Having a positive mindset helped contribute to Respondent 13's academic growth because he said, "A positive mindset encouraged me to continue to push forward, even if I was struggling at times." Thus, a positive mindset contributed to Latino male students' academic growth and motivation to learn. It put them in the right state of mind where success became the ideal option.

Findings for Research Sub-Question 2

Research Sub-Question 2 was, *Within peer tutoring, how do challenges faced by Latino male students influence a motivation to learn and grow*? Per the analysis, the most common findings were: (1) allowing self-reflection to occur, (2) influencing the level of focus toward the subject being learned, and (3) helping build self-confidence through peer-to-peer interactions (Table 5).

Table 5

Frequency of Themes for Research Sub-Question 2

Theme	Sources	Frequency
Allowing self-reflection to occur	13	46
Influencing the focus toward the subject learned	10	29
Building self-confidence through peer-to-peer interactions	10	26

Allowing self-reflection to occur. This theme was mentioned by 13 sources with a frequency of 46. For Latino male students, many challenges influenced motivation to learn and grow. Some challenges stemmed from the confines of education, but others arose in home life, work, or other responsibilities. For example, Respondent 10 noted that when he participated in the peer tutoring environment, he "had a lot of stuff going on that year" and "life experiences were definitely a challenge." Whatever form the challenges took for 13 participants of this study, those challenges proved to be motivational. The ability to step back and reflect on one's past and current situation helped the Latino male students overcome many hardships in their way, which allowed them to become more motivated students.

For the participants of this study, school challenges included: (1) not knowing how to be a successful student, (2) not knowing how to study, (3) failing a class, and (4) concerns about being judged based on current knowledge of the material. Respondent 11 shared, "I got a D in physics, and it became a wake-up call for me. I used that as motivation to work to get better because I knew I was ready to succeed and didn't want to fail again." Respondent 13 expressed that he did not know how to be a *good* student because he was never taught the fundamentals in high school. Through the recommendation of a colleague, he tried peer tutoring. He said, "I tried to learn the material on my own. I tried reading the textbooks, but the information was just not clicking. I decided I did not want to fall behind anymore. After that experience, I never stopped seeking tutoring."

Hardships outside of school were also motivating factors for Latino male students. For the participants of this study, the following challenges outside of school were motivating factors to push them to succeed in school: (1) a loss of a loved one, (2) employment status or loss of employment, (3) financial and economic status, (4) pressures from family and friends, (5) self-doubt, and (6) first-generation status. For example, Respondent 14 described his economic status as being a motivating hardship, saying, “My economic status was always challenging because of the fact that I was here, in the States, by myself. I was just very motivated to seek a degree and get to the position that I am in right now.” Although Respondent 13 was born and raised in the United States, he too knew financial hardships. He stated, “I had a hard time staying afloat while I was at Solano, but it motivated me to keep going because I knew I didn’t want to struggle the rest of my life.”

Respondent 9 emphasized his parents’ pressures to succeed in school helped motivate him to learn and grow, saying, “That is something that has always been at the core of want, just to get better and prove to my parents that coming to the United States was the best choice for them, for me, and my four siblings.” Another contributing factor to his motivation to succeed in school was being the first in his family to pursue a college degree. For Respondent 13, the difficulty in believing in himself was a challenge to overcome. Growing up, he knew he would have to make a choice, go to college, or go to prison. Due to this harsh reality, he chose education. He said,

> My parents didn’t expect me to go to college since I dropped out of school at a young age. I didn’t care. But something inside of me eventually snapped, where I realized that I was tired of being the old me. So, I went back to school, I started achieving and performing at a high level, and this is where things turned, for the better, for me.

Respondent 2 grew up in the United States; however, his hardship stemmed from his mom's lack of support. He explained,

> My mom has always been the one to tell me that I am not smart enough to go to college. It's definitely been challenging to go from that mindset to want to push myself through my anxieties and fears about math. Honestly, my biggest struggle was to be able to believe in myself because when you have someone who is supposed to be a supportive person, but they are not, it is hard.

Respondent 15 had a similar childhood upbringing. He had many childhood and family problems growing up that were contributing factors to his college struggles. He stated, "I didn't have the support system I needed as a kid, so I didn't believe in myself." He continued, "Having met failure in the face in high school, I was motivated to learn in college because of the learning environment that I experienced in the tutoring sessions." Nevertheless, something turned around for him to motivate him to succeed in college.

Influencing the focus toward the subject learned. This theme was referenced by 10 sources with a frequency of 29. Similar to how self-reflection can affect the motivation to learn and grow, determining the level of focus can also influence one's motivation. Latino male students discussed that their focus on learning was greatly influenced by external factors, both in and out of education. For Respondent 10, his focus was defined by his mindset. He stated, "Already having the idea that I am going to be successful in achieving my goal improved my mental preparedness in my tutoring sessions." Thus, he set himself up for success through the simple effort to become mentally prepared to take on new information. He was aware of external factors that could weigh heavily on his mind. However, mentally putting a block on those things while in his tutoring sessions, he would temporarily file them away to "focus on getting the most out of each session."

Respondent 12 took it upon himself to become mentally aware of how outside influences played a role in his motivation to learn. He noted, "Outside influences definitely can lower my emotional stability, such as home life or something with overwhelming circumstances." According to Respondent 12, his mental and emotional stability went hand-in-hand, affecting his motivation to learn. Similarly, Respondents 4, 6, 7, and 9 said their focus on academics was wavered due to things occurring in their lives. Respondent 4 shared, "Bad days, stuff that wasn't going right at home, financial problems, all influenced how I did in tutoring." Respondent 7 said, "Being the provider, making things happen, and taking care of responsibilities all add to anxiety and allow me to be less emotionally prepared in my tutoring sessions."

Although many Latino male students voiced the focus on current situations and events that influenced their motivation to learn, some voiced how past experiences also played a role. For example, Respondent 7 shared

> When we moved to the United States when I was a kid, I didn't learn English for the longest time because it turned out that my mom hated living in the U.S. and I assumed we would be moving back to Mexico at any time, but, that time never came, so I had a really hard time learning and reading in English for the longest time.

In a different situation, Respondent 9 noted that he works as a waiter, and some past conversations stuck with him as motivation to learn. For example, he said, "I would have conversations with customers of what type of degree I was pursuing. They seemed to doubt that as a Latino male, I wouldn't be able to handle the difficult curriculum required to become a medical professional." Respondent 9 noted that this type of prejudice was a motivating factor to proving all those people wrong who doubted his ability to succeed.

For the Latino male students who were the sole providers in their families, their focus was sometimes led astray depending on the level of responsibilities required of them. For example, Respondent 7 was the oldest male in his family. He said,

> I have to take on a lot of responsibilities and not just with my siblings but for the whole family. Not only do I have to provide financially, but I am also the translator, so when I try to study at home, I am constantly interrupted when I try to study.

Respondent 7 voiced that 'constant interruptions' was one reason he chose to find a different place to study, so he could have the time needed to study without distraction. Respondent 6 added, "To feel overwhelmed or stressed really has a negative impact on how I learn." Similarly, Respondent 14 said, "You have to think about working, which causes you not to be fully able to concentrate on school and just studying. When you are on a path, you have to divert it and do multiple things constantly."

Building self-confidence through peer-to-peer interactions. This theme was referenced by 10 sources with a frequency of 26. Respondent 12 discussed that when he first started going to peer tutoring sessions, his self-confidence level was almost non-existent. However, as he became more comfortable working with his peers, he said,

> When I would get the correct answer, my confidence was positively affected. I was more self-confident. But, when I didn't get the answer, it wouldn't negate my confidence. It would just make me more driven to understand the material. This is what my tutoring sessions taught me, not to give up.

Similarly, Respondent 14 added, "Tutors would encourage me not to feel discouraged by a problem for being so difficult." This reassurance that it was okay to not understand everything on the first try helped improve Latino male students' motivation to learn and grow. For Respondent 15, he emphasized that the tutoring learning environment allowed him "to overcome many of the learning obstacles that friends were not able to overcome," simply because of the tools he was provided in tutoring sessions. Similarly, Respondent 2 noted, "Once I was taught how to develop better studying skills, I wasn't looked at being someone who was going to fail." For Respondent 6, his self-confidence rose when he began to trust his tutor and when he was given "a positive affirmation of success."

For Latino male students, tutors must believe in their tutee's capabilities and provide a foundation for each Latino male to work on his self-confidence. For example, the act of providing an opportunity to build on one's self-confidence was crucial to Respondent 8, who shared, "Having the tutor pose a problem of appropriate difficulty and then giving me the opportunity to solve it would really make me feel good." Similarly, Respondent 6 added, "When a tutor gives you a positive affirmation that you will succeed," it serves to improve one's self-confidence.

On the contrary, Respondent 9 found it more important to prove to himself, instead of others, that he could succeed. He said,

> I would talk myself through the steps that we had learned in past tutoring sessions, and if I was able to solve the problem and provide reasoning for the solution, then it became a true confidence booster. Just being able to confidently prove to myself that I know how to approach the problem really helped me learn.

For Respondent 1, it was an opportunity to "empower myself" and know "I could overcome any challenge." Thus, one take-away this tutee had received from peer tutoring was that it is crucial not to throw in the towel even if overcome with hardship.

Findings for Research Sub-Question 3

Research Sub-Question 3 was, *Within peer tutoring, how does support received by Latino male students influence a motivation to learn and grow*? The analysis revealed three themes for Research Sub-Question 3: (1) promoting a stable learning environment, (2) lowering emotional stresses, and (3) helping build self-confidence through peer-to-peer interactions (Table 6).

