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Cultural Social Capital Impact for Male Latino Students at the Community College

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Approval of the Dissertation Committee

This dissertation has been duly read, reviewed, and critiqued by the Committee listed below, which hereby approves the manuscript of Lisa C. Nashua as fulfilling the scope and quality requirements for meriting the degree of Doctor of Philosophy in Education.

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Abstract

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The purpose of this study is to apply Yosso's community cultural wealth framework to understand the role of cultural social capital on the successful attainment of the higher education goals of Latino male students at the Community College while identifying the best methods to increase engagement including creating a sense of belonging.

The researcher conducted 24 semi-structured face to face interviews with 20 Latino male students enrolled full or part time, three tenured faculty members and one staff member at a single community college in southern California.

Findings revealed that the important role the development of cultural social capital on the successful navigation of college structures when students use their community cultural wealth as a source of strength to overcome institutional barriers and build relationships with faculty and staff at the college. Students relied on their familial, resistant aspirational capital in order to develop navigational capital and ultimately the social capital to access resources to increase their persistence and achieve their goal of a community college certificate, graduation or transfer to the four-year institution of their choice. Overall the Latino male students believed that they experienced a sense of belonging, but had little evidence of the types of behaviors such as socio-academic engagement or participation in academic support programs or seeking help directly from their faculty. Instead, the faculty participants highlighted the lack of an institutional culture that embraces Latino male student to aid in their higher educational success.

Despite the many barriers that exist for Latino male students at the community college, they exhibit the type of strength and grit that stems from their community cultural wealth that aids them to develop the needed social capital to continue in their quest to achieve their academic goals of a certificate, graduation, or transfer to a four-year institution.

Acknowledgements

For my husband, Loy, who has been my partner for over 30 years. Thank you for all of the weekends that we could not go out with friends and family. Thank you for all of your patience and support. And to all of the higher education faculty at Claremont Graduate University, I will always be grateful that you never gave up on me.

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Chapter 1: Introduction

Latinos comprise the largest subset of the population in the state of California. The percentage of Latinos living and attending school in the state has continued to grow during the last ten years; however, the percentage of Latino adults who successfully attend and complete college has only increased by one percent. According to the U.S. Census report for 2017, the California population for Latino youth under the age of 20 comprised more than half of the state's residents in that age group.

Since 2005 Latino's represented 10% of college degrees earned, then ten years later in 2015, this group earned 11% of the degrees held by adults (Education Trust, 2017). The gap in degrees earned translates into fewer job opportunities and less economic and social growth for Latinos. The achievement of higher education transforms lives, career trajectories and socio economics for those who attain it. This makes it critically important to understand how to not only make higher education accessible, but graduation or certificate achievement a reality, particularly for those with limited opportunities and barriers toward completion.

With the highest proportion of Latino students accessing higher education through community colleges, it becomes necessary to understand how those institutions can effectively move the needle on the achievement gap that persists. In addition, it is important to further disaggregate the data to explore the gender gap that exists for Latino students. According to the U.S. Census Bureau's 2010 Current Population survey of 2009, as reported by Sáenz and Ponjuán, almost double the number of associate degrees were earned by Latina women - 61,182 than the 36,799 earned by Latino men (2013, p. 10). Sociologists DiPrete and Buchmann's 2013 book, The Rise of Women explores the growing gender gap and the fact that women outperform men academically and reference the waning attendance as well as successful completion of

college by male students as the growing boy problem (p. 13). Further to this point, in the 2014 Center for Community College Student Engagement special report, University of Texas at San Antonio professor of educational leadership and policy studies, Laura Rendon, is quoted:

> Black and Latino males are among the least understood community college students. Most educators are aware that, overall, women are doing better than men…but few understand the reasons behind these gender inequities and, most importantly, what to do about this perplexing issue. (CCCSE, p. 6)

Female students across all areas of higher education are increasing in attendance and success. Perez II (2017), Sáenz & Ponjuán (2009) as well as Clark et al (2013) indicate that the enrollment and graduation rates of Latino men continue to decrease relative to their female Latina counterparts. Sáenz and Ponjuán (2009) go on to say that there exists "underlying social, cultural, structural and systemic issues that…perpetuate the gender gap in college enrollment and degree attainment" (p. 56). This is also the case at the Community College.

This study examines students at a community college in the state of California. According to the California Community College Chancellor's office data mart system (http://datamart.cccco.edu/Default.aspx) in Fall 2017 55.58% of students attending a California Community College were female. Of the female students, 49.23% were Latina and of the total number of students in fall 2017 43.15% were male with 47.02% being Latino. A report run through the California Community College Chancellor's office data mart system explored success rates for female and male students in two areas, basic skills courses and degree applicable courses. The results demonstrate higher success for female Latino students, however they still perform below their white non-Hispanic counterparts.

Table 1

Success Rates for Degree Applicable Courses in Spring 2017

59.87% success rate for female Latinas Compared to 73.52% success for their white female counterparts 52.89% success rate for male Latinos Compared to 63.33% success for their white male counterparts

Table 2

Success Rates for Basic Skills Courses in Spring 2017

70.68% success rate for female Latinas Compared to 79.79% success rate for their white non-Hispanic female counterparts 68.26% success rate for male Latinos Compared to 76.93% success rate for their white non-Hispanic male counterparts

(http://datamart.cccco.edu/Default.aspx)

The data and the Center for Community College Student Engagement special report mirror what Dr. Luke Wood and his fellow researchers are indicating is a national rise in concern focused on young men of color, in particular, those attending community colleges (Harris et al, 2017, p. 8). It is based on this body of literature that the researcher has determined to focus this study on Latino male students at the Community College.

