

EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

A Thesis

Presented to the faculty of the Department of Sociology
California State University, Sacramento

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

Sociology

by

Yesenia Sandoval Lopez

SUMMER
2018

EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

A Thesis

by

Yesenia Sandoval Lopez

Approved by:

_____, Committee Chair
Manuel Barajas, Ph.D.

_____, Second Reader
Aya Kimura Ida, Ph.D.

Date

Student: Yesenia Sandoval Lopez

I certify that this student has met the requirements for format contained in the University format manual, and that this thesis is suitable for shelving in the Library and credit is to be awarded for the thesis.

_____, Graduate Coordinator
Manuel Barajas, Ph.D.

Date

Department of Sociology

Abstract
of
EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

by
Yesenia Sandoval Lopez

The purpose of this study is to explore how a Northern California University's Academic Advising Center's First Year Advising Program is serving first generation Latina/o students. This quantitative study will analyze the type of visits made after students' mandatory First Year Advising appointments as well as the academic attainment of incoming 2009 freshmen class of first generation Latina/o students. This study focuses on the cultural capital the Academic Advising Center provides students through the First Year Advising Program. The major goals of this study are to (1) analyze first generation Latina/o students' academic attainment, who were part of the First Year Advising Program and (2) provide suggestions to better serve this growing population of students.

_____, Committee Chair
Manuel Barajas, Ph.D.

Date

ACKNOWLEDGEMENTS

I want to thank everyone who has helped me along the way to this path in higher education. Without my family, professors, academic and professional colleagues, and friends, I could have reached so far in my academic career.

First of all I want to thank my parents not only for their constant and unconditional support, but for also setting up the foundations for me to be where I am today. *Apa* you set up my passion for social justice and questioning authority. *Ama* you instilled my passion for learning and perseverance to always strive to finish what I started. Thank you for always believing in me, always motivating me, always keeping me grounded and always supporting me.

I want to dedicate this thesis to my daughter, Isabel, who has been with me since I started my undergraduate career. She has been my motivation and drive in completing my higher education career. You came into my life to keep me grounded and focused on what's truly important.

To my best friend, life partner and husband, Jose Manuel, thank you for your patience and constant support along this journey. You have seen me through my entire academic career and have helped shape who I am today. Thank you for inspiring me to be a better person and being my rock. Without your support and love I would have never reached my goals.

I will be eternally be thankful to my siblings who have ALWAYS been there for me. Daisy, Cintia and Daniel, without the three of you I would not have completed this thesis.

I have no words to thank you for everything that you have done and continue to do to

support me and keep me sane. Thank you for watching Isabel for me, thank you for running errands for me, thank you for listening to me, thank you for just being who you are.

I would like to express my most sincere gratitude and endless appreciation to my thesis chair, Dr. Manuel Barajas. Not only have you motivated me since my undergraduate career to continue my education but you have always believed that I can achieve great things, even when I have not. Your dedication and passion to helping students is what has gotten me this far. Once I took your Immigration Studies course I knew Sociology was going to be my passion. I found my identity in your courses. You always made time from your busy schedule to see me, always made me feel like I belonged in academia and for never giving up on me. I hope to one day be at least half of the professor you are. Thank you for being my thesis chair, advisor, role model, and friend.

I will eternally be grateful to my second reader Dr. Aya Kimura Ida, for her tremendous help and support in this journey. I have been blessed with your patience, brilliance, willingness to help, and unconditional support. Your insight and guidance were key elements to the completion of this thesis. Thank you for not only being my mentor but simply an amazing role model.

I want to thank two key individuals that were the ones that made this project possible for me to even work on. Dr. Mridula Udayagiri, thank you for being my mentor and recommending me to Ms. Heidi van Beek and her FYA program. You have always believed in me and helped me grow as a person and professional. I am grateful for your

constant support and encouragement. Thank you for opening my eyes to higher education guided me through the politics and encouraged me along this road.

Heidi, thank you for trusting me with your program and data. Thank you for becoming my mentor and introducing me to the world of advising. You have no idea the powerful impact working with you has had in my life.

Lastly, but not any less important, to my best friend Joanie. Thank you for your constant motivation and support. Without you I don't think I would have finished. You have been my mentor and role model since my undergraduate career and continue to be an amazing friend. Thank you for pushing me, thank you for motivating me, thank you for picking me up when I was down.

It takes a village and mine is full of amazing and supportive individuals. Thank you all.

TABLE OF CONTENTS

	Page
Acknowledgements.....	v
List of Tables	ix
Chapter	
1. INTRODUCTION	1
2. LITERATURE REVIEW	4
3. METHODS	25
4. RESULTS	29
5. DISCUSSION AND CONCLUSION	37
References.....	41

LIST OF TABLES

Tables	Page
1. Descriptive Statistics (Proportion/Mean and Standard Deviation)	30
2. Correlations for Latino/a Students.....	32
3. Correlations for White Students.....	33
4. Regression Model Predicting Cumulative GPA in Spring 2011 for Latino/a Students.....	35
5. Regression Model Predicting Cumulative GPA in Spring 2011 for White Students.....	36

EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

A Thesis

Presented to the faculty of the Department of Sociology
California State University, Sacramento

Submitted in partial satisfaction of
the requirements for the degree of

MASTER OF ARTS

in

Sociology

by

Yesenia Sandoval Lopez

SUMMER
2018

EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

A Thesis

by

Yesenia Sandoval Lopez

Approved by:

_____, Committee Chair
Manuel Barajas, Ph.D.

_____, Second Reader
Aya Kimura Ida, Ph.D.

Date

Student: Yesenia Sandoval Lopez

I certify that this student has met the requirements for format contained in the University format manual, and that this thesis is suitable for shelving in the Library and credit is to be awarded for the thesis.

_____, Graduate Coordinator
Manuel Barajas, Ph.D.

Date

Department of Sociology

Abstract
of
EXPERIENCES WITHIN FIRST-YEAR ADVISING AMONG FIRST-GENERATION
LATINO/A COLLEGE FRESHMEN: AN INSTITUTIONAL ANALYSIS ON THE
TRANSMISSION OF CULTURAL CAPITAL

by
Yesenia Sandoval Lopez

The purpose of this study is to explore how a Northern California University's Academic Advising Center's First Year Advising Program is serving first generation Latina/o students. This quantitative study will analyze the type of visits made after students' mandatory First Year Advising appointments as well as the academic attainment of incoming 2009 freshmen class of first generation Latina/o students. This study focuses on the cultural capital the Academic Advising Center provides students through the First Year Advising Program. The major goals of this study are to (1) analyze first generation Latina/o students' academic attainment, who were part of the First Year Advising Program and (2) provide suggestions to better serve this growing population of students.

_____, Committee Chair
Manuel Barajas, Ph.D.

Date

ACKNOWLEDGEMENTS

I want to thank everyone who has helped me along the way to this path in higher education. Without my family, professors, academic and professional colleagues, and friends, I could have reached so far in my academic career.

First of all I want to thank my parents not only for their constant and unconditional support, but for also setting up the foundations for me to be where I am today. *Apa* you set up my passion for social justice and questioning authority. *Ama* you instilled my passion for learning and perseverance to always strive to finish what I started. Thank you for always believing in me, always motivating me, always keeping me grounded and always supporting me.

I want to dedicate this thesis to my daughter, Isabel, who has been with me since I started my undergraduate career. She has been my motivation and drive in completing my higher education career. You came into my life to keep me grounded and focused on what's truly important.