Table 6

Frequency of Themes for Research Sub-Question 3

Theme	Sources	Frequency
Promoted a stable learning environment	11	43
Lowered emotional stresses	13	39
Built self-confidence through peer-to-peer interactions	11	35

Promoted a stable learning environment. This theme was mentioned by 11 sources with a frequency of 43, the highest for the Sub-Question. Responses within this theme were focused on two primary areas, academic support and emotional support. Participants shared they continued to utilize tutoring services because of the support continuously received in the peer tutoring environment. No matter the type of support each Latino male student received, it helped him improve his motivation to learn and grow. According to Respondent 1, he noted: “peer tutors will not hesitate to sit down with me and help me.” Respondent 1 added, “This type of nourishing environment has encouraged me to continue studying and continue going in the right direction.”

Peer tutoring offers a unique environment where students learn together while providing various forms of support, which justifiably allow Latino male students to learn in a stable learning environment. Due to Latino male students' many responsibilities, both in and out of the college setting, learning in an environment that provides a sense of stability was important to study respondents. According to Respondent 12, the ASTC is a place where “I learned how to improve my study habits by watching others study, seeing what they study, and the process of studying.” Respondent 12 noted that having a learning environment where he could come and get help, interact with others when needed, and have a place to use when he needed a quiet place to study was beneficial to his progress and academic growth. For Respondent 3, “Mental help and emotional help weigh heavier than anything else.” However, having that support system provided a stable learning environment that seemed not readily available in other academic settings. As Respondent 4 noted,

> Tutoring is about helping students understand concepts, not necessarily answers to particular questions. Tutoring also gives students the additional space to grow when they do not necessarily have space at home to read, write, think, and do all necessary things for a sustainable learning process. Additionally, tutoring sessions can often be that space for students to focus with resources readily available.

According to participant responses, learning concepts over solutions to specific problems was more important. As Respondent 9 discussed, the benefit of utilizing peer tutoring was that the tutor "walked me through the process of how to solve problems." Respondent 8 commented, "My tutor would help me and tell me what I did incorrectly and then help me identify the correct approach." Similarly, Respondent 2 shared "slowly breaking down the steps and explaining why we were doing what we were doing" promoted a more stable learning environment because tutees were encouraged to ask questions and learn how to build upon one's ability to learn.

Lowered emotional stresses. This theme was mentioned by 13 sources with a frequency of 39. Per the qualitative data of this study, Latino male students voiced that many of their struggles at Solano Community College stemmed from emotional stresses. For the 15 Latino male students who participated in this study, 13 noted they were not emotionally prepared to learn in a college environment due to their upbringing. The critical stress contributors for Latino male students included: (1) home life and responsibilities, (2) lack of a formal academic upbringing, (3) being first-generation, and (4) not possessing the knowledge of how best to seek resources needed to be successful in a college learning environment. According to Respondents 1, 10, 11, and 13, seeking tutoring and asking questions to peers, rather than professors, eased the level of emotional stresses that Latino male students faced. Respondent 1 noted, “A peer-to-peer conversation is less stressful than a student-professor conversation.” Similarly, Respondent 13 shared the emotional support from peers “was really helpful to get support from not only people my age but people that looked like me.”

The peer tutoring environment was identified as unique to most students. According to Respondent 15, “Just being tutored by peers was a big help.” His emotional stresses were put at ease because “all of the people that were in the community could kind of relate to each other pretty well.” Since the peer tutoring environment provided tutees with the ability to learn from students who had previously gone through the courses, Respondent 6 voiced peer tutor stories “sort of inspired me and made me feel like I am not the only person in this world that is struggling.” Also, he mentioned, “The less emotional I was [in a tutoring session], the more stable I became, and the better I learned.” Respondent 9 agreed when he realized he was not the only one struggling with a particular topic, “It really just helped me feel less isolated because I discovered I was not the only person who did not know how to do something.” Learning in an environment identified as having minimal outside stresses is an idea all participants voiced in one way or another. As Respondent 1 noted, “My tutors are emotionally supportive and not judgmental…these are two characteristics that have allowed me to be the very best version of myself as a student.”

All Latino male student participants of this study were first-generation; many respondents mentioned they did not know if they could be successful learners when first introduced to the peer tutoring environment. According to Respondent 2, “Once I was taught how to develop better study skills, I was not looked at being someone who was going to fail." Similarly, Respondent 4 noted it was helpful when his tutor noticed he was upset and checked in to make sure he was okay. Having that support system where Latino male students felt they would not be judged was a helpful motivator to learning in the peer tutoring environment. Respondent 9 said he "really liked that I was able to feel more comfortable, not necessarily understanding everything, but trusting that when I left tutoring, I would have a better sense of understanding each concept."

Especially helpful to Latino male students was when the tutor noticed the tutee was struggling. Instead of continuing with the tutoring session, tutors would pause, identify where the stresses were occurring, and modify the tutoring session when necessary. Respondent 6 explained, "When the tutor would point out that maybe I needed to take a break before taking on a new topic, that really helped my learning process." Any way to reduce the emotional stresses Latino male students faced in a peer tutoring environment proved beneficial to the overall motivation to learn and improve academic growth. As Respondent 9 noted, "I think just the sense of validation that it's okay not to know something" helped to reduce the anxiety and emotional stresses he faced as a student.

Built self-confidence through peer-to-peer interactions. This theme was referenced by 11 sources with a frequency of 35. For Latino male students, self-confidence did not necessarily come easily, nor did it come quickly. Instead, self-confidence gradually increased due to peer-to-peer interactions within the tutoring environment. When most participants were first exposed to the peer tutoring environment, due to their first-generation backgrounds, they did not know how to engage in such a learning environment nor have an inkling of how to be successful learners.

Nevertheless, Respondent 2 indicated his self-confidence stemmed from his engagement in the ASTC because, “It made me realize that I can learn anything and I can do anything.” Respondent 2 was raised in a home where he was told he would never amount to anything or be smart enough to go to college. The peer tutoring environment provided him was the ability to acknowledge that he “can do anything and felt as though [he] could take on more difficult problems,” thus building his self-confidence. Additionally, Respondent 2 noted that the peer tutoring experience improved his college experience, and he was able to apply that ability to believe in himself in life experiences. Simply put, “my self-confidence all stems from the tutoring services.”

Similarly, Respondent 13 said receiving peer tutoring “is rewarding in a way because you learn how to overcome challenges…challenges that you don’t think you could have overcome prior to learning through the tutoring process.” According to Respondent 4, engaging with peer tutors “made me not afraid to take on new challenges because I wasn’t afraid of criticism. Working with my tutor cemented the idea in my brain that nothing is ever finished, and you can always improve on something.” For Respondent 7, “tutoring support kept pushing me on and encouraging me…it definitely improved my confidence level.” To have a bond with one’s peer tutor proved to be a helpful symbiotic relationship for both the peer tutor and tutee.

Findings for Research Sub-Question 4

Research Sub-Question 4 was, *Within peer tutoring, how does the balance of challenges faced, and support given to Latino male students affect a motivation to learn* *and grow*? The findings revealed three themes: (1) adapting the process to personalized learning, (2) helping build self-confidence through peer-to-peer interactions, and (3) promoting a stable learning environment (Table 7).

Table 7

Frequency of Themes for Research Sub-Question 4

Theme	Sources	Frequency
Adapted the process to personalized learning	15	50
Built self-confidence through peer-to-peer interactions	9	18
Promoted a stable learning environment	5	15

Adapted the process to personalized learning. This theme was mentioned by all 15 sources with a frequency of 50. Possessing the ability to receive a personalized learning experience in a peer tutor environment was one of the more ideal settings in which the Latino male students learned. Latino male students voiced that they learned in many ways and the method of receiving information varied from student to student. Additionally, all 15 Latino male students indicated based on the topic or subject being learned, they preferred a specific method to receive the information from their tutor. For those students who sought tutoring for the sciences or mathematics, a group tutoring session was preferred over one-on-one as it allowed them to engage with multiple people at one time and learn collaboratively. Students who sought tutoring for English, history, or social sciences preferred one-on-one tutoring sessions over group tutoring opportunities as it allowed them to get more detailed feedback. For Respondent 10, he appreciated when the information was not "spoon-fed" but instead given in a way that allowed him to think about what was being asked and provided an opportunity to draw his own conclusions. However, he appreciated being able to "try to figure out things on my own but could ask when I got stuck."

Many Latino male students determined that as they started to grasp a concept, how information was relayed should be modified depending on the topic or subject being taught. According to Respondent 11, “Over time, I would transition from a low challenge learning environment to a balance of challenge and support, once I started to grasp the topic.” Similarly, Respondent 3 noted that once he was comfortable with his ability to learn, he typically welcomes challenges that “are a little hard or trickier” so he could continue to build upon his knowledge. For Respondent 5, the process in which he learned new information in a tutoring session was described as the “crawl, walk, run” method. Respondent 5 noted,

> First, I need to be shown the step-by-step process, then I would ‘walk’ with the tutor to solve a problem. And then, finally, would ask to do the problem on my own, with the ability to get redirected if I should stray from the solution.

The data showed Latino male students do not like a handholding learning approach. A personalized learning experience was more helpful to Latino male students because it allowed them to dictate the speed at which the information was taught and learned. If a topic required more rigor to grasp the information correctly, a low challenge and high support option was preferred. However, once the less complicated topics were mastered, Latino male students preferred to reduce support and increase the challenge. According to Respondent 6, “I feel that to learn it, I need to struggle through it. If I can grasp the hard stuff, then I can automatically understand the easier topics.” Similarly, Respondent 15 mentioned that when trying to tackle a new topic,

> If I was given a high challenge and low support, especially at the beginning of a tutoring session, that would have been where the class was currently, and so I would have just been overwhelmed, negating the purpose of seeking tutoring in the first place.