This study will demonstrate the opportunities that exist for the Community College to make a significant impact on academic outcomes for Latino male students. This is due to the critical role Community Colleges play as a primary point of college access for male Latino students. Historically Community Colleges have low success rates for students in the areas of academic attainment, persistence, or successful graduation. For the purposes of this study, success is defined in the same manner as that of the California Community College Chancellor's office, which is based on the achievement of a technical program certificate, graduation from the Community College or transfer to a four-year institution in pursuit of a Bachelor of Arts degree.

There are a disproportionately higher number of students of color utilizing the Community College as their entry point to higher education when compared to their Asian Pacific Islander or White counterparts. This is disconcerting since across the United States, Community College enrollment represents 45% of all undergraduate students (American Association of Community Colleges, 2013). This is extremely significant for students of color, being that 56% of all Hispanic and 49% of all Black undergraduates in higher education were enrolled at a community college in 2013.

Researchers examining student success are extremely dissatisfied with the low completion rates of students attending the Community College. (Gonzalez, 2015; Ornelas & Sólorzano, 2004; Sólorzano, Villalpando & Oseguera, 2005). This is clear when examining the data that indicates, across the nation, on average only 38% of students who begin their postsecondary education at a community college complete a degree or transfer to a four-year institution, according to the National Center for Education Statistics (NCES) (2017). Furthermore, male students of color represent the smallest percentage of students attending institutions of higher education across all institution types, with the Community College serving as their primary gateway to higher education.

Completion rates for Latino students are very low and instead of opportunity, the Community College is seen as a place where students languish and become discouraged by the high levels of scholastic remediation necessary to succeed academically (Gonzalez, 2015; Ornelas & Sólorzano, 2004; Sólorzano, Villalpando & Oseguera, 2005). While California Community Colleges are often touted as representing open access and an economical opportunity for the attainment of higher education, research critics report that the institutions and their leadership do not stress completion or transfer to four-year institutions (Ibid).

The challenge of successful attainment of a Bachelor of Arts/Science degree becomes dire for Latino male students in the state of California, particularly if they start their post-secondary education at a California Community College (CCC) due to the low achievement rates. Once again, the impact of the CCC should not be underestimated. According to the California Community College Chancellor's Office (CCCCO) (2015), one in every five community college students in the nation attends a California Community College and three out of every 10 Californians ages 18-24 are currently enrolled in a community college. This means that the potential for a positive impact for Latino male students is possible should it be determined how to successfully assist these students to completion.

Student success for those attending the Community College has a ripple effect within the California system of higher education. The successful transfer to a University of California (UC) or California State University (CSU) is linked to student success at a CCC. The CCC serves as a gateway for 2.1 million students at its 113 campuses and can have a major impact on their pursuit of a Bachelor of Arts/Science degree. The 2015 Community College League of California (CCLC) Fast Facts indicates that 52% of CSU and 31% of UC graduates started their post-secondary education at a community college.

Statement of the Problem

With dropout rates being higher than success rates at the Community College (CC), it is important to ascertain how to retain and aid male students of color to achieve their goals of graduation, certificate completion, or transfer to four-year institutions. In 2010 fewer than 20% of men of color graduated from the CC in three years and in 2009, only 26.5% of men of color who entered the community college with the intent to transfer did so within a six-year period (U.S. Department of Education, 2009 in Wood & Harris, 2013). It is critical to understand how

students who are thought to be lacking in social capital persist and navigate a system that is foreign to them.

The research indicates that men of color face many barriers to achieve academic success. Latino male students are often without resources at home to understand how to access or navigate postsecondary education. The cost of education is often a determining factor in college selection for Latino students, which causes them to most frequently find themselves at an affordable Community College (CC). In addition to the cost of higher education playing a part in college choice, selection is compounded with Latino male students not being academically prepared for college level work. Latino students regularly come from low-income communities with low performing elementary and high schools (Bush & Bush, 2010; Wood & Newman, 2015; and Wood & Harris, 2015). This low achievement results in high enrollment in remedial courses that increases time to completion of a degree or preparation for transfer to a four-year college or university.

Once a student enrolls at a CC it is imperative that they be retained, and ultimately pursue a course of educational engagement leading toward the achievement of a technical certificate, associate of arts degree, or complete the coursework leading to successful transfer to the four-year institution of their choice in order to pursue a Bachelor of Arts degree. The discourse regarding Community Colleges includes the variety of support programs designed to engage students, provide academic support, and assist students with navigating the college system. Programs are designed with the hope of guiding students toward academic success; researchers indicate that they are not enough to support the needs of Latino male students. (Gonzalez, 2015; Ornelas & Sólorzano, 2004). With the large numbers of students requiring support and

assistance, the financial resources of the CC are limited, in particular as it is the lowest funded public institution of higher education within the state of California's three-tier system.

Purpose of the Study

The purpose of the study is to understand if male Latino students at the community college feel a sense of belonging and access resources at the institution to succeed in their goals while drawing from their community cultural wealth, and if so whether the institution acknowledges this wealth, and provides accessible support to aid these students in achieving their goals of completion; ultimately transitioning their community cultural wealth to build their social capital. The Latino Community College experience will be understood through an in-depth review of the factors that contribute to the development of social capital from cultural wealth as well as their level of academic or social engagement translates into building social capital. The study aims to determine how those male Latino students who persist to completion do so; despite the challenges they face in a system of higher education that is foreign to them.

The study seeks to understand student experiences utilizing Yosso's Community Cultural Wealth theory that is rooted in Critical Race Theory, combined with Deil-Amen (2011) and García and Garza's (2016) application of Tinto & Astin's theory of student engagement to students at the community college. The research examines the structures, practices, and policies, particularly at Community Colleges, that lead to the poor educational attainment levels of Latino male students (Sólorzano, Villalpando & Oseguera, 2005).