To my best friend, life partner and husband, Jose Manuel, thank you for your patience and constant support along this journey. You have seen me through my entire academic career and have helped shape who I am today. Thank you for inspiring me to be a better person and being my rock. Without your support and love I would have never reached my goals.

I will be eternally be thankful to my siblings who have ALWAYS been there for me. Daisy, Cintia and Daniel, without the three of you I would not have completed this thesis.

I have no words to thank you for everything that you have done and continue to do to

support me and keep me sane. Thank you for watching Isabel for me, thank you for running errands for me, thank you for listening to me, thank you for just being who you are.

I would like to express my most sincere gratitude and endless appreciation to my thesis chair, Dr. Manuel Barajas. Not only have you motivated me since my undergraduate career to continue my education but you have always believed that I can achieve great things, even when I have not. Your dedication and passion to helping students is what has gotten me this far. Once I took your Immigration Studies course I knew Sociology was going to be my passion. I found my identity in your courses. You always made time from your busy schedule to see me, always made me feel like I belonged in academia and for never giving up on me. I hope to one day be at least half of the professor you are. Thank you for being my thesis chair, advisor, role model, and friend.

I will eternally be grateful to my second reader Dr. Aya Kimura Ida, for her tremendous help and support in this journey. I have been blessed with your patience, brilliance, willingness to help, and unconditional support. Your insight and guidance were key elements to the completion of this thesis. Thank you for not only being my mentor but simply an amazing role model.

I want to thank two key individuals that were the ones that made this project possible for me to even work on. Dr. Mridula Udayagiri, thank you for being my mentor and recommending me to Ms. Heidi van Beek and her FYA program. You have always believed in me and helped me grow as a person and professional. I am grateful for your

constant support and encouragement. Thank you for opening my eyes to higher education guided me through the politics and encouraged me along this road.

Heidi, thank you for trusting me with your program and data. Thank you for becoming my mentor and introducing me to the world of advising. You have no idea the powerful impact working with you has had in my life.

Lastly, but not any less important, to my best friend Joanie. Thank you for your constant motivation and support. Without you I don't think I would have finished. You have been my mentor and role model since my undergraduate career and continue to be an amazing friend. Thank you for pushing me, thank you for motivating me, thank you for picking me up when I was down.

It takes a village and mine is full of amazing and supportive individuals. Thank you all.

TABLE OF CONTENTS

	Page
Acknowledgements.....	v
List of Tables	ix
Chapter	
1. INTRODUCTION	1
2. LITERATURE REVIEW	4
3. METHODS	25
4. RESULTS	29
5. DISCUSSION AND CONCLUSION	37
References.....	41

LIST OF TABLES

Tables	Page
1. Descriptive Statistics (Proportion/Mean and Standard Deviation)	30
2. Correlations for Latino/a Students.....	32
3. Correlations for White Students.....	33
4. Regression Model Predicting Cumulative GPA in Spring 2011 for Latino/a Students.....	35
5. Regression Model Predicting Cumulative GPA in Spring 2011 for White Students.....	36

CHAPTER 1

INTRODUCTION

The First Year Advising Program (FYA), at a Northern California University (NCU), is mandatory for all first-year freshmen that introduce them to the General Education and Graduation Requirements. First Year Advising began in 2006 and has been evolving throughout the years to better address the needs of the diverse student population at the university. The program is implemented in three stages: Phase I consists of New Student Orientation (during the summer) where staff guide students through course selection and registration; Phase II consists of the First Semester Advising (fall) either in the Academic Advising & Career Center with an advisor or with a trained peer mentor, if the student is enrolled in a First Year Experience (FYE) course; lastly, Phase III consists of students completing their Second Semester advising session (spring) in the Academic Advising. Advisers not only review students' academic progress, assist with general questions, interpret academic policies, and refer them to campus resources, but also review their General Education and Graduation Requirements.

This thesis examines the cultural capital of first generation, first-time-freshmen (FTF), Latino students, who are not part of a university sponsored educational opportunity program focused on intervention and support, but rather participate in the mandatory Academic Advising Center's first-year advising program. University sponsored educational programs provided continuous guidance and support services to first-generation, low-income students, yet due to limited resources, there are limited slots available for students, thus many students with similar backgrounds do not qualify for

these services. In comparison, the first-year mandatory advising program is an intervention that attempts to provide some support and guidance for students. Academic support and guidance is a great factor into students' success, retention and timely graduation. The 2007 U.S. Department of Education reports that 59% of white students that begin higher education at a 4-year college complete a bachelor's degree within six years, compared to 40% of Blacks and 47% of Hispanic students. At UNC, the graduation rates are lower for Blacks and Latinas/os, respectively 30 to 36 percent within eight years (Barajas 2011).

A student's cultural capital plays an important role in their success or failure in the higher education. Being aware of scholastic investment strategies is a clear example of cultural capital. Cultural capital is passed on to students by parents or other socializing institutions or agents (i.e. Academic Advising, clubs and/or organizations on campus, older siblings or other family members that attend college before them). These socializing agents acculturate students to the educational system and to investing time in school. Various studies found that the key to promoting persistence, which concurrently improves retention rates during the students' first-year of college, is for institutions to provide academic, social and emotional support to students (Tinto 1999). The Academic Advising & Career Center is one of the few physical locations where a student can obtain information about enrolling in classes, choosing major, fulfilling requirements for graduation as well as any other general questions students might have. Academic Advising serves as the institutional mechanism that can possibly provide first generation,

first-time freshmen Latino/a students with the cultural capital to succeed in college or completely lose students in the labyrinth that is the university system.

CHAPTER 2

LITERATURE REVIEW

A report by the Pew Research Hispanic Center showed that in the high school graduating class of 2012, seven out of ten Hispanic high school graduates enrolled in college that fall. In the fall of 2012, Latino/a students surpassed by two percentage points the college enrollment of their white counterparts, yet Latino/a students are still less likely to be enrolled as full-time students and less likely to complete a bachelor's degree (Pew Research Hispanic Center 2012). In addition to being the largest minority enrolling to college, Latino/a students are also ignored in academic literature, as it was presented in R.W. Connell's "Why is Classical Theory Classical?" Classical theory comes from the privileged perspective and it is important to remember that there is a huge difference between the colonizers' view points and the colonized standpoint. In "Learning the Outsider Within: The Sociological Significance of Black Feminist Thought," Collins speaks of the significance of creating literature from a marginalized group's standpoint. Collins presents how Black female intellectuals have created unique ways of producing Black feminist standpoint from a marginalized position. Accordingly, Black feminist thought reflects their self, family and society through an "outsider within status"—i.e., a kind of double consciousness or *conciencia mestiza*— that creates agency for marginalized Black females. Through the examination of historical events and Black feminist literature, Collins presents Black intellectuals that were in touch with their marginality in academic settings and use the "outsider within" standpoint to analyze race, class, and gender; and most important to challenge classical or traditional social science

notions of objectivity and universality that reflect Eurocentric paradigms. Having this awareness can be empowering to Black woman in academia by challenging hegemonic notions that somehow they are deficient because they do not reflect the normative scholar and his/her curriculum, i.e. white, upper-middle class, and male centric. This critical insight, grounding the subject and object of analysis in social context, can be applied to Latino/students as well. If they are being ignored in academia, how are their needs going to be properly addressed? This is why it is important to look at the advising trends, as well as academic outcomes, of Latino/a first generation, first-time freshmen, in order to better serve their needs. At the university level, the conversations about the needs of marginalized groups like Latino/as are not being addressed. With their standpoints ignored, their academic success is obstructed, as indicated by the lower academic achievement, graduation rates, and GPA vis-à-vis mainstream students.