Similarly, Respondent 7 stated, “The more comfortable I am with a subject, the more challenge I prefer.” He also said,

> If you can do problems that aren’t in the homework and much more difficult, you will more than likely do better on the quizzes and tests, because you’ve already struggled through the harder problems, and you know how to come up with a thinking process of how to solve them.

Although the process in which information was taught in a tutoring session varied, it was apparent the Latino male students preferred the three-step learning process: (1) starting with a low challenge, high support environment; (2) when the student has grasped the concept but not reached masterly, transitioning to a balance between challenge and support, and (3) when a topic is understood, transitioning again to a high challenge, low support learning environment.

Built self-confidence through peer-to-peer interactions. This theme was mentioned by nine sources with a frequency of 18. For Latino male students, building self-confidence occurred throughout the entire learning process. Having self-confidence allowed them to learn a particular topic and have the motivation to continue learning new topics. Respondent 15 noted that learning from a peer tutor made him “a lot more ambitious when it comes to the environments that I find himself in” because although the environment was not necessarily comfortable, it pushed him to a higher level of learning.

Respondent 2 discussed feeling "as though I could take on more difficult problems" by learning in a tutoring setting "than if I had learned everything on my own." Respondent 11 emphasized to possess the ability to take what is learned in a tutoring session and apply that knowledge to future topics in the current semester and possess that self-confidence to apply to future semesters. He stated that "once you've gone through enough courses and you can say to yourself, 'okay, I've now understood the thought process,' the sky is the limit." Thus, Respondent 11 led me to believe that by having the type of successes that he encountered in his tutoring sessions made him think that he could do better not only for himself, but for his future.

Promoted a stable learning environment. This theme was referenced by five sources with a frequency of 11. Having a stable learning environment was crucial for Latino male students during the learning process and having a sense of stability at the terminus of the learning process. Knowing that people were willing to help them continue learning even after a topic was discussed was firmly accepted for Latino male students. For Respondent 1, "This type of nourishing environment has encouraged me to continue studying and continue going in the right direction." Respondent 4 emphasized that efforts of encouragement by others motivated him. He stated,

> I think everyone has an on and off switch. It comes to anything that requires rigor. Learning how to turn that on is something that everyone needs to learn to do if they want to perform well academically, socially, or anywhere else. I think tutoring is great for teaching that.

All but two participants came from a blue-collar home. According to Respondent 4, his childhood upbringing lacked academic stability. Due to this, he said, "We didn't talk about literature at home…we would talk about stuff that working-class, blue-collar people talked about." For the typical first-generation Latino male student, having a sense of stability and a push to stay motivated to learn was significant. Respondent 4 added, "If someone doesn't have a good partner or family support at home, then they need to have a good tutor." Respondent 1 emphasized that peer tutoring paved the way for a "nourishing environment" that encouraged continuous studying and paving academic success for Latino male students.

Summary

Chapter IV reviewed the purpose statement, research questions, methodology, population, sample, and demographic data. This chapter provided an in-depth examination of findings from the semi-structured interviews. Fifteen first-generation adult Latino male students participated in this study. All participants met the criteria set forth by the parameters of this study and utilized peer tutoring services at the Solano Community College within the past five years.

The data collected yielded 13 themes with 476 references. Four themes applied to Research Sub-Question 1, three to Research Sub-Question 2, three to Research Sub-Question 3, and three to Research Sub-Question 4. Chapter V embodies a complete summary of this research study and includes major findings, conclusions, implications for action, recommendations for future research, and personal reflections.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In the California community college system (CCCS), the peer tutoring learning environment is a unique experience for first-generation, adult, Latino male students. This study investigated the central research question regarding how this specific population perceived readiness, challenge, support, and balance as they were encountered within a peer tutoring learning environment.

Chapter I introduced the study, including background information about postsecondary education in the United States, learning assistance centers (LACs), specific populations that utilize provided services, and theories applicable to this research study. Chapter II presented a literature review of the history of American postsecondary education, LACs in the CCCS, the Latino population, the theoretical framework for motivation, and the research gap. Chapter III was dedicated to explaining how the study was performed and data were collected. A breakdown of the population, target population, sample, instrumentation, validity, types of data, data collection, and how the data were analyzed were all components within Chapter III. Chapter IV provided a review of the results and findings extrapolated from 15 semi-structured interviews.

Chapter V reiterates the purpose statement and research questions. The major findings, conclusions, and implications for action discussed in this chapter are based upon the qualitative data collected from the 15 semi-structured interviews of first-generation adult Latino male students attending Solano Community College. Additionally, Chapter V concludes with the researcher providing recommendations for future research and closing remarks.

Purpose Statement

The purpose of this qualitative, single-site case study was to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community college LAC and the perceived readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth.

Research Questions

The central research question guiding this case study was: How do first-generation, adult, Latino male students utilizing peer tutoring within a California community college perceive readiness, challenge, support, and balance as they apply to their motivation to learn and achieve personal academic growth? This central question was delineated into four research subquestions:

1. How do first-generation, adult, Latino male students ready themselves to learn and grow within peer tutoring?
2. Within peer tutoring, how do challenges faced by first-generation, adult Latino male students influence motivation to learn and grow?
3. How does support received by first-generation adult Latino male students influence motivation to learn and grow within peer tutoring?
4. How does the balance of challenges faced, and support given to first-generation, adult Latino male students affect motivation to learn and grow within peer tutoring?

Major Findings

The interviews with 15 first-generation Latino male students utilizing peer tutoring services revealed six major findings for this study. The findings are a comprehensive collection of data obtained from the interviews, which answered the four research sub-questions.

Major Finding 1. Latino Students Sought Tutors Who Possessed High Self-Confidence, Enthusiasm, and a Knowledge of the Subject Matter

Based on the data collected from the 15 participants of this research study, 14 discussed the importance of seeking peer tutors who possessed a sense of self-confidence, were enthusiastic about the topics they taught, and knowledgeable about the subject matter. Peer tutors willing to go beyond their duties as tutors and provide concrete feedback to tutees, beyond examples provided by the instructor or textbook, were motivating factors to the learning process and progress. Also crucial to tutees, peer tutors should not be condescending and should break down the major topics into subtopics. Thus, the tutee could more easily identify the critical components to the specific topics discussed. This method was shared by science and math students and by social science and English students alike. The participants expressed how challenges presented by peer tutors served to help them learn the material because it caused them to think outside the box and prove an ability to apply the knowledge to real-world applications.

Major Finding 2. Latino Students Learn Better when the Tutors are Culturally Responsive

When first-generation adult Latino male students learn in a peer tutoring environment, it must be from tutors who possess concise communication skills, outline expectations of the tutee, and incorporate student cultural experiences in each lesson. Cultural responsiveness reassured the tutee that he would not encounter prejudice, and the tutoring environment met his learning needs. For all 15 participants, a tutor's ability to adapt the process to personalized learning proved essential in each tutee's academic well-being. Many voiced that they did not want to be spoon-fed information but rather provided enough information in such a way to allow them to learn, think, and develop a concrete understanding of the material being presented.

Major Finding 3. First-generation Latino Student Tutees became more Motivated to Learn when Self-Confidence was Improved through High Levels of Engagement

For 14 of 15 participants, a high level of engagement in peer tutoring sessions was a key component in improving their motivation to learn. Knowing what questions to ask in a peer tutoring session was sometimes a daunting task for many first-generation learners. However, many felt that by making peer tutoring sessions a part of their regular academic schedule, they gradually built up the self-confidence necessary to improve motivation. If students felt they were not challenged enough or were being fed the answers, many voiced that this was detrimental to their success as first-generation students. For many participants, their empowerment to learn helped them take ownership of their successes and continue to be motivated to perform at a high level.

Major Finding 4. First-generation Latino Students Learn and Grow when a Learning Environment is Nimble and Adaptable in Meeting their Schedules

For first-generation, adult, Latino male students, education is not typically the only responsibility they face. For most, holding at least one, or sometimes two, full-time jobs while going to school was the norm. In addition, everyday responsibilities among the interviewed participants included taking care of elders, siblings, or other relatives in the home and working while attending college. Thus, 11 of the 15 participants discussed the importance of a learning environment catering to their busy day-to-day schedules and a stable tutoring environment with extended hours of operation to meet their schedule.

Major Finding 5. Both Academic and Non-Academic Responsibilities Influence First-Generation Latino Students Learning in a College Learning Environment

For 10 of 15 participants, obstacles and barriers faced by first-generation, adult, Latino male students tended to inhibit a motivation to learn both within the peer tutor learning environment and at home. For most, external influences outside the boundaries of education lowered emotional stability, such as home life or something with overwhelming circumstances. Additionally, participants identified a constant struggle between balancing home life and school life as first-generation students without a significant academic family support system. For the first-generation mindset, students had to rely on themselves and gain self-confidence through interactions in peer tutoring sessions, a skill not necessarily taught in a typical college learning environment.

Major Finding 6. Both Academic and Non-Academic Support Received by Latino Male Students Lowered Stress Levels in Peer Tutoring Sessions

For 11 of 15 participants, any support provided by an outside source tended to lower stress experienced within peer tutoring sessions. For some, just having access to necessary tools, software, or supplies was essential in allowing students to reduce anxiety and improve motivation. For others, peer tutoring provided a stimulating environment where encouragement and an endless supply of tutors willing to help kept them from getting overwhelmed and helped them continue in the learning process.

