CULTURAL CAPITAL FACILITATORS AND FIRST-GENERATION COMMUNITY

COLLEGE STUDENTS

By

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DEDICATION

To my grandpa, John.

His encouragement for the higher education of all will be felt for years to come.

TABLE OF CONTENTS

TABLE OF CONTENTS - *Continued*

TABLE OF CONTENTS - *Continued*

TABLE OF CONTENTS - *Continued*

TABLE OF CONTENTS - *Continued*

LIST OF TABLES

LIST OF TABLES - *Continued*

LIST OF ILLUSTRATIONS

ABSTRACT

Cultural capital facilitators are an unexplored phenomenon in the higher education literature despite their crucial presence on community college campuses. Through the use of social capital theory, social networks, and cultural capital theory, this study explores the role that cultural capital facilitators play in first-generation, community college student information acquisition and ultimate success. Multiple qualitative methods are utilized to discover the cultural capital facilitator characteristics and attributes, social networks and types of cultural capital information shared between first-generation students and cultural capital facilitators. Implications for community college practitioners are also presented in terms of the role that classroom instructors play as cultural capital facilitators as well as the characteristics and attributes that these individuals can acquire through professional development opportunities. Finally, the interconnectedness of cultural capital facilitators' social networks and the domination of academic, cultural capital information are elaborated on for community college personnel in their examination of structural and functional barriers to first-generation student success.

CHAPTER 1: INTRODUCTION

Community college students are facing an uphill battle in their quest for higher education attainment. Many community college students, most often, first-generation students, lack the information, knowledge and experience in maneuvering through the higher education system and become disenfranchised with the process. This leads to a greater percentage of community college students who are ultimately seeking a bachelor's degree, dropping out of higher education compared to their four-year college peers (London, 1978; Inman & Mayes, 1999). Unfortunately, this lack of information, knowledge and experience with the higher education system can often be attributed to the student's socioeconomic status and role as a first-generation college student. This information, knowledge and experience, termed cultural capital (Bourdieu, 1973), is fashioned by the dominant class and rewards students who are aware of the cultural norms, knowledge and expectations associated with college-going behavior. For first-generation students who do not have the privilege of high levels of cultural capital, their opportunities to traverse the higher education landscape are hampered.

1.1 Overview and Deficiencies in the Literature

Community college students do not continue with their educational endeavors at the same rates as their four-year college peers. Clark (1960; 1980) discussed the "cooling-out" function of community colleges, in which students entering the community college are more likely to diverge from their original aspirations when compared to their four-year counterparts. Although some community college students do fulfill their

educational goals of receiving an associate's degree or transferring to a four-year institution, these students had higher levels of cultural capital before entering the community college, when compared to those who did not persist (Dougherty, 1992). Grubb (1991) stated that these students could have begun their higher education endeavors at a four-year institution, but chose the community college for reasons such as the cost of attendance. DiMaggio (1982) found that students with the least amount of cultural capital had the greatest capacity to gain the information to make them successful in their educational endeavors, although he did not expand on how these students could increase such information and knowledge. So the question is posed, how do students who lack the cultural capital upon entering the community college find the correct information, i.e. the hidden curriculum, to flourish in the higher education arena?

There have been numerous studies on the role of cultural capital as related to community college students' college choice (McCurdy, 2003; Tierney & Hagedorn, 2002; Kalmijn & Kraaykamp, 1996; Nora, 2004), aspirations (Kim, Rendon & Valadez, 1998; Valadez, 1993; Sullivan, 2001) and educational success (Ainsworth-Darnell & Downey, 1998; De Graff, De Graff & Kraaykamp, 2000; Gandara, 1999), although there is a lack of literature on how students acquire the cultural capital to be successful once immersed in the higher education environment. This dissertation research explores this acquisition of cultural capital by looking at the individuals that community college students interact with, cultural capital facilitators, in acquiring the information, knowledge and experiences about higher education.

Mentors are often discussed in the higher education literature as individuals with whom a student is connected with at the college, although a mentor and a cultural capital facilitator have distinct differences as to their role and function in producing cultural capital information for student success. Mentoring and cultural capital facilitation are compared and contrasted throughout chapter four as to their function and identification by first-generation students, thereby enhancing the literature in this area.

1.2 Purpose of the Study

This research study provides information as to how the students enrolled in community colleges, particularly those with lower levels of cultural capital, maneuver through the system of higher education. Specifically, this study focuses on who the baccalaureate aspiring, first-generation students interact with to find out the information and knowledge to be successful in college. This dissertation defines the characteristics and attributes of these individuals, herein called cultural capital facilitators, and answers the questions of how students find their cultural capital facilitator and what attracts students to these particular individuals. This research also provides insight into the types of information, knowledge and experiences transmitted between the cultural capital facilitator and the first-generation student and further discusses the role of these interactions in students' increased levels of cultural capital.

The findings from this research inform community college practitioners about the role of cultural capital facilitators in student success. It allows administrators to develop strategies in cultivating cultural capital facilitator attributes in college employees as well

as identifies tactics in connecting students with these individuals. Finally, community

college administrators are able to analyze the current culture of their institution to

determine if it reflects an environment conducive to the cultural capital facilitator ethos.

1.3 Theoretical Framework

The theoretical framework for this study combines a number of theories and

concepts from the fields of sociology and communication to inform the research

questions. First, Coleman's (1988) theory of social capital is used to assess the role of

social relationships in facilitating experiences for students on community college

campuses. Second, the concept of social networks (Wellman & Berkowitz, 1988) is

employed to determine how students are connected with cultural capital facilitators, as

well as how the cultural capital facilitators' personal social networks are utilized for

student success. Lastly, cultural capital theory (Bourdieu, 1973) is applied in classifying

the types of information and knowledge being transmitted from the cultural capital

facilitator to the first-generation student. These theories and concepts are used to shape

the dissertation and provide insight into the following research questions:

1. How do first-generation, community college students identify cultural capital
   facilitators?

   a. What types of information, knowledge and experiences are transmitted
      between the cultural capital facilitator and the first-generation,
      community college student?

2. What are the characteristics and attributes of cultural capital facilitators on community college campuses?

    a. How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?

1.4 Methodology

This study utilized a number of qualitative methods in order to inform the research questions and provide a triangulation of the data collected. One-on-one interviews were conducted with first-generation, community college students and cultural capital facilitators, as well as surveys of interviewees social networks were collected from each participant. A document analysis of the cultural capital facilitators' resume was used to provide a multidimensional approach to gathering the data. This qualitative methodology allowed for an in-depth exploration of the research questions and the development of the cultural capital facilitator persona.

1.5 Conclusion

This dissertation provides insight into the concept of cultural capital facilitators on community college campuses as a way to enhance the transfer success and degree attainment of first-generation students. As the role of higher education continues to become the conduit for social mobility in the United States, first-generation students need continuous assistance from community colleges in making these dreams a reality. Cultural capital facilitators are a component of first-generation student success and this

dissertation provides the groundwork for community college practitioners in their

enhancement of first-generation degree attainment and subsequent rise in their social

status.

CHAPTER 2: LITERATURE REVIEW

This literature review focuses on three major sections and provides the context in which the study was conducted. First, the diverse mission of the community college is discussed including the popular functions of academic transfer preparation and vocational and technical training. This section also classifies community colleges by their governance structures and distinguishes between the two types of community college districts utilized in this study, the multi-campus district and the multi-college district. Also, the types of students who enroll in community colleges are presented, specifically, first-generation students and the barriers that this group encounters within the higher education system thereby laying the context for the population studied and the individuals chosen for the interviews. Retention and persistence literature regarding community college students also informs this segment with a specific focus paid to the research on community college student aspirations and the cooling-out function that community colleges unadmittedly engage in.

The second section of this chapter focuses on the theoretical framework of the study. Specifically, social capital theory (Coleman, 1988), social networks (Wellman & Berkowitz, 1988), and cultural capital theory (Bourdieu, 1973) are discussed within the context of this research. These theories and concepts provide the conceptual lens through which the research is conducted and the data analyzed. The final section of this chapter discusses studies related to the concept of cultural capital facilitators as well as gaps in the literature related to the topic.

2.1 The Mission Breadth of the Community College

The mission of the community college encompasses many facets of the higher education spectrum, and is often criticized for trying to be all things to all people (Bailey & Averianova, 2000). Cohen and Brawer (1996) cite five distinct functions situated in the formalized mission of the community college: academic transfer preparation, vocational and technical training, continuing education, remedial education, and community service. The functions of academic transfer preparation and vocational and technical training will be expanded on within in this section as these areas lead to a degree or certification from the community college. The functions of continuing education, remedial education and community service will not be discussed because these functions can be considered subcomponents of the two degree granting functions of transfer and vocational programs.

Also contained within this section is a look at the governance structures of community colleges and the open access admissions policies that these institutions possess. An overview of the types of students who typically attend these institutions, first-generation students, are also discussed, as well as the informal function of the community college, the cooling-out (Clark, 1960) of students by individuals and the barriers that institutions possess are presented. Finally, the retention and persistence research as related to the topic of first-generation students at community colleges provides the conclusion to this section.

2.1.1 Academic Transfer Preparation

Although academic transfer preparation was the initial function of the community

college, institutional rivalry between community colleges and state universities made it a

subject of concern in the 1970s and 1980s. Community colleges took issue with

universities offering career development and vocational programs because the

community colleges had claimed these functions previously. As a result of this turf war,

universities refused to accept the transfer of lower division courses from the community

college, thereby delegitimizing the transfer function of the community college (Brint &

Karabel, 1989). Students starting at the community college could not guarantee that their

courses and credits would transfer to the university. It was not until the 1980s that

articulation agreements began to emerge as the norm as a result of state lawmakers

creating legislation and policies requiring such arrangements (Barkeley, 1993).

Transfer rates are often debated in the higher education literature due to the

numerous definitions associated with the term. Besides the common function of vertical

transfer, or transfer from the community college to a four-year university, transfer rates

can include students moving to other community colleges and technical schools, or high

school students who received community college credits from dual/concurrent

enrollment. There is also the element of "reverse transfer" in which students transfer

from the university to the community college which actually constitutes a rise in the

current literature regarding transfer rates (Townsend, 2001; Townsend & Dever, 1999).

A conservative look at the current national transfer rates for students leaving the

community college for the university is between 20% and 25% (Bryant, 2001; Grubb,

1991), although the numbers are much higher for students whose initial higher education aspirations included transferring, but did not end up persisting to this goal. These students instead followed a vocational or technical training tract, transferred to another two-year institution, or dropped out of higher education all together.

2.1.2 Vocational and Technical Training

Vocational and technical training programs have given opportunities for higher education degrees to those interested in trade fields, underprepared academically, or desiring quick skill development for immediate market entry. These degrees are typically received in two years or less from a community college and allow the student to enter the job market directly after earning the credential. Vocational and technical degrees include the fields of business, technology, health sciences, and trades like welding, automotive, and construction, and compose approximately 60% of the total enrollment of community colleges, nationally (Grubb & Lazerson, 2004).

Many studies have focused on the economic returns of vocational and technical degree earners when compared to baccalaureate completers (Grubb, 1992; Lin & Vogt, 1998). Grubb (1992) found that vocational and technical degree holders in the health sciences and technology fields provided greater economic returns than students holding bachelor's degrees in certain disciplines like agriculture and education. Lin and Vogt (1998) focused on the gender, ethnicity and socioeconomic status of students enrolled in vocational and technical programs. They found that female students earned more than male students, Blacks earned less than White students and low-income students did not

make strides in equity by graduating with a vocational or technical degree. This leads to a discussion about who enrolls in community colleges and what the institution's responsibility is in educating underrepresented populations.

2.1.3 Open Access: Admissions Policy of the Community College

When junior colleges were formed in the late 1800s, the student body was not as diverse as it is today. Students were White, male, traditional-aged, and desired access to the more prestigious universities vis-á-vis the junior college transfer agreement. Junior colleges admitted students without strong academic merits, or great financial resources (Brint & Karabel, 1989; Bragg, 2001). This open access policy has continued throughout the development of community colleges and has allowed for those individuals who have traditionally been marginalized by society, i.e. low-income and minority populations, to gain access to higher education (Vaughan, 2003; Johnston, 1980).

As a more diverse student body grows, community colleges are forced to keep up with their increasing demands for new majors, student services, and community outreach (Nora, 2000; Bragg, 2001). Students of color comprised 31.4% of all students enrolled in two-year colleges in 1996 (Chronicle of Higher Education, 2001), but were disproportionately represented by ethnic group. The U.S. Department of Education (1996) reported that 56% percent of all Hispanics, 51% of all American Indians, 42% of all Blacks, and 39% of all Asian Americans enrolled in higher education institutions were attending two-year colleges (Opp, 2002). Despite these increased numbers, only 22.9% of associate's degrees were awarded to students of color (Chronicle of Higher Education,

2001). With the projections of increased numbers of students of color entering higher education in the future, community colleges need to focus on the student services necessary to increase retention and subsequent graduation rates for these growing populations (Opp, 2002).

Vaughan (2003) speculates that community colleges will no longer have the opportunity to provide access to all constituents due to the increasing numbers and interests of students. This could be problematic for the future of the community college because if financial resources do not keep pace with increasing student enrollments and demands, programs and services will be cut and the community college will not be able to provide for the needs and desires of their students. This could lead to greater stratification in society if the educational opportunities that are provided to the most marginalized populations by the community college are no longer funded.

2.1.4 Governance and Classification of Community Colleges

Many researchers have attempted to classify the modern community college, although a common terminology is not necessarily agreed upon in the literature. Richardson and de los Santos (2001) looked at the classification of community colleges by categorizing the governance and coordinating arrangements of all higher education institutions in a state. The three basic designs they established were the Segmented, Unified, and Federal systems of state structures. Segmented systems have two or more governing boards that supervise single institutions or groupings of institutions; Unified systems place all degree granting, public institutions under a single governing board; and

Federal systems have a number of governing boards for its public, degree granting institutions which must in turn work with a state coordinating board (Richardson & de los Santos, 2001). These classifications are further broken down for community colleges so that systems may be considered individually as Segmented, Unified or Federal, and compared to the state system of the same name. For example, a Federal/Federal States classification would include states that have a local board overseeing a community college district, a separate structure that directs all of the state's community colleges, and a statewide coordinating board that manages all higher education institutions in the state. A major criticism of Richardson and de los Santos' (2001) categorization is that despite the nine categories that states may fall under, each state has slight differences from the next and therefore it is difficult to completely classify a state under one specific category.

Katsinas (2003) takes a more practical view in his attempts to classify community colleges by their governance structures by charging that despite the terminology used in the classification, community college administrators can distinguish between the types of institutions and the managerial and governance oversight through their own intuition and previous experience. He goes on to argue that a classification system is not necessarily for community college practitioners, but rather for the individuals studying these institutions. The United States government is even confused as to the number and type of these institutions because both multi-campus and multi-college districts report information as single entities and also as solitary units (Katsinas, 2003) thereby making it difficult to gather data or complete consistent research in the field.

To combine both Richardson and de los Santos' (2001) work on the classification of community colleges, as well as Katsinas (2003) pragmatic approach to the categorization, the following definitions and distinctions are used for the purposes of this study. Community colleges are often characterized by their governing structures and are organized as a single-campus district, multi-campus district, or a multi-college district. A single-campus district implies a solitary community college campus overseen by a local or state governing body and is usually found in rural or suburban areas of the country. Students may only have one choice, the single-campus community college in order to obtain their community college education. A multi-campus district, on the other hand, has several campuses for students to attend and are usually located in more highly populated areas and overseen by the same governing body. These individual campuses often have more limited control by campus administrators when compared to multi-college districts, and students usually travel to multiple campuses for instruction and services. Finally, multi-college districts are seen as individual entities with their own identities and although they may be regulated by the same governing body, the individual college administration often has more control over the operations of their college. Students usually attend only one college in a multi-college system, because services and programs are duplicated at each of the campuses. Since these definitions and classifications are used within the context of this dissertation, this study will focus on the similarities and differences these types of institutions possess as well as how their structures and functions influence the role of cultural capital facilitators.

2.2 First-Generation Students

First-generation students have often utilized the community college to enter the higher education arena. Students entering college who do not have a parent who received a bachelor's degree, encompass 64% of all new students to higher education. Of this 64%, over half start their educational endeavors at the two-year community college (National Center for Education Statistics, 2005), making this institution the entry point into higher education for most first-generation students. The typical first-generation student is a single mother, who is Hispanic, low-income, and older than traditional college age (18-22 years old). She is more likely to work off-campus and full-time when compared to non-first-generation students (McConnell, 2000). Despite representing the majority of students entering higher education, first-generation students face increased barriers that detract them from achieving their ultimate career goals. This section discusses some of these barriers to higher education degree attainment that a number of first-generation students face including aspects of academic unpreparedness and subsequent developmental education programs at the community college. This section also discusses the role of familial support; financially, mentally and intellectually that these students confront in their educational pursuits.

It is important to note that being a first-generation student is not indicative of the following barriers but rather, first-generation students are more likely to face circumstances and lower cultural capital levels that hamper student success. It is not an individuals' first-generation student status that implies barriers to higher education, but rather many individuals facing these barriers, happen to be first-generation students.

2.2.1 Barrier: Academic Unpreparedness

One particular barrier to higher education success for first-generation students is academic unpreparedness. First-generation students are academically less-prepared for college work than their peers whose parents received a bachelor's degree. First-generation students were less likely to have high school grade point averages above a 2.55, have taken the SAT or ACT, or completed the college preparatory courses necessary for admission to a four-year institution (Education Resources Institute and the Institute for Higher Education Policy, 1997). As a result of this academic unpreparedness, first-generation students are more likely to enroll in developmental education courses that prolong their degree completion (Schuman, 2005).

So why are first-generation students more likely to be underprepared for the basic skills of reading, writing and mathematics upon entering the community college? Many first-generation college students come from urban public schools with poor academic programs and have not been exposed to a college preparatory curriculum that can provide them with the academic skills necessary for college success (Fallon, 1997). Students with poor academic histories have not been seen as college material and therefore are not encouraged by high school personnel or their families to take part in a curriculum that will help them successfully compete for college admission (Brooks-Terry, 1988). Also, many first-generation students do not make the decision to attend college until late in their high school careers and have subsequently missed out on many of the academic experiences that build a firm foundation for college studies (York-Anderson & Bowman, 1991; Fallon, 1997). This lack of preparation leads to poorer scores on college placement

exams and a subsequent long road of developmental education courses at the community college (Schuman, 2005) prolonging their degree completion.

2.2.2 Barrier: Developmental Education Programs

Developmental education courses are considered below college level, and are often in the subjects of reading, writing and mathematics. These courses are less likely to be offered by four-year universities, so students testing at this stage are directed to the community college to raise skill levels that were not achieved during high school. Unfortunately, the standardized tests given in these subjects may overlook the strengths and deficits of the first-generation students' cultural background as related to college-level readiness (Byrd & Mac Donald, 2005). This leads to students not fitting in to what the majority members of society value as college-material and they are subsequently funneled to the community college and developmental education programs.

As community colleges require placement testing to determine college-level readiness, they are also forced to offer developmental/remedial education courses for students placing below college level (Amey & Long, 1998; King, Rasool, & Judge, 1994). McCabe (2000) found that nationally, 41% of entering community college students were underprepared in at least one of the basic skills areas of reading, writing, and mathematics. Many researchers have evaluated the effectiveness of developmental education programs on college persistence, and found the two to be positively related (Amey & Long, 1998; Hennessey, 1990; Hoyt, 1999; Kraska, et. al, 1990; Napoli & Hiltner, 1993). However, the more developmental education courses a student took, the

less likely they were to persist (Hoyt, 1999). The literature seems to support the use of

developmental education programs in bringing students up to the college level, but finds

a tipping point at which too many developmental education courses actually decreases

retention rates.

Developmental education programs are often associated with mandatory

assessment and placement requirements at the community college, and are thought to

improve a students overall persistence in college. Boylan, Bliss, and Bonham (1997)

analyzed developmental education programs that included mandatory assessment and

placement on the success and retention of college students. They found that although

mandatory assessment and placement did not impact overall retention rates or grade point

averages, these factors did affect student success within the developmental education

courses. Hoyt (1999) conducted a similar study on the influence of a students need for

remediation on retention rates at the community college. He indicated that first-semester

academic performance had the strongest relationship to retention but concluded that

predicting retention for developmental students is difficult because of the many factors

involved like family support and student motivation.

2.2.3 Barrier: Differential Familial Support for Higher Education

Another barrier faced by first-generation students is the role of family support as

well as a lack of knowledge about who to go to at the college for assistance. Parental

encouragement and involvement in their student's educational endeavors is crucial for

student success (Carbera & LaNasa, 2001) and is found to be lower for first-generation

students (Steinberg et al., 1992). Because first-generation students acquire lower levels of cultural capital from their parents, they are less likely to know about the support structures available at college that will help further their success (Pascarella et al., 2004). This lack of family support and directionality has led to lower levels of first-generation students obtaining higher education degrees when compared to their peers with parents holding bachelor's degrees (Education Resources Institute and the Institute for Higher Education Policy, 1997; Bartels, 1995; Billson & Brooks-Terry, 1982; Brooks-Terry, 1988; Hertel, 2002).

Family support for higher education is the key difference between first-generation and second-generation college students. It is also a crucial variable in the decision to attend college and in the successful completion of college by students (Bouse & Hossler, 1991). Parental educational level has been highly correlated with a student's decision to attend college because parents are able to communicate expectations and life goals to their children based on their own educational experiences (Brooks-Terry, 1988). If a parent has not attended college, he or she may be less likely to see the importance of a college education and less likely to provide financial and moral support for their child's educational endeavors (York-Anderson & Bowman, 1991; Hertel, 2002).

Even for families who highly support and value higher education for their student, first-generation students are more likely to come from lower socioeconomic means and face hardships when paying for college (Van T. Bui, 2002). The Advisory Committee on Student Financial Aid (2002) found that $3800 was still unmet for low-income families after grant, work-study and student loans were calculated for their college-bound child.

These financial barriers prevented 48% of college-qualified high school graduates from attending a four-year institution and 22% from attending any college at all. One possible explanation for the low attendance rates can be attributed to low-income students being twice as price-responsive than middle class students and reacting to increased higher education costs by just not attending (Hearn & Longanecker, 1985). Low-income families may therefore not have the financial resources to fund their child's college attendance, or the cultural capital to find the appropriate resources to do so even if their desire and knowledge about the benefits of higher education are high.

DeLong (2003) found that parents saw career mobility as the most important reason for their first-generation children to attend college, and their children concurred with this reasoning (Billson & Brooks-Terry, 1982). In contrast, second-generation college students attended college for personal growth and to provide greater opportunities for their own children (National Center for Educational Statistics, 1998). Second-generation students are possibly content with their role in society and therefore strive for greater personal development by attending college, whereas first-generation students desire social mobility, which is often associated with greater levels of educational attainment. Despite the reason for students' educational pursuits, family support had a significant impact on the attendance patterns and retention rates of first-generation students.

2.3 Retention, Persistence and Student Aspirations

Community college students experience different enrollment patterns and are more likely to change their educational aspirations than their four-year college peers (Dougherty, 1992; Clark, 1960). Dougherty (1992) discusses the baccalaureate gap in which students who begin at the community college are less likely to obtain a bachelor's degree after transferring to a four-year university (11-19% less likely) when controlling for background, ability, high-school record and aspirations. One in four first-generation students left higher education before obtaining a degree and were more likely to withdraw from courses or repeat courses than their non-first-generation peers. Even when controlling for income, type of institution, and full-time or part-time enrollment status, first-generation status adversely affected the persistence and degree attainment of these students (National Center for Education Statistics, 2005). Overall, first-generation students were less likely to persist through degree attainment than students of bachelor's degree obtaining parents (Nuñez & Cuccaro-Alamin, 1998; Warburton, Bugarin & Nuñez, 2001), although some studies suggest that academic unpreparedness and familial support have nothing to do with the success rates as suggested above.

Billson and Brooks-Terry (1982) found that first-generation students are more likely to have lower grades than second-generation students, although Strage (1999) reported no significant differences between first-generation and second-generation students in terms of grades. Inman and Mayes (1999) established that after the first year, the two groups experienced no significant differences in the number of credit hours earned or their overall grade point averages. These findings do not support most

researchers who have concluded that first-generation students are at a higher risk of dropping out during their first semester due to academic unpreparedness (Riehl, 1994; National Center for Education Statistics, 2005; Billson & Brooks-Terry, 1982). These mixed results indicate that first-generation students are leaving college for a multitude of motives, not only academic hardship.

Most first-generation students do not leave college for academic reasons as discussed above, but do leave because they are torn between the responsibilities of school, work, and home life (Tinto, 1996; Terenzini et. al, 1996). Hellman and Harbeck (1997) suggest lower levels of self-esteem among first-generation students as leading to high attrition levels. Other studies suggest insufficient financial aid packages (Biggs, Torres, & Washington, 1998; McNairy, 1996) as a strong marker of first-generation dropout. As indicators of first-generation student retention and persistence continue to be explored, community colleges have a responsibility to help these students succeed despite the numerous obstacles.

Overall, first-generation students were less likely to persist through degree attainment than students of bachelor's degree obtaining parents (Nuñez & Cuccaro-Alamin, 1998; Warburton, Bugarin & Nuñez, 2001). One potential reason for students not persisting through degree attainment can be attributed to Clark's (1960) "cooling-out" of community college students. The following section provides suggestions from the literature as to how community colleges can increase first-generation students' retention, persistence, and degree attainment and the role that cooling out by community college practitioners plays in this process.

2.3.1 Cooling-Out Function

Although academic transfer still remains a function of the community college, the number of students engaging in this process is at a decline. While 47% of community college students (Grubb, 1993) reported wanting to transfer to a university upon entering the community college, only 22% (McCormick & Carroll, 1997; Cohen & Sanchez, 1997) ended up doing so. Grubb (1993) attributes this decrease to the amplified number of educational opportunities like certificate and vocational programs now offered by the community college. Clark (1960; 1980), on the other hand, attributes the decreased transfer numbers to the "cooling-out" effect that takes place on community college campuses. Cooling-out occurs when community college students are directed away from academic transfer programs and toward vocational and technical programs. Clark (1960) reports that community colleges cool-out students who are underprepared for the rigor of the transfer curriculum, in order for the students not to be labeled as unsuccessful when their educational intentions fail. Cooling-out occurs through the mandatory assessment testing that community colleges engage in, which forces underprepared students into developmental courses that do not transfer, and ultimately postpone degree attainment. Cooling-out also occurs when community college counselors and advisors influence students into pursuing vocational and technical degrees under the auspice of improving the students' success (Dougherty, 1992).

The concept of cooling-out has been criticized in recent years as scholars attempt to explain other reasons for changing student aspirations (Pascarella, 1999; Romano, 2004). Pascarella (1999) discusses the possibility of limited pre-college knowledge, and

therefore unrealistic educational aspirations as reasons for students not persisting with their original goals. Romano (2004) argues that cooling-out claims are exaggerated, but encourages a more transparent transfer process. Both authors inadvertently describe the struggle that first-generation students possess regarding college aspirations as their overall lack of information and knowledge about higher education. The purpose of this dissertation is to look at the information and knowledge that students receive from trusted gatekeepers at the community college and assess the role that cooling-out plays for first-generation students.

2.4 Theoretical Framework

The theoretical framework for this study combines a number of theories and concepts from the fields of sociology and communication to inform the research questions. First, Coleman's (1988) theory of social capital is used to assess the role of social relationships in facilitating action for first-generation students on community college campuses. Social capital allows an individual (first-generation student) to take available resources provided by an actor (cultural capital facilitator) and utilize them in beneficial ways within a specified organization (the community college).

The second component used to frame the research is the concept of social networks (Wellman & Berkowitz, 1988). Social networks focus on the relationships and connections that individuals have with one another and the behaviors engaged in by individuals within a particular network. Social networks are used in this study to first determine how first-generation students are connected with cultural capital facilitators

and secondly, how the cultural capital facilitators' own social network is utilized in student success.

The third theory used in this study is cultural capital theory (Bourdieu, 1973). A theoretical look at cultural capital as first defined by Bourdieu (1973) focuses on the cultural resources utilized by members of society in the pursuit of success. Cultural capital is applied in this dissertation in classifying the types of information and knowledge being transmitted from the cultural capital facilitator to the first-generation community college student and whether the types of information and knowledge transmitted from the cultural capital facilitator to the first-generation student enhances their higher education success.

2.4.1 Social Capital Theory

Social capital theory involves individual actors within social structures and the productive actions that they facilitate within these structures (Coleman, 1988). The theory is based on having strong relationships that are founded on extensive trust for one another. These individuals form relationships and produce an act that is beneficial to the particular party. Coleman (1988) uses the example of diamond merchants utilizing others in the field to examine the product without restrictions to time, place, or manner. These merchants trust each other to not steal the product, or replace the diamonds for fakes because a level of respect has developed amongst the group, and the favor may be called upon in the future. Putnam (2000) draws on Coleman's idea of social capital as "networks of relationships based on trust, norms of reciprocity, mutual obligation,

cooperation, and so on that lead to productive outcomes for individuals and groups"
(Colclough & Sitaraman, 2005, pg. 475). Higher education researchers utilize both
Putnam and Coleman's definitions of social capital when applying the theory to their
respective field of study

Higher education researchers utilize social capital theory because the social
structure of education is so readily apparent. Chee et al. (2005) utilized social capital to
look at gender differences in the academic achievement of college students and found
that social relations played an important role in academic success. They quantified social
capital by looking at the number of social groups that students belonged to as well as the
role that peers had in influencing their academic performance. Quinn (2005) focused on
learning communities and the formation of social capital in lifelong learning. She found
that colleges facilitate the acquisition of social capital by setting up forced networking
situations through learning communities where students have a common experience and
are able to share dreams and aspirations with one another.

Social capital has been further operationalized by Bers (2005) and Perna and Titus
(2005) who looked at parental social capital resources that facilitate college choice and
enrollment. They found that parents that were more involved in their child's education
had increased social capital and were more likely to be involved in their child's college
choice and have children enrolled in college altogether. Bers (2005) has a limited
definition of social capital as being strictly parental education level. She does not discuss
the specific role that relationships with key actors play in student success, the concept of
which social capital theory is based upon. Perna and Titus (2005) applied a more

multidimensional approach to social capital and looked at the characteristics of the high

school attended, how much they encouraged parental involvement, the volume of

resources available from social networks at the school, and the homogeneity of these

social networks. They were able to assess social capital levels on not only the level of

parental involvement, but also the numerous forms of capital and networks available as

resources.

Throughout the social capital literature, there is an absence of research regarding

who students seek out at the community college when they desire information or

knowledge about higher education. Social capital theory is used in this research to assess

the role of both vertical and horizontal social relationships in facilitating productive

action for students on community college campuses. Vertical social relationships imply a

power dynamic or hierarchical structure as in that with a faculty member and student, as

opposed to a horizontal social relationship in which individuals are on the same level as

with student-to-student relationships (Monkman, et. al, 2005). In particular, social capital

is used in this study to analyze the relationship between first-generation students and

cultural capital facilitators in the transmission and utilization of information that allows

the student to be successful in their higher education endeavors.

2.4.2 Social Networks

Social networks are the interconnectedness of individuals within social systems

(Wellman & Berkowitz, 1988). Social systems such as educational institutions,

extracurricular organizations, and peer groups provide a natural social atmosphere for

individuals to be associated with one another. Wellman and Berkowitz (1988) further developed the concept by looking at how an individual knows other people, either through formal or informal relationships, and how this association is built through interactions and further relationship building. Social networks are often studied in collaboration with social capital because the relationships built through social interactions can often lead to a desired beneficial outcome for either party.

Social networks are frequently discussed in terms of being weak or strong, and either horizontal or vertical (Granovetter, 1983). Weak and strong ties relate to the degree of intimacy for members of the social network, and can predict the level of accessibility to beneficial opportunities and resources. Strong ties, therefore, are said to produce greater benefits, whereas weak ties do not garner as significant of rewards. Horizontal ties within social networks refer to members with the same level of power and are often stronger than vertical ties. Vertical networks imply a power differential and are more difficult to strengthen due to the lack of reciprocity that is deemed beneficial in the relationship (Monkman, et al, 2005). Overall, vertical and horizontal networks can produce valuable outcomes depending on the end goal desired.

Lin (2001) discusses the four distinct benefits of social networks including information flow, influence, social credentials and reinforcement. Within a social network, the flow of information from one member to another can create increased opportunities for members of the network, or their subsequent organizational affiliation. For example, when a company's Chief Executive Officer (CEO) has insider information regarding the potential to buy stock in a company, he/she can let members of their social

network know the information so they can take advantage of the business opportunity. This flow of information is limited to members of a social network, and those without formal or informal ties to the network are not privy to the information.

Second, members of social networks can provide a degree of influence in certain situations for the benefit of other network members. Network members may be able to influence key hiring decisions or resource allocations in favor of other networked members. For example, a networked member may be able to put in a good word to hire a friend with a local organization that they are affiliated with. Depending on the level of power and influence that the networked member possesses, the weight given to the reference may result in substantial decisions being made.

Third, a networked member's social credentials may allow for greater accessibility to added resources. Members with high levels of social, political, or financial clout can provide assets to an individual or organization beyond the formal network. For example, a political endorsement from a wealthy doctor may provide the credibility needed for election victory. The general public may perceive the doctor as credible due to his/her profession, and therefore feel that the political candidate is a sound choice for office.

Finally, social networks provide group or association reinforcement of worthiness. A networked member may feel reinforced about his/her affiliations and behaviors if other members of the network continue to share such interests. Non-members of the network may also reinforce the networked members' behaviors and affiliations by providing resources or mental support for the individual. For example,

when a fraternity or sorority member engages in a philanthropic behavior, networked members within the organization, as well as the local community subsequently reward him or her. The fraternity or sorority member may get praised by the local media and financially rewarded by alumni donors, thereby reinforcing the philanthropic behavior.

Lin's (2001) discussion of the benefits of social networks can vary in strength depending on the location of members in the network, i.e. placement on the hierarchical status ladder, as well as the depth of the relationship between the members. Individuals can build the scope and intensity of their social networks, although all individuals do not have access to or knowledge about the role of networks in career and social success.

Social networks have not been extensively studied in higher education research when looking at student relationships with each other, or with cultural capital facilitators. Ennett and Bauman (1993) looked at smoking trends amongst adolescent teens and the influence of peer networks on engaging in this process. Students who had close friends who smoked, were more likely to smoke cigarettes themselves. Maundeni (2001) studied the influence of social networks on African college students' adjustment to British society during study abroad experiences. Maundeni found that social networks played both a supportive and non-supportive role for the African students. Supportive measures included "emotional, informational, spiritual and financial support, as well as advice and social companionship. Non-supportive aspects included discrimination, domination, gossip, and students' inability to improve their knowledge of English and to learn about the cultures of the host country" (2001, p. 253).

The literature on social networks is lacking in the area of higher education and specifically, the role of first-generation community college students within a social network. This research utilizes social networks in identifying how first-generation students connect with cultural capital facilitators on community college campuses by determining if there are a series of networks that exist within the campus community that facilitate the student-cultural capital facilitator relationship. Furthermore, this study explores the role of the cultural capital facilitators' social network in first-generation student success.

2.4.3 Cultural Capital Theory

A theoretical look at cultural capital as first defined by Bourdieu (1973) focuses on the cultural resources utilized by members of society in pursuit of success. Cultural capital has further been utilized as a means for understanding the relationship between educational inequality and social class (Bourdieu, 1973; Bourdieu & Passeron, 1977; Giroux, 1981; Stanton-Salazar, 1997; London, 1992; Weis, 1992; Valadez, 1993; Pincus, 1979). It suggests that the greater the cultural resources available and utilized by parents, the greater the impact on their child's educational attainment. Bourdieu (1973) asserted that economically privileged parents, as opposed to less privileged families, were more familiar with these cultural resources as defined by the dominant culture, and were able to use these resources to better help their child master the educational system (Nora, 2004; Bennett & Savage, 2004; De Graaf, De Graaf, & Kraaykamp, 2000; DiMaggio, 1982; Giroux, 1981; Gunn, 2005). Conversely, numerous studies have found that

socioeconomic status had a negligible impact on academic grades when academic ability was controlled for (Crouse et al., 1979; Sewell & Hauser, 1975; Portes & Wilson, 1976) and therefore socioeconomic status should not be a factor in looking at cultural capital.

Lamont and Lareau (1988) provide a working definition of cultural capital that excludes the connotation that all individuals, regardless of class status, have access to cultural capital. They assert, "cultural capital is institutionalized, i.e. widely shared, high status cultural signals (attitudes, preferences, formal knowledge, behaviors, goals, and credentials) used for social and cultural exclusion" (Lamont & Lareau, 1988, pg. 156). The difference between Lamont and Lareau's definition compared to Bourdieu, is their focus on the exclusionary aspect of cultural capital. Their definition implies intentionality in the knowledge and usage of cultural capital by the dominant (high-status) group in oppressing the lower class.

Kingston (2001) on the other hand, disagrees with the Lamont and Lareau definition and points out that their definition underscores the meaning of capital as having market value. He says that cultural capital is like currency and can be saved and invested for future endeavors. Kingston also points out that the reason that cultural capital has market value, is because the key gatekeepers, both in education and society, perceive it as having value and reward it accordingly.

Cultural capital is given value by society's elites and rewarded by teachers throughout the educational system. When children behave in ways in which middle-class teachers consider it to be socially acceptable, i.e. doing homework, getting good grades, and having good manners, they are rewarded in the classroom by gaining more privileges

(Kalmijn & Kraaykamp, 1996). In contrast, students who do not display these culturally supported principles are fazed out of educational opportunities and labeled as educationally inept (Lareau, 1987; Mehan, 1998; Roscigno & Ainsworth-Darnell, 1999).

More operationalized studies of cultural capital have related the number of art museums, plays, sporting events, and other "high-culture" activities attended by children to predict their levels of educational attainment. DiMaggio (1982) measured students' levels of attitude, involvement and information regarding the arts, classical music and literature. Those students who reported higher levels of knowledge in these areas were deemed to have increased levels of cultural capital. Aschaffenburg & Maas (1997) looked at a number of aspects to measure cultural capital including parental and student levels of cultural capital as measured by attendance in classes or lessons related to the arts, music and literature, as opposed to knowledge and attitudes that can be afforded from one-time attendance in the areas. They also incorporated a time-series analysis to look at cultural participation over time and the effects of early and late integration on college completion. They found that although student participation in cultural activities early in life led to high levels of bachelor's degree attainment, participation during the college years was a greater predictor of college success.

There have been numerous studies on the role of cultural capital as related to students' college choice (Nora, 2004; McCurdy, 2003; Tierney & Hagedorn, 2002), aspirations (Kim, Rendon & Valadez, 1998; Valadez, 1993; Sullivan, 2001) and educational success (De Graff, De Graff & Kraaykamp, 2000; Gandara, 1999; Roscigno & Ainsworth-Darnell, 1999; Kalmijn & Kraaykamp, 1996). Findings are consistent in

that students with higher levels of cultural capital are more likely to choose four-year, bachelor's degree granting schools as their entry point into higher education, have higher aspirations for degree and career achievement, and be more likely to succeed in their educational endeavors than students with lower levels of cultural capital.

For the purpose of this study, cultural capital is defined as the information, knowledge and experiences valued and subsequently rewarded by the upper echelons of U.S. society. Specifically, information, knowledge and experiences related to academic, career, financial, and personal matters are classified as cultural capital if it is perceived as being rewarded by the dominant culture. Although more operationalized studies of cultural capital have related the number of art museums, plays, sporting events and other "high-culture" events attended by children to predict their levels of educational attainment (DiMaggio, 1982; Aschaffenburg & Maas, 1997), this study encompasses the information, knowledge and experiences that are necessary for student success as cultural capital. Specifically, this study examines the types of information, knowledge and experiences transmitted between the cultural capital facilitator and first-generation community college student and determines its importance for student success.

2.4.4 Cultural Capital and Social Networks

Granovetter (1983) introduces the concept that cultural capital is embedded in social networks. An individual invests in his or her cultural capital with the result of greater opportunities in the breadth and depth of social networks. Although simple investment in cultural capital does not insure increased social networks, Lareau and

Horvat (1999) argue that individuals must activate their cultural capital in ways that are socially beneficial in order to gain from the social network. Those individuals who have acquired cultural capital throughout their lifetime are at an advantage in activating their cultural capital because of the familiarity inherited from their highly cultured families.

Bourdieu (1983) outlines two components that are crucial regarding cultural capital and social networks. First, he notes that the size of the network is vastly important in determining the potential benefits. One individual in the network may have an associate that might be beneficial for another member of the network. Depending on the location of the networked members and the strength of the relationships, multiple levels may need to be accessed before a benefit is reached. Secondly, he discusses the volume of the capital possessed by the network members as being crucial to social mobility. Social networks can reach far, but without a depth of cultural capital by members of the network, an individual may not gain the sought after benefits of network association. Cultural capital is presumed higher for members in more powerful social positions and therefore greater benefits can be gained through networks with vertical associates.

Coleman (1988) discusses the casual effect associated with social networking in that a good social network implies a better job. He points out the necessity of considering other factors regarding the benefits of the network such as family background. A discussion of cultural capital and Coleman's argument would conclude that even if an individual was to pull themselves up by their proverbial boot straps and increase their cultural capital to that of an elite class, the person may not necessarily reap

the benefits of the social network due to the lack of cultural capital possessed by his/her family. Social Reproduction Theory would support this argument in that even though increased levels of education may be obtained, social status may not necessarily increase (Bourdieu & Passeron, 1977).

More recently, Lin (2001) discussed the role of cultural capital and social networks. She comments on who individuals create social networks with both intentionally and structurally. She found that students tend to associate with members of their own ethnic background, and are therefore more likely to share some cultural capital resources. Furthermore, individuals generally establish social networks with people who have similar perspectives and socioeconomic backgrounds to themselves because of the accessibility and commonality of experiences. Some individuals, on the other hand, seek relationships with people who are of a somewhat "better" social status in order to gain additional resources or advantages. Although Lin (2001) does not comment on whether students with higher levels of cultural capital are more likely to seek out more socially beneficial relationships, her work on vertical social network ties would support such an assertion.

Perna and Titus (2005) further discuss the role of cultural capital and social networks by looking at the role of social networks and college choice. They concluded that the likelihood of enrolling in a 2-year or 4-year college after graduating from high school appears to be related to the volume of resources accessed through social networks at the school attended. Therefore, schools with higher levels of cultural capital resources are more likely to have students attending 4-year institutions as their college of choice.

Perna and Titus (2005) specifically comment on the cultural capital levels of African Americans and Hispanics in such a way. They found that these groups are disadvantaged in the college enrollment process not only because of their lower levels of cultural capital but also because of the lower levels of resources that are available to promote college enrollment through the social networks at the high schools they attend. This has many implications as to the relationship of the economic resources of a high school and the breadth and depth of social networks and resources available to students. Presumably, lower-funded high schools serve lower income students, which are more likely to be African American, Latino/Hispanic and first-generation to college. High schools with less financial resources and social networks therefore have less cultural capital resources to pass on to their students as well (Taylor & Wollard, 2003).

2.5 Cultural Capital Facilitators and Gaps in the Literature

The concept of cultural capital facilitators in the higher education literature is virtually nonexistent. There is a lack of literature regarding the actual facilitators as individuals on college campuses, and the tacit knowledge, information and experiences that they provide first-generation community college students. There is also a deficiency in the literature regarding the social networks that cultural capital facilitators employ which enhance first-generation student success.

This study focuses on the individual cultural capital facilitator and their role in transmitting information, knowledge and experiences to community college students. It ascertains who on community college campuses first-generation students identify as

providing them with information and knowledge, as well as the characteristics and attributes of these individuals. Furthermore, this study identifies what information is being transmitted from the cultural capital facilitator to the student, as well as how the student first became connected with the facilitator. Finally, this dissertation identifies the role and use of social networks by the cultural capital facilitator in enhancing first-generation student success.

This research study was not conducted in a longitudinal format, and therefore does not focus on the retention of individual community college students and the impact of cultural capital facilitators on retention. I recognize that the information and knowledge transmitted from the cultural capital facilitator to the first-generation student, and/or the relationship between the facilitator and the student may not lead to individual student success and persistence due to the student's lack of follow through on the information and knowledge or other intervening factors. Instead, this study sets the groundwork for such future research by discovering the students' perceptions of what information, knowledge and experiences are important for their ultimate success and more importantly, who instills the information and sense of value in the student. This study provides the framework for further research regarding the types of information, knowledge and experiences, i.e. cultural capital, transmitted from facilitators, so that future researchers can study its impact on retention.

CHAPTER 3: METHODOLOGY

The methodology used for this study was qualitative in nature and involved one-on-one interviews, social network schematic surveys and document analysis. This triangulation of methods allowed me to gather data from multiple perspectives utilizing a case study approach in order to inform the research questions in identifying who the cultural capital facilitators are on community college campuses, and why students engage them for information and knowledge.

3.1 Research Questions

1. How do first-generation, community college students identify cultural capital facilitators?

   a. What types of information, knowledge and experiences are transmitted between the cultural capital facilitator and the first-generation, community college student?

2. What are the characteristics and attributes of cultural capital facilitators on community college campuses?

   a. How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?

3.2 Strategies of Inquiry

This study utilized a phenomenological, or emic approach to develop the concept of cultural capital facilitators at community colleges. Phenomenological research

involves the researcher identifying the fundamental nature of a phenomenon as experienced by an individual or a group of individuals in a study (Creswell, 2003; Krathwohl, 1998). A phenomenological inquiry was appropriate for this research study because semi-structured interviews and surveys with first-generation students identified key facilitators and why these individuals were important to the students. Since phenomenology is based on a social construction of knowledge, or how an individual assigns meaning to their experience, the students' interpretations of cultural capital facilitators were taken at face-value (Krathwohl, 1998).

Within a phenomenological inquiry, qualitative research was utilized in order to inform the research questions. Qualitative research involves the integration of the topic, theories, and methodologies in order to best enlighten the inquiry (Lancy, 1993). This research has been designed as a case study given the size and characteristics of the population studied. Semi-structured interviews with first-generation students and cultural capital facilitators, social network schematics and document analysis of the facilitators' résumé were clustered according to their identifying nature and disaggregated by individual research site.

Defining as a case study allowed me to better inform the phenomenon of cultural capital facilitators. From the qualitative methods of interviews, surveys, and documents, I was able to compartmentalize the themes that emerged and apply open and closed coding schemes according to the theoretical framework and research questions, thereby integrating the multiple aspects of the study. Holdaway (2000) discusses the importance of linking social theory to qualitative research methods in order to connect the theories

with individuals' behaviors and actions. From the emerging themes, I was able to better explain the phenomenon of cultural capital facilitators on community college campuses by providing an in-depth discussion of their behaviors, characteristics and attributes and relate the information back to the theoretical framework as discussed in Chapter Two.

3.2.1 Case Studies In-Depth

Case studies involve organizational forms that are analyzed regarding a similar activity, event or circumstance. Cases are chosen deliberately because they are potential examples of the research phenomenon, vary in size and complexity and display different functions (Vaughn, 1992). In order for an inquiry to qualify for a case study approach, it must have defined boundaries as to who can be studied/interviewed for the study; i.e. a specified sample must be identified, as a specific, complex, functioning thing (Merriam, 2001). A case study method is appropriate for this research study because of the challenges in identifying the cultural capital facilitators to be interviewed and subsequently analyzed. Cultural capital facilitators must be branded as so by the previously defined, first-generation community college student. In order to explain the phenomenon of cultural capital facilitators, this case study involved the cultural capital facilitator and the first-generation, community college student constituting a connected pair through the initial identification made by the first-generation students.

Vaughn (1992) points out three essential benefits of the case study approach with regards to expanding on the phenomenon studied and the theories utilized for analysis. First, by comparing the different cases to one another, different information can emerge

which allows for greater discovery of the phenomenon. By comparing the information gathered from the first-generation student and cultural capital facilitator inside a case within the same organization (research site), allows for a fuller view of the organizational context of cultural capital facilitators.

Secondly, selecting cases amongst various organizational forms can allow for differing levels of analysis. In this research, by comparing the cases from Site One, the multi-college district campus, to Site Two, the multi-campus district, can lead to the comparison of cultural capital facilitators on a structural level. This allows for the similarities and differences to emerge as to the role of the organizational structure in espousing the cultural capital facilitator philosophy. This component of analysis also lends itself to comparing the structural barriers and hindrances of cultural capital facilitators in their work with first-generation students.

A case study approach can also lead to a greater understanding of large, complex systems. Although not intended to be generalized to all community college campuses, utilizing a case study method at two institutions of differing organizational structures allows for a more in-depth look into the role of cultural capital facilitators on the two research sites in particular (Vaughn, 1992). Comparing a multi-college district and a multi-campus district in terms of their cultural capital facilitators allows for a greater breadth of knowledge to emerge regarding the two types of institutions and their role in student success.

Lastly, a concluding note on the use of case studies in qualitative inquiry involves making clear the specific characteristics involved in the analysis. This includes

distinguishing between the similarities and differences in the organizations involved, i.e. the research sites being studied; considering how the structure of these research sites affects the findings on cultural capital facilitators; and specifying the theoretical implications as they apply to the varying organizations. This final point is strongly expanded upon in the discussion chapter of this dissertation, which presents the application of the theoretical framework to the varying research sites and the subsequential phenomenon of cultural capital facilitators (Vaughn, 1992).

3.3 Role of the Researcher

My former job as a Student Life Coordinator at a community college influenced my inquiry into the topic of cultural capital facilitators. My primary role was to oversee the Student Government and student organizations, create leadership opportunities and cultural programming, and oversee the community service initiatives of the campus. As a White, middle-class female working with a largely diverse campus, my role as a cultural capital facilitator became evident as students sought me out for information regarding academic success, financial aid and career exploration in addition to my formal job duties. This role allowed me to be an insider to the phenomenon of cultural capital facilitation as students anecdotally commented on my impact in their higher education endeavors.

Holdaway (2000) suggests that we must participate in the world in which we are studying in order to construct meaning in what is discovered. Therefore, studying the phenomenon of cultural capital facilitators was advantageous due to my insider

perspective. It is important to note that this insider bias may have influenced and skewed the interview questions, survey structure, document analysis and subsequent interpretation of the data. Because of my immersion and role at the campus I currently work at, I did not use this campus as the research site for this study. Instead, the research sites included two community college campuses that have similar demographics, but which I was not associated with as a campus insider.

<p style="text-align:center">3.4 Data Collection Procedures</p>

This section provides information as to the research sites, sample selection and particular actors interviewed. I utilized Miles and Huberman's (1994) four aspects for identifying participants and sites: 1) setting--where the research will take place; 2) actors--who will be interviewed; 3) events--what the actors will be interviewed about; and 4) process--the evolving nature of events undertaken by the actors (Creswell, 2003).

3.4.1 Research Site (Setting) and Participant Sample (Actors)

The sites used for this study were two southwestern community colleges with a large number of first-generation students. The sites were identified through public information about student demographics as reported by the institutions on their respective websites, as well as interviews with three community college presidents about student demographics. Site One is a college within a multi-college district, whereas Site Two is a campus within a multi-campus district. Two research sites were chosen for this study in

order to eliminate the influence of institutional factors in identifying the cultural capital facilitators.

Light, Singer and Willett (1990) discuss the importance of identifying inclusionary and exclusionary criteria when determining whom to include in the target population. Weiss (1994) indicates that a narrow substantive frame allows the researcher to better focus on who should be studied and about what. With these factors in mind, two community college campuses with a large number of first-generation college students were needed since the basis for cultural capital theory and this subsequent research was grounded in such a population. Students who were not first-generation college students were not included in this study. Furthermore, this study also excluded first-generation students who were pursuing vocational and technical degrees, English Language Learners enrolled in English as a Second Language (ESL) programs, and those not in academic transfer degree programs. This exclusion was necessary in order to align with the definition used within the study of first-generation students which is those students whose parents did not receive a bachelor's degree or higher. Finally, students needed to self-report that they had been attending the community college research site for at least one year in order to participate in the study. Students who had not attended the research site for longer than a year, may not have had the time necessary to develop the connection and familiarity with a cultural capital facilitator and therefore were not included as participants. These characteristics were determined through the use of screening questions (Weiss, 1994) in the interview protocol (See Appendix C: First-Generation

Student Interview Protocol). By defining the target population as so, it allowed the research to be more focused and to further validate the research study.

In determining a target population and representative sample to study, a researcher must consider the feasibility of collecting the appropriate data (Light, Singer & Willett, 1990). Unfortunately, accessing first-generation students was not easily accomplished because institutions do not typically collect data on such a topic and/or a students' status as a first-generation college student may change during their time at the institution. For this reason, first-generation students were purposively chosen to be interviewed for the study. By utilizing the preliminary fieldwork of document analysis on institutional websites, and interviews with community college campus presidents, I was able to ascertain a population (two campuses) that would create a greater probability of choosing a first-generation student. Using the National Center for Education Statistics figures on first-generation students, of the students enrolled in higher education between 1992-2000, 64% were first-generation students in which their parents had not received a bachelor's degree or higher (NCES, 2005). Of these first-generation students, 52% started their higher education endeavors at a two-year college. Therefore, for every 100 community college students, approximately 52 are first-generation college attendees. By utilizing a sample of convenience, I was able to access first-generation students who are not easily identifiable (Weiss, 1994). Similar to the pilot study methodology, I approached students on each of the two campuses in common areas such as the cafeteria, student lounge or other student gathering locations and inquired about their interest in

participating in the study. First-generation status and inclusionary criteria were determined through a series of screening questions from the interview protocol.

Sample size is a significant aspect in qualitative inquiry if a usable amount of data is to be collected to allow for themes to emerge and conclusions to be drawn about the phenomenon. The determination of precision and consequential error was established prior to conducting the research in order to provide a meaningful outlook as to the sample size, time in the field, and longevity of conducting data analysis (Henry, 1990). Utilizing a case study approach, ten first-generation students from each of the two sites were interviewed, followed by the cultural capital facilitator they subsequently identified. Specifically, the first-generation students were asked, *"Who do you go to on-campus when you need information about something?"* (See Appendix C: First-Generation Student Interview Protocol). If the student was unable to identify a cultural capital facilitator, he/she was further prodded for their vertical social network and the depth of each relationship in order to gather the data.

From the interviews with first-generation students, a snowball sampling scheme identified the cultural capital facilitator on-campus and therefore determined the second round of interviews. Snowball sampling occurs when participants recommend, or refer other members to be interviewed who are not easily identified (Krathwohl, 1998; Weiss, 1994). Since the purpose of the study was to determine who the cultural capital facilitators are on community college campuses, snowball sampling was logical for this identification.

Although a total of 20 first-generation students were interviewed at the two sites, only 16 cultural capital facilitators were subsequently interviewed for the study. At Site One, two cultural capital facilitators were not interviewed because one chose not to participate in the study, and the other was determined to be a student employee and did not qualify under the selection criteria. Therefore only eight cultural capital facilitators were interviewed from Site One. Site Two produced two cultural capital facilitators that were not interviewed because multiple attempts to set up interviews went unanswered. This caused only eight cultural capital facilitators to be interviewed from Site Two. Limitations to convenience samples are often presented in terms of levels of generalizability. These concerns are further discussed in the limitations section of this chapter as to the data not acquired from the four missing interviews.

3.4.2 First-Generation Student Interview Protocol (Events) and Process

After a first-generation student agreed to be included as a participant, the interview protocol commenced. Qualitative interviews were used in order to grasp a fuller understanding of the phenomenon (Weiss, 1994). First-generation students were asked about their process for information and knowledge acquisition and the role of cultural capital facilitators in their higher education success through the interview questions in a semi-structured manner (See Appendix C: First-Generation Student Interview Protocol).

During the student interviews, I paid close attention to the student's description of the attributes and qualities of their cultural capital facilitator. Since my intention was to

concentrate on the student's perceptions of the individual facilitator, I focused on why

this person is a cultural capital facilitator to a particular student, what the personal

characteristics and attributes that this individual possessed according to the student and

what particular information was transmitted from the facilitator to the student that they

felt was important to their higher education success. Following the interview, the first-

generation student was asked to identify members of their social network and the types of

information gathered from this network (See Appendix F: Social Network Schematic for

First-Generation Student).

3.4.3 Cultural Capital Facilitator Interview Protocol (Events) and Process

Following the interview of a first-generation student, their identified cultural

capital facilitator was interviewed according to the interview protocol, as well as a copy

of their résumé was requested for document analysis. Weiss (1994) suggests multiple

perspectives to be gathered during a qualitative study in order to fully understand the

phenomenon. Again, although the research design called for ten cultural capital

facilitators to be interviewed at each of the two sites as identified by a first-generation

student, only 16 were subsequently interviewed. Also, it is important to note that

although a first-generation student could have identified multiple cultural capital

facilitators, this did not take place.

The interview protocol for the cultural capital facilitator was conducted in a semi-

structured manner (See Appendix D: Faculty/Staff (Cultural Capital Facilitator) Interview

Protocol). During the cultural capital facilitator interview, I paid close attention to the

descriptions that the facilitator illustrated about him/herself. These responses were

compared to other facilitators, as well as the interviews from first-generation students to

see if themes emerged from the dialogues. Following the interview, the cultural capital

facilitator was asked to identify members of their social network, the strengths of these

ties, and whether they have or would connect students with these individuals (See

Appendix E: Social Network Schematic for Faculty/Staff (Cultural Capital Facilitator).

3.5 Data Recording Procedures

In order to triangulate the data to create further validity in the study, I utilized

multiple qualitative methods. First, I employed face-to-face, one-on-one interviews with

first-generation community college students followed by individual interviews with their

identified cultural capital facilitator. The interviews were semi-structured, utilized 11-13

predetermined interview questions for each group, lasted from 10 minutes to 1 ½ hours,

and allowed me to ask additional questions to the individual if further inquiry was

warranted. I utilized an audio-recorder to record the interviews, as well as document

field notes during the interview process. The interviews were then transcribed to allow

for open and closed coding.

I next utilized document analyses' of the cultural capital facilitators' résumé and

social network schematic to provide additional insight into these individuals'

backgrounds, experiences and networks. Although the résumés were created and

provided by the cultural capital facilitator and were not verified for accuracy, they

provided insight into what the cultural capital facilitator valued about their experiences

and desired to share with the outside world. It is important to note that five of the

cultural capital facilitators from Site Two were unable to produce resumes at the time of

their interview, so an oral resume was recorded in place of a traditional, paper format.

The social network schematic provided information as to the facilitators' breadth

of associates, the strength of such ties, and their willingness and ability to connect first-

generation students with these individuals. The social network schematic of the first-

generation student allowed me to see the vertical (facilitator) networks that the student

possessed and to what extent they utilized these networks to be successful in their higher

education endeavors.

3.6 Data Analysis and Interpretation

The data analysis procedures for this study focused on open and closed-coding

techniques. Closed-coding is utilized when comparing the themes that emerge from the

data to previous research and established codes regarding the theoretical framework.

Open-coding, on the other hand, involves looking at themes that emerged from the data

that could not be attributed to the existing theoretical framework and codes, and

subsequently, the creation of new codes are warranted.

Data analysis was a continuous process and took place throughout the interviews

and document analyses (Rubin & Rubin, 1995). This allowed me to constantly redesign

the interview questions to determine if further inquiry was needed. Immediately

following an interview, I began to draw out some initial themes and concepts that

emerged during the process and applied both open and closed coding techniques to

inform the research questions. These open and closed codes are discussed in the

following sections along with the usage of interviewee and research site codes as

descriptors in the dissertation are presented.

3.6.1 Closed-Coding

Closed-coding involves utilizing an existing theoretical framework and applying

the data to the coding scheme. By utilizing a pre-existing theoretical framework, the

researcher can compare the emerging themes to the theory and develop an explanation for

the phenomenon. I operationalized social capital theory, social networks, and cultural

capital theory in order to better inform the phenomenon of the cultural capital facilitator

as part of the theoretical framework of the study.

Coding began after each interview and corresponding transcription in hopes that

common themes would emerge. Since a case study method was utilized, coding

commenced at each stage of the case. A complete case consisted of transcriptions from

the interviews of a first-generation student and their corresponding cultural capital

facilitator, plus the cultural capital facilitators' oral resume, as necessary. Transcriptions

were initially analyzed and coded for themes that could be supported by the theoretical

framework, followed by emerging themes that could not be explained by the theories

initially discussed. The following is a discussion of the codes utilized during the closed-

coding portion of the interview analysis:

- SCT-Social Capital Theory

Social capital theory was used to analyze the relationship between students and cultural capital facilitators in the transmission and utilization of information that allowed the student to be successful in their higher education endeavors.

- SN-Social Network

This research utilized social networks to help identify how first-generation students connected with cultural capital facilitators on community college campuses by determining if there were a series of networks that existed within the campus community that facilitated the first-generation student-cultural capital facilitator relationship. Furthermore, this study explored the role of the cultural capital facilitators' social network in first-generation student success.

- CCT-Cultural Capital Theory

For the purpose of this study, cultural capital was defined as the information, knowledge and experiences valued and subsequently rewarded by the upper echelons of U.S. society. Specifically, information, knowledge and experiences related to academic, financial, career and personal matters were classified as cultural capital if it was perceived as being rewarded by the college community.

Themes that emerged from the data were coded to the above theories if possible, followed by an in-depth look at the research related to the phenomenon. If a theme could not be codified to the above dimensions, new codes were designed and explored through the open-coding technique as presented in the following section.

3.6.2 Open-Coding

After the initial closed-coding scheme was complete, more complex theme connections were made based on the interconnectedness of the topics. After first interpreting the data and drawing conclusions based on the relevant literature and the theoretical framework (Creswell, 2003), open-coding took place and new codes were created based on the emerging themes.

After the initial closed-coding, I read through the interview transcripts again in order get a sense of themes that emerged that could not be directly coded to the theoretical framework. I then began looking at the individual transcriptions and documents and noted the underlying meanings of each interview response. Next, I began to cluster the emerging themes into categories and looked for major topics, and subtopics. From these major topics and subtopics, descriptive codes were established and the entire data set was coded accordingly (Creswell, 2003). The following codes were created during the data analysis procedures of open-coding:

- A&B-Above and Beyond:

Going Above and Beyond the call of duty, or what the cultural capital facilitators' formal job duties consisted of was a theme that emerged from the data. Students identified the primary duties that cultural capital facilitators fulfilled as part of their formalized job descriptions, but were characterized as going Above and Beyond if they did things beyond their scope of oversight. Students and facilitators both utilized these

characteristics when comparing the facilitators to those not identified as cultural capital facilitators in the study. The following sub-themes also emerged under the Above and Beyond ethos:

- Availability/Time:

  Cultural capital facilitators were identified as going Above and Beyond because they were readily available, and/or spent a purposeful amount of time with the student. This was often contrasted with comments about faculty and staff members who made students feel rushed during interactions, or were not easily available to students.

- Helpful:

  Cultural capital facilitators were identified as going Above and Beyond if they were particularly helpful to the student. This was compared to faculty and staff members that the students discussed that were not helpful to the student, and/or caused the student to seek out other resources for help with their impeding issues.

- Student Centered:

  Cultural capital facilitators were identified as going Above and Beyond if they focused on the student and his or her best interests as opposed to the variety of other duties that may be essential for the facilitator to accomplish. This is compared to faculty and staff who made comments or whose actions were not in the best interest of students.

- C&E-Challenge and Empower:

Challenge and Empower was a theme that came about in how cultural capital facilitators interacted with first-generation community college students. Cultural capital facilitators would challenge students' thinking and experiences as a way to promote personal and professional growth in the student. The following sub-themes were identified by both students and facilitators as falling under the Challenge and Empower ethos:

- Assertive Guidance:

  Cultural capital facilitators were seen as Challenging and Empowering if they provided direction to the student in a firm manner. Facilitators who strongly suggested a course of action on the students' part were seen as asserting guidance for the student in a positive manner.

- Challenge:

  Cultural capital facilitators were seen as Challenging and Empowering if they confronted students' assumptions and perceptions about their reality, and/or pushed the student to engage in activities or thinking that was beyond the students' comfort zone. This challenging behavior was seen as a positive characteristic because it elicited personal and professional growth in the student.

- Hold Accountable:

  Cultural capital facilitators were seen as Challenging and Empowering if they held students accountable for their actions and their word. Facilitators that consistently reminded students about obligations or promises made to themselves and/or others were categorized as holding the student accountable.

- Empower:

  Cultural capital facilitators were seen as Challenging and Empowering if they conferred power on the students to make their own decisions. Facilitators who gave students the tools and confidence to come up with their own actions and conclusions were considered Challenging and Empowering to the students.

- Encourage:

  Cultural capital facilitators were seen as Challenging and Empowering if they encouraged students in their life pursuits. Facilitators who were cheering on the student as they went through college and life struggles were considered Challenging and Empowering.

- Reinforce:

  Cultural capital facilitators were described as being Challenging and Empowering if they reinforced what students were thinking and/or engaged in. Often improving the self-esteem of the student, the facilitator would confirm that the actions and/or thought-process of the student was indeed following the correct path.

- C2C-Connection to Campus:

Students recognized the multiple roles that cultural capital facilitators played on-campus and discussed the theme of Connection to Campus. Furthermore, the out-of-classroom interactions valued by cultural capital facilitators and students were further explained by the following sub-themes:

- Involved On-Campus Beyond Formal Job-Title:

  Cultural capital facilitators were seen as being Connected to Campus if they were

  involved on-campus beyond their formal job-title, such as involved in student life

  activities as club and organization advisors. Facilitators were also perceived as

  being involved on-campus if they were engaged in activities or events outside of

  the classroom or in a student centered environment.

- Knowledge of College and Campus:

  Cultural capital facilitators were seen as being Connected to Campus if they

  portrayed greater knowledge of college processes and/or the campus environment

  when compared to others. Facilitators who provided students with information

  about opportunities or activities that were taking place within the college or

  campus were seen as being connected to campus.

- RLP-Real Life People:

First-generation students recognized cultural capital facilitators as being Real Life People

as an important aspect of their relationship, as opposed to someone who was beyond the

students' scope of association. This was further portrayed by the following sub-themes,

which personify the Real Life People philosophy:

- Care:

  Cultural capital facilitators were perceived as being a Real Life Person if they

  displayed a sense of caring for the students. Facilitators were described as caring

  if they took a general interest in the students overall wellbeing. This is compared

to faculty and staff members who were described as not caring about students or their best interest.

- Love of Job:

  Cultural capital facilitators were perceived as being Real Life People if they displayed enjoyment and enthusiasm for their job. This is in contrast to faculty and staff members who complained about their work, or had a poor attitude when working with students.

- Non-Judgmental:

  Cultural capital facilitators were seen as being Real Life People if they were perceived as being non-judgmental of students' thoughts, behaviors or actions. Facilitators were described as being open-minded and understanding of students' needs and issues and were therefore considered Real Life People.

- Openness:

  Cultural capital facilitators were considered Real Life People if they displayed a sense of openness towards students. Facilitators who were candid with students and allowed them to freely speak about what was happening with themselves and in their lives were considered Real Life People.

- Personal Stories:

  Cultural capital facilitators were considered Real Life People if they shared personal stories about their upbringing, educational experiences, or private life with students. When facilitators shared personal stories with students, a sense of

camaraderie was established and the facilitator was perceived as a Real Life Person.

- Referrals:

Cultural capital facilitators were considered Real Life People if they made referrals to others in the campus or surrounding community when they could not help the student. Not knowing all of the answers and utilizing vital resources was seen as a positive characteristic for Real Life People.

- Support:

Cultural capital facilitators were seen as Real Life People if they were supportive of students' actions, behaviors and/or thoughts. Facilitators who verbally supported students in their decision-making process were seen as being Real Life People.

- Trust:

Cultural capital facilitators were seen as Real Life People if they were perceived as trustworthy individuals. Students believed that the information transmitted from the cultural capital facilitator was true and/or confided in the facilitator that their personal information would not be used for malice were seen as Real Life People.

- Similarities:

Cultural capital facilitators were valued for having similarities with first-generation students. These similarities are further delineated by the sub-themes discussed below:

- Demographics:

  Cultural capital facilitators were seen as having similarities with students if they

  shared a similar demographic. The main demographics mentioned were ethnicity,

  gender, and age that were shared by the cultural capital facilitator and first-

  generation student.

- Similar Interests:

  Cultural capital facilitators were said to have had similarities with first-generation

  students if they shared similar interests in academic subjects, extra-curricular

  activities or other areas of interest.

3.6.3 Interviewee and Research Site Code Identification

Throughout the dissertation, quotes and paraphrasing are used from both the first-

generation students and cultural capital facilitators to illustrate the findings and are noted

through a specific number and by their respective research site. For example, these

designations are marked by the codes S1-S1, meaning Student One at Site One, and F2-

S2 corresponding to Facilitator Two at Site Two. Site One refers to the Multi-College

District whereas Site Two refers to the Multi-Campus District. Appendix G: Interviewee

and Research Code Identification provides a complete listing of these codes along with

some demographic information for each interviewee.

3.7 Limitations

The limitations of this study include aspects of generalizability and interpretation of the data. Through the use of triangulation in the data and a purposeful research design, aspects of validity were strengthened, thereby decreasing the limitations of the study. The limitations and attempts to decrease and/or eliminate them from the research study are further discussed in the following section.

3.7.1 External Validity

External validity is often called into question with qualitative research due to small sample size, one site sampling and utilizing a sample of convenience (Krathwohl, 1998; Weiss, 1994). This study has attempted to decrease this bias by utilizing a case study approach and multiple research sites. Although time intensive, these measures allowed the conclusions to have greater generalizability to other community colleges because institutional bias was decreased and multiple case studies have supported the findings. Through a multiple case study approach, I was able to assess first-generation students as a whole and the extent to which cultural capital facilitators had impacted their lives or those similar to themselves. Therefore, generalizations about first-generation students' experiences and descriptions of their cultural capital facilitators were created (Weiss, 1994).

Unfortunately, one aspect of institutional bias that was discovered during the research study involved comparing Site One as a multi-college district to Site Two as a multi-campus district. Although the intentions were to have two institutions that could be

compared and contrasted as to their cultural capital facilitators, and eliminate any

influence of the structural and/or functional components of the two campuses, a multi-

campus research site created the ability of first-generation students from Site Two to

identify cultural capital facilitators from multiple campuses, not just the research site

campus. Although Site Two students were still able to identify cultural capital facilitators

in general, the population of potential facilitators was considerably larger if the student

attended multiple campuses. This is a notable limitation to the multi-site approach

because in comparing Site One and Site Two, Site Two students were less likely to

identify the same facilitator because the possible population of cultural capital facilitators

had multiplied five-fold due to the multiple campuses in which they might have been

enrolled. Also, when comparing the social network schematics of the cultural capital

facilitators, the multi-campus identification by Site Two students led to less of an overlap

of social network members being identified, and therefore the case for a social network of

cultural capital facilitators was more difficult to determine. On the other hand, this

research design does allow for two different structures of community colleges to be

compared and community college practitioners to distinguish between the advantages and

disadvantages of both types of institutions.

Another limitation to this research study included the limited number of

interviews conducted at each site. Although ten first-generation students were

interviewed at both research sites for a total of 20 student-participants, the cultural capital

facilitator numbers did not reach the same success. Only eight cultural capital facilitators

were interviewed at Site One (one was determined to be a student worker, and the other

refused to be interviewed) and eight facilitators at Site Two (both did not return

numerous phone and email attempts to contact them) leading to an incomplete picture of

the facilitator viewpoint. The four cultural capital facilitators not interviewed have

affected the results in that their contribution and social network schematics could not be

utilized in the study and are further discussed in the limitations to the findings section of

chapter seven. This is an unfortunate limitation to this qualitative research inquiry which

is designed as a purposeful snowball sampling scheme in that I could not just choose

another cultural capital facilitator at random because they had to have been referred by a

first-generation student. Although not the ideal sample size, the case study approach

helps to enhance the validity of the results by defining the parameters of such a study to

be case specific.

The final notable limitation to this dissertation is the monolingual approach taken

during the interviews. Since my primary language as the researcher is English, all

interviews were conducted in this language, and not necessarily the first-generation

students' native tongue. This is a limitation in that, although all of the participants

interviewed spoke fluent English, they might have felt more comfortable or revealed

alternative insight if they spoke in another language during the interview.

3.8 Pilot Study

In order to decrease the limitations of this research study, I conducted a pilot

study to tighten internal validity (Krathwohl, 1998). The pilot study included interviews

with five first-generation, community college students and one cultural capital facilitator,

as well as one observation between a cultural capital facilitator and first-generation student at a community college campus. I also interviewed three campus presidents about potential cultural capital facilitators on their respective campuses and determined that these interviews would not inform the data as intended. Campus presidents and administrators were therefore eliminated as an interview population because their responses did not enlighten the research questions. The pilot study allowed me to narrow the scope of inquiry by defining the particular sample to be used, refine the first-generation student and cultural capital facilitator interview questions, and identify possible rival explanations.

3.8.1 Pilot Study Findings: First-Generation Student Interviews

The pilot study included five interviews with first-generation students. The students were randomly identified from two community college campuses within the same district (multi-campus district) as sitting alone on benches, in the cafeteria, or in common areas on-campus. From the five students interviewed, all identified as being a first-generation student in which neither parent, nor siblings had received a bachelor's degree or higher, and all five were able to identify a cultural capital facilitator.

This portion of the pilot study allowed me to refine the student interview questions to better inform the research questions and focus on the purpose of the study. By refining the student interview questions, I was also able to focus on the theoretical framework used in guiding the research and discovered a preliminary coding scheme to be used for my dissertation research.

3.8.2 Pilot Study Findings: Observation of Cultural Capital Facilitator and First-

Generation Student

Another component of the pilot study included the observation of a cultural

capital facilitator interacting with a first-generation, community college student. This

observation provided information as to the nature of the relationship between the student

and facilitator, as well as the depth and breadth of the information shared. These aspects

were coded for social capital theory, social networks and cultural capital theory,

respectively. I also observed certain mannerisms and characteristics of the facilitator,

which allowed me to draw conclusions based on the theoretical framework and the

beginnings of open and closed-coding. Unfortunately, during the observation, the

facilitator repeatedly solicited my input about the topic being discussed, which turned a

non-participant observation into a participant observation. Despite my pleas, I engaged

in the conversation and potentially biased the observable interaction. Due to this

intervention and limited data collected from the observation, this method was not utilized

during the research process.

3.8.3 Pilot Study Findings: Cultural Capital Facilitator Interview

The final component of the pilot study included an interview with a cultural

capital facilitator that had been identified by a first-generation, community college

student. The questions were not modified from their original inquiries and elicited

responses well within the expectations of the study. This particular cultural capital

facilitator did seem somewhat humble in talking about him/herself and I asked some questions numerous times in order to allow the individual to feel comfortable sharing the information. I determined from this interview that a further triangulation in methods would be beneficial in order to gather more information about the cultural capital facilitators. Therefore, I decided to analyze the cultural capital facilitators' résumé during the dissertation research because this information might better inform the research questions by providing previous experiences, awards and trainings that the facilitator felt were of value to portray about him or herself. Subsequently, I also decided to acquire the cultural capital facilitators' social network schematic in order to better inform the role that networked associates play in first-generation student success. I determined that this information could provide greater insight into how facilitators' go about enhancing the social and cultural capital of first-generation students.

CHAPTER 4: DESCRIPTIVE RESULTS

The results and analysis of this research study are presented in the next three chapters. First, chapter four provides descriptive statistics to show the gender, ethnicity, and age of the cultural capital facilitators and first-generation students. Each section provides a breakdown and discussion by research site in order to help comprehend institutional differences between Site One, a multi-college district campus, and Site Two, a multi-campus district campus. It further expands upon these demographic areas through a look at the higher education literature relating to each topic. It is important to note that since the concept of cultural capital facilitators is not explored in the literature, and therefore supporting studies are non-existent under this label, research related to the concept of mentoring is used throughout this chapter to both support and oppose this dissertation's findings. It must be reinforced that mentoring is conceptually different than cultural capital facilitating and therefore the examples used from the literature may not directly relate to cultural capital facilitators as explored in this research study. A mentor is often described in the higher education context as a one-to-one learning relationship. Mentors are often older than students and the relationship is based on extended dialogue and modeling behavior (Johnson, 1989). Cultural capital facilitators on the other hand, are employees of the community college and provide cultural capital information, knowledge and experiences to first-generation, community college students. Although cultural capital facilitators may take on a mentoring role, the concept of cultural capital information exchange, as well as the specific characteristics and attributes of these individuals are the main foci of this study.

Secondly, chapter five discusses the specific data gathered at both research sites through the first-generation student and cultural capital facilitator qualitative interviews and analyzes the perceived value of these factors in the relationship between the first-generation student and cultural capital facilitator. It dives deeper into the characteristics and attributes of cultural capital facilitators as described by the first-generation students and their corresponding facilitators at both research sites. Chapter five compares the results by interviewee groups in terms of the types of cultural capital information transmitted, as well as the characteristics and attributes associated with cultural capital facilitators.

Lastly, chapter six provides a look at the job-title of the cultural capital facilitator and discusses trends and difference between the two research sites. Also, this chapter provides an in-depth look at the on and off-campus social networks that cultural capital facilitators belong to and how they utilize these networks when working with first-generation students.

4.1 Demographics: First-Generation Students and Cultural Capital Facilitators

A diverse student population was desired at both research sites in terms of gender and ethnic identity so that the findings would inform a broader audience. A younger group of first-generation students between the ages of 18-25 was also chosen because this group was easier to identify during the daytime in which the interviews took place. First-generation students were asked to identify the gender, ethnicity, age, religion, socio-economic status, sexual orientation, and ability level for both themselves and their

corresponding cultural capital facilitator on a demographics form. Cultural capital facilitators were not asked the same demographics information because the research is based on the first-generation students' perceptions of their cultural capital facilitator, and not necessarily the reality of this information. Therefore, the descriptive findings discussed in this section are strictly from the students' perspective and may not accurately reflect the true cultural capital facilitator demographics. It is also important to note that only, gender, ethnicity and age are discussed in this section because the data received from the other demographic information proved to be incomplete, and students were unsure about the answers for their facilitators.

This section also discusses not only the cultural capital facilitators identified, but also those who agreed to be interviewed for the study. Three out of the 20 cultural capital facilitators either refused to be interviewed for the study or would not return phone messages or emails requesting an interview. On one occasion, the cultural capital facilitator identified was determined to be a student employee and could not be included in the study. These non-interviewed facilitators were unfortunately not included in the following chapter's data analysis, results and discussion although the information from their corresponding first-generation student is included and examined.

4.1.1 Gender

First-generation students' gender was determined through my preconceived perceptions when approaching a student to be interviewed, and confirmed through the demographics form. All participants identified as either male or female and did not

identify as being transgender. First-generation students determined the gender of their

identified cultural capital facilitator using a similar demographics form. Tables 4.1 and

4.2 identify the number of first-generation students and cultural capital facilitators

identified and interviewed at each research site by gender.

Table 4.1: Gender of Students and Cultural Capital Facilitators at Site One

Gender	Students	Cultural Capital Facilitator
Male	4	4*
Female	6	6

* = Two facilitators were not interviewed in this category

Table 4.2: Gender of Students and Cultural Capital Facilitators at Site Two

Gender	Students	Cultural Capital Facilitator
Male	5	5*
Female	5	5

* = Two facilitators were not interviewed in this category

Although equal numbers of both male and female first-generation students were

desired, Site One produced 40% of those interviewed as males and 60% as subsequently

females, whereas equal numbers of males and females were interviewed at Site Two.

Even though the same ratio of male and female cultural capital facilitators were identified

by first-generation students at both sites, this is not an indication that male students identified male cultural capital facilitators, and female students identified female cultural capital facilitators. Tables 4.3 and 4.4 indicate the gender identification of cultural capital facilitators by their respective first-generation students at each research site.

Table 4.3: Student to Cultural Capital Facilitator Identification by Gender at Site One

Student to Cultural Capital Facilitator	Number of Occurrences
Male to Male*	2
Female to Female	4
Male to Female	2
Female to Male*	2

* = One facilitator was not interviewed in this category

Table 4.4: Student to Cultural Capital Facilitator Identification by Gender at Site Two

Student to Cultural Capital Facilitator	Number of Occurrences
Male to Male**	3
Female to Female	3
Male to Female	2
Female to Male	2

* = Two facilitators were not interviewed in this category

At Site One, the highest number of occurrences were female students identifying female cultural capital facilitators, whereas at Site Two, equal numbers of female students identified female facilitators. Consequently, more male students identified male cultural capital facilitators at Site Two when compared to Site One. Cross-gender identification of male to female, or female to male student to cultural capital facilitator identification made up an equal number of occurrences at each research site.

It is important to note that of the cultural capital facilitators that were not interviewed for this research study, all were identified as being male. Although one male was eliminated because he was later determined to be a student employee, the three other males either refused to be interviewed or did not return the calls or emails requesting an interview. It can be postulated that the male facilitators did not see themselves as being the person that first-generation students go to for information and expressed this either actively by refusing to be interviewed, or passively by refusing to respond to the inquiries.

The breakdown of gender identification has been expanded upon in the literature relating to business/corporate mentorship and found that gender does play different roles depending on the gender pairing (homogeneity or cross-gender). Pompper and Adams (2006) researched mentorship and demographics in the workplace and discussed some interesting trends in the relationship between gender and mentorship in the corporate environment. Their literature review discussed gender as the most extensively researched factor impacting mentorship success (Ragins, 1999), and also discovered several studies that found no gender differences in the quantity of mentoring received (Scandura &

Williams, 2001). The difference was found in the type of mentorship received as related to the gender of the two individuals. Supposedly, females are considered more caring and nurturing (Bem, 1974) so female mentors provide more emotional or personal support to mentees as opposed to male mentors reported providing more career-related mentoring (Allen & Eby, 2004). Hurley and Fagenson-Eland (1996) found that same-gender mentoring outcomes are preferable, because cross-gender mentoring relationships are harder to develop, perhaps due to sexual innuendo and perceived similarity.

From the interviews with first-generation students, only one female student at Site Two identified that having the same gender, as her cultural capital facilitator was an important factor to their relationship. The student commented, "Because she was a female, I'm more comfortable talking about my stuff with her" (S4-S2). Conversely, only one cultural capital facilitator at Site One identified gender as being an important factor in his relationship with students. Recognizing that he was the only male with this particular job title at the institution, male students were more attracted to his services as they could tailor their interactions towards a common gender component (F6-S1).

When comparing both research sites in terms of the role of gender in the first-generation student-cultural capital facilitator relationship, there does not seem to be a difference as to who was identified, or how those identified and interviewed perceived gender in the relationship. Besides the two individuals mentioned above, the other first-generation students and cultural capital facilitators interviewed did not find that having a similar gender as being an important component in the first-generation student-cultural capital facilitator relationship. Instead, they identified other factors, such as the cultural

capital facilitator's characteristics and attributes as being the reason students identified these individuals.

4.1.2 Ethnicity

A first-generation students' ethnic identity was difficult to determine during the initial first-generation student contact, but was confirmed through their demographics form. Students established their ethnic identity and were asked to deduce their cultural capital facilitators' ethnicity as well. Tables 4.5 and 4.6 distinguish between these identifications by each research site.

Table 4.5: Ethnicity of Students and Cultural Capital Facilitators at Site One

Ethnicity	Student	Cultural Capital Facilitator
White/European	2	4*
Hispanic/Latino/Mexican American/Chicano	4	4*
African American/Black	2	1
Biracial (White/Hispanic)	1	0
Asian Pacific Islander	0	1
Native American	1	0

* = One facilitator was not interviewed in this category

Table 4.6: Ethnicity of Students and Cultural Capital Facilitators at Site Two

Ethnicity	Student	Cultural Capital Facilitator
White/European	3	7*
Hispanic/Latino/Mexican American/Chicano	4	2
African American/Black	2	1*
Biracial (White/Hispanic)	1	0

* = One facilitator was not interviewed in this category

The greatest number of first-generation students at both research sites identified as Hispanic/Latino/Mexican American/Chicano at 40%, whereas as students identifying as either White/European, or African American/Black made up the second highest number of student participants depending on the research site. The cultural capital facilitator ethnic breakdown of the same categories yielded vastly different results depending on each site. At Site One, 40% of cultural capital facilitators were identified as being Hispanic/Latino/Mexican American/Chicano, mimicking the numbers of first-generation students at Site One. In contrast, only 20% of cultural capital facilitators identified as Hispanic/Latino/Mexican American/Chicano at Site Two, despite having the same student demographics in this area as Site One at 40%. The majority of cultural capital facilitators at Site Two were identified as being White/European at 70% of the total facilitators identified, in spite of only 30% of first-generation students at Site Two identifying themselves as the same ethnicity.

This dissertation reveals that first-generation students did not necessarily identify cultural capital facilitators of the same ethnic background, but rather identified facilitators for other reasons such as job-title, characteristics, or attributes as discussed in forthcoming chapters. The higher education literature regarding ethnicity and mentoring has mixed results as well. Frierson, Hargrove and Lewis (1994) found that African American/Black students who were formally matched up with mentors of the same ethnicity reported more positive attitudes towards the relationship as opposed to those students matched with White mentors. In contrast, Atkinson, Neville and Casas (1991) found no difference in the matching of mentors and students of the same ethnicity.

Tables 4.7 and 4.8 delineate the number of first-generation students identifying cultural capital facilitators of the same ethnicity by the two research sites.

Table 4.7: Student to Cultural Capital Facilitator Identification by Ethnicity at Site One

Student to Cultural Capital Facilitator	Number of Occurrences
White/European to White/European	1
Hispanic/Latino/Mexican American/Chicano to Hispanic/Latino/Mexican American/Chicano*	2
African American/Black	1

* = One facilitator was not interviewed in this category

Table 4.8: Student to Cultural Capital Facilitator Identification by Ethnicity at Site Two

Student to Cultural Capital Facilitator	Number of Occurrences
White/European to White/European	3
Hispanic/Latino/Mexican American/Chicano to Hispanic/Latino/Mexican American/Chicano	1
African American/Black*	1

* = One facilitator was not interviewed in this category

In some instances, it is possible that there were no cultural capital facilitators available of the students' same ethnicity, i.e. employee ethnic demographics do not mimic that of student demographics. For example, if there are no Native American faculty or staff members, it is impossible for a Native American student to identify someone of a similar ethnicity as their cultural capital facilitator. This assertion is supported by the National Center for Educational Statistics data, which indicates that 75% of all community college faculty and staff members were White, 10% were Black/African American, 6% were Hispanic, 3% were Asian/Pacific Islanders, and only 1% were Native American (NCES, 2003). In comparing these statistics to the identifications made by the students, it could be an issue of critical mass at each of the research sites, especially Site Two. If nationally, 75% of faculty and staff members at the community college identify as White/European, then students of color have less of chance to choose a cultural capital facilitator of their same ethnicity.

Another explanation of first-generation students identifying cultural capital facilitators of a different ethnicity as themselves is that having the same ethnicity as their facilitator is not an important component in their relationship.   Two students at each site identified that sharing a similar ethnicity as their facilitator was important to their relationship. One student at Site One commented, "going into it with our culture, it's really about service to others and never to yourself, never focus on yourself. And she's helped me realize that it's not about yourself, it's not about being selfish, but if you can't help yourself, how can you help others?" (S7-S1). Another student felt that he could relate to his facilitator because they shared a common ethnicity, and that this was an important part of their relationship (S6-S2).

In contrast, four cultural capital facilitators at Site One identified ethnicity as being important in the first-generation student-cultural capital facilitator relationship, whereas only one facilitator at Site Two identified as the same. The facilitators commented that they often saw more students of color reaching out to them for information because they were role models on-campus for these students. They felt like students naturally gravitated toward them because they felt a kinship to their common ethnic background (F8-S1; F6-S2).

Of the first-generation students at both sites who identified ethnicity as being an important component of their relationship with their cultural capital facilitator, one student from each research site identified as being Hispanic/Latino/Mexican American/Chicano and one student from each research site identified as being African American/Black. In terms of cultural capital facilitators, Site One facilitators who

identified ethnicity as an important factor were from Hispanic/Latino/Mexican American/Chicano (2), African American/Black and Asian Pacific Islander ethnic backgrounds, whereas the Site Two facilitator was identified as Hispanic/Latino/Mexican American/Chicano.

The importance of ethnicity in the first-generation student-cultural capital facilitator relationship may be attributed to the varying stages of racial and ethnic identity development experienced by both student and facilitator. First-generation students in the *Conformity* or *Dissonance* stages of Atkinson et al.'s (1993) *Minority and Racial Identity Development Model* may not be prone to identifying ethnicity as an important component of their relationship, where as students in the *Resistance and Immersion* stage may be more inclined to do so. Conversely, cultural capital facilitators in the *Introspection* stage may feel a responsibility towards their own culture and feel that serving students with a similar ethnicity is important to the relationship. In reality, ethnicity is important to some first-generation students in identifying a cultural capital facilitator, whereas other students find other characteristics and attributes of a facilitator to be more important.

4.1.3 Age

The first-generation students' specific age was difficult to determine during the initial student contact but was confirmed through the demographics form. Since the first-generation student determined the cultural capital facilitators' age, it was often given in terms of ranges, i.e. 40s or mid-50s. Although students were asked to be precise in their speculation, age numbers may not be exact, but are what the first-generation student

perceived their facilitators' age to be. Tables 4.9 and 4.10 display the ages of both the

first-generation student and cultural capital facilitator by research site.

Table 4.9: Age of Student and Cultural Capital Facilitator at Site One

Age	Student	Cultural Capital Facilitator
Range	18-25	27-55
Mean	20.6	39.9
Median	20	35
Mode	19 & 20 (3 each)	35 & 50 (2 each)

Table 4.10: Age of Student and Cultural Capital Facilitator at Site Two

Age	Student	Cultural Capital Facilitator
Range	19-24	37-55
Mean	20.6	46.1
Median	20	45
Mode	19 & 20 (3 each)	45 & 55 (3 each)

The first-generation students interviewed for the study were of traditional college

age; between 18-25 at Site One and 19-24 at Site Two. The two sites were remarkably

similar in terms of student ages with the mean, median and mode being exactly the same

for both research sites. There were some distinctive differences amongst the ages of the

cultural capital facilitators by site. 50% of the cultural capital facilitators at Site One

were below the age of 35, whereas the youngest facilitator at Site Two was 37 years old.

Site Two students were more likely to identify cultural capital facilitators between the

Mid 40s and Mid 50s, whereas Site One students were more likely to identify a younger

facilitator.

The age differential between the sites can be attributed to a number of

possibilities including the availability of facilitators in certain age ranges at each

institution. Although neither institution kept statistics on the ages of employees, the

National Center for Educational Statistics (2003) provides statistics as to age of faculty

and staff members across educational institutions. Site One facilitators were, on average,

younger then the national statistics, whereas, Site Two facilitators more likely mimic

national trends. Table 4.11 provides a breakdown from the National Center for

Education Statistics on Faculty and Staff ages at postsecondary institutions.

Table 4.11: National Center for Educational Statistics: Faculty and Staff Ages Across Institutional Type

Years of Age for Faculty and Staff Members at all Postsecondary Institutions in the United States	Percentage of Employees by Category
Under 35	12%
35-44	24%
45-54	32%
55-64	25%
65-69	5%
70 or older	3%

A number of studies looked at the concept of mentoring and age differentials. Levinson et al. (1978) argued that ideally a mentor should be approximately half a generation older than their mentee (i.e., 8 to 15 years), because if the mentor is much older, the relationship may take on qualities of a parent-child relationship, and if the mentor is too close in age to the mentee, the pair may become more like friends or peers (Finkelstein, et al., 2003). When looking at the ages of the first-generation students at both research sites, according to Levinson et al.'s (1978) calculations, the ideal mentor should be between the ages of 33 and 40 years old. Although Site One students were more likely to identify cultural capital facilitators in this range (six total), only three Site Two students identified facilitators in this range.

When looking at age as an important component in the first-generation student-cultural capital facilitator relationship, three cultural facilitators at Site One and no

facilitators at Site Two identified their youth as being key in working with first-generation students because they were better able to connect with the younger students. On the contrary, one facilitator at each site identified their more mature age as being key when working with students who were returning to school and were of non-traditional student age. Only one student at each site identified age as an important component to the relationship. The Site One student identified youth as a factor in their relationship citing that her facilitator utilized his outgoing demeanor and funny jokes to connect with younger students (S6-S1). Her facilitator agreed with this assessment stating, "I am not your traditional faculty instructor, professor, etc. I'm not over 50. So I think first-generation students can identify a little bit with me because I'm younger" (F6-S1). This contradicts a Site Two student who identified his facilitators' tenured age of being more experienced as an important component of their relationship (S9-S2).

There is a disparity between the age of faculty and staff members at postsecondary institutions and the average age of community college students if we are looking at Levinson et al.'s (1978) definition of the ideal mentoring relationship. If only 12% of educators are below the age of 35 years old (See Table 4.11) and 47% of community college students are younger than 23 years old (See Table 4.12), there is simply not the critical mass of younger cultural capital facilitators available to first-generation students. Site One students were able to identify younger cultural capital facilitators because they were easily identifiable and in key jobs on-campus. Site Two students had a lesser chance of identifying younger facilitators because they are not in

key roles at the campus. Table 4.12 displays the ages of community college students

nationally.

Table 4.12: National Center for Educational Statistics: Average Community College
Student Age

National Average Age of Community College Students (2003-2004)	Percentage of Students by Age Group (100%)
23 years or younger	47.0%
24-29 years old	18.2%
30 years and older	34.8%

(Horn & Nevill, 2006)

Overall, demographics such as gender, ethnicity and age played an important

aspect in some of the first-generation student-cultural capital facilitator relationships, but

this is not a deciding factor for all students. The following section provides another

explanation as to why cultural capital facilitators are identified by first-generation

students; the information they receive from facilitators and the personal characteristics

and attributes that the facilitator possesses.

CHAPTER 5: DATA ANALYSIS AND QUALITATIVE RESULTS

This chapter discusses the findings from the open and closed coding schemes by displaying a cross-categorization of the information and analyzing the emergent themes from both the descriptive findings and the interview data. A two pronged approach is utilized in first analyzing the data from the first-generation student perspective, followed by the cultural capital facilitator standpoint from the two research sites as collective interviewee groups. In both cases, the data is analyzed in terms of what information is transmitted between the cultural capital facilitator and the first-generation student, as well as the characteristics and attributes of the identified facilitators. The third section provides the cross-categorization analysis by looking at the major areas in which both first-generation students and cultural capital facilitators discussed cultural capital information associated with a particular characteristic and attribute. The first three sections conclude with a comparison between the first-generation students and cultural capital facilitators perspectives and gives credence to the final two sections which further scrutinize the data by looking at the major trends by interviewee group, and furthermore by research site (multi-college versus multi-campus districts).

5.1 Cultural Capital Information

This section is divided into three main components and discussed from both the first-generation student and cultural capital facilitator perspectives. Initially, the first-generation student interviews were analyzed in terms of what information students sought and/or received from their identified cultural capital facilitator. This is strictly the types

of information received from the cultural capital facilitator and does not necessarily

reflect the characteristics and/or attributes in which the information was communicated.

In a similar fashion, the second component discusses the types of information provided

by the cultural capital facilitators and are presented independent of any associated

characteristics and attributes. The third component of this section discusses the

similarities and differences in the cultural capital information as presented by both the

first-generation students and cultural capital facilitators.

5.1.1 Cultural Capital Defined

Cultural capital information is the first section discussed in this chapter and lays

the foundation in which the concept of cultural capital facilitators is discussed. The

following table provides a visual representation of the category of cultural capital

information discussed by first-generation students and cultural capital facilitators along

with its corresponding definition. These definitions are what were used in the coding of

types of information exchanged between the two-interviewee groups.

Table 5.1: Cultural Capital Defined

Category	Definition
Academic	Relating to academic success strategies, classes, or college majors.
Career	Involving students' career and/or future aspirations.
Financial	Dealing with financial aid, scholarships, paying for school and other related expenses.
General	Information related to college student success and/or the college environment, but not fitting into the other categories as defined by cultural capital.
Personal	Concerning students' personal matters unrelated to academic, career, or financial situations, but relating to a student's overall success in life on a more personal level. This may relate to appropriate behavior on-campus and in the community, stress management, improving the quality of life, and how previous experiences have impacted the students' current situation.

5.1.2 First-Generation Students

The types of information first-generation students reported discussing with cultural capital facilitators fell under the guise of cultural capital as defined in this dissertation. Students identified the categories of academic, career, financial and personal information as being communicated and exchanged with their cultural capital facilitator, independent of the characteristics and attributes used to transmit the information. This cultural capital information is further explained by the following codes in alphabetical order. Next to each code, the corresponding category is defined, as well as an example from the student interviews is presented from both research sites.

(1)   Academic: Relating to academic success strategies, classes, or college majors.

For example, "He taught me things about different scheduling. There's (sic)

some things that you have to sign up for online. I forget something like Sports

Medicine or something. There's like Strength & Conditioning at the major

universities" (S1-S1). "(He showed me) ways of studying, how community

colleges differ from a university. Basically how there's your adult life then

there's like your immature moments. Like you're having fun and all that stuff

and you have to separate that (to be successful)" (S2-S2).

(2)   Career: Involving students' career and/or future aspirations. For example,

"He's the only person I've met who's in that field right now" (S1-S1). "He

kind of talked to me about what I could do about career choices. Like if I

wanted to get a Psychology degree or something like that" (S7-S2).

(3)   Financial: Dealing with financial aid, scholarships, paying for school and

other related expenses. For example, "Like (what I learned about) Financial

Aid. I should do it real early like in the summer in all so then I'd have my

money like that, but I was doing everything at like the last moment" (S6-S2).

(4)   Personal: Concerning students' personal matters unrelated to academic,

career, or financial situations, but relating to a student's overall success in life

on a more personal level. This may relate to appropriate behavior on-campus

and in the community, stress management, improving the quality of life, and

how previous experiences have impacted the students' current situation. For

example, "He's the only person I've talked to about personal stuff" (S6-S1).

"(I learned) a lot of the skills like taking care of your body and stuff like that.

Like easy techniques like using a tennis ball to massage the bottom of your

feet to make you move better. If I would have known that before, that would

be good" (S5-S2).

First-generation students mentioned cultural capital information from the above

categories a number of times, independent of the characteristics and attributes of their

identified cultural capital facilitators. The most prevalent category of cultural capital

information discussed by first-generation students was academically related followed by

career, personal and financial information. The following section provides insight into

the cultural capital information provided by cultural capital facilitators from their own

perspectives and follows with a discussion comparing the two-interviewee groups'

responses.

 5.1.3 Cultural Capital Facilitators

The types of information cultural capital facilitators reported discussing with

community college students were similar to those discussed by the first-generation

students, although an additional category of *General Information* was added. Cultural

capital facilitators identified the categories of academic, career, financial, general and

personal information as being communicated and exchanged with community college

students and is further explained by the following codes in alphabetical order. Next to

each code, the corresponding category is defined, as well as an example from the cultural

capital facilitator interviews' at both research sites are presented.

(1)   Academic: Relating to academic success strategies, classes, or college majors. For example, "They (students) come about their major, curriculum, transfer information, credit from other schools, courses and what is not applicable" (F2-S1). "Now it's often more directly related to the content issues than it is to life issues. My mom hates me and my dad blah, blah. I don't hear that as much anymore but it is more in relation to (content)" (F3-S2).

(2)   Career: Involving students' career and/or future aspirations. For example, "Basically, career counseling services, how you interview for jobs, how to create resumes, professional ethics, work etiquette" (F6-S1). "(After chatting with the student for some time about an unrelated issue,) I realized that he did not have a major. Did not know what he was doing. And then we began to talk about what were some of the ways that he could select a major. And as a result, he agreed that he would take the (class) which is a career information, career choices class next semester" (F9-S2).

(3)   Financial: Dealing with financial aid, scholarships, paying for school and other related expenses. For example, "Any childcare programs, or scholarship information, I mean it really ranges, lately it's been a lot about campus jobs" (F3-S1). "Or pre-students who are coming in for information, where I'm trying to get them to look at financial (related information)" (F6-S2).

(4)   General: Information related to college student success and/or the college environment, but not fitting into the other categories as defined by cultural capital. For example, "(We discuss) decision-making, processing. Sometimes

processing stuff that happens to them. In the collegiate environment, they either don't understand it, don't have a vocabulary for it, or something and they're trying to make sense of some of the experiences on-campus" (F6-S1). "If I'm getting a brand new student; I really love getting a brand new student, clean slates are great. But I start at the very beginning with (the community college) I ask them why have they come here? And let them give whatever their response is and I ask them what their knowledge of the college and even if they tell me they have some, they attended 10 years or 15 years ago I really do start at square one with the students and we start at the process from application to developing an education plan to everything in between" (F8-S2).

(5) Personal: Concerning students' personal matters unrelated to academic, career, or financial situations, but relating to a students' overall success in life. This may relate to appropriate behavior on-campus and in the community, stress management, improving the quality of life, and how previous experiences have impacted the students' current situation. For example, "Usually it starts off with them just confiding their frustrations (about life)" (F3-S1). "It's ranged for her (our discussions) from high school where it was like "I don't know if I want to be going out with this boy anymore, to more complex issues" (F3-S2).

Facilitators discussed cultural capital information with community college students without associating a corresponding characteristic or attribute with the information. The most prevalent category of cultural capital information discussed by the facilitators was career related followed by personal, academic, financial, and general information, respectively. The following section discusses the prevalence of these categorical responses by interviewee type and provides explanations between the similarities and differences in the two-interviewee groups.

5.1.4 Comparing Cultural Capital Information by Interviewee Group

There are noticeable differences in the prevalence of certain categories of cultural capital information when comparing the number of responses from first-generation students and cultural capital facilitators. First-generation students mentioned academic information more frequently than the other categories of cultural capital information, whereas career information was mentioned at the highest rates for the cultural capital facilitators.

With first-generation students, the increased number of academic cultural capital information occurrences can possibly be explained by two reasons. First, 70% (14 out of 20) of the cultural capital facilitators identified taught courses at the community college. Students who interacted with their facilitator in an academic setting, or perceived that their facilitator had some connection to the academic side of the institution, might be more likely to ask for, or receive cultural capital information related to academics from this individual. This supports Kuh's (1995) assertion that students associated interactions

with faculty with learning, and academic skill development. Whether sought out or unsolicited by the student, academic information was the main reason in communicating with their identified facilitator, which was more likely to be an instructor of academic material. (The cultural capital facilitators' job titles are discussed in chapter six).

Secondly, due to the fact that the community college is an academic institution and therefore topics such as classes, study skills and college majors are discussed on a more open basis, students might be more likely to discuss these areas with their facilitators. Since students were asked to identify individuals' *on-campus* and discuss their interactions with these individuals, students might have first thought about the academic connection or information discussed with their facilitator as opposed to other topics such as financial and personal matters.

Although the areas of financial and personal matters were discussed, they were done so less frequently during the first-generation student interviews' for possible reasons including 1) students' feeling less comfortable sharing this information with the interviewer, especially in a public space, or 2) not discussing these instances with facilitators' at all due to the topics more private nature. Jaasma and Koper (1999) support this assertion from the student perspective in finding that faculty-student interactions involving the discussion of personal problems, was less likely to occur in both a formal and informal context. This is not true from the cultural capital facilitator perspective as personal information was the second most frequently discussed area of cultural capital for them. This difference can possibly be explained from the cultural capital facilitator perspective in that the facilitators might be more likely to remember the interactions

involving the transmission of personal information as they were more impactful to the facilitator, whereas academic information was more routine in their interactions with students and less of an oddity.

Surprisingly, career information was discussed less frequently by first-generation students than academic information despite career preparation being a strong focus of the community college mission. This phenomenon could perhaps be explained by first-generation students' not knowing the importance of career development during their second year of college, even though the second year of college is often viewed as a time in which students seek to solidify their career decisions and personal goals (Anderson & Schreiner, 2000; Boivin, Fountain, & Baylis, 2000). This supports the assertion that if first-generation students lack the cultural capital information around career development to pursue these endeavors, they are at a significant loss in their higher education pursuits. Cultural capital facilitators, on the other hand, discussed career information at higher levels than any other category of cultural capital information. This is a noteworthy comparison, in that facilitators reported discussing these matters with students at higher levels, but students are not seeing this as significant, or picking up on the importance of the information. This finding is investigated further in chapter six when the types of cultural capital information are discussed and specifically the dominance of academic, cultural capital information is presented.

Nevertheless, in informing the research question of what types of information, knowledge and experiences are transmitted between the cultural capital facilitator and the first-generation, community college student, it can be said that cultural capital

information was discussed around academic, career, financial and personal matters. It is important to note that this section on the cultural capital information exchange between first-generation students and cultural capital facilitators was discussed without the recognition of any associated characteristics and attributes that the facilitators may possess in conveying the information. The cultural capital information discussed by both interviewee groups, independent from the characteristics and attributes provides drastically different responses when compared to cultural capital information discussed within the context of characteristics and attributes. This cross-categorization of cultural capital information and characteristics and attributes is further expanded upon in the third section of this chapter.

5.2 Cultural Capital Facilitator Characteristics and Attributes

This section discusses the specific characteristics and attributes possessed by cultural capital facilitators from both the first-generation student and cultural capital facilitator perspectives'. It concludes with a comparison of the characteristics and attributes discussed from both of the interviewee groups. These characteristics and attributes are discussed independent of any cultural capital information, as this cross-categorization is discussed in the third section of this chapter. This section helps enlighten the reasons as to why first-generation students sought out these particular individuals as cultural capital facilitators and looks further at the characteristics and attributes in which students' discussed these explanations. From the cultural capital facilitator perspective, this section provides insight into the general categories of

characteristics and attributes that facilitators described about him or herself, unrelated to the types of information that they shared with the students.

5.2.1 Characteristics and Attributes Defined

The characteristics and attributes of cultural capital facilitators is the second section discussed in this chapter and further develops the concept of cultural capital facilitators. The following table provides a visual representation of the characteristics and attributes of cultural capital facilitators discussed by first-generation students and cultural capital facilitators along with its corresponding definition. These definitions are what were used in the coding of characteristics and attributes by both interviewee groups.

Table 5.2 Characteristics and Attributes Defined

Characteristics and Attributes	Definition
Above and Beyond	Facilitators went above and beyond by being available to students and spending time working with students on an individual basis. Facilitators were also more helpful than others on campus and exuded a student-centered persona.
Challenge and Empower	Facilitators challenged and empowered students by providing assertive guidance and holding students accountable for their actions and their word. Facilitators also reinforced students' decisions and validated their feelings and behaviors.
Connection to Campus	Facilitators were connected to campus by either being involved in student clubs or organizations, or were seen as being involved beyond their formal campus job. Facilitators were also recognized for their breadth of knowledge regarding the college and campus and their willingness to share this with students.
Real Life People	Facilitators displayed a sense of openness and being non-judgmental with students. Facilitators shared personal stories and referred students when they were unable to help with an issue. Students trusted the facilitators and what they had to say about a topic and could tell that the facilitator loved their job and coming to work everyday.
Similar Interests	Facilitators who shared similar interests in hobbies or had similar demographics as the student.

5.2.2 First-Generation Students

The first-generation students interviewed sought out their particular cultural

capital facilitator for a number of reasons. This section focuses on the characteristics and

attributes that students mentioned as being important qualities of their particular

facilitator. These categories solely discuss the characteristics and attributes of the

cultural capital facilitators and not the information that the student received from the

individual. These attributes and characteristics, according to the first-generation student,

naturally drew the first-generation student toward their facilitator. The following

characteristics and attributes are listed with their corresponding codes and are in

alphabetical order. They are further explained with a definition and example from the

first-generation student interviews at both research sites.

(1) Above and Beyond: Facilitators went above and beyond by being available to students and spending time working with students on an individual basis. Facilitators were also more helpful than others on campus and exuded a student-centered persona. "If she sees something that isn't right (regarding students) she'll speak her mind about it. She's not afraid. She'll go and tell people and make sure something is done" (S5-S1). "He's always checkin' up on me. Like hey how you been? How you doing? And I'm like the same way like hey how you been? How you doing?" (S2-S2).

(2) Challenge and Empower: Facilitators challenged and empowered students by providing assertive guidance and holding students accountable for their actions and their word. Facilitators also reinforced students' decisions and validated their feelings and behaviors. "I would assume (his religion was) Catholic, but he would say I was stereotyping" (S5-S1). "She flat out like

she'll tell you like, she'll just give you a straight up answer. As opposed to
(others) who will try to like sugar coat it for you and try to get across the same
point" (S9-S2).

(3)   Connection to Campus: Facilitators were connected to campus by either
        being involved in student clubs or organizations, or were seen as being
        involved beyond their formal campus job. Facilitators were also recognized
        for their breadth of knowledge regarding the college and campus and their
        willingness to share this with students. "(She) lets us know about events. She
        gets flyers and reads them and gets mad when she doesn't know about events.
        She's like, how come nobody told me? She volunteers at events. She served
        snow cones" (S5-S1). "Like there's dance studios in New York that she talks
        about all the time. They're talking about taking this huge trip so, stuff like
        that" (S5-S2).

(4)   Real Life People: Facilitators displayed a sense of openness and being non-
        judgmental with students. Facilitators shared personal stories and referred
        students when they were unable to help with an issue. Students trusted the
        facilitators and what they had to say about a topic and could tell that the
        facilitator loved their job and coming to work everyday. "It's her ability to, I
        mean I've seen her Ph.D. on there and stuff. But I've never thought she was
        talking above me or stuff. Like, well you should know because you're a
        college student. She has the ability to make me feel welcome" (S2-S1). "I
        think she listens to my story about where I came from and stuff. She doesn't

like, how do I say, like put me back because I have a bad background felonies and all this stuff. I just got off probation. She was cool about it, you know she understands" (S6-S2).

(5)   Similar Interests: Facilitators who shared similar interests in hobbies or had similar demographics as the student. "We do have similarities and that is what comes across as us having a lot of things in common, which we've gone through a lot of the same things in common" (S7-S1). "It's more of the, we both like writing. We're able to connect because of the similar interest" (S3-S2).

First-generation students made reference to the themes of Above and Beyond, Challenge and Empower, Connection to Campus, Real Life People and Similar Interests, independent from the types of cultural capital information they received from their facilitator. First-generation students made reference to the characteristic of being a *Real Life Person* at the highest rates, with going *Above and Beyond* and being *Connected to Campus* trailing close behind. Having *Similar Interests* followed by *Challenging and Empowering* spawned the least amount of occurrences, respectively.   The following section discussed the characteristics and attributes that cultural capital facilitators associated with him or herself, followed by a comparative look at the characteristics and attributes discussed by both interviewee groups.

5.2.3 Cultural Capital Facilitators

Cultural capital facilitators were asked to identify the characteristics and attributes that they believed they possessed which naturally drew first-generation students towards them as opposed to others on-campus. These characteristics and attributes include the following codes and are listed below in alphabetical order. They are further explained with a definition and example from the cultural capital facilitator interviews.

(1) Above and Beyond: Facilitators went above and beyond by being available to students and spent time working with students on an individual basis. Facilitators were also more helpful than others on-campus and exuded a student-centered persona. "My availability (makes me stand out). I look at it as the student pays my salary. I take time with the students and we review it until they get it. I'm here a lot. So they have the opportunity to find me as opposed to faculty who teach and leave" (F4-S1). "I think it's because I actually help them. I think that's something that they really look for instead of being sent around to different places. This little area becomes a One-Stop, so they get everything done in one area. My office is wherever I am. So I can be at home, I can be at school with them. I mean if they need to call me on the phone, I can get to my computer and help them with whatever they ask. They can call me, they can email me, it's a thing where I don't have work hours. If I'm at the mall and I run into a student, I'm not like no, I'll see them during my daytime. I'm not like that" (F10-S2).

(2) Challenge and Empower: Facilitators challenged and empowered students by

providing assertive guidance and holding students accountable for their

actions and their word. Facilitators also reinforced students' decisions and

validated their feelings and behaviors. Facilitators encouraged students to

follow their dreams and live their lives with integrity. "Probably the rumor is,

around campus that I can be fun, but a stickler.   So they (students) know that

if they come in here and they really want to do something and set a goal that

I'm going to set the goal high for them. I'm going to set the bar high and I'm

going to challenge them to be able to reach that goal" (F8-S1). "I think I'm

not helpful (to students) when they want me to answer in a certain way. They

want me to bend the rules and I won't. I'm very fair. And they know that. So

they know that it will be the same rules for everybody" (F5-S2).

(3) Connection to Campus: Facilitators were connected to campus by either

being involved in student clubs or organizations, or were involved beyond

their formal campus job. Facilitators also recognized their breadth of

knowledge regarding the college and campus and their willingness to share

this with students. "The majority of learning, I know most faculty don't like to

hear this but, the majority of learning occurs outside of the classroom, not just

the lecture so the face time that you spend with them (students) in the

classroom, is not in my mind, does not trump, everything you do with them

(students) outside of the classroom. It's all equal, it's all important" (F6-S1).

(4)   Real Life People: Facilitators displayed a sense of openness and being non-

judgmental with students. Facilitators shared personal stories and referred

students when they were unable to help with an issue. Facilitators displayed a

sense of trust on what they had to say about a topic and loved their job and

coming to work everyday. "I think honesty, trustworthiness and integrity (are

characteristics I display). I try to talk to them like I'm just one of them and

realize that they need to see that we're just people and we've been where

they're at and you know we struggled the same way and nothing has changed.

Although I may appear fully educated or whatnot, they can talk to me just like

a regular person and I think that's important. That when you talk to them you

don't talk at them but talk to them, you know with them" (F3-S1). "I think I

have pretty good energy. I think in general I tend to be very positive, and I do

think I tend to be very receptive. Creativity helps because I tend to think of

multiple solutions, you know I see the world in multiple ways. It's very easy

for me to be very okay, we can do it this way, or we can do it that way or

another way. I'm just very open to that. I think that all of those things work"

(F3-S2).

(5)   Similar Interests: Facilitators who shared similar interests in hobbies or had

similar demographics as the student. "I see a lot of the Hispanic population,

they really look for someone to relate with" (F7-S1). "I mean yea, I'm a little

younger than the average person, we tend to kid around a lot and they can

relate to that. I'm not so serious" (F10-S2).

The characteristics and attributes discussed by cultural capital facilitators mimicked those discussed by the first-generation students. This not only clarifies the categories of characteristics and attributes as discussed by cultural capital facilitators, but also validates the responses from the first-generation students. Facilitators discussed the characteristics of being perceived as *Real Life People* and going *Above and Beyond* at the highest rates with *Challenging and Empowering,* and having *Similar Interests* at lower rates as reasons that first-generation students were naturally attracted to them. The following section compares the responses from both interviewee groups and provides further insight into the role that the characteristics and attributes of cultural capital facilitators contributes to their relationships with first-generation, community college students.

5.2.4 Comparing Cultural Capital Facilitator Characteristics and Attributes by Interviewee Group (First-Generation Students and Cultural Capital Facilitators)

There are some distinct similarities and differences when comparing the characteristics and attributes of cultural capital facilitators by interviewee group. First, being perceived as a *Real Life Person* and going *Above and Beyond* were the top two categories according to both interviewee groups. These two most common areas stressed by both cultural capital facilitators and first-generation students as being important characteristics and attributes of cultural capital facilitators' are recognized in the inherent role of social capital within their relationships'.

The two-interviewee groups frequently mentioned the categories of 1) Above and Beyond, and 2) Real Life People and these can be directly related back to the theoretical framework and Coleman (1988) and Putnam's (2000) definitions of social capital. They define social capital as being a relationship built on trust and productive actions, although the complete definition cannot be fully applied to the first-generation student-cultural capital facilitator relationship. Coleman (1988) and Putnam's (2000) definitions imply reciprocity in the relationship in which both parties benefit from the social exchange. Although students trust their respective cultural capital facilitator, see them as a real life person, and receive some benefit from the interaction, the benefit and trust is not necessarily reciprocated. As the facilitator goes above and beyond to help the student, the student does not automatically benefit or help the facilitator in return.

Although not intentional, students have sought out a one-way, vertical, social capital relationship with their cultural capital facilitator. Students have selected cultural capital facilitators based on certain characteristics and attributes with the belief that they can gain some benefit through the interaction. The benefit is in the cultural capital information acquired from the facilitator; a facilitator who displays the characteristics and attributes of those in a social capital relationship, i.e. helpful (Above and Beyond) and trustworthy (Real Life People).

The next section analyzes the relationship between the cultural capital information obtained by first-generation students and the characteristics and attributes of their cultural capital facilitators. This is displayed from both the first-generation student and cultural-capital facilitator perspective.

5.3 Cultural Capital Information and Cultural Capital Facilitator Characteristics and

Attributes

This chapter has thus far established that cultural capital facilitators provide first-generation students with the cultural capital information (academic, career, financial, general and personal) to be successful in their higher education endeavors. It also has provided a breakdown as to the characteristics and attributes of these cultural capital facilitators from both interviewee groups' perspectives. Finally, utilizing a cross-categorization method in looking at the types of cultural capital information transmitted, coupled with the characteristics and attributes associated with this particular transmission, this third section provides an in-depth look at the combination of these two factors as described by both the first-generation students and the cultural capital facilitators.

5.3.1 First-Generation Students

The following segment further establishes the relationship between the cultural capital information and the characteristics and attributes of the cultural capital facilitator by looking at the context in which the first-generation students discussed the information during their interviews. This is organized by looking for links between a piece of cultural capital information and a corresponding characteristic and attribute. Below are the major findings from first-generation students at both research sites and are presented with a definition and example as seen in alphabetical order.

(1)   Academic/Above and Beyond/Helpful: Academic information was discussed in the context of the facilitator going above and beyond what the student expected and being more helpful than others on-campus. "She's always really helpful and always making sure I'm staying on track and not taking any classes that aren't going to transfer" (S2-S1). "She was real helpful. I had her for study skills class the semester or summer before I started here but she helped me out a lot as far as being prepared for the transition between high school and college" (S9-S2).

(2)   Academic/Above and Beyond/Student Centered: Students described facilitators as going above and beyond if they focused on students when working on or discussing academic matters. "He gets down to your level of understanding as an individual. He pretty much like he basically taught each person how they needed to be taught" (S1-S2).

(3)   Academic/Challenge and Empower/Challenge: Facilitators would challenge students around academic subjects or procedures. "She helped me a lot with like my study habits and time management. I'm not lazy, but I don't like to put in a lot of work with my subjects sometimes. (In high school) Usually I would just come and I'd do the homework but once you get to college it's like different. You need a lot more time and effort. After class, not just in class but after" (S8-S1).

(4) Academic/Challenge and Empower/Empower: Facilitators would empower the students academically by giving them the tools to make decisions for themselves. "She says, here, you can keep track of it (your academic progression) as you go along" (S2-S1). "(She taught me) that I can see past my classes. My English isn't that good. So if I set my goals and try to accomplish things (I can do it)" (S4-S2).

(5) Academic/Challenge and Empower/Reinforce: Facilitators empower students to make decisions regarding academics, but reinforce the students' decisions when necessary. "We always pull up the transfer sheet that I need to transfer to (the specific university) and what I'm taking. And she kind of tells me to drop this, because a lot of times I sign up for classes and then go see her so I can make sure that I get it, and I think I'm meeting all my requirements and she'll have me drop classes or switch classes, always making sure" (S2-S1). "I think that, a lot of people need that guidance, and some people can do without it, and to a certain extent I guess I could too. It makes it easier because things change from year to year. She can update her information, so that's what she does when I go to her" (S8-S2).

(6) Academic/Connection to Campus/Involved Beyond Formal Job: The facilitator was connected to campus by being involved beyond their formal job at the institution. Through this out-of-class interaction, academic information was discussed. "We (campus student organization) also took a trip to (the university). I had been there many times because my sister went

there, but I probably wouldn't have went up there and had a full day up there

if it wasn't for her. I had been up there lots of times so I kind of knew stuff,

but I probably wouldn't have spent the whole day. I wouldn't have met all the

people I met if it weren't for her" (S8-S1).

(7)   Academic/Connection to Campus/Knowledge of Campus and College:

Students perceived facilitators as being connected to campus by discussing

their knowledge of the campus and college on a broader, academic sense. "I

talked to so many other counselors here, or advisors and I know they have a

partnership with (the university), and the (university) rep is here all the time

so that was the only thing that was ever kind of like mentioned really. So this

is the program that you are going to transfer to. The (university). So I was

talking to her and saying "I don't know if I can pull off that schedule, it's

Monday through Friday" and she was like "Has anyone talked to you about

this program (at a different university), and I was like NO!! So I completely

changed the university that I was going to go to. So that was kind of useful"

(S2-S1). "I talked to him a few times about the class and stuff and he talked

about what I could do, or how I should pursue if I wanted to do some kind of

degree, what classes I should take, what jobs might be offered, stuff like that.

Yea, he was a good teacher he was also an advisor originally before he started

teaching I guess, so he had a background" (S7-S2).

(8)   Academic/Real Life People/Personal Stories: Students described facilitators as

being Real Life People if they told personal stories about their own academic

choices, difficulties, and triumphs. "He always said how he didn't want to go to school at first and I didn't want to go to school at first and he went on and ended up getting a Psychology degree. So yea, I mean I kind of put a different look on it from that. So now I guess I'm taking it a little more seriously than I once did. So now I put more emphasis on it" (S7-S2).

(9)   Career/Connection to Campus/Knowledge of Campus and College: Students perceived facilitators as being connected to campus by discussing their knowledge of the campus and college on a broader sense in dealing with career matters. "She knows more things about the (nursing) position (than anyone else on campus)" (S4-S1). "I asked him about how to get yourself published, so if there's any kind of thing on the campus we have like that" (S3-S2).

(10)   Financial/Above and Beyond/Helpful: Financial information was discussed in the context of the facilitator going above and beyond what the student expected and being more helpful than others on-campus. "She's the one who initially helped me out with my statement letter. She did a lot of that. And got me into really applying for scholarships because I had never really received one" (S7-S1). "I don't know if I could go study more, because of the money and I couldn't figure out how to get some money. And she helped me with some scholarships" (S4-S2).

(11)   Financial/Above and Beyond/Student Centered: Facilitators go above and beyond to provide information to students about financial aid, scholarships

and other programs. "There's (sic) all types of workshops that she gives, like scholarships she gave us, stuff like that. She was like the first person to take me under her wing here, since I was new and everything" (S8-S1). "He was there at my high school and stuff signing papers. And he got me a scholarship for two years at (the community college). He went to my (high) school and got me my scholarship and everything" (S10-S2).

It is important to note that as the interviewer, I did not probe the student to make connections between the cultural capital information and the characteristics and attributes of their facilitator. It was important to see if the student related the information to a particular characteristic or attribute on his or her own volition. This would therefore make the case that the cultural capital information and facilitator characteristics and attributes are indeed linked and not necessarily individual entities.

The 11 major cross-categorization responses came from first-generation students at both research sites. Academic, cultural capital information paired with a corresponding characteristic and attribute was the most frequently discussed area amongst the first-generation students composing 8 out of the 11 major categories. Of the total cross-categorization responses from first-generation students where cultural capital information was associated with their facilitators' characteristics and attributes, an academic pairing composed 60% of the responses.

The remaining 40% of cross-categorization responses spanned the remaining types of cultural capital information (career, financial, and personal), the general

characteristics and attributes (above and beyond, challenge and empower, connection to campus, real life people, and similar interests), and the sub-categories (availability/time, student centered, helpful, assertive guidance, challenge, empower, encourage, hold accountable, reinforce, involved on-campus beyond formal job, knowledge of college and campus, care, love of job, non-judgmental, openness, personal stories, referrals, supportive, and trust). Some of these cross-categorization responses, although not discussed in this section, will provide greater insight when the corresponding cultural capital facilitator interviews are presented in the next segment.

Furthermore, in the following section, cultural capital facilitators discuss the information shared with students, as well as the characteristics and attributes that they believe they possess that naturally attracts students to them. It will also provide information as to the cultural capital facilitators cross-categorization responses followed by a comparison between the responses of first-generation students and cultural capital facilitators. The concluding section of this chapter delves deeper into exploring the similarities and differences between the research sites and interviewee groups and draws conclusions as to why the characteristics and attributes of cultural capital facilitators were discussed in the context that they were by both students and facilitators.

5.3.2 Cultural Capital Facilitators

This section establishes the relationship between the cultural capital information and the characteristics and attributes of the facilitator by looking at the context in which cultural capital facilitators' discussed such information during their interviews. This was

organized by looking for links between a piece of cultural capital information and a corresponding characteristic and attribute. The major findings are discussed below with a definition and example as seen in alphabetical order.

(1)   Academic/Above and Beyond/Availability and Time: Facilitators discussed academic, cultural capital information by going above and beyond in their availability and time provided to students. "I usually let them know that I also do advisement in the evenings, and so then they know, okay I can talk to her about this, classes, or transferring as well as pretty much anything else. So I try to set that environment, a safe environment and build a rapport right away, being available" (F3-S1). "Now I feel like I am respected for my expertise but I'm accessible enough that people come for things kind of outside of that. More now when they come to me it's about issues directly related to subject matter, how they're doing something" (F3-S2).

(2)   Academic/Above and Beyond/Helpful: Facilitators discussed academic cultural capital information by going above and beyond and being helpful to students. "And even sometimes students will come in if not for what classes to take, but for help with the classes they are taking. They're kind of struggling not doing well in a class or in all of their classes and aren't really sure what they need help with whether it's note taking, or test anxiety reduction, so they'll come in for help about their classes. And then that

requires a little further probing for what's going on. Maybe it is note-taking

skills, but usually it's more than that" (F4-S2).

(3)   Academic/Above and Beyond/Student Centered: Academic cultural capital

information was discussed in the context of the facilitator going above and

beyond what the student expected and by being focused on students

specifically. "I think initially when they first come on-campus and they

somehow wonder in to the office, they don't really know who to turn to or

where to get information. They tried the advisement area because that's

where they started off at, and it's so formal. So when I see a new student I try

to ask, "what type of classes are you taking?" I try to build a rapport with

them" (F3-S1). "I try to touch them through class and keep that open. And I

do. I try really hard that they keep coming back, either through email, I get a

lot of email from these students. We take class pictures, we do a class picnic

on the last day.   So we try to build things outside of the academics. That's

one of the things that we do, or I do" (F6-S2).

(4)   Academic/Challenge and Empower/Challenge: Facilitators would challenge

students around academic subjects or procedures. "They use these same skills

in other classes, and that's my goal. This is not just for you to pass this class;

my class is not the only class in the world. Take these skills and use them in

your other classes. These are life skills. It's like a hand grenade, you take the

pin out and you throw it and they get the message and you see them later and

they say, you know you were right" (F8-S1). "The one woman who was just

in here is really an over the top good writer. She is a really, really good student, so I would treat her writing slightly differently because I would need to. I need to push her in different ways then I need to push some other people because they are in such different places, different zones. So what I might do and have done is explain things in a different way, talk about things in a different way. Well you can do this with this project, I wouldn't let just anybody do this, but you are ready to make this next step" (F3-S2).

(5)   Academic/Challenge and Empower/Empower: Facilitators would empower students around academic issues or procedures. "I try to give them options. And I try to allow them, as opposed to telling them they can't do something; I try to let them see what the requirements are. "If you want to go into the medical field or major in science, yet you can't get past Basic Arithmetic, then I'm going to show you all the classes of math that you have to take.   It's still going to be your decision; I'm not going to deter you from that. I'm going to empower you to know what decisions you have to make" (F8-S1). "And then there are other students where you can be whoa, you did really shitty. You're retaking the (assessment) test. That's the bottom line.   I always suggest for students who do poorly, always suggest that they can retake it, but some I'm like, you must have been smoking crack or something happened, this is unusual for you, you should retake the test. I'm right about 80-85% of the time. When they retake it, they always bump it up a notch" (F10-S2).

(6)   Academic/Real Life People/Referral: Facilitators described themselves as not

knowing all of the answers when it came to academic issues, and therefore felt

comfortable referring students to the appropriate resources. "They also come

for these new academic degrees we are offering and want advisement about

them. I tell them a little bit and then refer them to advising" (F1-S1). "So

maybe it might be information about, if they're struggling with a Math class,

telling them about the tutoring center. You know they come in thinking I

have to drop, or I have to withdraw, and I'll say, did you know that we have

tutoring available? Or I'll talk about, have you gone to see your faculty

during their office hours, do you have a study buddy, so those kind of things"

(F4-S2).

(7)   Career/Challenge and Empower/Challenge: Facilitators challenge students

around career issues and desires. "And it's like why do you want to go that

route? If you are pursuing something that you want and desire, what do you

want to be? So I really stir their mind and start making them think about their

goals, their aspirations, what makes them. I had a student who wanted to be a

nurse but she had no clue. She was basically jumping at something whatever

she could reach for just to satisfy mom. But in truth she didn't want to be a

nurse. I know how to go about without stepping on their toes or getting in

their face" (F7-S1). "I don't lie, if I tell you that what you're doing is not

good, then it's not good. But if I tell you it's good you know it's good

because I try very hard not to lie to you. It doesn't behoove me to lie in the dance world" (F5-S2).

(8)   Career/Real Life People/Referral: Facilitators refer students to individuals that are related to the students' career interests. "I used to do a career project and that's how I wound up connecting a lot of kids, Oh you know who you need to talk to, or this person would be able to help you or that kind of thing" (F3-S2).

(9)   Financial/Above and Beyond/Helpful: Facilitators went above and beyond and were helpful when transmitting information regarding financial matters. "I try to explain to the student the financial aid process, but unfortunately the government has standards that don't necessarily help the student. I may have to ask students more questions, like, they told you that you didn't qualify this semester, but are you working now? Well you can change your status" (F2-S1). "They really often come to me with all their financial aid stuff and we file it here, or wherever I'm at" (F10-S2).

(10)   Financial/Above and Beyond/Student Centered: Facilitators went above and beyond and were student centered when conveying financial information. "Students who receive the scholarship get a free ride (to the university). We rely on faculty to announce it in class, but we don't know if they're doing that and I'm the chair of that committee, helping the club advisor so, last week I did a table outside with the flyers trying to attract attention to it (the scholarship)" (F5-S1). "I try to work with kids with low SES in how we can

best use your scholarship money, how do you get scholarship money. I talk

about FAFSA in a dance class" (F5-S2).

(11) General/Above and Beyond/Helpful: Facilitators provided general cultural

capital information by going above and beyond and helping the students. "So

there are just kind of some general things that I think are important for me to

have information about so that I can best be able to help the students" (F8-S1).

"I try to give them as much, here's the thing with students at the age that I

work with. They're very…they only hear certain things. And so the things

they don't ask for are things that they're not really aware of. The pitfalls. So

I mean I try to caution them as much as possible about reading stuff. That

they should read stuff that gets mailed to them and if they don't understand

the stuff that they're getting at home then they should ask questions. Like

really common sense type things. And I'll also do things like ask them to

show me like to start an application or something and they'll look up and say,

I don't know. How do you do this?" (F10-S2).

(12) General/Above and Beyond/Student Centered: When facilitators were

transmitting general cultural capital information to students, they went above

and beyond in a way that was student centered. "It's really the general

information that we should all know as student services employees. I place

quite a bit of value in that. Sometimes those blanket statements that you make

about the college or what they want to do, where they're from, where they

want to go. Generally I'm trying to find out from them, what are their

resources, what is their availability in terms of time commitment, are they on financial aid" (F8-S1)? "Many, many times, they don't know the questions to ask. And so what I try to do, and I'll say to them, please tell me to stop, if you are already aware of this or you have knowledge of this so that we don't take up too much of your time. I do like to give them that information because again, sometimes they don't know or they are afraid" (F8-S2).

(13)   General/Connection to Campus/Knowledge: When facilitators are informing students about general cultural capital information, they utilize their connection to campus via their knowledge of the campus and college processes and procedures in communicating the information to students. "Students don't always know, what they don't know, so when there's a logical connection to other information that they didn't ask for, if there's a connection to the information that they're asking for, if it's relevant, then I'll provide them extra info or resources. The other piece is I have way more information than most faculty because Counseling Faculty and Librarians, I don't know all over the country, are considered service faculty. Not only do we teach, but we provide recruitment and retention services, testing services, we support student clubs, student life activities, financial aid, registration, and enrollment services" (F6-S1).

(14)   General/Real Life People/Trust: When facilitators convey general, cultural capital information, they do so in a trustworthy manner. "I develop a rapport with students and they learn to trust me. With these students you have to pull

information out of them because they don't know where to start" (F2-S1). "I believe that my information is good; that they trust it. I think that there's a level of trust and respect that's there" (F6-S2).

(15)   Personal/Above and Beyond/Helpful: Facilitators were helpful to students when providing personal information or direction. "I needed to contact all of her instructors and got a release from her, contacted all of her instructors, told them that she had been a victim of a very traumatic event and that she would be talking to them about how she could catch up on her work" (F9-S2).

(16)   Personal/Challenge and Empower/Challenge: Facilitators challenged students regarding personal issues or matters. "(When discussing a traumatic event with a student) "Yeah, but how did it affect you?" So the reason I found that out is because I need for her to understand that as she pursues her education and her life, those things are going to come up and she is going to have to learn to deal with it and she has to grow and she has to mature and she has to learn to overcome" (F7-S1). "So we started to talk about his family life as well and he's very much into the HAM radio thing so he said he tends to neglect things. So I said, how does that go over with the wife? And he goes, it gets to the point where things start to build up and then he'll take care of it. So these are a couple of things, where I say, do you see the pattern here?" (F6-S2).

(17)   Personal/Real Life People/Personal Stories: Facilitators convey personal, cultural capital information to students through the use of personal stories

about their own life experiences. "I try to communicate with them on a personal level, I let them know that whatever doubts that they may have, they're not the only ones, and I express to them my doubts and the decisions that I've made and I try to point out what they have. I try to communicate with them on a personal level" (F3-S1). "So we were talking about you know forgiving himself for being human and allowing himself to turn in something that really wasn't up to what his standards are. And I was telling him stories about a story I just got finished writing this weekend. It had been sitting idol for 9 months I just came to a wall and thought I don't know what to do with this. I have no clue what to do with this. So I made some notes and this last weekend it was just like I know what I've got to do, I got it. So I sat down and the story just tumbled out" (F3-S2).

(18)   Personal/Real Life People/Referral: Facilitators realize their limits in working with students around personal issues and are not hesitant to refer the student to the appropriate person at the campus, or in the community. "I will refer them (students) to the resource that is most useful. Especially when it comes to their personal problems. I try not to touch that because I don't consider myself an expert on that when something is going on in their home. They want some advice or something and I'm not comfortable giving advice on those types of issues. I really try to hit up the counselors because they're the experts" (F5-S1). "Many of these students are in dyer need of lots of resources, community resources, ranging from, frequently I'm getting food

boxes, frequently I'm referring to agencies for housing issues. Lots of

personal needs. I work with a population that's very high risk. So a lot of

them come needing life skills, they come needing emotional support, they

come needing information in the community, like referrals for therapy or that

kind of thing" (F9-S2).

(19)   Personal/Real Life People/Supportive: Facilitators are seen as real life people

when they discuss personal information in a supportive manner. "They also

come for personal things. They like to come and talk about whatever is going

on. So that's another thing that we do here. Moral support" (F10-S2).

The cultural capital facilitators had very similar connections between the cultural

capital information discussed with students and the characteristics and attributes they

perceived themselves as possessing. Of the 19 major cross-categorization responses

coming from the cultural capital facilitator interviews, academic, cultural capital

information paired with a corresponding characteristic and attribute represented the most

discussed area amongst the cultural capital facilitators composing 6 out of the 19 major

categories, followed closely by personal, cultural capital information paired with a

corresponding characteristic and attribute with 5 out of the 19 major categories. Of the

total cross-categorization responses from cultural capital facilitators where cultural

capital information was associated with their own characteristics and attributes, the 19

major findings composed 65% of the total responses.

The remaining 35% of cross-categorization responses occurred between 0-2 times depending on the research site and spanned all types of cultural capital information (academic, career, financial, general and personal), the general characteristics and attributes (above and beyond, challenge and empower, connection to campus, real life people, and similar interests), and the sub-categories (availability/time, student centered, helpful, assertive guidance, challenge, empower, encourage, hold accountable, reinforce, involved on-campus beyond formal job, knowledge of college and campus, care, love of job, non-judgmental, openness, personal stories, referrals, supportive, and trust). Some of these minor cross-categorization responses provide greater insight when a comparison of the corresponding first-generation student information is presented in the next section.

5.4 Comparing Cultural Capital Information and Cultural Capital Facilitator Characteristics and Attributes by Interviewee Group (First-Generation Students and Cultural Capital Facilitators) and Research Site

The characteristics and attributes of cultural capital facilitators have been presented in the previous sections, and are now examined in the context of comparing student-facilitator responses collectively and furthermore by research site (multi-college district versus multi-campus district). This comparison allows a number of postulations to be drawn including: 1) Are cultural capital facilitators and first-generation students identifying the same characteristics and attributes as being significant? 2) Are there similarities and differences between research sites? And more preciously, 3) Can these

similarities and differences be attributed to the multi-college and multi-campus design of Site One and Site Two, respectively?

The final two sections analyze the similarities and differences in cultural capital facilitator characteristics and attributes by first comparing the responses of the first-generation students and cultural capital facilitators as collective units, and then separated by research site (multi-campus district versus multi-college district). Section four is disaggregated by three distinct categories: 1) Similarities from both Interviewee Groups (First-Generation Students and Cultural Capital Facilitators) in the Characteristics and Attributes of Cultural Capital Facilitators with Associated Cultural Capital Information, 2) Similarities from both Interviewee Groups (First-Generation Students and Cultural Capital Facilitators) in the Characteristics and Attributes of Cultural Capital Facilitators with Dissimilar Associated Cultural Capital Information, and 3) Differences from both Interviewee Groups (First-Generation Students and Cultural Capital Facilitators) in the Characteristics and Attributes of Cultural Capital Facilitators with Associated Cultural Capital Information. The fifth and final section provides insight into the similarities and differences by research site.

5.4.1 Similarities from Both Interviewee Groups (First-Generation Students and Cultural Capital Facilitators) in the Characteristics and Attributes of Cultural Capital Facilitators with Associated Cultural Capital Information

A number of similarities arose during the comparison of the characteristics and attributes of cultural capital facilitators when looking at the responses of first-generation

students and cultural capital facilitators. Four categories emerged as being major

findings from both the student and facilitator standpoint. This section discusses these

similarities and why these themes emerged from both groups as being significant in the

first-generation student-cultural capital facilitator relationship. The type of cultural

capital information associated with each characteristic and attribute is also discussed in

order to provide the context in which these specific themes emerged.

5.4.1.1 Above and Beyond/Helpful

Going *Above and Beyond* and being *Helpful* was a major characteristic discussed

by both first-generation students and cultural capital facilitators. This characteristic was

a major finding for two areas of cultural capital information; academic and financial.

Within these categorizations, the most common examples discussed by both first-

generation students and cultural capital facilitators dealt with resources and techniques

that the facilitator would go above and beyond in providing for the student in order for

them to be successful, as well as scholarship searches and methods for the students to

become more financially comfortable while in college (S2-S1; S4-S1; S7-S1; S8-S1; S4-

S2; S9-S2; F2-S1; F3-S2; F4-S2; F6-S2; F9-S2; F10-S2). This is a major finding in that

students saw facilitators as being helpful and going above and beyond when relating

academic and financial information, and the facilitators related the same messages as

being key.

As discussed in previous sections, first-generation students might have been more

likely to discuss academic information with their cultural capital facilitator because of the

academic nature of the community college. By both groups validating not only this type of cultural capital information, but also connecting the corresponding characteristic of going above and beyond and being helpful, further solidifies the role that cultural capital facilitators play on community college campuses. Cultural capital facilitators are actively helping students with their academics more so than other people that the student may come in contact with by providing them with the appropriate academic information to be successful in the higher education system. Furthermore, by cultural capital facilitators providing financial information in a similar manner of going above and beyond and being helpful, they are securing the chances of the first-generation student to be able to make more secure financial decisions. Both categories of information, combined with the corresponding characteristic paint the picture of cultural capital facilitators working with first-generation students by helping them gain the academic and financial information needed to succeed in their higher education endeavors.

5.4.1.2 Above and Beyond/Student Centered

Going *Above and Beyond* and being *Student Centered* was a major characteristic discussed by both first-generation students and cultural capital facilitators. This characteristic was a major finding for two areas of cultural capital information; academic and financial. The most common examples in dealing with this cross-categorization area related to facilitators being focused solely on the first-generation student and going out of their way to focus on the students' academic and financial well-being (S3-S1; S8-S1; S1-S2; S2-S2; S6-S2; S10-S2; F2-S1; F3-S1; F7-S1; F3-S2; F4-S2; F5-S2; F6-S2). This is a

major finding with students' feeling like their facilitator focused on them as individuals

and provided them with personalized information regarding academic and financial

issues, and the facilitators replicated these feelings in the way they relayed such

information.

Although both groups of interviewees valued the characteristic of going above

and beyond the call of duty and being student centered, they saw it in different ways. For

the first-generation students, they viewed their facilitator as going beyond what they

thought the guidelines of their formal jobs entailed and focused on them as individuals.

First-generation students saw their facilitator from an individual perspective, only

focusing on him or her as an individual. Cultural capital facilitators, on the other hand,

responded in a more global context by seeing themselves as going beyond their formal

duties, but extending this to a broad array of students. Facilitators focused their

intentions not on one particular student, but on all students that they serve. As one

facilitator best represented the above and beyond ethos and being student centered by

stating, "I will email or call instructors and tell them about a student who is having

problems with a class and try to get them to meet because a student is shy. I do this for

all my students" (F2-S1).

This strong focus on being student centered in providing both academic and

financial information, truly enlightens the cultural capital facilitators role in providing

individualized attention to the students' needs. Although each interviewee group might

perceive the student centered attribute differently, students individually and facilitators

globally, these perceptions are still positive contributions to first-generation student success.

5.4.1.3 Challenge and Empower/Challenge

The *Challenge and Empower* category by *Challenging* students was a major characteristic discussed by both first-generation students and cultural capital facilitators. This characteristic was a major finding for one area of cultural capital information, academic. Challenging students around academic issues was an area shared by both first-generation students and cultural capital facilitators and manifested itself in examples related to pushing students to engage in more challenging academic situations and making students think on a deeper level about academic issues that they were facing (S6-S1; S7-S1; S8-S1; F8-S1; F3-S2; F4-S2; F6-S2; F8-S2). This is a major area of discovery in that students recognized that being challenged by facilitators around academic areas was an appropriate and somewhat welcoming strategy for getting them to think at deeper levels, and facilitators saw this as a strategy for conveying academic information as well.

Although challenging someone may be perceived as being negative, first-generation students appreciated their cultural capital facilitator doing so around academic issues. It is possible that first-generation students had never been challenged by someone academically, who they felt a close connection to such as their facilitator. Likewise, cultural capital facilitators may challenge students constantly around academic areas since the nature of their role on campus allows them to do so. Despite the facilitators'

motivations for challenging students around academic areas, students felt that this was an important element of their relationship.

5.4.1.4 Challenge and Empower/Empower

The *Challenge and Empower* category encompassing *Empowering* students was a major characteristic discussed by both first-generation students and cultural capital facilitators. This characteristic was a major finding for one area of cultural capital information, academic. Empowering students around academic areas was often manifested in examples focusing on providing students with academic information and allowing the students to utilize the information in their own decision-making process (S2-S1; S4-S2; F8-S1; F3-S2; F10-S2). First-generation students appreciated this quality when receiving information from their cultural capital facilitator in that they were provided with academic information and allowed to make their own decision on what to do with the information. Facilitators also saw this characteristic in conveying academic information as being beneficial in working with students.

The feeling of empowerment around academic issues may be an important aspect for the age demographic of first-generation students interviewed because it is possible that they have not been charged with making their own decisions thus far in life. By the facilitator providing the student with academic information and then allowing the student to make his or her own decision about the information, may resonate with some students as the feeling of empowerment. Likewise, the cultural capital facilitator moves away from a more parental role of telling a student to make certain choices, but instead,

providing the student with the appropriate academic information, and letting the student do with it what they wish.

Not surprisingly, the four major areas of commonality expressed by both interviewee groups involved the exchange of academic, cultural capital information since this was the most dominant category discussed by both parties. These major findings are further discussed in the following chapter when the topic of cultural capital facilitator characteristics and attributes are discussed as either inherent traits, or training opportunities for community college practitioners.

5.4.2 Similarities from Both Interviewee Groups (First-Generation Students and Cultural Capital Facilitators) in the Characteristics and Attributes of Cultural Capital Facilitators with Dissimilar Associated Cultural Capital Information

Similarities arose during the comparison of the characteristics and attributes of cultural capital facilitators when looking at the responses of first-generation students and cultural capital facilitators, although the corresponding cultural capital information was not similar amongst the two groups. Two categories emerged as being major findings from both the student and facilitator standpoint and are discussed in terms of significance in the first-generation student-cultural capital facilitator relationship. The type of cultural capital information associated with each characteristic and attribute is also presented according to the interviewee group that found it significant.

5.4.2.1 Connection to Campus/Knowledge of Campus and College

Being *Connected to Campus* and having *Knowledge of the Campus and the College* was a significant attribute according to first-generation students and cultural capital facilitators. This attribute was a major finding when both academic and career information was exchanged for first-generation students, and general information for cultural capital facilitators. First-generation students felt the significance of their facilitators' knowledge of the campus and college as being a noteworthy attribute when receiving academic and career related information such as that related to the transfer process and specific career tasks (S2-S1; S4-S1; S3-S2; S7-S2; S9-S2). Cultural capital facilitators, on the other hand felt that the same characteristic was important, but when conveying general cultural capital information to the student such as information relating to making the sometimes invisible connections of the college environment and how each unit works together for the students' success (F6-S1; F7-S2).

It is possible that facilitators' did not connect their knowledge of the college and campus to specific pieces of cultural capital information, but rather found value in the importance of linking this information at a greater level for students. Students may come in with a specific question about their academic program and instead of just providing the answer to the student, the facilitator may present information related to careers associated with their academic program, internships and scholarship available for the student, clubs and organizations related to the academic major and other students or employees with knowledge of the academic discipline. Facilitators obviously use their knowledge of college and the campus when communicating with students, although the specifics were

not communicated during their individual interviews to either prove or disprove this hypothesis.

First-generation students, on the other hand, appreciated and recognized their facilitators' explicit knowledge of the campus and college when it came to providing specific information relating to academic and career matters, although possibly they only picked up on the answer to their initial question, as opposed to the multiple connections that their facilitator made regarding their original inquiry. This is an important finding in that the level of significance and breadth of information provided by the cultural capital facilitator may have been lost with the student, or the student might not have thought about such general information and instead focused on the specifics that they could tangibly assign meaning.

5.4.2.2 Real Life People/Personal Stories

Being *a Real Life Person* and sharing *Personal Stories* was a significant attribute according to first-generation students and cultural capital facilitators. This attribute was a major finding when academic information was exchanged from the student standpoint, and when personal, cultural capital information was discussed according to cultural capital facilitators. First-generation students appreciated learning about their facilitators' academic struggles, challenges and triumphs as they relayed this information through personal stories because the student could relate to what the facilitator had gone through because they were experiencing these same issues (S1-S2; S5-S2; S7-S2). First-generation students connected the personal stories to an academic issue whereas the

facilitators perceived the sharing of stories as a deeply personal moment. Facilitators shared stories about their personal lives in hopes of relieving the anxiety that students might have been facing around certain issues (F3-S1; F7-S1; F3-S2). Facilitators' perceived their interactions as trying to connect with a student on a personal level first, before getting to the real issues that might have presented themselves otherwise.

Both interviewee groups appreciated the role that having knowledge of the campus and college as well as personal stories had when discussing cultural capital information with one another. Despite the differences in specific information shared, these particular characteristics were important to both first-generation students and cultural capital facilitators despite being manifested in different ways. The use of personal stories is an important component in relaying information to first-generation students although personal stories can only be shared if the facilitator has experienced the situation first-hand. This concept is further explored in chapter six's discussion about whether attributes and characteristics are inherent traits or training opportunities.

These cross-categorization responses are important aspects when discussing cultural capital facilitators because it adds to the description of these individuals and the perceptions as discussed from both facilitators and first-generation students. The final component of this section analyzes the major findings from both interviewee groups in which there were differences in characteristics and attributes of the cultural capital facilitator.

5.4.3 Differences from Both Interviewee Groups (First-Generation Students and Cultural

Capital Facilitators) in the Characteristics and Attributes of Cultural Capital

Facilitators with Associated Cultural Capital Information

A number of differences arose during the comparison of the characteristics and

attributes of cultural capital facilitators when looking at the responses of first-generation

students and cultural capital facilitators. The first-generation students reported two areas

of significant difference when cultural capital information was associated with the

cultural capital facilitators' characteristics and attributes that the facilitators did not

recognize as significant. Conversely, the cultural capital facilitators reported seven areas

of significance that were not shared by first-generation students when the cultural capital

information was associated with the cultural capital facilitators' characteristics and

attributes. These differences are discussed below and categorized by interviewee group

and the significant characteristics and attributes. The cultural capital information

associated with each of the characteristics and attributes is discussed within the context of

each category.

5.4.3.1 First-Generation Students

Two categories of cultural capital facilitator characteristics and attributes emerged

as being major findings from the first-generation student standpoint, but were not

significant to the cultural capital facilitators. These areas are discussed below along with

a brief explanation as to why the two-interviewee groups might have disagreed about the

characteristic or attributes significance.

5.4.3.1.1 Challenge and Empower/Reinforce

The category of *Challenge and Empower* through *Reinforcing* students was a major characteristic discussed by first-generation students but not cultural capital facilitators. This characteristic was a major finding for one area of cultural capital information, academic. First-generation students' felt that the reinforcement and validation that facilitators' provided regarding their academic decisions was a large component of their relationship (S2-S1; S7-S1; S8-S2). First-generation students might have appreciated the reinforcement from their cultural capital facilitators regarding academic issues because by being a first-generation student, they may not have received the same reinforcement from their parents, as they had not attended college. It is also possible that first-generation students had lower self-confidence regarding their academic decisions and therefore sought out the professional to validate their decisions. This statement is not necessarily conclusive since only first-generation students were interviewed, and they were not asked about their levels of self-confidence regarding their academic decision-making.

Cultural capital facilitators, on the other hand, might not have mentioned reinforcement as a significant area when discussing academic information because they might perceive themselves as the conveyors of academic information, as opposed to the validators of information being sought. Facilitators might also bypass this particular characteristic because they automatically look for other areas to add to the students' academic knowledge by going above and beyond and providing the information.

Nonetheless, being reinforced about academic decisions was an area of significance for first-generation students and should not be ignored.

5.4.3.1.2 Connection to Campus/Involvement in On-Campus Activities

Being *Connected to Campus* and *Involvement in On-Campus Activities* was a significant attribute according to first-generation students, but not cultural capital facilitators. This attribute was a major finding when academic information was exchanged. First-generation students related the attribute of being involved in on-campus activities as an important attribute of their cultural capital facilitator because this is how the relationship was first formed. Students became involved on-campus and were able to have frequent access to their facilitator and receive academic information that the student did not think they would have received without being involved (S8-S1).

This is an important aspect for both cultural capital facilitators and first-generation students to realize in that the relationship is probably strengthen by both members engaging in on-campus activities. This strengthened relationship can relate to the transmission of academic information at greater levels because the number of interactions might be increased due to greater face-time between the two parties. Although being involved in on-campus activities and transmitting academic information was mentioned by some cultural capital facilitators, it was not discussed at great numbers and obviously limited to those facilitators who were engaged in such activities on-campus. This cultural capital facilitator attribute is further discussed in the final section of this chapter where specific research sites are discussed

5.4.3.2 Cultural Capital Facilitators

Cultural capital facilitators discussed seven significant characteristics and attributes as being major findings from their standpoint that were not significant to the first-generation students. These areas are discussed below along with a brief explanation as to why the two-interviewee groups might have disagreed about the characteristic or attributes' significance.

5.4.3.2.1 Above and Beyond/Helpful and Above and Beyond/Student Centered

Going *Above and Beyond* and being *Helpful and/or Student Centered* were major characteristics discussed by cultural capital facilitators when general and personal cultural capital information was discussed with first-generation students (F3-S1; F5-S1; F8-S1; F4-S2; F5-S2; F8-S2; F10-S2). These two categories are combined because both interviewee groups saw the characteristics and attributes as important, although the information exchanged was different. As discussed previously, both groups felt that going above and beyond and being helpful and student centered was important in relaying academic and financial information. Cultural capital facilitators, on the other hand, felt that the transmission of personal and general cultural capital information was also beneficial in this manner. This again supports Jaasma and Koper's (1999) notion that faculty-student interactions involving the discussion of personal problems, were less likely to occur according to students.

Conversely, facilitators felt that the discussion of personal information was a way in which they were helpful and student centered when working with students. There is a

noteworthy dichotomy between two types of facilitators with this finding; those that

appreciate discussing personal information with students and those who do not fill like it

is their place to have such discussions as a way to help students. This can initially be

attributed to the job-title of the cultural capital facilitator in that service faculty whose

main role was that of a counselor saw personal information discussions as an important

component of their interaction with students whereas some instructional faculty did not

see this exchange as part of their role. This concept is further discussed in chapter six

which highlights the job-title of cultural capital facilitators as well as the types of cultural

capital information in which they share with students.

5.4.3.2.2 Above and Beyond/Time and Availability

Going *Above and Beyond* and being *Available* and offering *Time* to the students

was a major characteristic discussed by cultural capital facilitators when academic

cultural capital information was discussed with first-generation students (F3-S1; F3-S2).

This is an interesting disconnect between the perception of time from both the facilitator

and student standpoint. From the cultural capital facilitator perspective, they felt they

were going above and beyond when providing academic information by giving of their

time and being available to students. On the other hand, students possibly saw the

availability of facilitators as a given, and not necessarily something conducive of going

above and beyond the call of duty. Since faculty members were required to have office

hours to meet with students and staff members had appointment times or were often

found in their offices working, students possibly did not perceive their facilitators as

sacrificing of their time to meet with them. This finding could be further explored by looking at the concept of time and availability specifically, and the perceptions of these elements according to both cultural capital facilitators and first-generation students.

5.4.3.2.3 Challenge and Empower/Challenge

Challenge and Empower by *Challenging* students was a major characteristic discussed by cultural capital facilitators. This characteristic was a major finding for two areas of cultural capital information, career and personal (F7-S1; F4-S2; F5-S2; F6-S2). Challenging was another characteristic embodied by the cultural capital facilitator that the students' recognized as being a major finding, but when corresponding cultural capital information was cross-referenced, the two-interviewee groups found different areas as being important. It is possible that students did not find it appropriate in being challenged around personal issues, or as stated before, reported lower levels of interactions around the topic of personal matters with cultural capital facilitators in general.

With regards to career information, on the other hand, facilitators felt like they were challenging students on career decisions in order to assure that they were pursuing the correct field. This is an interesting connection that can possibly be related back to Clark's cooling-out effect (1960) of community colleges. Two questions deserve further scrutiny, 1) Are facilitators challenging students around career information because they are not convinced that the student can be successful in a certain career due to particular characteristics or qualities that the student possesses as a community college student or,

2) Is it more of a reality check that facilitators are trying to provide students by laying out what is required of a certain career and challenging the student to think about whether the requirements are realistic for the student to achieve under his or her own circumstances. Both of these questions deserve further exploration by possibly observing the interaction between the first-generation student and cultural capital facilitator and then interviewing each party separately in order to retrieve their perceptions about the interaction.

5.4.3.2.4 Real Life People/Referral

Being a *Real Life Person* and *Referring* students to appropriate places or people was a significant attribute according to cultural capital facilitators, but not first-generation students. This attribute was a major finding when academic, career and personal information was exchanged. Cultural capital facilitators felt that referring students to other sources, whether for academic, career, or personal matters was a strong attribute that they possessed when working with students (F1-S1; F2-S1; F3-S1; F4-S1; F5-S1; F7-S1; F8-S1; F3-S2; F4-S2; F5-S2; F6-S2-F8-S2; F9-S2; F10-S2).

Facilitators would often refer students to both on and off site resources, utilizing their vast social network in order to provide the best service to the student. First-generation students, although quite possibly referred by the cultural capital facilitator, may not have seen the referral process as an important aspect of their relationship, but instead related the initial interaction as what they perceived as important. For example, a student might have initially interacted with the cultural capital facilitator around an academic issue in which the facilitator had challenged the student to look at a different

aspect of their writing. The facilitator might then refer the student to the tutoring center to get further assistance regarding their writing. The student perceived the challenging aspect of the interaction, whereas the facilitator perceived the referral aspect as being important. This assertion could be proved, or disproved by observing the interaction between a first-generation student and cultural capital facilitator and then individually interviewing each party as to what they perceived about the interaction. The research design of this dissertation did not necessarily have the cultural capital facilitator and first-generation student talking about the same interaction, so the facilitator might, or might not have had this particular first-generation student in mind when they were discussing examples or interactions with students.

5.4.3.2.5 Real Life People/Support

Being *a Real Life Person* and being *Supportive* to students was a significant attribute according to cultural capital facilitators, but not necessarily first-generation students. This attribute was a major finding when personal information was exchanged between the two-interviewee groups (F3-S2; F6-S2; F10-S2). This again relates back to the nature of the information discussed between the first-generation student and cultural capital facilitator. As the cultural capital facilitator perceived the exchange of personal information as being important in their interaction, students did not report the same levels of importance. Furthermore, facilitators felt that by being supportive of the students' personal situations and providing the best information regarding personal issues was how they best served the student.

5.4.3.2.6 Real Life People/Trust

Being *a Real Life Person* and displaying a sense of *Trust* was a significant

attribute according to cultural capital facilitators, but not necessarily first-generation

students. This attribute was a major finding when general information was exchanged

(F2-S1; F6-S2). This is a characteristic that is related to different interviewee group

perceptions as seen in the description of going above and beyond by being available and

giving of time. From the facilitators' perspective, they find that having the student trust

them and the information they are relating as being an important characteristic in their

relationship. This focus on trust is possibly related to the facilitators' preconceived

notions that first-generation students may not automatically trust an authority figure and

therefore it is important to display this characteristic in their interactions. On the other

hand, first-generation students might have perceived their facilitator as someone that they

obviously can trust because they are in an authority position; a sort of unspoken

understanding according to the first-generation student. This finding deserves further

scrutiny to determine the two groups perspectives on trust and whether it is a given for

students, or something that must be built by facilitators.

The differences in major findings discussed in this section are notable in the

classification of cultural capital facilitators in that they provide some outlying perceptions

according to each interviewee group. It is possible that the opposing party shares these

cross-categorization responses, but they need to be further researched in order to

specifically look for these categories.

The final section of this chapter provides a different analysis of the cultural capital facilitators' characteristics and attributes associated with the cultural capital information by looking at the trends amongst the two types of research sites; multi-college district, versus multi-campus district. This section also provides some explanations as to why major findings at one site were not the case at the other site due to the structural influences of each institution.

5.4.4 Similarities and Differences by Research Site: Multi-College versus Multi-Campus Districts

There were many similarities and differences in the research data that can be attributed to the structure of the multi-college district and the multi-campus district, respectively. This section puts forth these similarities and differences according to the cultural capital information, characteristics and attributes of the cultural capital facilitators, as well as the cross-categorization responses from both the first-generation students and cultural capital facilitators. The responses from both interviewee groups from each site are combined in the aggregate in order to portray the image of the particular research site. Conclusionary remarks are made regarding the implications for both multi-college and multi-campus districts with regards to cultural capital facilitators.

5.4.4.1 Cultural Capital Information

Although cultural capital information was discussed at both research sites independent of a corresponding characteristic and attribute, Site Two (multi-campus)

interviewees discussed these areas at greater levels than Site One (multi-college) interviewees. Site Two interviewees discussed academic, cultural capital information nearly three times more than Site One interviewees. Career and financial, cultural capital information were discussed at nearly twice the numbers at Site Two when compared to Site One. And finally, general and personal, cultural capital information were discussed in nearly equal proportions at both sites.

Some possible reasons for the discrepancies associated with each sites level of cultural capital information unrelated to the characteristics and attributes might be related to the structure of each institution. It is feasible that Site Two students were not as familiar with their cultural capital facilitators and therefore could not make connections between the information received and the characteristics and attributes of their facilitator. This can be related to the fact that often times, students will attend many campuses in the multi-campus district, versus only one campus (college) in a multi-college district. This is evident in that despite only one campus being used to interview students in the multi-campus district, students identified cultural capital facilitators at four different campuses. Therefore, the chances were less likely for a first-generation student to interact with their corresponding cultural capital facilitator by happenstance, because they were not at the same campus together. This explanation is further investigated in the next category in which the characteristics and attributes of cultural capital facilitators are explored independent of the cultural capital information.

5.4.4.2 Characteristics and Attributes of Cultural Capital Facilitators

Both research sites had interviewees mention characteristics and attributes of cultural capital facilitators independent of cultural capital information. Two areas are particularly noteworthy due to the abundance of occurrences at Site One (multi-college) versus Site Two (multi-campus). The rate in which *Challenging and Empowering* characteristics and attributes were mentioned at Site One was 3 ½ times higher when compared to Site Two. Likewise, the *Connection to Campus* occurrences were 2 ½ times higher at Site One. The remaining categories of *Above and Beyond*, *Real Life People* and *Similar Interests* had nearly equal the number of occurrences.

When discovering explanations for the differences in numbers between the two sites, it is significant that the connection to campus occurrences at Site One were so much higher when compared to Site Two. This can be attributed to Site Two cultural capital facilitators not mentioning being *Connected to Campus* as a characteristic and/or attribute that they value when working with students, independent of any cultural capital information. In contrast, 75% of the cultural capital facilitators at Site One mentioned being connected to campus at least once in the context of their characteristics and attributes. Delving deeper into this characteristic, it is important to note that all of the incidents of being *Involved in On-Campus Activities* came from Site One participants. This might be due to the nature of the student life activities available at Site One versus Site Two. Site One had a very developed student life program in which many students as well as cultural capital facilitators were involved in on-campus activities. This is compared to the lack of student life and activities at not only Site Two, but the other

campuses of the multi-campus district in which cultural capital facilitators were identified. It seems that Site One was able to concentrate its focus on one campus and provide a variety of on-campus activities for both first-generation students, and cultural capital facilitators to get involved in whereas, Site Two and the others campuses of the district provided a smaller scale and less focused effort in regards to student life activities. Due to these differences in the structure and function of involvement opportunities at the respective sites, the prospects for first-generation student-cultural capital facilitator engagement is greatly reduced. This can be attributed to the differential components of the second category of *Challenging and Empowering*.

Site One interviewees were 3 ½ times as likely as Site Two interviewees to describe *Challenging and Empowering* as a characteristic and/or attribute that is displayed by cultural capital facilitators. This is an interesting comparison in that if the Site One interviewees value these characteristics in a non-cultural capital information exchange setting, what does that say about the relationship between the facilitator and student. If the student has a greater chance of interacting with their facilitator in either an on-campus involvement opportunity, or because they are only attending one campus as in Site One's, multi-college district design, both students and facilitators may feel more comfortable with one another and therefore more likely to engage in interactions that fall under the *Challenging and Empowering* ethos. These postulations would be best served through further research as to the nature of different types of research sites, the level of student and faculty/staff involvement in on-campus activities, and the role that cultural capital facilitators play in the campus dynamic.

5.4.4.3 Cultural Capital Information and Characteristics and Attributes of Cultural

Capital Facilitators

Overall, the two research sites had similar numbers of cross-categorization

responses in each of the major findings areas discussed previously. There are a few areas

that are noteworthy differences and could possibly be explained by the structure of the

individual research sites. The areas of *Academic/Above and Beyond/Student Centered,*

Academic/Connection to Campus/Involved in On-Campus Activities, Academic/Real Life

Person/Personal Stories, and Academic/Real Life Person/Referral all displayed drastic

differences when comparing the research sites. It is important to note that all of the areas

of difference between the two sites involved the transmission of academic, cultural

capital information. This supports the notion that despite the characteristic and/or

attribute engaged in by the cultural capital facilitator in the transmission of the cultural

capital information, academic communications were the main areas discussed at both

research sites.

There are some possible explanatory factors involved in the differences between

the research sites in the cross-categorization responses displayed in the previous

paragraph. First, the discussion around *Academic/Connection to Campus/Involved in On-*

Campus Activities has already ensued as to Site One (multi-college) mentioning this area,

versus Site Two (multi-campus) not mentioning this categorization as important. As in

the previous section, Site Two interviewees did not mention *Academic/Connection to*

Campus/Involved in On-Campus Activities at all and this is probably attributed to the lack

of student activities and involvement opportunities at the campus, and possibly a reason for the drastic differences in the other areas.

The two areas of *Academic/Above and Beyond/Student Centered* and *Academic/Real Life Person/Personal Stories* were both significantly higher at Site Two when compared to Site One for reasons that could be related to the on-campus involvement discussed previously. Since the opportunities at Site Two for cultural capital facilitators to be involved in on-campus activities are somewhat non-existent, it is possible that facilitators at Site Two are consciously (or unconsciously) creating an environment in which they could simulate these informal interactions. Instead of being an advisor to a club or organization meeting like Site One facilitators, Site Two facilitators might be focusing more on being Student Centered and sharing Personal Stories in order to connect with first-generation students. Since the informal structure of student activities does not exist at Site Two, facilitators have amplified their use of other characteristics and attributes in order to compensate for these differences. This postulation could be proved or disproved by doing further research at sites that have similar on-campus involvement opportunities and seeing if the incidences of *Academic/Above and Beyond/Student Centered* and *Academic/Real Life Person/Personal Stories* are more equally represented in the interview responses.

Finally, the cross-categorical area of *Academic/Real Life Person/Referral* was much higher at Site Two when compared to Site One. This might be explained by the structure of the multi-college versus the multi-campus district. A multi-college district like Site One is self-contained and provides the same services and majors as other

colleges in the district. Therefore, students and facilitators do not need to go far to find information about academic areas of cultural capital like majors or tutoring.

Conversely, a multi-campus district like Site Two is spread out and might provide some services at one campus, and other services at another campus. Consequently, facilitators may need to refer students to other campuses for academic resources that are not provided at their own site. This area could be further researched by first looking for the differences in services provided at each of the two site types, and secondly exploring at greater depth the types of referrals related to academic cultural capital information that facilitators are making and whether they are campus specific.

To summarize, first-generation students do not seek out just anyone to be their cultural capital facilitator. Facilitators must provide students with useful information that they can utilize for their benefit, but also display certain characteristics and attributes like going above and beyond the call of duty when working with the student. This brings up the question of whether the characteristics and attributes of cultural capital facilitators are inherent traits that are personalized to the individual, or components that can be gained through training in the specific area. The following chapter will explore these differences as it provides a pragmatic look at these distinctions for community college practitioners.

CHAPTER 6: DISCUSSION OF FINDINGS AND IMPLICATIONS

Chapter six employs the research data to provide analyses and conclusions to be drawn in conjunction with the theoretical framework. First, by utilizing the theoretical framework and research data to look at the research questions, conclusions are subsequently drawn as to the role of social and cultural capital as well as the social networks involved at each research site. At the outset, I discuss the initial identification of cultural capital facilitators by first-generation students and the role that both social capital and social networks played in this identification. This section also discusses the implications for community colleges as to the role of classroom instructors serving as cultural capital facilitators and informs the research questions of *1) How do first-generation, community college students identify cultural capital facilitators?* And *2a) How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?* Secondly, the implications for community colleges in terms of the number of students who could not identify a cultural capital facilitator throughout the institution are discussed in terms of what this asserts about the community colleges role in the success of first-generation students.

Next, the cultural capital facilitators' social networks are further explored to look at the role that these networks played in the student-facilitator relationship, thereby further informing the research question of *2a) How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?* The function of both on and off site social networks are discussed as well as the implications for community colleges in terms of the interconnectedness of on-

campus social networks and the role that they play in the success of first-generation students is presented.

Third, cultural capital theory is utilized to investigate the information exchange that takes place between first-generation students and cultural capital facilitators in further informing the research question of *1a) What types of information, knowledge and experiences are transmitted between the cultural capital facilitator and the first-generation, community college student?* This section not only presents the types of cultural capital information discussed, but the implications for community colleges when academic cultural capital information specifically, is dominated in the information exchange between cultural capital facilitators and first-generation students.

Finally, to follow up on the discussion in chapter five regarding the major, cross-categorization findings of cultural capital facilitators' characteristics and attributes, the research question of *2) What are the characteristics and attributes of cultural capital facilitators on community college campuses?* is further informed. Additionally, the implications for community colleges are discussed in terms of whether the characteristics and attributes of cultural capital facilitators are either inherent traits or training opportunities that can be cultivated by the right employees in a conducive, community college environment.

6.1 Cultural Capital Facilitator Initial Identification by Research Site: Multi-College

versus Multi-Campus

First-generation students initially identified cultural capital facilitators as they were interviewed about whom they go to on-campus for information. This section discusses the job-titles that these particular facilitators occupied, as well as how the first-generation students' initially connected with their identified cultural capital facilitator. Furthermore, the research questions of *1) How do first-generation, community college students identify cultural capital facilitators?* And *2a) How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?* are further explored in this section by utilizing the theories of social capital and social networks. Finally, two sets of implications for community colleges are examined in looking at the role of classroom instructors as cultural capital facilitators as well as the number of students who were unable to identify a cultural capital facilitator, let alone any employee of the community college.

6.1.1 On-Campus Job-Title of Cultural Capital Facilitator by Research Site

The job-title of the cultural capital facilitators at the two community college research sites yielded eight different employee roles. First-generation students identified the job of their cultural capital facilitator and how they first became connected with this individual during the interview protocol. Tables 6.1 and 6.2 highlight the job-title of the cultural capital facilitator by research site as well as the number of cultural capital facilitators identified in each category.

Table 6.1: Primary Job-Title of Cultural Capital Facilitators as Identified by First-Generation Students at Site One

Primary Job-Title of Cultural Capital Facilitators	Number of Occurrences
Instructional Faculty (Full-Time)*	4
Service Faculty (Counselor & Adj. Faculty)	2
Academic Advisor	2
Club/Organization Advisor	1
Student Employee*	1

* = One facilitator was not interviewed in this category

Table 6.2: Primary Job-Title of Cultural Capital Facilitators as Identified by First-Generation Students at Site Two

Primary Job-Title of Cultural Capital Facilitators	Number of Occurrences
Instructional Faculty (Full-Time)*	3
Instructional Faculty (Part-Time/Adjunct)*	2
Service Faculty (Counselor & Adj. Faculty)	3
Service Faculty (Counselor & Program Advisor)	1
College Recruiter	1

* = One facilitator was not interviewed in this category

Both research sites had similar results when it came to the job-titles of the cultural capital facilitators identified by first-generation students. Collectively, the percentage of

instructional faculty members, both full and part-time (adjunct) that were identified by first-generation students was 45% of the total cultural capital facilitators. By including students who took a Personal Development class from their cultural capital facilitator, but also recognized their facilitators' primary role as Service Faculty (Counselors), the percentage of classroom connections was 75% of the total interactions.

The differences between the two sites included the identification of part-time/adjunct faculty at Site Two, which occurred twice, whereas students did not identify facilitators in this category at Site One. Also, although students overwhelmingly identified their cultural capital facilitator as someone who they had taken a class from, 40% of first-generation students at Site One did not identify such a person as their facilitator, whereas only 20% of students at Site Two recognized the same. This can be attributed to a couple of differences between the two sites both structurally and functionally.

First, although both sites had similar numbers of enrolled students according to their institutional websites, Site One had a much more developed student life program that involved cultural capital facilitators, as discussed in chapter five. Five out of the ten cultural capital facilitators at Site One were engaged in multiple roles on-campus aside from their primary job including serving as student club and organization advisors or chairing student scholarship committees. Site One students were able to connect with their facilitator based on their primary, secondary, and/or other role held by their facilitator on-campus. This allowed students to be in contact with their facilitator sometimes up to 4-5 times a week if they were in a class taught by the facilitator, were a

member of a student organization in which the facilitator was the advisor, and attended

workshops conducted by the facilitator (S8-S1). Likewise, cultural capital facilitators at

Site One realized the significance of being involved in the student life aspects of the

college in making connections with students. One facilitator commented, "Last year I

was the advisor for the Asian Pacific Islander Club. I had all of those students come and

see me for advising, whereas before, they wouldn't have seen me necessarily" (F2-S1).

This involvement at Site One seems to counter a number of studies which found

that community college students were not as involved on-campus when compared to

university students. Coley (2000) found that only 20% of community college students

were involved in student organizations, whereas 50-67% of university students were

likewise involved. Although the involvement rates of students were not assessed during

this research study, this is an area that needs further exploration as 50% of the Site One

cultural capital facilitators were formally involved on-campus and recognized as being so

by their first-generation student. Conversely, none of the cultural capital facilitators at

Site Two were involved in the student life functions of the campus and did not serve as

club and organization advisors, or in other similar capacities at the college. Students at

Site Two were therefore less likely to associate with their cultural capital facilitator in

this arena and had a different type of relationship with their cultural capital facilitator.

This has implications for the role of non-faculty, cultural capital facilitators and

the interactions they have with first-generation students. Further research should

discover the role that student involvement in on-campus activities has on the particular

cultural capital facilitator identified in relation to the job-title they possess. It is possible

that the number of instructional faculty (full-time and adjunct) that were identified as cultural capital facilitators came from first-generation students who were not involved in on-campus activities, whereas those involved in on-campus activities were more likely to identify non-instructional staff members.

Although the role of on-campus student involvement in the identification of cultural capital facilitators deserves further exploration through future research, the role that classroom instructors played in this identification cannot be ignored. The following section discusses the role of classroom instructors as cultural capital facilitators since this dissertation ascertained their importance through the research and analysis processes.

6.1.1.1 Implications for Community Colleges: Classroom Instructors as Cultural Capital Facilitators

The role of classroom instructors serving as cultural capital facilitators is not necessarily a new finding in the higher education literature, as the importance of faculty-student interactions have been documented on numerous occasions (Inkelas, et al, 2007; Halawah, 2006; Astin, 1993). Although the majority of the literature in this area is based on the four-year university student as seen recently in Inkelas, et al. (2007) who looked at faculty interactions with first-generation students in living-learning communities and Halawah (2006) whom discussed the informal interactions between faculty members and students in their intellectual and personal development, the importance of classroom instructors serving as cultural capital facilitators in the community college is an area needing increased focus. This dissertation proposes a number of reasons in which faculty

and first-generation student interactions need to be further explored in the higher education literature.

First, because 75% of the interviewed students reported that a classroom instructor gave them academic, career, financial and/or personal, cultural capital information, and therefore this person served as their cultural capital facilitator cannot be overlooked. The Community College Survey of Student Engagement (2006) used faculty-student interaction as one of their benchmarks and found that only 8% of students had worked with faculty members outside of class on activities in an informal setting. Seeing as many community colleges are similar to Site Two and lack a well-developed student life program for the informal faculty-student interactions to take place, the classroom must be the main focus when developing the cultural capital facilitator ethos.

The classroom setting allows for multiple interactions to take place throughout the semester as the student attends class and shares a physical space with the instructor. The student is able to have constant contact and availability with the instructor through classroom instruction and out-of-class office hours. Although an increased number of interactions occur as a result of the instructor being in the classroom, community colleges must ensure that faculty members exude the cultural capital facilitator ethos in order to fully benefit first-generation students. This includes sharing the full range of cultural capital information (academic, career, financial, and personal) with students while utilizing the characteristics and attributes of the cultural capital facilitator as discussed in the previous chapter.

Another reason in which community colleges must focus on the interactions between first-generation students and faculty members is because first-generation students are more likely to have outside commitments that pull them away from campus and do not allow them to engage in on-campus activities, or meet with other community college personnel for information (Brooks-Terry, 1988; Hellman & Harbeck, 1997; London, 1992). This reinforces the idea that first-generation students may only interact with community college faculty, and therefore the interactions they have may necessitate not only greater meaning, but also greater volumes of cultural capital information in general. Community colleges may need to work with faculty members to not only realize the importance of providing crucial cultural capital information in the classroom, but also what exactly the information is that they should convey. One cultural capital facilitator from Site One provided a key example in imparting cultural capital information in the classroom.

> "I usually spend the first 10 minutes of class handing stuff out and making them aware of those types of things (Career opportunities, job fairs, any contest going on on-campus, scholarship competitions on-campus, events that are going on on-campus, what the clubs are doing and what events they have going on a daily basis). Because we really don't have a good way on this campus of, if you've noticed we don't have the kiosks, we don't have a good way of communicating with students. We have the Blackboard sites that we use for our classes, but we don't have anything really big to advertise what is going on this week. We don't

have a school newspaper. That's the other thing, so there's no way to inform the students about what's going on" (F5-S1).

This particular facilitator's creativity and willingness to provide valuable cultural capital information to the students enrolled in her class, increases the likelihood that the student may become aware of opportunities that they can take advantage of to improve their college or personal circumstances. This is important for those students who are not able to become involved in on-campus activities as it still helps them become aware of the resources and happenings available both on and off-campus. The significance and limitations of these findings regarding cultural capital facilitators as classroom instructors are further discussed in chapter seven.

6.1.2 Role of Social Network Theory in the Initial Identification

Social Network Theory played an important role in the initial connections made by students to their cultural capital facilitators. Initial identifications took place in three distinct ways: 1) Peers referred the first-generation student to the cultural capital facilitator for a particular service or for specific information; 2) The first-generation student took a class from the cultural capital facilitator, or 3) A first-generation student referred others to take a class from the facilitator, after they (the first-generation student) had completed such a class. Both Site One (multi-college) and Site Two (multi-campus) first-generation students had similar social network schematics in the identification of his or her cultural capital facilitator. The students' identified sisters, cousins, best friends, peers who worked in the office with the facilitator, athletic teammates, and roommates as

either being referred to the facilitator by these individuals, or referring these individuals

to their facilitator (S2-S1; S6-S1; S7-S1, S8-S1; S2-S2; S3-S2; S6-S2; S7-S2; S8-S2;

S10-S2).

These findings are consistent with Kenny and Stryker's (1996) analysis of social

networks amongst racially and ethnically diverse first-year students. They validated

previous research which found that students were more likely to go to peers when they

needed collegiate support, as opposed to members of the campus faculty or staff. These

findings validate the role of peers in first-generation student success by showing the

importance of horizontal, social networks. Kenny and Stryker's (1996) work could be

expanded upon by the findings of this dissertation because they did not investigate the

role of referral to key players on-campus when students needed further support.

Undeniably, this dissertation found that students were more likely to refer friends and

family to their cultural capital facilitator as needed indicating that the role of horizontal

social networks is powerful in the overall social network of the community college

setting.

All three means of identifying cultural capital facilitators indicate the importance

of first-generation students' social networks at the community college in finding someone

they could gain the cultural capital information necessary to help them maneuver the

higher education system. Students with more developed social networks had a greater

likelihood to have peers that were able to refer them to faculty and staff members on-

campus where they could gain useful, cultural capital information. On the flip side,

students with underdeveloped social networks may not have had the relationships with

peers that would lead themselves to be referred to a cultural capital facilitator. This is further discussed in a subsequent section regarding the implications for community colleges when first-generation students cannot identify a cultural capital facilitator, let alone anyone that they could go to for information at the community college campus.

6.1.3 Role of Social Capital Theory in the Initial Identification

By looking at the function of social capital theory in the initial identification of cultural capital facilitators by first-generation students, the role of the relationship in facilitating action is a key component to assess. In essence, did students identify facilitators that had somehow moved them to action in ways that benefited their higher education success? Essentially, facilitators from both sites provided cultural capital information that they felt was useful to students, but the question of whether students actually utilized the information and resources provided, and associated this productive action with the information received from the facilitator was a major question. The interviews with first-generation students would portray the conclusion that the students gained some beneficial information from their cultural capital facilitator which is why they returned to the same person when they desired more information about a subject.

A number of assumptions must take place in order for this conclusion to be drawn and the production of a stronger, social capital relationship to be formed. First, the cultural capital facilitator must provide information to the first-generation student that can potentially be utilized by the student for their higher education success. If the facilitator provides information that is not perceived as useful or truthful to the student,

then social capital cannot develop because the student may not trust the facilitator and therefore find no need to return to the facilitator for additional information. Second, the first-generation student must developmentally be able to understand and comprehend the information that the facilitator has provided and be able to utilize it for some benefit. If the student does not understand the information or how to utilize it to benefit themselves, the student may give up on the relationship and therefore not seek out the facilitator in the future for information. Third, the student must reflect on the action and realize that the benefit was directly related to the relationship with their facilitator. If the student relates the benefit to happenstance, or their own overconfident assumptions, then the student may not see the value in returning to the facilitator for further association and relationship building. When the student returns to the facilitator, vertical social capital is subsequently built as the relationship between the cultural capital facilitator and first-generation student strengthens and the student continues to gain benefits from the information provided by the facilitator. This is a representation of Coleman's (1988) work on social capital and the acquisition of vertical social capital by first-generation, community college students.

When the first-generation students were asked about their relationship with their cultural capital facilitator, two particular questions were utilized to ascertain the strength of their relationship. First, students were asked to identify approximately how many times they had been in contact with the facilitator on an individual basis. A greater number of occurrences meant a stronger social capital relationship. Secondly, the students were asked about how they had utilized the information received from the

facilitator to be successful in college. First-generation students who had a greater number of interactions with their facilitator were able to share more substantial benefits that they had gained as a result of the relationship.

Once first-generation students are engaged in a relationship with a cultural capital facilitator, beneficial action could occur and thereby the students' social capital could be increased. The interviewed students at both research sites commented on the benefits they had received from their cultural capital facilitator. The students had taken the information provided by their facilitator and either gained something by putting it to use, or pondered how the information could be used someday. This shows promise for their increased levels of social capital in the future.

6.1.3.1 Implications for Community Colleges: Non-Identification of Cultural Capital Facilitators by First-Generation Students

It is important to note that not every student who met the criteria to be interviewed could name a cultural capital facilitator that they felt connected to, or that provided them with information that they felt was useful. Three students at Site One and five students at Site Two were unable to name a facilitator, despite attending the community college for over a year. These students also indicated not having friends or peers that had someone that they connected with on-campus and many of these students could not name a single person who worked at the institution, regardless of job or relationship. This has huge implications for community colleges and the role they play in first-generation student success.

A number of questions must be explored as to why certain first-generation, community college students are able to identify a cultural capital facilitator, whereas other students are not able to do so. First, it is possible that as a first-generation student, they may not realize the importance of interactions and relationships with community college faculty and staff members in their higher education success. First-generation students might not have received the messages at home about the importance of networking with college employees and the benefits that can come with these relationships. Therefore, these first-generation students may not have actively sought out a cultural capital facilitator, nor known what to look for in a particular individual.

It is also noteworthy that community college students are less likely to be full-time students, live on-campus in a residential community and be involved in out of class experiences (Miller et, al., 2005; Tinto & Russo, 1994). Therefore, they may feel less connected to the institution, spend less time on-campus and decrease their chances of finding a cultural capital facilitator through informal or out-of-class means. This is an important implication for community colleges in that they need to be more intentional in creating opportunities and an environment for students to connect with a cultural capital facilitator. This could be done through a required class for all students upon entering the institution with an identified and/or trained cultural capital facilitator. The importance of first-generation students connecting with a cultural capital facilitator must also be a priority and constantly reiterated by the community college in order for the importance of such social networks to be understood by the student. The limitations and significance of such findings are further discussed in chapter seven.

To sum up this section, social networks are what the first-generation students used to initially identify their cultural capital facilitator. Whether through the horizontal social networks of peers, or the automatic vertical network of taking a class from the cultural capital facilitator, the first-generation student became connected with a person at their community college. Additionally, the first-generation student developed a sense of trust with their facilitator by utilizing the information provided by the cultural capital facilitator to produce some benefit for him/herself. The first-generation student, therefore, continues to return to their cultural capital facilitator and build their social capital through a cyclical return model. The community college must take an active role in creating the social network opportunities between first-generation students and cultural capital facilitators by creating an environment that is conducive to such relationships and educating the first-generation students on the importance of such interactions.

6.2 Role of Social Networks by Research Site: Multi-College versus Multi-Campus

Both vertical and horizontal social networks played a key role in the first-generation student being connected with their cultural capital facilitator. Students reported horizontal, social networks with friends who either referred them to cultural capital facilitators, or who the first-generation student referred to the facilitator. The data concluded that there were not significant differences between the two research sites in terms of the horizontal networks of the first-generation students. There is, on the other hand, a noteworthy emergence in horizontal networks when looking at how cultural capital facilitators were connected with one another at their respective campus (college).

This section explores the social networks of the cultural capital facilitators and better informs the research question of *2a) How are vertical and horizontal social networks utilized within the cultural capital facilitator/first-generation student relationship?* Furthermore, implications for community colleges regarding the cultural capital facilitators' on-site social networks are discussed in relation to first-generation student success.

6.2.1 On-Site Social Network Schematics by Research Site

The two research sites were vastly different when it came to cultural capital facilitators identifying their horizontal social network of others on-site who students also went to for information. One reason for these differences can be attributed to Site One being a multi-college campus in which students usually attended one campus for all of their community college, educational needs, as opposed to Site Two which is a multi-campus district, and students are more likely to attend multiple campuses for their educational needs. This seems to be the case when comparing the two sites and the horizontal social networks provided by their cultural capital facilitators. Site One students identified cultural capital facilitators from one college campus, whereas Site Two students identified cultural capital facilitators from multiple campuses. In turn, this led to the cultural capital facilitators' on-site social networks to be vastly different by research site.

Each box in the following diagrams represents an individual either identified by a first-generation student, or a cultural capital facilitator. Those individuals inside the

shaded box indicate cultural capital facilitators identified by first-generation students, whereas individuals around the perimeter of the shaded box indicate members of the campus community who were identified by cultural capital facilitators as others on-campus in which students also went to for information. The direction of the arrow indicates who referred whom and presents a visual look at the role of the horizontal social networks of cultural capital facilitators.

Figure 6.1: Site One Social Network Schematic

*Individuals inside the shaded box indicate cultural capital facilitators who were identified by first-generation students.

**Individuals outside of the shaded box indicate faculty and staff members who were identified by cultural capital facilitators as other people that students go to for information from Site One.

Figure 6.2: Site Two Social Network Schematic

*Individuals inside the shaded box indicate cultural capital facilitators who were identified by first-generation students. (One cultural capital facilitator could name no one that students went to for information).

**Individuals outside of the shaded box indicate faculty and staff members who were identified by cultural capital facilit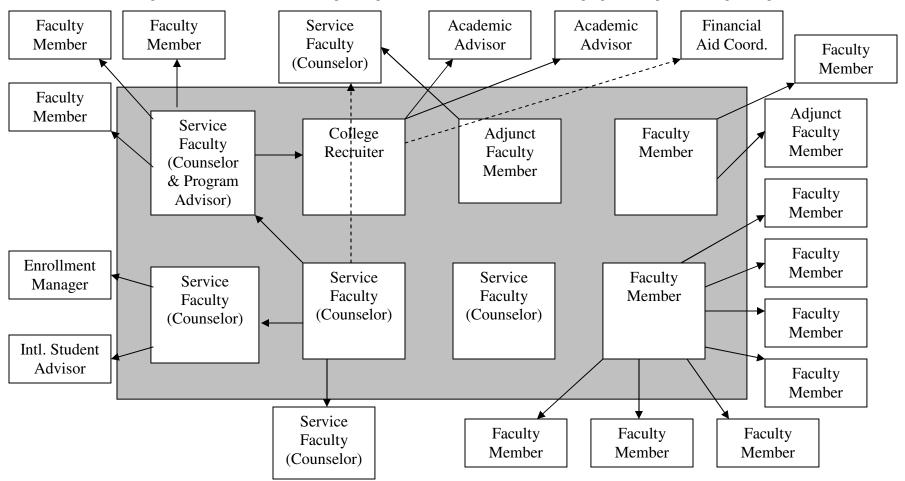ators as other people that students go to for information on-campus. (Since facilitators from multiple campuses were identified, these identified people also represent multiple campuses).

Upon initial analysis, the social network schematic at Site One appears more complex and intertwined when compared to Site Two. Site One facilitators identified others across the disciplines at the same campus as themselves as being someone that students naturally gravitated towards for information. A strong core of Site One cultural capital facilitators not only named each other, but two other members of the instructional faculty and one other service faculty (Counselor) who they also thought that students went to for information. There is a well-built bond between four particular cultural capital facilitators at Site One in which they frequently referred students to each other across the campus.

Two particular cultural capital facilitators from Site One and one cultural capital facilitator from Site Two have the majority of social network connections from either individuals identifying them, or themselves identifying others. The two individuals at Site One are members of the service faculty (Counselors) at their respective campus. Counselors serve an in-between role at both research sites in that they are considered faculty, have faculty ranks, serve on committees with instructional faculty, teach classes and hold advanced degrees, but work within the Student Affairs division providing counseling services to students. Counselors are often identified as being cultural capital facilitators because they are in the classroom and aware of academic issues and resources, but also work directly as career counselors, and in dealing with personal matters; all areas of cultural capital as defined in this dissertation. Ironically, the Site Two Instructional Faculty member who possessed the majority of social network connections at his campus, served as a Counselor at a previous institution. This is a significant finding for

community college practitioners as to the hiring practices of institutions and the characteristics and attributes that people in these positions possess. This is further discussed in chapter seven with regards to the significance and limitations of these findings.

There are two important points to note when analyzing the social network schematic at Site One. First, five of the eight cultural capital facilitators identified by first-generation students served as advisors to student clubs and organizations. More so, the two faculty members that were not identified by students as being cultural capital facilitators, but were instead identified by their peers also served as club and organization advisors. This is an important perception as to how cultural capital facilitators define the question of "Who do students go to for information?" One cultural capital facilitator referred to these individuals by saying, "Who else has groupies?" (F6-S1) eluding to the fact that some students are attracted to certain faculty and staff members more so than others. This cohort of cultural capital facilitators referred to the role as club and organization advisor as a key reason students sought out these particular individuals.

Another important observation of Site One's social network schematic is of the five cultural capital facilitators who served as club and organization advisors and the two faculty members who were identified by peers who also served as club and organization advisors, six out of these seven were under the age of 35 years old. Age of the cultural capital facilitator is also an important component of the social network schematic and has important implications for the community college that are discussed in the following section.

Site Two produced a very different social network schematic that was not concentrated within the group of cultural capital facilitators identified by first-generation students. Of the one particular service faculty (Counselor) who named four other individuals who students also went to for information, all of those named were colleagues in her own department. Also, four of the cultural capital facilitators identified by first-generation students were housed at different campuses other than the research site in which the first-generation students were interviewed. This prevented a social network schematic to be concentrated within the identified cultural capital facilitators like Site One. In total, first-generation students from Site Two named cultural capital facilitators from four different campuses in the multi-campus district, whereas Site One first-generation students only named facilitators from one site. The implications for the interconnectedness of social network schematics on-site for community colleges are discussed in the following section in terms of these connections and first-generation student success.

A final observation regarding the social network schematics of cultural capital facilitators deals with the strength of the particular network. Some cultural capital facilitators chose the specific members from their horizontal network because they tried to look at their peers from a students' perspective. A Site Two facilitator described a number of people on-campus that he did not necessarily have a strong relationship with, but recognized that they possessed something personally that students would be naturally drawn towards. "If I were a student, these are the types of people that I would be drawn to. I think it's that they give off, it sounds like a new-agey term, they give off that energy

that they are approachable, they are accessible they are very much in the student's corner. They've got this kind of thing that says, yea, I'm rooting for ya. I'm here to help you out. And I don't know what it is about their persona, you know that does that, but that's the sense that I get. I would probably talk to them (if I were a student)" (F3-S2).

This is an important finding regarding cultural capital facilitators' social networks. Facilitators either described individuals with whom they had stronger ties and might consider the individual to be a friend, whereas other facilitators described other people on-campus who they might not have possessed as strong of ties with, but who recognized their role in working with students. This particular Site Two facilitator was able to recognize the role that not only his close friends played in working with first-generation students, but also the value contributed by others on-campus with whom he may not be as tightly networked. There are implications for these types of broad identifications in that they provide a larger scope of possible individuals for the cultural capital facilitator to refer a particular student to, as opposed to only referring students to members of their tightly coupled social network. This does require the cultural capital facilitator to be cognizant and observant of the others on-campus, even though they may not share a social relationship.

The tightly coupled social network cannot be ignored as to its importance to the community college as an institution and the role that these networks play for students. The following section discusses the function of the interconnectedness of social networks and its implications for first-generation, student success.

6.2.1.1 Implications for Community Colleges: The Interconnectedness of Social Networks

There are compelling implications for community colleges in assisting cultural capital facilitators build their on-campus social networks. These social networks can be beneficial to first-generation students as they provide a breadth of key players for them to engage for information, especially if their own cultural capital facilitator is able to refer them to a particular individual. Furthermore, the more a cultural capital facilitator is interconnected with others on-campus in his/her social network, the more likely they are to learn about that individuals' job and the knowledge that they possess, thereby allowing that information to be transmitted to first-generation students. There are a number of keys that community colleges can take from Site One as to why their social network schematic is so interconnected.

First, creating opportunities for cultural capital facilitators to interact with one another can help build the breadth of the social network. Through the use of on-campus committees, student life programs, and campus-wide activities, faculty and staff members are able to work with others across campus to create their social network. Furthermore, the community college could create an environment in which out-of-class experiences with students emanated the culture of the campus, thereby having members of the faculty and staff collaborating on student-focused initiatives. This cross-discipline collaboration would allow the facilitator to have a better understanding as to what other members of the campus community are involved in and could refer first-generation students to these individuals as appropriate. This would thereby strengthen the ties of the social network, and create a greater chance of the first-generation students' cultural capital facilitator to

be networked with someone else from a different discipline, or specialty area across

campus.

Another strategy for community colleges to promote strong social networks in the

work place is to create social network diagrams for the employees and explain their roles

in first-generation student success. This would allow the community college to assess the

strong and weak ties of the social networks on-campus and create intentional

collaborative opportunities for the employees. Since individuals tend to associate with

others that have similar characteristics and/or interests as themselves, see the core of Site

One cultural capital facilitators as an example, the college would be able to assess ways

to strengthen the social networks and interdisciplinary connections in order to better serve

first-generation students. The significance and limitations of these implications are

discussed in the following chapter.

6.2.2 Off-Campus Social Network Schematics by Research Site

As important as on-site social networks are, the cultural capital facilitator's off-

campus social network can also highly benefit first-generation students if they are willing

to use their connections to help students succeed. The following is a look at the off-

campus (non-community college), social network schematics for the cultural capital

facilitators by research site. Each facilitator was asked to identify people that they knew

outside of their community college site that specialized in the areas of Business, Legal,

Education, and Medical. These fields were chosen because they are the top occupational

categories in which students major in at college. Facilitators were also asked to identify

people in another occupational category of their choice that they found significant.

Following the identification of the people in their off-campus social network, facilitators

were asked if they had referred students to these individuals in the past, and if they would

refer students to the members of their social network in the future.

Table 6.3: Site One, Off-Campus Social Network Schematics (Out of 8 Facilitator
Interviews)

	# of Facilitators able to identify an individual in this category	# of Facilitators who have connected a student to this person in the past	# of Facilitators who would refer a student to this person in the future
Business	7	5	6
Legal	6	1	5
Education	8	6	7
Medical	8	3	7
Other	8	5	7
TOTAL	37	20	32

Table 6.4: Site Two, Off-Campus Social Network Schematics (Out of 8 Facilitator Interviews)

	# of Facilitators able to identify an individual in this category	# of Facilitators who have connected a student to this person in the past	# of Facilitators who would refer a student to this person in the future
Business	8	5	8
Legal	7	4	6
Education	8	5	7
Medical	8	3	7
Other	7	3	6
TOTAL	38	20	34

It is important to note that defining the categories for the Off-Campus Social Network Schematics at both research sites were broad in what they encompassed. This allowed the cultural capital facilitators an opportunity to think of people within their social network that fit into the larger category, and not be constrained by a smaller occupational class. For example, the category *Medical* was interpreted by cultural capital facilitators to be family practice doctors, nurses, dentists, cardiologists, massage therapists, medical office managers, allied health instructors, and emergency medical technicians. Many cultural capital facilitators were able to name multiple members of their social network in each occupational category, but they were only counted once in the above totals.

I utilized Off-Campus Social Network Schematics to see the extent that cultural capital facilitators brought first-generation students into their personal social networks.

This is an important notion since first-generation students are less likely to have access to vertical social networks in which to build their own social capital. Therefore, if their cultural capital facilitator was willing to share these resources with first-generation students, it could increase the opportunities, networks and capital of the student in their future success.

Both research sites were consistent with the number of referrals that had already been made by cultural capital facilitators in the past and the numbers increased when looking at the future. Most of the referrals to the social networks had been made for career exploration reasons, although on some cases, facilitators had referred students for a particular service that the network member offered, i.e. medical or legal services. With the exception of one cultural capital facilitator at each research site, all agreed that they would refer students to members of their social network in the future. The two cultural capital facilitators that would not refer students stated that they preferred their personal and professional life remain separate (F2-S1; F9-S2). Despite these two outliers, most of the other cultural capital facilitators at both research sites saw the importance of these referrals to their personal social network for first-generation students and did so frequently.

6.3 Types of Information Discussed Between Cultural Capital Facilitators and First-Generation Students

The types of information exchanged between the cultural capital facilitator and first-generation student have been established as being related to cultural capital theory as

defined in this dissertation. Thus far, the research question of *1a) What types of*

information, knowledge and experiences are transmitted between the cultural capital

facilitator and the first-generation, community college student? has been answered by

looking at the responses provided by both the first-generation students and cultural

capital facilitators during their interviews. This section further expands on the role of

cultural capital theory in this information exchange and discusses its importance in

working with first-generation students. It also provides some implications for community

colleges in terms of the dominating area of cultural capital information exchanged; that

related to academic information.

6.3.1 Role of Cultural Capital Theory in Information Exchange

Cultural capital theory is defined as the cultural resources utilized by members of

society in pursuit of success (Bourdieu, 1973) and is given value by society's elites and is

rewarded by teachers throughout the educational system (Kalmijn & Kraaykamp, 1996).

For first-generation students who have not been raised in an elite household in which

these social and cultural norms have been readily expressed and taught, they face an

uphill battle in the education system because of their lack of information and knowledge.

This is where cultural capital facilitators at the community college enter the student's life

and are able to impart knowledge about the higher education system so that they may

become more successful in their educational pursuits. The information transmitted from

the facilitator to the student is not necessarily classified as specific cultural capital

information as discussed in the previous chapters about academic, career, financial, and

personal information, but rather the general cultural capital information regarding the structure and function of higher education which is also noteworthy. A Site One cultural capital facilitator put it lightly, stating,

> "Students don't always know, what they don't know, so when there's a logical
> connection to other information that they didn't ask for, if there's a connection to
> the information that they're asking for, if it's relevant, then I'll provide them extra
> info or resources. In the collegiate environment, they either don't understand it,
> don't have a vocabulary for it or something and they're trying to make sense of
> some of the experiences on-campus" (F6-S1).

Cultural capital facilitators realize that they hold the key to information and knowledge that is required to be successful in the higher education environment. Higher education is a complex system that is difficult to maneuver without the proper tools and knowledge of its working. For example, if parents are unable to help guide their student in filling out the proper financial aid paperwork because they have never filled it out themselves, or are unaware that it even exists in the first place, the cultural capital facilitator can help direct the student in acquiring the proper financial aid information that members of the elite society already possess. A Site Two, cultural capital facilitator put it best when she said,

> "I am useful in helping students matriculate through the college system, and
> I mean system. And I think I'm helpful with that. I had a student come to
> me about a month a go who had gone to counseling, or advising, or
> whatever you call it and they had given this person information about

graduating with a dance degree. But the information that they had given

them wasn't exactly accurate. So I went to the counselor that we have for

the arts and then had that student go to her after I had talked to her. So I

helped maneuver them to the spot that they needed to be with the person

they needed to be with to get the answer that was correct, not just a general

focus.   So I try to help them again, that relates back to the system. How do

you navigate through the system and does someone help you navigate, and it

is a whole thing that many parents don't know how you get through the

system at (the university), at (the community college), there's a whole key

to it. It's an unspoken, it's a social key that no one tells you about" (F5-S2).

Cultural capital facilitators not only provide the information that students seek,

but also the information that students do not know to ask for in the first place because

they lack the cultural capital to know the ins-and-outs of the higher education system.

For instance, when looking at the types of information that first-generation students seek

versus the information that cultural capital facilitators provide, students inquire about an

answer to a specific question like what classes to take, or how to get scholarships,

whereas cultural capital facilitators provide information to the students in a more holistic

approach by providing knowledge that students may not have thought to ask about, or did

not know about the connections to be made between what is asked and what else is out

there for their higher education success. Students may come in asking to drop a class that

is difficult, but the cultural capital facilitator may be able to have a conversation with the

first-generation student about the resources available both on and off campus, as well as
how a particular community college class fits into their higher education and/or life plan
(F4-S2).

Cultural capital theory is the main focus behind this study in that it provides
guidance into the types of information that first-generation, community college students
seek, as well as what is ultimately provided by the cultural capital facilitators. First-
generation students need the full spectrum of cultural capital information ranging from
academic and career assistance to financial and personal guidance. Unfortunately, both
research sites showed that academic information was the dominant area of information
exchange between first-generation students and cultural capital facilitators. Although
academic information exchange is important, there are serious implications for
community colleges regarding this lopsided approach.

6.3.1.1 Implications for Community Colleges: Academic Cultural Capital Information
Domination

Academic, cultural capital information was by far the most often discussed area of
cultural capital as presented previously. Although this was somewhat expected due to the
nature of the community college being an academic institution, the dominance of these
results have serious implications for community colleges in their work with first-
generation students. For example, if the student is strong around academic issues
because they have received constant cultural capital information in this area from their
facilitator, they may still be lacking the big picture of how information about other areas

of cultural capital such as career, financial or personal may impact their higher education success.

This is particularly evident in looking at the high levels of career, cultural capital information discussed by facilitators as opposed to the lower levels discussed by first-generation students. This is an area of research that needs greater exploration in the higher education and community college literature to see if 1) first-generation students are indeed engaging at different levels of career exploration when compared to their non-first-generation peers, and 2) why there is such a strong disconnect between what cultural capital facilitators are discussing with students in terms of career information, and what students are determining to be significant from these interactions.

Community colleges must take an active role in training faculty and staff members to take a more holistic approach when working with students. This may translate into the faculty and staff members having an informal script during all interactions with students in which no matter what the student seeks out, the faculty and/or staff member provides information related to the other areas of cultural capital in order to better inform the student. Again, this must be combined with the particular characteristics and attributes possessed by cultural capital facilitators in order to ensure that the information is communicated in an effective way for the student. In addition, community colleges must ensure that all faculty and staff members are up-to-date on some of the particular pieces of cultural capital information in order to provide the best and most useful information to the student. There are areas of significance and limitations to these implications that are further discussed in the following chapter.

6.4. Characteristics and Attributes of Cultural Capital Facilitators

Whether people are born or made with certain characteristics and attributes has been a question dating back to Great Man Leadership Theory and Trait Leadership Theory. According to these theories, people (men) have certain, inherent traits that naturally make them a leader (Komives, et al., 1997). This question is not beyond the scope of cultural capital facilitators and the characteristics and attributes they possess. Chapter five provided an in-depth look at the final research question of *2) What are the characteristics and attributes of cultural capital facilitators on community college campuses?* This section will not reiterate what has already been stated in chapter five about what the characteristics and attributes of cultural capital facilitators are, but focus more so on the implications for community colleges in terms of what knowing about these characteristics and attributes of cultural capital facilitators has to do with first-generation student success. Specifically, the implications for community colleges are discussed in the context of their hiring practices and professional development training programs as a way to enhance the role of cultural capital facilitators on their respective campuses by looking at the characteristics and attributes as either inherent traits of specific individuals, or training opportunities that can be developed in all employees.

6.4.1 Implications for Community Colleges: Inherent Traits or Training Opportunities?

The characteristics and attributes of cultural capital facilitators were presented in chapter five and are specifically discussed in this section with regards to whether the major findings of cultural capital facilitators' characteristics and attributes are inherent

traits or trainable options. Chapter five helped expand on the research question of *2)*

What are the characteristics and attributes of cultural capital facilitators on community

college campuses? Whereas this section will take the research question a step further in

allowing the implications for community colleges to be presented about the phenomenon

of cultural capital facilitators on community college campuses.

Cultural capital information has already been established as something that is

learned by the elite members of society and utilized in beneficial ways (Bourdieu, 1973).

Therefore, when looking at the topics of academic, career, financial and personal cultural

capital information, these areas can be learned. An individual can be taught about the

academic necessities needed to transfer to a university, the experiences required for a

specific career, the proper way to fill out a scholarship application and the community

resources available when students have personal needs. These areas of cultural capital

information can all be learned by faculty and staff members through professional

development trainings and in turn utilized when working with students. The greater issue

at hand is whether an individual can learn to utilize the characteristics and attributes that

first-generation students' value in the person giving them the cultural capital information.

Three major factors must be present in the discussion around whether the

characteristics and attributes of cultural capital facilitators can be acquired through

training. First, the individual must have developmental experiences, i.e. opportunities to

learn about the characteristics and how to acquire them. Second, the individual must

have the ability to learn the characteristics, which include a combination of the

motivation to learn, personal orientation to learn and skills necessary to learn. Finally,

the institution must be conducive and supportive of the learning environment and include

aspects such as coaching, continuous feedback, and rewards for characteristic and

attribute development (McCauley, 2001).

All of the characteristics and attributes discussed by first-generation students and

cultural capital facilitators with the exception of one; Real Life People: Personal Stories

can be learned under precise circumstances. Personal stories, for example, are very

individual and unless faculty and staff members have been through similar situations as

the first-generation student and are willing to openly share these experiences, it may be

impossible to disclose personal stories that the student would be able to relate to. This

attribute would be specific to the facilitator and dependent on their individual life

experiences.

The other eleven major characteristics and attributes identified by first-generation

students and cultural capital facilitators can be acquired under McCauley's three

components as discussed below. Table 6.5 outlines the cultural capital facilitator

characteristics and attributes and their trainable and/or inherent designation.

Table 6.5: Trainable and Inherent Characteristics and Attributes of Cultural Capital Facilitators

Trainable Characteristics and Attributes	Inherent Characteristics and Attributes
Above and Beyond: Helpful	Real Life People: Personal Stories
Above and Beyond: Student Centered	
Above and Beyond: Time/Availability	
Challenge and Empower: Challenge	
Challenge and Empower: Empower	
Challenge and Empower: Reinforce	
Connection to Campus: Involved Beyond Formal Job	
Connection to Campus: Knowledge of Campus and College	
Real Life People: Referral	
Real Life People: Supportive	
Real Life People: Trust	

McCauley's (2001) three components for the development of characteristics and attributes associated with cultural capital facilitators are truly dependent on the culture of the institution. This section looks deeper at these workings and discusses how community college practitioners can implement and/or strengthen these components for further cultural capital facilitator development.

6.4.1.1 Developmental Experiences to Learn

Community colleges have the ultimate control when it comes to creating developmental experiences for their employees to gain the experiences and attributes of the cultural capital facilitator. Although professional development programs may be in place at the institution, there are some key components that must accompany such a

program. First, the culture of the community college as an institution must exude the

characteristics of the cultural capital facilitator. This should, in turn, create a professional

development program that easily fits in with the culture of the organization. As an

organization emanates the characteristics of going *Above and Beyond* and being *Helpful*

and *Student Centered*, learning experiences for employees must be created on how to also

display and develop such characteristics that fit into such a faction.

Second, the professional development experiences to develop these skills must

not be a one-time, haphazard approach (Day, 2000). These developmental programs

must be ongoing and allow for the employees to constantly link activities, programs,

workshops and on-the-job experiences to developing and implementing the

characteristics and attributes of the cultural capital facilitator. This would require

community colleges to create professional development programs that were long term

and specific to the employee; creating experiences that fit directly with their job role on-

campus. For example, the interactions that faculty members have with students in the

classroom are very different from those experiences of cafeteria workers in an eatery.

The community college must create ways in which both types of employees can exude

the characteristics and attributes of cultural capital facilitators despite their different roles

on-campus.

6.4.1.2 Employee Desire to Change and Learn

Motivating an employee to change a behavior or learn a new characteristic is

often seen as the most difficult aspect for an organization because ultimately it is up to

the individual employee to control and modify his/her own behavior. There are three

important components that community college organizations can provide to promote

awareness and help facilitate an employees' transition. First, the employee must commit

to changing their current characteristics and attributes through behavior modification.

Arnold Lazarus developed the concept of behavioral therapy in the 1950s as a way to

help people change what they were doing and thinking. Prominent in the field of

psychology and counseling, its premise is on modifying behavior through conditioning

oneself to behave in certain ways (Corey, 1996). For instance, an employee that may not

possess the cultural capital facilitator characteristic of being supportive for first-

generation students may learn to modify his/her conduct to do so through behavior

therapy. This is not to say that all faculty and staff members must attend behavior

therapy sessions in order to acquire the characteristics and attributes of the cultural

capital facilitator, but is does enlighten community college practitioners and employees to

the fact that behaviors can be changed, if someone so desires.

Another component of an employees' desire to learn and change is whether the

environment is conducive to doing so. Clark's (1972) look at the development of

organizational sagas highlights the importance of buy-in from key personnel at the

institution, having the imagery of the saga in the environment, and inspiring support from

devoted outsiders, mainly the board of governors and the community in the case of

community colleges. These are all lasting components necessary for an institutional

cultural change around the cultural capital facilitator ethos to take place. Bergquist

(1992) takes institutional change a step further by describing four types of collegiate

culture within the organization that must be carefully considered when developing a concept of change within the institution. He looked at the (1) collegial culture which is focused on the disciplines of the faculty; (2) managerial culture which focuses on the goals and purposes of the institution; (3) developmental culture, which is based on the personal and professional growth of all members of the collegiate environment; and (4) negotiating culture which values the establishment of equitable policies and procedures (In Kezar and Eckel, 2002). Developmental culture focuses on the exploring and expansion of the cultural capital facilitator characteristics and attributes, but as pointed out by Kezar and Eckel (2002), these cultural types are not multidimensional and do not consider the different nuances of a particular institution. Tierney (1988) provides a more in-depth look at institutional culture and change by looking at the concepts of environment, mission, socialization, information, strategy, and leadership. This is where an environment that is conducive to change must be assessed, as well as the role that socializing faculty and staff members into a cultural capital facilitator ethos must be determined before a professional development training plan can be implemented.

Community colleges must utilize the existing research regarding institutional change in order to establish an environment that is open to the cultural capital facilitator ethos. Without creating an environment that is supportive to such change, it is difficult for employees to buy-in to any sort of change, especially that of becoming cultural capital facilitators.

6.4.1.3 Organizational Support

Finally, an organization must provide continuous support for the faculty and staff members when change is to occur and the cultural capital facilitator ethos is to be embraced and acquired through training. Providing a formalized reward system, promotion plan, and continuous feedback mechanism are necessary for an organization to provide a comprehensive professional development plan to promote cultural capital facilitator characteristics and attributes (McCauley, 2001). If an organization provides the training, has willing employees, but does not continuously support the process for development, then the loop is not complete and the desire for an institution of cultural capital facilitators will be lost. Community colleges must therefore not forget the final key component of organizational change which is continuously supporting the employees as they develop and implement new skills.

To summarize, in order for a cultural capital facilitator ethos to be established at a community college, the employee must desire to learn about the process of possibly modifying his or her current behaviors and attributes to be more in-line with those of the cultural capital facilitator. Also, the community college as an organization must be able to setup an environment that is conducive to such a change by providing ongoing training opportunities and a workplace that embraces such a culture. Finally, the community college must offer continuous encouragement and support for such change to occur through rewards and praise. The significance of implementing such an organizational change model on first-generation student success is further discussed in the following chapter, as well as the limitations of such a program are also presented.

CHAPTER 7: SIGNIFICANCE AND LIMITATIONS FOR FUTURE PRACTICE AND CONCLUSIONS

This final chapter discusses the significance and limitations of the findings presented in chapter six regarding the complexity of cultural capital facilitators and the implementation of such a culture by community college practitioners. Furthermore, this dissertation's contribution to the professional literature is discussed and my conclusionary thoughts are put forth around the topic of cultural capital facilitators and their role in the future of first-generation, community college student success.

7.1 Significance of Findings for Community College Practitioners

When analyzing the significance of the findings regarding cultural capital facilitators, one must look through the lens of what can be done to improve the higher education success of first-generation students. There are two main aspects of significance when looking at first-generation student success that community college practitioners must consider when investigating the concept of cultural capital facilitators. First, whether the structure of their community college is conducive to first-generation student success, and secondly, whether the functions of the institution currently enhance or detract from such student achievement. With the present research pointing toward the role of community colleges in social reproduction, the current structure and function of the community college is not sufficient in breaking this cycle for first-generation students and something innovative must be done.

The significance of the findings presented in this dissertation with regards to cultural capital facilitators, can only enhance first-generation student success through the following innovative measures. For example, the role that classroom instructors have on the dispensing of cultural capital information is crucial in that this is a direct conduit for communication between the institution and the first-generation student. If community colleges are able to utilize this line of communication to expel further components of cultural capital information, first-generation students will naturally become more knowledgeable about this information and how they can utilize it to become more successful in their higher education endeavors. This, of course is dependent also on how the classroom instructors go about dispensing such information.

This dissertation has provided the characteristics and attributes as identified by both first-generation students and cultural capital facilitators as to the best way of communicating such cultural capital information. If community college practitioners are able to take the characteristics and attributes of cultural capital facilitators and incorporate them into an intentional, professional development training program particularly focusing on classroom instructors, community colleges will then have the means for transmitting the cultural capital information (instructors in a classroom setting) and the matter in which to transmit such information (utilizing the cultural capital facilitator characteristics and attributes).

Community college practitioners must also consider the fact that cultural capital facilitators are not solely classroom instructors, and that there are other ways in which to transmit cultural capital information to first-generation students. This is significant

especially since a number of first-generation students could not identify someone that they obtained cultural capital information from despite being in the classroom environment with instructors. This is why building and espousing other means of the transmission of cultural capital information for students is so crucial such as the establishing and strengthening of student life programs on community college campuses. More so, this would allow not only the first-generation student to be exposed to a broader group of community college employees, but also expand the social networks of the community college practitioners themselves. These networking opportunities not only provide a tighter and more expansive social network for the cultural capital facilitator, but allow the first-generation student to be exposed to an extended network in which to gain additional cultural capital information.

Finally, community college practitioners cannot overlook the role that academic cultural capital plays in the information exchange between first-generation students and cultural capital facilitators. This is significant in that academic, cultural capital information is important for first-generation students to acquire, but cultural capital facilitators need to be more balanced and holistic in the transmission of all cultural capital information. Community college practitioners need to be more intentional in training employees on the importance of providing a wide range of cultural capital information in conjunction with the academic information such as career, financial and personal connections that the first-generation student may not be aware of. Although cultural capital facilitators may not be intentionally withholding cultural capital information from first-generation students, they need to be more purposeful in providing the additional

information and help the student make the connections as to the importance of the additions.

These areas of significance are all crucial for community college practitioners as they look to enhance the success of first-generation, community college students. By utilizing the comprehensive, cultural capital facilitator philosophy in creating an atmosphere that is focused on the cultural capital information enhancement of first-generation students, the function of social reproduction so often associated with community colleges can be significantly decreased. There are, of course, some limitations to the findings presented in this dissertation research that community college practitioners must not ignore, but devise ways in which to minimize such distractions.

7.2 Limitations of Findings for Community College Practitioners

The limitations to this dissertation's findings lie not only with the individuals involved (first-generation students and community college employees), but also with the structure and function of the community college in general. This section discusses these limitations for the community college practitioner in implementing a cultural capital facilitator philosophy on-campus, and lays the foundation for which these limitations can be turned in to opportunities towards positive action for the first-generation student through future research possibilities.

First, the role of the classroom instructor as cultural capital facilitator can be seen as a limitation because it places a number of responsibilities on the faculty member that he or she may not see as desirable. For instance, the faculty member may not see him or

herself as the appropriate person to transmit certain aspects of cultural capital information outside of their level of expertise. This was evident in the research study with one identified faculty member who refused to be interviewed because he did not see himself as being the person that first-generation students went to for cultural capital information (F9-S1), and also by another faculty member who declined to discuss personal information with students because she did not feel like that was her area of expertise. Interestingly enough, she did not have an issue with discussing academic, career or financial information with students and would present to her classes on these topics whenever necessary (F5-S1).

Academic, cultural capital information is an area that faculty feel most comfortable with because it falls within their realm of knowledge, but it does limit the types of cultural capital information that first-generation students receive in the classroom setting. Faculty members may even be resistant to learning about the other forms of cultural capital information that are beneficial for first-generation students to acquire because it falls outside of their formal job-title or might impede on the curriculum and class time that they have previously planned. These are definitely barriers to the implementation of a cultural capital facilitator ethos when working with faculty members and must be addressed by the community college practitioner in terms of the changing culture of the institution.

Another limitation to the research findings involves the implementation of a complex professional development program towards the growth of cultural capital facilitator characteristics and attributes. First, the development of such a multifaceted

program would take time and valuable resources. It may require the evaluation of each individual employee to discover the particular areas in which they need enhancement in, as well as an individualized plan as to how to go about improving in those areas. Although the development of such a program should be the least of the community college practitioners concerns, the real difficulty comes from acquiring buy-in from the faculty and staff as to the program's role in first-generation student success. With that in mind, it might be more difficult for the community college practitioner to deal with the individuals who may not be appreciative in hearing that they need to change some of their characteristics and attributes, or that their behavior is not the best way to work with students in their success. This is why the buy-in from key personnel and administrators is important in the implementation of such a program, as they need to communicate with employees about how these measures can help first-generation students to become successful in their higher education pursuits.

The third limitation to the findings involves the social networks of faculty and staff members and their willingness or unwillingness to expand and share these networks. First, revealing ones social networks and the strength of such networks may be politically unsavvy for an individual. This may disclose some alliances that may jeopardize ones movement within the organization if differences collide around certain individuals in their social network. Likewise, some employees may be complacent with their current social network and not desire to expand it to others on-campus. This may effect the employees desire to get involved in on-campus activities in which first-generation students may benefit from their presence. The community college practitioner must

carefully navigate these limitations around social networks in order to not be perceived as controlling whom faculty and staff members must associate with in order to improve their social networks. Although the community college practitioners may have good intentions in mind when facilitating the interactions between certain college employees, it may not be construed as such to the faculty and staff members who must implement the change. Furthermore, faculty and staff members may not see the benefit of an expanded social network for first-generation students like the practitioners had intended.

Another limitation with regards to the findings deals with the nature of some first-generation students. It has been discussed that first-generation students are more likely to lack the cultural capital information around academic, career, financial and personal areas when compared to their peers whose parents have a bachelor's degree. Furthermore, this is also true for having first-generation students see the importance of having a cultural capital facilitator in which they can discuss these aspects of cultural capital information with for their higher education success. Therefore, the community college practitioner may feel stifled in trying to get first-generation students to see the importance of having a cultural capital facilitator. This is especially true since first-generation students are more likely to have greater time commitments outside of school such as family commitments and jobs and are less likely to live on-campus due to the structure of community colleges not having residential facilities. Community college practitioners, therefore, must find another medium of communication with the students since working through an on-campus student life population may not be targeting the correct group of students. This is why it is imperative that the community college practitioner have a collaborative,

working relationship with classroom instructors who also buy-in to the cultural capital facilitator ethos.

A final limitation to this dissertation involves the dichotomy between the cultural capital facilitator characteristics and attributes and the current structure of the community college in their plight for first-generation student success. This dissertation provides little insight into the role of the institution specifically, in first-generation student success, but rather focuses on the individuals that make up the institution and their contributions to cultural capital enhancement in first-generation students. This dissertation found that although cultural capital facilitators had similar characteristics and attributes with one another, this does not imply that individuals possessing these characteristics and attributes were solely responsible for student success. The following section explores these limitations by providing recommendations for future research regarding the role of cultural capital facilitators on community college campuses.

7.3 Contributions to the Literature and Future Research Recommendations

The significance of this study has been discussed in the practical nature that the research findings can be utilized in the community college setting, and will now be presented in the context of its contributions to the higher education literature. The role of cultural capital facilitators for first-generation, community college students will be specifically discussed in terms of what the current higher education literature says regarding these individuals, as well as how this dissertation adds to the discussion and provides the basis for future research recommendations.

Higher education research has consistently found that the interaction between students and college employees, mainly faculty, is positively related to student success and achievement (Terenzini, Pascarella, & Blimling, 1999; Astin, 1993; Pascarella & Terenzini, 1991), although the concept of cultural capital facilitators, specifically, has never been discussed in the context of the higher education literature. Mentoring programs have been set up at some community colleges as one component to enhance student retention and persistence by putting students in touch with college employees, but these are often formalized programs in which only certain students qualify, or self-identify to participate (Girves, Zepeda & Gwathmey, 2005). The concept of cultural capital facilitators adds to this retention and persistence literature by looking at institutions that did not have a formalized mentoring program, and how students sought out certain people that would provide them with beneficial information. Since mentoring programs usually involve a formalized matching program and all students may not have the opportunity to participate, enhancing the concept of cultural capital facilitators on community college campuses may prove to be more effective and efficient in providing the cultural capital information necessary for first-generation students to be successful. This furthermore provides an opportunity for future researchers to look at the types of information in which cultural capital facilitators feel comfortable sharing with students as well as whether they would feel more inclined to distribute certain information after participating in professional development trainings related to the sharing of cultural capital information while utilizing the characteristics and attributes of cultural capital facilitators.

Additionally, this study helped identify whom first-generation, community college students recognize as important from their perspective in providing the components necessary for their information and knowledge quest. This contribution to the literature provides tangible information as to what the first-generation student needs and/or does not know from their own perspective by categorizing cultural capital into academic, career, financial and personal information and provides the foundation for further research regarding how first-generation students differ in the types of information they desire when compared to those community college students whose parents acquired a bachelor's degree.

Secondly, this research defines whom first-generation students seek out specifically to gain information, as opposed to who the student might have been assigned to in a formal mentoring program. This again leads to future research in comparing the retention, persistence, and/or cultural capital information levels for first-generation students assigned to formal mentors, as opposed to those who chose their cultural capital facilitators on their own for information.

This research also provides insight into the characteristics and attributes of these cultural capital facilitators as sought out by first-generation students, and how the use of certain characteristics and attributes to communicate cultural capital information has been proven effective from both a student and facilitator standpoint. These characteristics and attributes should be explored in formalized mentors to see if there are similarities or differences in the way in which information is communicated.

The discovery of how cultural capital facilitators can acquire such characteristics and attributes from training and experience, as well as the inherent factors present in the individual are also important contributions to the literature. This leads to the necessity of a complex, professional development training plan to be developed in order to enable community college practitioners who wish to establish a cultural capital facilitator ethos on their campus to do so with greater direction. Community college administrators can utilize this information to provide professional development trainings to his/her employees in order to enhance the characteristics and attributes of cultural capital facilitators in better serving the first-generation students at his/her campus.

One final contribution to the literature deals with the cultural capital facilitators on-campus social network, age of the cultural capital facilitator, and the role of on-campus student activities. This research study showed the difference between a campus with a well-developed student life program and the interconnectedness of the cultural capital facilitators' social network around this program. Furthermore, this tight-knit group of facilitators was more similar in age to the first-generation students interviewed which also should be explored in the future. Further research should explore the differences between community college sites with similar student life programs to see if there is a similar network of cultural capital facilitators that exists and whether the age of the facilitator is a deciding factor in being identified by other facilitators or first-generation students. Discovery of faculty and staff members' willingness to openly declare such networks should provide greater insight into the relationship of social networks on student success.

Overall, the largest contribution to the higher education literature has to deal with the phenomenon of cultural capital facilitators in general. This dissertation has provided a comprehensive look at the individuals involved in providing the essential cultural capital information needed to help first-generation students maneuver through the system of higher education. Community colleges are constantly trying to create programs to retain students to college, and this research and subsequential findings provides them with a look at a best practices model to helping them reach this goal. The concept of cultural capital facilitators can only continue to be enhanced upon as further research is used to test the concept of cultural capital facilitators at community colleges, the role of particular institutional characteristics in first-generation student success, and to develop a grounded theory based on the characteristics and attributes of the facilitators.

7.4 Conclusionary Thoughts

This study has allowed me to explore in a broad sense, how first-generation students who do not have the privilege of high levels of cultural capital information, find this information once they reach the community college campus. I learned why students are naturally drawn toward certain individuals in a collegiate atmosphere and the role that these individuals' personal characteristics and attributes play in this attraction and relationship. I understand that even though students may not seek out certain individuals as their cultural capital facilitator because they either do not have the specific characteristics and attributes, or are not providing useful, cultural capital information, that

these faculty and staff members have the option to learn about the information, and acquire the characteristics and attributes that students find important.

Finally, this whole study sheds light on the concept of social networks on community college campuses as dynamic structures from both the first-generation student and the cultural capital facilitator standpoint. These networks are key in the referral process of first-generation students to cultural capital facilitators as well as cultural capital facilitators with one another. These social networks ultimately can lead to not only a students' academic success, but also their social mobility in society. This solidifies a statement made by a former boss who said, "It's who you know that will get you there, and what you know that will keep you there."

In conclusion, the presence of cultural capital facilitators has implications for first-generation student success. As the increase of minority and subsequently, first-generation students enter higher education through the community college, cultural capital facilitators will become increasingly important in helping these students maneuver through the higher education system. These individuals, as well as their characteristics, attributes and techniques need to be identified and replicated in order to help a broad range of students meet their educational goals and aspirations. More so, first-generation students need to feel that all faculty and staff members at their community college have their best interest in mind in helping them strive toward their higher education success.

APPENDIX A: FACULTY/STAFF (CULTURAL CAPITAL FACILITATOR)
INFORMED CONSENT

Project Title: First-Generation Community College Students

You are being asked to read the following material to ensure that you are informed of the nature of this research study and of how you will participate in it, if you consent to do so. Signing this form will indicate that you have been so informed and that you give your consent. Federal regulations require written informed consent prior to participation in this research study so that you can know the nature and risks of your participation and can decide to participate or not participate in a free and informed manner.

PURPOSE
You are being invited to participate voluntarily in the above-titled research project. The purpose of this project is to discover who first-generation community colleges student go to on campus to find information about things such as academics, career choices, financial matters, personal issues, etc..

SELECTION CRITERIA
The Principal Investigator or a member of his/her study staff will discuss the requirements for participation in this study with you. To be eligible to participate, you must be 1) Identified by an interviewed first-generation student as someone they go to for information. Facilitators not identified from an interviewed student will not be included, 2) Must be employed by either SITE ONE or SITE TWO. Faculty/Staff not employed by SITE ONE or SITE TWO will not be included in the study, and 3) Must be at least 18 years old. Faculty/Staff not at least 18 years old will not be included.

A total of 20 individuals will be enrolled in this study locally. Overall, a total of 40 individuals will be enrolled at multiple study centers.

PROCEDURE(S)
The following information describes your participation in this study, which will last up to 1 hour, and will be audio taped. You will be asked approximately 11 interview questions regarding working with community college students. Following the interview, participants will be asked to fill out a survey related to their social networks and asked to provide a copy of their resume.

RISK
There are no physical, psychological, sociological, financial, economic risks associated with participation, although participants will have an opportunity to reflect on their connections and social network relationships with students, or social contacts. This reflection may have participants consider issues related to this relationship that they might not have considered.

APPENDIX A: FACULTY/STAFF (CULTURAL CAPITAL FACILITATOR)
INFORMED CONSENT- *Continued*

BENEFITS
There is no direct benefit to you from your participation. The findings from this research will inform community college practitioners about the role of cultural capital facilitators in student success. It will allow administrators to develop strategies in cultivating these attributes in employees as well as identify tactics in connecting students with these individuals. Finally, administrators will be able to analyze current hiring practices to determine if they reflect the cultural capital facilitator ethos.

CONFIDENTIALITY
All documents, transcriptions and research materials will be secured at 321 Education Building at the University of Arizona in which others do not have access. Documents and interview data will be kept for six years. All names will be changed on any reports drawn from this data. The surveys, notes, audio recordings, and interview transcripts will be kept for six years and then destroyed. All papers will be shredded, and audiotapes will be erased.

PARTICIPATION COSTS AND SUBJECT COMPENSATION
There is no cost to you for participating except your time. You will not be compensated for your participation.

CONTACTS
You can obtain further information from the principal investigator Karrie D. Mitchell, Ph.D. Candidate at (520) 400-5903. If you have questions concerning your rights as a research subject, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.)

AUTHORIZATION
Before giving my consent by signing this form, the methods, inconveniences, risks, and benefits have been explained to me and my questions have been answered. I may ask questions at any time and I am free to withdraw from the project at any time without causing bad feelings. The investigator may end my participation in this project for reasons that would be explained. New information developed during the course of this study, which may affect my willingness to continue in this research project, will be given to me as it becomes available. This consent form will be filed in an area designated by the Human Subjects Committee with access restricted by the principal investigator, Karrie D. Mitchell, Ph.D. Candidate or authorized representative of the Higher Education Department. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

APPENDIX A: FACULTY/STAFF (CULTURAL CAPITAL FACILITATOR)
INFORMED CONSENT– *Continued*

_____   _____
Subject's Signature   Date

INVESTIGATOR'S AFFIDAVIT:
I have carefully explained to the subject the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____   _____
Signature of Investigator   Date

APPENDIX B: FIRST-GENERATION STUDENT INFORMED CONSENT FORM

Project Title: First-Generation Community College Students

You are being asked to read the following material to ensure that you are informed of the nature of this research study and of how you will participate in it, if you consent to do so. Signing this form will indicate that you have been so informed and that you give your consent. Federal regulations require written informed consent prior to participation in this research study so that you can know the nature and risks of your participation and can decide to participate or not participate in a free and informed manner.

PURPOSE
You are being invited to participate voluntarily in the above-titled research project. The purpose of this project is to discover who first-generation community colleges student go to on campus to find information about things such as academics, career choices, financial matters, personal issues, etc.

SELECTION CRITERIA
The Principal Investigator or a member of his/her study staff will discuss the requirements for participation in this study with you. To be eligible to participate, you must be 1) Currently enrolled at either SITE ONE or SITE TWO. Students not enrolled at the community college site will not be included, 2) Identify as 1st-generation to college in which neither parent completed a bachelor's degree. Students whose parents have received a bachelor's degree will be excluded, 3) Must be in an academic transfer program. Students in a 2-year vocational program, and those seeking personal development experiences will not be included, and 4) Must be at least 18 years old. Students not at least 18 years old will not be included.

A total of 20 individuals will be enrolled in this study locally. Overall, a total of 40 individuals will be enrolled at multiple study centers.

PROCEDURE(S)
The following information describes your participation in this study which will last up to 30 minutes and will be audio taped. The participant will be asked approximately 13 interview questions regarding their community college experience. Following the interview, participants will be asked to fill out a survey related to fill out a survey related to who they now on campus who helps them or gives them advice.

RISK
There are no physical, psychological, sociological, financial, economic risks associated with participation, although participants will have an opportunity to reflect on their connections and social network relationships with faculty or staff members. This

APPENDIX B: FIRST-GENERATION STUDENT INFORMED CONSENT FORM -
Continued

reflection may have participants consider issues related to this relationship that they may have not considered.

BENEFITS
There is no direct benefit to you from your participation. The findings from this research will inform community college practitioners about the role of cultural capital facilitators in student success. It will allow administrators to develop strategies in cultivating these attributes in employees as well as identify tactics in connecting students with these individuals. Finally, administrators will be able to analyze current hiring practices to determine if they reflect the cultural capital facilitator ethos.

CONFIDENTIALITY
All documents, transcriptions and research materials will be secured at 321 Education Building at the University of Arizona in which others do not have access. Documents and interview data will be kept for six years. All names will be changed on any reports drawn from this data. The surveys, notes, audio recordings, and interview transcripts will be kept for six years and then destroyed. All papers will be shredded, and audiotapes will be erased.

PARTICIPATION COSTS AND SUBJECT COMPENSATION
There is no cost to you for participating except your time. You will not be compensated for your participation.

CONTACTS
You can obtain further information from the principal investigator Karrie D. Mitchell, Ph.D. Candidate at (520) 400-5903. If you have questions concerning your rights as a research subject, you may call the University of Arizona Human Subjects Protection Program office at (520) 626-6721. (If out of state use the toll-free number 1-866-278-1455.)

AUTHORIZATION
Before giving my consent by signing this form, the methods, inconveniences, risks, and benefits have been explained to me and my questions have been answered. I may ask questions at any time and I am free to withdraw from the project at any time without causing bad feelings. The investigator may end my participation in this project for reasons that would be explained. New information developed during the course of this study, which may affect my willingness to continue in this research project, will be given to me as it becomes available. This consent form will be filed in an area designated by the Human Subjects Committee with access restricted by the principal investigator, Karrie D. Mitchell, Ph.D. Candidate or authorized representative of the Higher Education

APPENDIX B: FIRST-GENERATION STUDENT INFORMED CONSENT FORM -
Continued

Department. I do not give up any of my legal rights by signing this form. A copy of this signed consent form will be given to me.

_____ _____
Subject's Signature   Date

INVESTIGATOR'S/DESIGNEE'S AFFIDAVIT:
I have carefully explained to the subject the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

_____ _____
Signature of Investigator   Date

_____ _____
Signature of Designee/Presenter   Date

APPENDIX C: FIRST-GENERATION STUDENT INTERVIEW PROTOCOL

1) First Generation Student Screening Questions:

    a. Has anyone in your immediate family received a bachelor's degree?

    b. What is your major? Are you planning on transferring to a university after being at the community college?

2) Who do you go to on-campus when you need information about something?

3) Why do you go to this particular individual?

4) Have you seen this person more than once for information?

5) Why do you go back to this person for information?

6) What types of information did you seek?

    a. How much value do you place on this information?

    b. How have you used this information to be successful in college?

7) Have you ever found out information that you wished you would have known earlier?

8) Has the identified person provided you with information or opportunities that you would not have known about if you did not know him/her?

9) Do you have friends that also go to this person for information?

    a. If not, who do they go to?

10) Have you ever referred friends to this person?

    a. If so, who are the friends?

    b. Why did you refer them?

APPENDIX C: FIRST-GENERATION STUDENT INTERVIEW PROTOCOL –
Continued

11) Demographic Information:

	Yourself (First-Generation Student)	Identified Person (Cultural Capital Facilitator)
Ethnicity		
Gender		
Socioeconomic Status		
Religion		
Ability Level		
Sexual Orientation		

12) Do you go to the identified person because you share similar demographics?

APPENDIX D: FACULTY/STAFF (CULTURAL CAPITAL FACILITATOR)
INTERVIEW PROTOCOL

1) Faculty/Staff Screening Questions:

    a) Are you older than 18 years old?

    b) Are you a faculty/staff member here at _____ Community College?

2) Why do students come to you when they need information about something?

3) What types of information do they seek?

4) What types of information do you provide without them asking?

5) Why do they come to you as opposed to others on campus?

6) Do you feel like you are always useful to them?

    a) Describe some examples when you feel you are helpful.

    b) Describe some examples when you feel you are not helpful.

7) Are there others on campus that you feel students go to as well?

    a) Why do they go to these people?

8) Are there certain qualities that you believe you possess that lead students to you?

9) Does your job-title i.e. advisor, counselor, etc. naturally lead students to you?

10) Is there any particular demographic of student that you think are drawn to you?

11) Have you ever connected students with associates in your social network?

    a) If so, describe the situation, student(s) and associate in which you

       facilitated this information.

APPENDIX E: SOCIAL NETWORK SCHEMATIC FOR FACULTY/STAFF (CULTURAL CAPITAL FACILITATOR)

1) Do you know anyone in this job classification?	2) How many years have you known this person?	3) What is your relationship with this person?	4) How close are you with this person?	5) What is his/her job?	6) Have you ever connected a student to this person?	7) Would you ever connect a student to this person in the future?
Business						
Legal						
Education						
Medical						
Other						

Adapted from Lin, N. (2001). Building a network theory of social capital. In N. Lin, K. Cook, & R. S. Burt (Eds.), Social capital: Theory and research (pp. 3–29). New York: Aldine De Gruyter.

APPENDIX F: SOCIAL NETWORK SCHEMATIC FOR FIRST-GENERATION STUDENT

1) Who do you go to on campus for the following information?	2) How long have you known this person?	3) What is his/her job?	4) How did you get connected to this person?	6) Do you have friends that also go to this person? If not, who does your friend go to for this information?	7) Why do you go to this person as opposed to someone else?	8) What are some specific pieces of information that you received from this person?	9) Are there specific demographic characteristics that you share with this person? (Ethnicity, Gender, Religion, etc.)
Academic							
Career							
Financial							
Personal							
College Info.							
Other							

APPENDIX G: INTERVIEWEE AND RESEARCH SITE CODE INDENTIFICATION

S1-S1	Student One-Site One (Multi-College District) Caucasian Male-20 years old
S2-S1	Student Two-Site One (Multi-College District) White/Hispanic Female-25 years old
S3-S1	Student Three-Site One (Multi-College District) Native American Male-19 years old
S4-S1	Student Four-Site One (Multi-College District) Hispanic Female-19 years old
S5-S1	Student Five-Site One (Multi-College District) Hispanic Female-21 years old
S6-S1	Student Six-Site One (Multi-College District) White Female-20 years old
S7-S1	Student Seven-Site One (Multi-College District) Latina Female-25 years old
S8-S1	Student Eight-Site One (Multi-College District) Black American Male-18 years old
S9-S1	Student Nine-Site One (Multi-College District) African American Female-20 years old
S10-S1	Student Ten-Site One (Multi-College District) Chicano Male-19 years old
F1-S1	Facilitator One-Site One (Multi-College District) Caucasian Male-45 years old
F2-S1	Facilitator Two-Site One (Multi-College District) Asian/Pacific Female-Mid 50s (Age)
F3-S1	Facilitator Three-Site One (Multi-College District) Spanish American Female-35 years old
F4-S1	Facilitator Four-Site One (Multi-College District) White Female-40 years old
F5-S1	Facilitator Five-Site One (Multi-College District) Greek Female-35 years old
F6-S1	Facilitator Six-Site One (Multi-College District) Hispanic Male-30s (Age)
F7-S1	Facilitator Seven-Site One (Multi-College District) Latina Female-50 years old
F8-S1	Facilitator Eight-Site One (Multi-College District) Black American Female-28 years old
F9-S1	Facilitator Nine-Site One (Multi-College District) White Male-55 years old
F10-S1	Facilitator Ten-Site One (Multi-College District) Chicano Male-27 years old

S1-S2	Student One-Site Two (Multi-Campus District) Caucasian Male-19 years old
S2-S2	Student Two-Site Two (Multi-Campus District) Alaskan Native (Black) Male-20 years old
S3-S2	Student Three-Site Two (Multi-Campus District) White Female-19 years old
S4-S2	Student Four-Site Two (Multi-Campus District) Hispanic Female-20 years old
S5-S2	Student Five-Site Two (Multi-Campus District) White Female-21 years old
S6-S2	Student Six-Site Two (Multi-Campus District) Hispanic Male-24 years old
S7-S2	Student Seven-Site Two (Multi-Campus District) Mexican-American (White Identified) Male-20 years old
S8-S2	Student Eight-Site Two (Multi-Campus District) Mexican Female-19 years old
S9-S2	Student Nine-Site Two (Multi-Campus District) Hispanic Male-21 years old
S10-S2	Student Ten-Site Two (Multi-Campus District) African American Female-23 years old
F1-S2	Facilitator One-Site Two (Multi-Campus District) Caucasian Male-55 years old
F2-S2	Facilitator Two-Site Two (Multi-Campus District) African American Male-Late 30s (Age)
F3-S2	Facilitator Three-Site Two (Multi-Campus District) White Male-40s (Age)
F4-S2	Facilitator Four-Site Two (Multi-Campus District) White Female-45 years old
F5-S2	Facilitator Five-Site Two (Multi-Campus District) White Female-40s (Age)
F6-S2	Facilitator Six-Site Two (Multi-Campus District) Hispanic Female-47 years old
F7-S2	Facilitator Seven-Site Two (Multi-Campus District) White Male-Mid 50s (Age)
F8-S2	Facilitator Eight-Site Two (Multi-Campus District) White Female-40 to 50 (Age)
F9-S2	Facilitator Nine-Site Two (Multi-Campus District) White Female-55 years old
F10-S2	Facilitator Ten-Site Two (Multi-Campus District) Mexican American Male-37 years old

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