Significance of the Study

Pursuit of an analysis of the experiences of Latino male students, at the Community College level, that help them to develop or utilize their existing community cultural wealth and persist to graduation can aid institutions in understanding how best to support the larger

proportion of students working toward academic success. The research tells us that only 20% of male students of color successfully graduated in 2010 from community colleges (U.S. Department of Education, 2009 in Wood & Harris, 2013), which leaves a great deal of room for improvement. With over 70.2% and 70.5% of Latino and African American male students experiencing postsecondary education through Community Colleges it is imperative to discern how those students who do succeed, develop the tools to do so (Wood & Harris, 2015). Furthermore, it is important to understand how they interact socio-academically or not, yet thrive.

Looking toward the literature on community cultural wealth, cultural capital, and college persistence can assist in understanding how students can gain the necessary tools within their arsenal to successfully navigate Community Colleges and either graduate, complete a technical certification program, or transfer to a four-year institution. In addition, the research study can help to inform faculty, staff, and administration on how best to support Latino male students at the community college. This is the most critical component as research indicates the college and its representatives play an integral role in student success.

García and Garza (2016) highlight the integral role socio-academic engagement can play in the persistence and retention of Latino students at the Community College. They point out that as long ago as 1993 Tinto indicated that colleges should "focus efforts to engage Latino males in more academic socialization activities." Academic socialization activities refer to behaviors and engagement in the classroom. The experience in the classroom is entirely controlled by the faculty institutional representatives. García and Garza's 2016 report focused on the analysis of the student experience through their assessment of the Community College Survey of Student Engagement (CCSSE). The variables they examined, utilizing Tinto's lens of

academic social integration, specifically indicated that academic integration was the only variable that was statistically significant in contributing to Latino male's persistence at the community college (p. 50). This research will include an examination of how Latino males engage in academic integration in the classroom and if they are active through social engagement outside of the classroom with the goal of increasing the understanding if they demonstrate significance for the students being studied at Cucamonga College.

Definition of Terms

The Following Terms are integral to understanding the successful persistence of Latino male students at the Community College.

Table 3

Definition of Terms

Terms	Definition
First-Generation Students	"First-generation students can come from families with low incomes or from middle- or higher-income families without a college-going tradition. Some have parents who support their plans for higher education; others are under family pressure to enter the workforce right after high school" (College Board, 2015)
Latina/os	A person who was born or lives in South America, Central America, or Mexico or a person in the U.S. whose family is originally from South America, Central America, or Mexico (Merriam-Webster Dictionary Online, 2018)
Parent	A person who brings up and cares for another (Merriam-Webster Dictionary Online, 2018)
Family	A group of individuals living under one roof and usually under one household (Merriam-Webster Dictionary Online, 2018)
Hispanic Serving Institution (HSI)	The classification of Hispanic-Serving Institutions (HSIs) formally recognized these institutions for capacity-building and other support. HSIs are defined in federal law as accredited and degree-granting public or private nonprofit institutions of higher education with 25 percent or more total undergraduate Hispanic full-time equivalent student (FTE) enrollment.
Persistence	A student's postsecondary education continuation behavior that leads to completion of an advanced degree.

Implications for Research, Policy, and Practice

The study will expand the body of literature particularly in the area of Latino male student success, an area indicated as lacking by researchers García, Garza, González, Villalpando, Oseguera, Saenz and Ponjuán. Of particular import is to ensure that student capital is viewed with a lens of success rather than from a deficit approach. Understanding how successful students attain their academic goals by developing their community cultural capital and persist, can change the way we view Latino male students, and can provide insights for opportunities of how best to support these students to attain success for them and their peers. Furthermore, understanding under what conditions Latino males engage socially or socio-academically in the collegiate environment can assist faculty, staff and administrators in developing safe spaces both in the classroom and on campus that can lead to academic success. Research centers and organizations such as the Education Trust-West, the American Association of Hispanics in Higher Education, Center for Law and Social Policy recognize the gap in research, policy, and programs as well as advocate the importance of engaging Latino students to understand how to improve their academic outcomes on a national level.

The work can serve to inform policy, college programming and the actions of administration, faculty, and staff at the Community College (CC), an institution that prides itself on striving to achieve equity for all of its students, in particular, underrepresented students. Administration and faculty guide curriculum development, course syllabi and the development of support programs as well as the allocation of funding. Funding and program design can determine program sizes and their impact on the students they are intended to support. Sólorzano, Villalpando and Oseguera (2005) indicate that the number of Latino college students have tripled in the past 20 years. This data supports González's (2015) critique that the

programs developed to aid Latino students need to be created to be scaled-up to meet the growing number of students attending Community Colleges.

Chapter one explored the purpose of the study and its significance for Latino male students at the Community College. The chapter highlighted the poor outcomes for this population within the educational institution that provides the greatest entre for students of color in the United States and the state of California. Furthermore, the introduction outlined the opportunity that the research presents to play an integral role in improving the outcomes for Latino male students at the Community College. The next chapter will examine the existing body of literature that reflects the research focused on the topic of Latino male students in higher education. Chapter two will provide a context for understanding the experiences of Latino Male students and includes the historical research from authors such as Astin and Tinto as well as includes the more salient research that understands the experiences are different for those at four-year institutions versus two-year Community Colleges. The review of the literature assesses the various themes utilized by researchers that frame this qualitative study in order to reveal where this study fills a void. Furthermore, the next chapter will detail the research that was utilized to develop the conceptual and theoretical framework and how it led to the research questions being posed in this study.

Chapter 2: Review of the Literature

There is a robust body of literature focused on understanding the experiences of African American male students, including access, programmatic support and the theoretical frameworks that comprise an understanding of how students approach and deal with the challenges or success they experience in higher education, including the Community College (CC). Studies include understanding the experiences of African American male students in science, technology, engineering, and math. According to the Center for Community College Student Engagement (CCCSE) 2014 report, the experiences of Latino male students is very similar to that of African American male students, who are both struggling to overcome the achievement gaps that exist for them and across many racial and ethnic minority groups (CCSE, 2014, p. 4).