Building on Simmel's sociological significance of the other, Collins further develops the importance of studying the standpoint of the most marginalized. Collins argues that traditional social science paradigms limit our vision of reality. To correct the hegemonic blinders common in academia, Black feminist thought illuminates experiences, knowledge, and competencies ignored and suppressed at the university. Simply, most sociological literature is done and written by white middle-class males (and females) then generalized into broader groups. On the other hand, Black feminist grounds knowledge in the realities of intersectional structures that shape and create unique life experiences. From this standpoint approach, first-year advising is examined from the experiences of first-generation Latino/a students, who have become

the largest racial-ethnic minority group in California, yet has the least educational attainment vis-à-vis every other major racial group. To improve the academic success rates of a historically underrepresented group, it is imperative to examine the experiences and voices of this marginalized group.

Collins borrows Kuhn's definition of paradigm: "the "entire constellation of beliefs, values, and techniques shared by the members of a given community" (Collins, 2004). This includes the thought itself and its producers and practitioners. Black feminist who are 'outsider within' have multiple paradigms, and therefore often find themselves in-between two social spheres and are aware of how to navigate between them. For instance, as a first-generation Chicana I am an outsider within a social space that has been historically dominated by White, middle-class values, norms and practices. I was a first-generation, first-time freshman at NCU and was not part of an equity program. The first two years of my undergraduate career, I felt like an outsider that was clueless in what direction my college career was heading. I questioned myself but later realized that I did have some cultural capital that was obtained in high school and that I was asking the right questions. I feel that my outsider status would help shed light into ways to improve a program that is implemented as well as highlight the practices that are working for the success of first generation, freshmen Latino/students. Most literature on first-year advising relies on data from samples that come from a Midwestern university, with predominantly female and white students. Even though some of these studies claimed to be researching diversity or a marginalized group, their samples were not very racially diverse (DeWitz, Woolsey and Walsh, 2009; Ferrari, Kapoor and Cowman, 2005;

Suarez-Balcazar, Orellana-Demacela, Portillo and Rowan, 2003; Stephens et al., 2012; Wodtke 2012).

In all of these studies, students' participation was mandated and integrated into an introduction to a psychology course the participant was taking at the time of the study. Such recruitment can limit the sample size and skew responses. In addition, the research findings largely reflect the mainstream college student's perspectives.

Knowing that college is different than high school seems like common sense to the majority of students, but having a parent, older sibling or even a close family member that has also gone through college provides an insight and advantage to a first-time freshman's [FTF] college student's cultural capital. Bourdieu (1986: 242) explains that "... cultural capital can be acquired, to a varying extent, depending on the period, society and the social class, in the absence of any deliberate inculcation..." First year advising can be an asset to the development of students' academic cultural capital, since the program is mandatory for all FTF who are not associated to a university sponsored intervention/support program. The guidance taking place within first-year advising is both prescriptive and developmental by design, with the goal of helping all FTF understand academic requirements and guide them down their road to graduation.

Cultural capital has the capacity to produce profits and to reproduce itself in identical or expanded forms (Bourdieu 1986). Cultural capital can be converted into economic capital, when it is institutionalized in the forms of educational qualifications. First Year Advising can provide a student with the cultural capital that can be converted into economic capital later on. For example, many students are not aware that can take

courses at a community college (during the summer or the regular semester), to save money on tuition as well in shortening their stay at the university. Another useful piece of university policy knowledge is that students can take a semester off without any notice to the university and return the following semester by simply enrolling in courses; many students believe that once they leave for one semester, they are no longer able to return unless they re-apply. Cultural capital is generally attained unconsciously through socialization, and is the best hidden form of hereditary transmission of capital (Bourdieu 1986).

The public university system both consciously and unconsciously socializes students. The outcome is what Bourdieu called a habit (1977). It is a conditioned and expected behavior that academic advising instills in students to be successful in higher education. However, Bourdieu recognized that individuals have the agency to act upon this institutionalized socialization. For example, in First Year Advising, students are encouraged to visit professors during their office hours, join clubs/organizations on campus, and use as many campus resources in order to get the most out of their college experience, as well as succeed. However, it is up to the student to enact these recommendations. Students are being taught how to survive in a white, middle class habitus (institutionalized cultural space). First-generation college students might not have mainstream predispositions of how to behave at the university in order to be successful.

From a Marxist perspective the First Year Advising socialization creates a false consciousness of success that might not be able to be obtained, because it fails to ground

students in a material context of systemic inequality. For example, many first-generation Latino/a students at the university obtained excellent grades in high school, and work hard to do all the readings and assignments for their college classes, but are faced with obstacles like having to work for their education and may also have familial obligations. In addition, they are told, during their First Year Advising sessions, that becoming part of the campus community is a norm in order to “get the most out of their college experience”, yet they are struggling to keep up with their school work and wage labor work. Then go onto getting the most of their college experience and join a club or organization, but experience more socializing time and less time investment into their school work. Evidently, improving university academic programs requires informing them from the standpoint of marginalized students.

In theory academic advising acculturates first-generation students into the “normative” habitus, which reflects the hegemonic cultural capital. However, the elitist and ignorant approach neglects that there are students that work full-time or have family responsibilities preventing them from the advice offered by the Academic Center. Along Emile Durkheim’s notions of the “sacred”/normative behavior and of the “profane”/abnormal behavior (1912), working students learn that their behavior of working is not “approved” nor accepted by the institution, and perceive themselves as anomalies, or not belonging to the university. This is to say, things that are set apart, i.e. a successful student versus unsuccessful are surrounded by prohibitions, i.e., in order to be academically successful you must not work. Durkheim argues that a system of organization classifies what is profane and what is sacred. In the educational institution, a

system is set up to track those students that were in academic probation by mandating they return the following semester if they are in continued academic probation. They are being labeled as students that do not know how to follow the norms in order to succeed in college; therefore they must attend additional, mandated advising sessions that are established to go over things like study habits, grade point average calculation as well as balancing school, work and life in general. This can lead to the further creation of social controls within the university setting. There are certain stereotypes and expectations of what a student should act upon, and when they don't they are then labeled as "bad students" or students that do not care about their education. Yet, at the same time, by mandating these additional advising sessions, cultural capital is being given to these students as well as norms and expectations reinforced.

Scholars have expanded on cultural capital to highlight how marginalized families' cultural capital is sometimes not valued by schooling systems (Rueda, Monzoand Arzubiaga 2003). Rueda and associates and Bourdieu believe that cultural capital can determine students' access to academic content and achievements within school. Rueda et al. (2003) in comparison to Bourdieu (1986), treats cultural capital as all that is culturally learned, including values, beliefs, information, understandings, skills and ways of engaging in particular practices. Students that possess this cultural capital are more likely to succeed in college (Brock 2010). Cultural capital thus can determine the likelihood of succeeding in college. Itshitani's (2006) study on first-year advising used the National Education Longitudinal Study: 1988-2000, supported by the NCES, to see college success and behavior among first-generation students in the United States. First-

generation students were more likely to have lower retention rates and less likely to complete their four-year programs within that time frame, compared to their counterparts (Ishitani 2006). This study suggests that first-generation students lack cultural capital or have not learned to use their cultural capital in the university setting.