Conclusions

This study examined how a peer tutoring environment motivates first-generation Latino male students to learn and grow. By conducting semi-structured interviews with each participant and analyzing, eight conclusions emerged.

Conclusion 1. Ongoing Professional Development Opportunities are Necessary to Properly Train New and Continuing Tutors

Based on the finding that Latino students sought tutors who possessed a high level of self-confidence, enthusiasm, and knowledge of the subject matter, ongoing professional development is needed so tutors can be comfortable working with Latino students and build the skillset necessary to tutor this specific population. When new a peer tutoring learning environment, the study revealed many participants felt they learned better from peer tutors who possessed a mastery of skill in the subject. In contrast, some participants mentioned an experience with a condescending tutor or a tutor less motivated to teach a particular subject, which was detrimental to their learning process and decreased motivation. As the Latino population is the largest population of students served in the CCCS, peer tutors must be equipped with the necessary skills to serve this population. Workshops specifically designed to teach tutors how to serve the Latino population best must be implemented to ensure the Latino population is met with successful and proven teaching methods. Workshops should be a requirement for incoming tutors and an annual reboot to ensure teaching methods are continuously updated and improved.

This conclusion aligns with the work of Clayton-Pedersen and O'Neill (2018) and Darling-Hammond and Plank (2015), who determined that investing in professional development improves the effectiveness of teaching. Although Clayton-Pedersen and O'Neill's (2018) and Darling-Hammond and Plank's (2015) research pertained primarily to faculty professional development, the key idea is to allow institutions to hold people accountable for their responsibilities as professionals given the ability to improve on student support strategies continuously.

Conclusion 2. Seasoned Tutors who Demonstrate Successful Techniques to Teach Latino Students Should Mentor New Tutors

Based on the finding Latino students learn better when the tutors are culturally responsive, it was concluded that to acculturate Latino students successfully, new tutors should be mentored by a seasoned tutor who demonstrates the skills necessary to teach Latino students. Every academic semester, tutoring center leadership should observe each peer tutor to determine skillsets possessed, thus identifying who may be ideal mentor candidates. Implementing a hierarchy of experienced tutors may positively impact morale within the peer tutoring environment as tutors can be recognized for their efforts and become more motivated to gain pertinent experience.

Conclusion 3. A Latino Cultural Expert Position should be Implemented into the Tutoring Program

Based on the finding Latino students learn better when the tutors are culturally responsive, it was concluded that to acculturate Latino students successfully, all community colleges should hire a Latino cultural expert within the tutoring system to ensure peer tutors continue to demonstrate the techniques necessary to successfully tutor Latino students. In conjunction with Conclusion 2, having a specialized employee can ensure teaching methods are appropriately updated and implemented within the peer tutoring learning environment. The purpose of the cultural expert would be to ensure teaching methodologies are appropriate for the Latino student population and to educate peer tutors on how the Latino population differs from other populations, including the hardships and stereotypes that exist. A better informed and culturally responsive peer tutoring staff will make the learning environment for the Latino population more motivating, thus improving the learning capabilities of this population.

Conclusion 4. Incorporate Culturally Responsive Peer Tutors within Latinx-specific Cohorts

Based on the finding Latino students learn better when the tutors are culturally responsive, it was concluded that community colleges must incorporate culturally responsive peer tutors within any pre-existing and future Latinx-specific cohorts. To ensure Latino student academic needs are met, culturally sensitive protocols to teaching this specific population should be implemented into standard practices for all Latinx cohorts. Embracing collaboration between the established tutoring center and Latinx cohorts will ensure that no matter where Latino students feel most comfortable learning, they can get the appropriate tutoring. This conclusion parallels the work of Gay (2010), who determined that culturally responsive teaching is validating, comprehensive, and empowering for the learner. “Culturally responsive teaching is the behavioral expressions of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning” (Gay, 2010, p. 31).

Conclusion 5. The Self-Confidence of First-Generation Latino Male Students was Improved through High Levels of Engagement

Based on the finding, first-generation Latino student tutees became more motivated to learn when self-confidence was improved through high levels of engagement, it was concluded that the physical environment of tutoring centers needs to be modernized, so it is engaging for this specific population of students. This conclusion is similar to the work of Kuh (2007), who determined that “high-impact practices promise to promote student engagement and help students attain the learning and personal development outcomes essential for the twenty-first century” (p. 4).

Vital to students’ motivation to learn is the condition of the environment in which they learn. Thus, a tutoring center must be mindful of what services are available, identify how resources can be better distributed, and cater to all types of learners. According to Neal (2009), student attrition is directly related to how students are engaged in their learning. Thus, teaching protocols and tutoring center standards must be fluid and modifiable based on student needs. Not all students are equal in how they learn and through what methods they learn. Some students are tech-savvy, whereas others prefer pedagogies that rely less on technology and more on human interactions.

Conclusion 6. The Ideal Learning Environment for First-Generation Latino Students Caters to Fluid Schedules

Based on the finding that first-generation Latino students learn and grow when the tutoring center promotes a learning environment that is nimble and adaptable to meet Latino students’ wide range of schedules, it was concluded that community colleges must adapt current processes and protocols to be more student-centered and promote a stable learning environment for first-generation Latino students. According to Chen (2018), when a college provides a more flexible schedule for students who work full-time or have families, they perform better academically. Thus, tutoring centers must provide a schedule of tutors beyond regular business hours; most participants interviewed for this research study had a minimum of one job, and personal responsibilities sometimes prevented them from seeking tutoring due to tutor availability or hours of operation provided by the center. Not all students learn in the same manner, nor are all students available to seek peer tutoring services during daytime hours.

Conclusion 7. Tutoring Centers must Provide Professional Guidance to help First-Generation Latino Male Students to Overcome Daily Obstacles

Based on the finding that both academic and non-academic responsibilities influence how well first-generation Latino students face obstacles and barriers within a college learning environment, it was concluded that to help first-generation Latino students learn and grow, tutoring centers must provide professional guidance to help them overcome regularly occurring obstacles. By incorporating a trained coach or mentor on staff within the tutoring center, first-generation Latino students would have the opportunity to express the problems experienced confidentially, thereby given potential tools, recommendations, or systematic solutions to help students cope with obstacles. In addition, providing mentoring or coaching services to students should decrease stress that inhibits morale and academic success for students.

Conclusion 8. Tutoring Centers must Provide Counseling Resources to Lower the Emotional Stresses of First-Generation Latino Male Students

Based on the finding that both academic and non-academic support received by Latino male students lowered stress levels in peer tutoring sessions, it was concluded that to help first-generation Latino students learn and grow, tutoring centers must provide counseling resources to lower emotional stresses. This conclusion parallels the work of Gandara and Contreras (2009), who determined that offering counseling services that support both personal and cultural stresses experienced by Latino students effectively provided a foundation for academic success. However, depending on the level of stress students experience, it can be detrimental to their success. Thus, the act of providing an on-site counselor available to provide support to students during all operating hours of the tutoring center will lower emotional stresses and provide a backbone for improved learning outcomes for students. In addition, by implementing a specialized professional familiar with the socio and psychological aspects of student wellbeing, the on-staff counselor can focus on how best to provide support and work with tutoring staff to update protocols and processes necessary to improve the mental wellbeing of first-generation, Latino male students.

Implications for Action

All higher education institutions should invest in peer tutoring assistance opportunities for first-generation Latino male students. Implementing the following recommendations will substantially improve higher education learning for Latino male students and provide opportunities to improve current systems and processes that may be outdated or need revision.

Implication for Action 1. Learning Assistance Centers Should Create an Engagement Lab Led by Appointed Experts to Ensure All Student Needs are Met

An engagement lab, specifically from a culturally responsive perspective, will serve multiple purposes for the community college. To ensure tutees are being taught not only in a culturally responsive manner, but also pedagogically superior, the lab will provide the tutoring center the ability to assess the level of mastery possessed by individual tutors. Should tutors require additional training, the engagement lab can serve as a classroom for tutors, where tutoring center leadership and tutors can engage with one another on either a one-on-one basis or as a group.

In addition, the lab will have the ability to recruit and appoint professionals from various community stakeholders to ensure that students are granted access not only academic services, but extracurricular services as well. For example, the lab not only could house a career center, but partner with major employers within the vicinity of the college. Those partners may include large companies representing the following industries such as, but not limited to food & beverage, manufacturing, life sciences, and healthcare. Thus, stakeholders and companies from these industries could provide guest speakers, employment information, and access to professionals that may not necessarily be readily available to students and their needs. Lastly, because a need for social and emotional support was a concern that regularly appeared in the data from this study, partnering with healthcare professionals to provide support in the Engagement Lab will be beneficial to students.

Implication for Action 2. Allocate Funds for Tutors to Attend Workshops on how to Differentiate Learning for Latino Students

Tutors should attend workshops specifically designed to demonstrate the academic needs of Latino students. Workshops should include an overview of topics such as what it means to be first-generation, examples of discrimination and culture experienced by Latino male students, and common barriers this cohort of students may regularly face. Tutors must learn what Latino male students face to better serve this population's learning and motivational needs.