To achieve a better understanding of the educational challenges, and successes of male students of color, the review of the literature includes research that seeks to understand the experiences of African American male students in higher education as it is extensive, and includes studies by Bush and Bush (2010), Dukakis (2012), Dukakis, K., and Duong, Lee (2002), Harper and Duke-Benfield (2010), Harris and Wood (2013, 2014, 2015 and 2015 with Newman) and Ruiz de Velasco and Henderson (2012). In some instances, the body of research in this review of the literature explores both African American and Latino male students, which is the case for the work of Harris and Wood as well Van Thompson and Schwartz (2014) and the reports produced by the CCCSE due to the limited research specifically focused on Latino male students in higher education.

When examining the research focusing on student engagement, and college success, the data indicate a lack of college persistence for Latino and African American male students (CCCSE, 2014). While the data indicate the challenges across all institutions of higher education

it is important to look closely at those institutions of higher education that engage the greatest number of men of color – the Community College (CC). According to the Community College Research Center (CCRC) in fall 2015, 38% of undergraduate students attended public and private two-year colleges. Of full-time undergraduates, 24% attended Community Colleges. And in 2015-16, the NCES (2017) reported that 39% of undergraduates attended public two-year colleges across the United States. Overall, Latino and African American men of color represent the smallest percentage of students attending institutions of higher education, with the CC serving as their primary entrée to post-secondary education.

The Community College plays a significant role in providing access to higher education to diverse students across the United States (U.S.). With more than 2.1 million students on 113 campuses, the California Community College (CCC) is the largest system of higher education in the U.S. The CCC represents opportunity for training in diverse fields, as well as coursework, geared toward advancing students to four-year institutions in pursuit of a Bachelor of Arts or Sciences degree. According to the California Community College Chancellor's Office (CCCCO) key facts (2016) California CC's offer associate degrees and short-term job training technical certificates in more than 175 fields, and more than 100,000 individuals are trained each year in industry-specific workforce skills. This data makes it important to not only examine transfer rates and graduation from the CC but also to look at certificate completion as an indicator of success.

With Community Colleges playing a significant role in the area of higher education for the general, and particularly under-represented student populations, it is important to understand the role these institutions play in creating access and successful transfer or completion for diverse groups. Underrepresented populations in higher education include first generation and

students of color, with the focus being on Latino male students for this study. 29% of University of California and 51% of California State University graduates transferred from a California Community College; therefore, the important role served by the CCC cannot be overstated (CCCCO, 2016).

Wood and Harris closely examine the important role Community Colleges play in access to postsecondary education for Latino and Black males. These two researchers also indicate that 70.5% and 70.2% of Black and Latino male students experience postsecondary education through Community Colleges (2015). That is to say that community college is a pipeline into postsecondary opportunities that can provide workforce training or college-level courses, not only remedial classes, geared toward transfer to four-year institutions. Harris and Duke-Benfield (2010) indicate that this is where Community Colleges can create multiple pathways that include education, workforce training, and even support systems to complete a high school diploma and move into developing job skills and postsecondary educational attainment.

While access is important, successful completion of technical certificates or transfer to four-year institutions is critical. The review of the literature will demonstrate that it is vital to look beyond the support services or success programming at the Community College created for the general student body. It is necessary to evaluate and understand the needs of Latino male students, in particular how support services may impact the successful navigation and completion for this population.

The literature reflects the critical need to change how institutions work with men of color, including a paradigm shift in which these students are not seen as troublemakers or lacking in skills, capacity, or ability. The literature also reflects the importance of colleges/universities use of an asset-based model that understands the types of capital these students bring with them

which includes their culture, family support, resilience, and faith that can serve to bolster students and aid them toward persistence and achievement (Rendón, 2014 & Sáenz, 2011). An asset-based approach should be combined with an institutional commitment to supporting men of color to navigate the structural barriers and systems in colleges, ultimately assisting them with academic success, whether that be attainment of a technical certificate of their choice, graduation, or degree to transfer to their preferred four-year institution.

Harris and Duke-Benfield (2010), Ornelas and Sólorzano (2004), Sáenz and Ponjuán (2012), Sólorzano, Villalpando and Oseguera (2005), as well as Wood, Harris, and White's (2015) research indicate several critical steps students must experience in order to enter into and engage in toward the achievement of success at the Community College: (1) successful postsecondary access and skill development, (2) of the financial aid process, (3) development of an anti-deficit achievement framework through emerging changes in the mindset of Latino and Black male students, and (4) commitment and prioritization of the transfer function of the Community College, including fostering these opportunities for Latino male students. Each component requires engagement within the college with faculty, staff, and support programs that exist within a Community College designed to meet the needs of their diverse student body.

The review of the literature looks closely at the academic research that identifies the opportunities and challenges for engagement and success of men of color. The review of the literature provides a framework for the study, which is a gap identified by Wood and Harris (2013) and the Center for Community College Student Engagement (CCCSE) (2014), to look at the experiences of men of color who successfully transition from foundation level courses (remedial courses at Cucamonga College) to college level and transfer-level coursework or upper-division certificate coursework. It will also help to understand which institutional

practices support students toward the achievement of their goal for successful transfer to a four-year institution, graduation, or technical certificate achievement. To understand this, the research recommends engaging successful men of color in a dialogue in order to understand how they have been able to navigate the college, their development, or understanding of cultural wealth and where, if any, college program support lay in aiding them to achieve their success (CCCSE, 2014; Wood & Harris, 2013).

The method for reviewing the salient literature focused on including research and studies that identify the gaps that exist in the limited publications specifically studying the experiences of Latino male students. The researcher took specific care to seek out published work focusing on the Latino and African American male student experience in higher education and identified important research within the canon of student achievement, race and cultural wealth. The body of literature was heavily populated by Sáenz and Ponjuán (2009, 2011, 2012) exploring access and success for Latino male students and a field of study with Bensimón (2005), Rendón (2014), Gonzales (2015) and Sólorzano, Villalpando and Oseguera (2005) as well as Yosso (2006), who explored how academic institutions view Latino male students, and how the institutional view of a lack of cultural capital, impacts the student experience in college and their success.

Furthermore, Garcia and Garza's contributions to the literature take the historic or traditional engagement ideas set forth in Tinto's Theory of Student Departure (1975, 1987, 1993) and Astin's Theory of Involvement (1984) and Pascarella et al.'s (2004) analysis of the impact of college on first generation students and apply them to the community college in order to determine how they can help to understand opportunities for student success as applied to Latino male students which is more greatly applicable to this research study.

The review of the literature breaks up the exploration of salient research into four categories, the academic institution, the theory of socio-academic engagement, critical race theory, and the importance of an anti-deficit approach.

The Academic Institution

Historically, among the research published prior to 1999, oftentimes the investigators not only identified achievement gaps for under-represented populations, such as Latino and African American students, they also most frequently lay the blame at their feet, citing a lack of motivation or a deficiency in their ability to perform college preparatory level school work, or achieve beyond remedial coursework at the post-secondary level. According to Rendón et al. (2014), educators who simply accept deficits founded on student ethnicities give up on students before giving them a chance to demonstrate capacity or academic capability. Ultimately, educators who prescribe assumed behaviors related to underachievement would indicate that failing Latino and African American students lack the ability to adapt to societal norms. Furthermore, they then indicate that male students of color are not learning how to navigate the systems or existing academic structures necessary to be successful in a college or university environment.

The higher proportion of research also focuses on four-year institutions, not acknowledging that the greatest percentage of Latino and African American male students access higher education at Community Colleges. In Calling Out the Elephant: An Examination of African American Male Achievement in Community Colleges (2010), Bush and Bush examine the important factors explored in 2005 by Bensimón, looking at the institutional issues that contribute to the academic achievement of male students of color. All three ask higher education practitioners: which includes faculty, staff, and administrators, to begin developing an

understanding of their own organizational practices as well as the structural and cultural barriers that prevent colleges and university from producing equitable educational outcomes for all of their students (Bensimón, p. 99). Deil-Amen (2006) points to the major models of persistence that focus on traditional students in four-year institutions such as Tinto's Theory of Student Departure (1975, 1987, 1993), Astin's Theory of Involvement (1984) and Pascarella's model (1985). All of these theories contain pertinent application to students at two-year institutions, according to Deil-Amen (2006) and Rosenbaum et al (2006) by understanding the role institutions, their culture, and structures play in student engagement, both social and socio-academic resulting in student belonging which can lead to successful navigation and academic achievement. Sáenz and Ponjuán (2008) highlight the need to understand the diverse ways in which the college/ institutional climate serves to "nurture or discourage Latino male success" (p. 20) through further research and study.

The data from the research indicates that the achievement gap persists. Bensimón and Harris (2007) as well as Sáenz and Ponjuán (2008) explore the need for a collaborative approach to assess and further understand the racial and ethnic disparities that persist among student outcomes (p. 77). They hold institutions accountable for their part in the continued lack of equitable student success. Through support programming, or basic orientations offered by many colleges and universities, institutions have the ability to put students on a path that enables them to navigate institutional structures while aiding students to enable them to get past the barriers, Gonzalez (2015), Rodriguez, Sáenz, and Lu (2015) as well as Sáenz and Ponjuán (2012). They also deem it necessary for institutions to strategize beginning at the leadership level, including faculty, staff, and students to develop scalable support programing to increase college

completion by Latino and African American male students (Gonzalez, 2015; Rodriguez, Sáenz, & Lu, 2015).

Institutional programmatic support should include understanding the cultural wealth that diverse students bring with them and should provide the conduit to help male students of color to understand that their culture has value. This can be accomplished through the development of programs, curriculum, and a strong institutional culture based on the high value placed on community cultural wealth and ethnic diversity. Sáenz and Ponjuán (2012) indicate that the struggle of Latino males has not improved greatly. They argue that there is a need for academic institutions to acknowledge and develop programs to address the unique socioeconomic challenges male students of color face in order to facilitate college access and degree completion.

Researchers, including Tinto (1997), Deil-Amen (2011), Rosenbaum et al (2006) and Huerta and Fishman (2014) stress the importance of the institutional commitment to support students and engage them; shedding old stereotypes, this combined with the institutional climate can create the environment for success for students. The responsibility of social and academic engagement should not solely lie with the student. Tinto (1997) introduces the concept of the classroom as the space where students and faculty come together. The classroom serves as an important intersection for students where faculty can support them, create opportunities to bolster student confidence and help to create a sense of belonging for them.

Established in 1883, Cucamonga College is a 135-year-old the first community college in the state of California. Its student body composition is extremely diverse with approximately 82% of Cucamonga College students enrolled in credit courses and being traditionally underrepresented students. Hispanic students represent 63.2% and Black students represent 8.5% of students enrolled in credit courses. Cucamonga College is comprised of three academic

centers, with the primary campus located in Rancho Cucamonga, its second center in Fontana and the third location in Chino (Cucamonga College Fall 2016 First Census Enrollment Report). Cucamonga College has never before studied its Latino male students to understand the factors leading to success and understand their experiences with culture at the institution.

Adjunct Faculty as Institutional Agents

The institution is comprised of administrators, faculty and staff, however the institutional agents with the greatest amount of face to face contact and interaction that can have a major impact on student success has been considered by many researchers to be the faculty. Kuh, Bridges and Hayek (2006), Kezar and Maxey (2013), Kezar and Badke (2013) and Kezar (2013) look carefully at those individuals who comprise the faculty which include full-time tenure and tenure track members as well as the part-time adjunct members. According to Braxton, Milem, and Sullivan (2000), Hurtado and Carter (1997), Nora, Cabrera, Hagedorn, and Pascarella (1996) the experiences students have within the classroom can make a major impact on their academic success. The institutional classroom space is the domain of the faculty. Therefore, it is important to understand the two-tiered faculty system that exists at many colleges, and is pervasive at the community college.