It is also important to explore why a group of first-generation Latinos did not return to the Academic Advising Center after their required sessions of academic advising. Mandatory advising significantly improves non-traditional students continued enrollment at community colleges and universities (Brock 2010). Other academic advising programs — similar to those at NCU — that were implemented to serve the underprepared student population have proven to increase student success and retention by showing them clear guidelines, integrating first-year transitional coursework, intrusive academic advising to treat the non-academic and personal factors, and traditional developmental education coursework (Fowler and Boyland 2010). Another factor to consider in the effects on student retention is how institutions change how they address the needs of a changing population of students. The way a student is advised, can determine how their identity is formed, that is it affirmed or devalued affecting the sense of belonging.

Education is supposed to enlighten individuals and increase the norm of equality and tolerance of other racial groups. It can be argued that cultural capital is being gained from obtaining a college education. Yet, other studies such as Bonilla-Silva (2010) have found that highly educated whites are no more likely than less educated whites to support specific policies designed to overcome racial inequality. The middle-class European

Americans are also more likely to hide their prejudiced views than their working class counterparts. This study analyzed various ethnic groups in order to find a deeper understanding of the interplay between education, ideology and group position. Group conflict is introduced as a “struggle over . . . claims to status, power and other scarce resources in which the aims of the [competing] groups are not only to gain the desired values, but also to affect, change or injure rivals” (Bobo 1988: 91). This creates stratification and hierarchies due to the competition within social groups. In our society, the White dominant group controls disproportionate large shares of valued resources like wealth and political power, while the subordinated groups are denied their fair share.

This study challenges the idea that education reduces racist ideologies. If individuals hold racist ideologies, an education may have little impact on changing them because the structured nature of inequities favors them and re-entrench racist-sexist stereotypes that secures their advantage. In addition, group conflict theory suggests that overt racism and prejudice are central in the dominant group’s effort to maintain inequalities and protect their higher state in the hierarchy. The relevance of this critical conflict perspective is that it brings attention to the problematics of cultural capital and habitus of higher education, which reflect the values, ideologies, and practices of those at the intersections of privilege and power.

Suarez-Balcazar, Orellana-Demacela, Nelson Portillo and Rowan (2003) looked at how in specific situations, students of color experience differential treatment. A sample of 322 undergraduate students from a private Midwest urban university were given a survey with twenty events of differential treatment. The majority of respondents were

Caucasian (45%), females (66%), and of senior status (31%). Half-hour interviews were conducted that examined situations where students felt they were treated differently in the last six months. Fifty situations came out and content analysis was done to analyze the data. The researchers found that race has a strong impact on the daily experiences of college students. Racism is prevalent in today's colleges and both Black and white students are aware of it. The researchers hypothesize that peer and faculty-related interactions are more likely to be identified as situations of differential treatment and that students of color are more likely to experience discrimination compared to Caucasian students. It was also hypothesized that students' appraisals of discrimination and offensiveness are independent of reported past experiences of discrimination. The study looked at the frequency campus-related incidents of discrimination, to what degree were these incidents considered offensive, and to what extent did the students believe the incidents were attributed to racial discrimination. The authors suggest that it is important to look at how students perceive discrimination because there has been an increase in incidents of discrimination since the 1980's. They also argued that it could be that there are just more incidents of discrimination or that the perceptions of individuals are changing (which was not addressed). The study found that African American students experience more incidents of differential treatment in college-related situations than their Hispanic, Asian, and Caucasian classmates. Yet I feel that the sample (for students of color in general) was extremely small. If the purpose was to look at how students of color perceived discrimination, then the sample should have been larger and reflected the proportional numbers to their population at the national level and also consider region,

because some Latinas/os from South America and Cuba tend to represent a more European heritage than those from Mexico, Central America, and other Caribbean regions.

Researchers need to be aware that different students can have different perceptions and attributions that may account for the experience of differential treatment, general appraisal of degree of discrimination and offensiveness in a particular situation. Therefore they made sure they further explored that situation. Researchers should have explained why they used the term students of color for the majority part of the study, versus ethnic minority or the specific racial categories that were also mentioned when describing the participants. Although the study looked at students of color, socio-economic status is a very important factor that can shape individuals' perceived discrimination, yet it was ignored in this study. Another weakness was that this study was done in a predominantly white, private university in the Midwest. In different parts of the country, the way individuals perceive discrimination can be different. Moreover, there should have been a greater attention to overt versus covert discrimination. Torres, Jones, and Renn (2009) looked at how identity development is conceptualized in student affairs. They examine how students make meaning of their identities in order to better serve their needs, promote student learning and development in the institution of higher education. Many theories are presented from different social science, like psychology, sociology and social psychology. They are also assessed and critiqued for what each one fails to look at.

Torres, Jones, and Renn (2009) touch on identity theorists Mead and Stryker, but focus more on the higher education sociologists Kenneth Feldman and Theodore Newcomb (1969) as laying the foundations for applying sociology to the study of college students. The development of situated “felt” identities are more predominant at the college level like personal traits (intelligence, race, gender) and roles (sociology major, college student, and athlete). In addition the term identity formation is applied to higher education as well, for example the individual’s drive to adopt an identity and behave on it. Social psychologists argue that individuals have a need to feel unique as well as a sense of belonging to a group. Cote and Levine (2002) use Erikson’s ego identity formation to synthesize sociology and psychology identity formation theories as a process of culture and individual agency. In addition, social psychologists bring the two concepts of emerging adulthood, which represents a time after adolescence and before full adulthood (Arnett, 2004), and possible selves, which represents an individual’s hoped for or feared future self and thus links cognition, motivation and behavior (Magolda, 2001).

Torres, Jones, and Renn (2009) was very holistic in terms of how college student’s identity development can be shaped in college. It also shed light into the gaps of previous works due to the increase of globalization and technology in reference to identity development. The study touched on critical race theory, queer theory and other intersectionality theories that contribute to the development of students’ identities. The different approaches to look at identity development within other social science disciplines were very thorough, yet social economic status was not addressed. Although

examining how a universities' environment shapes individuals, the article does not make a bridge between social economic status of a student and their ability to take advantage of what the university might have to offer in terms of further developing their identity.

Wodtke (2012) analyzed the effects of education on beliefs about racial stereotypes, discrimination, and affirmative action policies among Whites, Asians, Hispanics and Blacks. The research found that Whites, Hispanics and Blacks with higher levels of education are more likely to reject negative stereotypes, but these effects are less consistent among Asians. Additionally an advanced education is not particularly enlightening or empowering for any group with respect to racial attitudes. Wodtke used data from the Multi-City Study of Urban Inequality 1992–1994 (MCSUI) and the 1990–2010 waves of the General Social Survey (GSS) to analyze attitudes towards different minority groups. The MCSUI interviewed households in metropolitan areas while the GSS looked at a more national population. One major problem in this and much other scholarship is presenting the Hispanic category as comparable to the other racial classification, which neglects the regional histories and diversity of the various national regions and even racial-ethnic diversity within the various Latino nationalities. Furthermore, the GSS dataset represents predominantly white, upper-middle class, and elderly respondents. This study analyzed various ethnic groups in order to find a deeper understanding of the interplay between education, ideology and group position. Group conflict is introduced as a “struggle over . . . claims to status, power and other scarce resources in which the aims of the [competing] groups are not only to gain the desired values, but also to affect, change or injure rivals” (Bobo 1988:91). This contributes to

social psychology because it brings about how intergroup attitudes can create inequalities. It challenges the belief that education reduces racial bias. If an individual has ideologies for racial inequalities, then an education may have little impact on the change of these ideologies (Bonilla-Silva 2014). In addition, group conflict theory argues that with this view, overt racism and prejudice, perpetuates the essential ideology of the dominant group's effort to maintain inequalities and their higher state in the hierarchy.