Implication for Action 3. Develop Transferrable Courses Catering to Incoming First-Generation College Students

Forty percent of incoming freshmen into the CCCS are first-generation (Payne et al., 2017). Since 25% of first-generation students drop out after their first year and within a six-year timeframe, 89% dropped out without earning a degree or certificate (Smith, 2016); it is the responsibility of the academic community to reverse these statistics. Just because students graduated from high school does not necessarily mean they are prepared for the rigor in a higher education setting. Therefore, the California Community Colleges Chancellor’s Office (CCCCO) and Academic Senate for Community Colleges of California (ASCCC) should develop transferrable courses catering to all incoming first-generation college students to ensure this large population of students is exposed to tools, academic resources, and embedded tutors that may aid in improving academic success. By providing courses specifically designed to cater to the first-generation mindset, embedded tutors not only will provide in-class support to this unique population, but also serve as an additional layer of support outside of the classroom. This opportunity will set the stage to test new pedagogical models where the common goal is to improve student success and motivation across the board.

Implication for Action 4. Develop an Education Collaboration Hub to Share Resources

The CCCCO should partner with the League of United Latin American Citizens to develop a Northern California Education Center Hub (N-CECH) that can serve as a location where all community colleges can share resources to accommodate the needs of first-generation Latino students. Marlatt-Door (2016) discussed a similar hub created by the Kresge Foundation, which allowed faculty, staff, and learning organizations to share, adopt, and implement effective practices and policies across the CCCS. The N-CECH hub will serve as a database of digital information where all community colleges within the CCCS can have the opportunity to collaborate with colleagues and other institutions that share common student learning needs.

Implication for Action 5. Develop a Mentor-Mentee Program for First-Generation Students

Create a mentor-mentee cohort for first-generation students to ensure they have the stability and support necessary to succeed in higher education. As many first-generation students have not been taught proper study habits in past educational experiences, nor are many aware of how to be successful in higher education, providing a mentor-mentee opportunity will allow first-generation students access to someone who will maintain an academic relationship with them to ensure they are motivated to learn and grow throughout the academic process. A mentor should provide the stability needed for students to maintain a consistent atmosphere of motivation and create a working relationship between mentor-mentees to ensure continued one-on-one guidance that may not be available outside the higher education environment.

Implication for Action 6. Update Learning Assistance Center Spaces and Technologies to Meet the Needs of First-Generation Learners

Community college LACs should purposefully redesign study areas and update technologies to best meet the first-generation learner needs. Institution-wide investments in the implementation of computer-assisted instruction through state-of-the-art technologies are a necessity for first-generation, ESL, and basic skills student learners in a higher education environment (Stern, 2001). According to Stern (2001) and Enright (1975), LACs rely on the technologies to adequately meet student needs, and the success of LACs lie in how the physical space is designed and organized. Similar to the recommendations of Watson (2007), the following themes should be the primary influencers in planning efforts of a LAC rebuild: (1) the space should be flexible and modifiable for future uses, (2) it should meet the expectations of students utilizing the resources within the space, (3) space should accommodate learning as a social process of engagement, (4) it should fulfill the learning necessities of the modern student, and (5) it should integrate state-of-the-art technologies into the learning space.

Implication for Action 7. Develop a Tutor-Centered Workshop on how Peer Tutors can become more Engaged with Tutees

Student support service departments should allocate the funds necessary to develop a workshop to allow peer tutors to learn from one another to develop more engaging methods in the peer tutoring environment. According to Webber et al. (2013), the level at which a student is engaged in the learning experience determines success.

Thus, when students work effectively with others, their engagement may be improved. Embracing a collaborative learning environment is ideal for peer tutoring and beneficial to both the peer tutor and tutee.

Implication for Action 8. Mandate an *Introduction to the College Learning Environment* Workshop for all Incoming Students

The workshop, *Introduction to the College Learning Environment*, should be designed and implemented into the student orientation schedule. It should serve as an overview for new and incoming students to the higher education environment and review tools and resources offered at the specific institution. Additionally, the workshop should include a tour of the LAC, review what can be expected and available within a peer tutoring learning environment and provide information specific to first-generation students to help them better adapt to college-level academics and peer tutoring.

Implication for Action 9. Modify the Learning Environment to Accommodate First-Generation Latino Student Needs

A stable learning environment for first-generation Latino students should include the following: computer labs with technology support, workshops to develop academic skills, online access to multimedia resources, and extended hours of service on evenings and weekends. In addition, computer labs should be staffed by peer tutors who possess a working knowledge of computers and the software provided by the tutoring center, thus allowing tutees to use computer labs to complete assignments, access course-specific software, and interact with peer tutors to promote a more stable learning environment.

Additionally, a workshop series should be developed to teach first-generation Latino students how to improve their academic skills, become better organized, learn how to study, and become successful students. The workshop series should be made available through live and online platforms to ensure students have full access to materials. Furthermore, all services provided by the tutoring center during regular operating hours should become digitized and made available in an online platform to expand access to said materials. Lastly, service hours should be extended to evenings and weekends, depending on student demand, to ensure the tutoring center provides access to various academic and non-academic resources. Additionally, operating hours must be such that working students can still access said services.

Implication for Action 10. Extend Tutoring Center Operating Hours to Better Align with Student Schedules

Bulloch (2007) noted the importance of aligning the operating hours of tutoring programs with student schedules, especially for students unable to attend peer tutoring during regular school business hours. Therefore, the CCCCO should earmark funds, on an annual basis, to develop and maintain a collaborative online peer tutoring system to be made available to all community colleges within the state. This system would be used to accommodate a 24-hour a day, 7-days a week online tutoring schedule for all enrolled students in the community college system. In addition, expanding the hours of availability for tutoring services allows students to seek peer-tutoring both locally and abroad, depending on need.

Implication for Action 11. Partner to Develop an Advising and Mentoring Program for the California Community College System

According to Bettinger, Boatman, and Bridget (2013), academic support provided by a college should also include a mentoring program. For example, the Beacon

Mentoring program at South Texas College "randomly assigned students in mathematics classes to receive a mentor who encourages them to use tutoring and other campus services and reach out for help if needed" (Bettinger, Boatman, & Bridget, 2013, p. 104). Thus, the CCCCO should partner with the College Advising Corps to develop an advising and mentor program integrated within the community college system. The program will create both an advising team and a mentor team, available via in-person and online platforms, necessary to help first-generation Latino students cope with responsibilities and stresses. The College Advising Corps was explicitly selected because its mission strives to allow every underrepresented student the opportunity to complete a higher education degree.

Implication for Action 12. Assemble a Guest-Speaker Pool of Professional Latinos who are Community College Graduates

The CCCCO should assemble a guest-speaker pool of entrepreneurial and successful Latinos who graduated from a community college. Among the pool, guest speakers should be selected by each community college district to develop a *College Success* presentation series that will allow current Latino students to interact with fellow Latinos to promote motivation and inform students that they are not alone in the academic journey. Thus, Student Services leadership staff should earmark funds annually to ensure proper planning efforts occur to provide a guest-speaker series from the provided statewide pool for each college district.

Recommendations for Further Research

Although the results of this study were translated into findings, conclusions, and implications for action, the researcher recommends further research be conducted in various areas to expand current knowledge in motivation within peer tutoring environments. The following are recommendations for further research.

- Investigate how tutoring can motivate and affect student learning outcomes within bachelor's-, master's- and doctorate-level programs of study. Since this study took place at the community college level, it would be ideal to investigate how the results compare to other avenues within the higher education environment.
- Investigate how tutoring can motivate first-generation, Latino male students who share or differ in demographics to students within the Solano Community College District. Since this study took place within Solano Community College, it would be ideal to examine how the findings relate and differ to other community college within California.
- Investigate the peer tutoring environment from a peer tutor's perspective and determine underlying factors which are perceived to improved motivation among tutees. By gaining insight into the other participant within a peer tutoring environment, examining the lived experiences of the peer tutors may help to improve future tutor training protocols.
- Investigate what factors contributed to and detracted from the overall success of LACs and how they affect students' academic success rates. The higher education community needs to understand what methods were found not to improve student academic success and lower retention. In addition, considering the critical components that improved student academic success

and contributed to students' retention should also be considered when designing or improving existing tutoring programs.

- Through a comparative case study, investigate the similarities and differences between first-generation Latino male and female tutees and their perceived motivation for learning in a peer tutoring environment. Since this study specifically examined the lived experiences of first-generation Latino male tutees, getting an alternative perspective from first-generation Latino female tutees may shed light on how the experiences may be dependent on cultural expectations, gender, and family upbringings.
- Through a comparative case study, investigate the similarities and differences between two or more ethnic groups and their perceived motivation for learning in a peer tutoring environment. Since this study specifically focused on the Latino culture, it would be invaluable to perform a study that exposes how different cultures may perceive education and how the tutoring environment can be more culturally responsive.
- Investigate if the findings and conclusions for larger sample size are consistent with most first-generation Latino male tutees. For example, a similar study may expose if these findings were isolated to the participants in this study or if they reflect the larger population. Determining the similarities and differences between findings for the sample of this study and a larger sample size will help improve future tutoring protocols.

- Through a comparative case study, investigate the similarities and differences between northern and southern California first-generation Latino male tutees and their perceived motivation for learning in a peer tutoring environment. Since this study took place in northern California, it would be ideal to perform a comparative study to determine if the findings between students from different California areas share similar experiences or perhaps their experiences are dictated by where they live.
- Through a comparative case study, investigate the similarities and differences between first-generation and non-first-generation Latino male tutees and their perceived motivation for learning in a peer tutoring environment. Since this study specifically examined the lived experiences of first-generation Latino male tutees, getting an alternative perspective from non-first-generation Latino male tutees may shed light on how the experiences may be dependent on cultural expectations and family upbringings.