Kezar (2013), Kezar and Badke (2013), and Kezar and Maxey (2013) highly criticize the adjunct faculty model as it is utilized extensively at the Community College. The researchers indicate that rather than carefully planning a thoughtful design of the role of faculty, there has been a massive growth in the adjunct model that has resulted in unforeseen problems, limiting and minimizing faculty-student interactions. Over the last several decades, the numbers of adjunct faculty have grown to exceed 50% of the faculty teaching at higher education institutions nationally, which is also the case for California Community Colleges. Therefore, it becomes

important to understand the challenges and problems outlined by the researchers as an overreliance on the adjunct faculty model. While Kezar and Maxey (2013) are careful to note that many adjunct faculty members are highly committed to their work, it is the lack of institutional support, training, and poor working conditions that are to blame, not the individuals themselves for providing a less than ideal or high-quality learning environment and positive experience for the students they serve (p. 30). Furthermore, the lack of dedicated work space can limit positive faculty-student interactions that are known to maximize student outcomes. Additionally, the researchers indicate that many institutions do not provide professional development opportunities for adjunct faculty, which can minimize their ability to access and engage in effective or innovative learning strategies (Kezar and Maxey, 2013).

Many adjunct faculty members are employed and teach courses at multiple institutions, so while they may hold a contract at an institution that enables them to engage in professional development, they are often not compensated for their time and said training may also be offered at times when not convenient to the adjuncts' schedule as they are aimed at meeting the needs of tenured faculty (Kezar, 2013 and Kezar and Maxey, 2013). A study completed by Figlio, Shapiro and Soter (2013) demonstrated that adjunct faculty who are supported and compensated for office hours, have access to an office and professional development resulted in their use of powerful teaching practices and produced student outcomes similar to their tenure/tenure-track faculty counterparts. The research conducted by Kezar (2013), Kezar and Maxey (2013), Kezar and Badke (2013), indicated that studies by Anaya and Cole (2001) demonstrate "positive effects for interactions between faculty and Latinx and African American students, who perceived their professors as accessible and supportive as a result of their positive interactions reported higher levels of academic achievement" (p.27). The research clearly highlights the important role

adjunct faculty can play in student success, therefore it behooves the academic institution to recognize their capacity as institutional agents with students and how to improve their opportunities to provide deep quality interactions with students by facilitating the appropriate support, access to space with compensation and professional development.

A Hispanic Serving Institution

Many California Community Colleges possess the federal and state designation of a Hispanic Serving Institution (HSI). As defined by the Department of Education, an HSI is an institution of higher education that is an eligible due to its enrollment of undergraduate full-time equivalent that is at least 25% Hispanic students and the institution its self must apply for said designation. This designation in turn enables the institution to be eligible to apply for specific grant funds under Title III and Title V programs to provide enrichment and success-aimed programming at the college to benefit its Hispanic students. Researchers Garcia and Hudson (2020), Garcia and Koren (2020), Garcia, Nuñez, Patron and Cristobal (2019) have challenged the ideology and support actually provided by those institutions with the designation of HSI. The researchers look specifically at the institutional capacity to serve its Hispanic students and question how well they are meeting the needs of their Latinx students to aid them in achieving their academic goals while providing an organizational culture that facilitates their success. Garcia et al. (2020) contend that HSI's possess two dimensions in relation to their identity as an HSI – they are either measurable student outcomes or organizational culture.

According to Garcia et al (2020), higher education scholars research over the last 30 years indicate that:

> Providing an organizational culture or campus climate that is free of racism, discrimination and harassment towards students of color will ultimately lead to greater outcomes such as persistence, sense of belonging, and ultimately graduation (p. 3).

Garcia et al. (2020) provide a framework for supporting Latinx students at HSI's – which they call structures for serving which include the institutional mission statement as well as diversity plans and their use of the Title III and Title V grant funds to provide institutional activities and programs to engage Latinx students, ultimately resulting in cultural validating experiences and positive academic outcomes for this population (Garcia and Koren, 2020).

Socio-Academic Engagement

Researchers have historically examined student social engagement at four-year institutions. Many researchers have emphasized the importance of social involvement or students to engage in their institution's social integration, Astin and Tinto (1984), Pascarella and Terenzini (1980), and Terenzini and Pascarella (1977). Understanding that students at two-year institutions often work full or part time, hold responsibilities at home, at times including their own family units as parents, all while attending college makes it important to delve into the challenges they face. The research that generally focuses on understanding student retention primarily focuses on four-year institutions, often includes living on campus and is anchored in social interaction during non-classroom time and those experiences. In order to bridge the gap between commuter students and theories related to residential college life it becomes important to look to additional research.

It is necessary to understand where Latino male students are engaging with faculty and student peers at the community college. With most students, often over 60%, working full or

part-time there leaves much less time for what Tinto (1975, 1987, 1993) and Astin (1984) understood as traditional forms of student engagement at four-year institutions. This makes the work of researchers critical in providing a framework for understanding how best to engage Latino male students and understand the factors related to success. Deil-Amen and Deluca (2010) refer to male Latino students as representing a third rung of underrepresented and underserved, who disproportionately enroll at the community college. This third rung of students are considered to be at the greatest risk of not completing certificate or achieving a baccalaureate degree. Therefore, the researchers propose strengthening the pathways – particularly student understanding of said pathways – of education to career goal attainment (p. 35).

