¿Dónde están todos los hombres latinos?

A qualitative exploration of barriers to and enablers of participation in study abroad for first-generation Latino male college students

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Definition of Terms

For the purposes of this research project, I define study abroad as an educational experience in a foreign country from which students earn credit at their home university. Studying abroad can take on a variety of forms including short-term or semester-long programs, service-based or academic-based programs, and language-intensive or internship programs. I qualify all of these experiences as study abroad experiences and included participants in these types of programs in my population sample.

Latinx refers to anyone that identifies with roots in Latin America. When I refer to "Latino", I am referring to specifically men within the Latinx community. For example, when I mention, "Latino men may be influenced by their peers," I am specifically referring to men who identify with their Latinx roots.

I define a "first-generation" student as someone who attends college in the United States (US) and whose parents did not attend college in the US. First-generation students may have older siblings who attended college in the US, however their parents did not. Therefore, when I mention, "first-generation Latino men may be drawn to short-term programs with professional development opportunities," I am specifically referring to men who identify with their Latinx roots and whose parents did not attend college in the US.

In order to degender words that are traditionally spelled in a way that centers around masculinity (Romero, 2018), I use the letter *x* in place of other letters. For example, as opposed to the traditional spelling of "women" with the letter *e*, this paper will refer to this sex as womxn. In this way, I avoid categorizing womxn as a subcategory of men, which would implicitly classify womxn as inferior because the prefix "sub" means under or beneath (Online Etymology Dictionary, 2018).

Chapter 1: Introduction

Universities have acknowledged the importance of internationalization in our increasingly inter-connected world and now recognize the importance of engendering global citizenship in their students (Guerrero, 2016). Universities have also acknowledged the importance of fostering a community that centers around high-impact practices (HIPs) (Kuh & Schneider, 2008). One example of a high-impact practice in which students take courses at a foreign university and/or intern in a foreign country and receive credit at their home institution is study abroad (Kuh, O'Donnell & Schneider, 2017). In addition to its recognition as a HIP, study abroad is also a method of engendering global citizens as it inherently exposes students to foreign nations and cultures. Therefore, increasing access to study abroad can be a strategy for universities to both engender global citizenship and foster a community that centers around high-impact practices. When increasing access, institutions must consider those that have been hxstorically underrepresented.

Latinx people are the fastest growing population in the U.S. (U.S. Census Bureau, 2011). Furthermore, the increase in Latinx representation in the U.S. has been paralleled by an increase in representation of first-generation Latinx students in postsecondary education (National Center for Education Statistics, 2018). However, the increases in both national population and postsecondary education do not equal the representation of first-generation Latinx people in study abroad (Institute of International Education, 2017). In fact, the representation of first-generation Latinx people in study abroad is significantly less than their representation in both national population and postsecondary education (Institute of International Education, 2017; National Center for Education Statistics, 2018; U.S. Census Bureau, 2011).

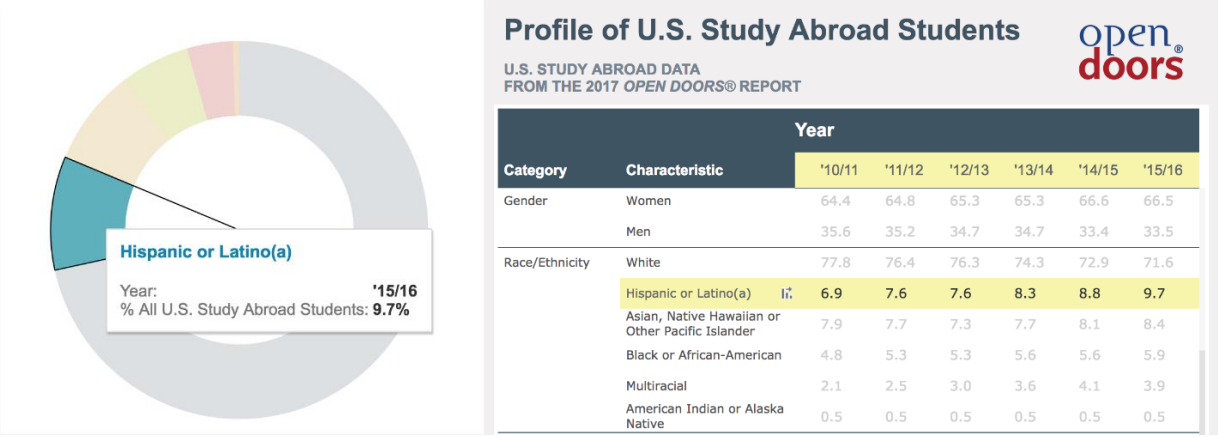
The lack of representation of first-generation Latinx students within the study abroad cohort limits their acquisition of the potential benefits of this high impact practice (i.e. campus internationalization, global citizenship, and fostering a community around high impact practices). There is ample literature on the gender disparity in study abroad as well as on the Latino man's experience throughout the education pipeline. However, there is minimal literature on the Latino man's experience within study abroad. This research contributes to the existing literature on Latino men in study abroad by considering the experiences of first-generation Latino men. Considering their benefits, institutions should foster a learning environment that centers around HIPs, including study abroad. With regard to study abroad specifically, it is paramount that institutions increase access and participation generally and for racially minoritized students in particular including first-generation Latino men.

Statement of the Problem

Gender and ethnic disparities in the national study abroad cohort.

Overall, study abroad participation has increased since the year 2000 (Institute of International Education, 2017; Stroud, 2010; Anderson et al., 2015; Doyle, Brewer, Gozik, Savicki, & Shively, 2012). More recently, according to the Institute of International Education's 2017 Open Doors Report on U.S. Study Abroad (2017), 325,339 students studied abroad in 2015/16 which indicates nearly a 125% increase since 2008/09. From these statistics, an *overall* increase in participation can be confirmed.

Although racial and ethnic minority students have been traditionally underrepresented, they have gradually comprised a larger percentage of each cohort since 2004 (Institute of International Education, 2017; Luo & Jamieson-Drake, 2015). The Open Doors Report (2017) reveals that "Hispanic or Latino(a)" students comprised 9.7% of the 2015/16 national cohort:



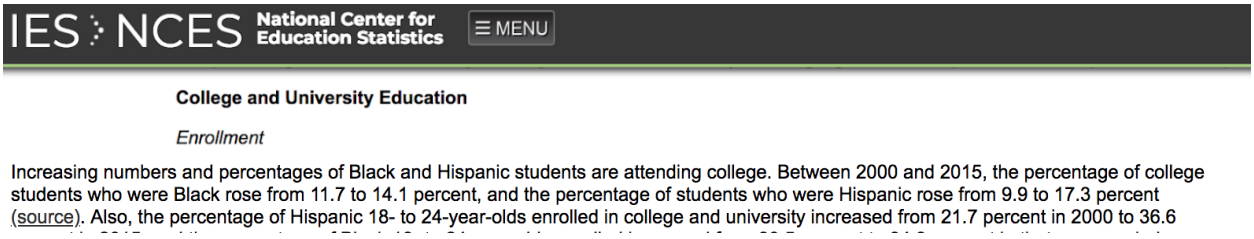
Profile of U.S. Study Abroad Students

U.S. STUDY ABROAD DATA
FROM THE 2017 *OPEN DOORS*® REPORT

open doors

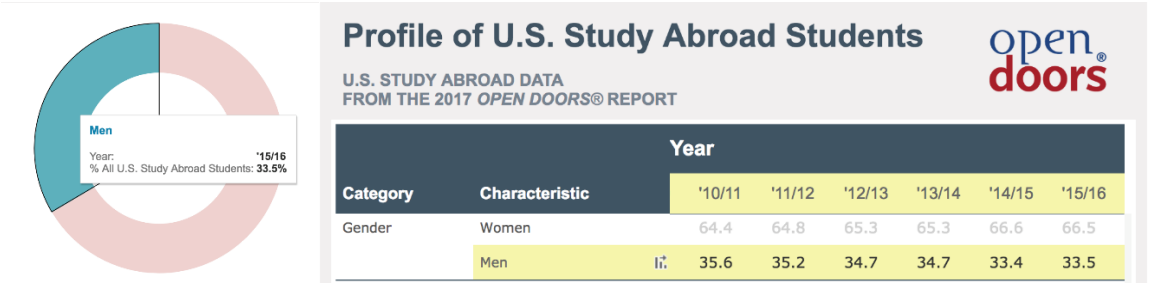
		Year					
Category	Characteristic	'10/11	'11/12	'12/13	'13/14	'14/15	'15/16
Gender	Women	64.4	64.8	65.3	65.3	66.6	66.5
	Men	35.6	35.2	34.7	34.7	33.4	33.5
Race/Ethnicity	White	77.8	76.4	76.3	74.3	72.9	71.6
	Hispanic or Latino(a)	6.9	7.6	7.6	8.3	8.8	9.7
	Asian, Native Hawaiian or Other Pacific Islander	7.9	7.7	7.3	7.7	8.1	8.4
	Black or African-American	4.8	5.3	5.3	5.6	5.6	5.9
	Multiracial	2.1	2.5	3.0	3.6	4.1	3.9
	American Indian or Alaska Native	0.5	0.5	0.5	0.5	0.5	0.5

Although this is representative of a slow and steady increase, that percentage is not congruent with the national student body. To elaborate, about 20% of the national student population is Latinx (National Center for Education Statistics, 2018):



…but only 9.7% of the study abroad cohort is (Institute of International Education, 2017). In contrast, 58% of the national student population is White (National Center for Education Statistics, 2017) but 71.6% of the study abroad cohort is (Institute of International Education, 2017). Essentially, while there are less Latinx students than White students enrolled in college, there are *significantly* less Latinx students than White students studying abroad.

While the representation of Latinx students in study abroad has steadily increased since 2004/05 (Institute of International Education, 2017), the representation of men has remained stagnant: 34.5% (of the total participation) in 2004/05, 35.6% in 2010/11, and then 33.5% in 2015/16 (Institute of International Education, 2017):



When we compare the composition of the study abroad cohort with the national student population, the disparity becomes apparent. Womxn enroll in four-year postsecondary institutions at a rate of 1.3:1 compared with their male peers (National Center for Education Statistics, 2016):

Number of students enrolled in postsecondary institutions annually by gender sector of institution for 2015-16

	Public, 4-year or above	Private not-for-profit, 4-year or above	Private for-profit, 4-year or above
Male	4,685,942	2,058,393	597,257
Female	5,710,570	2,846,381	1,088,376

This table presents data items collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), 12-month Enrollment component (provisional data).
This is the unduplicated 12-month enrollment at institutions from July 1 of one year through June 30 of the next. Prior to 2010-11, institutions could choose to report on the 12-month period between July 1 and June 30 or September 1 and August 31.

However, womxn study abroad at a rate of 2:1 compared with their male peers (Institute of International Education, 2017). Essentially, while there are slightly less men than womxn enrolled in college, there are *significantly* less men than womxn studying abroad. Thus, while Latinx students are slowly starting to take advantage of the High Impact Practice, men are not.

Significance of the Study

Researching first-generation Latino men in study abroad.

Gender disparities within study abroad have been a substantive topic in the literature (Stroud, 2010; Doyle et al., 2012; Luo et al., 2015; Salisbury, Paulsen, & Pascarella, 2010;

Tompkins, Cook, Miller, & LePau, 2017; Twombly, Salisbury, Tumanut, & Klute, 2012; Thirolf et al., 2014; Hurst, 2018; Lucas, 2009). Separately, research focusing on the Latino male student experience throughout education exists (Clark, M. A., Ponjuan, L., Orrock, J., Wilson, T., & Flores, G., 2013; Crisp, Taggart, & Nora, 2015; Harper, Harper, & Newman, n.d.; Kuh et al., 2017; Saenz, V. B. & Ponjuan, L.,2009) but is minimal (Harper, S. R., Bernhanu, J., Davis, C. H. F., & McGuire, K. M. 2014). However, research specifically focusing on the support of male Latino students in study abroad is minimal (Gutierrez, D., 2009) and research on first-generation Latino men in study abroad remains virtually non-existent. For example, existing research has shown that men study abroad at half the rate of womxn (Institute of International Education, 2017) and that Hispanic students have remained under 10% of study abroad cohorts (Institute of International Education, 2017). Yet, what remains to be known are 1) the proportion Hispanic students participating in study abroad that are Latino men, and 2) factors contributing to first-generation Latino men's participation in study abroad.

To address the aforementioned gap, my proposed study seeks to make a scholarly contribution to complicate existing understandings of student participation in high impact practices. Specifically, my proposed study will focus on first-generation male Latino student access to and participation in study abroad as a high impact practice. Additionally, my proposed study will advance conceptual understandings of study abroad participation by simultaneously examining issues of gender and race *within* the Latinx category rather than approaching the two phenomena separately. And, by intentionally focusing on first-generation Latino men who *have* participated in study abroad – rather than limiting my focus to those who have *not* participated – my proposed study will identify important factors contributing to the participation of minoritized and marginalized students in this High Impact Practice. The findings from my study further

contribute to new practical interventions for improving first-generation Latino men's participation in study abroad, which should be considered by student affairs professionals and study abroad program personnel.

Purpose of the Study

Existing research clearing indicates the educational and career benefits that study abroad provides students remain largely inaccessible to first-generation Latino men. In an attempt to address this issue, my study uncovers factors of participation in study abroad among first-generation Latino men. While my study serves to illuminate contributing variables and obstacles faced by these students, it ultimately intends to discover methods that they are employing to overcome said obstacles. My study was primarily guided by the following research questions:

1. What factors do first-generation Latino men believe *influence* their participation in study abroad?
2. What factors do first-generation Latino men believe *inhibit* their participation in study abroad?
    a. In what ways have first-generation Latino men overcome obstacles to their participation in study abroad?