Concluding Remarks and Reflections

Although my dissertation journey took me a few more years than most in my doctoral cohort, it taught me not to give up on the process, no matter what life threw at me. I am incredibly grateful for the 15 participants who gave up a part of their busy lives to allow me to interview them and gain insight into their lived experiences as first-generation adult Latino male students. The interviews provided large amounts of qualitative data to develop themes, thus leading to findings, conclusions, and implications for action. It allowed me to truly understand their successes, struggles, and experiences as first-generation students. Since I am new to research, I felt it essential to have the interviews transcribed, allowing me to read the text and immerse myself in their experiences to a much greater degree than just listening to the recordings.

During my pursuit of an associate degree in 2005, I served as a tutor for Solano Community College. It was gratifying to develop a study that brought forth insight into the perceptions of tutees in their peer tutoring environment. Experiences I encountered as a tutor led me down the path of completing my bachelor's and master's degree to allow me to go beyond the role of tutor and teach a class of higher education students of my own. My love of teaching and a dedication to providing students with knowledge that will allow them to grow as students, become successful and continue to grow eventually led to the pursuit of my doctorate in education. Having been a member of the higher education teaching community since 2007, I truly enjoyed my teaching journey and continue to be blessed to touch students' lives in ways that shape their future into varying degrees of success.

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APPENDICES

APPENDIX A: LITERATURE REVIEW SYNTHESIS MATRIX

	American History of PSE	CCC Learning Assistance Centers / Peer Tutoring	Latinos	Theoretical Framework	Research Gap	Research Problem	Significance
Adams, C. (2011)		X				X	
Alexander, A. (2004)						X	X
Arendale, D. R. (2004)	X	X					
Arendale, D. R. (2007)				X			
Arendale, D. R. (2010)	X	X				X	
Arendale, D. R. (2016)	X	X					
Barbatis, P. (2010)			X				
Barnes, R. A. and W. E. Piland (2013)	X		X				
Baron, K. (2013)	X		X				
Beck, R. C. (2004)				X			
Bennick, A. (2013)			X				
Berkman, J. (2018)	X						
Biddix, J. P. (n.d.)				X			
Boyington, B. (2014)						X	
Brians, P. (n.d.)			X				
Briggs, S. (2013)		X		X			
Brock, T. (2010)						X	
Brown, G. C. (2013)					X		
Brush, T. and J. Saye (2000)	X						
Burgess, S. (2011)				X			
Burns, M.-E. (2015)						X	
Calderwood, B. J. (2009)		X					
Calzada, E. J., C. S. Tamis-LeMonda & H. Yoshikawa (2013)			X				
Carteret, M. (2011)			X				
Castaneda, G. (2016)					X	X	X
Charron, P. (2015, December 27)	X						

Chaves, C. A. (2003)		X					
Chen, G. (2016)	X						
Chen, G. (2017a)			X				
Chen, G. (2017b)			X				
Chen, G. (2018)	X						
Chen, X. & C. D. Carroll (2005)			X				
Cherry, K. (2018)				X			
Clark, K. (2010)	X						
Clark, M. A., L. Ponjuan, J. Orrock, T. Wilson & G. Flores (2013)			X				
Clayton-Pedersen, A. R. & N. O’Neill. (2018)	X						
Cohen, A. M. & C. B. Kisker (2010)	X						
Cohen, J. (1986)				X			
Community College League of California (2018)	X						
Cooper, D. (2014)		X					
Cordary, K. B. (2016)			X			X	
Cress, B. A. (2003)	X						
Daloz, L. A. (1986)			X	X			
Daloz, L. A. (1999)				X			
Darling-Hammond, L. & D. N. Plank (2015)		X					
Devirian, M. C. (1973)		X					
Dorame, F. (2012)			X		X		
Dvorak, J. K. (2000)						X	X
Early American colleges, 1636-1860: A timeline (2014)	X						
Education Code, Chapter 4. Admissions. C. Legislature (1976)	X						
Eison, J. (2010)	X						
Engle, J., A. Bermeo and C. O’Brien (2006)	X						
Enright, G. (1975)						X	
Eskay, M., V. C. Onu, N. Obijo and M. Obidoa (2012)				X			
Ferreira, J. (2018)			X				
Fetner, D. M. (2011)		X		X			
Fitzgerald, H. E., K. Bruns, S. T. Sonka, A. Furco and L. Swanson (2012)	X						
Flores, J. (2017)			X				
Francis, T. A. and M. T. Miller (2008)			X				
Franklin, D. A. (2014)	X						

Gallant, T. B. (2008)			X				
Gandara, P. and F. Contreras (2009)			X				
Garcia, S. S. J. (2015)			X		X		
Garcia-Mathewson, T. (2016)			X				
Gieseke, T. (2015)	X						
Ginsberg, M. B. (2005, 2015)			X				
Ginsberg, M. B. and R. J. Wlodkowski (2000)				X			
Ginsberg, M. B. & R. J. Wlodkowski (2009a,b)				X			
Glynn, J. (2017)	X						
Goldin, C., L. F. Katz and I. Kuziemko (2006)			X				
Gonzalez, A. X. (2017)					X		
Good, G. T. and J. B. Thomas (1945)				X			
Gordon, L. (2017)	X						
Gordon, L. (2018)	X						
Grimes, S. K. and K. C. David (1999)				X			
Hagedorn, L. S. (2004)	X						
Hagedorn, L. S., A. I. Perrakis and W. Maxwell (2002)		X				X	
Hagedorn, L. S., A. I. Perrakis and W. Maxwell (2007)	X	X	X				
Haines, S. R. (2018)	X						
Hamm, T. (2017)	X						
Hernandez, M. (2017)				X	X		
Herrmann, K. (2014)			X				
Higher education (2017)	X						
Higher Education Act of 1965 (1965)						X	
Higher education in California, PPIC Higher Education Center (2016)	X						
Holcomb, G. L. and A. J. Nonneman (2004)				X			
Hollifield-Hoyle, H. and J. Hammons (2015)	X						
Hood, L. (2010)			X				X
Iguisi, O. (2009)				X			
Ingeno, L. (2013)	X					X	
Is college worth it? (2011)			X				
Jaschik, S. (2005)			X				
Johnson, C. S. and H. E. Cheatham (1999)		X					
Johnson, P. A. (2014)						X	X
Judge, K. (2013)				X			
Kaiden, E. (1994)		X					
Kaufman, C. (n.d.)	X						

Kittaneh, F. (2015)	X						
Knowles, M. S. (1975)				X			
Knowles, M. S., E. F. Holton-III and R. A. Swanson (2015)		X					
Koch, B., J. R. Slate and G. Moore (2012)		X					
Kroll, A. (2012)	X						
Kuh, G. D., J. Kinzie, J. A. Buckley, B. K. Bridges and J. C. Hayek (2007)			X				
Leal, F. (2016)						X	
Lindsay, R. and D. Williams (2015)					X		
Lindsay, S. (2017)	X						
Lindsay, S. (2018)	X						
Liu, M. C. (2011)	X		X				
Maclay, K. (2003)	X						
Maloney, W. H. (2003)		X					
Marin, C. (2012)			X				
Marlatt-Dorr, P. (2016)	X						
Martinez, S. S. (2014)					X	X	X
Maslow, A. H. (1970)				X			
Maxwell, M. (1991)		X					
Maxwell, M. (1997)		X					
McCallum, M. D. G. (1997)					X		
McKeown, M. (2017)			X				
McKnight, L. and C. Davies (2012)						X	
McLeod, J. (2011)						X	
Mellander, G. A. (2015)			X				
Metcalf, K. J. (1996)					X		X
Moitinho, E. (2012)			X				
Moschetti, R. V. and C. Hudley (2015)				X			
Muise, A. J. (2016)						X	
Mulder, P. (2012)				X			
Murphy, P. J. (2004)	X						
Nicoletti, K. J. (2010)			X				
Noa, A. (2011)	X						
Norton, J. and K. S. Agee (2014)		X					
Ojeda, L. and B. Pina-Watson (n.d.)			X				
Ojeda, L., R. L. Navarro and A. Morales (2011)			X				
Ottow, C. (2016)	X						
Pannoni, A. (2015a)	X						

Pannoni, A. (2015b)	X						
Payne, E. Hodges, R. & Hernandez, P. (2017)	X		X				
Perez, M. I. (2018)			X				
Perin, D. (2004)						X	
Peter, C. K. (1996)	X						
Petty, T. (2014)			X	X			
Pittaway, D. S. (2017)				X			
Podolsky, D. (2014)	X						
Price, J. H. & J. Muman (2004)							
Primary documents in American history: Morrill Act (2017)	X						
Próspero, M. and S. Vohra-Gupta (2007)			X				
Rasheed, J. M., M. N. Rasheed and J. A. Marley (2011)			X				
Razfar, A. & Simon J. (2011)			X				
Reed, K. (2014)		X					
Rodda, R. (1960)	X						
Romano, J. C., G. Gallagher & S. C. Shugart (2010)				X			
Ryan, C. (n.d.)				X			
Saenz, V. B. and L. Ponjuan (2009)			X				
Saenz, V. B. and L. Ponjuan (2011)				X			
Saez, P. A., A. Casado and J. C. Wade (2009)			X				
Sanford, N. (1967)			X				
Santana, R. M. (2001)			X				
Santiago, D. A. (2017)			X				
Schhneider, B., S. Martinez and A. Owens (2006)				X			
Schreurs, J. and R. Dumbraveanu (2014)	X						
Schunk, D. H., P. R. Pintrich and J. L. Meece (2008)				X			
Sehgal, P. and N. Jasuja. (n.d.)			X				
Semuels, A. (2017)			X				
Sheets, R. (2016)	X						
Smale, A. (n.d.)							
Smith, A. A. (2016)	X						
Smith, D. (2017)				X			
Smith, T. (2015)			X				
Sogunro, O. A. (2015)				X			
Stern, S. (2001)	X	X					
Stone, I. (2018)	X						