Huerta & Fishman (2014), Deil-Amen (2011), and Tinto (1997) emphasize the need for institutions to increase their efforts to provide support to motivate Latino male students to become invested in their education. Programs should include "mentoring and unique opportunities for Latino males to share and provide strategies to be successful while cultivating the value and action of participating in social and academic support" (Huerta & Fishman, p. 152). Furthermore, Huerta and Fishman as well as Wang and Kenney-Phillips (2013) and Deil-Amen and DeLuca (2010) emphasize how easy it is for low SES Latino students to access higher educational opportunities at the community college yet not complete a degree or certificate. This results in very little college credit or human capital.

While most researchers emphasize the importance of academic and social engagement at institutions of higher education (Pascarella & Terenzini, 1991, 2005), for the purpose of persistence, Braxton, Milem, and Sullivan (2000), Hurtado and Carter (1997), Nora, Cabrera, Hagedorn, and Pascarella (1996) emphasize the importance of the classroom experience. Deil-

Amen (2011) goes on to develop the concept of socio-academic engagement, as a primary place for commuting students to experience and become engaged at the community college. Deil-Amen goes on further to explore Tinto's (1998) identification of the two forms of integrations' existence to result in increased persistence. However, Deil-Amen (2010, 2011) and Garcia & Garza (2016) indicate that higher levels of one of the types of engagement can make up for the other and can result in positives toward persistence. Community college students fall under the category of commuting students. According to Bean and Metzner (1985), Tinto (1993), and Braxton, Sullivan, and Johnson (1997) there exists what they refer to as "background characteristics and external circumstances" that can more greatly influence student persistence than engagement on the college campus (in Deil-Amen, 2011, p. 56). The reality for community college students, who spend less time on campus beyond the classroom and engage in very little social integration is that there still exist opportunities for successful engagement in the form of socio-academic engagement. Bearing this in mind, it becomes necessary to understand where the most successful community college students are engaging and determine if these factors play a role in persistence in college/university transfer, degree, or certificate attainment.

Sense of Belonging

When exploring how Latinx student attain their goals of a higher education, it is vital important to ascertain how they engage with their peer students and institutional agents in order to achieve their academic success. Social and socio-academic engagement can be seen as the result of Latinx students' development of a sense of belonging in order to increase their persistence within the academic institution. As indicated by Garcia et al. (2020) creating a sense of belonging can play a critical role in providing the support Latinx student's need to be successful in their academic goals by integrating inside and outside of the classroom. Hurtado

and Carter (1997), Garcia et al. (2020), Garcia and Garza (2016) indicate the necessary constructs that lead to Latinx students developing a sense of belonging include the institutional culture which can aid students in feeling like they "fit-in" on the college campus and serve as a place where Latinx students feel that their culture does indeed have value and is valued by the institution. For the purpose of this study, how students engage within the classroom, with faculty both inside and outside of the classroom and with other students define their sense of belonging, particularly when combined with Deil-Amen's (2011) theoretical framework of socio-academic integrative moments.

Furthermore, Deil-Amen points to the need to explore understanding student expectations and their experiences of integration at two-year institutions. This results in the necessity to differentiate between a student's behavior, which is what is often used to define sense of belonging through integration and their personal experiences that result in their individualized experiences of belonging – as was highlighted by Hurtado and Carter in their 1997 research. This can result in a student's behavior and demonstration of integrative actions being very different from what they convey as feeling a sense of belonging, regardless that they may not actively engage with faculty, other students or in activities on the college campus.

Critical Race Theory

The foundations of Critical Race Theory (CRT) lie in its history as an approach to creating arguments for inequality and the law. CRT creates a framework for studying the dynamic relationship between race, racism, and power (Delgado & Stefancic, 2014, p. 28). CRT broadens the ideas of racism and power to include a context and challenges the neutrality of the law by developing an argument for personal experience and its effects on under-represented people. CRT highlights the disparities that exist between the dominant culture and minorities

and has been utilized in arguments for equitable rights. CRT argues that the idea of color-blind does not exist due to people's inherent prejudices, even if they are subconscious, as said biases impact relationships and interactions between people within the hierarchical system that exists (Delgado & Stefancic, 2014; Zamudio et al., 2010).

In education, CRT serves as a framework to understand the disparities that exist for students of color. At institutions of higher education, where the idea of race neutrality (Solorzano, Villalpando & Oseguera, 2005) does not take-into-account student background or K-12 education quality, CRT is used to bring attention to the disparities that exist. Furthermore, CRT challenges the idea of racially blind policies and practices in academia – as it is necessary to be knowledgeable of the structures and barriers that exist in order to navigate them.

The processes, pathways and structures that comprise the academic institution have been developed and been created by the dominant culture, which results in a lack of knowledge about these structures by under-represented populations, in particular Latino male students. According to Zamudio et al. (2010), it is essential to focus on the philosophies and dialogue used to defend the continued subordination of students of color in schools (p. 41). This type of ideology harkens back to the decision Brown v. Board of Education where separate but equal was demolished – there continues to exist a divide in the quality of education students of color from poor communities receive when compared to their privileged counterparts. In other words, integration did not result in an equality of education. This is a critical component when the research indicates that the reason the highest proportion of students of color, particularly male Latino students, find themselves at a Community College is directly related to their lack of financial resources and their need for remediation in their academic progression.

According to Delgado and Stefancic (2014) as well as Zamudio, Russell, Rios, and Bridgeman, (2010) racism is embedded within the academic structures, however the changes recommended by CRT also call for the need to recognize the value and capital of diverse student bodies. This capital is derived from their history, culture, and oral traditions (Sólorzano, Villalpando & Oseguera, 2005: Yosso, 2005). Bourdieu (in Delgado & Stefancic, 2014) indicates that there are different types of capital, and culture does have value. It is the value of culture that is slightly transformed when an anti-deficit approach to diverse students is the focus of the types of support that students bring with them from their communities that can change their potential for success.