Structure of Thesis

The structure of this thesis parallels the timeline of my research. Since I began my reading and annotating existing literature, I begin with a review of the literature in the following chapter (Chapter 2). Following my review of the literature, I discuss how I conducted the research (Chapter 3). In this chapter on my research design, I explain how I collected data and my reasoning for doing so. Chapter 4 includes the findings from my research and relates those findings back to the literature reviewed whenever appropriate. Ultimately, I end with practical

recommendations that higher education administrators can adopt on their campuses in order to augment the participation of first-generation Latino men in their study abroad programs. In addition to these practical recommendations, I also express areas for future research related to my topic in my concluding chapter (Chapter 5).

Chapter 2: Literature Review

Research revolving around diversity in study abroad has been abundant but limited primarily to the gender disparity in the field. Within the literature around diversity, there exists some research on first-generation students in study abroad. Separately, there exists extant deficit-based research on the Latino male student experience throughout the education pipeline. However, there has been less anti-deficit-based research on the Latino male student experience in higher education. Nowhere in the literature has there been research conducted solely on first-generation Latino male students in study abroad. As a result of this gap, I reviewed separate bodies of literature on diversity in study abroad and the experience of Latino men throughout the education pipeline. I garnered interrelated themes across the two bodies of literature and placed them into two categories: Challenges and Barriers to Participation and Enablers of Participation. I purposefully chose these two categories because they complement my research questions which ask what students believe influence and inhibit their participation in study abroad.

After introducing High Impact Practices in more depth and the benefits that first-generation Latino men are forgoing by not participating in study abroad, this section moves onto the theoretical foundation for the study. Once I explain how I operationalize the *Anti-Deficit Achievement Framework*, I begin reviewing the challenges and barriers to participation in study abroad that first-generation Latino men may face. At its conclusion, this chapter reviews factors that may enable the participation of this population in study abroad.

The Benefits of High Impact Practices

High impact practices are institutional programs that have been proven to augment engagement levels and outcomes for students, especially for communities that have been hxstorically underrepresented in postsecondary education (Kuh et al., 2017; Finley & McNair,

2013). Specifically, these outcomes foster "deep approaches" to learning as students who participate are "integrating ideas and diverse perspectives, discussing ideas with faculty and peers outside of class, analyzing and synthesizing ideas, applying theories, judging the value of information as well as one's own views, and trying to understand others' perspectives" (Brownell & Swaner, 2009, pp. 1). Despite the many benefits, participation in HIPs remains inequitable, as first generation, transfer, and Latinx students are the least likely to participate; "National Survey of Student Engagement (NSSE) data show that significantly fewer first-generation Latino students take part" (Kuh et al., 2017, pp. 12). This indicates that these populations are forgoing the several benefits to these practices. These benefits include increases in critical thinking, writing competency, quantitative reasoning, applied learning, and understanding and appreciation of human differences (Kuh et al., 2017). In fact, the NSSE states that study abroad fosters the "cognitive complexity" and "intellectual engagement" needed to thrive in today's increasingly interconnected world (Martinez, Ranjeet, & Marx, 2010). The outcomes of participation in HIPs are too robust to ignore. Further pronouncing the need to equalize access to HIPs, including study abroad, is the research that has suggested that underserved students' gains from HIPs, including Latinx students, may be greater than traditionally advantaged students (Finley & McNair, 2013; Kuh, 2008).

HIPs may also combat challenges that Latino male students are facing. For example, literature has indicated that Latino men have higher attrition rates compared with their peers (Harper et al., 2014; Saenz & Ponjuan, 2009). HIPs have been proven to counteract this issue by increasing the persistence and retention of underserved students (Kuh, 2008). The NSSE reports that study abroad alumni are "engaged more frequently in educationally purposeful activities upon returning to their home campus," which is positively correlated with persistence and

retention. (Martinez et al., 2010). Therefore, one way to combat the researched challenges that Latino men face could be to increase their participation in HIPs, including study abroad.

Theoretical Framework

My research is guided by Dr. Shaun Harper's (n.d.) *Anti-Deficit Achievement Framework*. I begin this section with an explanation of the anti-deficit achievement framework and continue to explain how I operationalize it in my study.

Anti-Deficit achievement framework.

Oftentimes, research on students of color is framed with regards to the students' deficits. In other words, many researchers focus on factors that *limit* students of color rather than what stimulates and sustains their success. For example, in their chapter on engaging men of color, Harper et al. (2014) note that engagement literature on men of color has been approached from a deficit-based perspective – considering the limiting factors to their achievement as opposed to factors that enable their success:

> conversations at national conferences and elsewhere tend to be centered around the following questions: why are there so few men of color in college, why do they perform so poorly in their academics, why do they drop out in such high numbers, and why are they so disengaged inside and outside of college classrooms? (pp. 57)

However, the *anti-deficit achievement framework* looks at the success of students of color from a different angle, particularly one that explores the enablers of their success as opposed to what disables their success (Harper, Harper, & Newman, n.d.). In Harper's (n.d.) research, the analytical framework, which was adapted from the National Black Male College Achievement Study (NBMCAS) and customized for students of color in STEM, was used to investigate how students of color achieve success in STEM fields (see Table 1).

Table 1. Anti-Deficit Achievement Framework (Harper et al., n.d.)

Figure 6.1. Anti-Deficit Achievement Framework for Studying Students of Color in STEM

Pre-College Socialization and Readiness	College Achievement		Post-College Persistence in STEM
FAMILIAL FACTORS How did parents help shape one's college and STEM career aspirations? What did parents do to nurture and sustain one's math and science interests?	**CLASSROOM INTERACTIONS** How did one negotiate "onlyness" and underrepresentation in math and science courses? What compelled one to persist in STEM despite academic challenge and previous educational disadvantage?	Which pedagogical practices best engaged one in math and science courses? How did one craft productive responses to racist stereotypes in the classroom?	**INDUSTRY CAREERS** Which college experiences enabled one to compete successfully for careers in STEM? Which college experiences best prepared one for racial realities in STEM workplace environments?
K-12 SCHOOL FORCES What was it about certain K-12 teachers that inspired math/science achievement? How did one negotiate STEM achievement alongside popularity in school?	PEERS — PERSISTENCE — FACULTY **OUT-OF-CLASS ENGAGEMENT** What compelled one to take advantage of campus resources, clubs, and student organizations? What value did leadership and out-of-class engagement add to one's preparation for STEM careers? Which peer relationships and interactions were deemed most valuable to STEM achievement?	**EXPERIENTIAL/EXTERNAL OPPORTUNITIES** How did one go about securing a STEM-related summer research experience? In what ways did research opportunities, conference attendance and presentations, and so on help one acquire social capital and access to exclusive, information-rich professional networks?	**GRADUATE SCHOOL ENROLLMENT** What did faculty and institutional agents do to encourage one's post-undergraduate aspirations? Who was most helpful in the graduate school search, application, and choice processes?
OUT-OF-SCHOOL COLLEGE PREP EXPERIENCES Which out-of-school activities contributed to the development of one's science identity? Which programs and experiences enhanced one's college readiness for math and science interests?			**RESEARCH CAREERS** What happened in college to ignite or sustain one's intellectual interest in STEM-related topics? From which college agent(s) did one derive inspiration to pursue a career in STEM-related research?

Harper (n.d.) developed this analytical framework based on the data collected from the NBMCAS. The purpose of the framework was to customize the NBMCAS for students of color in STEM fields in order to explore enablers of their achievement. The framework is essentially a question guide for anti-deficit interviewing. The questions investigate three points in the education pipeline of Black and Latino male students: pre-college socialization and readiness, college achievement, and post-college persistence in STEM (Harper et al., n.d.). Essentially, the questions focus on how the student got to college, how he achieved success in college, and how he succeeded after college. Along these chronological points, the interviews also explore dimensions of the Black and Latino male student's experience including: familial factors, K–12 school forces, out-of-school college preparatory experiences, classroom interactions, out-of-class

engagement, experiential and external opportunities, industry careers, graduate school enrollment, and research careers (Harper et al., n.d.).

Operationalizing the Framework.

I borrow from Harper's analytical framework as I investigate how first-generation Latino men successfully participate in study abroad. My intent is to learn from the achievement of first-generation Latino men who have participated in order to replicate their approaches and augment the participation of other first-generation Latino men in the future. Based on the anti-deficit achievement framework, my interviews will emphasize the following:

- pre-departure experiences;
- the role of peers and family in the formation of study abroad aspirations; and
- interventions that enabled their participation in study abroad;

Just as Harper et al. (n.d.) divides the education pipeline along three chronological points, I divide the study abroad pipeline for Latino men along three points in time: 1) pre-departure experiences, 2) experiences abroad, and 3) post-program experiences. Since I focus specifically on what influences and inhibits first-generation Latino men to study abroad, all of my research explores the first period of that timeline: pre-departure experiences. In my investigation of pre-departure experiences, I consider possible correlations between first-generation Latino men's study abroad participation and household family income, encouraging figures, major choice, *familismo*, and any interventions that made possible their participation in study abroad.

As opposed to taking a deficit-based approach, which would narrowly investigate the obstacles to the participants' participation in study abroad, my research intends to understand how the participants were exposed to study abroad, what compelled their participation, and how they achieved success throughout the application process. Rather than asking my participants for

reasons why they think first-generation Latino men may not be studying abroad, I will ask them what experiences enabled them to study abroad. In this way, I emphasize what enables first-generation Latino men to participate and not what disables them from participating.

The following two sections of this *Literature Review* synthesize the separate bodies of literature that I reviewed: diversity in study abroad and the experience of Latino men throughout the education pipeline. Through the bodies of literature, I identified challenges and barriers that first-generation Latino men may face when considering studying abroad as well as enablers to their participation. The first section reviews the challenges and barriers to participation, including economic factors, major choice, and *familismo*. The latter of the two sections reviews possible enablers to participation, including short-term programs, peer influence, and the distance between the student's hometown and university.

Challenges and Barriers to Participation

In this section of the *Literature Review*, I synthesize obstacles that first-generation Latino men may face when considering studying abroad. First-generation Latino men that come from low socioeconomic statuses may hesitate to study abroad due to economic factors. Additionally, those students who choose majors that have hxstorically been underrepresented in study abroad may never be encouraged to participate. The strong sense of loyalty that Latinx students may feel to their families (*familismo*) may prevent first-generation Latino men from participating. Moreover, overseas travel may not be part of what the family views as educational, thus rendering study abroad as frivolous. These challenges and barriers are further explained below.

Economic Factor.

Studies have found that the socioeconomic backgrounds that students come from affect their study abroad intent and participation. Salisbury et al., (2009) found that students who come

from higher socioeconomic backgrounds are more likely to intend to study abroad. However, other studies (Stroud, 2010; Luo et al., 2015) have not found a correlation between socioeconomic backgrounds and study abroad participation. Further complicating our understanding of the influence of economic capital are Hurst's (2018) findings that indicate a correlation amongst womxn but not amongst men.

In their survey of 19 liberal arts colleges, Salisbury et al. (2009) applied an integrated student choice model to examine the effects of financial, social, and cultural capital on study abroad intent. They found that students from low socioeconomic backgrounds were the least likely (31%) and students from high socioeconomic backgrounds were the most likely (85%) to intend to study abroad (Salisbury et al., 2009). The authors also found that social and cultural capital has a strong impact on study abroad intent. Specifically, it was discovered that students from low socioeconomic backgrounds but with high levels of social and cultural capital were equally probable (52%) to intend to study abroad as students from high socioeconomic statuses but with low levels of social and cultural capital. As a result, this study indicates that the effects of accumulating low levels of social and cultural capital before college negatively impact intent to study abroad and that a higher socioeconomic background is less of an influence if the student has low social and cultural capital. However, this study also indicates that gaining social and cultural capital can increase intent regardless of socioeconomic background.

Through their more comprehensive study of three study abroad cohorts, Luo et al. (2015) found that socioeconomic status was not a significant variable in influencing study abroad intent. However, this study was mainly conducted on a sample of relatively wealthy families. In addition to Luo et al.'s (2015) study, Stroud (2010) found unexpected results that also contradicted Salisbury et al.'s (2009) correlation between economic capital and study abroad

intent. Stroud found no difference in intent to study abroad whether or not the student's parents were of high or low income (Stroud, 2010). However, nearly 500 of the 2,000 participants did not input their parent's income on her survey nor whether they were first generation or not (Stroud, 2010). Should those students have been from low-income backgrounds, then that missing 25% of participants' financial backgrounds could have produced a correlation that Stroud was unable to draw.

In her study of a sample of "elite" and "non-elite" liberal arts colleges, Hurst (2018) explored how gender and class intersect to affect study abroad participation. "Elite" was defined as students with high economic and cultural capital. Hurst (2018) found a connection between class and participation in study abroad among womxn (the more "elite" the womxn the more likely she would study abroad), however, it did not find that class was associated with study abroad participation amongst men. In fact, participation rates varied across classes for men. Although upper-class men were the most likely to study abroad, middle-class men's odds were 0.4 times greater than upper-middle-class men's odds (Hurst, 2018). In fact, the upper-middle-class men's odds were similar to lower-middle class men's odds (a difference of only 0.13%) (Hurst, 2018). These varying odds may be due to small sample sizes in the class categories. In total, the study consisted of 867 participants, 608 of whom were womxn and only 259 of whom were men.

Considering that the results from these four recent studies varied significantly, my research further investigates the correlation between participation in study abroad and economic capital specifically amongst first-generation Latino men. Clark et al. (2013) found that the intersection of a Latino man's race/ethnicity, gender, and socioeconomic status influences his enrollment and dropout rate. When a Latino man comes from a low socioeconomic background,

then the effects of *familismo* become pronounced as he may feel the pressure to immediately begin financially supporting the family. Although the Clark et al. (2013) study focused on the effect of socioeconomic status on enrollment and retention, it is possible that the effect is visible in study abroad intention as well. If a Latino male student comes from a low socioeconomic background, his priorities may lie in a variety of places and study abroad may get overlooked. My research investigates the effect of the intersection of race, ethnicity, gender, and socioeconomic status of first-generation Latino men in study abroad.

Majors that tend (not) to study abroad).

S.T.E.M. (Science, Technology, Engineering, and Math) and some other vocational majors have been hxstorically dominated by men (Simon, Wagner, & Killion, 2017). These majors have also hxstorically participated in study abroad at much lower rates than any other major (Stroud, 2010; Salisbury et al., 2010; Twombly et al., 2012; Hurst, 2018; Luo et al., 2015). In her research, Stroud (2010) found a negative correlation with study abroad intent and certain academic majors. Specifically, she found that engineering or professional areas such as architecture, medicine, nursing, or physical or occupational therapy had negative correlations with study abroad intent when compared with social science majors, which could be due to unsupportive faculty and inflexible schedules (Stroud, 2010). Hurst's (2018) research corroborates Stroud's (2010) findings as Hurst also found that students majoring in S.T.E.M. fields or other vocational majors were significantly less likely to study abroad. Similar to Stroud (2010) and Hurst (2018), Luo et al. (2015) found that natural sciences and engineering students were the least likely (with their odds being 30% and 60% less than humanities majors, respectively) to participate.

From Stroud (2010), Hurst (2018), and Luo et al. (2015), we learn that there is a negative correlation associated with vocational and professional areas and study abroad participation, which is significant because Simon et al. (2017) note that those fields have been criticized for their underrepresentation of womxn. Twombly et al. (2012) identify three reasons that may explain this association: 1) these fields have rigid degree requirements; 2) faculty tend to be unsupportive of study abroad; and 3) strict sequences of classes and labs illustrate a perceived structural hindrance to study abroad. Luo et al. (2015) agree that the low participation of these fields could be due to the inflexible nature of their academic schedules. It is plausible to argue that since those majors are underrepresented in study abroad, and since men are the dominant gender of those majors, that a sum of male students on campus is dedicated to these fields, which deters them from participation. Male-dominated underrepresented fields in study abroad could be an explanation for the gender gap in study abroad.

Interestingly, despite their low representation in study abroad, Salisbury et al. (2009) found that students majoring in business, education, or a S.T.E.M. field showed the same amount of *interest* in studying abroad as students in the humanities, fine arts, or foreign languages. Furthermore, despite this disparity in participation amongst majors, womxn majoring in fields that do not commonly study abroad still participate at higher rates than their male classmates (Salisbury et al., 2010; Thirolf, 2014).

Considering these researched correlations between study abroad participation and major amongst all students, a goal of this study is to draw connections between major choice and participation amongst first-generation Latino men. Particularly, I am interested in which majors my participants studied and whether or not that influenced their decision to study abroad.

Familismo.

"The value of *familismo* is embodied by strong feelings of loyalty, responsibility, and solidarity within the Latino family unit" (Saenz & Ponjuan, 2009, pp. 62). The social, cultural, and familial expectation to work and contribute to the family remains evident in the young Latino male experience (Clark et al., 2013; Crisp et al., 2015; Saenz & Ponjuan, 2009) and when this is coupled with socio-economic pressure then young Latino men may decide to join the workforce earlier than their Latina counterparts, thus limiting their postsecondary aspirations (Saenz & Ponjuan, 2009). Clark et al. (2013) also found that Latino men feel the pressure of *familismo* (the strong connection with immediate and extended family to support the family financially), which forces many Latino men into the workforce rather than college. The effect of *familismo* is even stronger if the Latino man comes from a low socioeconomic background because the pressure to immediately begin financially supporting the family becomes pronounced (Clark et al., 2013).

Familismo may play a role in a Latino man's decision to study abroad. Since studying abroad typically does not produce financial gains, as would a paid internship, Latino men may seek out other opportunities instead. Especially if a Latino man comes from a low-socioeconomic background, then the pressure he may feel to contribute financially to his family may prevent him from even considering studying abroad.

The first-generation's psychological barrier to participation.

For some first-generation college students, just moving away from home and starting college can be a tall hurdle to leap. Therefore, moving beyond that can be inconceivable. Unlike continuing-generation students who may view study abroad as normal and even intriguing, first-generation students may perceive it as "an elusive opportunity, utterly out of reach and even inappropriate" (Dessoff, 2006). First-generation students may value less learning a new

language and exposing themselves to different cultures because they may view their education in "narrowly pre-professional terms" (Dessoff, 2006). As a result, in addition to the previously mentioned challenges and barriers (economic factors, being in a discouraging major, and *familismo*), asking first-generation students to pay more (possibly) and leave their families for month(s) for something they may not perceive as valuable can be received as unreasonable. As Rhodes, Ochoa, and Ortiz (2005) suggests, it is incumbent on study abroad administrators to bring study abroad from outside the students' circle of education to a central position within it so that first-generation students see the value in it just as do other students.

Enablers to Participation

This final section of the *Literature Review* discusses factors that may enable first-generation Latino men to study abroad. Research and past programs demonstrate that short-term programs may best cater to the needs of first-generation students. The researched peer influence that Latino men have on each other can encourage Latino men to participate. Lastly, the distance between a student's hometown and his university could influence his intention to study abroad. These enabling factors are further explained below.

First-Generation Students and Short-Term Programs.

Programs designed for first-generation college students have typically been short-term programs. For example, Donnely-Smith (2009) and Sanchez (2012) each designed study abroad programs at their respective campuses specifically for first-generation students and both programs lasted a few weeks. To understand why short-term programs may best fit the needs of first-generation students, Mills, Deviney, and Ball (2010) argue that short-term programs "are generally more affordable than longer programs [and] appeal to students who might not be able or willing to commit to a semester or a year abroad" (pp. 2). Considering that first-generation

students may work, desire a more affordable program, and be hesitant to leave home for a long period of time, short-term programs may be best fit for them.

Peer Influence.

Coupled with the pressure that Latino men feel from their family (*familismo*), Latino men may also be influenced by their peers. Adhering to traditional norms of academic success (e.g. getting straight "As") can be perceived as "acting White" amongst secondary Latino male students and can ostracize them from their peer groups so succeeding academically may not be desirable to them (Saenz & Ponjuan, 2009). This social stigma illuminates the social and cultural defenses to Latino male students' success. Along with their exploration of the deficiencies in Latino male student achievement, Saenz and Ponjuan (2009) also provide a list of student programs that are successfully serving Latino men, one of which is *Lambda Upsilon Lambda Fraternity* – a service fraternity specifically for Latino men. *Lambda Upsilon Lambda* is an example of peer pressure that Latino men have subscribed to that can positively influence their educational experience. Some universities have created programs for male African-American students that other institutions can learn from, but the article does not mention any universities that created programs specifically for Latino men, rather it did mention programs for all Latinx students (Saenz & Ponjuan, 2009).

Considering the influence that Latino men have on each other, peer influence may play a role in a Latino man's decision to study abroad. If studying abroad is associated with academic success, and therefore "acting White" (Saenz & Ponjuan, 2009) then Latino men may avoid it. On the other hand, if other Latino men on campus are studying abroad, then other Latino men may be convinced to participate due to the influence that they can have on one another. In this sense, peer influence can have a positive correlation with participation in study abroad, which is

why I categorize peer influence as an enabler as opposed to a challenge or barrier. My research investigates the connection between peer influence and first-generation Latino men's participation in study abroad.

Distance of University from Hometown.

Attending college away from and not living with family have a positive correlation with study abroad intent and participation (Hurst, 2018; Lue & Jamieson-Drake, 2015). In her study of different liberal arts colleges that explored how gender and class intersect to affect study abroad participation, Hurst (2018) found that students, regardless of gender, studying more than 100 miles from their hometown were five times more likely to participate in study abroad. The author argues that this may be because "…going to college out of town connotes a certain amount of adventurousness and openness to travel among male students" (Hurst, 2018, pp. 10). Reaffirming Hurst's findings, Luo et al. (2015) also found that very few students living with family and going to school close to home intended to study abroad. In fact, their odds were 82% less than those who did not live with their families (Luo et al., 2015). Nonetheless, the minimal research corroborating the correlation between institutional distance and hometown is another gap that my research project investigates.

Considering the strong effect of *familismo* on Latinx students, many of them go to a local college, as opposed to a distant university, in order to remain physically close to their families (Saenz & Ponjuan, 2009). The fact that many Latino men are attending local institutions rather than moving away to college may be a reason for their lack of participation in study abroad. In order to investigate the effect of distance and *familismo* on first-generation Latino men, I consider the distance between my participant's hometowns and undergraduate institutions to draw a possible correlation.

Chapter 3: The Research Design

Research Approach

My research followed a qualitative research approach. Qualitative research allowed me to gain profound insight into a topic via more personal, in-depth research methods such as interviews (Creswell, 2014; Saldaña & Omasta, 2018). Through qualitative research I was able to gain deeper insight into enablers of participation in study abroad for Latino men.

My research employed a constructivist epistemology. I listened to the students' reasoning behind why they chose to study abroad and tried to understand factors that influenced their decisions. In doing so, I considered the hxstorical, cultural, and social contexts as influences on why the participants acted in certain ways. Inquiry was emergent, inductive, and evolutionary as I listened and learned from the participants, which indicates that the research followed a constructivist worldview (Creswell, 2014; Saldaña & Omasta, 2018). By learning as I proceeded, I actively identified themes, coded them, and analyzed them through a lens that considered a variety of influences on the participants' behaviors, including external contexts.

Research Methodology

My study of first-generation Latino men's participation in study abroad uses a phenomenological approach as I studied the nature of the lived experiences of people who have experienced a phenomenon (Saldaña & Omasta, 2018). I looked at how first-generation male Latino students experienced the pre-departure period of studying abroad and divulged influences on their experiences.

I purposefully coordinated a participant-centered methodology so that my data originated from the participants themselves. I wanted to focus on understanding the participants' experiences. By interviewing the students, I provided them with the opportunity to explain how

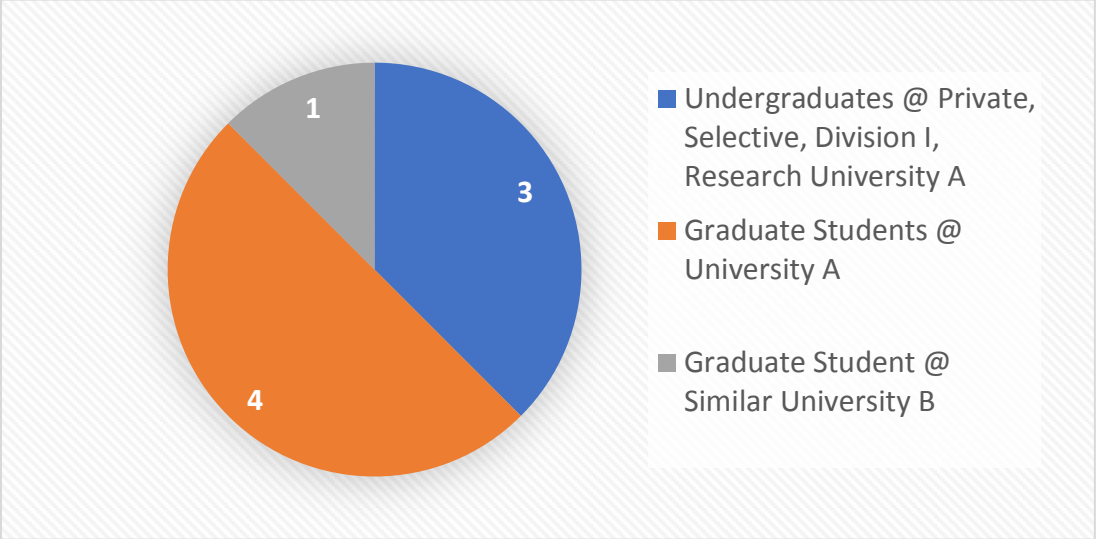
they experienced the phenomenon. Rather than proceeding off my own hypotheses, a phenomenology allowed me to discover how the participants perceived the phenomenon themselves.

Sample, Sampling Strategy, and Site Selection

Eight undergraduate and graduate students who identified as first-generation Latino men at private, selective, division I, research universities in Southern California were the participants in this study. While I originally attempted to employ a purposive sampling strategy (Saldaña & Omasta, 2018) and intentionally seek out fourth-year undergraduate first-generation Latino men at the same university, an unresponsive gatekeeper (Angrosino, 2007) prohibited his access to the intended sample. Therefore, through convenience sampling (Saldaña & Omasta, 2018), I found access to eight undergraduate and graduate first-generation Latino men in two similar universities, although seven of the eight were from the same institution. I acquired access to my sample via cultural organizations, a Latinx center on campus, publicizing around campus, and personal references. In addition to convenience sampling, I also found snowball sampling (Saldaña & Omasta, 2018) to be helpful as participants began recommending other possible participants who in turn recommended others.

All but one of the participants studied abroad during their undergraduate careers. The three undergraduate students all attended the same university and had studied abroad there prior to speaking with me. Four of the five graduate students were enrolled at the same university as the undergraduates but had studied abroad during their undergraduate careers at different undergraduate institutions. The fifth graduate student at that same university studied abroad as a graduate student there. The one student who attended a separate but similar university was a graduate student and had studied abroad while an undergraduate.

Table 2. Participant University Enrollment



The narrow scope of this sample is the most limiting factor to this research. I understand that the inadequate number of participants, the insufficient institutional representation, and the use of both undergraduate and graduate students at different universities make my findings ungeneralizable. However, I do not claim that my research is generalizable. Nonetheless, I believe that my participants, regardless of degree and institution, faced many of the same obstacles (i.e. familial commitments and financial concerns) that other first-generation Latino men may face when considering studying abroad. So, although my findings cannot be generalized, they nevertheless provide insight into the experiences of my participants as first-generation Latino men in study abroad, which may also be experienced by other men of their same background.

Research Methods

I conducted one in-depth interview with each participant and followed up with a participant intake form. The initial interview gave participants the opportunity to share their experiences leading up to their study abroad programs. The follow-up participant intake form

allowed me to collect further information on the participants' backgrounds and pre-departure experiences.

Interviews.

The first step in this design was to individually interview the eight first-generation male Latino students who had studied abroad. Since the goal of the research was to discover enabling factors to first-generation Latino men's participation in study abroad, I asked the participants about factors that compelled their decision-making. While this thesis aimed to elicit considerations, prior to studying abroad, that could have repressed participants from participating, it was more focused on how the students overcame any repressive factors thereby adhering to its anti-deficit theoretical foundation.

All but one interview took place in person, which allowed me to analyze responses, body language, and formulate follow-up questions as needed. The initial interview with each participant began unstructured (Saldaña et al., 2018) with an open-ended prompt (usually "tell me about how you came to study abroad"). Unstructured interviews utilize an interview protocol as a guideline rather than a strict set of questions that must be answered in sequential order (Saldaña et al., 2018). By initially asking the participants a *grand tour question* (an open-ended prompt that allows respondents to explain all aspects of their experiences, otherwise known as giving researchers "the grand tour" of their experiences) (Spradley, 1979), I allowed my participants to begin our interview by telling me about their path to study abroad in an unfettered chronological matter. The unstructured beginning to our interviews also allowed the students to divulge the most salient points along their path as they recall them without my interjecting. Once participants answered the initial grand tour question, I followed up with an interview protocol (see Appendix B) that consisted of *mini-tour questions* (prompts that allow respondents

to explain how their experiences relate to a specific topic as directed by the researcher) (Spradley, 1979). By asking the students to initially tell their stories and subsequently following up, rather than interrupting, I employed interviewing strategies (Seidman, 1991) that allowed me to gain further insight into particular elements of the students' individual experiences.

Follow-up participant intake form.

The participant intake form was distributed after the interviews had already been conducted. A questionnaire (see Appendix C) was distributed to the participants who took part in the interviews that primarily intended to collect data on the students' backgrounds. As opposed to asking students direct questions about sensitive information (i.e. household family income) in person during the interviews, the questionnaire collected this data after the interviews had already taken place. This design successfully evaded some of the inhibition that participants may have otherwise felt when reporting sensitive information as they no longer had to see me after reporting their data. Data collected from the questionnaire intended to divulge further correlations between student's backgrounds and study abroad participation. In addition to background information, the questionnaire also gathered further information on other factors to first-generation Latino men's participation in study abroad. For example, it provided a space for participants to name all of the student organizations that they were involved with as an undergraduate in order to assess the level and types of student involvement as possible correlations with study abroad participation amongst Latino men. While this question will also be asked during the initial qualitative interview, the follow-up participant intake form allowed for the participants to further reflect on their experiences and provide me with deeper information or anything that he may have forgotten during the interviews. Furthermore, utilizing

both interviews and the survey augments the trustworthiness of my research via methods triangulation (Flick, 2007).

Ethics

This study adhered to general standards for ethics in research including: 1) informed consent, 2) no deception of participants, 3) anonymity, 4) accuracy of findings, and 5) beneficence and justice (Flick, 2007). At the beginning of the initial interview, my participant and I reviewed an agreement (see Appendix D) that regarded the purpose of the study, explains that withdrawal could occur at any time without penalty, and outlined how the data would be stored. Via this agreement, I reviewed the benefits of the research as well as all possible consequences of participation. The final page of this document included lines for both my signature and my participant's indicating that we agreed to the terms and provide consent. Pseudonyms are used throughout this thesis to ensure anonymity and protect the identities of the participants. Through the follow-up participant intake form, identified themes were corroborated thereby augmenting the accuracy of the findings. In addition, this project was processed by a university institutional review board (IRB) whose purpose was to assess the ethics of the project. Receiving IRB approval was another method of prioritizing ethics that this project underwent.

Validation Strategies

Triangulation.

Triangulation augments the trustworthiness of my study by analyzing the phenomenon from multiple angles (Flick, 2007). By utilizing different methods of inquiry, I evade the critique that my data collection was narrow in breadth. I triangulate methods by initially interviewing participants and following up with participants via the participant intake form. By

combining two methods of triangulation, I limit the reactivity of each of them alone, which in turn increases the validity of my study (Flick, 2007).

Transcriptions and coding.

All interviews, with the exception of one, were recorded, transcribed, coded, and included as appendices in the final report (see Appendices E-K). The lieu of a transcription of the one interview that I took notes in, I provide my notes from the interview in Appendix L. Transcribing the interviews from oral to written content provided me with a visual analysis for evaluation and was itself a form of analysis (Kvale, 2007). Several methods of coding were utilized, and an ultimate code list is included in the final report (Appendix M). Initially, I employed complete coding to scout out overarching themes throughout the transcriptions. Complete coding allows researchers to read through transcriptions and annotate themes that they notice as they read for the first time (Corwin, October 29, 2018). After I completely coded the transcriptions, I repeatedly revisited the identified codes in order to seek out subthemes within them. Throughout this process, values coding was utilized. Values coding allowed me to use values, attitudes, and beliefs as codes (Saldaña & Omasta, 2018). In addition, participants were provided with the interview transcripts along with themes that I had identified. The participants had the opportunity to comment on, via email correspondence, the themes that I identified. This way the themes, or codes, that I identified were corroborated by the participants themselves and therefore more trustworthy.

Researcher positionality.

I am a Latino male graduate student who studied abroad in Argentina in 2012. Despite being in a Latin American country, I was the only Latino male in my program's cohort, one of

two men of color, and one of eight men in total. Now recognizing the benefits of my experience in Argentina, I am interested in raising the participation rates of Latino men in study abroad.

This positionality afforded me an immediate connection with my participants, who identify as I do with regards to gender and ethnicity. This connection allowed for my participants and I to share information freely and uninhibited by social barriers that may have otherwise existed. Considering that the students were participating on a volunteer basis and that they were aware of the purpose of the study, both of our positionalities complemented each other to produce profound interviews.

Limitations

The nature of this research approach, method, and design deferred to the participants to provide answers. Thus, this research was heavily dependent on the biases, amount of thought, and varying experiences and backgrounds of the participants that influenced their responses. In this way, my interviews were limited by the experiences, perceptions, attitudes, reflection, and responses of the participants.

As previously mentioned, the sample of this research is the most limiting factor. The undergraduate and graduate first-generation Latino men who participated came from varying undergraduate institutions with varying campus climates and environments surrounding study abroad participation. In an attempt to limit the reactivity of this limitation, I acknowledge the limiting factors that campus' climates may project but emphasize that my students, regardless of institution, overcame similar obstacles that derive from their generation, race, and gender identities. In accordance with the anti-deficit framework, a primary objective of this research was to divulge methods of surmounting obstacles despite limitations. Therefore, this sample was composed of first-generation Latino men who successfully navigated their undergraduate

experience in study abroad. While they do not represent the experience of every first-generation Latino man in higher education (as researched by Clark et al. (2013), Crisp et al. (2015), Harper et al. (2014), Quaye and Harper (2014), and Saenz and Ponjuan (2009)), this sample was able to provide me with insight into how they achieved participation in study abroad despite the well-researched limiting factors to their experiences. In this way, the research is not generalizable, but it provides some insight into factors contributing to the successful participation of first-generation Latino men in study abroad.

Chapter 4: Findings

The findings in this chapter are divided into three sections that correspond to the three research questions. The first section presents findings related to the question: What do first-generation Latino men believe influence their participation in study abroad? In my exploration of what compelled my participants to study abroad, I found that they were strongly influenced by their male Latino peers, were hyperaware and driven by the significance of their participation, and participated in certain types of programs. The second section presents findings related to the question: What do first-generation Latino men believe inhibit their participation in study abroad? This sections dissects the obstacles that could have prevented my participants from studying abroad, including *familismo*, financial concerns, and their commitment to community. Lastly, the third section presents findings related to the question: In what ways are first-generation Latino men overcoming obstacles to their participation in study abroad? The third and final section informs the reader about the ways in which my participants addressed *familismo*, financial concerns, and their commitment to community.

What Compels Latino Men to Study Abroad?

This first section explores what drew my participants into studying abroad. I discuss the influence of their male Latino peers, their motivations for participating, and the types of programs that they attended. These findings provide insight that administrators may leverage to increase the number of first-generation Latino men on their programs.

Peer influence.

The influence of other Latino men on my participants was commonly implied or directly referenced in participant interviews. In fact, *every* participant who was part of a cultural organization (i.e. a Latino club or fraternity) was influenced to study abroad through their

relationships with their peers. Most of the participants were exposed to the idea of studying abroad and encouraged to participate by older Latino men in their cultural organizations who they perceived as mentors. Eltsuh, for example, was encouraged to study abroad through his membership with his cultural fraternity; "My fraternity brothers encouraged me because I had seen that a variety of them went to different places." He admired the accomplishments of his older fraternity brothers, including having studied abroad, and his desire originated there. Cesar, another participant, also looked up to the upper-class members of his cultural organization because he heeded their advice to study abroad:

> I was in this organization of undergraduates called [male Latino student organization] and a lot of the upper-class students would tell us: 'You know, studying abroad is a great opportunity.' And they would share so many pictures and it looked like a lot of fun. So I thought: 'You know what, I should try and do it.'

By heeding their advice, Cesar placed trust in their word and unconsciously adopted their views as his own. Ignacio not only was exposed to study abroad by an upperclassman in his fraternity, but he also applied alongside a peer (who was also encouraged by the same upperclassmen). Ignacio described the experience of applying with a male Latino peer as "very helpful" because the logistics of applying would have been otherwise "more burdensome." Moreover, Ignacio continued to say, "...probably, I mean, I don't know if [not having a peer to apply with] would have discouraged me or not, but um, it wouldn't have been as easy." By saying he may have been discouraged to apply if he had not applied with a peer or been encouraged by an upperclassman, Ignacio highlights two things: 1) the trust that Latino men place in their peers and 2) the influential role that they play in each other's decision to study abroad.

Franklin's case differs from those of Eltsuh, Cesar, and Ignacio in that his relationship with other Latino men led him to consider studying abroad and motivated him to participate for a semester. Franklin developed a strong desire to participate because he noticed that none of his fraternity brothers had studied abroad for a semester. In addition to 'breaking the barrier' for his friends to study abroad, Franklin also directly mentioned that he was surpassing the same limitation that was set on his family because his older sister was unable to study abroad, despite attending postsecondary education, due to financial constraints. By mentioning that he was overcoming these two hurdles through his participation in study abroad, Franklin unconsciously referred to another one of my findings, which is that my participants were hyperaware of the significance of their participation which proved to be a motivating factor in their decision to study abroad.

Motivations to study abroad.

As previously mentioned, a common motivation to participate in study abroad amongst my participants was their self-awareness of the significance of their participation. Specifically, their participation in study abroad served as an accomplishment, which in turn reflected well on their community. For example, Franklin explained how his participation in a semester-long study abroad program would be the first among his family and friends:

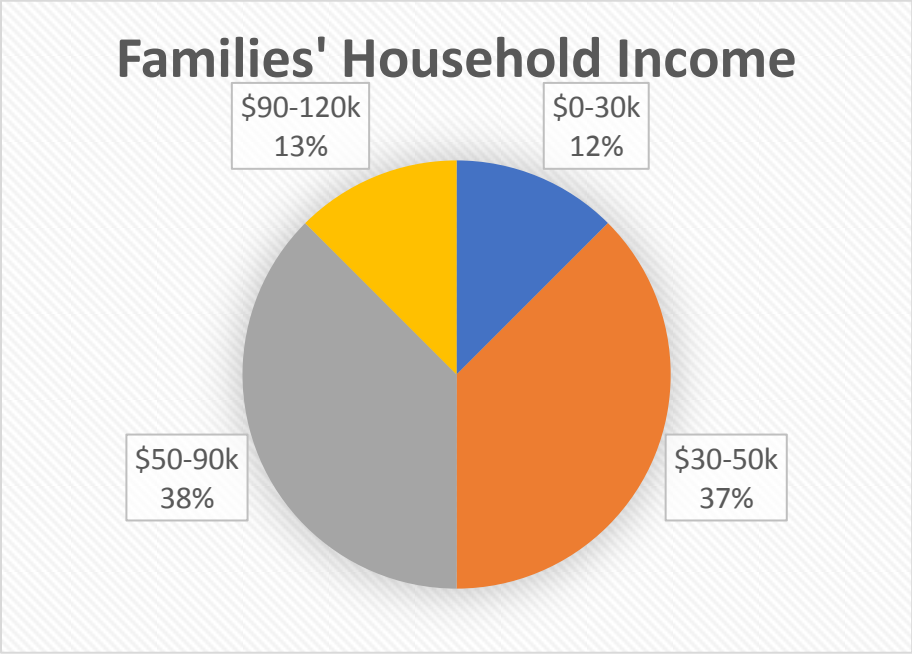
> In my four years so far, none of the guys [in my cultural fraternity] had studied abroad for a semester. A few of them had done Maymesters… those that were really ambitious, but nobody has studied abroad for a whole semester… so… it really stemmed from my own belief that this is something that I need to do for myself to really break that barrier that was set on my family and those people that I know.

Being the first in his network to do so, Franklin recognized that his participation would overcome a limitation that had been placed on his family and friends. The significance of that accomplishment was a clear motivating factor in his ultimate decision to study abroad. Victor expressed similar sentiments:

> I always said I can't do study abroad. You know, I'm broke, I gotta work, I gotta help my moms… but once I saw [name of elite school abroad abroad], I was like 'no' I'm doing it. I'm going over there. Especially with the way I was raised and like the environment I grew up in. It would mean a lot to me as a Latino to be up in there in [name of elite school abroad].