Taylor, M. (2016)	X						
Thompson-Hernandez, W. (2017)			X				
Topper, A. M. and J. M. Powers (2013)	X						
Tovar, E., M. A. Simon and H. B. Lee (2009)	X						
Turner-Trujillo, E., M. Del Toro and A. Ramos (2017)			X				
Usher, A. (2012)						X	
Valliani, N., M. Siqueiros, J. Ryan and A. Dow (2015)			X				
Vasquez, M. (2015)			X				
Vuong, M., S. Brown-Welty and S. Tracz (2010)		X	X				
Walton-Radford, A. (2013)	X						
Ward, K., L. Trautvetter and L. Braskamp (2005)				X			
Welter, J. (1960)	X						
Which school is right (2018)	X						
Winter, C. G. (1964)	X						
Wlodkowski, R. J. (1978, 1981, 1997, 2008)				X			
Wurtz, K. A. (2015)		X					
Yeager, D. S. and C. S. Dweck (2012)						X	
Zinshteyn, M. (2016)			X				
Zinshteyn, M. (2017)	X					X	
Zinshteyn, M. (2018)						X	

APPENDIX B: RECRUITMENT LETTER

Dear [*tentative participant*],

My name is Shawn Carney, and I am a doctoral student at the Brandman University Ed.D. program. I am writing to invite you to participate in my qualitative research study about first-generation, adult, Latino male students utilizing peer tutoring services at the Solano Community College (SCC) learning assistance center (LAC) and the motivational factors that are involved in a student's learning process as they pertain to readiness, challenge, support, and balance. You are eligible to be a participant because you were selected by the SCC LAC staff and identified by meeting the following required participant criteria set forth by this study:

- Adult, Latino male, 18 years old or older
- First-generation student college student (neither parent completed an Associate's degree or higher)
- Able to understand and communicate in English in both written and oral formats (for an online interview).
- You are currently utilizing or have utilized peer tutoring services at the SCC LAC within the past five years.

If you decide to participate in this study, and you meet the required participant criteria, please notify your LAC leadership staff of your interest, and provide your preferred contact information (i.e., email and phone number, the best time I may reach you, and when you would be available for an interview, should you be selected to be a participant through a random selection process). Please be aware that interviews will take place online in a password-protected Zoom meeting room. In addition, an audio-recording device will be used to record the interview so that transcription can be made, granting me the opportunity to identify elements of the interview dialogue, which will aid in answering my research questions for this study.

Please know that your name, contact information, and other notable personal information will be excluded from the write-up of this study, and any information you share with me will be completely confidential.

Being a participant is completely voluntary and to your discretion. If you would like to be a potential participant or have any questions about the study, please email or contact me at scarney@mail.brandman.edu or phone *redacted*.

Thank you very much for your time.

Sincerely,
Shawn Carney
Ed.D. Doctoral Candidate

APPENDIX C: INTERVIEW PROTOCOL

Introduction Script

The purpose of this qualitative case study is to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community college learning assistance center (LAC), concerning readiness, challenge, support, and balance, as they apply to your perceived motivation to learn and achieve personal academic growth. You, a student of Solano Community College, not only meet the criteria set forth by this study but possess unique experiences from learning in a peer tutoring environment. Thus, I am attentive to learning about your lived experiences, both past and present, as they apply to your college education.

The four elements of readiness, challenge, support, and balance relate to the Model for Mentoring Relationships, a theory developed by Laurent Daloz in 1986 to determine how a person's motivation to learn can be impacted through a mentor-mentee relationship. Unfortunately, no research has utilized the Model for Mentoring Relationships as the theoretical framework within a peer tutoring setting or motivations found within such an environment.

I encourage you to be open and share your experiences with me throughout the interview process. I am interested in how peer tutoring motivates you and the perceived benefit to fulfill your academic growth. Questions will surround the four areas of readiness, challenge, support, and balance, as they apply to your learning process in a peer tutoring setting. Thus, the results of this interview and thirteen (14) others will be transcribed and used to identify key factors contributing to motivational learning in this unique setting of peer tutoring.

Since you have had the opportunity to review and sign the Informed Consent, Audio-Recording Release form, and Participant Bill of Rights, do you have any additional questions for me before we begin this interview?

Interview Questions

So, you are aware, this interview contains five parts. The first part will allow me to learn more about you and your student background. The remaining four parts include questions that pertain to the following areas, as they apply to your peer tutoring experiences: (1) your self-confidence and readiness to learn, (2) challenges you have encountered, (3) support you have received, and (4) your ideal balance between levels of challenge and support.

I ask that you please be honest and open with me about your experiences as a student.

With that said, shall we proceed?

(Start recording)

The following are General Questions:

- How many semesters are/were you a student at Solano Community College (Solano), where the tutoring took place?
- How many units have you completed, or did you complete at Solano?
- Was your attendance at Solano continuous, or were you required to take breaks between semesters to attend to other responsibilities?
- Did you take any online courses at Solano? If so, did you seek tutoring services for those courses?
- Are/were you primarily a full-time or part-time student at Solano?
- Please provide up to 3 reasons why you chose to attend Solano over other community colleges in the area.
- What is your long-term academic goal?
- What profession do you ultimately see yourself in once you are finished with your education?

The following are Household & Personal Responsibility Questions:

- When attending Solano, do/did you work? If so, why do/did you work?
- If you work/worked, how many hours, on average, do/did you work per week?
- While attending Solano, how many people do/did you financially provide for, including yourself?
- When not at school, how many hours a week do/did you have care responsibilities for anyone in your family?
- In your family, is English the primary language spoken by your: elders? Parents and adult relatives? Young adults? Children and siblings?

The following are General Tutoring Questions:

- Initially, how did you find out about tutoring services provided by Solano?
- At Solano, was there any point in your education career that you considered seeking tutoring but ultimately chose not to seek tutoring? If yes, why?
- Before you participated in tutoring services, what did you think tutoring services involved?
- What is/was your reason for seeking tutoring in the first place?
- What motivated you to continue to use tutoring services at Solano?
- Regarding tutoring, do/did you prefer drop-in or by appointment only? Why?
- Do/did you participate in group tutoring? If yes, what disadvantages and benefits does group tutoring have over individual tutoring?
- How many semesters did you use tutoring services at Solano?

- At what point of the semester did you typically seek tutoring services at Solano? Why at that specific time?
- On average, how many hours a week do/did you participate in tutoring services?
- What did you like about tutoring services at Solano?
- What did you dislike about tutoring services at Solano?

Part 2 of this Interview: Your Self-confidence & Readiness to Learn in Peer Tutoring

- How did your tutor's confidence affect your motivation to learn?
- How did your **self-confidence** in your tutoring sessions affect your motivation to learn?
- How did your **readiness to learn** in your tutoring sessions affect your motivation to learn?
- How did your **self-confidence** in your tutoring session affect your academic growth?
- How did your **readiness to learn** in your tutoring sessions affect your academic growth?

1 2 3 4 5 6 7 8 9 10
Not prepared Somewhat prepared Fully prepared

- Using Scale #2, on average, please state the number that represents how **mentally** prepared you were to begin a learning process in your tutoring sessions?
- Within your tutoring sessions, what helped **improve** how mentally prepared you were to begin a learning process?
- What might have lowered your ability to be mentally prepared to begin a learning process within your tutoring sessions?

1 2 3 4 5 6 7 8 9 10
Not prepared Somewhat prepared Fully prepared

- Again, using Scale #2, on average, please state the number that represents how **emotionally** prepared you were to begin a learning process in your tutoring sessions?
- Within your tutoring sessions, what helped **improve** how emotionally prepared you were to begin a learning process?
- What might have lowered your ability to be emotionally prepared to begin a learning process within your tutoring sessions?

Part 3 of this Interview: Challenges you have Encountered in Peer Tutoring

- Within your tutoring sessions, what types of challenges or struggles **improved** your motivation to learn?
- What types of challenges or struggles caused you to be less motivated to learn within your tutoring sessions?
- Within your tutoring sessions, what types of challenges or struggles **contributed** to your academic growth?
- Within your peer tutoring sessions, what types of support **contributed** to your overall academic growth?

Part 4 of this Interview: Support you have Received in Peer Tutoring

- Within your peer tutoring sessions, what types of **academic** support did you receive?
- Within your peer tutoring sessions, what types of **emotional** support did you receive?
- Within your peer tutoring sessions, what types of support **contributed** to your overall motivation to learn?
- Within your peer tutoring sessions, what types of support **contributed** to your overall academic growth?

Part 5 of this Interview: Balance between Challenge and Support in Peer Tutoring

- In your tutoring sessions, when it applies to learning a new topic in the subject of ___, did you prefer:
  a. High challenge and low support from your tutor
  b. Low challenge and high support from your tutor
  c. A balance between challenge and support, from your tutor
- Does your selection above remain consistent when learning a new topic in the general subject of ___, or did it depend on the specific topic? Please explain.

(Repeat for all subjects that the participant received tutoring)

Follow-up:

- How did the tutoring learning environment motivate you to take on new challenges in your life?
- How can the tutoring process be improved?
- Is there anything else that you feel leads to your motivation to learn that we did not cover?