The aforementioned study has flaws with the racial categories used. The racial-ethnic labels can be further developed and/or broken up into more groups. For example, Asians encompass many different ethnic groups that have different immigrant experiences, cultural and personal identities that are blended in the category Asian. This can be same argument for the category Hispanic. The term itself is inappropriate because it is a term that blends in different Latin American countries and cultures that have been colonized and oppressed for many years. A few within the Hispanic category descend from the colonizers, and a great many were the victims of colonialism. This point is important because Wodtke (2012) argued that his study would shed light into minority groups that have been ignored in relations to racial attitudes as well and see if there were hierarchies within minority groups. This study could have incorporated a social economic status variable to see if this shapes individuals ideologies on inequality. Wodtke should have used the word racism more openly instead of inequalities.

Adams, Berzonsky and Keating (2005) evaluated the contributions of identity status, identity style, family and university relations made in accounting for the variation in first year university students' psychosocial resources. In this study Adams, Berzonsky

and Keating used an inventory, developed by Markstorm that is made up of eight scales that would measure the psycho-social virtue associated with each of Erikson's eight psychosocial stages: hope, will, purpose, competence, fidelity, love, care and wisdom. His research hypothesizes that the relationship between university and family variables and psycho-social resources would mediate by the identity variables. Some limitations are that this study can only be applied to first-time college students of middle-class and of European ancestry from mostly arts, humanities, social science, consumer economics and commerce majors.

Campbell and Jovchelovitch (2000) explored how concepts like social identity, social representations and power are central components for the construction of a social psychology of participation. Campbell and Jovchelovitch (2000) contribute to the debate about the role participation in health by arguing that social psychology concepts can contribute to the theorization of participation. At the same time, it also looks at previous literature to define where social psychology of participation is located in terms of existing research within the health-society interface. The paper concludes with the connection that should be between the development of theory and practical interventions. The relevance of this work to education is that, it identifies why it is important to develop a theoretically grounded social psychology of participation. Campbell and Jovchelovitch (2000) argue that one of the reasons why it is important to develop a theoretically grounded social psychology of participation is because it can illuminate the bridge between individuals and society. This study addresses how at the interactional level, social support, social networks and perceived relative deprivation within a community can impact health,

specifically looking at socially excluded groups. The lack of social support groups, social networks can lead to people losing their sense of control over their lives thus having negative health outcomes. This is important because many of the social psychology theories fail to address this particular population. In addition, this paper takes a step further and looks at the sense of community that can empower individuals. This same concept can be applied to students' sense of community leading to educational empowerment. In relation to cultural capital, minority students who have a strong relation with their racial-ethnic community and value their cultural heritage may be more successful than those with weaker ties (see Portes and Rumbaut 2014), as they may be able to navigate through the different worlds and also be better equipped to combat negative representations of who they are.

Ferrari, Kapoor and Cowman (2005) looked at three different student samples of the same medium size, private, urban, teaching university located in the Midwest to see if college students' perceptions of university mission and values correlated independently of their personal values systems. There were 199 undergraduate participants. Most were Caucasian (87%), and from sample 1, 136 were females with a mean age of 20.1 years old. In sample two there were 208 undergraduate participants of which 136 were female with a mean age of 19.4 years old. All of the participants were enrolled in a psychology class in the university and received course credit for their participation. Analyzing four one-way ANOVAs the study concluded that higher education assessment may reflect institutional values that are independent of student personal value systems. This study offered a very thorough and complete analysis of the data collected. The sample size was

small and from a very specific population. The data is not very generalizable, but the social desirability scales helped the issue of reliability. It would be interesting to see how a public, more diverse university student's values compared to the institutional values. Again, like in previous studies, the participants had a very strong incentive (passing a course) in order to respond to the surveys. This could trigger the participation of specific group of individuals thus being harder to generalize to a larger population.

DeWitz, Woolsey and Walsh (2009) investigated the association between Frankl's (1985, 1988) construct of purpose in life with Bandura's (1977, 1997) theory of self-efficacy as possible predictors of students who may be at risk for leaving school. Self-efficacy is a social psychological term that was defined as an individual's confidence in their ability to successfully complete a task that are later further developed in the paper as influencing two primary behavioral outcomes that include the following: approach versus avoidance, performance and persistence (Bandura, 1977, 1997). The example of an individual with high self-efficacy for a particular behavior will be more likely better perform and persist at that behavior. This is applied to education: students with stronger self-efficacy perform better, persist longer and set higher expectations for themselves. Woolsey and Walsh (2009) looked at 344 undergraduate college students enrolled in an introductory psychology course at a large Midwestern university, with the sample being majority being White (76%), female (32%), freshmen (79%) with a mean age of 19 years old. They hypothesized the following about how college students self-efficacy beliefs can significantly be associated with purpose in life: 1) all three forms of self-efficacy are significantly and positively associated with purpose in life, 2) general self-efficacy

accounts for the greatest variance in purpose in life, 3) individuals scoring the highest on the measures of self-efficacy will report significantly stronger purpose in life, and 4) social desirability is not significantly associated with reports of purpose in life. The researchers argue that by looking into the measurement of the two (self-efficacy and purpose in life), it may help college personnel identify students that are at high risk of dropping out.

This study has some serious limitations with regards generalizability. First, it was based on a predominantly white university. Second, it neglects to consider economic status of the sample. Studies have shown that individuals with lower socioeconomic status tend to have lower self-efficacy. This could be a good control variable. Third, this study only looks at college students, specifically enrolled in an introductory psychology course that gave the opportunity to students to participate in research studies, including this one. Lastly, extra credit was awarded to students which could have been an incentive that might have skewed the data. Race was not representative of students of color, who are for the most part at higher risk of dropping out. In addition, first generation was not even mentioned or looked at in this study.

Henderson-King and Mitchell (2011) examined if materialism, intrinsic aspirations and the search for meaning in life predicted a set of ten meanings that students were known to associate with their education. This study found that students who were high on materialism viewed their education as an opportunity to gain independence, a chance to establish relationships and a source of stress, while students that were high on intrinsic aspirations were more likely to see education as a time for career preparation,

gaining independence, exploring future life directions, learning, engaging in personal growth, establishing social relationships, and learning skills to make a difference in the world, but were less likely to view education as an escape from future responsibilities. Lastly, students who sought meaning in life viewed education as a way to gain independence, explore life directions, engage in personal growth, establish relationships, learn skills that will help change the world, and escape future responsibilities. These findings can also be a measurement of cultural capital obtained in college. The meaning of life is argued to be how individuals make sense of their lives and the significance they find in their own existence. In addition, having a sense of meaning in life has been seen as an important motivator of behavior (actions). The example shows that individuals who have a sense of meaning and purpose tend to be happier and higher in well-being.

This quantitative study was based on a predominantly white and, middle-class university students, lacked representation of students of color. Social economic status was not addressed so it is not clear if this might play a role if a student is more materialist or not. This study was also done on psychology major college students, who were mostly first year and obtained research credits for their participation in the study. This inducement to participate it could still skew the data of what type of participants responded to the survey. The study also failed to identify first generation students to see if their meaning of education varied.

Guided by Cultural Capital theory, this study explores how Latino students from predominately working-class and racial minority background experience advising in their first year of college. Because this population has the lowest educational achievement vis-

à-vis other major racial groups, I examine how the university intervenes to guide and prepare these mostly first-generation students for success in an academic space that remains informed by a Eurocentric, middle-class and patriarchal standards. Is academic advising providing the cultural capital needed to help disadvantaged students succeed in the university? In brief, I explore the impact of academic advising interventions and see whether this institutional program makes a difference in the educational success of Latino/a students in a Hispanic Serving Institution.

Summary and Hypotheses

This study examines an academic advising program at a Northern California University, NCU, to see whether cultural capital—i.e., knowledge about academic requirements and resources—is or is not being obtained by first generation, first-time freshmen, self-identified Latino students.

H1: Students with more proactive visits post FYA will have a better cumulative grade point average for the spring of 2011 GPA. The proactive behavior may be understood by a higher level of cultural capital, i.e., understanding of the requirements of a middle-class, white academic institution.

H2: Students with more reactive visits post their FYA will have a better cumulative GPA for the spring of 2011. These visits, even though reactive, students were given helpful information and knowledge that could have benefited their academic outcome, thus increasing their cultural capital.

H3: Students with peer mentors will have a higher GPA for the spring 2011 than students without a peer mentors.

H4: First generation students will have a lower GPA compared to students who had at least one parent that attended a college or university. The students have a lower level of cultural capital, i.e., understanding of the requirements of a middle-class, white academic institution. The academic advising alone cannot bridge the gaps in the institutional biases of an academic curriculum that is informed by hegemonic standards.

CHAPTER 3

METHODS

Sample and Data Collection

The study examined Northern California University, first-time freshmen that were part of the fall of 2009 mandatory First Year Advising Program (FYA) incoming cohort. All freshmen who were not part of an intervention or equity program, were required to attend two mandatory advising sessions their first year at NCU; one time in the fall (either at the Academic Advising & Career Center or a trained Peer Mentor) and another in the spring. Students who were a part of the Peer Mentoring Program and had a peer mentor were not required to attend FYA in the Academic Advising Center their first semester, but rather have their advising session with their trained peer mentor. A peer mentor was an upper division student who was not only in good academic standing but also demonstrated leadership and mentorship skills. The data presented consists of the enumeration of notes written by the FYA advisors on visits made before, in between and after students First Year Advising sessions. The data set consist of 2,028 total students that were part of the 2009 First Year Advising Program. Notes written by advisors were reviewed for every single student that was part of the First Year Advising Program for the fall of 2009, and placed into categories that were created by the researchers as the data was explored. This portion consist of data from fall '09, spring '10, fall '10, spring '11 and fall '11. The demographics (first generation, peer mentored, math and English remediation, college, race/ethnicity, high school grade point average (GPA), academic standings, GPA's at the

end of each semester, cumulative GPA and units for the four semester) presented were retrieved and up to date as of the 2012 spring semester.

Measures

Dependent Variables

Students' cumulative grade point average at the end of the students' second year in the university, spring 2011 was used as the dependent variable in this study. The cumulative GPA ranged from 0 to 4.0 (F to A).

Independent Variables

There were two main independent variables in this study: frequency of proactive visits and frequency of reactive visits post FYA. *Proactive visits* were made early in search for advice in pre-registration, General Education and Graduation Requirements for future scheduling purposes. In addition, *proactive* visits were also a visit made early in the semester, but in search of more holistic advice in regards to information about university procedures. Some of these include the following: study abroad, transfer credits, community college courses (summer), consortium agreement, direction in determining a major, understanding university operations, change of major (not during registration), transfer transcripts and/or transferring out of the university. The *reactive* category consists of visits being made in reaction to a hold in their academic profile, low grades/struggling in a class, or in search of academic advice after registration began as well as any visits made in order to withdraw from the semester. *Reactive* visits consisted of student's visits seeking scheduling advice once registration began, seeking advice on

grade issues, WU deletion, GPA calculations, SAP appeal, change of major (during the registration period), reinstatement, class issues (drop), EO665 (not fulfilling remediation requirements), and in search of units for Financial Aid. Additionally, *reactive* visits, also nicknamed “Magic Wand”, consisted of student’s visits post FYA wanting an advisor to do a class search, get them into a class(es) due to enrollment cancellation or super late registration, help them enroll, write a letter of support or other request made by the student that is not part of academic advising. These two categories of visits (i.e., proactive and reactive) were generated based on the inductive coding process, that is, codes were developed as the data was examined. Every visit made before, in between and after FYA was initially reviewed by both Ms. Heidi van Beek and Yesenia Sandoval to ensure intercoder reliability. As the independent variables in this study, I examine the frequency of proactive visits and the frequency of reactive visits made after students attended their mandatory first year advising sessions that ranged from 0-7 visits respectively.

There were two other important independent variables: having a peer mentor or not and first generation college student or not. Whether or not students had a Peer Mentor, which was created into a dummy variable (0= No peer mentor, 1=Had a peer mentor). Peer mentors are a university intervention that could determine students’ academic outcome and be considered a way of passing on cultural capital. Whether or not a student was a first generation college student was also dummy-coded as 1= First Generation College students and 0=other.

Control Variables

In this study, the effects of the following variables were held constant: *Math* and *English remediation*. Additionally, gender was coded as dummy variable (0=Male, 1=Female). Math and English remediation indicate the lack of preparedness for taking college level math and English courses. As an academic advisor, I had heard time and time again from students that they simply did not know that they needed to prepare for math and English placement exams nor that they would be exempt if they scored high in their SATs. For both math and English remediation variables, the categories are as followed, 0=No remediation taken, 1=One semester of remediation take, and 2=2 semesters of remediation taken.

Analytical Strategy

In this study, I analyze the data separately for each of the two racial groups: Whites and Latino/as. Race was originally coded using 12 categories including 12=Whites and 7=Latinos. For the purpose of this study, I filter the data by selecting each group at the time. It is important to note that race was a self-report done by the students in their initial application into NCU.

For this study I first conducted descriptive statistics to capture the nature of the sample by race and then conducted Pearson's correlation analyses to examine the bivariate relationships among the variables. To test the hypotheses I noted earlier, I conducted a multiple regression analysis to examine the relationships between the independent variables and the dependent variable, holding the effects of control variables constant.

CHAPTER 4

RESULTS

In this chapter I report findings based on the analyses of the data I collected and quantified. First I present the univariate and bivariate findings focusing on the main variables. Then, multivariate findings of Latino/a and White students are presented, which will address the hypothesis.

Univariate Findings

Table 1 presents univariate findings that describe Latino/a and White students' characteristics. For Latino/a students, the average grade point average, for the spring 2011 semester, was 2.70 on a 4.0 scale. The average number of post First Year Advising proactive visits, by Latino/a visits was .37 while the average amount of reactive visits was slightly higher at .70. A little over half of Latino/a students had a peer mentor (51 percent). Almost half of Latino/a students were first generation college students (47 percent). Amongst Latino/a students, 69% self-identified as female. Latino/a students had an average of .72 semesters of math remediation and .65 semesters of English remediation.

White students GPA for the spring 2011 semester was slightly higher than Latino/a student's GPA, at 2.89. The average amount of proactive visits, post first year advising for White students was .33 while the average amount of reactive post first year advising was .51. Exactly 50% of white students had a peer mentor. Only 17 percent of White students were first generation college students. A little over half (53 percent) of

White students self-identified as female. On average, White students took .41 semesters of math remediation and .72 semesters of English remediation courses.

Table 1. Descriptive Statistics (Proportion/Mean and Standard Deviation)

	Latino/a		Whites	
	Means/ Proportions	SD	Means/ Proportions	SD
Cumulative GPA in Spring 2011	2.70	.59	2.89	.54
Post FYA Proactive Visits	.37	.75	.33	.64
Post FYA Reactive Visits	.70	1.08	.51	.86
Peer Mentors (1=Yes)	.51	.50	.50	.50
First Generation (1=Yes)	.47	.50	.17	.37
Female (1=Yes)	.69	.46	.53	.50
Math Remediation	.72	.76	.41	.64
English Remediation	.65	.81	.72	.86
N	297		681	

Bivariate Findings

Table 2 shows the correlation among various variables for Latino/a students; and table 3 show the correlation of variables for White students. Among Latino/a students, Post FYA visits and the spring 2011 cumulative GPA had a positive relationship ($r=.203$, $p<.01$). More Post FYA reactive visits were associated with lower cumulative GPA at the end of the spring 2011 semester. More math remediation was also associated with lower cumulative GPAs at the end of the spring 2011 semester. Post FYA proactive visits were indicators of more post FYA reactive visits and have taken more math remediation

courses. Latina students were associated with more math remediation courses compared to Latinos. More math remediation was associated with less English remediation courses.

Among White students (see Table 3), math remediation had a negative association with lower cumulative GPA at the end of the spring semester ($r=-.219$, $p<.01$). Having a peer mentor and being a female were associated with having higher cumulative GPAs at the end of the spring 2011 semester. Post FYA reactive visits were associated with lower cumulative GPAs at the end of the spring 2011 semester. Post FYA proactive visits were associated with more post FYA reactive visits and more math remediation. Post FYA reactive visits were associated with more math remediation. As Latinas above, White females were associated with more math remediation. Also like Latino/as, math remediation was associated with less English remediation.

Table 2. Correlations for Latino/a Students								
	1	2	3	4	5	6	7	8
Cumulative GPA in Spring								
1. 2011 Post FYA								
2. Proactive Visits Post FYA	.203	**						
3. Reactive Visits Peer Mentors	.166	**	.163	**				
4. (1=Yes) First Generation	.085	.014	.042					
5. (1=Yes)	.084	.033	.046	.004				
6. Female (1=Yes) Math	.063	.029	.002	.001	.032			
7. Remediation English	.235	**	.147	**	.152	**	.102	.100
8. Remediation	.023	.081	.112	*	.027	.026	.010	.141
								.193
								**
* Significant at .05 level								
** Significant at .01 level								

Table 3. Correlations for White Students								
	1	2	3	4	5	6	7	8
1. Cumulative GPA in Spring 2011								
2. Post FYA Proactive Visits	.028							
3. Reactive Visits Peer Mentors	.095 *	.146 **						
4. (1=Yes) First Generation	.086 *	.034	.074 *					
5. (1=Yes) Female	.008	.060	.023	.033				
6. (1=Yes) Math	.175 **	.036	.033	.046	.004			
7. Remediation English	.219 **	.072 *	.112 **	.037	.014	.177 **		
8. Remediation	.013	.044	.007	.043	.003	.032	.137 **	
* Significant at .05 level								
** Significant at .01 level								

Multivariate Findings

The first hypothesis stated that students with more proactive visits post first year advising (FYA) would have a better cumulative grade point average for the spring of 2011. Based on the findings in Table 4, this hypothesis was supported among Latino/a students ($p < .05$). The more proactive visits students had after their mandatory FYA, the higher their GPA in spring 2011. However, this hypothesis was not supported for White

students (Table 5). More proactive visits were not a predictor of a higher GPA for White students.

Hypothesis 2 stated that students with more reactive visits post their FYA would have a better cumulative grade point average for the spring of 2011. These visits, even though reactive, students were given helpful information and knowledge that could have benefited their academic outcome, thus increasing their cultural capital. However findings in the Table 4 showed that this hypothesis was not supported among Latino students. In fact, the study showed a statistically significant impact of reactive visit on their cumulative grade point average ($p < .05$), but the direction of the effect was opposite of what had been expected; the more reactive visits after first year advising, the lower their GPA. This hypothesis was not supported among White students. The relationship of variables was not significant (Table 5).

Hypothesis 3 stated that students with Peer Mentors would have a higher cumulative spring 2011 GPA than students without a peer mentor. This hypothesis was not supported among Latino/a nor White students. Having a peer mentor was not a significant predictor of the GPA.

Hypothesis 4 stated that first generation students would have a lower spring 2011 GPA compared to students who had at least one parent who attended a college or university. This hypothesis was also not supported among Latino/a and White students. The relationship of variables was not significant.

Beyond the main analyses, findings showed White female students had a higher GPA at the end of the spring 2011 semester than white male students ($p < .05$, see Table

5). Also, White students who took more math remediation courses had lower cumulative GPAs at the end of the spring 2011 semester ($p < .05$, see Table 5).

Table 4. Regression Model Predicting Cumulative GPA in Spring 2011 for Latino/as Students		
	b (SE)	Beta
Post FYA Proactive Visits	.206 (.041)	* .277
Post FYA Reactive Visits	-.096 (.031)	* -.170
Peer Mentors (1=Yes)	.085 (.063)	.073
First Generation (1=Yes)	-.035 (.064)	-.030
Female (1=Yes)	.135 (.070)	.106
Math Remediation	-.212 (.045)	* -.270
English Remediation	-.012 (.040)	-.017
Adjusted R-Square	.143	
* Significant at $P < .05$		

Table 5. Regression Model Predicting Cumulative GPA in Spring 2011 for White Students		
	b (SE)	Beta
Post FYA Proactive Visits	.045 * (.030)	.056
Post FYA Reactive Visits	-.035 (.023)	-.057
Peer Mentors (1=Yes)	.069 (.040)	.063
First Generation (1=Yes)	.004 (.053)	-.003
Female (1=Yes)	.237 * (.041)	.218
Math Remediation	-.219 * (.032)	-.259
English Remediation	-.016 (.023)	-.026
Adjusted R-Square	.098	
* Significant at P < .05		

CHAPTER 5

DISCUSSION AND CONCLUSION

The purpose of this study was to measure if cultural capital was being passed on through academic advising to first generation Latino/a students at a Northern California University that is currently a Hispanic Serving Institute. Even though there was statistical significant relationship that students with more proactive visits had higher GPAs, there was also statistical evidence showing that students with more reactive visits had lower GPAs. Interventions and additional support need to be delivered to these students.

Bourdieu argued that cultural capital can be passed on in various different forms as well as ultimately converted into economic capital. The first hypothesis of more proactive post first year advising visits would lead to a higher grade point average at the end of students' second year at the university had statistical significance, for Latino/a students. This could be explained with more visits, more knowledge and guidance was being passed on to students, and thus a higher awareness of what was needed in order to be a successful student. Bourdieu also argued that it is up to the individual to act upon the socializations that are being imposed on them. In this case it can be argued that students were following through with the advice and guidance they were receiving through academic advising.