Victor, like the majority of my participants, came from a low-income household (see the breakdown of household incomes of my participants' families in Table 3) and, like all of my participants, was a first-generation college student.

Table 3. Household Incomes of Participants' Families



Victor recognized the social status connected with having studied abroad at one of the top 10 best universities in the world (U.S. News & World Report, 2019), and so he studied abroad there. By acknowledging the social significance of his enrollment at such a university, "especially with the way [he] was raised and like the environment [he] grew up in," Victor was also aware of the significance of his accomplishments, including studying abroad, for himself and his community, which proved to be a motivating factor his participation.

Three participants had older siblings whom studied abroad, which they said instilled a motivation to participate in very different ways. For instance, Tony G.'s older sister had attended college, studied abroad, and encouraged him to take advantage of all of the opportunities that were in college including studying abroad. In Eltsuh's case, he did not explicitly credit his older sister as an influence. Nevertheless, he shared his pre-college awareness of her study abroad experience, which implies that he was at least exposed the possibility of study abroad as an option for himself. Franklin, however, was exposed to the idea of studying abroad through his sister's *inability* to participate, which proved to be another motivating factor for him to study abroad:

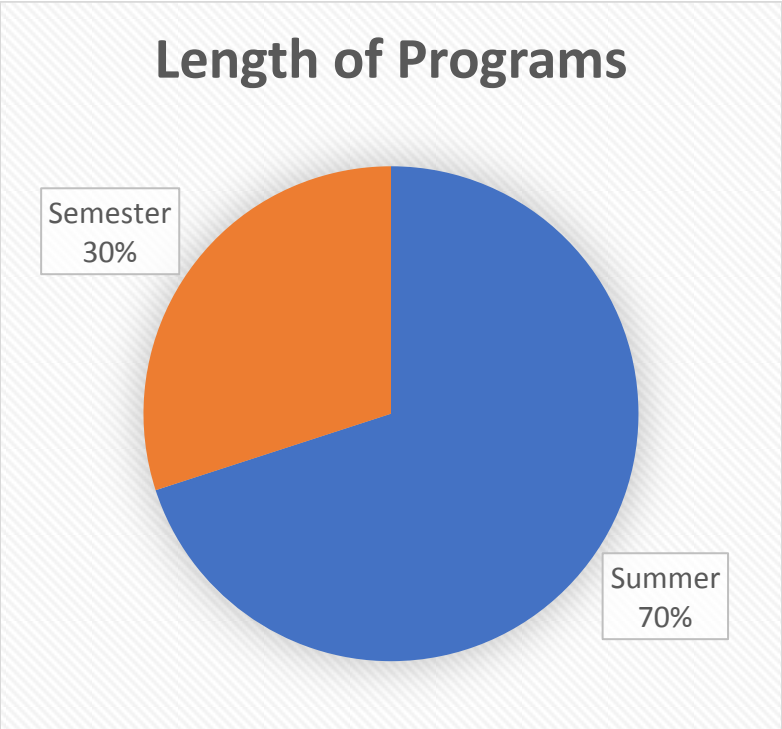
> My sister went to [university]. She tried to study abroad but she couldn't because of financial reasons. Obviously, we're at two different universities, but I kind of picked up where she left off as far as study abroad actually being on my radar. Prior to my sister even attempting, I didn't think it was a possibility.

While participants were exposed to and motivated to study abroad by their male Latino peers, their siblings, and their hyperawareness of the significance of their participation, they were also intrigued by elements of certain programs.

Types of programs attended.

My participants participated in mostly short-term summer programs that included elements of professional development or community service (see Table 4).

Table 4: Length of Participants' Programs



Participants like Albert reported struggling with finding the value in studying abroad because they did not originally correlate it with professional development; "It was a program that didn't supplement anything in my master's program. So it was basically considered as an additional activity in my transcript." By viewing study abroad as an 'additional activity,' Albert articulated his perception that studying abroad did not serve a professional purpose. It was not until Albert began viewing the program, which included an internship, as a valuable complement to his education and career that he seriously considered participating. Albert was the only participant who studied abroad as a graduate student, which may have influenced his desire to incorporate professional development into his study abroad experience. However, other participants, who studied abroad as undergraduate students, also struggled with finding value in

studying abroad when it did not attribute to their careers, particularly when it came to iterating that value to family. Ignacio explained:

> I had to frame the conversation about professional development. How this would be an opportunity to help advance my career. Otherwise, it would be difficult to make a case as to why I'm studying abroad and spending more money as opposed to helping family or working towards a career. It couldn't be all fun; it had to serve a work purpose.

By associating professional development with value in study abroad programs, both Albert and Ignacio highlight the type of program that many of my participants were drawn to - programs that were directly related to their careers.

In addition to being drawn to short-term summer programs that incorporated professional development, two of the participants who studied abroad in Spanish-speaking countries mentioned that they selected those destinations because of the language. Tony G. said, "I chose Madrid because, you know, my parents are both Latino. So it was like I'd be comfortable there, you know, knowing Spanish as a second language." Ignacio shared a similar feeling; "It was interesting because it was less intimidating to go to a country that has shared a similar language. It was like an easy transition." The students reported that they anticipated feeling comfortable because they spoke Spanish. It was a method of bringing the unfamiliar into, or at least closer to, their boundaries of familiarity.

Considering that my participants were drawn to short-term summer programs that incorporated professional development or community service, administrators may consider marketing these types of programs to first-generation Latino men. Although a relatively small portion of my sample mentioned studying abroad in a Spanish-speaking country, the language familiarity could be a convincing factor for some students. While my research explored the

previously mentioned reasons why first-generation Latino men may study abroad, it also divulged obstacles to their participation.

Obstacles to Latino Men's Participation

This second section explains three obstacles that my participants had to address prior to departure: *familismo,* financial concerns, and their commitment to community. I also present the majors that my participants were studying at the time they studied abroad. These findings divulge priorities that my participants had and provide administrators with insight into the possible concerns of first-generation Latino men when applying to study abroad.

Familismo.

Since participants valued their families, the majority of them reviewed their decision to study abroad with their loved ones. Participants often brought up their families when asked about discouraging figures to their participation in study abroad. For example, Franklin shared that, "growing up, my parents were always right…. and my parents didn't really want me to go… In Latino culture, traveling is associated with vacation and fun" and Tony G. said, "I wouldn't say my mom was discouraging, but she was hesitant." These quotes from participant interviews with Eltsuh, Franklin, and Tony G. confirm the well-researched influence of *familismo* on Latino men (Clark et al., 2013; Crisp et al., 2015; Saenz & Ponjuan, 2009). Considering that my participants were first-generation and the majority were low-income students, the tandem of familismo and socioeconomic status combined to create a reinforcing obstacle that the students had to overcome. Victor often mentioned his financial obligation to his family. Specifically, he mentioned working and taking care of his mother; "as a low-income student, you know, you're going to college and you gotta work and you gotta help your family". When asked about the definition of a Latino man, he mentioned that a Latino man's

obligation to financially support his family was "huge." The influence of *familismo* and socioeconomic status on my participants was confirmed in their responses to the Participant Intake Form (Appendix C) as well. In reporting how much of a financial responsibility participants felt to their families, 88% of the participants reported that they felt high to extremely high (i.e. rating of 7 or more on a 10-point scale) financial responsibility to their families. Therefore, the dissonance experienced by participants, in which their sense of commitment to their families as financial providers, especially those from lower household incomes, presented an obstacle for these Latino students in studying abroad.

The combination of *familismo* and low socioeconomic status indeed combined to form a cultural and economic factor for my participants in their decision to study abroad.

Financial concern.

Many students expressed that their biggest concern throughout the process of applying to study abroad was paying for the program. As Victor succinctly put it, "The biggest thing was the tuition." Other students shared Victor's worry. Tony G. said, "my family came from a low socioeconomic background so I wasn't sure how the money situation would play out" and Eltsuh mentioned, "my main concern was the financial burden because in summer school they don't really provide you with financial aid. I was able to get like a $2,000 scholarship but it still didn't cover everything." When the participants' discussed their financial concern, they often referenced how financial aid was less available over the summer, how they were initially unsure of where the money would come from, and how they considered paid opportunities other than studying abroad. Considering that the participants came from lower socioeconomic backgrounds, finding a way to fund their experience was an intimidating obstacle that my participants had to overcome.

Money and family were common hindrances to my participants' participation. However, many participants also mentioned their commitment to their hometown and on-campus communities as priorities that they needed to address.

Commitment to community.

Many participants implied a commitment to their communities as they spoke about their obligation to serve the cities they were from as well as the organizations they were apart of on-campus. When Ignacio spoke with his family about going to study abroad, his uncle asked him: "Why would you go help others when we have work to do in our community?" Ignacio's uncle's response demonstrated a commitment to his hometown community. That commitment was a value that was instilled in Ignacio by his family from a young age. However, participants referenced their commitments to not only their hometown communities but also the communities that they had forged in college. Cesar, for instance said:

> I was so fulfilled by being in positions of leadership [in my cultural organizations] and feeling like I was providing, serving my community and I thought, oh, I'm going to pause that and just kind of do something for myself. Because that was a contrast. That like if I'm over there, I'm going to go, I'm going to have a lot of fun. I'm going to develop my Spanish. But those are all things that, that, um, are good for me. But they're not serving my community. Um, and they're also fulfilling, but they're fulfilling in a different way.

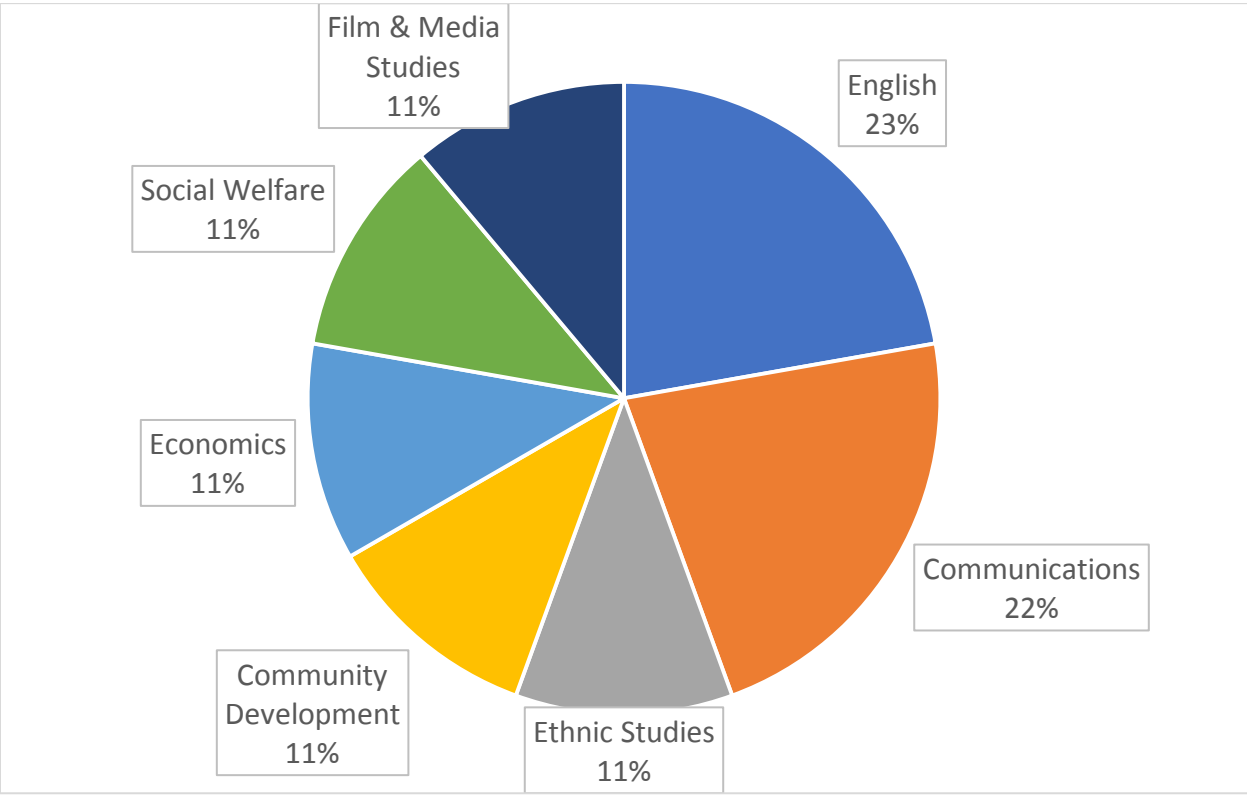
Cesar's response highlights two findings. First, his feeling as though he was abandoning his cultural organizations by going to study abroad demonstrates that the commitment to his on-campus community was an obstacle that he had to address prior to leaving. Secondly, his diction of 'doing something' for himself demonstrates his perception of study abroad as a selfish act, which is a perception that was shared amongst a few participants. Specifically, a few students

viewed going to study abroad as selfish because it disconnected them from their communities. They felt as if they were abandoning those that they were beginning to influence. Their commitment to their communities, both at home and on campus, proved to be a hindrance to their participation in study abroad that they had to address prior to leaving.

Major choice.

Table 6 illustrates the majors that my participants studied at the time they studied abroad.

Table 5: Participants' Majors



Resolutions to Obstacles

While my research identified obstacles to participation, I was more interested in exposing strategies that first-generation Latino men utilized to overcome them. Guided by the *Anti-Deficit Achievement Framework* (Harper, et al., n.d.), this section explains methods that my participants took to jump the previously mentioned hurdles. It is divided into three sub-sections according to

the three identified obstacles: *familismo*, financial concerns, and commitment to community. This final set of findings provides study abroad administrators insight into how first-generation Latino men are navigating the application process.

Addressing *familismo*.