(Stop tape)

This concludes the interview questions that I have prepared for you. The audio of this interview will be transcribed and sent to you for your review (if you elect to receive it electronically) to ensure that all information you have discussed is represented precisely as it was expressed. If you would like to provide additional information pertaining to the questions I have just asked you today, please contact me via phone or email. Lastly, do you have any questions for me?

APPENDIX D: INFORMED CONSENT

INFORMATION ABOUT: A single-case study identifying elements of readiness and balance as they apply to perceived motivation to learn through the utilization of peer tutoring in a California Community College learning assistance center of Northern California.

RESPONSIBLE INVESTIGATOR: Shawn Carney, M.Ed., a doctoral student from the Ed.D. School of Education program at Brandman University.

PURPOSE OF THE STUDY: You are being asked to participate in a research study conducted by Shawn Carney, a doctoral student from the Ed.D. School of Education program at Brandman University. The purpose of this qualitative, single-site case study is to identify and describe the experiences of first-generation, adult, Latino male tutees utilizing peer tutoring services within a California community colleges' learning assistance center (LAC), concerning readiness, challenge, support, and balance, and the perceived benefit to personal academic growth. In addition, the study will fill a gap in the research by attaining lived experiences of 15 first-generation adult Latino male students currently utilizing peer tutoring support within the California Community College system. Essential for any service-based organization is to continue to assess the quality of the service provided and improve any areas of concern. The results of this study will provide pertinent information that student service leadership may use to change policy and better serve student populations.

PARTICIPATION: As the participant, you agree to participate in an individual, semi-structured interview. The semi-structured interview will last approximately 60-90 minutes and be conducted online via a password-protected Zoom meeting room. Upon completing the interview, you will receive a $40 digital payment to compensate you for your time.

I understand that:

a) There are minimal risks associated with participating in the research for this study. However, I am fully aware that my confidentiality is of utmost importance to the Researcher; thus, any identifying codes and other research materials collected through participant-researcher engagement will only be accessible to the researcher in a password-protected filing system.

b) As a participant of this study, my personal experiences and opinions will provide helpful information into the research of the peer-tutoring environment, motivations behind learning, and perceived benefits to academic growth.

c) My participation is entirely voluntary; however, I will be compensated ($40 via digital payment) to participate in this study.

d) This study's potential benefit is that my input may help add to the research regarding perceived academic growth based on the factors of readiness, balance, challenge, and support provided through a peer tutoring learning environment, specific to the first-generation adult Latino male perspective.

Additionally, the findings will be available to me after the study and provide new insights about the peer tutoring experiences in which I participated.

e) If I choose not to participate in this study at any time, I have every right to withdraw my participation, and no further contact by the researcher will take place. If I feel that I do not wish to answer a part or whole question during the semi-structured interview, I have every right not to answer. To my discretion, I may ask the researcher to stop the interview at any time.

f) The interview will be documented via an audio-recording device solely for transcription analysis purposes.

g) I may refuse to participate, or I may withdraw from this study at any time without any negative consequences. Also, the investigator may stop the study at any time. I also understand that no information that identifies me will be released without my separate consent and that all identifiable information will be protected to the limits allowed by law. Furthermore, if the study design or the use of the data is to be changed, I will be so informed, and my consent obtained.

h) Finally, I understand that if I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice-Chancellor Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA 92618 Telephone (949) 341-7641.

If, at any time, I have any questions, concerns, or additional thoughts about this study, I may contact the responsible investigator, Shawn Carney, at scarney@mail.brandman.edu or by phone *redacted*; or Dr. Jeffrey Lee (Advisor and Dissertation Chair) at jlee1@brandman.edu.

I acknowledge that I have received a copy of this form and the Research participant's Bill of Rights.

I have read the above, understand it, and hereby consent to the procedure(s) set forth.

____

Participant (Typed Name)

____

Participant (Digital Signature)

____

Researcher: Shawn Carney (Digital Signature)

APPENDIX E: AUDIO-RECORDING RELEASE

RESEARCH TITLE: The Student Voice: Experiences of First-Generation, Adult, Latino Male Tutees Learning within a Peer Tutoring Environment

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Shawn Carney, M.Ed., a doctoral student from the Ed.D. School of Education program at Brandman University.

I understand that the interview may be audio recorded per the granting of my permission.

I do not have to agree to have the interview. However, if I do agree to have myself audio recorded, the sole purpose will be for transcription analysis to support data collection efforts related to “The Student Voice: Experiences of First-Generation, Adult, Latino Male Tutees Learning within a Peer Tutoring Environment.”

I hereby give my permission to Shawn Carney to use any audio material taken of myself during his research on adult, Latino, male tutees utilizing peer tutoring at a California Community College Learning Assistance Center. However, the audio-recorded material will only be used for this research. The tape will be shredded upon publication of this dissertation study.

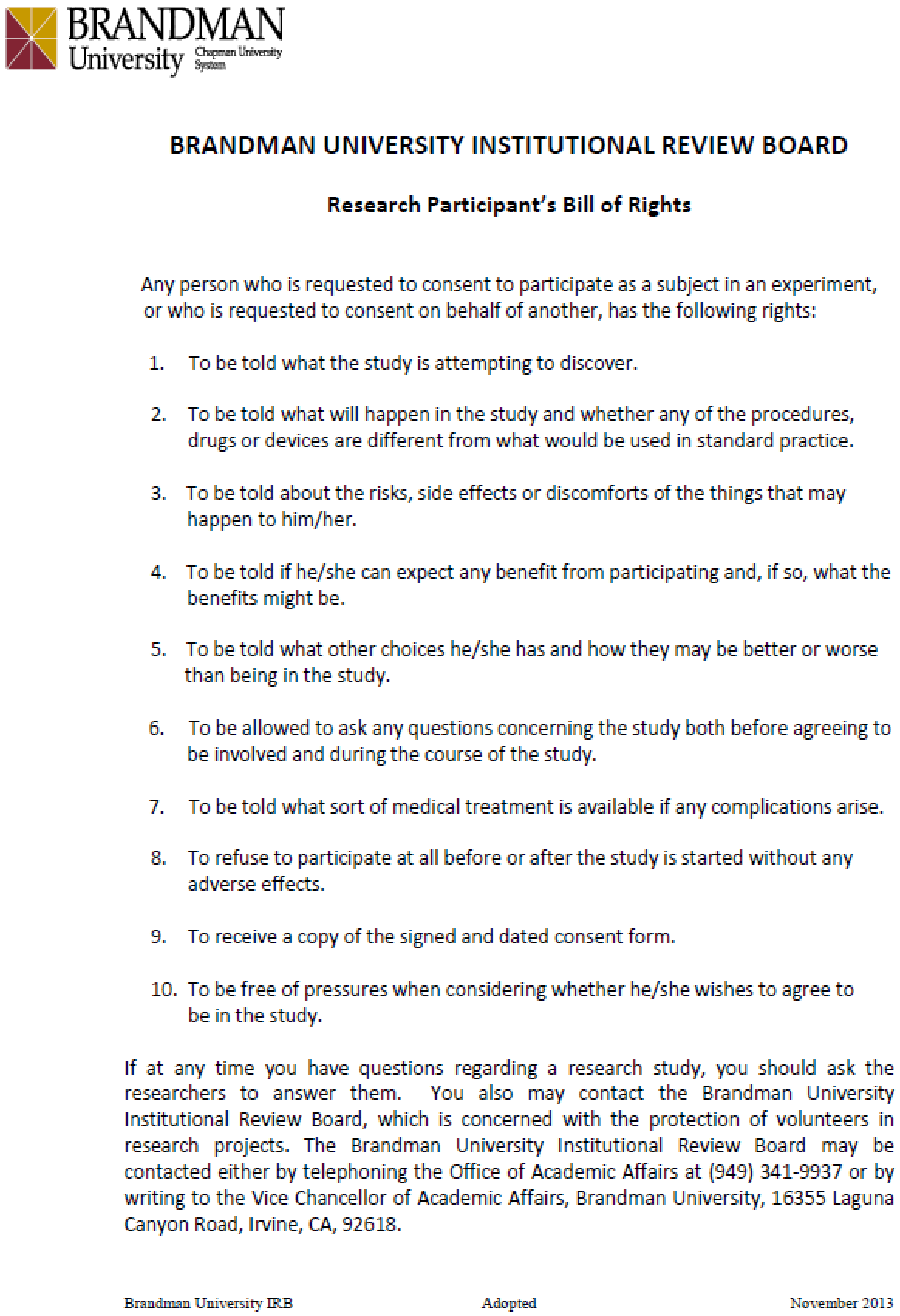
As with all research consent, I may, at any time, withdraw permission for audio recordings of me to be used in this research project.

____
Participant (Typed Name)

____
Participant (Digital Signature)

____
Researcher: Shawn Carney (Digital Signature)

APPENDIX F: RESEARCH PARTICIPANT'S BILL OF RIGHTS



BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

Brandman University IRB Adopted November 2013

APPENDIX G: ARTIFACT LOG

Date: ____________________________

Time: ____________________________

Web address (if applicable): ____

Source: ____

Solano Community College artifacts on the following topics were considered:

- a. Peer tutoring
- b. Learning Assistance Centers
- c. Student Services
- d. Latino student cohort
- e. First-generation
- f. Motivation
- g. Strategic Goals & Objectives
- h. Core Values
- i. Mission & Vision Statements

Artifact #______
Title of Artifact:
Type of Artifact: (i.e. digital, pamphlet, newsletter, email, PDF, html, etc.)
Topic – Self-Confidence:
Topic – Readiness:
Topic – Challenge:
Topic – Support:
Topic – Balance:
Topic – Motivations to Learn:
Topic – Personal Academic Growth: