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The Psychological Influence of Family on College Adjustment During COVID-19: A Mixed Method Study with Latine Undergraduate Students

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Santa Barbara

The Psychological Influence of Family on College Adjustment During COVID-19:

A Mixed Method Study with Latine Undergraduate Students

A dissertation submitted in partial satisfaction of the

requirements for the degree Doctor of Philosophy

in Counseling, Clinical, and School Psychology

by

Adriana Sanchez

Committee in charge:

Professor Melissa L. Morgan, Chair

Professor Maryam Kia-Keating

Professor Heidi A. Zetzer

September 2022

The dissertation of Adriana Sanchez is approved.

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Heidi A. Zetzer

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Maryam Kia-Keating

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Melissa L. Morgan, Committee Chair

June 2022

ACKNOWLEGEMENTS

EDUCATION

Sep. 2022   Ph.D., Counseling, Clinical, and School Psychology
University of California, Santa Barbara (APA Accredited), Santa Barbara, CA
Chair: Melissa L. Morgan, Ph.D.

June 2018   Masters of Arts in Counseling Psychology
Department of Counseling, Clinical, and School Psychology
University of California, Santa Barbara (APA Accredited), Santa Barbara, CA

June 2016   Bachelor of Arts in Psychology, Minor in Applied Psychology
University of California, Santa Barbara, Santa Barbara, CA

June 2014   Associate of Arts Degree for Transfer in Psychology
Moorpark College, Moorpark, CA

PUBLICATIONS

Sims, G., Kia-Keating, M., **Sanchez, A.**, Beylin, N., Evans, M., & Tran, M. (2022). Anti-Asian American discrimination and COVID-19. *International Perspectives in Psychology: Research, Practice, Consultation*, *11*(3), 206-213. https://doi.org/10.1027/21573891/a000048

Sanchez, A. & Morgan, M. L. (2020). Community college transfer phenomena: Experiences of academically resilient Mexican and Mexican-American students. *Journal of Diversity in Higher Education*. Advance online publication. https://doi.org/10.1037/dhe0000295

Morgan Consoli, M. L., Torres, L., Unzueta, E., Meza, D., **Sanchez, A.**, Vázquez, M., & Hufana, A. (2020). Estoy mejor: Accounts of thriving in the face of discrimination for Latina/o undergraduate students. *Journal of Latinos and Education*. https://doi.org/10.1080/15348431.2020.1712208

Morgan Consoli, M. L., Consoli, A., Hufana, A., **Sanchez, A.**, Unzueta, E., Flores, I., Vázquez, M. D., Sheltzr, J. M., & Casas, J. M. (2019). "I feel like we're going backwards: Post Presidential election resilience in Latinx community members. *Journal for Social Action in Counseling and Psychology*, *10*(2), 16-33. https://doi.org/10.33043/JSACP.10.2.16-33

Torres, L., Morgan Consoli, M. L., Unzueta, E., Meza, D., **Sanchez, A.**, & Najar, N. (2019). Thriving and ethnic discrimination: A mixed methods study. *Journal of Multicultural Counseling and Development*, *47*, 256-273. https://doi.org/10.1002/jmcd.12157

Sanchez, A., Hufana, A., Vázquez, M. D., Morgan Consoli, M. L., Consoli, A. J., Casas, M. J., Vanegas, G., Sheltzer, J., Meza, D., & Unzueta, E. (2017). Post-election reactions

of Latinx community members in Santa Barbara. *Diversity Forum Newsletter, University of   California, Santa Barbara.*

Sanchez, A. & Morgan Consoli, M. L. (2016). Understanding academic resilience: Latina community college transfer students' experiences. *UCSB McNair Scholars Research Journal*, *6*, 184-211.

CONFERENCE PRESENTATIONS

Sanchez, A., Woods, V., Phommasa, M., & Mora, A. S. (2021, November). *Creating partnerships to support undergraduate research experiences: Benefits of a transfer student mentoring program*. Paper presented at NASPA Orientation, Transition, & Retention Knowledge Community Live Briefing, Virtual.

Sanchez, A., Phommasa, M., Mora, A. S., & Woods, V. (2021, February). *Using a multidisciplinary framework to understand the benefits of a transfer student mentoring program*. Paper presented at The National Institute of the Study of Transfer Students Conference, Atlanta, GA.

Sims, G.M., Kia-Keating, M., **Sanchez, A.**, Beylin, N., & Evans, M. (2021, February). *It's political: Examining   discrimination toward Asian-Americans in the COVID-19 pandemic*. Paper presented at American Psychological Association Conference, San Diego, CA.

Phommasa, M., Caudillo, A., **Sanchez, A.**, & Bermudez, M. (2021, February). *Coffee & community for first-generation transfer students: Culturally responsive space of belonging.* Paper presented at The National Institute of the Study of Transfer Students Conference, Atlanta, GA.

Sanchez, A. & Morgan-Consoli, M. L. (2020, May). *Designing a mixed methods study centered in equity and social justice: Process and paradigmatic considerations in a dissertation*. Paper presentation invitation at Sixteenth International Congress of Qualitative Inquiry Conference, Urbana Champagne, IL.

Morgan-Consoli, M. L., Hufana, A., Franco, V., Felix, E., Hufana, A., **Sanchez, A.**, & Vazquez, M. (2020, April). *Steps to developing a CBPR collaboration: Resilience among Latinx youth*. Poster invitation at Counseling Psychology Conference, New Orleans, LA.

Buhin-Krenek, L., Morgan-Consoli, M. L., Meza, D., Unzueta, E., Hufana, A., Vázquez, M. D., & **Sanchez, A.** (2019, August). *A cross-cultural, mixed methods study of resilience, national identity and just world beliefs*. Poster presented at American Psychological Association Conference, Chicago, IL.

Morgan-Consoli, M. L., Hufana, A., Franco, V., Felix, E., & **Sanchez, A.** (2019, August). *"It's just a part of my life": Stories of resilience in Holocaust survivors*. Poster presented at American Psychological Association Conference, Chicago, IL.

Morgan-Consoli, M. L., Felix, E., Franco, V., **Sanchez, A.,** & Hufana, A. (2019, July). *Steps to developing a CBPR collaboration: Resilience among Latinx U.S.A. youth*. Paper presented at the Society for Interamerican Psychology Conference, Havana, Cuba.

Phommasa, M. & **Sanchez, A.** (2018, December). "The first quarter is a big transition period": Supporting transfer and first-generation college students. Paper presented at UCSB Student Affairs Professional Development Conference, Santa Barbara, CA.

Sanchez, A. & Morgan-Consoli, M. L. (2018, October). *Pa'lante: Exploring contributing factors to academic resilience in Latinx community college transfer students.* Poster presented at National Latinx Psychological Association 2018 Conference, San Francisco, CA.

Vazquez, M., **Sanchez, A.,** Flores, I., Hufana, A., Unzueta, E., Sheltzer, J., Meza, D., Morgan Consoli, M. L., Consoli, A., & Casas, J. M. (2018, August). *Resilience in Latinx communities post-Trump election: Themes and consideration.* Poster presented at American Psychological Association Conference, San Francisco, CA.

Alonso Blanco, V. J., **Sanchez, A.,** & Morgan-Consoli, M. L. (2017, August). *Exploring Types of Familismo and Their Role in How Mexican American College Students Overcome Adversity.* Poster presented at UCSB Academic Research Consortium Summer Program Research Colloquium, Santa Barbara, CA.

Unzueta, E., Morgan Consoli, M. L., Katz, D., Meza, D., **Sanchez, A.,** Vazquez, M., & Hufana, A. (2017, July). *Latino/a thriving and resilience assessment scale (LTRAS): Scale construction from a social justice perspective*. Paper presented at the Society for Interamerican Psychology Conference. Meridad, MX.

Torres, L., Morgan-Consoli, M. L., Meza, D., Vázquez, M. D., **Sanchez, A.,** Najar, N. S., Unzueta, E., & Mata Greve, F. (2016, September). *Examining Ethnic Microagressions and Latino Ethnic Identity: The Moderating Effect of Thriving.* Paper presentation at National Latina/o Psychological Association 2016 Conference, Orlando FL.

Unzeta, E., Morgan-Consoli, M. L., Meza, D., Vázquez, M. D., & **Sanchez, A.** (2016, September). *Case Studies of Unauthorized students and resilience: Implications for Social Justice*. Paper presentation at National Latina/o Psychological Association 2016 Conference, Orlando, FL.

Sanchez, A. (2015, August). *Academic Resilience in Latina Community College Transfer Students*. Poster presented at UCSB Summer Research Colloquium University of California, Santa Barbara, Santa Barbara, CA.

Sanchez, A. (2015, August). *Exploring Academic Resilience in Latina Community College Transfer Students*. Presentation at McNair Scholars Program Summer Research Symposium, University of California, Santa Barbara, Santa Barbara, CA.

Sanchez, A. (2015, August). *Academic Resilience in Latina Community College Transfer Students*. Presentation at 23rd Annual Ronald E. McNair California Scholars Symposium. University of California, Berkeley. Berkeley, CA

INVITED PRESENTATIONS

09/20	Panelist: 2020 First Generation Scholars Welcome ONDAS Student Center, University of California, Santa Barbara
09/20	Panelist: "Latinx Graduate Life" Graduate Student Resource Center, University of California, Santa Barbara
08/19	Panelist: "Thriving, Not Surviving: Navigating Higher Education as a First-Generation College Student" University of California, Santa Barbara
03/18	Workshop coordinator: "Introduction to the Research Process Series" (5 workshops) Collaboration between the College of Letters & Science Undergraduate Research and Creative Activities (URCA), Transfer Student Center, and Opening New Doors to Accelerated Success (ONDAS) University of California, Santa Barbara
01/18	Workshop coordinator and presenter: "Navigating the World of Academia" ONDAS and Transfer Student Centers, University of California, Santa Barbara
05/17	Workshop coordinator and presenter: "Grad School Prep Series" (4 workshops) Transfer Student Center, University of California, Santa Barbara
05/16	Panel Speaker: Parent Panel, Student Parent Conference University of California, Santa Barbara
01/16	Panel Speaker: "Promoting Success among First Generation College Students" Instructional Development, University of California, Santa Barbara

RESEARCH EXPERIENCE

06/20 – 06/22	**Principal Investigator, Dissertation Study** University of California, Santa Barbara *Committee Chair:* Melissa L. Morgan, Ph.D.

Designing a mixed method research study that focuses on the psychological impact of family on Latinx undergraduate students' college adjustment during COVID-19. Dissertation currently in data collection stage. Received the 2020 Ray E. Hosford Dissertation Award.

07/20 – 06/22 **Co-Investigator**
University of California, Santa Barbara
Principle investigator: Ginette Sims, M.A.
Faculty Advisor: Maryam Kia-Keating, Ph.D.
Project: *Stereotyping, Discrimination, and Forced Affiliation: Examining Asian-Americans Experiences of COVID-19*
Contributed by helping the lead researcher in the conceptualization of the qualitative research project and provided relevant literature to support the importance of the study. Obtained IRB approval. Utilized extensive experience in qualitative research methods to determine a plan for analysis based on research questions. Assisted in the development of the interview protocol and supplemental materials.

09/17 – 06/21 **Graduate Student Researcher**
University of California, Santa Barbara
Principle Investigators: Vanessa Woods, Ph.D., Malaphone Phommasa, Ph.D.
Project: *Psychological and Sociocultural Benefits of a Transfer Student Mentoring Program*
Recruited and ran participants. Examined the relationships and differences in academic self-efficacy, sense of belonging, psychological grit, and campus resource knowledge and use among transfer students in a peer mentoring program compared to students not in a mentoring program. Used SPSS to run statistical analyses. Manuscript submitted to peer-reviewed journal.

06/17 – 12/19 **Pre-Dissertation Study**
University of California, Santa Barbara
Faculty Advisor: Melissa L. Morgan, Ph.D.
Received Institute for Mexico and the United States' Student and Postdoctoral Research grant funding for thesis qualitative study: *Community College Transfer Phenomena: Experiences of Academically Resilient Mexican and Mexican American Students*. Designed research study, developed research questions, created interview protocol, obtained IRB approval, recruited participants, conducted individual interviews, transcribed, and analyzed the data using transcendental phenomenology, and presented preliminary and final findings at two separate national conferences. Manuscript under review by peer-reviewed journal.

01/15 – 09/19 **Wellness Trainer and Research Assistant, Community-Based Participatory Research Study**
University of California, Santa Barbara
Principal Investigators: Melissa L. Morgan, Ph.D., Jesús M. Casas, Ph.D.

Project: *Evaluation of the Santa Barbara Well-Being Project*
Led wellness presentations for youth between the ages of 4-18, as well as monolingual and bilingual parents and community members. Led trainings for mental health workers, *promotoras*, teachers, and other interested community members using project's train-the-trainer model. Recruited and collected data for grant-funded program evaluation for youth ages 12-18.

09/18 – 06/19 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigator: Melissa L. Morgan, Ph.D.
Project: *Alternative to Youth Violence Program*
As part of a team, assisted in the conceptualization and development of research questions and method selection for a community-based participatory research (CBPR) study, using mixed methodology (qualitative and quantitative), to explore the experiences of at-risk Latinx youth and their resilience in the face of violence.

09/18 – 06/19 **Graduate Student Researcher**
University of California, Santa Barbara
Principle Investigators: Melissa L. Morgan, Ph.D.
Project: *Holocaust Survivor Resilience*
As part of a team, assisted in the conceptualization and development of research questions and method selection for a study on Holocaust survivors. Project resulted in co-authored conference presentations.

10/17 – 03/18 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigator: Margaret Sanfronova, Ph.D.
Project: *E-Coach Program, College of Letters & Science*
Assist in the development of a qualitative interview protocol. Recruited and coordinated interviews with undergraduate in the economic majors to learn about their experiences in prerequisite economics course. Conducted interviews to inform online mentoring resource to study skill tips, problems solving strategies, and motivating messages to students in the major.

08/17 – 03/18 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigators: Melissa L. Morgan-Consoli, Ph.D., Andrés J. Consoli, Ph.D.
Project: *Post-Presidential Election Resilience in Latinx Community Members*
Assisted in the development and translation of interview protocols and materials used to recruit Latinx participants post-2016 election. Collaborated on Spanish-language coding team using the consensual qualitative research approach to develop coding scheme. Project resulted in co-authored conference presentations and a manuscript published in peer-reviewed journal.

08/17 – 03/18 **Graduate Student Researcher**

University of California, Santa Barbara
Principal Investigator: Melissa L. Morgan, Ph.D.
Project: *Exploring the Resilience of Undocumented Latinx College Students*
As part of a team, assisted in the development of research questions, method selection, analysis, and presentation of findings for a study on the ways that undocumented Latinx college students conceptualized their experiences in the context of resilience. Project resulted in co-authored conference presentation.

08/17 – 03/19 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigator: Melissa L. Morgan, Ph.D.
Project: *Development of the Latino/a Thriving and Resilience Assessment Scale (LTRAS)*
Assisted in the initial theorizing and conceptualization of the development of items for a scale that would have the potential to be used with individuals who identify as Latinx. Assisted in writing and submitting article for publication.

05/17 – 02/18 **Graduate Student Researcher**
Gevirtz Graduate School of Education, University of California, Santa Barbara
Principle Investigator: Michael Gerber, Ph.D.
Project: *Enhancing Success in Transfer Education for Engineering* Majors (*ESTEEM*)
Collaborated with research team to develop a valid instrument to identify academic talent for Engineering among community college, post-transfer, and traditional students, identify the factors that contribute to persistence in Engineering, and identify program interventions that may promote successful student outcomes.

01/15 – 03/19 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigator: Melissa L. Morgan, Ph.D.
Project: *Cross-Cultural Exploration of Political Adversity and Resilience among Croatian and U.S. Latinx College Students*
Collaborated on an international team to recruit participants, conduct individual interviews, assisted in transcribing and analyzing qualitative and quantitative data, and presented findings at national conferences.

01/15 – 03/18 **Graduate Student Researcher**
University of California, Santa Barbara
Principal Investigators: Melissa L. Morgan, Ph.D., Lucas Torres, Ph.D.
Project: *Thriving in the Face of Discrimination in Latina/o Undergraduate Students*
Collaborated in coding team using the consensual qualitative research approach to develop coding scheme. Co-authored manuscript for a national mixed-methods study on the narratives and understandings of Latina/o undergraduate students that endorsed thriving despite experiencing discrimination.

01/15 – 06/16 **Undergraduate Research Assistant**
Gevirtz Graduate School of Education, University of California, Santa Barbara
Faculty Mentor: Melissa L. Morgan
Collaborated with graduate students in data entry, transcribing, and recruiting participants for a variety of research studies examining adversity, resilience, discrimination and thriving in underserved and underrepresented communities in Santa Barbara.

01/15 – 06/16 **Principal Investigator, McNair Scholars Program**
University of California, Santa Barbara
Faculty Mentor: Melissa L. Morgan
Project: *Understanding Academic Resilience: Latina Community CollegeTransfer Students' Experiences*
Designed research study, developed research questions, created interview protocol, obtained IRB approval, recruited participants, conducted individual interviews, transcribed, and analyzed the data using the transcendental phenomenological approach, presented findings at the McNair Summer Symposium, and published manuscript in undergraduate research journal.

HONORS AND AWARDS

2020 Susan A. Neufeldt Award for Excellence in Clinical Supervision
2020 Ray E. Hosford Memorial Fund Dissertation Fellowship, University of California, Santa Barbara
2020 – 2021 Graduate Division Dissertation Fellowship, University of California, Santa Barbara
2020 Student Affiliates of Seventeen (SAS's) Counseling Psychology Conference Funding Award
2019 – 2020 Office of the President Community College Research Assistantship/Fellowship, University of California, Santa Barbara
2019 CCSP Departmental Conference Travel Award, University of California, Santa Barbara
2019 Gevirtz Graduate School of Education Dean's Travel Award, University of California, Santa Barbara
2018 Graduate Student Association Conference Travel Award, University of California, Santa Barbara
2018 CCSP Departmental Conference Travel Award, University of California, Santa Barbara
2018 Ray E. Hosford Award for Excellence in Professional Behavior, University of California, Santa Barbara
2018 UC MEXUS Student and Postdoctoral Research Small Grant, Institute for Mexico and the United States, University of California, Riverside
2017 CCSP Departmental Conference Travel Award, University of California, Santa Barbara
2016 Student Research Travel Award, National Latinx Psychological Association
2016 McNair Scholar Dr. Clyde Woods Award for Excellence in Scholarship and Collegiality, University of California, Santa Barbara

CLINICAL ADMINSTRATIVE EXPERIENCE

09/19 – 9/20 **Co-Coordinator/Clinic Supervisor, Hosford Counseling &Psychological Services, University of California, Santa Barbara (UCSB)**
Santa Barbara, CA
Screen prospective clients, attend weekly case assignment meetings, observe intakes and sessions, managing crises, conduct case audits, and other tasks related to delivery of clinical services. Manage the training, research, and psychological service activities in the clinic as well as leadership duties, including: creating, documenting, training, and enforcing procedures related to teaching psychological assessment and psychotherapy competencies and skills and routine outcome monitoring (weekly assessments) in the clinic, training and supervising others in the use of documenting system (running the case assignment meetings, case assignments, supervising and training staff, revising clinic policies and procedures and related documentation, revising the clinic manual and work-flow outlines, closing cases (terminations) and preparing for the next academic year. Additionally, assisted practicum clinicians in treatment planning and provided support to them in administering child and adult assessments.
Supervisors: Heidi Zetzer, Ph.D.; Steve Smith, Ph.D.

CLINICAL TRAINING

8/21 – 08/22 **Psychology Intern, APA-accredited Internship in Health Service Psychology at The University of Illinois Chicago (UIC)**
Chicago, IL
Engage in direct clinical activities (10-13 hours per week) including individual, group, couples teletherapy, outreach, and consultation, as well as the supervision and training of a doctoral level extern. Majority of case load consists of brief therapy (1-8 sessions). Engage in clinical training which includes multiple levels of supervision and specialized seminars (i.e., Multicultural Issues, Assessment, Interpersonal Process Group Consultation, Couple's Therapy, Professional Development) Co-lead general interpersonal process group. Participate in interdisciplinary team meetings to determine final treatment recommendations for clients.
Supervisors: Charles La Chance, Psy.D., Jeanette Simon, Psy.D., Silvia Salas, Ph.D., Caroline Lavelock, Ph.D.

Rotation at Marjorie Kovler Center, Heartland Alliance International
Chicago, IL
Engage in internship community service rotation. Provide therapeutic services to survivors of political torture using culturally responsive, trauma informed, strengths-based, and survivor driven approach to treatment. Receive one hour of supervision per week for two hours of direct service to clients.
Supervisors: Cynthia Lubin Langtiw, Psy.D.

09/19 – 12/20   **Practicum Clinician, Santa Barbara City College (SBCC)**
Santa Barbara, CA
Provided short-term individual therapy (8-10 hours per week) to current diverse SBCC students (age range 18-40-years old; 6 sessions max) with common presenting issues like depression, anxiety, substance use, academic/career and social stress, and relationship issues. Provided case management for clients in need of long-term treatment and/or higher level of care. Facilitated identity-based, social-justice oriented groups. Administer, score, and interpret a variety of adult assessments including the Beck Depression Inventory (BDI), Beck Anxiety Inventory (BAI), and Colombia-Suicide Severity Rating Scale (C-SSRS). Primary psychotherapies and interventions used include Cognitive and Behavioral Therapy (CBT), Acceptance and Commitment Therapy (ACT), and Interpersonal Therapy (IP).
Supervisors: Alyson Bostwick, LMFT; Elizabeth Phillips, LCSW; Heidi Zetzer, Ph.D.

01/20 – 03/20   **Basic Practicum Student Supervisor, Hosford Counseling &Psychological Services, University of California, Santa Barbara (UCSB)**
Santa Barbara, CA
Utilized theory and practice of supervision of psychotherapists to co-lead a supervision group of 3 first-year clinical students. Assisted students in their development in culturally responsive and evidence-based health service psychology, included facilitating learning of APA Ethics Code, helping skills, treatment planning, case conceptualization, and administration of routine assessments.
Supervisor: Heidi Zetzer, Ph.D.

10/18 – 09/19   **Practicum Clinician, Child Abuse Listening Mediation (CALM)**
Santa Barbara, CA
Maintained a case load of 7-10 individual adolescent and family clients. Lead/co-facilitated group in Spanish for families who had experienced family violence. Abided by ethical and legal principles to manage, document, and store confidential information following HIPAA guidelines. Engaged in weekly individual and group supervision, intakes, and safety planning. Populations worked with include adolescents and families. Used evidence-based interventions to address trauma, adjustment disorders, grief and loss, anxiety, substance abuse, depression, and PTSD symptoms. Primary psychotherapies and interventions used include Trauma-Focused CBT, Parent-Child Interaction Therapy, Play Therapy, and Mindfulness. Administered a variety of child and parent assessments in Spanish and English to inform appropriate treatment planning. Assessments include the Child Behavior Checklist (CBCL), Youth Self-Report (YSR), the Parenting Stress Index (PSI), Ages and Stages Questionnaire (ASQ), Eyberg Child Behavior Inventory (ECBI), the Center for Epidemiologic Studies Depression Scale (CES-D), the Conflict Tactics Scale (CTS), and Adult Adolescent Parenting

Inventory-2 (AAPI-2), among others. Facilitated feedback sessions with clients and their families.
S*upervisors*: Dr. Alyson Huneycutt, Psy.D.; Dr. Melissa Cordero, Psy.D.

01/17 – 09/18 **Practicum Clinician, Hosford Counseling & Psychological Services, UCSB**
Santa Barbara, CA
Maintained a case load of 3-5 clients (age range 17-40-years-old). Used ethical practices and judgement to help clients. Abided by ethical and legal principles to manage, document, and store confidential information following HIPAA guidelines. Engaged in weekly individual and group supervision, intakes, and safety planning. Populations worked with include college students and adolescents. Used evidence-based interventions to address transition issues, anxiety, depression, and PTSD symptoms. Primary psychotherapies used include Goal Focused Positive Psychotherapy, Acceptance and Commitment Therapy, and Mindfulness. Administered a variety of assessments, including Outcome Questionnaire 45 (OQ-45), Session Rating Scale (SRS), Mini-Mental Exam, Colombia-Suicide Severity Rating Scale (C-SSRS), Multigroup Ethnic Identity Measure (MEIM), Beck Anxiety Inventory (BAI), Beck Depression Inventory (BDI) and Patient Health Questionnaire 2 (PHQ-9).
Supervisors: Dr. Collie Conoley, Ph.D.; Dr. Pati C. Montojo, Ph.D.

01/15 – 04/15 **Support Group Co-Facilitator, Mental Wellness Center**
Santa Barbara, CA
Co-facilitated 2 support groups (1.5 hours each) for stress and anxiety of approximately 8 members each group. Clients who participated in these groups were diagnosed with comorbid substance use disorder and mental illnesses. With empathy, encouraged change through clarification and provided options for positive action, as well as informed   members with additional resources and support services (i.e., food and housing assistance) offered in the local community.
S*upervisor*: Stacy McCrory

SELECT OUTREACH AND ADVOCACY

12/21 **Co-presenter: "Breaking Stereotypes & Building Boundaries in STEM"**
STEM Circuits hosted by Chicago Women in STEM Initiative, Chicago, IL
Presentation regarding mental health and boundary-setting for the Women in STEM and in historically male-dominant fields. This presentation highlighted the internalized oppression as women and women of color and how to navigate boundary setting. Provided attendees with tangible ways to establish and maintain boundaries in professional and academic settings and understand its importance for marginalized folks.

12/21 **Discussion Facilitator: Feminist Films: Athlete A**

An event led by UIC's Campus Advocacy Network and Women's Leadership and Resource Center, Chicago, IL
Represented UIC's Counseling Center as therapist available to support students triggered by discussion topics which included: gender in sports, how institutions fail to protect, sexual abuse survivors.

06/20   **Facilitator: "POC Space for Healing", Process Group**
Santa Barbara Community College, Santa Barbara, CA
Collaborated with 2 other personal counselors to provide Black, Indigenous, and/or Person of Color students, faculty, and staff amid COVID-19 and Black Lives Matter Movement. Members of the SBCC community were invited to process feelings associated with the murder of George Floyd and disproportionate impacts of the global pandemic on Black and Brown communities. Developed group agenda and mental health resources and facilitated discussion. Provided participants with strategies for coping.

06/20   **Facilitator: "POC Allies Space", Process Group**
Santa Barbara Community College, Santa Barbara, CA
Collaborated with 2 other personal counselors to provide a space for students, faculty, and staff allies of people for color to process and unpack feelings associated the murder of George Floyd and ongoing protests across the nation against police brutality. Helped participants begin to process anti-blackness, intersectional activism, coping skills, and discussed potential advocacy actions as an ally.

03/19   **Advocate: Graduate Research Advocacy Day**
Sacramento, CA
Invited graduate student advocate for University of California, Santa Barbara for presenting research to local legislators at the State capitol. Presented about education, mental health, and support services for transfer and first-generation college students, as related to my research.

TEACHING EXPERIENCE

06/21 – 08/21   **Teaching Associate – CNCSP 101: Helping Relationships**
Department of Counseling, Clinical & School Psychology
University of California, Santa Barbara
Instructor of record for the Helping Relationships course of 40 students. Adapted course curriculum for remote learning and graded student assignments.
Faculty Supervisor: Steve Smith, Ph.D.
Part-time: 50%

04/21 – 06/21   **Teaching Assistant – CNCSP 101: Helping Relationships**
Department of Counseling, Clinical & School Psychology
University of California, Santa Barbara

Supported professor in teaching the Helping Relationships course of 188 students. Facilitated 2 sections of 20 students each where students practice effective helping skills. Tracked student attendance and grade student assignments.
Faculty: Jon Goodwin, Ph.D.
Part-time: 25%

04/19 – 06/19 **Teaching Assistant – CNCSP 101: Helping Relationships**
Department of Counseling, Clinical & School Psychology
University of California, Santa Barbara
Supported professor in teaching the Helping Relationships course of 188 students. Facilitated 2 sections of 20 students each where students practice effective helping skills. Track student attendance and grade student assignments.
Faculty: Amanda Cisler, Ph.D.
Part-time: 25%

11/17 **Guest Lecture – CNCSP 102: Research in Applied Psychology**
Department of Counseling, Clinical & School Psychology
University of California, Santa Barbara
Taught class of 150 students on qualitative and mixed methods. Presented "Academic Resilience in Community College Transfer Students: Using a Qualitative Methodology"
Faculty: Mathew Quirk, Ph.D.

08/17 – 09/17 **Teaching Assistant – CNCSP 110: College Student Peer Helping and Leadership**
Department of Counseling, Clinical & School Psychology
University of California, Santa Barbara
Supported professor in teaching the College Student Peer Helping and Leadership course of approximately 130 students. Co-facilitated sections where students practiced effective helping skills. Tracked student attendance and graded student assignments.
Faculty: Tania Israel, Ph.D.
Part-time: 25%

01/14 – 10/14 **Teaching Assistant – PSY 105: Intro to Behavioral Research Methods**
Department of Psychology
Moorpark College, Moorpark CA
Supported professor in teaching Introduction to Behavioral Research Methods course of 45 undergraduate students for the Spring 2014 and Fall 2014 semesters. Analyzed empirical studies and hypothesized new research questions. Offered office hours for questions on lectures, assignments, and APA formatting. Assisted professor in course preparation and grading.
Supervisor: Julie Campbell, Ph.D.
Part-time: 5 hours per week

MENTORSHIP EXPERIENCE

11/20 – 06/21 **Advanced Graduate Student Mentor, Graduate Scholars Program**
Graduate Division
University of California, Santa Barbara
Provided mentoring support for a group of 3 graduate students from groups or with identities
traditionally underrepresented in their fields. Created and facilitated relationships and community building opportunities for mentees and support them as they navigate their programs and academia.

09/16 – 09/19 **Graduate Student Mentor/Program Assistant**
Transfer Student Center (TSC)
University of California, Santa Barbara
Mentor transfer students who utilize the Center and services. Worked with the Center's Director to develop and assist in the coordination of TSC workshops, programs, and activities. Developed and lead workshops based in psychological theory and research. Analyze program and workshop evaluations from students. Worked closely with Coordinator to coordinate partnerships with other campus resources to enhance student outcomes and academic success.
TSC Coordinator: Kari Weber, M.A.
TSC Director: Malaphone Phommasa, Ph. D
Part-time: 50%

05/17 – 08/17 **Graduate Student Mentor**, **Academic Research Consortium (ARC)/The University of California Leadership Excellence through Advanced Degrees (UC LEADS) Summer Program**
University of California, Santa Barbara
ARC Summer Program provides mentored research experiences in all disciplines to undergraduates at the junior level and graduate students at the master's level who are seeking to gain experience and prepare for doctoral programs at UC Santa Barbara. ARC targets talented and motivated students from Hispanic Serving Institutions in southern California who can benefit from additional academic support and career development. Mentored and undergraduate ARC scholar through a 7-week summer program on her research on types of *familismo* in Mexican American college students from archival data. Provided mentorship by meeting with scholar on a weekly basis to discuss the research process and graduate school preparation. Worked with a faculty advisor to help scholar develop research questions and advise on best research methods to answer such questions.
Faculty advisor: Melissa L. Morgan Consoli

11/16 – 11/18 **Graduate Student Mentor, Black Student Engagement Program (BSEP)**
University of California, Santa Barbara
BSEP is student-led initiative of the Black Resource Committee, housed in the department of Student Affairs Academic Initiatives. The program aims to connect Black students with campus resources and to provide mentorship and academic support with the goal of facilitating an environment wherein students can thrive

holistically in the university and beyond. Mentored an undergraduate student through her first two years at UCSB. Focused on connecting the student to research and career development opportunities, as well as connect her to campus resources and services to facilitate transition and success to college.
Program Coordinator: Saxon Cropper-Sykes

PROFESSIONAL AFFILIATIONS

Since 2019	American Psychological Association, Division 9: Society for the Psychological Study of Social Issues
Since 2018	National Institute of the Study of Transfer Students
Since 2018	Association for Psychological Science
Since 2015	American Psychological Association: Division 17, Society of Counseling Psychology
Since 2015	American Psychological Association: Division 45, Society for the Psychological Study of Culture, Ethnicity and Race
Since 2015	National Latinx Psychological Association

ABSTRACT

The Psychological Influence of Family on College Adjustment During COVID-19:

A Mixed Method Study with Latine[1] Undergraduate Students

by

Adriana Sanchez

Research conducted by the National Student Clearinghouse Research Center found

that amid the pandemic undergraduate enrollment fell by 6.6% from Fall 2019 to Fall 2021,

representing just over a million students (Conley & Massa, 2022). The literature points to

college adjustment as vital to individuals' retention and completion of college (Baker &

Siryk, 1984; Gerdes & Mallinckrodt, 1994). As declines occur due to the impact of a global

pandemic it is critical to understand how to support students in their adjustment and

persistence through college. A mixed methods approach was used to gain a better

understanding of the role that family plays for Latine undergraduate students' adjustment to

college during the COVID-19 pandemic. In the qualitative component, participants described

their unique experience navigating changes during unprecedented times, which resulted in

four emergent themes: *Psychological Impacts of COVID-19*, *Transitions Amid the Pandemic*,

Perceived Support, and *Adjustment Mechanisms*. Quantitative data suggests there is a

predictive relationship between specific family variables and adjustment to college, such that

low stress, high perceived family support, high levels of *familismo*, and low levels of family

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[1] The term "Latine" has been utilized in the U.S. to refer to and be inclusive of individuals who identify as women (-a), non-binary (-e or -x), and/or men (-o), and can be used as both a singular and plural noun or adjective (Oxford English Dictionary, 2019; Zentella, 2017). For this paper, the researcher has chosen to use the term Latine, a gender-neutral term that is more easily pronounced in Spanish than *Latinx*.

achievement guilt significantly predict college adjustment. This dissertation contributes to the literature on the psychological experiences and college adjustment of Latine undergraduate students under additional stressful circumstances caused by the pandemic. Findings have implications for practitioners, higher education administrators, and policy makers working to support retention efforts among Latine college students.

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CHAPTER I

INTRODUCTION

Latinos are the largest ethnic minority in the U.S., making up 18.1% of the population (U.S. Census Bureau, 2018). By 2060, it is projected that Hispanics will comprise 29 percent of the total population despite the fact that growth may be slowed due to immigration reform and continued tension around immigration issues (Flores, 2017; Keating & Fischer-Baum, 2018). In 2020, the U.S. Hispanic population reached 62.1 million, a 50% or more when compared to 2010 (Passel et al., 2022). The increase in college enrollment rate among 18 to 24-year-old Hispanics from 22 to 36 percent between 2000 to 2018 (National Center for Educational Statistics, 2020) suggests that as the population grows, enrollment rates for Latinos/Hispanics will continue to rise (Colby & Ortman, 2015). Despite their significant numbers, only 54% of Latino undergraduate students complete bachelor's degrees when compared to the completion rate for Asians (74%), whites (64%), and undergraduate students identifying as biracial (60%) (National Center for Educational Statistics, 2019). It is estimated that most entering college students who leave without a degree, do so in their first year (Bradburn & Carroll, 2002). Research conducted by the National Student Clearinghouse Research Center found that amid the pandemic undergraduate enrollment fell by 6.6% from Fall 2019 to Fall 2021, representing just over a million students (Conley & Massa, 2022). The literature points to college adjustment as vital to individuals' retention and completion of college (Baker & Siryk, 1984; Gerdes & Mallinckrodt, 1994). As declines occur due to the impact of a global pandemic it is critical to understand how to support students in their

adjustment and persistence through college. Before proceeding, however, it is important to explore who makes up the Latino population.

Latinos are a diverse group with many within-group racial, geographic, and cultural differences (Cobas et al., 2015). The term Latino is a U.S.-originated term and includes groups of people whose nationalities extend from countries that include Mexico, Cuba, Puerto Rico, the Dominican Republic and South and Central America (Gloria & Segura-Herrera, 2004), as well as all people in the U.S. that self-identify as Hispanic or Latina/o (Humes et al., 2011). The terms "Hispanic" and "Latina/os" are often used interchangeably (Santiago-Rivera et al., 2002) but in fact characterize different groups. The term Hispanic was created by the U.S. Census Bureau to categorize groups of people by common language, namely Spanish (Santiago-Rivera et al., 2002). The preferred term is Latina/o as it is more geographically accurate for individuals from Latin America as not all individuals from Latin America speak Spanish (Falicov, 1998). More recently the term "Latine" has been utilized in the U.S. to refer to and be inclusive of individuals who identify as women (-a), non-binary (-e or -x), and/or men (-o), and can be used as both a singular and plural noun or adjective (Oxford English Dictionary, 2019; Zentella, 2017). U.S. academics have shifted to use the gender inclusive term Latinx or Latin@ yet these created terms that make it difficult for Spanish-speakers to easily pronounce (Zentella, 2017). Best practice is to defer to individuals chosen term. For this paper, the researcher has chosen to use the term Latine, a gender-neutral term that is more easily pronounced in Spanish than *Latinx*, when discussing this population and will be cautious about not assuming findings from the proposed study generalize to whole groups that may vary in nationality or culture. Language from prior

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studies with results specific to men (Latino) or women (Latina) will be preserved, as well as studies that specifically use the term Hispanic or other language to identify Spanish-speaking groups.

College adjustment, a construct most often examined and measured in first-year college students, is comprised of educational, social, psychological, and environmental aspects of adjustment (Baker & Siryk, 1984; Credé & Niehorster, 2012; Gerdes & Mallinckrodt, 1994). While pursuing a college education requires adjustment from all students, the type and degree of adjustment experienced by each student varies by background, experience, and prior education (Castillo et al., 2006; Hurtado & Carter, 1997; Rodriguez et al., 2000; Saldaña, 1994; Smedley et al., 1993). Latine students experience many unique challenges that may contribute to the higher education achievement disparity consistent with the multiple aspects of adjustment to college. For example, challenges include students not being academically prepared for college level courses (Schneider et al., 2006; Zell, 2010), experiencing poor counseling and low expectations from academic counselors (Dockery & McKelvey, 2013; Vela-Gude et al., 2009), being a first-generation college student and not having the social capital needed for college success (Núñez et al., 2011; Perez & McDonough, 2008), and facing financial difficulties, especially for students from low-income backgrounds (Adams et al., 2016; Engle, 2006; Lopez, 2009). Social and cultural challenges may include Latine undergraduate students' pressures to conform to the norms of their ethnic group (Chávez & French, 2007; Rodriguez et al., 2000), as well as balance school, work, and family demands to provide or care for the family (Ong et al., 2006). Psychological stressors such as experiencing feelings of guilt, inadequacy, or feeling

an unhealthy pressure to succeed (Covarrubias et al., 2015; Ross et al., 2001) are also challenges students may need to navigate in their adjustment to college. Lastly, environmental influences such as campus climate, and experiences of racism and discrimination, further negatively impact Latine undergraduate students' experience in college (Osegura et al., 2009; Phinney, 1996; Rodriguez et al., 2000; Smedley et al., 1993; Solórzano et al., 2005).

Family support is one factor that has been shown to contribute to positive overall college adjustment (Phinney et al., 2005). Given that there are several aspects of adjustment (educational, relational, psychological, and environmental), and although some of the studies discussed do not specifically examine college adjustment as an outcome variable, the literature examines related variables. For example, among resilient Latine college students, qualitative findings show that in addition to having high educational goals, intrinsic motivation, internal locus of control, and high self-efficacy, support and encouragement from parents contribute to doing well academically (or educational adjustment; Cavazos et al., 2010). Cultural values like *familismo*, *respeto*, *religiosidad*, and traditional gender roles have also been found to predict resilience (or psychological adjustment) in Latine college students (Morgan Consoli & Llamas, 2013). A study of Latine college student participants showed that a positive relationship exists between students' secure parental attachment and psychological adjustment (Kenny & Perez, 1996). Additional research indicates that positive support from parents is associated with increased self-esteem and mental health for Latine university students attending predominantly White institutions (Gloria et al., 2005).

Problem and Significance

Some data on Latine college student mental health issues suggest that what may be a protective factor for one individual can be stressful for another or not so helpful for the same individual depending on context (Del Pilar, 2009). While *familismo* is an important element of traditional Latine culture (Santiago-Rivera et al., 2002), the value of *familismo* has also been shown to hinder academic performance and college persistence among Latine undergraduate students (Gloria & Castellanos, 2012; Telzer & Fuligni, 2009; Vasquez-Salgado et al., 2015). For example, family serves as a source of strength and comfort for many first-generation college students but at the same time they may struggle with balancing family and academic demands (Saunders & Serna, 2004). Parents and families may have positive attitudes about education and students may perceive family support, but families who are unfamiliar with the educational systems in the U.S. may complicate Latine students' ability to navigate college (Gloria & Segura-Herrera, 2004). It is possible that Latine families with strong traditional values can also impede their child's adjustment to college by holding expectations that their child should contribute to family through work (Saenz & Ponjuan, 2009) and question their decision and loyalty to family if they leave home to attend college (Gloria & Castellanos, 2012).

A related construct to *familismo* and perceived family support is family achievement guilt (Covarrubias et al., 2015). Family achievement guilt, feelings of guilt associated with one's academic success compared to that of family, has been explored as a variable impacting an undergraduate's mental health, such that first-generation and Latine college students who experience high levels of family achievement guilt also experience higher levels of depressive symptoms. Similar psychological experiences, such as anxiety,

depression, and other mental health issues (Hunt & Eisenburg, 2010) make adjusting to

college difficult (Chemers et al. 2001) and have been shown to be even more challenging for

undergraduate students that identify as Latine (Núñez et al., 2011; Smedley et al., 1993). The

experience of family achievement guilt, however, has not been explored specifically with

college adjustment. Furthermore, some studies suggest it may take more than the first year to

adjust (Hurtado et al., 1994), especially for Hispanic identifying students who report lower

adjustment than non-Hispanic students (Baker and Siryk, 1989).

The novel coronavirus (COVID-19) global pandemic has drastically changed the lives

of millions of people, including college students. The pandemic has led universities to shift to

remote learning and send students back home to their families. Many young adults faced

major psychological challenges during the initial weeks of the COVID-19 pandemic, with at

least one-third of young adults reported clinically elevated levels of depression, anxiety, and

PTSD symptoms (Fruehwirth et al., 2021; Liu et al., 2020). A survey conducted by *Active

Minds Inc.*, a national nonprofit supporting mental health awareness and education for

students, on the impact of COVID-19 on 2,086 college students, found that 80% of the

college student sample reported that COVID-19 has negatively impacted their mental health.

Students reported high levels of stress or anxiety, disappointment or sadness, and loneliness

or isolation. Forty-eight percent of college students experienced financial set back due to

COVID-19 and 85% said they were having trouble focusing on their academic work (Ao,

2020). Inevitably, COVID-19 is impacting how college students adjust to constant changes

caused by the pandemic.

To gain a better understanding of the role that family plays in the process of adjusting to a four-year university for Latine undergraduate students, a mixed methods study will be used to shed a holistic light on the complexity of this topic from both qualitative and quantitative ways of knowing. Exploring the psychological and educational experiences of Latine undergraduate students as it relates to family and their adjustment to college during the global COVID-19 pandemic can provide a better understanding of the influence that family has on students as they navigate the higher education pipeline under additional unique and stressful circumstances caused by COVID-19. Additionally, this information can impact education for families and communities, as well as help practitioners and higher education administrators understand how to better support and retain Latine students. Colleges and universities have a duty to take necessary steps to meet the needs of this population now and for future Latine college students. Beyond that, providing a platform for hearing the subjective experiences of Latine students is, in itself, an important component. This dissertation will therefore potentially have important implications for psychology, education, and social policy. As researchers learn more about what contributes to students' matriculation through higher education, such information needs to be brought to the attention of policy makers to ensure that Latines, one of the nation's largest groups, are adjusting to college and graduating from four-year universities at similar rates as other racial/ethnic groups.

Current Study

The current study uses Mixed Methods (qualitative and quantitative) to explore the psychological influences of family on Latine undergraduate students' college adjustment to a

four-year university during the COVID-19 global pandemic. Utilizing mixed methods through the integration of both qualitative and quantitative data will allow for a triangulation of data through "different ways of knowing" (Creswell & Plano Clark, 2011) to understand Latine undergraduate students' experiences as influenced by family. Specifically, the proposed study will examine the following research questions:

1. What are Latine undergraduate students' perceptions of the role of family as it relates to their adjustment to college during the COVID-19 global pandemic?

2. How does stress, perceived family support, *familismo*, and family achievement guilt affect college adjustment among Latine undergraduate students during the COVID-19 global pandemic?

Given that perceived family support (Castillo et al., 2008; Hovey, 2000) and *familismo* serve as protective factors (Coohey, 2001; Morgan Consoli & Llamas, 2013; Perez et al., 2009; Schneider & Ward, 2003) and that higher levels of family achievement guilt are significantly associated with higher levels of depressive symptoms among Latine college students (Covarrubias et al., 2015), it is hypothesized that the quantitative component of this mixed study will show that low stress, high perceived family support, high levels of *familismo*, and low level of family achievement guilt significantly predict college adjustment.

CHAPTER II

LITERATURE REVIEW

The following chapter will encompass a review of the educational and psychological literature relevant to Latine undergraduate students' college adjustment and family factors (perceived family support, *familismo*, family achievement guilt). Additional barriers to college adjustment that many Latine undergraduate students face will also be discussed.

Socioecological Theoretical Framework

A theoretical framework that allows the researcher to gain a holistic understanding of Latine students in higher education is through a socio-ecological approach. The socio-ecological model (Brofenbrenner, 1989) moves beyond focus on the individual behavior and toward an understanding of the wide range of factors that influence outcomes. The socio-ecological model is a holistic approach in that it explores issues that afffect individuals' interactions with their communities, and the environment, which includes physical, social, and political components (Brofenbrenner, 1986). This framework was selected for this study because it takes into account the social and cultural dimension (i.e., family) societal and environmental dimension (i.e. COVID-19) of individuals liveves and how these systems affects Latine psychological and educational experiences of adjusting to college.

The socio-ecological model specifies four types of nested environmental systems with each containing roles and norms that shape development. The microsystem, closest to the individual, contains the strongest influences and encompasses the interactions and relationships of the individual's mmediate surroundings. The second system is the mesosystem, which includes interactions that the individual has with other individuals (i.e.

work, school, church, neighborhood). The exosystem refers to the environment in which an individual is not directly involved in, which is external to his or her experience, but nonetheless affects him or her anyway. The macrosystem includes societal, religious, and cultural values and influences. Lastly, the chronosystem contains both internal and external elements of time and historical content, in addition to the influence of policy (Brofennbrenner, 1989). Hence, this theory is ideal for investigating and explaining the role of family in students' adjustment to college in the context of the COVID-19 pandemic.

College Adjustment

College adjustment (Nora & Cabrera, 1996; Smedley et al., 1993) is a critical construct for understanding the racial educational disparities and overall experiences that impact retention or attrition in higher education. Unsuccessful transition and difficulty in adjusting to college life can result in students leaving college during the first two years without a degree (Hurtado et al., 1996). While there are several definitions used to define college adjustment, some commonalities across definitions include psychological distress or the lack of psychological distress as well as students' personal, social, and academic adjustments (Hurtado et al., 1996). A study by Smedley et al. (1993) conceptualizes adjustment as a function of students' attributes, in addition to how well students cope with psychological and socio-cultural stressors. Further studies indicate that ethnic and racial minorities also face additional stressors compared to non-ethnic minority students (Saldaña, 1994; Smedley et al., 1993).

Adjustment is a continual process in which individuals vary their behavior to produce a harmonious relationship between themselves and their environment (Abdullah et al., 2009;

Salami, 2011). Specifically, adjustment to college in the definition selected for this study entails students' processes of coping with stress, conflict and tension, and meeting their needs (Julia & Veni, 2012) as they unlearn or change previous values or beliefs, and learn the culture of the institution, usually in the first year of college (Chickering & Schlossberg, 1995; Pascarella & Terenzini, 1991; Tinto, 1993). This definition highlights that college adjustment is multifaceted (Baker & Siryk, 1984; Credé & Niehorster, 2012; Gerdes & Mallinckrodt, 1994; Julia & Veni, 2012), with dimensions including academic adjustment, social adjustment, psychological adjustment, and environmental adjustment contributing to overall adjustment to college (Beyers & Goossens, 2002; O'Donnell et al., 2018; Salami, 2011; Taylor & Pastor, 2007). The academic or educational adjustment aspect of college adjustment is defined by how well students cope with educational demands, performance in class, and their satisfaction with the academic environment. Social adjustment, which is part of college adjustment, includes students' involvement in social activities, social connectedness and feelings of satisfaction with their interpersonal relationships. Psychological adjustment, also a part of college adjustment involves personal or emotional issues related to their feelings about their college experience. Environmental adjustment, also a part of overall college adjustment involves attachments to the institution (O'Donnell et al., 2018; Salami, 2011; Smedley et al., 1993). While much of the research presented below specifically examines different components of college adjustment (e.g., academic, social, psychological, or environmental), it is important to highlight that there is significant overlap between the different subsets of adjustments that make up overall college adjustment.

Protective Factors for Latine College Adjustment

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There are several factors that have been shown to counteract academic, social, environmental, and psychological barriers for Latine undergraduate students and to aid overall college adjustment. For example, academic support programs (Dockery & McKelvey, 2013; Maestas et al., 2007) and mentorship (Jacobi, 1991; Moschetti et al, 2018; Zalaquett et al, 2006) have been especially associated with positive outcomes such as academic success and retention, positive relationships, and college adjustment among Latine students. Psychological literature on resilience, which is related to college adjustment (Baynard & Cantor, 2004; Leary & DeRosier,2012), highlights several variables that aid in Latine student's psychological well-being (Cavazos et al., 2010; Gloria et al., 2005; Llamas & Morgan Consoli, 2012; Morgan Consoli & Llamas, 2013; Perez et al., 2009; Sanchez & Morgan Consoli, 2016). Specific actions such as undertaking positive, planned, action and talking with others, especially family, are resources that can increase psychological well-being (Gloria et al., 2005), as well as academic resilience in Latina/o undergraduate students (Cavazos et al., 2010) and seem to align with the various domains of overall college adjustment. In other qualitative studies examining resilient Latina/o college students, it has been found that having high educational goals, support and encouragement from parents, intrinsic motivation, internal locus of control and high self-efficacy contribute to doing well academically (Cavazos et al., 2010).

A combination of family and peer support has also been found to increase a student's chances for a positive college experience (Jarama Alva et al., 1996). Particularly for Latine students, support received from family seems to play a crucial role in the adjustment process. Research conducted by Nora and Cabrera (1996) points to the importance of maintaining

relationships with significant others (including family and past communities) for a successful transition from high school to college among Latines. Similarly, Hurtado et al. (1996) reported that maintaining a quality student/parent relationship is significantly influential in the transition to college. Among Latine students specifically, research has shown that social support (Baker 2013; Goodenow & Grady, 1993; Nagasawa & Wong, 1999; Schneider & Ward, 2003), through peer-related support and involvement in student organizations, has predicted higher college adjustment in Latine undergraduate students (Baker, 2013, 2008; Gloria & Rodriguez, 2000; Strayhorn, 2012), despite earlier research finding that these types of support do not significantly predict Latines' psychological adjustment to college (Kenny & Stryker, 1996) and/or academic performance (Mayo et al., 1995; Schneider & Ward, 2003). Some research suggests that these differences in findings may be due to each student's level of ethnic identity development (Phinney, 2003, 1996; Saylor & Aries, 1999; Schneider & Ward, 2003), the types of supports they seek (Jarama Alva et al., 1996; Solberg & Villarreal, 1997), and whether the values of the student align with the peer-related support or student organizations available to them (Kalsner & Pistole, 2003; Yazedjian & Towes, 2006).

Perceived Family Support

Maintaining family support has been shown to be significantly associated with college adjustment (Hurtado et al, 1996). Perceived family support among college students is the perception of availability of support or assistance from family members (Valentiner et al., 1994). Latine college students benefit from family support even if family cannot provide specific academic support (Alvan et al. 1996), such as through guidance (advice), non-direct supports (trust), positive social interactions (spending time with family), and tangible

assistance (money, materials) (Salami, 2011). Perceived family support has been researched extensively (Arellano & Padilla, 1996; Cabrera & Padilla, 2004; Schneider & Ward, 2003; Suarez et al., 1997; Zalaquett & Feliciano, 2004), and it has been shown that perceived family support predicts social adjustment and institutional attachment to college more strongly for Latine students as compared to other groups (Kenny & Stryker, 1996; Schneider & Ward, 2003).

Perceived availability of support overall has been found helpful for Latine students in their college adjustment. Specifically, emotional support such as through talking and encouragement from family and friends has been shown to be significantly associated with better psychological adjustment to college for Latine college students as it seems that often parents or family serve as a source of motivation (Castillo et al., 2008). Other research suggests that instrumental support, or tangible ways of helping, such as providing a student with money or physical help, is not as beneficial (Zalaquett & Lopez, 2006). This indicates that guidance and encouragement from family and friends may be more critical to a students' successful college experience than instrumental support. A study that investigated the role of social support and stress on college adjustment among Latine college students found that academic stress, social stress, and perceived availability of social support accounted for 59% of the variance in college adjustment (Solberg et al., 1994). Additionally, better family functioning and emotional support from family members has been linked to lower levels of depressive symptoms among Latines during adolescence and adulthood (Hovey & King, 1996). Overall, perceived family support for Latine students seems to serve as a protective factor against stresses they are likely to experience in higher education (Castillo et al., 2008;

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Hovey, 2000). From the research discussed above, perceived social support has an important role in the adjustment to college for many Latine undergraduate students. It is important that we understand the type of support that Latine parents provide their college students, how the support is experienced by the student, and ultimately how it may contribute to the transition and adjustment to college.

Familismo

Among Latin American cultures, the family unit is a central element and is highly valued (Bardis, 1959; Bostean & Gilespie, 2018; Sabogal et al., 1987; Santiago-Rivera et al., 2002). *Familismo*, which involves strong feelings of attachment, shared identity, and loyalty among family members (Marin & Marin, 1991; Mendez-Luck et al., 2016), is a cultural value among many Latine populations that includes decisions to respect and prioritize obligations to the family (Hernández & Bámaca-Colbert, 2016). Relatedly, the 'familism' construct was developed to describe observed differences in U.S. families of Latine and European cultural backgrounds (Keefe et al., 1979; Sabogal et al., 1987). Familism consists of social norms, personal attitudes, and behaviors regarding family (Keefe et al., 1979; Sabogal et al., 1987). Familism is typically measured through self-report scales that reflect the extent to which an individual endorses its central components: (a) a sense of obligation to family, (b) regarding family as a first source of emotional support, (c) valuing interconnectedness among family members, (d) taking family into account when making important decisions, (e) managing behavior to maintain family honor, and (f) willingly subordinating individual preferences for the benefit of family (Sabogal et al., 1987; Steidel & Contreras, 2003). Studies have found that Latine families provide students with emotional support that helps protect against

external stressors and increase emotional adjustment among Latino college students (Crockett et al., 2007; Schneider & Ward, 2003). *Familismo*/family cohesiveness has also been shown to alleviate acculturative stress for many Latine students in the United States (Alegría et al., 2002).

While *familismo* and other Latine cultural values have been shown to predict resilience in Latina/o college students (Coohey, 2001; Perez et al., 2009; Morgan Consoli et al., 2015; Morgan Consoli & Llamas, 2013), other research suggests that the cultural value of f*amilismo* can be hindrance to academic performance and college persistence, such that some students may feel pressure from family to live at home and/or work to assist the family (Gloria & Castellanos, 2012; Telzer & Fuligni, 2009; Vasquez-Salgado et al., 2015). In a case study consisting of interviews with students, for example, Ornelas and Solórzano (2004) highlight the extent to which Latina/o undergraduate students are often overwhelmed with social stressors like balancing multiple social relationships in the school and home setting. They found that males in a Latina/o household with a missing father figure often have to become the primary income earners while also carrying the responsibility of taking younger siblings to and from school. Females may take on a mothering role by becoming responsible for cooking, cleaning and taking care of younger siblings. The researchers found that the pressure of these additional roles can lead students to become discouraged with their education (Ornelas & Solórzano, 2004) and impacts their emotional dispositions (Torres & Solberg, 2001).

Furthermore, while one study found that perceived family support played a greater supportive role for Latine college students and was related to college adjustment (Phinney et

al., 2005) and well-being (Rodriguez et al., 2003), another study found that family support was not related to college adjustment for Hispanic males or females (Toews & Yazedjian, 2007). Vasquez-Salgado et al. (2015) explored home versus school value conflict among 14 first-generation Latino college students and found that students who prioritized school over family demands experienced personal inner conflict. Participants discussed having trouble concentrating in class or studying, as well as feelings of guilt as they reflected on decisions to focus on school demands rather than family. All participants expressed feeling conflicted with decisions between attending family functions and compromising school or prioritized school over family. Any decision would lead to experienced guilt and stress. Little research has been conducted specifically looking at *familismo* and college adjustment.

Family Achievement Guilt

The findings above have led to the relatively new concept of family achievement guilt, which may be related to family and college adjustment (Covarrubias et al., 2015; Vasquez-Salgado et al., 2015). Derived from Piorkowski's (1983) survivor's guilt research, this construct entails the specific psychological experience of feeling guilt associated with one's academic success compared to that of family members. Family achievement guilt is defined as a socioemotional experience related to feeling one is "leaving family members behind" to pursue individual goals in college (Covarrubias et al., 2020, p. 1). Family achievement guilt has also been linked with feeling uncomfortable given having greater higher educational opportunities and college success than family members. Higher levels of family achievement guilt are significantly associated with higher levels of depressive

symptoms, especially among first-generation Latine college students (Covarrubias et al., 2015).

Latine individuals may experience guilt at higher levels than students of other ethnicities due to a heightened value and prioritization of family (i.e., *familismo*; Covarrubias et al., 2015). At the same time, the desire to "repay" parents serves as a source of motivation to be successful for some Latine students (Easley et al., 2012). Pressure to succeed is often associated with high achievement but can also lead to stress and psychological maladjustment in the forms of dissatisfaction with life, hopelessness, and low self-esteem (Henning et al., 1998; McGrefor et al., 2008; Ryff, 1989); hence, the importance of further examining this phenomenon among the various components of family as related to college adjustment among Latine student populations. While family achievement guilt has been associated with Latine and first-generation college student mental health outcomes, research has yet to examine the relationship between family achievement guilt and college adjustment (Covarrubias et al., 2020).

Higher Education Achievement Disparities

While the focus of this study is on family and their relation to college adjustment for Latine undergraduate students, consistent with the socio-ecological model it is important to highlight literature that documents the threats to overall college adjustment to all students, and the additional environmental and socio-cultural threats to college adjustment for Latine undergraduates. In alignment with the critical ideological paradigm in which the study is based (further delineated in Chapter 3), higher educational achievement disparities need to

acknowledge the multiple stressors placed on Latine students are often perpetuated by systemic racism and oppression.

There are several threats to general college adjustment for all students. Some challenges include the absence of a sense of belonging (Baumeister & Leary, 1995; Pascarella & Terenzini, 1979), low self-efficacy (Bandura, 1997; Chemers et al., 2001), being a first-generation college student (Bui, 2002; Ramos-Sánchez & Nichols, 2007; Terenzini et al., 1996). Additional obstacles have been documented for first-generation college students including isolation or lack of belonging due to feeling different (Lippincott & German, 2007), the lack of college readiness, especially for students from a lower socio-economic status background (Hudley et al., 2009; Jenkins et al., 2009), difficulties with time management (Gibbson et al., 2019; Reid & Moore, 2008) and balancing home and school responsibilities (Bryan & Simmons, 2009; Gibbson et al., 2019), and a lack of familial support or family's understanding of college systems (Games-Vargas & Oliva, 2013).

The literature has identified specific threats to the various resources that comprise college adjustment. Threats to academic adjustment may involve delaying academic planning and creating clear education goals (Wessell et al., 1978). Social adjustment threats to college adjustment include not integrating into campus social life or forming social support networks (Rich & Scovel, 1987). The inherent academic stresses of student life (Grayson, 1998) are often further complicated by efforts to make and maintain social relationships in the college setting (Hunt & Eisenburg, 2010), and exacerbate financial worries among students from low-income backgrounds (Del Pilar, 2009; Fry, 2002; Lopez, 2009; Rosenthal & Schreiner, 2000). Thus, it is not uncommon for students to experience stress (Smedley et al., 1993),

anxiety, and depression or other mental health issues (Hunt & Eisenburg, 2010) that make

adjusting to college difficult (Chemers et al. 2001). Stress is a well-documented predictor of

college students' emotional distress (Byrd & McKinney, 1012; Zajcova et al, 2005).

Research into similar stressors has identified specific barriers that suggest adjusting to

college may be even more difficult for undergraduate students that identify as Latine (Núñez

et al., 2011; Smedley et al., 1993).

Aspects of identity, also pertinent to Latine students, such as being from a

traditionally minoritized or socially stigmatized group and/or an underrepresented student on

a college campus can also influence college experiences and adjustment (Gloria et al., 2005;

Ornelas & Solórzano, 2004; Osegura et al., 2009; Saldaña, 1994; Smedley et al., 1993;

Solórzano et al., 2005; Steele & Aronson, 1995). Research suggests that Latine college

students experience stressors such as acculturative stress (Saldaña, 1994), racism, and

discrimination (Oseguera et al., 2009; Phinney, 1996; Smedley et al., 1993; Solórzano et al.,

2005; Steele & Aronson, 1995), which can lead to students questioning their belonging (often

referred to in the literature as *Sense of Belonging*) and competence in college (Goodman &

West-Olatunji, 2010; Hurtado & Ponjua, 2005; Smedley et al., 1993). For example, research

highlighting the experiences of Latine students at predominately white institutions (PWIs)

have found that Latine students often are negatively affected by feelings of invisibility as

well as discrimination from members of the college community (Hurtado 1992; Nagasawa &

Wong 1999). It is important to acknowledge students' experiences in relation to racism and

ethnic microaggressions to understand the threats to psychological well-being (Nora &

Cabrera, 1996; Schneider et al., 2000) and how their abilities to adjust to college are affected

by these factors (Pérez-Huber & Cueva, 2012; Torres & Taknint, 2015; Yosso et al., 2009). Some Latine undergraduate students feel pressure to conform to the norms of their ethnic group, such as speaking fluent Spanish, by peers (Chávez & French, 2007; Rodriguez et al., 2000). Many may feel the stress and pressure of balancing school and work demands in addition to family responsibilities (Ong et al., 2006).

Psychological impacts of the academic and social barriers discussed above also influence college adjustment. Individual or psychological issues influenced by the aforementioned academic and social domains threaten students' abilities to adjust to the university, such as by questioning their direction in life and the role of education, their relationships, and sense of self-worth (Chickery, 1969). Imposter syndrome, which refers to an internal feeling of having fooled others into overestimating their intelligence, has also been shown to impact minority students (Clance & Imes, 1978; Ewing et al., 1996) and first-generation college students (Martinez et al., 2009). Consequences of experiencing imposter syndrome include disengaging from academic endeavors, experiencing constant feelings of inadequacy, and feeling an unhealthy pressure to succeed (Ross et al., 2001). Such experiences can lead to negative psychological outcomes such as depression (Kumar & Jagacinski, 2006; McGregor et al., 2008). Relatedly, stereotype threat (Steele, 1997), the fear of confirming negative stereotypes about an ethnic or racial group, has been shown to undermine academic success among Latinos (Gonzales & Blanton, 2002; Guyll et al., 2010) and negatively relates to psychological college adjustment (Hurtado & Ponjuan, 2005). In addition to psychologically exerting cognitive and affective energy in monitoring academic performance and suppressing negative thoughts, students who experience stereotype threat

also experience physiological stress responses, like increased heart rate (Schmader et al., 2008). Experiences of prolonged stress and cognitive energy negatively affect students' academic success and well-being (Lazarus & Folkman, 1984) and can impact first-generation college students and students from minority backgrounds at higher levels (Phinney & Hass, 2003; Schmader et al., 2008).

Impact of COVID-19 Impact on Undergraduate Students

A cross-sectional study on the psychological symptoms of members at the University of Valladolid, in Spain, during the outbreak of the COVID-19 used The Depression Anxiety Stress Scale (DASS-21) to assess symptoms of depression, anxiety and stress (Odriozola-González et al., 2020). They utilized the Impact of Event Scale to analyze the emotional impact of the situation. Responses indicate that 4.19% of participants reported moderate to extremely severe depression symptoms; 21.34% of participants reported moderate to extremely severe anxiety symptoms; and 28.14% reported moderate to extremely severe stress symptoms. Fifty percent of participants obtained a moderate or severe (IES ≥ 26) score related to the psychological impact of outbreak and lockdown. Similar results were also recently found in China by Wang et al. (2020). In a recent study focusing on Chinese medical college students, higher levels of anxiety were associated with factors strongly related to COVID-19 (i.e acquaintance with person diagnosed with COVID-19) (Cao et al., 2020). International students have also shown an increase in concerns not only for their education, but also for the well-being of their families as they returned home due to suspended in-person classes (Zhai & Du, 2020). Studies focused on examining the impact of COVID-19 on college students from communities of color (Fruehwirth et al. 2021; Liu et al., 2020),

including those from Latine backgrounds, indicate higher disruptions in changes to finances, living situation, academic performance, educational plans, and career goals (Molock & Parchem, 2020). Recent research suggests that COVID-19 has impacted individuals' mental health, including reports of increased stress, anxiety, and depression (González-Jaimes et al., 2021; Liu et al., 2020; Molock & Parchem, 2020).

Some Latine university students have also noted challenges in managing racial injustice during the pandemic (Molock & Parchem, 2020; Morgan & Zetzer, 2022). Such findings suggest Latine undergraduate students in the U.S. are experiencing high stress, mental health issues, and potentially exacerbating pre-existing challenges and disparieties for these students. While Latine communities have faced particular adverse impacts due to the pandemic (CDC, 2020), there seem to be psychological aids to their adjsutment. In a study conducted in Mexico, findings indicated that although anxiety, boredom, and frustration were present among Mexican-identified university students during confinement, the primary emotions were gratitude, joy, and hope (Gaeta et al., 2021). While U.S. Hispanic, first-generation college students, and sexual-gender minority students experienced the greatest difficulties with distance learning, neither Hispanic nor FGC students experienced significant increases in moderate-severe anxiety or depression (Fruehwirth et al., 2020).

CHAPTER III

METHOD

In this chapter, details of the mixed methodology used for this study will be discussed. Specifically, qualitative data was collected through semi-structured interviews and quantitative data through surveys. These two "ways of knowing" were triangulated to better inform conclusions on the area of research. The goal of this type of research is to utilize the strengths of the two approaches by combining them into one study, and by attempting to minimize the weaknesses of each approach through a mixed design (Onwuegbuzi & Johnson, 2006). Lastly, specific information about the participants, researcher's positionality, instruments, and procedures are outlined in this section.

Mixed Method Design

Like any research study, a mixed method design also includes deciding on the purpose of the study, the research question, and the type of data to collect, however, additional steps are required for a mixed study. Once the researcher decides on a research question and chooses an appropriate philosophical research paradigm(s), the next step is deciding how the data collection will be implemented (i.e., the order in which the quantitative and qualitative data is collected; concurrent or sequential) and how it will be weighted (equal or unequal). The final step involves deciding the point at which data analysis and integration will occur (Hanson et al., 2005). There are several types of mixed methods research designs (Creswell et al. 2003). Each type varies in its explicit theoretical lens, approach to implementation, priority given to the data, and stage of integration. Concurrent

(also called simultaneous) designs, specifically, are useful when researchers are attempting to confirm, cross-validate, and corroborate study findings (Hanson et al., 2005).

For this study, a concurrent, equally weighted, mixed method research design was identified as best approach to answer the proposed research questions (i.e., QUAL + QUAN). Given that both types of data were collected at the same time, given equal emphasis, and the two sets of results converged during the interpretation stage, this is a triangulation design–convergence model and is intended to draw valid conclusions about the research question (Creswell & Clark, 2007). *Triangulation* is a goal of mixed methods designs and occurs when both quantitative and qualitative methods are used to study the same general question and to inform different parts of the research question. Equally weighted means that equal priority is given to both forms of data in informing the research question. Simultaneous or concurrent means the researcher collects both types of data at the same time, whereas sequential approaches collect one form of data to inform the second form of data (Creswell & Clark, 2007; Hanson et al., 2005). There are four variations of triangulation design: the convergence model, the data transformation model, the validating quantitative data model, and the multilevel model. The first two models differ in terms of how the researcher attempts to merge the two types of data (either during interpretation or during analysis), the third model is used to enhance findings from a survey, and the fourth is used to investigate different levels of analysis of the qualitative results and quantitative results (Creswell & Clark, 2007).

Consistent with the selected, concurrent mixed methods design, the researcher collected both quantitative and qualitative components simultaneously**.** In this study, analysis

of quantitative and qualitative data occurred separately, and integration of all data happened

at the interpretation stage of the study (Hanson et al., 2005). This convergence model

represents the traditional model of a mixed methods triangulation design (Creswell, 1999). In

this model, the different results are converged by comparing and contrasting the quantitative

and qualitative results during the interpretation stage to cross-validate and corroborate across

the study's findings (Hanson et al., 2015). Creswell & Clark (2007) emphasize that to

facilitate merging the two types of data, researchers need to design their studies so that the

quantitative and qualitative data address the same concepts.

Philosophy of Science Paradigmatic Underpinning

Mixed method designs use more than one Philosophy of Science paradigm to

influence decision-making and underlying presumptions (Creswell et al., 2003; Hanson et al.,

2005; Ponterotto et al., 2013; Tashakkori & Teddlie, 2003). The philosophical assumptions

of the method used in the current study differ and it is important to define each (Ponterotto et

al., 2013) while explicitly stating which theoretical lens, or philosophical basis/paradigm,

underlies the research study and researcher's methodological choices (Crotty, 1998; Hanson

et al., 2005).

The overarching, paradigmatic framework for the current mixed method study is the

critical ideological paradigm. The critical ideological, or transformative, paradigm is

committed to ending oppression and promoting social justice through action research

(Creswell & Poth, 2018; Ponterotto, 2005). Through gaining a deeper understanding of

various phenomena in racial and ethnic minority groups, we can begin to question the status

quo and systems of power (Creswell, 2013; Mertens, 2007; Prilleltensky, 1989; Stewart & Sewell, 2011) and achieve goals for social and political change (Patton, 2002).

Associated to the critical ideological paradigm is the constructivist (or interpretivist) approach underpinning the qualitative portion of the study. Constructivist research is the primary foundation and anchor for qualitative inquiry (Ponterotto, 2005). Opposite of a positivism perspective where one single objective reality is assumed, constructivism adheres to a relativist position that assumes multiple, apprehendable, and equally valid realities (Ponterotto, 2005; Schwandt, 1994). The constructivist position encompasses the view that meaning is hidden and must be brought to the surface through deep reflection and happens between the researcher and participant. The researcher and participants jointly create findings from their conversations and interpretation (Ponterotto, 2005), allowing for an in-depth understanding of the lived experiences of the individual (Schwandt, 2000). The specific paradigm underpinning the quantitative portion of this mixed methods study is postpositivism. Postpositivists acknowledge an objective reality that is only imperfectly apprehendable (Lincoln & Guba, 2000). Postpositivism claims that human intellectual mechanisms are flawed, therefore one can never fully capture a "true reality," however the practice of replication to try to get closer and closer to a true reality is practiced (Ponterotto, 2005, p.129). Postpositivists operate from an objective and detached researcher role (Hanson et al., 2005). The two paradigms combine well because postpostivism and constructivism both offer the researcher the opportunity to acknowledge that complete objectivity is not possible and center participants' voices and experience of the phenomena under study (Greene & Caracelli, 2003; Ponterotto, 2005; Reichardt & Cook, 1979).

Positionality & Reflexivity

Positionality statements are a best practice in qualitative research (Morrow, 2005) and mixed methods (Hanson et al., 2005) to show the researcher's experiences and understandings of the world and how they will affect the research process. Positionality, sometimes referred to as reflexivity, refers to the researcher implicitly or explicitly locating their research within society through the beliefs and attitudes that underpin the study (Creswell & Poth, 2018), as the researcher's various identities (i.e., gender, race, socioeconomic status) and previous experience with a phenomenon or community under study impacts the nature of the study (Berger, 2013).

In the study, the researcher is a first-generation, graduate student in Counseling Psychology and a former community college transfer student. She identifies as a second-generation Latina of Mexican descent. Her interest in conducting this study emerged from her own personal experience as a first-generation Latina college student. She became interested in exploring the influences of the role of family in the educational lives of Latine undergraduate students upon mentoring and providing psychological services to Latine undergraduate students and hearing mixed accounts of family's impact on their university experience.

Participants

Participant selection criteria for both quantitative and qualitative components of this study were as follows: (1) 18-years-old or older, (2) current undergraduate students enrolled in a four-year university in the United States, and (3) self-identification as Latina/o/x/e. Participants were recruited through university email, educational list-serves, and social media

platforms. The research used random sampling for the quantitative portion to gather a sample from a population (Morling, 2018) to increase likelihood of generalizability to a diverse sample (Ferguson, 2004; Shadish et al., 2002) of Latine undergraduate students for the quantitative section. Purposeful sampling, a sample selected based on characteristics of a population matching the research question, were used for the qualitative portion to best capture the phenomenon of interest (Morling, 2018). Snowball sampling (Frank & Snijders, 1994) was used as the researcher asked colleagues and peers from various universities across the U.S. to share information about the study with university students in their networks and how they could participate. Recruitment materials for both the qualitative and quantitative components of the study began by requesting participation in a study about Latine undergraduate student experiences during COVID-19 related to their college education and family. Participants meeting study criteria either completed an online survey or emailed the researcher about their interest in partaking in an audio-recorded interview. Email and flyer materials provided interested participants with information about the study, how to participate, incentives offered, and rights of the participant. Requests were sent from the researchers' university email account, affiliated with a large, U.S. public university on the west coast, as well as her own professional social media accounts.

This qualitative component of the study involved interviewing a total of 10-12 participants to gather an in-depth description of each participant's experience of the phenomenon (Cohen et al., 2000; Englander, 2012). Sample sizes from example studies across various qualitative studies using a descriptive phenomenological approach (Colaizzi, 1978; Cohen et al., 2000) suggest "around 12 participants" for attaining saturation (Gentles et

al., 2015, p. 1783). Saturation refers to the absence of additional data being found in the data collection process (Glaser & Strauss, 1967), or when new data tend to be redundant of the data already collected (Saunders et al., 2018). Phenomenology is not about "how many" participants experience a particular phenomenon, rather it is focused on how the phenomenon is present in the description (Giorgi, 2009).

Twelve participants were interviewed for this study, ten identified as women and two identified as men. Demographic information is presented in Table 1. Participant's age ranged from 20-26 years old (*M*=22). Nine (75%) identified as first-generation college students. Eleven (91.7%) participants indicated they were living at home with their parents/family, one (8.3%) participant indicated they were living on campus (dorm). Participants created their own pseudonyms to protect their identity and confidentiality.

Table 1

Qualitative Portion Demographic Characteristics of Participants

Participant	Age	Ethnicity	Student Status	Major	Location	First-Generation College Student	Generational Status in the U.S.
Andrea	21	Mexican	Senior	Psychology	West Coast	No	1st generation
Lucia	21	Mexican	Senior	Psychology	Southeast	Yes	2nd generation
Coralin	21	Mexican	Senior	Spanish	West Coast	Yes	1st generation
Foda	22	Honduran and Brazilian	1st year transfer	Business Administration	West Coast	No	1st generation
Mila	24	Mexican	2nd year transfer	Psychology	West Coast	Yes	5th generation
Alexis	23	Mexican	2nd year transfer	Sociology	West Coast	Yes	3rd generation
Rita	26	Mexican	5th year	Child and Adolescent Development	West Coast	Yes	2nd generation
Snowglobe	22	Guatemalan	Senior	Political Science	West Coast	Yes	1st generation

Tiburcio	22	Mexican	5th year	Mathematics and Physical Sciences	Midwest	Yes	2nd generation
Camila	22	Salvadoran	Senior	Environmental Science	Midwest	Yes	2nd generation
L	22	Colombian	Junior	Political Science	East Coast	No	1st generation
Kay	20	Mexican	2nd year transfer	Sociology	West Coast	Yes	1st generation

In planning a quantitative research study, deciding a sample size was crucial to assure statistically significant results and decrease the probability of making a Type I or Type II error (Cohen, 1992). Statistical power analysis using the G*Power 3.1 software estimated the proposed study's total sample size at 132 for an alpha set at 0.05, power value of 0.95, and effect size of 0.3. The researcher aimed for approximately 150 survey responses to account for missing responses and incomplete data. One thousand seven hundred and one participants responded to the survey, but due to sudden spikes in response data, suggesting bots and trolls, the researcher developed exclusionary criteria (i.e., duplicate IP addresses, invalid and missing responses, and time to complete survey) to clean data.

A total of 375 participants were used in analysis. The majority of participants identified as first-generation college students (77.1%), 54.4% identified as women, 42.9% identified as men, 1.1% as gender non-binary, 1.1% preferred not to identify gender, and 0.5% identified as trans men. Age ranged from 18-43 years old, and the average age of participants was 22 years old ($SD = 3.768$). The average GPA in Fall 2019 was 3.31 compared to an average of 3.42 during a term in the pandemic. A majority of participants (41.3%) indicated they were in their sophomore year of undergraduate work, followed by 19.7% senior, 14.4% freshman, 10.9% junior status, and the remaining group of participants indicated they were either first-year or second-year transfer students. A majority of participants identified as Mexican (45.3%), followed by 17.1% Colombian, and 8% Salvadoran. Many participants indicated they were second-generation immigration status (47.2%), followed by 25.6% third-generation, 11.7% fourth-generation, 8% first-generation, and 7.5% fifth generation. The average family income reported was between $50,000-

$74,999. Students living arrangements varied: 36% indicated they lived on campus in university owned dorms, 21.3% lived with parents/guardians, 18.4% lived off campus with peers, 15.2% lived off in off campus university apartments, and 8% lived off campus alone.

Instruments

Demographic questionnaire. A demographic questionnaire, created by the researcher for the purposes of this study, was used to gather demographic information (i.e., age, race, and sex) about each participant in both the quantitative and qualitative components (see Appendix A). Two items from the Pandemic Stress Index (Harkness, 2020) were included at towards the end of the demographic questionnaire to obtain more contextual information on the psychosocial impacts to individuals in response to the COVID-19 global pandemic.

Semi-structured interview protocol. Semi-structured interviews were used to gain an in-depth understanding of the lived psychological and educational experiences of Latine undergraduate student college adjustment as it relates to their families. Sample interview questions include: "What role does your family play in your life?", and "Please describe direct and/or indirect messages you have received from family about your education. How did/do these messages impact you (education/academics/goals)?" (See Appendix B).

Student Stress. The Student Stress Scale (SSS; Insel & Roth, 1985) is a checklist consisting of 31 items. Participants were asked to check an item if they had experienced it in the last six months. It also asks the participant to check an item if they are likely to experience it in the next six months. The SSS is an adaptation for college students of the popular Social Readjustment Rating Scale (SRS; Holmes & Rahe, 1967), which yields a total life change units (LCUs) and gives a number representing a student's possible level of health

risk associated with stress. High scores on this scale reflect high stress levels. While there is less research on the specific reliability of the SSS, the original Holmes & Rahe (1967) has been used and assessed against different populations within the USA (African, Mexican and white American groups) (Komaroff et al., 1972).

Perceived Family Support. The Multidimensional Scale of Perceived Social Support (MSPSS; Zimet et al., 1988) consists of 12 items and was used to assess the perception of social support through three specific sources/subscales of family, friend, and significant other support. The current study only used the family and significant other support subscales to capture family support. Sample items for each of the subscales include, "I can talk about my problems with my family" and "I have a special person who is a real source of comfort to me". Items are measured on a Likert-type scale ranging from 1 (very strongly disagree) to 7 (very strongly agree). A low mean score indicates low perceived support, and a high mean score indicates high perceived support. Research has validated the MSPSS as a reliable measure across different cultures, populations, and settings (Denis et al., 2014; Rizwan & Aftab, 2009), and reliable tool (total alpha = .92) for assessing perceived social support among Hispanic college students (Ermis-Demirtas et al., 2018). Subscale coefficient alpha scores are .87, .85, and .91, respectively (Zimet et al.,1990). Internal reliability for this study was .91 for the total scale.

Familismo. The Latino Familism Scale (Lugo Steidel & Contreras, 2003) was used to measure *familismo*. The measure was influenced by other scales in its development (Bardis (1959; Cuellar et al., 1995; Fuligini et al.,1999; Gaines et al.,1997) and measures attitudinal familism in Latinos, specifically. Lugo Steidel and Contreras (2003) argue that aspects of

proximity and loyalty towards family among Latine individuals are missing from familism

scales that have been used with Latine populations previously (Montoro Rodriguez &

Kosolski, 1998; Sabogal et al.,1987). Therefore, the researchers adapted items from the

mentioned scales and edited them to include themes that the creators felt were more

applicable to Latines. Attitudinal familism is defined by four factors: (1) Family Support,

which is the belief that family members have a duty to support immediate or extended family

members (e.g. "A person should live near his or her parents and spend time with them on a

regular basis"), (2) Familial Interconnectedness, which is the belief that all family member

must be physically and emotionally close to each other, including spending time with each

other (e.g. "A person should often do activities with his or her immediate and extended

families, e.g., eat meals, play games, go somewhere together, or work on things together"),

(3) Familial Honor, which is the belief that an individual is responsible for not tarnishing the

family name and has a duty to defend family against any attacks to their family integrity (e.g.

"A person should feel ashamed if something he or she does dishonors the family name"), and

(4) Subjugation For Family, which reflects the belief that a person must be submissive and

respect family rules (e.g. "A person should respect his or her older brothers and sisters

regardless of their differences in views"). The scale is scored on a 10-point Likert-type scale

ranging from 1 (strongly disagree) to 10 (strongly agree). Validity analyses through

correlations confirmed the scale is a valid measure of the familism construct (Lugo Steidel &

Contreras, 2003). Cronbach's alpha for the overall scale is .83., and .72 for Family Support,

.69 for Familial Interconnectedness, .68 for Familial Honor, and .56 for Subjugation of Self

for Family. The overall scale has been found to have an equivalent factor structure and

associations to psychological well-being and distress in Latino, European, and Asian

background samples (Schwartz et al., 2010). Internal reliability for this study was .88.

Family Achievement Guilt. The Family Achievement Guilt Scale (Covarrubias et al.,

2020) consists of 41 items that measures the extent of guilt experienced by individuals in

relation to pursuing education. Items are measured using a Likert-type scale from 1 (*strongly*

disagree) to 6 (*strongly agree*). Four subscales capture different aspects of family

achievement guilt: guilt related to leaving family behind and not being able to fulfill family

roles (13 items), guilt related to having more privileges (8 items), guilt related to becoming

different from family (8 items), and guilt related to experiencing pressures of not being

successful or able to pay back their family's investment (5 items). Sample items include, "I

feel bad when my school responsibilities prevent me from helping out at home", "I feel bad

that my family didn't have the opportunity to go to college", "I worry that my family sees me

differently now that I am in college", and "I worry that I won't be able to succeed in college

for my family." Higher scores indicate higher levels of guilt. Exploratory factor analysis of

the scale produced good internal and test–retest reliability when used with a 174-participant

sample, such that the computed averages for each subscale scale where αs = .94, .93, .88, and

.86, respectively (Covarrubias et al., 2020). Latine first-generation college students report

higher instances of guilt relative to White first-generation college students and non-first

generation Latine and White college students (Covarrubias & Fryberg, 2015). Although the

scale is relatively new, the scale and family achievement guilt construct has been used and

examined among Latine undergraduate students (Covarrubias et al., 2015; Covarrubias et al.,

2020). Internal reliability for this study was .952.

College Adjustment. The College Adjustment Questionnaire (CAQ; O'Donnell et al., 2018) consists of 14 items that measure educational, relational, and psychological domains of functioning in college. Responses are measured using a 5-point Likert-type scale from 1 (*very inaccurate*) to 5 (*very accurate*). Sample items for each of the domains include "I am meeting my academic goals" (educational functioning; α = .89), "I am socially engaged as I would like to be" (relational functioning; α = .84), and "I feel that I am doing well emotionally since coming to college" (psychological functioning; α = .79). Correlation analysis with the popular Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1989) and was found to have strong psychometric properties that measure adjustment in college students (O'Donnell et al., 2018). While the CAQ is relatively new and has not been widely used across diverse racial/ethnic groups, like the SACQ has (Hurtado et al., 1996; Kalsner & Pistole, 2003; Swartz & Washington, 2001), the factorial and construct validity of the measure shows strong psychometric properties suggests it may be an appropriate for the current study with Latine undergraduate students. The CAQ was developed as a brief and reliable alternative instrument to the SACQ (O'Donnell et al., 2018). The researcher obtained permission from the authors to utilize this questionnaire for the proposed study. Internal reliability for this study .82.

Procedures

Participants were recruited to either participate in the study by answering survey questions via a Qualtrics link or a 60 – 90-minute Zoom interview with the researcher (qualitative and quantitative components of the mixed method study on the same recruitment material). Participants who decided to participate in the online survey were provided with a

Qualtrics link (located on flyer and other recruitment materials). Before starting the survey, participants were asked to read through an IRB-approved and signature-waived consent form (See Appendix C), informing the participant about their rights as a participant, the inherent risks, and benefits of participating in the study, and the researcher's and institutional review board's contact information should they have any questions. By agreeing to proceed to the next page on the Qualtrics survey, participants indicated they understood their rights, the purpose of the study, and were volunteering to participate. Then, individuals were asked to complete an online demographic questionnaire before answering instrument questions (PSI; MSPSS; Latino Familism Scale; Family Achievement Guilt Scale; CAQ). Monetary incentives were offered as a thank you for participation by asking participants to provide their preferred email to be included in a raffle to receive 1 of 15, $25 Amazon e-gift cards at the end of the survey.

Participants who met criteria and emailed the researcher (email provided in recruitment materials) indicating their interest in participating in an interview were sent the demographic questionnaire (Appendix A), PSI, and consent form (Appendix D) to complete and sign. In order to assure the health and safety of both participant and researcher during the COVID-19 pandemic, interviews were conducted via the video conferencing software, Zoom. Once forms were completed and an interview time was confirmed with the participant, the researcher sent the Zoom meeting link. All email communications were sent using Virtru, an encryption and digital privacy application. The researcher verbally discussed the consent form with the participant, outlining their rights, the risks, and benefits of participating in the study, and offered the participant space to ask any questions about the

study prior to asking the participant interview questions on the semi-structured interview protocol (Appendix B). From dissertation grant funds, monetary incentives were provided to all participants who participate in an interview. While a raffle was used for the quantitative sample, each participant who participated in an interview was emailed a $25 Amazon gift card as a token of appreciation for their time.

With participant consent, interviews were audio recorded. Audio files and interview transcripts were stored in a password-protected computer. Audio files of the interviews were destroyed after the completion of the study. Survey data was not traced to individual participants and preferred email addresses collected from the quantitative component were only used for sending winners of the raffle their Amazon e-gift card. All email communication with participants was secure and encrypted using the researcher's university email. Interviews were transcribed verbatim by the researcher.

CHAPTER IV

ANALYSIS

In this chapter, details of the mixed method research and analysis approach for the qualitative and quantitative components of the study are discussed. Specifically, the chapter will focus on the method of using both qualitative and quantitative data in a single study (Onwuegbuzi & Johnson, 2006).

Mixed Methods Research

Mixed methods research (Johnson & Onwuegbuzie, 2014) has become increasingly popular in the counseling and psychology fields (Ponterotto et al., 2013) because it allows researchers to enrich their results in ways that a single form of data does not (Tashakkori & Teddlie, 1998). Utilizing mixed methods provides researchers the opportunity to generalize quantitative results from a sample to a population while simultaneously gaining a deeper understanding of the phenomenon of interest through qualitative data (Hanson et al., 2005). A main strength of the qualitative approach is the capacity to generate rich detailed accounts of human experiences, such as emotions, beliefs, and behaviors (Guba & Lincoln, 1994). Moreover, the qualitative approach allows for an in-depth analysis of complex human, family systems, and cultural experiences in a way that cannot be fully captured with measurement scales and multivariate models (Plano Clark et al., 2008). The quantitative component provides the unique opportunity to generalize quantitative results from a sample to a population (Hanson et al., 2005). Moreover, the strengths of quantitative approaches include: (a) accurate operationalization and measurement the specific construct, (b) capacity for group comparisons, (c) the capacity to examine the strength of association between variables of

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interest, and (d) the capacity for model specification and the testing of research hypotheses (Gonzalez Castro et al., 2010; Onwuegbuzi & Johnson, 2006). Furthermore, mixed methods studies are seen as a valuable, social justice sensitive, investigative tool for studying a variety of psychological topics across and within cultures (Bartholomew & Brown, 2012; Ponterotto et al., 2013). Using mixed methods not only offers a holistic approach to understanding the experiences of historically marginalized individuals and groups, but participants also have the potential to influence social transformation and empower community through research (Ponterotto et al., 2013).

While mixed methods research studies are meant to address limitations of qualitative and quantitative modalities alone, there are challenges among concurrent mixed methods designs. Identified ongoing challenges of mixed methods designs in the literature include: 1) whether it is appropriate to triangulate, compare, or consolidate quantitative data originated from a large, random sample with qualitative data arising from a small sample and 2) distribution of weight across the data forms (Collins et al., 2007). Research suggests using a sampling design model, that includes the number and types of sampling schemas and sample size, to address challenges of representation, legitimation, and integration in mixed methods designs (Collins et al., 2007). For this study, the researcher used a parallel sample, which included recruiting Latine undergraduates to participate in the study by responding to the survey or participating in an interview. This study collected data simultaneously, then analyzed each form of data separately. Integration occurred at the interpretation stage; the researcher compared and contrasted findings while placing equal weight on both sets of results.

Qualitative Research Analysis

Qualitative research is often conducted when the researcher wants to empower individuals to share their stories, to hear participant voices, and to understand the context in which participants in a study address an issue (Creswell, 2007). Ponterrotto et al. (2013) argue that participants' quotes and the researchers' integration and synthesis of these quotes, provides a "thick description" of the study and allows the reader to connect with the participants' lived experiences. Furthermore, the authors discuss that as counseling psychologists that advocate for cultural sensitivity and advocacy using a critical theory (social justice) lens, the "thick description" of participant experiences as it relates to injustice and disempowerment can lead readers of the study to engage in social justice action.

The specific qualitative analysis approach used in this study is transcendental phenomenology. This qualitative approach entails the scientific study of a phenomenon as it appears to the participant and researcher (Moustakas, 1994). In transcendental phenomenology, the researcher sets aside as much as possible their own experiences and "focuses on the descriptions of the experiences of participants…by taking a fresh perspective toward the phenomenon under examination" (Creswell, 2007, p. 60).

Moustakas' (1994) transcendental phenomenological analysis consists of line-by-line coding, identifying significant participant statements and phrases related to the phenomenon under study, going through as many iterations as needed until it feels to the researcher that all relevant data is noted. The researcher then lists each non-repetitive non-overlapping statement (invariant horizons or meaning units of the experience). Horizontalization refers to every statement has equal values and is listed as relevant to the experience. Once identified,

significant statements are formulated into meanings relevant to the phenomenon while "bracketing" researchers' preconceptions. The researcher then clusters the identified meanings into themes that are common across all accounts. Meanings are formulated through synthesizing significant statements into individual and composite textual description. Individual textual descriptions are created by integrating non-repetitive, non-overlapping statement, and themes of each participant. Composite textual descriptions are created by integrating all of the individual textural descriptions into a group or universal textural description. This synthesis of data enables the reader to have greater insight into *what* was experienced as well as *how* it was experienced. Finally, the researcher intuitively and reflectively integrates composite textural and composite structural descriptions to develop a synthesis (composite description) of the meanings and essences of the phenomenon, representing the group as a whole (Moerer-Urdahl & Creswell, 2004). The information provided by each participant on the PSI will allow the researcher to provide and analyze additional contextual information about their responses and impact of COVID-19 on their lives.

Trustworthiness

A range of criteria have been suggested to provide trustworthiness in constructivist and critical research (Morrow, 2005). It has been suggested, though it is controversial to propose exact counterparts to quantitative work, that credibility in qualitative research corresponds to internal validity in quantitative approaches, transferability to external validity or generalizability, dependability to reliability and confirmability to objectivity. Credibility is achieved through strategies such as peer debriefing, researcher reflexivity, participant checks,

or prolonged engagement with participants or observation in the field. Transferability is achieved when the researcher provides sufficient information about themselves, the research context, processes, and participants so that the reader can decide how findings can be transferred. Qualitative research is not intended to be generalizable in the conventional sense (Morrow, 2005); therefore, the researcher made sure to not imply that the qualitative component of the mixed study generalizes to other populations and settings and instead allow findings to offer a perspective of these participants on the topic (Hanson et al., 2004) of family on college adjustment among Latine undergraduate students.

Furthermore, dependability in qualitative approaches is accomplished through keeping "audit trails" or process notes on any influences on data collection and analysis. Confirmability is achieved through findings representing "as far as is (humanly) possible, the situation being researched rather than the beliefs…or biases of the researcher" (Gasson, 2004, p. 93). It is based on the perspective that the integrity of findings lies in the data and that the researcher must adequately tie together the data, analytic processes, and findings in such a way that the reader is able to confirm the adequacy of the findings. Many of the strategies used to accomplish the goal of dependability also address confirmability, which is the acknowledgment that research is never objective (Morrow, 2005).

To represent participants' experiences accurately, trustworthiness was achieved through *researcher reflexivity*, *bracketing*, and *peer debriefing* (Morrow, 2005). In qualitative studies, *researcher reflexivity* refers to the researcher's engagement in exploring and evaluating their personal biases, assumptions, and beliefs (Creswell & Miller, 2000). *Researcher reflexivity* will be practiced early in the research project and throughout.

Bracketing, a strategy used in some qualitative approaches to set aside or avoid having assumptions or predispositions which might influence the research (Moerer-Urdahl & Creswell, 2004; William & Morrow, 2009), is called *epoché* by transcendental phenomenologists (Moerer-Urdahl & Creswell, 2004). *Epoché* emphasizes transcendentalism (Moerer-Urdahl & Creswell, 2004), because the researcher is supposed to see the phenomenon as a whole "freshly, as for the first time" and is open to the entire phenomena (Moustakas, 1994, p.34). This can be achieved by keeping a self-reflective journal (memoing) or consulting with a research team or peer debriefer (Hill et al., 2005). The researcher in the current study used both strategies. *Peer debriefing* refers to the process of engaging other researchers in discussing analysis and data interpretation (Hill et al., 2005; Nastasi & Schensul, 2005) to discuss potential areas of overinterpretation and help keep the participants' words at the center of analysis. The researcher provided exemplary and rich quotes of the themes that emerge from participants' words, as well as demographic information of participants and geographical location of the study to provide readers with context.

Issues of credibility were addressed in the study with the use of a semi-structured interview protocol, which allowed the researcher to ask open-ended questions as well as follow-up questions to check for understanding or for greater detail. The semi-structured interview protocol helped limit the risk of participants not fully explaining their experience due to the research's "insider" (presenting as Latine) position and the researcher making assumptions about participants' experiences.

Insider/Outsider Status

The researcher is also not completely an insider as she is removed from the undergraduate student experience given that she is in her doctoral program and is not currently teaching or engaged in an active or formal mentoring role to Latine undergraduate students. A researcher can be an insider, outsider, or both (De Cruz & Jones, 2004), therefore the researcher made her positionality clear early on for the reader, ultimately allowing the reader to draw their own conclusions about the research findings. As stated by Gair, "the notion of insider/outsider status is understood to mean the degree to which a researcher is located either within or outside a group being researched, because of her or his common lived experience or status as a member of that group" (2012, p. 137). Asking for clarification and delving deeper into the meanings of the participants is particularly important when the interviewer is an "insider" or is familiar with the phenomenon of inquiry (Morrow, 2005, p. 254). While there may be a risk of underexplaining by participants, being an insider may allow for acceptance and openness in sharing by participants if the researcher is part of the community (Creswell & Poth, 2018).

A unique aspect of the ideological and critical perspective, the current study's overarching paradigm includes *consequential validity*, which assesses the success with which research achieves its goals of social and political change (Patton, 2002). This can be achieved by increasing consciousness about issues of power and oppression, and the potential of the research to create change (Guba & Lincoln, 1994). Increasing consciousness involves identifying sources of inequality and representing the perspectives of those who have been silenced or disempowered. Research participants are collaborators in the study, and the

researcher attends to the power issues and relationships between and among the researcher and participants (Morrow, 2005; Patton, 2002).

In alignment with the overarching and qualitative paradigm, the researcher is studying only Latine experiences as a response to the inequalities in educational achievement/success among these populations. Issues of power are considered throughout the study by holding to the belief that participants are the experts in their experiences. The researcher tried to build rapport with interviewed participants, which is an essential component for understanding (Morrow, 2005). Rapport building, to some extent, is a natural process for a counseling psychologist given their active listening skills training. A challenge for counselors or psychologists is managing the boundaries between research and therapy (Haverkamp, 2005), therefore the researcher utilized the semi-structured interview protocol to guide the interview and decrease the aforementioned threat. Consequential validity was determined upon analyzing and integrating the results with hopes of providing information and goals for social and political change.

Quantitative Research Analysis

The goal of quantitative research is to discover an explanation that leads to prediction and control of phenomena (Lincoln & Guba, 2000). Emphasis is placed on cause-effect relationships of the phenomena that can be studied, identified, and generalized (Ponterotto, 2005). The quantitative data for the proposed mixed method study was analyzed using the statistical analysis software, SPSS, to answer the quantitative research questions: How do perceived family support, *familismo*, and family achievement guilt affect college adjustment? To examine these unique contributions specific to family on college adjustment, a multiple

regression analysis was conducted. Specific independent variables (IVs) associated with family include (a) student stress, (b) perceived family support, (c) *familismo*, (d) family achievement guilt, and the dependent variable (DV) is college adjustment.

It is rare that a DV is explained by only one variable. Multiple regression is a technique that uses several explanatory/independent variables to predict the outcome of a response/dependent variable. The goal of multiple regression analysis is to model the linear relationships between the IVs and DV. Multiple regression assumes the variables are normally distributed and that each independent variable would be linearly related to the DV, if all other IVs are held constant. This requires individual correlation analysis for each IV with the DV, therefore before the multiple regression analysis is performed, the IVs were examined for collinearity (Field, 2017). A simultaneous approach was used to determine the total amount of variance in the DV (college adjustment) explained by the IVs (stress, perceived family support, f*amilismo*, family achievement guilt) and the unique variance of each predictor/independent variable in the criterion/dependent variable. Information from the demographic questionnaire asking participants to self-report impacts of COVID-19 was used to provide context for understanding findings.

Validity and Reliability

In quantitative research, the discussion of validity is common and well documented in the literature. There are many threats to construct, statistical, internal and external validity that can occur at different stages of the quantitative research process (Campbell & Stanley, 1963; Onwuegbuzi & Johnson, 2006). To address construct validity, the researcher clearly operationalizes the independent variables (perceived family support, *familismo*, family

achievement guilt) and dependent variable (college adjustment) and from face value fit the definitions and measures of previous researchers (Morling, 2018). External validity was addressed using random sampling with the aim of increasing the likelihood of generalizability of the study's results to a diverse sample (Ferguson, 2004; Shadish et al., 2002) of Latine undergraduate students. The examination of variance across variables was assessed during analysis to examine the study's statistical validity. In causal claims, internal validity is a priority (Morling, 2018) and often asks if the design ensures that there are no design confounds and if the research use techniques such as counterbalancing to control for order effects. For the current study, the researcher implemented counterbalance in Qualtrics, embedded data variable that will randomly order scales, to account for order effects.

A thorough review of scales to measure the variables was conducted to assure that measures used in this study adequately measure the constructs of interest and have been used with similar populations before. Reliability of measurements were addressed in the study by using measures that have been supported by statistical analysis with Cronbach's alphas of approximately 0.70 or higher. The closer the alpha is to 1 the better the scale's reliability (Morling, 2018).

CHAPTER V

RESULTS

This chapter contains the results of the mixed method study conducted to answer the current research questions. First presented is the transcendental phenomenological qualitative analysis that includes emergent themes that highlight Latine undergraduate student experiences with family and adjusting to college during the pandemic. Second, quantitative results are presented to evaluate the relationship between select factors and college adjustment.

Qualitative Sample

Transcendental phenomenology was used to analyze interviews conducted to understand the experience of Latine undergraduate students during the COVID-19 pandemic. An overview of the four overarching emergent themes and subthemes are outline in Table 2, followed by descriptive definitions and exemplary quotes for each of the themes.

Table 2

Overview of Qualitative Findings

Themes	Subthemes
Psychological Impacts of COVID-19	• Worry for Family
	• Social Loneliness
	• Family Achievement Guilt
	• Fear of Failing
Transition Amid Pandemic	• Managing Responsibilities
	• Remote Learning
	• Sociopolitical Stressors
Perceived Support	• Tangible Family Support
	• Emotional Family Support
	• Sense of Community within University
Adjustment Mechanisms	• Shifting Perspectives
	• Finding Balance

Theme 1: Psychological Impacts of COVID-19

Participants were asked how to share their experience with family and adjusting to college during the first year of the COVID-19 pandemic. The overarching theme of psychological impacts were defined as the intersection of the social, cultural, and environmental influences on participants' mind and emotions. Four subthemes emerged, which were identified as Worry for Family, Social Loneliness, Guilt, and Fear of Failing.

Worry for Family. Many participants described experiencing increased stress related to concerns about family members early in the COVID-19 pandemic. Worry for family was defined as the experience of stress and anxiety about family members contracting the virus. Andrea shared how she and her family managed the stress and fear of her grandparents contracting COVID.

> Yeah, so we take a lot of like safety precautions. My family's really aware of that, you know, like we don't meet with other family, and we don't need to, you know, we only go out for like essential stuff. But what was really hard was my grandparents, you know, they live in Tijuana, my mom is really one of the only siblings that supports them a lot financially so, it was, she was really worried for them. And that really worried me at first, my mom wouldn't really go, but now sometimes like she goes and brings them groceries. And we'll go sometimes too, you know, taking the safety precautions like wearing a mask socially distancing but it really put a lot of stress [on us], especially because of my grandparents because they're so vulnerable to the virus. Especially in Tijuana where I guess I see a lot of people are not wearing masks, not socially distancing, you know, because it's not possible there, people don't have the

resources to be able to do that. So, my mom was really worried about, what if my

grandparents like go to the grocery store and you know, get the virus. So, that was

very stressful for my family.

Kay also described the fear she experienced for family members with immunocompromised

health and explained steps she took to decrease the anxiety and chances of exposing her

family to the virus:

Honestly in the pandemic, I feel like at first, I was kind of scared because I would see

the news…I did take it seriously because I was scared of, what if it comes here [city]

or any parts of the U.S. and so that's what I was afraid of. From there, when I heard

the schools were shutting down and we weren't having in person school that's when I

started getting concerned. I was scared for my mom more because she has diabetes.

[Family member name] she has a baby, so I was scared for her, because I know her

immune system is little bit weaker, and so I was scared for her, and I was scared

going to work or taking the bus home to work.

Social Loneliness. Several participants described feeling alone and having limited

social interactions as the world understood more about the COVID-19 virus. Social

Loneliness was defined as feelings distant from others associated to the inability to see

friends or family due to social distancing guidelines during the pandemic. For example,

Lucia described her experience with less friend engagement:

I was involved in a lot of community service organizations and I'm an Honors

Program student and I am a McNair scholar. I was pretty involved in other leadership

organizations. I was on a diversity council. I was honestly like packing it all into my

life. So that definitely kept me busy and when COVID hit, like for the first week or

two I was like this is awesome. I get a nice little break. But I think after like a month I

started just feel like I don't even want to finish this semester. I just feel drained, like

not being able to talk to anybody and not being able to tell people like my

experiences. With my parents they, um, it's kind of hard to explain to them. Even

now, like, or even before COVID, like it was hard to explain to them, like how much

of a toll college takes on me.

A few other participants shared how difficult it was deciding whether to engage with peers

in-person given the fear of contracting COVID-19. Mila shared similar fears and described

the tension between wanting to socialize but limit chances of contracting the virus:

I was sad at times. I did want to see my friends and I couldn't. However, I remember

one of my friends, she wanted to see me, but my boyfriend knew how scary or risky

COVID was in the beginning, and I didn't really see it because I was kind of blind to

it. [My friend wanted to] hang out with me, but my boyfriend was like, "No, you

shouldn't. COVID is real". He had seen like his family members get it already and his

employees, too…I told her I can't go because of COVID and stuff like that.

Family Achievement Guilt. Some participants described an internal conflict and

feeling bad about being a college student at home. More specifically, participants described

feeling as if they were doing something wrong for not being able to go to family functions or

having access to higher education. Family Achievement Guilt was defined as feeling selfish

or sorry for moments where they had to prioritize academics over family at times. Alexis was

one participant who discussed various examples where she experienced feeling selfish or guilt during the pandemic:

> For instance, my uncle has a car, and he lives with my tía, or my mom would have to go pick them up because he wouldn't want to drive. So, the standard or expectation [is that she helps] because she is a woman and she's younger and she has a car. I'm afraid of that happening to me and I'm not saying that I don't want to be there and support my family but like I don't know. It's hard. I feel like I'm being selfish, but I'm just like, I can't be taking care of everyone. That's a lot to ask. But then I also want to help my mom... that's something I'm still battling. I want to go to graduate school and live in another place and have my own house and I don't know, go to the nursery, and buy some plants and not give someone rides every day. But they're my family, then I start feeling guilty.

Alexis also described an increase in feeling guilty upon moving back home during the pandemic:

> Yeah, [moving home] intensified it [guilt] because I have classes every day. I have assignments, papers, I have to meet with counselors, and work on my graduate school applications. So that means they're actually seeing firsthand what it looks like for me to be student. Which I can't remember from community college, but I think that's because like I was on campus studying even though I was living at home. So, I think they're seeing first time what it looks like for me to be a student and busy with work…It's like my mom is right next door, you know, and I hope she doesn't think that I'm ignoring her or on purpose having my door closed. I feel like the door closed

thing is, I don't know why it's a big deal to me but it's like saying, like I'm studying

please leave me alone. But that makes me feel guilty, like it's just a door, but it makes

me feel guilty because it makes me feel like I'm shutting off my family. So, once I

finish my assignments, I open that door and I run to my mom's room and try to talk to

her, but sometimes I'm so exhausted that I just go to sleep, or I just want time for

myself.

Snowglobe explained guilt related to coming from a lower income background and

struggling with feeling guilty about buying herself things especially when recalling messages

from parents about money:

The way I look at it sometimes is when I want to eat out, and I have food at home and

it's just that fact that sometimes our parents tell us that there is food at home. [I

decide] I'm going to buy myself an object or something but knowing that maybe I

could have spent that money somewhere else and/or helped family. I think that's one

of the things that I've seen within like my friends, sometimes I wonder if I should buy

myself this but my family needs money back home, they need help with like paying

the bills. I want to treat myself but at the same time it sometimes makes you feel

guilty, because you know, like your family or the way you've been

raised…Sometimes I reflect on [times when parents] would say like, "well I didn't

treat myself because I wanted to give you a better life".

A couple participants described guilt influenced by feeling different from family due to

pursuing a higher education, something others in the family could not relate to. Andrea

described feeling different from her cousins in Mexico who do not have the same access to education or money:

> I feel like I have to downplay a lot of things because you know I care about my cousins. I don't want to like to seem like I'm bragging or anything so it's definitely some guilt, but it's also a lot of, you know, I'm really privileged to be where I'm at right now. There's some guilt and I look at the positive side and realize how privileged I am to be here and whenever they come, you know, we take them out to eat. And you know I get them like Christmas gifts and clothes just try to help them in the ways I can.

Lucia also shared her experience with feeling different from family members:

> I just feel like being in college makes me a little bit different from other people, and maybe that people feel intimidated by me in a way and, it's not like I'm thinking of myself as a higher person or above anybody, but I feel it's more difficult to keep up conversations because like literally the only thing I talk about is about school like that's literally the only thing that's on my mind ever. So, I'm not like super-duper close with some of my cousins and I feel that's a big barrier, because a lot of them are in the workforce instead of going to college...It makes me really sad that I don't have a closer connection with my cousins, because the fact that family is such an important value to me, especially as a Latina, it's really hard to know that I'm not super close with my cousins…I'm sure that if I needed them like they would help me.

L not only felt different from family but also described feeling different from peers due to differences in socioeconomic backgrounds:

I didn't think that I was poor until I came to college and learned that my peers were wearing jackets that cost well over $100 and would just leave them around at frat parties. I didn't realize that was a thing people could just do. Being at home and talking with college friends, it's like no like compared to my friends I'm very privileged but compared to people at school, I am very poor but privileged. So, it's difficult to think about and I think that it's just because my university is very unique in the type of people it draws.

Fear of Failing. Another common response among participants during the pandemic was worry about letting their family down or themselves down by not passing courses or meeting expectations. Fear of failing was defined as the feeling anxious and doubt about not achieving one's academic goals and/or fulfilling family expectations. L described feeling the pressure to succeed by family friends:

My family has a lot of friends, we don't have any other actual family besides our immediate family, since we immigrated here. My family just has a lot of diasporic friends that have become family. So, when we're at functions together or things like that my parents like to bring up where I go to school and that they're very proud about it. The reaction is always like, 'Oh she is set for life.' Or when I'm with family just talking about the future my parents are inclined to believe that I will be raising our economic status, and I hope that that's the case, but it does put a lot of pressure on me and sometimes I feel very worried that I will not be able to do that.

Camila also described feeling the pressure to do well academically:

My parents would also take me to do cleaning with them because they needed help and I would see these kids in these, like, you know, big houses and stuff. Their parents would always put their report card on the fridge and I'm like seeing their report card and I'm like, they got all A's…They know me, and my sister and they've asked my mom, "How are your daughter's doing?" They've worked for them before I was born, and they'll ask about my grades…There's a lot of eyes on me still…it doesn't feel like first-gen kids will get anywhere without a degree, you know.

Theme 2: Transitions Amid the Pandemic

Participants discussed aspects of their lives where they engaged in a process of change due to the global health crisis. Individuals described their experience with moving back home, managing responsibilities, engaging in online learning, either having access to private space or struggling to have privacy in the home. Three subthemes that captured aspects of students experience with transitions were identified, including Managing Responsibilities, Remote Learning, and Additional Stressors to Family.

Managing Responsibilities. Most participants described their experience with handling their academic and familial responsibilities. Managing responsibilities was defined as balancing various commitments during the pandemic. All participants discussed their experience moving back home. Several participants described a loss of freedom. For example, Snowglobe said, "Going back, I was a bit overwhelmed with the fact that I was back home so I'm like not having the same type of freedom that I have when I'm back at college." Similarly, Andrea also talked about how moving back home was difficult to adjust given a loss a freedom:

I was adjusting a lot in the spring, adjusting to kind of somewhat my parents telling

me what to do, whereas when I was at college, I went wherever I wanted, I slept

anytime I wanted, and I had more freedom to do what I wanted. But here, coming

back, I knew there were going to be rules. So, it was really hard at first adjusting to

having that authority and I realized that more people have it worse. You know, they

may have more responsibilities at home, but to my parents it's kind of like as long as

you're in school, you know, they'll take care of the rest. So, I realized that I am better

off than other students, but I just still go through that adjustment period of my mom

waking me up early or my mom seeing me go to sleep late at night and telling to go to

sleep, you know where I wouldn't have that at school.

Several participants discussed their experience taking care of siblings during the

pandemic while attending online courses. Mila described her process juggling

responsibilities:

I'm thinking of my siblings, honestly that is what's stressful. Like I love them, but

they're, they've just been such a handful this whole entire year. [Before COVID] I

was never really home like I was always going to school, work, and the gym. I would

come home till 10 pm and then leave like at 6am, so like I was never really seeing

them...I was here being the mom. It could have been easier for me, you know, if I

didn't have to take care of them, but I did.

Among participants who described their process or transition back home to managing

responsibilities, some tied it to their experience of having to help family members in different

ways as the eldest sibling. Snowglobe said:

I've been thinking about the amount of responsibilities I have at home but also looking back at the standards, too. Because I'm the oldest they [my parents] kind of expect me to kind of take care of like everyone else within my household. If they need someone to translate something I'm the one that they go to. But at the same time, also, realizing that just because they kind of expect that from me doesn't mean that like I can't say no to that if I don't have time. I think that's one of the hardest things...they'll always come back and ask, "Well can you help us like right now, at this moment?" And it's like, no, I'm doing something else that is as important. I think that like helped me realize to tell them like, 'hey, I'm going to be really busy, just give me my space and time.' But at the same time, I think it's sad like sometimes I do look back at how our parents see us going to college as just getting an education and getting a better job, but they don't see it as the whole process.

Rita also related increased sense of responsibility to being the eldest daughter in her family:

My mom, my stepdad, and my youngest sister live in [Southwest state] and they were one of the first people that I knew that got COVID in March and that was hard. Having to support them from a distance and fighting the urge to want to go [be there in person] was very stressful. Me and my older two sisters had to find different ways to support them and make sure it was within our capacities to be able to do that. I ended up being the one to check out resources for them in the community and check up on my youngest sister.

L discussed her frustration with managing being a student, taking care of siblings, and completing household chores:

When my parents would get home and I usually, when I have classes I have work as well, wouldn't leave my desk for like, eight hours, because I have got classes and assignments, and then I have my remote job. So, I wouldn't be doing anything besides that and making sure that my siblings were in their Zoom classes. But my parents would get home and they would ask me why the laundry wasn't done and why the dishes weren't washed, or they'd say that the house looked a mess. I had to be like, I didn't touch any of those things because I was in class, I was in school, like, I was doing things. Sometimes you know my parents would come stressed and they'd say, like, 'oh you don't do anything all day all you do is sit on your computer'. It's like, 'well, yes, on my computer that's where my job is, and my classes are.' So, like yes that's true, but I also have been doing things. When yeah, I think that was very difficult for them to understand at the start of all of this, for the remote stuff. It definitely didn't help that sometimes my little sister or my brother just wouldn't log on to their classes so they'd skip school, but I wouldn't know because I'd get them up early and I'd tell them to log on and I'd have them sit down and then, when I walked away, they would get off task.

Remote Learning. Participants discussed their perspectives on what it was like to learn online versus in-person at the beginning and during the COVID-19 pandemic. Remote learning was defined as experiences with transitioning to online coursework or virtual courses. Rita described her experience:

With virtual and distance learning it has its challenges…there's like the professors who put in the effort to make that transition and there's professors who don't really

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know what they're doing, and it shows…I had to remind myself that like they are

people too and they're going through their own struggles. This is new for everyone.

One of my professors actually cried the first day of classes. She said, 'I don't like this,

like this isn't how I want to do this.' I applaud her for being so vulnerable with us.

Andrea described feeling unmotivated by remote learning but mentioned, "I couldn't imagine

doing it if I was like a freshman. But now that I am a senior, you know, I think I have little

more experience on like managing classes and all of that." Some participants felt the

transition to remote learning was not as difficult for them as compared to others and

commented on how racial injustices made things more difficult. Coralin said:

It's been a little hard because I don't think it's common, at least at [West Coast

University] you see there's not that many online courses. So, I was not used to it at

all. I was used to going into the class, you know, so that is something new for me. It's

been a big learning experience. But no, I'm surprisingly doing well because I'm

getting things done but it's hard. You know, like with everything happening around

like it's not just COVID, it's Black Lives Matter, all those things, racism.

Further, some participants described transitioning to remote learning as less difficult

and somewhat convenient. For example, Foda said, "But yeah, I've always liked online

classes to me and now that I am at [University Name] it's okay. At orientation I got kind of

like upset about that because I wanted to go in person, you know visit the campus and all

that, but that didn't happen, but I drove by and saw it."

Mila, said:

So, then I transferred to [university name], and I finished much faster than I thought I would. And honestly, it was because of online schooling. Like yeah, I had been at my company for four years and they like cut our hours a lot like a lot, a lot. So, I was working nine hours a week, but it just gave me so much more free time to go harder in school, especially because it was online.

Several participants discussed either having a hard time finding a private space in their home or sharing how they felt privileged to have a private space to do work. Access to privacy was defined as experiences of having or not having a personal space for work or remote learning. Camila shared how she and her sibling found a way to be in the same space, "When it comes to school, though, and COVID, like my sister and I sort of share the living room where I have one corner, she'll have the other…it's actually been pretty good for us." Some participants shared their struggle with sharing space with siblings. L said:

A disadvantage is definitely the work zone that I have. There's a lot of distractions, one by nature of me studying and learning from my bedroom, which I share with my little sister. So, I get easily frustrated by all the clutter that there is in this room, she has papers scattered all over the ground, toys too. So yes, it often feels like there's not enough space and there's just too much going on for me to focus on class. Another aspect of that is you know, the people in the space…my sister came in four separate times with her iPad blaring or trying to talk to me and I got really stressed and I don't think I did well on that exam at all, partly because I didn't give myself time to study, but also because her distractions pulled away my focus throughout the exam. I'll have to leave class to pay attention to her and do what she says and my professors notice.

They on multiple times, they've called me out and… it can be somewhat

embarrassing but there's nothing I can do about it.

Some participants reflected on their access to their own room or space within the

family household. Coralin explained feeling thankful to have her own room, something she

did not have in the past. She said,

We just moved about a year ago or so, but I'm so thankful for being able to live where

I am now because I do have my own room, now. Before I had to share a room with

my mom and my sister so I can only imagine like how hard it would have been, you

know, if it was during these times that I had to do school there and it would have been

really, really difficult.

Alexis expressed feeling thankful and reflected on what was helpful in her transition to

remote learning amid the pandemic:

I think the difference, maybe like for me is I have my own room and I think about

other people who don't have their own room. Like having my room, I am able to close

the door and meet with people and then have access to internet, which not everyone

has it or has like reliable access. Or just mental health in general, like looking at a

screen is so draining. And I think it's especially draining, during a pandemic hearing

the news and hearing like COVID related news. It's so exhausting and yeah, I don't

know, but I think definitely like having access to internet, s supportive family, and

my own room. Yeah, I think that's the difference.

Sociopolitical Stressors. Sociopolitical Stressors included additional stressors and was defined as historical, social, and political events that occurred in 2020 that affected their students' lives. Coralin talked about added worry about colorism in the country:

> It's just many things, it's not just like being worried about my family and myself, also in this country many more people got more comfortable being racist and being so mean, like just because you're a different color. What does that matter? You know, and that cared me, to be in this country where people are so comfortable being like that.

Rita discussed her involvement in supporting Black Lives Matter (BLM) movement and some difficulty in family understanding her decision due to anti-Blackness in Latine communities:

> So yeah, and then when the uprising starting to happen. You know, I was going to protests, like I'm a big community advocate...I was helping food distributions. And it was also my first week in summer class. You know, not only that, but I hadn't been in school for three years ago so I think there's just like all this thing going on at once were, I just have like a stress attack, and these will happen. Often, I can count them on my hand like this might have been like my second, the third one. But even then, my dad wasn't supportive. He was like, well, if you weren't going to the protest you wouldn't have to be worrying about that. And then I'm like, I'm doing it. There's just all that, too, he doesn't really understand why I care so much, you know, it's like navigating that anti-Blackness, especially with the older generations. It's just really hard.

Tiburcio also discussed his and family's perspectives on racism and how the differences in opinions made it difficult to understand one another:

> Um, the thing is, this year like I notice a lot more reactions and outbursts from things online from the murder of George Floyd to the backlash that came from it to how people reacted to his death to how people reacted to the protests and the riots. Now that we have more time to be at home, I think. I think it just opened my eyes to see just how much people...Growing up in a Mexican home, there's quite a bit of racism to especially people who grew up in Mexico. I don't know if that happens in your family, but there's some relatives of yours that are Mexican but they're like, I know it's not the nicest thing to hear, but I think that's something we all have to admit, that we have prejudice. Yeah, I mean with Mexican culture that the two groups that are discriminated against by Mexicans are Black people and then Indigenous people...It's hard for me understand why there's so much prejudice against indigenous people. Given that everybody's sort of mixed, it doesn't really make sense to me. But there's always those weird insults in Spanish that derive from things used to describe indigenous people…I've always found it, just like the most bothering part about and part of it is just that were indigenous too, well mixed, but you know, just throws me off at times. It just doesn't make any sense.

Theme 3: Perceived Support

Participants discussed ways in which parents and family provided them with encouragement or help during their time of adjusting to college amid COVID. Perceived Support was defined as feeling affirmed and encouraged by one's social circles. Three

subthemes were identified, including Family Tangible Support, Family Emotional Support, and Sense of Community by University.

      Family Tangible Support. Several participants provided examples of how they felt their family supported them in physical ways. Family tangible support was defined as feeling supported by family when individual family members do things to alleviate the stress of being a student. A few participants living at home during the pandemic shared that having their mother cook for them helped alleviate the stress of remote work. Andrea said, "I was in the process of applying to grad school and my mom. She knew I was stressed, and my mom would cook food for me, and she would ask me, "Do you need help with anything? She would get me coffee."

L similarly said:

> Another is that I don't have to cook for myself, I can just enjoy my family doing that. I can rely on them to sort of provide those physical benefits...I get to have my meals and breaks whenever I want. I remember when I got to college and the dining hall was open for breakfast from like 7:00 am to 1:00 pm, and it was not located nearby. I was not used to that, so I would end up skipping a lot of meals. I would just be too tired because I'd been walking around campus. I felt tired all the time. I guess I don't know part of it is because I'm just sitting all day in front of the computer, I don't feel as tired.

For some participants, receiving financial support from family or having family care for them when they were sick was identified as helpful. Lucia shared:

They [family] have been very financially supportive, and very emotionally

supportive. Like I said, emotionally, in motivation. I go to them for a lot of my

advice, except for advice on like academics. I go to them for advice on personal life

and about my health and my wellness and I give them advice about their health and

their wellness. There's a back and forth where we're just like there for each other.

Rita shared her experience with feeling support from various people in her community:

I was lucky to have the space here to quarantine. You know, I had community show

up, my cousin dropped some stuff off. My sister dropped off some soup, I saw like a

co-worker dropped off some teas and some eucalyptus to put in the shower. So, it's

like really cool to see like the community part of like people coming together and

supporting me in ways that they could during COVID.

Family Emotional Support. Family Emotional Support was defined as instances

where participants felt encouraged by family through affirmations, and/or positive statements

used to motivate.

L discussed feeling supported through knowing her family trusts her decisions about

academics and instance where her mother provided advice:

I think that I feel most supported in the choices I make concerning you know my

major and the classes I take. Right, because you know, whatever I do my family never

thinks of it as the wrong choice. Simply because they're so proud that I was able to

get to where I am they know that I'm a good student. So, if I get like a bad grade on

an exam or in a class or if I have to drop a course they're never upset because they're

just proud of how far I've gotten and I do the best that I do…So that lifts a lot of

weight in terms of you know, expectations that they have on me just because I know that I won't be disappointing them in the things that I do, even if I disappoint myself. Especially now, during the pandemic. I guess my mother, for example in January I took up a second job online teaching English to Korean professionals, and I was waking up at like [early in the morning] to do these tutoring lessons. They were going great, but I think within a month my mother commented and said, "You looked burned out. You should quit doing that, so that you can focus on your classes. That's what matters, that should be more important." And she was right, I was feeling burnt-out and realized it and so, I quit doing that.

Foda reflected on positive comments from his mother that helped him feel supported:

I remember one time she [mother] was saying, she was very blessed to have me because you know, at a very early age I have always been very responsible. I've never missed like a car payment, like I aim to have like good credit always... I'm always looking to see what I can achieve and things like that. And that's one of the things that always stuck with me, she told me, that's why you're going to be successful.

Lucia shared when she realized her family was proud of her:

This whole semester it didn't really hit me until I until I got my honors medallion at the ceremony. I remember two years ago, one of our close friends was in the honors program and she got the medallion and everything. My dad was like, "Oh my gosh. You know you should get one of those things like that". I said, I'm going to work towards it. And so, when I came back that day after my ceremony, because he had to

work, he just came into my room and he's like, "where's my medallion" and I could just see the smile on his face, and he gave me a hug and like kissed me and he's like, "I'm so glad you got it". It was not until that moment that I realized like, 'yeah, he really is proud of me for like graduating college and I know he hasn't said it like every single month but it definitely settled in that he really was proud of me for like getting to this point'…It's been really hard for me to be proud of this achievement and it's really been up until like this week were like, I realize there's like six days left [until graduation]…I'm going to be the first woman [in my family] to graduate with like a bachelor's degree, like, that's crazy. So, um, yeah, it's, it's been a lot of like motivating myself and like affirming all my experiences, but it's definitely been good to have them still be supportive, just in a different way.

Sense of Community within University. Participants described their experience finding community or feeling a sense of support from university-facilitated spaced even in remote format. Sense of Community within University was defined as instances where they found peers through university organizations that helped them feel they belong and supported.

Alexis said,

I definitely think Zoom, in terms of like just meeting up with people, is so much easier. For instance, I'm applying to grad school. I'm able to talk to students who don't live by me, which is super awesome, or I could talk with someone with from Career Services in the comfort of my own home. That's the cool aspects of attending workshops for instance from like another university or like the creative aspect and

community aspect is still so alive. And yeah, even STTP [summer transition program

for transfer students]. I worked for STTP this past summer, and it was all remote and

there was 100 students and we had students crying at the end of the program

celebration. Just like community building via remote still existing I guess like has

been a good thing and has benefited my academics and just my like wellbeing.

Rita said she felt she was still able to feel connected to peers during COVID:

I still found ways to connect with some of my peers in those spaces. I realized I had

more than one class with some people where I felt like I was able to connect with

them and check on each other like, "How are you are? What's up?". I think having

that connection with people that I've never met before physically in a physical space

but virtually it really made a difference. But I do notice some people just being

drained [with Zoom] and just kind of like not engaging and being quiet.

Kay shared her experience participating in a student organization remotely:

I'm also part of like a different organization at [West Coast university], for example, I

am the coordinator for [Latine student organization], which is one of the things that

I've always wanted to do for school. I know they do programming for kids for higher

education…I felt like when I was going through that time [difficult time with family

member's health issues], they [peers in student organization] were always there…we

have our Bigs and Littles…they've always been supportive they would always like

bring little gifts and mail it to me and so...I wanted to be part of an organization

where like we uplift each other and empower each other, and so I felt like because of

them…my mental health and throughout everything that's going on has been good.

Theme 4: Adjustment Mechanisms

        The majority of participants discussed ways in which they were learning how to manage new ways of doing things in times of COVID-19. Adjustment mechanisms was defined as strategies participants implemented in their lives to manage the academic, cultural, and social changes brought about by the global pandemic. Three subthemes were identified, including Shifting Perspectives and Finding Balance.

        Shifting Perspective. Shifting perspective was defined as instances where participants discussed a change in the way situations or emotions were initially viewed. Coralin said,

> I guess before I would worry, a little too much, you know, about things. But, I mean, I was learning that you can't really control many things, you know, and what you can control, work on that. But like, there's just so many things that just need to happen. How do I explain it? Like if I know that I can't really, I don't have much control over something I try to not worry too much about it, you know. And I just try to think of my future. But I also think, I try to focus on like the now.

L discussed shifting some frustration about having many responsibilities at home during the pandemic to understanding this time as an opportunity to spend time with family:

> I guess, to an extent, there is some, there is some frustration right because I don't know how much of it was my choice and how much of it was just cultural responsibility. I could have said no [to moving back home], and my parents could have gone out and tried to you know get a friend to do help take my siblings in or forced them back to physical [in-person] learning. But then that would have made me

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feel very selfish and like I wasn't doing my share for the family, so I don't know how much of that was something that they made me feel or something that I personally preempted...Other things I thought about is that because of this pandemic I'm spending a lot of time with my family that I probably wouldn't have, I think that this will probably end up being the last time that I'm with my family for such an extended period of time. After I graduate, I will have a job, hopefully. And that job may not be located locally and even if it is, I'm not sure that I'll be living at home, so this is time that I may never have again with them. That's one advantage of being at home with my family.

Lucia mentioned incorporating mindfulness practices and shifting approach of managing emotions to becoming vulnerability to help connect with others:

I've definitely been finding like better ways to like deal with it [COVID]. I was telling my friend for one of her classes we, like, did a little interview thing and she's talking about, what are your coping mechanisms right now, and one that I've really been trying to focus on is like honestly, is mindfulness. I don't know if this would be part of mindfulness, but I like to think of it as trying to be vulnerable with like the people I love…Sometimes I take my feelings out on other people and I'll be like, you know, like, don't talk to me today. I don't want to deal with this. I don't have time to deal with this. So, recently I've really just been trying to work on like being vulnerable and like saying, this is what I'm dealing with and I'm really sorry, I just need like an hour to myself. So, I've definitely been trying to cope by just being vulnerable with people and being mindful of like my feelings.

She also said,

> A lot of, like, my coping also has to do with like just being like a helping hand to
> other people and like, you know, talking to them about their feelings and like relating
> with them [peers and family members]. I've been doing that a lot this semester just
> reaching out to people and being like, hey, you're applying to grad school, let's lean
> on each other and like help each other through this process.

Finding Balance. Several participants discussed finding a harmonious approach to managing their roles and responsibilities. Finding Balance was defined as the decision-making process of leveling out family expectations and their own wishes. L said:

> I guess that in thinking about the family and the student it's all about balance. I've
> learned that I have to balance what my family expects from me and what I want for
> myself. And even though you know, sometimes you'll be called selfish, being selfish
> is not a bad thing, it sounds like it's a bad word and something negative but
> sometimes it can be very positive, right? You need to be selfish in order to practice
> self-love, in moderation obviously, that's where the balance comes in right if you
> practice a little too much self-love, you're too selfish...It's all about balance.

Andrea shared her approach to finding balance:

> I think in terms of COVID, my like outlook on my education really changed, were at
> school I was really focused on school and now I have to find that balance between
> family and school because sometimes in college, I wouldn't answer my mom's phone
> call or I would kind of let it go to voicemail, and family wasn't super important to me
> in college when I was away. But now, COVID kind of forced me to consider family

in my every day, not just my other stuff that I was doing. It's kind of like school and

family, where before it was just school, so COVID really changed that for me. And

now, I have to compromise myself where it's like, should I go with my parents to the

grocery store and spend time with them or do I keep working on assignments whereas

before I didn't really have to make those decisions.

Lucia explains the difficulty in finding balance given her ethnic identity and value of family

at times causes stress for her:

Since it's such a big part of my life like being Latina, I think it enforces the

importance of family even more like that's why I really want to stay in [Southeastern

state] for grad school and I have dreams of going to the school in [Mid-Atlantic state],

but you know my family's not going to be there and they're going to be sad. It's like,

like if I go away what if they get sick or what if something happens and I'm not going

to be there for that. So, family is so important for me...it's like a motivational thing

but also a stressful thing.

As participants found balance, they also identified benefits or positive outcomes

despite living through a global health crisis. L reflected on how others may have felt isolated

and alone during the pandemic and said, "I say that during the pandemic, one of the

advantages, I felt is I haven't felt lonely at all. There's always someone around something to

do. Someone to socialize with, there's a lot of energy in this house." Tiburcio talked about

having more free time during the initial lockdown and said:

This year has actually been a pretty good year for me. I know it's been hard for a lot

of other people, but yeah, I think certain students did better this term. For me, it was

> just because it cut down a lot on the travel time from home to school. It was like
>
> maybe 40 minutes going there and 40 minutes coming back.

Camila talked about how the pandemic created more jobs for her parents as essential workers:

> So yeah, I think we're one of the lucky ones in right hasn't been horrible. I'm, actually
>
> it's caused some more jobs to come up for my parents because they're considered
>
> essential workers. Not necessarily the cleaning jobs have more of the contracting
>
> ones, people are now wanting to, like, well, when it was warmer. You know remodel
>
> some of their houses on the outside and it definitely keeps us a bit worried though on
>
> the consistency of those because it's never been that constant. So, once these outdoor
>
> jobs stop, where's the money going to come from, um, financial issues have always
>
> been an issue.

Quantitative Sample

Preliminary and Descriptive Analyses

Data was collected from November 2020 through July 2021. Based on sudden spikes in survey responses from 01/18/2021 and 01/21/2021 we speculated there were bots and trolls in the data. A decision was made to clean the data by first removing data from 303 individuals who did not fully complete the survey or did not meet criteria of identifying as Latine. We also removed data from individuals with duplicate IP addresses and identified 748 unique IP address respondents. We then deleted data from 118 individuals who did not select or self-identify their ethnicity, including responses from individuals who reported "The United States," "White people" and other invalid responses. We also deleted data from 81

individuals who did not provide a valid numeric input of their GPA, invalid major responses (ex. "adult", "the White race"), and from individuals who reported they were enrolled in non-existent universities or institutions outside of the U.S. We also removed data from individuals whose age seemed unlikely (triple digits). In looking at the diagnostic plots we saw that there were no significant outliers. Further, we calculated the average mean cut off time (approximately 7 minutes) and removed data from 194 individuals who completed the survey in less than 441 seconds. We calculated the minimum and maximum duration of responses based on responses from 11/23-01/17, before the sudden spike in survey responses, to determine duration cutoff. A total of 22% of responses or 375 participant responses were retained and used for analysis.

Prior to the multiple regression analysis, all measures were tested to determine whether assumptions for multivariate normality was met. To determine the normality of distribution for each variable and identify extreme outliers, a visual inspection of graphical tests, Histogram and Normal Q-Q Plot were examined (Tabachnick & Fidell, 2007). Measures appeared reasonably normally distributed. Variables were sufficiently normal based upon George & Mallery (2010) absolute value criteria of skewness and kurtosis between 2.0 and 7.0.

Correlations and multiple regression analysis were carried out to investigate whether Student Stress, Familial Support, Familism, and Family Achievement Guilt could predict Latine participants' college adjustment during COVID-19 pandemic. Table 3 shows descriptive statistics for the dependent and independent variables, as well as summarizes the correlations among variables.

Table 3

Means, Standard Deviations, and Correlations

Variable	*M*	*SD*	1	2	3	4
1. College Adjustment	45.6720	8.27868				
2. Student Stress	197.4960	119.28759	-.211**			
3. Perceived Family Support	4.9297	1.06177	.349**	-.025		
4. Familismo	2.7123	.64346	-.253**	.242**	-.188**	
5. Family Adjustment Guilt	136.6427	29.10391	-.055	.164**	.195**	-.093*

Note. N=375. M and SD are used to represent mean and standard deviation. * indicates *p* < .05 ** indicates *p* < .01.

The sample's college adjustment mean was 45.67 (*SD* = 8.28) which indicated average adjustment to college, student stress mean was 197.50 (*SD* = 119.29) indicating high levels of student stress, perceived family support mean was 4.93 (*SD* = 1.06) indicating high perceived family support, familism mean was 2.71 (*SD* = .64) indicating high value of family, and family achievement guilt was 136.64 (*SD* = 29.10) indicating average levels of family achievement guilt. As can be seen college adjustment was negatively correlated to student stress and *familismo*, and positively correlated to perceived family support. While there was no significant correlation between college adjustment and family achievement guilt, family achievement guilt is correlated to student stress and perceived family support,

meaning as student stress increases family achievement guilt increases, and as perceived family support increases family achievement guilt increases.

Regression Analysis

The researcher hypothesized that the independent variables would predict college adjustment. Specifically, that results would show that low stress, high perceived family support, high levels of *familismo*, and low levels of family achievement guilt significantly predict college adjustment. Results showed there is a significant relationship between the independent variables and dependent variable, results indicated that lower stress, higher family support, lower level of *familismo*, and lower family achievement guilt predicts adjustment to college during COVID-19.

Results of the multiple regression are shown in Table 4. Results indicate that as students stress increases by one unit, college adjustment decreases by .010. As family support increases, college adjustment increases by 2.62. As students value of family or *familismo* increases by one unit on the scale, college adjustment decreases by 2.12. As students' level of family achievement guilt increases by one unit on the scale, college adjustment decreases by .03 (β = -.032, p = .022), meaning all predictive variables contributed to the model: Student Stress (β = -.010, p = .004), Family Support (β = 2.620, p < .001), Familism (β = -2.122, p < .001), and Family Achievement Guilt (β = -.032, p = .022). Overall results of the regression indicated that the model explained 19.5% of the variance and that the model was a significant predictor of college adjustment, R^2 = .195, $F(4, 370)$ = 22.472, p < .001). The final predictive model was:

College Adjustment = 44.843 + (-.010*Student Stress) + (2.622*Family Support) + (-2.128**Familismo*) + (-.032*Family Achievement Guilt)

Table 4

Regression Coefficients for Predicting College Adjustment

Variable	*b*	95% CI	*beta*	*t*	*P*
stress	-.10	[-0.02, -0.00]	-.145	-2.951	.003
support	-2.620	[1.88, 3.36]	.336	6.960	<.001
familismo	-2.122	[-3.37, -0.88]	-.165	-3.353	<.001
guilt	-.032	[-0.06, -0.01]	-.112	-2.305	.022

Note. R^2 adj = .195 (N = 375, p <.001). CI = confidence interval for *b*.

CHAPTER VI

DISCUSSION

The present study examines the relationship between familial factors and college adjustment for Latine undergraduate students, providing in-depth accounts of participants' experiences during the COVID-19 pandemic. This chapter outlines data triangulation to highlight how the use of multiple methods or data sources helped to put the data into a more comprehensive explanatory framework (Mertens & Hesse-Biber, 2012). This chapter also elaborates on the results of this study by comparing data forms to corroborate findings and relate findings to existing literature. Last, this chapter presents limitations of this study, implications for further research, and suggestions for supporting Latine undergraduate students' mental health and adjustment to university.

Triangulation and Integration

***Latine College Adjustment and Family during COVID-19 Phenomenon***

The college adjustment phenomena for Latine undergraduate students during the first year of the COVID-19 pandemic in this study was characterized by stress, transition, and family adjustment, however students were able to manage changes and find meaning in their experiences. Figure 1 shows how quantitative and qualitative data triangulated or converged with one another. Many of the variables in the quantitative component of the study directly relate to the themes that emerged in the qualitative component of the study such that both forms of data found that students were influenced by *familismo*, experienced stress and family achievement guilt, as well as perceived and directly received support from family that helped students better adjust to university as they were adjusting to the pandemic.

Figure 1

Data Triangulation
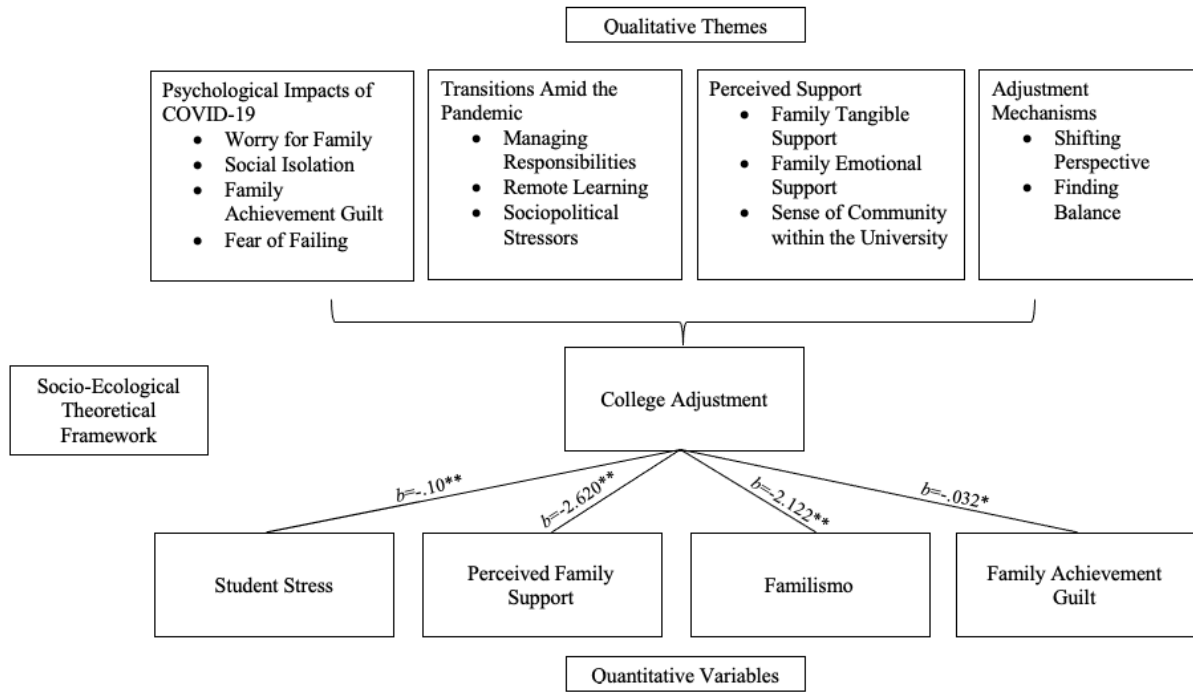
Note: Using a socioecological framework, combined, both types of data show that Latine university students experienced significant psychological impacts and transitions during the first year of the pandemic. Latine students are influenced by *familismo,* and this cultural value informed their university experience. Students' perception of family support and their ability to find balance and shift their perspectives to note gains during a year of loss facilitated college adjustment. The relationship between the quantitative variables highlights betas from the regression, which indicate low stress, high family support, low levels of *familismo*, and low family achievement guilt predicted college adjustment. Emergent themes converged with various variables. * indicates $p < .05$ ** indicates $p < .01$

COVID-19 precautions led institutions to quickly transition to remote learning, which for many participants meant moving back home to manage uncertainty and multiple responsibilities; yet time at home allowed students to feel more connected with family in some ways. Students further along in their educational trajectories communicated they felt better able to adjust with changes brought on by the pandemic when comparing themselves to freshman or sophomore students. The flexibility of remote learning, access to privacy, tangible supports provided by family, and a sense of community despite switching to online courses helped participants manage the various academic and familial responsibilities during the first year of the pandemic. The cultural value and responsibility to family served as a motivator to participants but also influenced or heightened students' level of worry, stress, and pressure to succeed while living at home during the first year of the COVID-19 pandemic. Descriptions of supportive statements or actions from families during these unprecedented times helped decrease students' stress.

Family achievement guilt was an emotion many students experienced at a higher degree given they were at home managing their student and family roles, making it salient how often they needed to prioritize academics over other responsibilities. Yet being physically at home with family simultaneously decreased the feeling of guilt because students were physically surrounded by family and not away from home. Students also faced additional stressors, including witnessing broadcasted news about racial injustices and the 2020 presidential election. Participant's abilities to shift their perspectives by recognizing that while the pandemic meant many losses there were also some gains, which allowed for better adjustment to their university during this difficult year of transitions. Overall,

individual students attempt to find balance in managing responsibilities and pursuing their individual goals does not negate students make decisions with their families in mind. Students can lead fulfilling lives by shifting their perspective away from either choosing family or choosing themselves and begin seeing ways in which both pursuits exist at once.

Psychological Impacts of COVID-19

Participants described several ways in which the pandemic impacted their mental and emotional state as well as their families' (subthemes of *Worry for Family*, *Social Loneliness*, *Guilt*, and *Fear of Failing*). Quantitative results showed that as student stress increases, college adjustment decreases meaning the more stress students experience the more difficult it is for students to adjust to their educational environment. This finding corroborates the data from qualitative interviews given many experienced stress through *Worry for Family* becoming sick from the coronavirus, which is reflective of recent findings on the negative impacts of COVID-19 on people's mental health (Molock & Parchem, 2020; Odriozola-Gonzálezet et al., 2020). Increasing COVID-19 cases at the start of the pandemic across the U.S. inevitably led participants to feel concerned about loved ones becoming ill, especially participants' elders and immunocompromised family members. As data on racial and ethnic disparities related to COVID-19 surfaced, the novel virus disproportionately impacted Hispanic communities (Calo et al., 2020; Despres, 2020). To manage stress and worry students took precautionary behaviors, such as limiting social interaction with friends, refraining from taking public transportation, and delivering groceries to family members to help family members stay safe and manage their fear of family becoming sick. This is consistent with literature reporting how college students coped with stress during this time

period (Molock & Parchem, 2020). While there is literature that suggests some stress is necessary to motivate students to do well and can be helpful to learning (Rudland et al., 2019), it is clear the additional unprecedented stress to students (Fruehwirth et al., 2021) and worry caused by COVID-19 was less helpful at the onset of the pandemic.

Similar to other studies, students reported *Social Loneliness*, or feeling isolated during the pandemic (Fruehwirth et al., 2021; Molock & Parchem, 2020). Many participants discussed how difficult it was to go from interacting with peers in courses and campus organizations to little or no social interactions due to social distancing guidelines and universities switching to virtual formats. Students reported feeling sad and lonely about limited social interactions with peers, especially for students hoping to meet new friends as transfer or freshman students. In the quantitative portion of the study, approximately 31% of the sample indicated they felt lonely as a result of COVID-19. Yet some participants highlighted that they didn't feel as lonely because they were living with family and there was always someone at home during the COVID-19 lockdown. Participants in the qualitative component of the study all lived at home with family, whereas a majority of participants in the quantitative sample reported they were living off-campus (not with family). This finding is in line with other research findings that found that there was an increase is social isolation during the pandemic reported by Black and sexual and gender minority students, but for Hispanic and first-generation college students who returned home, feelings of social isolation declined in the first four months of the pandemic (Fruehwirth et al., 2021).

Data suggest that Hispanic students moving back home may have helped reduce the risk of depression and anxiety (Fruehwirth et al., 2020). These findings suggest the need for a

more in-depth understanding of some students' experiences living at home with parents and how they managed this paradox of feeling disconnected from peers, but not completely isolated due to living at home with family. Social isolation has been shown to influence the risk of moderate to severe anxiety and depression during the pandemic (Hwang et al., 2020) and results from this study suggest that living with family or spending more time with family helped mitigate loneliness and the negative impact of social disconnectedness during the first year of the pandemic.

Results highlighted *Family Achievement Guilt* as an emotion that students felt during the pandemic. Many students who explained moving back home due to COVID-19 described feeling selfish or worried about not spending time with family due to distance learning responsibilities, having more privilege to privacy than perhaps other family members or peers, and experiencing pressure to succeed. When away at their university, distance helped alleviate some of the tension between deciding between academics and family at times, but as students were in their family's home, feeling bad for being a student was more evident. Students expressed being in their rooms working engaged in distance learning or work and less able to interact or spend quality time with family despite living in their home. While family achievement guilt was not significantly correlated to college adjustment, qualitative data highlighted feelings of inadequacy and selfishness which hindered students' process of adjusting to a virtual higher education institution. Qualitative and quantitative findings are consistent with family achievement literature, which highlights that there are four factors within this construct that impact socio emotional distress, including guilt related to leaving family behind, having more privileges, becoming different, and experiencing pressure

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(Covarrubias et al., 2020). Latine undergraduate students, especially those who are first-generation college students, experience higher levels of family achievement guilt (Covarrubias et al., 2020).

Being at home with family made the feeling of guilt more salient to them because they were in the same environment as family. It is possible that being away from home to study at their university helps mitigate the level of guilt for some students because of distance. Pre-pandemic research documents that for Latine students there is a sense of owing family for their support and a desire to give back/pay forward (Morgan & Zetzer, in press; Sanchez & Morgan, 2019). How students described experiencing family achievement suggest this emotion is perceived or brought on as a response to the pressures to succeed and help their families.

The theme of *Fear of Failing* is connected to students' pressure to do well academically and meet family expectations. In the qualitative interviews, this emotion was heightened by the pandemic given that many students were living at home with families, and while family has often been found to be a source of motivation (Coohey, 2001; Perez et al., 2009) or aid in students ability to be resilient (Morgan Consoli et al., 2015; Morgan Consoli & Llamas, 2013), being in close proximity with family caused the pressure to succeed to be more salient. For participants, the fear of failing while living at home during the pandemic came more from managing responsibilities and having multiple jobs or roles that made it difficult to concentrate on academics. Living at home with family meant more immediate pressure to do well by simply being in the same space as their family.

Transitions Amid the Pandemic

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There were several changes from contextual factors that students experienced at the onset of the global crisis (subthemes of *Managing Responsibilities*, *Switch to Remote Learning,* and *Sociopolitial Stressors*). Participants discussed difficulty adjusting to limited space, feeling a loss of freedom, feeling distracted at home, and struggles with *Managing Responsibilities* while living with parents during the pandemic. Moving back home brought up old tensions in the family. Participants were learning to re-navigate a shared physical space, and often regressed to old family dynamics and responsibilities that had been left behind. In alignment with other studies, research findings related to students managing responsibilities consisted of feeling pressured to meet expectations and take on various roles in their family (Ornelas & Solórzano, 2004; Torres & Solberg, 2001).

There were a few gender differences that emerged in the results related to the roles and responsibilities held by participants that are also consistent with relevant literature (Ornelas & Solórzano, 2004; Torres & Solberg, 2001). The women who participated in the study discussed juggling the role of daughter, sibling, student, and caretaker. Many talked through wanting to be helpful and support the family but also feeling overwhelmed with making time for each of these roles during a pandemic in which they were inevitably stressed navigating various changes in their environment. The two men who were interviewed did not talk about managing additional household responsibilities but did report feeling pressure to provide financially to the family. These gender role differences are reflected in the literature on Latine culture and gender norms of *machismo*, emphasizing that Latino males take a larger role in activities outside of the family (e.g., work, sports, etc.) (Raffaelli & Ontai, 2004), and *marianismo*, emphasizing that Latinas center being home and take on caretaking

(Castillo et al., 2010). Participants desire to help yet felt stressed and pressure, reflects that there is positive (i.e., motivation and achievement) and negative (i.e., depressive, and poor academic outcomes) aspects to gender role expectations (Rodriguez et al., 2013).

Quantitative analysis captured participants level of *familismo*, which was on the higher end of the scale and likely explains why students felt obligated to contribute to the family and manage multiple responsibilities. Regression analysis showed that as students value of family or *familismo* increases, college adjustment decreases meaning that having a higher sense of responsibility and loyalty to family leads to less adjustment to college. It seems that having additional people one is thinking about raises students' sense of pressure to succeed and fear of letting family down makes it more difficult for Latine students to adjust. These quantitative and qualitative findings are supported by mixed extant literature that has found that *familismo* provides Latine students with emotional support that protects against external stressors and aids in emotional adjustment (Crockett et al., 2007; Schneider & Ward, 2003), yet other research suggests that the pressure to assist the family can negatively impact academic performance (Gloria & Castellanos, 2012; Vasquez-Salgado et al., 2015). Participants also discussed the stress that comes with the dedication, commitment, and loyalty to family, especially in considering their wishes in decision making about graduate school and career plans. Several participants described considering staying local for graduate school because they worried about what going to another state would mean for their family. Some talked about needing to be close just in case parents need them and some shared that family were less encouraging about them pursuing additional schooling so far away.

The current findings highlight that *familismo* may not be as helpful to student's college adjustment as indicated by previous literature. *Familismo* while a protective factor for Latine mental health may not be helpful for their adaption to a college or university environment. Decision making about the future was described as stressful given tension that arises from the value's emphasis on putting the needs of the family above the needs of oneself. The difficulty in this decision-making process is what leads to feelings of guilt. Results showed that as *familismo* increases so does family achievement guilt. Although *familismo* has many positive effects in terms of health and well-being, it can also influence negative aspects that should be taken into consideration when working with Latine students. It is important to understand when and how cultural values interact with students' lives to help student accept that duality and navigate the tension that may arise for students as they navigate higher education.

Qualitative findings also found that participants struggled with the *Switch to Remote Learning*. Initially, students described difficulty adjusting to courses they had previously had in-person or were first introduced to their university by starting online. Only a few participants described having had prior exposure to online courses and online learning. Some indicated a preference for distance learning because remote learning allowed them flexibility for managing the multiple responsibilities discussed above. Others indicated they disliked online learning due to various distractions in the home. The most common sentiment across interviews was feeling less connection to peers and professors. Some students struggled to have a private space for attending online courses, several students indicated they felt

privileged for having access to stable internet, something that not all students initially had easy access due to finances or geographical locations at the onset of the pandemic.

Participants also discussed additional stressors related to the sociopolitical climate. *Sociopolitical Stressors* emerged as a theme where students commented on their feels and reactions to historical events that occurred during early stages of the pandemic. Readers should note that participants were interviewed across the 2020-2021 academic year and the time at which participants participated in the interview impacted their experiences and what they chose to discuss. For example, participants interviewed post summer 2020 discussed racial injustice and commented on the 2020 presidential election as election day neared. Several students discussed their perceptions and family's reactions to racial injustices and the presidential election of 2020. The murder of George Floyd and several other unjust killings of Black individuals in the summer of 2020 sparked conversations about racism in students' families and social circles. Some participants talked about conversations with family about anti-Blackness in the Latine communities and having a difficult time understanding why older generations were unable to acknowledge their biases. These findings align with research examining how Latine undergraduates navigated adversities amid COVID-19 and racial injustice (Morgan & Zetzer, 2022). Other participants described feeling anxiety related to the 2020 presidential election and Trump's anti-immigrant rhetoric. Latine community members experienced stress and concerns related to anti-immigrant rhetoric since the beginning of the Trump administration (Morgan Consoli et al., 2018) and during the pandemic many continued to experience stress and fear of another four-years of threats to a path towards citizenship.

Perceived Support

All participants identified ways they felt supported by family or university connections during the pandemic (subthemes of *Family Tangible Support*, *Family Emotional Support*, and *Sense of Community within University*). Several participants described *Family Tangible Support* or acts of help through receiving financial support and home cooked meals helped students feel supported. While at times parents would make comments that made students feel as though they were not doing enough at home, students expressed gratitude for parent's sacrifices, which influenced their desire to show their appreciation through doing well in school to ultimately be able to "pay it forward" to their families with a similar type of support (i.e., financial and doing things to make their lives easier). Consistent with the literature, tangible support was identified as helpful in participants' transition and adjustment to distance learning amid the pandemic. Participants associated tangible supports as helpful in decreasing the stress of taking care of oneself or and feeling left to take care of everything on their own. *Family Emotional Support w*as another form of support through encouragers that helped students feel supported and motivated to persist in higher education, and to adjust to various changes brought on by the pandemic. Some participants described taking breaks from studying to talk to family members about their remote coursework. A few participants also described advice that parents provided when seeing them overwhelmed with work. Reflective in the quantitative data, students felt high levels of family support. The study's family support findings align with literature on Latine students perceived support pre-pandemic indicating that emotional support from family is helpful for managing stress and

adjusting to college (Crockett et al., 2007; Dennis et al., 2005; Hurtado et al, 1996; Rodriguez et al., 2003; Torres & Solberg, 2001).

Students who have higher levels of family support show higher levels of college adjustment. Regression analysis further showed that higher family support predicts higher college adjustment meaning students sense of support from family is a protective factor and aids in students' ability to adjust to college environment. During COVID-19, similar to when not under additional stressors, students who perceived higher family support were more likely to report feeling more adjusted to their university during these times. Some students relate having support from family to an increased pressure to succeed. Heightened pressure to succeed can lead to more unhelpful emotions, such as guilt, by perceiving there are more people or family members counting on them which can make it more difficult for Latine students to adjust to the university. However, findings suggest that students still felt high levels of support despite inevitable annoyances with family during a year where everyone was under stress due to the pandemic. We learned through accounts from participants that having encouragers and affirmations from parents and family helped them stay motivated and perform well academically. Findings from this study support existing research linking familial support to higher academic achievement (Schneider & Ward, 2003; Torres & Solberg, 2001). Overall, findings related to familial support reinforce how important family support is to Latine students' process of adjusting.

Some students identified supports that allowed for a *Sense of Community within University* despite the remote format or limited in-person interactions. Participants felt meeting with others was easier through Zoom indicating increased access to networking with

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peers and university staff or campus resources from the comfort of their home. Participants discussed programming led by identity-based or culturally specific support spaces was helpful to their university experience during COVID-19 as well as helped their mental health. Students' willingness to connect and engage was a component to successful feeling of community despite the virtual format. Studies on sense of belonging and educational outcomes suggest that belonging in college is a significant predictor of success (Locks et al., 2008; Maestas et al., 2007; Museus et al., 2017) and highlight how in unprecedented times, especially during social distancing, sense of community and belonging are even more critical to students' adjustment. While universities were scrambling to engage students virtually, some students utilized resources that were able to offer remote support or virtual programming. While some students found it beneficial and found flexibility, others felt it was a bit more difficult to build community with peers virtually. As institutions transition back to in-person instruction, it is important to consider hybrid approaches to help maintain and increase accessibility for commuter students or students who are not able to join in-person.

Adjustment Mechanisms

During qualitative interviews, participants highlighted two main methods used to cope with uncertainty and change during the pandemic (subthemes of *Shifting Perspective* and *Finding Balance*). One way in which students adjusted to virtual courses and moving back home amid the pandemic was through *Shifting Perspectives*. Participants described a process of reframing their experience to incorporate things they were grateful for. For examples, several students while upset that they were living at home again after having left home to attend university or hoping to move to campus for the 2020-2021 academic year also

looked at their living situations as an opportunity to interact with family more frequently. Students reflected on their post-graduation plans and goals and described feeling that living at home during the pandemic was offering them time with family that they might not have again as they achieve their degree and go on to graduate school. One participant talked through this process of shifting her perspective by sharing her frustration with feeling like she did not have the choice to decide to help family with sibling care during the pandemic because it felt more like a cultural responsibility. She then admitted to feeling selfish and bad for feeling this way and shifted her view of spending a lot of time with family during the pandemic as an advantage, something she might not have in the future. This suggests that students value of *familismo*, which aids in overcoming adversities and is associated to Latine resilience (Coohey, 2001, Morgan Consoli et al., 2016), was influential in the first year of the pandemic. This is a finding consistent with current research on the impact of the pandemic on Latine undergraduate students (Morgan & Zetzer, 2022) and pre-pandemic times (Morgan et al., 2020; Morgan et al., 2015; Vela et al., 2015).

Another way students managed responsibilities and shifts in their environments amid the pandemic was through *Finding Balance*. It was difficult finding balance among students' responsibility towards family and their individual wants and goals. Moreover, students described their attempt to find harmony between meeting family expectations and what students want for themselves. Feelings of selfishness, similar to the feelings of guilt, were present as students cognitively negotiated doing things for themselves like engage in self-care or muster up the energy to help family with household chores. Some students discussed considering how they could continue helping the family while pursuing their individual

goals, such as moving further away from family for graduate school and still supporting them from afar. Making these decisions, and finding balance, felt more salient while living at home during the pandemic. Another aspect that emerged from finding balance was thinking of positive outcomes or benefits despite hardships and losses during the pandemic. Participants discussed pros to distance learning including less travel time to campus, not feeling lonely compared to others from being home interacting with family, and more job opportunities or work for parents as essential workers. Some of these benefits or gains helped decrease stress by considering some positive aspects about their experiences during the global health crisis.

Limitations

There are some limitations to the current study. First, over 1,000 responses were deleted from the data upon cleaning meaning only 22% or 375 responses were retained for analysis. The researcher identified many respondents who did not meet criteria for the study, then deleted by repeated IP address, and followed by non-existent or invalid responses to specific demographic questions. While all efforts were made to prevent bots and trolls by adding captcha and skip logic, other strategies could have been used to collect valid responses. Future studies should consider adding open-ended questions in the study to monitor for unusual responses (Bybee et al., 2021). The generalizability of the quantitative portion of this study may be limited in its applicability. Most participants in the qualitative component of the study identified as women which may have highlighted more gender specific experiences of women. Additionally, participants were self-selected and may have led to self-reported bias in the quantitative portion. Lastly, some interviews had internet

connectivity issues, causing interruptions to students' accounts of their experiences. This may have impacted the flow of the interviews, reduced visual and nonverbal cues and rapport (Weller, 2017) between the researcher and participants. While in person interviews have been touted as best practice, this was not possible during pandemic times (Pocock et al., 2021). Research suggests that while online methods of inquiry increase connection with participants who are unable to travel or who are geographically dispersed, responses may be shorter (but more focused on the topic) and result in lower relational satisfaction (Davies et al., 2020).

One potential limitation and challenge in concurrent mixed methods designs relates to triangulation of two philosophically different paradigms (Collins et al., 2007). Bryman (2012) argues that research should avoid epistemological division because any research is enriched by the addition of other methods. One suggestion that could have strengthened the current mixed method study would have been to use member checks and respondent validation as tools for triangulating quantitative and qualitative data (Mertens & Hessee-Biber, 2012).

Implications

Integrating the socio-ecological model, the results of this study have important implications for higher education practitioners, faculty, and administrators working with Latine undergraduate students. This study considered interactions between participants and their microsystem (family), mesosystem (school), macrosystem (cultural values), and chronosystem (the historic context of COVID-19) (Brofenbrenner, 1989). Participants expressed feelings of worry, stress, and pressure during the pandemic and one source of stress was related to living with family and managing academic, personal, and familial

responsibilities. Participants also expressed how helpful tangible family support was, in addition to feeling supported through encouragers, during the pandemic. The mutual dependence between student and family is important for helping the family system cope with unprecedented events. Thus, it is imperative that students lean on their communities for support and validation. Professors and institutions need to maintain flexibility within reason as students readjust to in-person learning. As education and work environments adjust to a post-COVID world, there is potential for a long-term shift in how institutions support their students through inclusive and culturally responsive ways.

Participants alluded to feelings of guilt about feeling different or achieving "more" compared to family members due to having more access to higher education or having to prioritize academics over family. Findings suggest some participants experienced more achievement guilt during the pandemic because they lived at home. While when away at college distance served as a buffer to guilt, living at home made the feelings of having higher academic success compared to that of family members much more salient. The high value of family, moderate levels of stress, and feelings of guilt discussed by participants are related to Latine communities often being interdependent cultures. Various family factors impact Latine students' experience due to the strong cultural values that lead students to make choices that incorporate what is best for the collective family unit. Inevitability *familismo*, loyalty and responsibility to family, impact students educational and psychological experiences as they come to adjust to college. Descriptions of students' decision-making process with regards to making time for family vs academics put into question their loyalty and responsibility to family. Higher *familismo* was predictive of lower college adjustment

therefore programs centered in helping students find balance may be an important avenue for intervention.

Findings from the current study underscore the need for practitioners and institutional staff and faculty to understand the demands that Latine students may be facing and normalize, as well as affirm, the difficulty of managing multiple responsibilities and roles. These conversations are particularly important in identity-based spaces which aim to affirm students' unique experiences. Conversations about how the pressures one often feels may be more exacerbated by internalized or subliminal messages rather than direct pressures from parents or family. Educators and clinicians should be engaging students in discussion about culture, managing responsibilities, and finding harmony among the roles and values they balance. Practitioners and other supports on campus can help students by validating their experience and facilitating conversations on gratitude and identifying strengths to help manage stressors. This is not to eliminate accountability of systems and contextual factors that negatively impact students' adjustment, rather to provide tools for coping.

Students accounts of gains and how they managed stress during an unprecedented pandemic by shifting their perspectives also aligns with psychological flexibility as healthy way to cope with adversities. For example, one can care about family and decide to take of care oneself first. Frameworks centered in liberation, flexibility, and collectivism to manage stress, pressure, and family achievement guilt may be particularly helpful for Latine students as they navigate family expectations or interdependent responsibilities and their own individual goals and aspirations. It is important for practitioners to acknowledge the barriers and systems oppression that directly impact Latine communities and simultaneously foster

resilience through highlighting their strengths. Despite inevitable adversities students can find harmony during a time of great transition. It is recommended that clinicians explore how students make meaning for themselves and how to fulfill their values amid the inevitable stressors. Given additional stress from environmental changes are inevitable (such as global health or political issues) have been impacting and will continue to have on impact on students, these frameworks could help all students navigate collective adversities by promoting connection to others.

In many ways the culture of universities is very much individualistic, therefore when Latine students who often lean towards more collectivistic values enter college, the adjustment period requires students to unlearn or find harmony between two vastly different ways of operating (Chang et al., 2020). Students value family and are motivated to succeed in college for their families and hope of a better future and yet as they enter higher education, adjustment becomes difficult as there is a push and pull between wanting to do things to support family and wanting to pursue more individual goals. These findings resemble research on a cultural mismatch, the lack of alignment between the independent values of a university (consistent with the culture of higher education) and a student's own interdependent values (consistent with working class culture) (Hecht et al, 2020), as well as literature on levels of acculturation and its impact on Latine student distress (Alegría et al., 2002; Castillo et al., 2004, Gloria & Rodriguez, 2002). It has been shown that a cultural mismatch influences first-generation college students' coping and help seeking behaviors (Chang et al., 2020). Research also documents that while some Latine students may engage in an acculturative process by which they may adopt aspects of the university culture, these

adoptions may directly conflict with their cultural values causing distress for students (Castillo et al., 2004).

University administration and clinicians should help encourage students to be compassionate towards themselves in their decision-making process and facilitate acceptance that there will be times in which they engage in more individualist goals but that does not mean that they negate considering their family. Clinicians working with Latine students should facilitate conversations on balance and facilitate a shift in their perspectives to understand that there are times in which they may be better able to put family first and other times in which they may need to choose academics or individual pursuits. More conversations on how there is an inevitable cultural mismatch with the aim of finding harmony between these two systems that are foundationally different in the values they push. COVID-19 has made it more apparent that a sense of community and connection to others is necessary of well-being and students' adjustment to university environment, even in virtual formats.

Affirming both independent and interdependent values for all students is critical in mitigating this mismatch for first-generation and students of color (Hecht et. al., 2021). It is plausible that cultural mismatch may be leading students to feel more stress and guilt during the pandemic given that many students were forced to move back home and manage their more independent/individual student lives in their family's home with few opportunities to remove themselves from that environment due to social distancing protocols and Latine cultural values and expectations. Culturally relevant programing was critical to college student success before the pandemic, and during the pandemic these types of supports

became even more important as students experienced losses in various ways yet learned to shift their perspectives to recognize the gains such as more time with family. Campus-based initiatives to support students from minoritized backgrounds should consider both cultural nuances and cultural barriers within the context of their familial class-based norms and racial or ethnic identity (Chang et al., 2020), these types of interventions are helpful in closing achievement gaps by focusing on the reframing the cultural norms of higher education to more inclusive of interdependent norms and values (Stephens et al., 2015). The pandemic is a collective trauma therefore healing and adjustment to college should be approached from a collective perspective.

The suggestions outlined above aligns with a newer liberatory and strength-based framework, the Psychology of Radical Healing (French et al., 2020) which is defined as the ability to exist in two truths or sit in a dialectic of resisting oppression and moving towards freedom. Individuals may engage in self-blame for struggles that are attributed to racism and oppression. French et al. (2020) emphasizes that clinical work therapists should help people of color develop collectivism and look to their supports to nurture their sense of belonging (Adames et al. (2022), where they receive validation from community members and create their own counter spaces (Grier-Reed, 2010). These environments serve as sources for support and healing from oppressive systems and adversities. Individuals and institutions working with Latine students should help develop their capacity to think critically about sociopolitical conditions, honor their cultural knowledge and connect to one's culture, and foster a commitment to joy-filled lives despite forms of system oppression.

Future Directions

The purpose of this mixed method research was to contribute to the expanding literature on Latine students' college adjustment by focusing on understanding how individuals' relationship with family impacts students' experiences during the COVID-19 pandemic. Given the novelty of COVID-19 research, his study provides several opportunities for future directions of study. The current study was cross-sectional, future studies should explore the examined variables and phenomena across time to determine the long-term impacts of the pandemic to students' academic and psychological well-being, college adjustment, and family adjustment. Longitudinal research could further support creating a further conceptual framework or theory for supporting Latine students' college adjustment. Figure 2 proposes a conceptual framework future research can build on. As seen in the figure, helpful factors such as the psychological impacts, collectivism, family support, shifting perspective and finding balance can directly and positively influence a student's process of adjustment. Simultaneously contextual and environmental, such as the global pandemic and university's response to this health crisis places additional stress on students. *Familismo* is a cultural value that falls under a macrosystem level that on the figure which align with result that showed that the value and loyalty to family could be stressor for some, especially given a cultural mismatch between the university culture and the students' culture. Incorporating collectivism where students create and find counterspaces, critical spaces where marginalized students challenge each other to push beyond stereotypical narratives and learn adapting strategies from peers who are or have navigated similar struggles (Keels, 2019) can buffer the cultural mismatch. The use of a simultaneous mixed-method approach allowed for a holistic understanding of students' experience in a specific time frame.

However, additional research should examine similar research questions from a different type of mixed method approach to further triangulate data. Future studies may consider nested samples, in which individuals who take the survey can indicate interest in follow-up interview or an identical sample where surveys include open-ended questions are analyzed qualitatively (Collins et al., 2017).

Figure 2

Conceptual Framework to Promoting College Adjustment
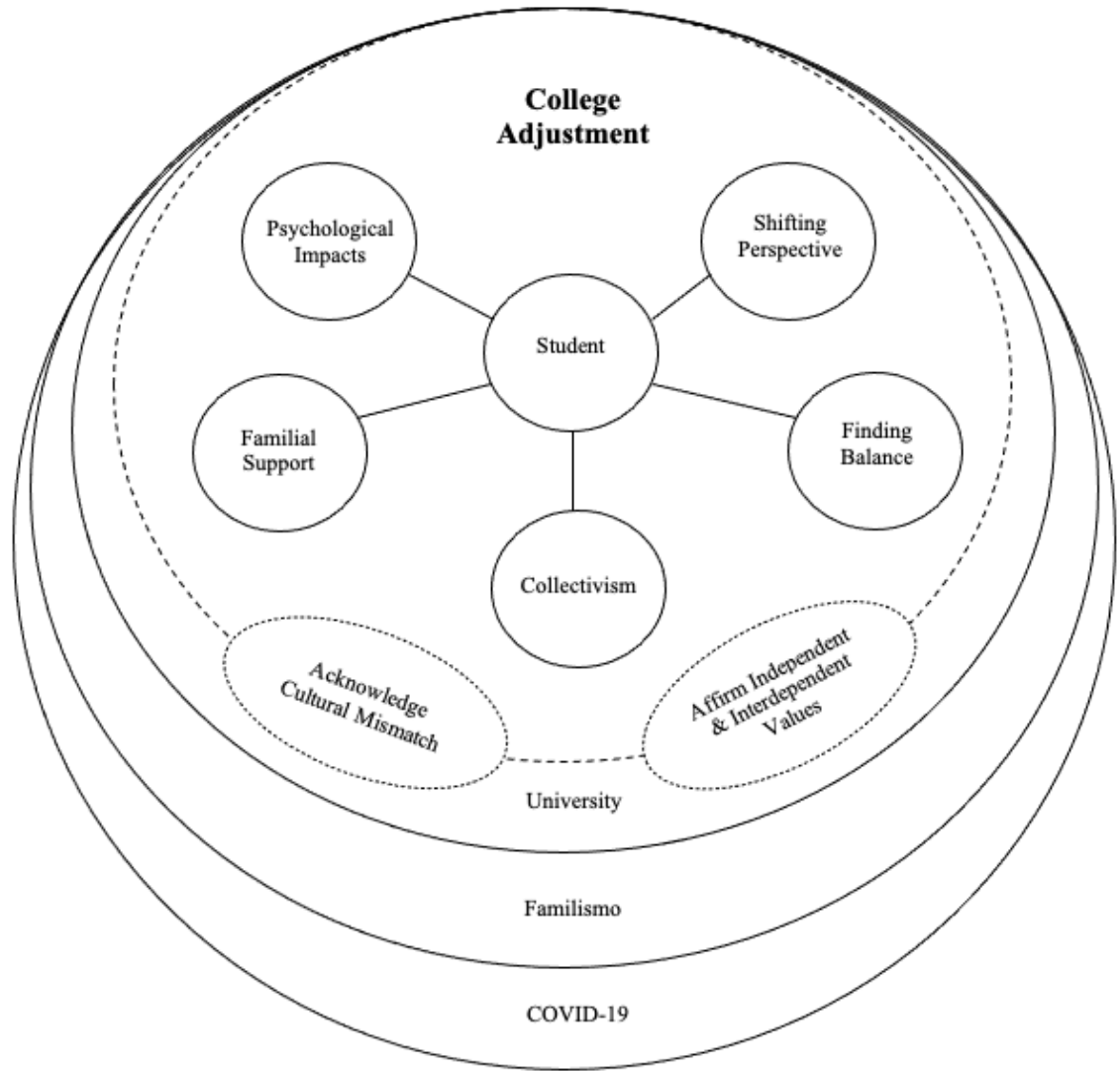
Note: Using a socioecological framework, data show that Latine university students experienced significant psychological impacts and transitions during the first year of the pandemic. Latine students are influenced by *familismo,* and this cultural value informs their university experience. Students' perception of family support and their ability to find balance and shift their perspectives to note gains during a year of loss facilitates adjustment. Incorporating collectivism can help manage or lessen stress, pressure, and family achievement guilt through students creating and finding counterspaces, sense of community, and networks of support on campus and at home. University personnel have a responsibility to support students' adjustment process by acknowledging a cultural mismatch between the

culture of the institution and the students' cultural values, as well as affirm their independent and interdependent values. Dotted lines highlight equal responsibility between individual student and university.

This study also presents opportunities to understand students' college adjustment and family adjustment during a global health crisis that can inform what students may be going through in future global crises. A strength of the study was the focus on the psychological and education experiences of Latine students as they understand their relationship with family, the focus on familial factors falls under a consistent cultural value and allowed for a more nuanced understanding of students' experiences during a time of collective trauma. Future studies should consider how students' acculturative levels impact their relationship to their families and universities, especially as the constructs of cultural mismatch and interdependent versus independent values and goal emerged during the interpretation stage.

Research on family achievement guilt is newer and limited, additional research is suggested to examine this factor further and understand how this common phenomenon among Latine undergraduate students impacts student outcomes. Research to date suggest that family achievement guilt impacts student mental health and impact academic performance (Covarrubias & Fryberg, 2015). More guilt predicts greater engagement in family roles and interdependent motives for college (Covarrubias et al., 2020). Understanding how family achievement guilt impacts student lives can help inform programs aimed at retention and graduation completion among first-generation college students, Latine students, and students from more interdependent cultures.

Conclusions

Exploring the psychological and educational experiences of Latine undergraduate students as it relates to family and their adjustment to college during the global COVID-19 pandemic provided a better understanding of the influence that family has on students as they navigate the higher education pipeline under additional unique and stressful circumstances caused by COVID-19. The current study demonstrated that Latine undergraduate students' relationship with family, or *familismo*, influenced their adjustment to college during the global pandemic. For example, when family placed expectations onto students, college students felt stressed and a heightened sense of pressure as students moved back home and were fulfilling the role of student, sibling, and college student. Findings showed that lower stress was predictive of higher college adjustment. Findings also highlight the importance of familial support through tangible and emotional means for positively impacting college adjust. Sense of belonging and community were also necessary aids for helping students manage loneliness and social disconnectedness from peers and their institution during the pandemic. Students who had access to and utilized virtual, culturally responsive campus resources in virtual form noted less feelings of disconnectedness.

This study revealed that cultural values, such as *familismo*, on college students process of adjusting to college amid a global health crisis was a source of motivation for students but also created added pressure on students as well. Further, lower *familismo* was predictive of higher adjustment and higher family achievement guilt predicted lower college adjustment. Despite hardships, students identified adjustment mechanisms that helped alleviate stress and inevitable changes during the pandemic. Students discussed their process and attempts at balancing family responsibilities, academic responsibilities, and individual

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goals, as well as shifting their perspective to seeing the gains or positive outcomes for

themselves. These findings highlight the impact of family relationships and the significance

of examining these relationships within students' cultural and historical context.

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Appendix A
Demographic Questionnaire

Please provide the following information about yourself.

1. How old are you? _____

2. What university are you enrolled in? _____

3. What is your class standing (please circle one)?
    a. Freshman/first-year
    b. Sophomore/second-year
    c. Junior/third-year
    d. First-year transfer student
    e. Second-year transfer student
    f. Senior/fourth year
    g. Fifth year or more

4. What is/are your major(s)/minor(s)? _____

5. Where are you currently living?
    a. On-campus university housing (dorms)
    b. Off-campus university housing (apartments)
    c. Off-campus housing with peers
    d. Off-campus housing alone
    e. At home with parent(s)/guardian(s)
    f. Greek life house
    g. If they above do not apply, please specify: _____

6. What was your GPA at the end of Fall 2019? _____

7. What is your current GPA? _____

8. Are you a first-generation college student (both parents do not have a four-year degree; please circle one)?
    a. Yes
    b. No

9. What is your gender identity (please circle one)?
    a. Female/Woman
    b. Male/Man
    c. Trans Female/ Trans Woman
    d. Trans Male/ Trans Man

e. Gender non-binary/Gender non-conforming
f. Prefer not to say
g. If the above do not apply, please specify: _____

10. What are your gender pronouns (please circle all that apply)?
    a. She/her/hers
    b. He/him/his
    c. They/them/theirs
    d. Zi/Ze/Zers
    e. Prefer not to say

11. How do you ethnically identify (please circle all that apply)?
    a. Mexican   g. Dominican
    b. Salvadoran   h. Guatemalan
    c. Cuban   i. Honduran
    d. Costa Rican   _____
    e. Puerto Rican   k. If the above do not apply, please specify:
                     _____
    f. Colombian

12. What is your generational status in the United States (please circle one)?
    a. 1st generation (not born in the United States)
    b. 2nd generation (born in the United States, parents born in another country)
    c. 3rd generation (you and your parents were born in the United States, but both grandparents were born in another country)
    d. 4th generation (you and your parents were born in the United States, one of your grandparents was born in another country)
    e. 5th generation (you, your parents, and your grandparents were born in the United States)

13. What is the highest level of education your parent(s)/guardian(s) completed?
    a. No schooling completed
    b. Some high school, no diploma
    c. High school graduate, diploma or the equivalent
    d. Some college credit, no degree
    e. Associate degree
    f. Bachelor's degree
    g. Master's degree
    h. Professional degree
    i. Doctorate degree

14. What is the primary language spoken at home?
    a. English

     b. Spanish
     c. Portuguese
     d. Indigenous language
     e. If the above do not apply, please specify: _____

15. What is your family's income level?
     a. less than $9,999
     b. $10,000 –$19,999
     c. $20,000 –$29,999
     d. $30,000 –$49,999
     e. $50,000 –$74,999
     f. $75,000 –$99,999
     g. $100,000 –$200,000
     h. more than $200,000

16. How much is/did COVID-19 (coronavirus) impact your day-to-day life?
     a. Not at all
     b. A little
     c. Much
     d. Very Much
     e. Extremely
     f. Decline to answer

17. Which of the following are you experiencing (or did you experience) during COVID-19 (coronavirus)? (check all that apply)

__ being diagnosed with COVID-19

__ fear of getting COVID-19

__ fear of giving COVID-19 to someone else

__ worrying about friends, family, partners, etc.

     if yes:

          __ locally

          __ in other parts of the US

          __ outside the US

__ stigma or discrimination from other people (e.g., people treating you differently because of your identity, having symptoms, or other factors related to COVID-19)

__ personal financial loss (e.g., lost wages, job loss, investment/retirement loss, travel-related cancelations)

__ frustration or boredom

__ not having enough basic supplies (e.g., food, water, medications, a place to stay)

__ more anxiety

__ more depression

__ more sleep, less sleep, or other changes to your normal sleep pattern

__ increased alcohol or other substance use

__ a change in sexual activity

      (if yes – was this an increase or decrease?)

__ loneliness

__ confusion about what COVID-19 is, how to prevent it, or why social distancing/isolation/quarantines are needed

__ feeling that I was contributing to the greater good by preventing myself or others from getting COVID-19

__ getting <u>emotional or social</u> support from family, friends, partners, a counselor, or someone else

__ getting <u>financial</u> support from family, friends, partners, an organization, or someone else

__ other difficulties or challenges (We want to hear from you! Please tell us more_____)

Thank you for your responses.

Appendix B
Interview Protocol

Thank you for your time and participating in this study. I am interested in learning more about the educational and psychological experiences of Latine undergraduate students as it relates to their family. I am interested in gaining a deeper understanding of your experiences and your perception on how family impacts your education. Your participation is an essential part of this project in order to inform future research and ways to support Latine college students.

I would like us to review the Consent Form before we begin (refer to Consent Form). I will be audio-recording our discussion because that will help me remember what you said, but I will not attach what you say with your name or any identifying information about you. I am also committed to maintaining your privacy and will delete the audio recording at the end of the project. Do you have any questions before we begin, and I start recording?

Questions:

1. Tell me about your experience as a Latine undergraduate student thus far?

2. What has helped you adjust to college?

3. What role does your family play in your life?
   a. Prompts:
      i. How do you think being Latine (identification) impacts your perception of family?
         1. What about in relation to your education?
      ii. What does your family mean to you?
      iii. How do you feel supported by family?
      iv. How do you feel unsupported by family?

4. Please describe direct and/or indirect messages you have received from family about your education.
   a. Prompts:
      i. How did/do these messages impact you (education/academics/goals)?
      ii. How do you feel when you think about these messages now?

5. Which of the messages you described are particularly advantageous?
   a. Which of the messages you described particularly disadvantageous?
      i. Can you share any stories that illustrate this (conversations, situations, occurrences)?

6. Tell me about some advantages related to family and their impact on your education.

      a. Tell me about some disadvantages related to family and their impact on your education
      b. What do conversations with your family look like about college?
         i. Prompts:
            1. How do you feel when you talk about college with family?
            2. What beliefs do you think your family has of you being in college?

7. Is there anything else you would like to share that you think is important to your experience of family and being a Latine college student?

Thank you so much for taking the time to share your experiences with me. When I analyze the findings across all of the people that I speak with, I will only use pseudonyms. If you'd like, we can make up a pseudonym for you right now. Is there a pseudonym that you would prefer? If I have follow-up questions in the future, would you be okay with being contacted via email?

Pseudonym:_____

Can be contacted? Yes or No

If yes, what is your preferred email: _____

(Stop recording)
Thank you!

Appendix C
Consent Form (Quantitative Component)

Consent to Participate in a Research Study
University of California Santa Barbara

Title of the Study: The Psychological Influence of Family in College Adjustment

Lead Investigator's Information:
      Adriana Sanchez, Graduate Student
      Counseling, Clinical and School Psychology
      Gevirtz Graduate School of Education
      University of California, Santa Barbara
      Phone: 805-428-7260
      Email: adriana_sanchez@ucsb.edu

Purpose
You are being asked to participate in a research study. The purpose of the study is to understand the educational and psychological experiences of Latine undergraduate students in relation to their family and other supports.

Procedures
If you decide to participate, you will be asked to take part in this study by answering survey questions about the influence of family and other supports on your education. The survey will take approximately 30-45 minutes to complete. Please be aware that you may skip any question that you prefer not to answer or stop your participation at any time without penalty.

Risks
The possible risks associated with participating in this study are minimal. They include possibly remembering some difficult life experiences and feeling some emotional discomfort if you choose to discuss very personal or emotionally laden topics with the interviewer. You have the right to disclose topics, and/or choose not to talk about specific topics, at your discretion. If you experience any uncomfortable feelings or feel that you may need more support after responding to the survey questions, the researcher will provide a list of national and accessible resources. If you experience discomfort during the interview, the researcher can provide you with a list of local and accessible resources.

Benefits
There is no direct benefit to you because of your participation in this study. Some potential benefits associated with the study include gaining more knowledge about yourself and what has influenced your psychological and educational experiences in college.

Confidentiality

Your responses will be kept confidential. The information you provide will be presented as de-identified group data and steps will be taken so that what you share is not traceable to you as an individual. Audio-taped recordings will be used only to help researchers remember and transcribe your responses and will be destroyed upon completion of the project. The transcript will have no identifying information. Absolute confidentiality cannot be guaranteed, as research data is not protected from legal subpoena. The other exception would be if you were to report child, elder, and/or dependent adult abuse or intent to harm yourself or others, in which case an appropriate course of action will be taken.

Incentives: At the end of the survey, you will have an opportunity to provide a preferred email address to be include in a raffle to receive 1 of 15, $25 Amazon e-gift cards as a token of appreciation.

Right to Refuse or Withdraw
Participation is entirely voluntary and you may change your mind about being in the study and discontinue participation at any time without any negative consequences.

Principal Investigator's Personal and Financial Interests in the Research and Study Sponsor
The investigators in this study have no financial interest in this research and will not benefit monetarily from this study.

Questions
If you have any questions about this research project or if you think you may have been injured as a result of your participation, please contact Adriana Sanchez at 805-428-7260 or adriana_sanchez@ucsb.edu.

If you have any questions regarding your rights and participation as a research subject, please contact the Human Subjects Committee at: (805) 893-3807; hsc@research.ucsb.edu; or write to:
University of California, Human Subjects Committee, Office of Research, Santa Barbara, CA 93106.

Consent
Participation in research is voluntary. By proceeding to the next page, you indicate that you have decided to participate as a research participant in the study described above.

Appendix D
Consent Form (Qualitative Component)

Consent to Participate in a Research Study
University of California Santa Barbara

Title of the Study: The Psychological Influence of Family in College Adjustment

Lead Investigator's Information:

Adriana Sanchez, Graduate Student
Counseling, Clinical and School Psychology
Gevirtz Graduate School of Education
University of California, Santa Barbara
Phone: 805-428-7260
Email: adriana_sanchez@ucsb.edu

Purpose
You are being asked to participate in a research study. The purpose of the study is to understand the educational and psychological experiences of Latine undergraduate students in relation to their family and other supports.

Procedures
If you decide to participate, you will be asked to partake in this study by participating in a semi structured qualitative interview about the influence of family and other supports on your education with the lead investigator. The interview will take approximately one – one and a half hour long and will be audio and video recorded with your permission. Please be aware that you may skip any question that you prefer not to answer or stop your participation at any time without penalty.

Risks
The possible risks associated with participating in this study are minimal. They include possibly remembering some difficult life experiences and feeling some emotional discomfort if you choose to discuss very personal or emotionally laden topics with the interviewer. You have the right to disclose topics, and/or choose not to talk about specific topics, at your discretion. If you experience any uncomfortable feelings or feel that you may need more support after responding to the survey questions, the researcher will provide a list of national and accessible resources. If you experience discomfort during the interview, the researcher can provide you with a list of local and accessible resources.

Benefits
There is no direct benefit to you because of your participation in this study. Some potential benefits associated with the study include gaining more knowledge about yourself and what has influenced your psychological and educational experiences in college.

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Confidentiality
Your responses will be kept confidential. The information you provide will be presented as de-identified group data and steps will be taken so that what you share is not traceable to you as an individual. Audio-taped recordings will be used only to help researchers remember and transcribe your responses and will be destroyed upon completion of the project. The transcript will have no identifying information. Absolute confidentiality cannot be guaranteed, as research data is not protected from legal subpoena. The other exception would be if you were to report child, elder, and/or dependent adult abuse or intent to harm yourself or others, in which case an appropriate course of action will be taken.

Incentives: Monetary incentives will be provided to all participants who participate in an interview. You will be emailed a $25 Amazon gift card as a token of appreciation for your time.

Right to Refuse or Withdraw
Participation is entirely voluntary, and you may change your mind about being in the study and discontinue participation at any time without any negative consequences.

Principal Investigator's Personal and Financial Interests in the Research and Study Sponsor
The investigators in this study have no financial interest in this research and will not benefit monetarily from this study.

Questions
If you have any questions about this research project or if you think you may have been injured as a result of your participation, please contact Adriana Sanchez at 805-428-7260 or adriana_sanchez@ucsb.edu.

If you have any questions regarding your rights and participation as a research subject, please contact the Human Subjects Committee at: (805) 893-3807; hsc@research.ucsb.edu; or write to:
University of California, Human Subjects Committee, Office of Research, Santa Barbara, CA 93106.

Consent
Participation in research is voluntary. Your signature below will indicate that you have decided to participate as a research participant in the study described above. You will be given a signed and dated copy of this form to keep.

Signature_____
Date_____