Some students viewed study abroad as selfish because their desire to participate contradicted the desires of their parents. When Franklin received push back from his parents on his discussion with them about participating, Franklin "went from asking them for permission to study abroad to telling them that this was something that [he] was going to do because [he] had worked hard, since high school, for a scholarship that was allowing me to do it." Since his parents did not want him to go and he really wanted to, contradicting his parents' advice was an unusual event for Franklin but also one that forced him to become self-aware of his values and ultimately augmented his personal development. In prioritizing his loyalty to himself over his loyalty to his family, he felt "selfish" but also that he needed to begin making decisions for himself, even if that meant contradicting his parents' advice:

> I think that it's important that Latino men realize that they shouldn't be bounded to pleasing everybody around them, particularly with their family. Obviously we respect them and we value them a lot, but we tend to put limitations amongst ourselves to please our family and those around us. And I think that it's important that we realize that we shouldn't place these limitations on us simply because, culturally, we should please everybody, but we should kind of focus on growth amongst ourselves first and foremost, even if that means kind of rejecting advice from our parents. I just think it's important that we realize that we sometimes need to do things for ourselves and only ourselves. Something that, culturally, we're not used to. Study abroad is one of the most selfish

> things that you can do… and one of the most beneficial things that you can do… So I just think that we need to be a little bit more selfish sometimes and really focus on our personal growth… even if we step on a few toes.

Franklin's statements demonstrate not only the influence of *familismo*, as researched in the past (Clark et al., 2013; Crisp et al., 2015; Saenz & Ponjuan, 2009), but also how he overcame that barrier. In reflecting on his experience, Franklin acknowledged the limitations that pleasing his family placed on him. Through his participation in study abroad, Franklin successfully deconstructed that barrier and ultimately prioritized his own values even though they contradicted those of his family. Now, after the fact that he has already participated, Franklin recognizes that his decision to prioritize himself was a necessary stage in his personal development that he realizes is an outcome of his participation in study abroad. In fact, by becoming self-aware of his goals and values, he left to study abroad with strong and clear objectives in mind, which ended up allowing him to sustain direction while abroad and thus grow. For example, Franklin went abroad and reported that he originally tried to fit in by spending money recklessly. However, after about a month, he reflected on his original objectives for going abroad. He remembered what he had done to get there and how we wanted to seize the opportunities that his scholarship allowed him to. After reflecting, he began taking trips on his own and spent some time by himself. As a result, he connected with his intentions and emotions and ultimately grew personally. That personal growth was only made possible by going abroad with clear goals in mind and reminding himself of them while abroad. For Franklin, overcoming the cultural barrier of prioritizing family seemed to be his biggest accomplishment that was achieved through participating.

Many participants also mentioned that much of their family's preoccupations with them studying abroad stemmed from safety concerns and a lack of understanding of what their sons would doing while abroad. As a result, participants reviewed both personal and program safety protocols with their parents. Explaining program logistics was another method of easing family's nerves. Both Tony G. and Ejaroc recalled reviewing the program with their parents. By sharing elements, such as the schedule of classes and excursions, parents, who were otherwise unfamiliar with study abroad, learned what exactly their sons were getting involved with. Addressing their family's safety concerns and explaining logistics were common methods of addressing *familismo*.

Ignacio framed his conversation with his family around professional development. He specifically explained to them how studying abroad would be an opportunity to help advance his career. Otherwise, it would be difficult to make a case as to why he was studying abroad and spending more money as opposed to helping family or working towards a career. Ignacio stated: "It couldn't be all fun; it had to serve a work purpose."

By explaining program logistics and framing the conversation with family around professional development, Tony G, Ejaroc, and Ignacio addressed *familismo* by exposing their family to concept of studying abroad. Since they came from first-generation backgrounds, their families were unaware that traveling could produce educational and professional outcomes. Prior to this concept, their families associated traveling with vacation and leisure. By centering their conversations on the value that studying abroad could provide them with, these participants successfully overcame *familismo* as an obstacle. In addition to addressing their familial concerns, participants also shared ways in which they acquired money to participate.

Overcoming the financial concern.

The consistent reiteration of financial concerns when applying to study abroad from my participants exposed that their socioeconomic status played a role in their decision to study abroad.

Participants navigated their financial concerns in a variety of ways. The two students who were full-scholarship recipients, did not bring up financial concerns in our interviews. However, the remainder of students found unconventional methods of funding that usually involved drawing from more than one source. Eltsuh, for example, resolved his financial concerns in the most complex of ways. He drew from three different sources. He received a scholarship from his school's study abroad office that covered a small portion of the whole cost. He then allocated a portion of the financial aid that he received for the Spring semester to pay for the program. Since those two sources of funding still did not cover the required amount, he borrowed money from his brother and paid him back with a portion of his Fall semester financial aid package once he received it. Ignacio received a scholarship, through his study abroad office, that was specifically designed to fund first-generation low-income students to study abroad. Additionally, his fraternity helped fundraise to fund its members to participate. Lastly, studying abroad ended up being cheaper than paying on campus tuition for two of the participants. While the cost of tuition on campus versus when studying abroad is largely based on which institution the student attends, the perception that studying abroad may be cheaper was brought up several times in participant interviews and attracted the participants to participate.

Addressing commitment to community.

Participants addressed their commitments to their communities in one of two ways: 1) they shifted their values post-participation in study abroad or 2) they sought service-oriented programs. Cesar mentioned in our interview: "When I came back I had one more semester, um,

and it was more, getting ready to transition into work life… into what am I going to do next." He changed his priorities and began focusing on the next steps in his life after graduation. In this sense, Cesar's shift in values to begin prioritizing himself over his communities align with the shift in values that Franklin recognized as an outcome of his participation in study abroad. Another way that students considered their value of serving the community was by enrolling in service-oriented study abroad programs. Although they did not explicitly mention it as a reason for their participation, a few students matriculated in programs that were oriented around community service. Ignacio's program, for example, included an internship in which he worked with children that were living in foster homes and orphanages. Even without acknowledging it, participants may have chosen service-oriented programs as a result of their commitment to communities.

The findings revealed in this chapter explain what drew my participants into studying abroad. They also identify obstacles to my participants' participation. Additionally, the findings reveal ways that my participants overcame obstacles to their participation. As a whole, these findings provide study abroad administrators and other agents on-campus with insight into how first-generation Latino men may be navigating the application process to study abroad. Administrators that wish to increase the participation rates of first-generation Latino men should find ways of helping students overcome impediments to their participation. The following section provides recommendations that administrators can take to address this issue according to my findings.

Chapter 5: Discussion, Recommendations, and Conclusion

This concluding chapter begins with a discussion of the findings. It then presents a set of four practical recommendations study abroad offices and other administrators can consider if they wish to increase the number of first-generation Latino men applying to their programs. My intent is to provide administrators with simple and economical tangibles that they can sustain on their campuses. This chapter then moves onto directions for future research on Latino men in study abroad. Since this research focused on what draws first-generation Latino men to study abroad and how they surmount obstacles in order to participate (which all occur in the pre-departure stage of studying abroad), further research should investigate both the on-site and post-program stages of studying abroad. Lastly, this chapter ends with concluding thoughts that reiterate the importance of the topic and lessons learned from the research.

Discussion

Newfound sources of trust: la nueva familia.

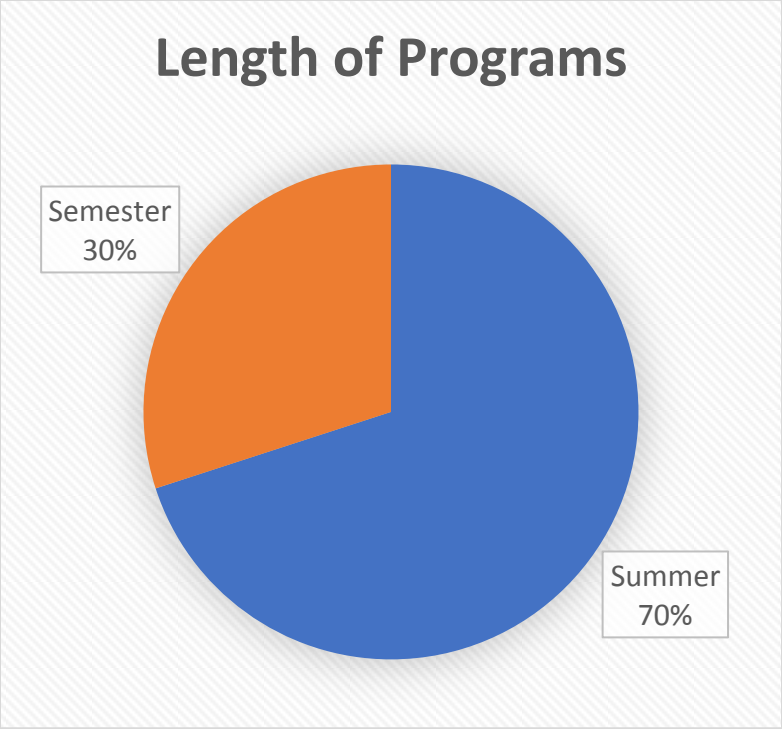
Saenz and Ponjuan's (2009) findings that Latino men are strongly influenced by their peers was corroborated by my research. Exposure and encouragement to study abroad most commonly came from my participants' peers in their respective cultural organizations. Evidently, my participants trusted the peers with whom they could relate. Furthermore, Franklin's statement, "growing up, my parents were always right," demonstrates a trend that also came up throughout my research, which is that my participants introjected their parents' values as facts. Through their introjection of their parents' values, they placed unmalleable trust in their families. However, when they arrived to college, my participants sought others in which they could confide. For example, Eltsuh, Cesar, and Ignacio's encouragement to study abroad from their peers in their cultural organizations demonstrates the influence that other Latino men had

on them. This influence may be the product of the trust that first-generation Latino men place in each other while in college. As a result of their shared racial and gender identities, my participants may have viewed their male Latino peers as new family members. Clark et al. (2013) and Saenz and Ponjuan (2009) clearly state the importance of family to Latinx students, a concept known as *familismo*. By joining cultural organizations and fraternities with other Latino men, my participants may have sought familiarity in an otherwise unfamiliar environment in the form of a new family. In this sense, cultural centers of trust may shift for first-generation Latino men as they enter college. Prior to higher education, they may absolutely confide in their families but once they enter college they identify their peers (specifically other Latino men) as new sources of trust: *la nueva familia*.

First-generation students and short-term programs.

According to the programs my participants chose, these first-generation Latino men appeared to have been drawn to short-term summer programs that were directly related to their careers. Of the eight participants (two of whom studied abroad twice), 70% of the programs that they enrolled in took place over the summer (see Table 4).

Table 4: Length of Participants' Programs



The strong representation of short-term programs amongst my participants confirms past research that argues that such programs cater to the needs of first-generation students (Donnely-Smith, 2010; Mills, Deviney, & Ball, 2010; Sanchez, 2012). Specifically, Mills et al. (2010) argue that short-term programs "are generally more affordable than longer programs [and] appeal to students who might not be able or willing to commit to a semester or a year abroad" (pp. 2). Considering the influence of *familismo* and commitment to community, it is possible that my participants were compelled to participate in short-term summer programs so as to evade being away for long periods of time from their families and friends.

Familismo.

As expected based on the literature (Clark et al., 2013; Crisp et al., 2015; Saenz & Ponjuan, 2009), the importance of family was clear throughout participant interviews. For instance, Eltsuh mentioned, "my second year… I took a leave of absence… to stay with family and help out the family… just to help out with the kids because I have 20 nieces and nephews…

and I was kind of homesick." Eltsuh's statement verifies the concept of *familismo* that Saenz & Ponjuan (2009) define as "strong feelings of loyalty, responsibility, and solidarity within the Latino family unit" (pp. 62).

Financial factors.

In addition to the influence of *familismo* on my participants that confirms past literature, my participants also appeared to be influenced by their financial concerns. Participants repeated that their biggest concern was acquiring funds in order to participate. Clark et al. (2013) explained that the intersection of Latino men's race/ethnicity, gender, and socioeconomic status influences his enrollment and dropout rate. Although the Clark et al. (2013) study focused on the effect of socioeconomic status on enrollment and retention, my participants' consistent reiteration of their financial concerns when applying to study abroad exposed that their socioeconomic status also played a role in their decision to study abroad. Since they were from primarily low-income households, their socioeconomic status proved to be a barrier to their participation because they did not have anyone to help them fund their study abroad program. Although past research has found mixed results on the influence of socioeconomic status and study abroad intent and participation (Hurst, 2018; Luo et al., 2015; Salisbury, 2009; Stroud, 2010), my research found that socioeconomic status indeed played a role for the first-generation Latino male students in this sample.

Reframing travel to first-generation parents.