Even though hypothesis 2 was not supported, there was statistical significance in the relationship of those with the more reactive visits after first year advising and them having lower cumulative GPA at the end of their second year for Latinos/as. Students were seeking advice and guidance only in response to a negative academically event,

which could explain the lower grade point averages. Even though help was being sought, it was probably too late in the semester to do anything to change the academic outcome. This finding further supports the first hypothesis, that seeking advising earlier can produce more positive outcomes for students.

Having a peer mentor had no statistically significant effect on increasing cumulative GPA among Latino/a students. It is important to note that the Peer Mentoring program was in its first years being implemented at the university. This could explain the lack of significance. Another explanation could be the lack of diversity among peer mentors thus a lack of connection among mentors and mentees.

Hypothesis 4 was not supported: being first generation Latino/a college students lowers their cumulative grade point average at the end of their second year. This finding shows that cultural capital is not the only factor to be associated with academic success. Possibly even the middle class Latinas/os may have greater academic challenges in a university that remains institutionally and culturally predominately white among faculty, administration, and staff. Racial dynamics were not captured in this study, but historical trends may provide the context to understand why Latino/a students generally have a lower GPA than White students. Moreover, though first generation college students might not have the cultural capital expected of college students in mainstream society, first generation college students have resilience and other forms of cultural capital that lead to academic success (Yosso 2005). Rueda, Monzoand, Arzubiaga (2003) treat cultural capital as all that is culturally learned, including values, beliefs, information, understandings, skills and ways of engaging in particular practices. Although first-

generation status did not make a difference in academic success for Latino/as, the university must create equity in academic success for all students, especially those who are historically underrepresented minorities.

An interesting finding in the bivariate analysis was that Latina students were associated with more math remediation courses. This is something that can be associated with gendered socialization. Boys are usually socialized at home and school to have stronger interest in the sciences and mathematics, while girls are socialized to read and write more. This can explain the association with Latina students having more math remediation courses.

Limitations of the Study

Some limitations to consider are the sample size. A larger sample size as well as a comparison among the various equity programs at the university can provide a better picture of what academic advising techniques are better serving first generation Latino/a students. A larger time frame of students' academic progress and attainment would also show researchers and academic administrators the actual academic success rates of first generation Latino/a students. Additionally, taking a deeper analysis in the differences among Latino men and Latina females would provide a greater explanation of why female students are taking more math remediation and having lower cumulative grade point averages.

Conclusion

This study showed that cultural capital can be passed on when guidance and advising is sought earlier than later or in reaction to a negative academic event. Seeking

academic advising early on itself is an unspoken piece of knowledge that not only Latino/a students could benefit from, but many more underrepresented minorities as well. Administrators in higher education, advisors and even educators should be more aware of the challenges first generation Latino/a student's face in not only reaching the university but also navigating it. Building a bridge between student affairs and academic affairs (i.e., diversifying faculty and curriculum), while seeing what is actually helping marginalized groups, professionals in higher education can better serve first generation Latino/a students, increase GPA's, improve retention rates and improve graduation time frames.

REFERENCES

- Adams, R. Gerald, Michael D. Berzonsky and Leo Keating. 2006. "Psychosocial Resources in First-Year University Students: The Role of Identity Processes and Social Relationships." *Journal of Youth and Adolescence* 35 (1): 81-91.
- Bourdieu, Pierre. 1977. *Outline of A Theory of Practice*. University of Cambridge: New York, New York.
- Bourdieu, Pierre. 1986. "The Forms of Capital. In J. Richardson (Ed.)", *Handbook of Theory and Research for the Sociology of Education* (pp. 241-258). New York, Greenwood.
- Brock, Thomas. 2010. "Young Adults and Higher Education: Barriers and Breakthroughs to Success." *The Future of Children* 20 (1): 109-132.
- Campbell, Catherine and Sandra Jovchelovitch. 2000. "Health, Community and Development: Towards a Social Psychology of Participation." *Journal of Community & Applied Social Psychology* 10: 255-270.
- Collins, Patricia Hill. 2004. "Learning the Outsider Within: The Sociological Significance of Black Feminist Thought." *Chapter 7 in The Feminist Standpoint theory Reader, edited by Sandra Harding*. New York: Routledge.
- DeWitz, S. Joseph, M. Lynn Woolsey and W. Bruce Walsh. 2009. "College Student Retention: An Exploration of the Relationship Between Self-Efficacy Beliefs and Purpose in Life Among College Students." *Journal of College Student Development* 50 (1): 19-34.
- Durkheim, Emile. 1912. "The Elementary Forms of Religious Life". Oxford University Press: Oxford, New York.
- Fisherman, Joshua A. 1960. "An Introduction to the Social Psychology of School-to-College Transition." *Journal of Educational Sociology* 33 (6): 249-251.
- Fowler, R., Paul and Hunter R. Boyland. 2010. "Increasing Student Success and Retention: A Multidimensional Approach". *Journal of Developmental Education* 34 (2): 2-4, 6, 8-10.
- Graham, James L. 1944. "Social Change and Higher Education." *The Journal of Social Psychology* 19:339-350.

- Ishitani, Terry. 2006. Study Attrition and Degree Completion Behavior among First-Generation College Students in the United States. *The Journal of Higher Education* 77 (5): 861-885.
- Magolda B. Marcia. 2003. "Identity and Learning: Student Affairs' Role in Transforming Higher Education. *Journal of College Student Development* 44 (2): 231-247.
- Museus, Samuel D. and Kathleen M. Neville. 2012. "Delineating Ways that Key Institutional Agents Provide Racial Minority Students with Access to Social Capital in College." *Journal of College Student Development* 55(3): 436-452.
- Rueda, R, Monzo, L.D. and Arzubiaga, A. 2003. "Academic Instrumental Knowledge: Deconstructing Cultural Capital Theory for Strategic Intervention Approaches." Retrieved March 5, 2012, from <http://cie.asu/volume6/number14>.
- Rico, Robert, Sarah Sabet and Cassandra Clough. 2009. "College Mothers in the Dual Roles of Student and Parent: Implications for Their Children's Attitudes toward School." *Merrill-Palmer Quarterly* 55(1): 79-110.
- Stephens, Nicole M., Stephanie A. Fryberg, Hazel Rose Markus and Camille S. Johnson. 2012. "Unseen Disadvantage: How American Universities' Focus on Independence Undermines the Academic Performance of First-Generation College Students." *Journal of Personality and Social Psychology* 102 (6): 1117-1197.
- Suarez-Balcazar, Yolanda, Lucia Orellana-Demacela, Nelson Portillo and Jean M. Rowan. 2003. "Experiences of Differential Treatment Among College Students of Color." *The Journal of Higher Education* 74 (4): 428-444.
- Torres, Vasti, Susan R. Jones, and Kristen A Renn. 2009. "Identity Development Theories in Student Affairs: Origins, Current Status, and New Approaches." *Journal of College Student Development* 50 (6): 577-596.
- Wodtke, T. Geoffrey. 2012. "The Impact of Education on Intergroup Attitudes: A Multiracial Analysis." *Social Psychology Quarterly* 75 (1): 80-106.