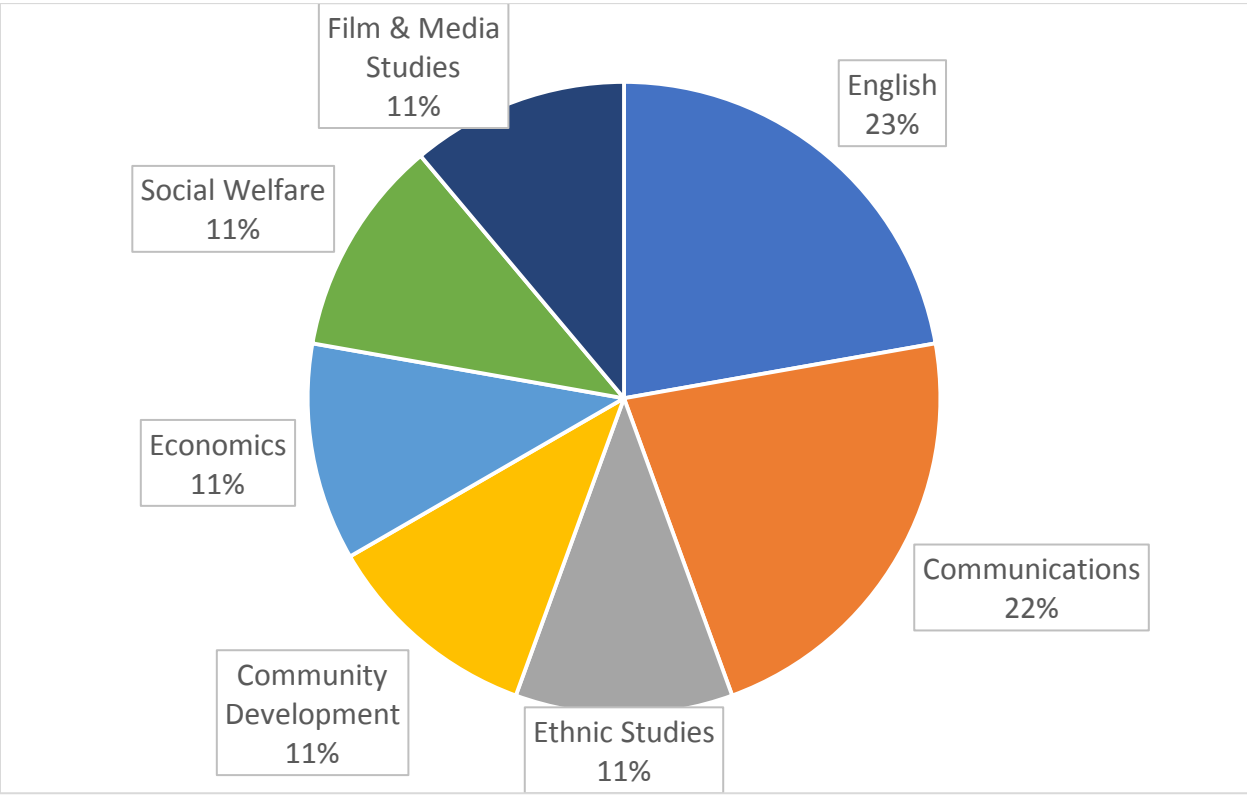
As the literature stated, first-generation families who are not acquainted with the concept of study abroad may not perceive it as valuable and within their frame of an education (Dessoff, 2006; Rhodes et al, 2005). As a result, one way to overcome *familismo* that my participants utilized was iterating the value to their families in order to acquaint them with the concept.

Ignacio, for example, had to frame his conversation around professional development with his family. The career value of studying abroad is often overlooked (Relyea, Cocchiara, Studdard, 2008) – as exemplified by Ignacio's family. The strategy that Ignacio took to frame study abroad with respect to his career not only provides a strategy that other first-generation Latino men may adopt but also one that study abroad administrators can help facilitate.

No connection between major and participation.

From Stroud (2010), Hurst (2018), and Luo et al. (2015), we learn that there is a negative correlation associated with vocational and professional areas and study abroad participation, which is significant because Simon et al. (2017) note that those fields have been criticized for their underrepresentation of womxn. While five of my participants did not major in vocational or professional areas, three of them in fact did (see Table 6).

Table 5: Participants' Majors

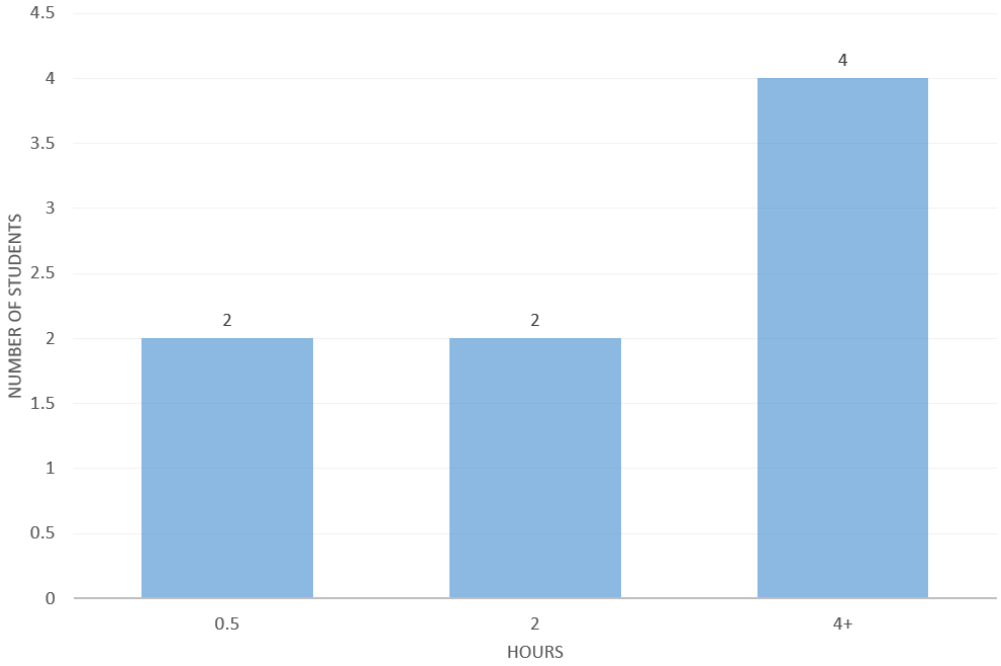


My three participants' decision to major in such areas rendered an inconclusive correlation between study abroad participation and my sample's major choice.

No connection between distance of university and hometown.

Literature has stated that attending college away from and not living with family have a positive correlation with study abroad intent and participation (Hurst, 2018; Lue & Jamieson-Drake, 2015). However, I was unable to draw this conclusion amongst my first-generation Latino male participants (see Table 5).

Table 6: Driving Distance (Hours) Between Participant's Hometown & University



Although six of my participants attended a university that was over two hours driving-distance away, two other participants attended university within a 30-minutes' drive. As a result, my sample could not confirm the findings of Hurst (2018) or Lue and Jamieson-Drake (2015).

Practical Recommendations

Application workshops in cultural organizations.

Study abroad offices should put on application workshops in cultural organizations for Latino men. Both the literature (Saenz & Ponjuan, 2009) and my research have found that Latino men are strongly influenced by their male Latino peers. The majority of my research participants were both exposed and encouraged to study abroad by male Latino peers that they admired. As Eltsuh mentioned: "My fraternity brothers encouraged me because I had seen that a variety of them went to different places." Considering the influence that Latino men can have on each other, reaching out to them in a space that is made specifically for them could elicit interest. By reaching out to Latino men through their cultural organizations, study abroad offices are afforded a comfortability that does not exist elsewhere specifically because the students will be surrounded by other Latino men. Furthermore, if a junior or senior Latino male student that younger students admire is present and encouraging then the efficacy of the workshops may be further pronounced. For this reason, study abroad offices should consider utilizing Latino male alumnae of their programs to help facilitate.

In these workshops, students can work in pairs to fill out the entire study abroad application on-site. Ignacio actually applied alongside a peer in his cultural organization and described the experience as "very helpful" because the logistics of applying would have been otherwise "more burdensome." Moreover, Ignacio continued to say, "...probably, I mean, I don't know if [not having a peer to apply with] would have discouraged me or not, but um, it wouldn't have been as easy." By saying he may have been discouraged to apply if he had not applied with a peer or been encouraged by an upperclassman, Ignacio highlights two things: 1) the trust that Latino men place in their peers and 2) the influential role that they play in each other's decision to study abroad. Considering the influence that male Latino peers have on each other, application workshops in cultural organizations that utilize a buddy-system would be a great way

to simplify the process in a comfortable way that increases the applications of first-generation Latino men to study abroad.

Information sheet for families.

Study abroad offices should create an information sheet on the concept of studying abroad that first-generation students can take home, learn from, and share with their families. Since my participants were first-generation, their families had not heard of studying abroad before. As a result, my research participants reported to me that their families associated traveling only with vacation and fun, which made convincing them that studying abroad was different a difficult accomplishment. Ignacio, for example, had to frame his conversation with his family around professional development. He specifically explained to them how studying abroad would be an opportunity to help advance his career. Otherwise, it would be difficult to make a case as to why he was studying abroad and spending more money as opposed to helping family or working towards a career. Ignacio stated: "It couldn't be all fun; it had to serve a work purpose." Rather than leaving students to handle this hindrance themselves, the information sheet can help them frame their conversations with their families. It should explain not only the academic value of participating but also the professional and personal development that can occur.

The information sheet should also include personal safety protocols that students can take as well as safety policies that the school and programs have in place. Many participants mentioned that much of their family's preoccupations with them studying abroad stemmed from safety concerns. As a result, they reviewed both personal and program safety protocols with their parents. Rather than placing this burden on the students, study abroad offices can absorb

this burden by creating an information sheet that explains how students can remain safe and protocols that the office has in place to maintain student safety.

Having the sheet on-hand would also augment the confidence of first-generation students when speaking with their parents. If the students know exactly how to frame their conversation about studying abroad with their family as it regards safety and value, then they will be able to articulate the otherwise hardly conceivable concept of studying abroad to family members have not heard of it before.

Short-term service-oriented programs with professional development.

According to the programs that my participants chose, Latino men seem to be drawn to short-term summer programs that are directly related to the progress of their careers and/or that include community service. Although my participants did not mention that they chose service-oriented programs because of the element of community service included, their demonstrated commitment to community may have influenced their decision to enroll in those particular programs. In contrast, many of my participants mentioned that they valued their study abroad programs specifically because of the direct correlation that they could see with their career trajectories. Additionally, the majority of the programs (70%) were short-term summer programs. Since my participants were drawn to these particular types of programs, I recommend that one way to augment the participation rates of first-generation Latino men on campuses is to increase the number of short-term summer programs that include professional development and/or community service. This recommendation parallels that of past research, which suggests that short-term programs most appeal to first-generation students (Mills et al., 2010) and that career-oriented programs can benefit participants when applying for jobs (Relyea et al., 2008). If

study abroad offices can offer more of these programs, or market the ones that they have in these fashions, then they may intrigue more first-generation male Latino students.

Cost transparency

Study abroad offices need to be as transparent about costs that students will incur by participating in their study abroad programs. Many of my participants reported that in addition to being worried about how to pay for their programs, another financial concern was knowing exactly how much it was going to cost them. Eltsuh, for example, repeatedly mentioned that he kept receiving a "ballpark" range from his study abroad office. While exact costs cannot be given due to fluctuating currency exchanges and estimates from third parties, study abroad offices can provide students with an estimate and also a predicted maximum amount of program costs that students will incur. For example, if the estimate of a summer program is around $8,000, then offices can tell students that the maximum amount that they predict the program could reach would be $9,000 although it is likely to cost closer to $8,000. This way, students can budget for an $8,000 program cost and acquire peace of mind knowing that it likely will not reach over $9,000. $1,000 is a large sum of money, especially for low-income students. Nevertheless, having a predicted maximum may, at least partially, ease students' financial concerns that stem from consistently receiving "ballpark" ranges.

Future Research

On-program and post-program experiences of first-generation Latino men.

My research focused specifically on what compels first-generation Latino men to study abroad as well as how these students overcome obstacles to their participation. Therefore, all of my conversations with the participants revolved around pre-departure aspects of their study abroad experiences. Although literature is still insufficient in this area and I yearn for more

research on it, further research could also explore outcomes of participation for first-generation Latino male students as well as how they are engaging with their experiences abroad. According to the Anti-Deficit Achievement Framework (Harper et al., n.d.), more work could be completed along the *College Achievemen*t and *Post-College Success* periods (Appendix A) of a Latino man's experience with study abroad. For example, research that investigates these periods could ask the following questions:

- In what ways are Latino men engaging with their experiences while abroad?
- How are there levels of engagement affecting their outcomes?
- What outcomes are Latino men receiving from studying abroad?

Assessment of collaboration between study abroad offices and cultural organizations.

Should study abroad offices heed my recommendation to put on application workshops in cultural organizations, then a proper assessment of the efficacy of that collaboration should be implemented as a form of in-office research. Study abroad offices can evaluate the efficacy of their collaboration by monitoring the number first-generation male Latino student applications and participation rates. Additionally, the offices should evaluate, via a survey, the satisfaction that their students felt throughout the application process and workshops themselves. By considering the amount of applicants and participants as well as the amount of satisfaction that first-generation Latino men felt throughout the process, offices will successfully quantitatively and qualitatively assess the success of their collaboration efforts.

More in-depth exploration of *machismo*.

Gender norms state that men should be: strong and independent; successful and support their families; and avoid feminine activities altogether (Brannon, 1976). These gender norms

inhibit men's participation rates in study abroad because they are more interested in pursuing profit-oriented opportunities and avoiding activities that womxn dominate (Lucas, 2009; Stroud, 2010; Thirolf, 2014; Tompkins et al, 2017). This "boy code," interpreted as *machismo* through a culturally infused lens, is a set of norms that our society projects on Latino men which encourages them to act a certain way (Clark, M. A. et al., 2013; Saenz, V. B. & Ponjuan L., 2009).

Although *machismo* has been researched to influence Latino men, it seldom surfaced in my research. Therefore, I yearn for more profound research on the effect of *machismo* throughout the first-generation Latino man's study abroad experience is necessary. In my research, *machismo* came up as my participants talked about their felt obligation to financially support their families and as my participants reported being intrigued by programs specifically with professional development opportunities. While I recognize the role of *machismo* in these decisions, more research can investigate the how *machismo* affects the experiences of Latino men while abroad. For example, research that explores *machismo* on a more profound level can ask the following question:

- How are Latino men navigating their study abroad cohorts of predominantly wealthy, white, femxle peers?

Research that answers the previous question could better prepare male Latino students for life abroad.

Conclusion

Study abroad has been identified has a High-Impact Practice (HIP) (Kuh et al., 2017). As of now, Latinx students comprise only about 10% of the national study abroad cohort (Institute of International Education, 2017) yet they comprise about 20% of the national student population

(National Center for Education Statistics, 2018). Due to the researched benefits of HIPs (Kuh et al., 2017), it is paramount that institutions increase access to study abroad so that racially minoritized students, including first-generation Latino men, can acquire the same opportunities that other students on campus are.

In addition to the lack of representation of both men and Latinx students (Institute of International Education, 2017) in study abroad, there is also minimal research specifically on Latino men in study abroad (Gutierrez, D., 2009) and none on first-generation Latino men. In order to fill a portion of this gap in the research, my research explored the experiences first-generation Latino men throughout the study abroad application process. In doing so, my study has simultaneously examined issues of gender and race *within* the Latinx category rather than approaching the two phenomena separately, as past research has done (Stroud, 2010; Doyle et al., 2012; Luo et al., 2015; Salisbury, Paulsen, & Pascarella, 2010; Tompkins, Cook, Miller, & LePau, 2017; Twombly, Salisbury, Tumanut, & Klute, 2012; Thirolf et al., 2014; Hurst, 2018; Lucas, 2009). Specifically, I investigated the reasons that first-generation Latino-men were intrigued to study abroad, identified obstacles that could have inhibited their participation, and distinguished ways that they have overcome said obstacles. By intentionally focusing on first-generation Latino men who *had* participated in study abroad – rather than limiting my focus to those who had *not* participated – my study identified important factors contributing to the participation of minoritized and marginalized students in this High Impact Practice.

My research found that my participants were strongly influenced by their male Latino peers. My participants were both exposed and encouraged to participate through older male Latino peers that they admired on campus, most of whom they had met through a cultural organization or fraternity. My participants also strongly felt a sense of loyalty to their families,

which became something that they needed to address prior to departing. As first generation students, their parents were unaware of the concept of studying abroad and previously associated traveling with only vacation, fun, and relaxation. As a result, they preferred their boys to stay home, be with family, and contribute financially. Additionally, my participants also felt a strong commitment to their communities both back home and on-campus, which became something that they needed to address prior to departure. Students felt that studying abroad was "selfish" because they were "abandoning" the on-campus cultural organizations that they were leading as well as the hometowns that they were from. *Machismo* played a role in their decision to participate. For example, my participants were drawn to programs that included professional development or were service-oriented. Because of their commitment to community, I believe that the students who chose service-oriented programs did so because they felt that they would still be giving back abroad while also doing something "for themselves." Other students that chose programs with internships did so because they discerned a direct relation to their professional development while studying abroad.

As a result of these findings, I recommend that study abroad offices put on application workshops in cultural organizations for Latino men. In these workshops, students can work in pairs to fill out the entire study abroad application on-site. Considering the influence that male Latino peers have on each other, this would be a great way to simplify the process and increase the applications of Latino men on your campus. Study abroad offices should also create an information sheet on the concept of studying abroad that first-generation students can take home, learn from, and share with their families. The information sheet can explain not only the academic value of participating but also the professional and personal development that can

occur. It should also include personal safety protocols that students can take as well as safety policies that the school and programs have in place.

Existing research demonstrates the impact that study abroad can have on its participants (Kuh et al., 2017) as well as the fact that both men and Latinx students are disproportionately misrepresented in this High Impact Practice (Kuh et al., 2017). By uncovering factors of participation for first-generation Latino men as well as methods to surmount obstacles along the way, my research has divulged strategies that study abroad administrators and other agents on campus can take to diversify their study abroad cohorts. Although my research is not generalizable due its limited sample size, it nevertheless provides insight into the experiences of first-generation Latino men when applying to study abroad. My findings provide practical interventions for improving the participation rates of first-generation Latino men in study abroad.

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Appendix A: Anti-Deficit Theoretical Framework (Harper et al, n.d.)

Figure 6.1. Anti-Deficit Achievement Framework for Studying Students of Color in STEM

Pre-College Socialization and Readiness	College Achievement		Post-College Persistence in STEM
FAMILIAL FACTORS How did parents help shape one's college and STEM career aspirations? What did parents do to nurture and sustain one's math and science interests?	**CLASSROOM INTERACTIONS** How did one negotiate "onlyness" and underrepresentation in math and science courses? What compelled one to persist in STEM despite academic challenge and previous educational disadvantage?	Which pedagogical practices best engaged one in math and science courses? How did one craft productive responses to racist stereotypes in the classroom?	**INDUSTRY CAREERS** Which college experiences enabled one to compete successfully for careers in STEM? Which college experiences best prepared one for racial realities in STEM workplace environments?
K-12 SCHOOL FORCES What was it about certain K-12 teachers that inspired math/science achievement? How did one negotiate STEM achievement alongside popularity in school?	PEERS — PERSISTENCE — FACULTY **OUT-OF-CLASS ENGAGEMENT** What compelled one to take advantage of campus resources, clubs, and student organizations? What value did leadership and out-of-class engagement add to one's preparation for STEM careers? Which peer relationships and interactions were deemed most valuable to STEM achievement?	**EXPERIENTIAL/EXTERNAL OPPORTUNITIES** How did one go about securing a STEM-related summer research experience? In what ways did research opportunities, conference attendance and presentations, and so on help one acquire social capital and access to exclusive, information-rich professional networks?	**GRADUATE SCHOOL ENROLLMENT** What did faculty and institutional agents do to encourage one's post-undergraduate aspirations? Who was most helpful in the graduate school search, application, and choice processes?
OUT-OF-SCHOOL COLLEGE PREP EXPERIENCES Which out-of-school activities contributed to the development of one's science identity? Which programs and experiences enhanced one's college readiness for math and science interests?			**RESEARCH CAREERS** What happened in college to ignite or sustain one's intellectual interest in STEM-related topics? From which college agent(s) did one derive inspiration to pursue a career in STEM-related research?

Appendix B: Interview Protocol

1. Tell me about how you studied abroad…
2. Tell me about the first time you thought about studying abroad…
    a. What inspired you to study abroad?
    b. Where did your interest in study abroad spring from?
    c. Who was the *most* encouraging person when you told them you wanted to participate?
    d. Who was the *least* encouraging?
        i. Friends? Counselors? Advisors? Parents?
3. What worries did you have when applying?
    a. What preoccupations did you have before departing?
        i. How were those preoccupations alleviated?
            1. Professors? Advisors? Peers?
4. What was the general atmosphere around studying abroad at your undergraduate institution?
5. How many of your friends studied abroad?
    a. What discussion did you have with them regarding studying abroad?
6. What are your family dynamics like?
    a. How close are you with your family?
7. What things were you involved with as an undergraduate student?
    a. What resources did you take advantage of as an undergraduate?
    b. What clubs and organizations did you participate in?
8. Talk me through the decision about where you chose to study abroad…

   a. Did you speak Spanish before studying abroad? Was that an influence on where you chose to study abroad?

9. Did you find locals welcoming?
   a. How frequently did you interact with them?
   b. How else did you get involved in the local culture?
   c. How much do you feel you picked up the language?
10. Tell me about a time you wanted to come home…
   a. What challenges did you face while studying abroad?
      i. How did you overcome them?
11. As an undergraduate student, did you intend to become a graduate student? How did that have an effect on your study abroad intentions?
12. How has study abroad affected your life since? /How has study abroad enriched your life post-college?
   a. Tell me about something that has happened that reminded you of when you studied abroad.
   b. How were your grades before and after participating?
   c. How much do you feel studying abroad correlated with your university degree?
   d. How much do you feel studying abroad helped your post-college life?
      i. What did you gain from studying abroad that is relevant today?
      ii. How do you perceive your cultural competency compared with others?
      iii. Describe your engagement in politics…
      iv. What is the difference between people who do and do not study abroad?
13. What does it mean to be a man?

   a. What does it mean to be a Latino man?
   b. How many men were on your program? How was it to be one of the only Latino men?
   c. How did you negotiate being the only (or one of the only) Latino man in your program?

14. Why do you think more womxn study abroad than men?
15. Why do you think so few Latinx students study abroad?
16. Why do you think, specifically, Latino men study abroad at such low rates?
17. Would you encourage others to study abroad?
   a. What things would you tell them to consider?

Appendix C: Participant Intake Form

1. Which U.S. university (within the U.S.) were you attending when you studied abroad?
2. How long of a drive or flight is your hometown from the U.S. university (within the U.S.) that you were attending when you studied abroad? (By "hometown", I am referring to the city that you were living in just before attending college)
3. What was your major?
4. If you can remember or quickly look it up, what was your overall GPA prior to studying abroad?
5. On a scale of 1-10, how much do you like the U.S. university (within the U.S.) that you were attending when you studied abroad?
6. List all organizations, clubs, jobs, sports, or anything else you were involved with while in college.
7. If you can remember or quickly look it up, what was your high school GPA?
8. List all organizations, clubs, jobs, sports, or anything else you were involved with at your high school.
9. Select the range of your family's income in USD per year:
10. Has anyone, that is older than you, in your family attended college?
11. On a scale of 1-10, how much of a financial responsibility do you feel to your family?
12. On a scale of 1-10, how much do you desire to learn about other cultures?

Appendix D: Consent Form

Study Title: Study Abroad: *¿Dónde están todos los hombres latinos?*

Researcher: Daniel A. Garcia, M. Ed. Candidate; University of Southern California

This is a consent form for participation in research. Herein lies information regarding the purpose of the study, how you will contribute, how I will store your information, and risks for you to consider. Feel free to ask me any questions and discuss this document with anyone you would like to before signing it.

1. **What is the purpose of this study?**

   The large majority of study abroad participants are white femxle students from high socioeconomic backgrounds. In fact, men make up about 33% of the annual study abroad cohort and Latinx students have never composed more than 10%. Much attention has been paid to the gender disparity in study abroad research. Separately, much attention has also been paid to the experience of Latino men throughout the education pipeline. No previous research has examined the two phenomena simultaneously. The purpose of this research is to fill that gap by by studying factors that may be enabling Latino men to successfully participate in study abroad as well as measure the outcome(s) of their participation.

2. **Why was I chosen and what benefits can I expect?**

   You were selected to participate in this study as a result of your successful participation in study abroad despite the well-researched limiting factors to the experience of Latino men throughout education. Because you have studied abroad, you have had an experience that I can draw conclusions from that will hopefully enable other Latino men to participate in the future. While I am interested in recognizing some of the obstacles that you overcame, I am much more interested in hearing how you overcame them, who encouraged you to study abroad, and what other interventions occurred that compelled you to participate. In addition, I am also interested in hearing about your experience and how it affected the remainder of your undergraduate career and life thereafter. By participating, you are providing me with an invaluable experience that may enable other members of our community in the future.

3. **How many people will take part in this study?**

Approximately 6 students. At the end of the study, if you would like to recommend somebody who may be interested in participating then please share their contact information with me.

4. What will I have to do?

After this 45-60-minute interview, you will be asked to return for one follow-up interview and subsequently to fill out a brief survey that may take 10-15 minutes. This initial interview is meant for you to take me through everything that led up to your participation in study abroad, the study abroad experience itself, and how the experience has affected your life since. In the follow-up interview (approximately 20-30 minutes), I will share themes, that I will have found across the interviews, with you and ask you for your thoughts on them. The final survey is a space for you to provide me with any thoughts that may surface since our final meeting as well as to collect background information. I encourage you to e-mail me anytime as you generate thoughts outside of our interviews that are relevant to my study. As is your participation in every step of this study, all background information is also voluntary.

5. Can I stop being in the study?

Your participation in this study is voluntary. Even after beginning, you reserve the right to withdraw at any moment. Your withdrawing will not affect your relationship with the University of Southern California – neither your student status nor your employment status should you be an employee. I will not hold any prejudice against you should you choose to withdraw. I thank you for any participation your willing to provide me with.

6. What risks am I taking and how will they be minimized?

The only risk involved with participation in this study is the disclosure of your personal information. To minimize this risk, your data will be securely stored. All information collected will be de-identified and any notes, transcriptions, and the final report will include pseudonyms to ensure that no information can be traced back to you. If you prefer a specific pseudonym, please let me know verbally.

7. Will audio recordings be made of me during the study?

Yes, both interviews will be recorded **(only if you check the box below)** and transcribed in order to ensure the accuracy of your responses. All recordings and transcriptions will be de-identified and include pseudonyms. Their use will only be for this study and not distributed elsewhere.

- ○ I give my permission for audio recordings to be made of me during my participation in this research study.

8. **What happens if I am injured as a result of my participation?**

   It is not anticipated that you will be injured in any way as a result of participating in this study. Nonetheless, if you suffer an injury from participating then I recommend that you seek treatment. The study has no funds to assist you with the payment of treatment expenses but, as mentioned, it is not suspected that you will incur any injury.

9. **Who is my point of contact?**

   For any questions, concerns, comments, or complaints you may contact **Daniel Anthony Garcia** at garc456@usc.edu.
   For questions about your rights as a participant in this study or to discuss other study-related concerns or complaints with someone who is not part of the research team, you may contact the **Office for the Protection of Research Subjects** at **(213) 821-1154** or via e-mail at oprs@usc.edu.
   If you are injured as a result of participating in this study or for questions about a study-related injury, you may contact **Daniel Anthony Garcia** at garc456@usc.edu.

Signing the Consent Form

I have read (or someone has read to me) this form, and I understand what my participation entails. I understand that I am voluntarily participating and that I can withdraw at any moment without prejudice or penalty. I have had the opportunity to ask questions and have had them answered to my satisfaction.
I am not giving up any legal rights by signing this form. I will be given a copy of this form.

_____ _____

Printed Name of Participant Signature of Participant

_____ a.m. / p.m.

Date and Time

Researcher

I have explained the research to the participant prior to requesting the participant's signature. All details have been iterated and questions have been answered. I will give a copy of this form to the participant immediately after all signatures are filled in.

_____ _____

Printed Name of Researcher Signature of Researcher

_____ a.m. / p.m.

Date and Time