The CRT framework further goes on to challenge the academic structures that further segregate students and can embolden racist behaviors from individuals or between more than individuals (Zamudio et al, 2010). In addition, CRT serves as a valuable alternative to the racist epistemology that guides policy and practices within educational institutions (Zamudio et al, 2010, Solorzano and Villalpando, 1998). Researchers of the role of CRT specifically related to the transformation of the educational institution herald the importance of the counter-story and comparative perspectives that challenge the existing policies of educational organizations in order to reveal the institutional racism that exists and are evident in the practices that adversely affect the different minority groups on a college campus.

According to Zamudio et al. (2010) and Noguera (2000) CRT as a framework in analyzing school pedagogy can reveal the structures of inequality that education and schooling are expected to break down:

> Once schools are structured, especially when they are structured to reproduce inequality, ideologies are put in place to hide and/or justify the policies and practices implemented (Zamudio et al. 2010, p. 97).

Anti-Deficit Approach

Yosso (2005), Rendon and Kanagala (2015), and Harper (2010) go further than merely the recognition of cultural wealth, but indicate that it is necessary for higher education institutions to integrate its value into the institutional culture. Yosso goes on to state that it is time for academic institutions to stop under-utilizing the assets that students of color bring with them to the academic experience through the implementation of community cultural wealth to transform educational access and success for students of color (p. 70).

Yosso and other researchers indicate that it is time to stop using the excuse for the underachievement of students of color because they are deficient (p. 75). It is important for institutions to understand how the lens of Critical Race Theory explores the need to see how students of color can draw from communal knowledge and bring their cultural wealth to bear towards their success. For male students of color, where their female counterparts have surpassed them in academic success, it is critical to aid them in drawing from their resources to understand that they are empowered through their community cultural wealth which guides them in their aspirations of persistence and degree achievement.

Yosso (2005) adapts the model of community cultural wealth from Oliver and Shapiro that includes: social capital, familial capital, aspirational capital, linguistic capital, resistant capital and navigational capital (p. 78). These six forms of capital contribute to an anti-deficit approach that can serve to change a student's understanding of their own self-worth and the wealth that they bring with them to support them through the unknown barriers and pathways

that exist within the academic institution. These concepts intertwine and overlap, meaning that a student may have experiences that feel like they are more from one category over another but can still persist based on the knowledge that they are not deficient and that they can learn and gather the tools necessary to succeed in college.

The research indicates that it is important for a shift to occur in which Critical Race Theory moves from a single-framed white perspective to that of multiple perspectives. The new perspective can be used to develop a new idea of culture and capital within the institution, which results in an inclusive environment that not only embraces diverse forms of capital, but credits it with the development of a richer institutional culture (Rendon & Kanagala, 2015; Sólorzano, Villalpando & Oseguera, 2005; and Yosso, 2005). The Center for Community College Student Engagement's (CCCSE) 2014 report indicates that it is necessary to include the input and feedback from African American and Latino male students to help understand the institutional culture as well as how to inform and change it to engage them and work with them to achieve their aspirations of degree or program completion.

In 2015, 70.5% and 70.2% of Black and Latino male students attended Community Colleges in pursuit of higher education; therefor these institutions have the greatest capacity to make a positive impact on the educational success of Latino and African American male students. The lack of persistence and completion is evident, the questions to be posed is why those Latino male students who complete technical certificate programs or successfully transfer, do so and how or if support programs at the institutions have aided them in achieving their goal? Researchers such as Bensimón (2005), Rendón and Kanagala (2014) and Sáenz and Ponjuán (2011 & 2012) make clear arguments for the credit of the capital diverse students bring with

them to the college experience that can help them be successful, but it is clear that further research is necessary to understand how those students who are successful achieve their goals.

Sáenz and Ponjuán (2012) recognize the need for further study into this particular area. It is important to understand the educational experiences of the Latino and African American male students attending community colleges. Learning directly from successful students can potentially help close the achievement gap as this research can inform organizational learning as recommended by Bensimón (2005) and Harris and Bensimón (2007). Furthermore, this work can add to the body of knowledge focusing on the tools and types of support needed by the students in greatest peril of not achieving their goals of completion.

Conceptual and Theoretical Framework

The proposed study is framed through the lens of Yosso's Community Cultural Wealth theory (2005), which has its roots in Critical Race theory. This section will closely examine how Community Cultural Wealth informs the study and an understanding of how students at the Community College successfully navigate the institution, its structures and work with faculty to succeed academically within their major or technical program of choice.

Various theoretical frameworks, including social and cultural capital theories are often utilized to understand the many factors affecting student persistence and retention. However, these models represent a deficit-based approach to understanding the variables affecting under-represented students. The most critical component of Yosso's Community Cultural Wealth theory driving the research is the movement away from deficit thinking, and instead creates opportunities for insight into how male students of color approach their education at the community college, from a position of strength being drawn from their community cultural wealth.

Cutural wealth theory represents six types of capital that can be used to empower individuals. Yosso's Community Cultral Wealth Model identifies the capacities, assets, and experiences that students of color bring with them to college (Perez II 2016; Rendon et al 2014; Samuelson & Litzler 2016; and Yosso 2005).

Table 4

Six Types of Capital (Yosso 2005)

Aspirational capital representing the view that student have hopes and dreams, stemming from the high educational goals their families have for them.
Linguistic capital refers to the language and communication skills students take with them to college, these can include being bilingual or an aptitude to communicate through song, poetry or other communication as in oral traditions.
Familial capital stems from the experience's students draw from their community networks which include family, friends or other social networks.
Social capital is defined as the contacts students have with their peers or other social contacts – which they use to navigate college or other social structures.
Navigational capital refers to students' ability to maneuver within the barriers that exist in hostile environments or the barriers at institutions.
Resistance capital stems from the history of communities of color and their struggle for equal rights, and how students' use this to solve the challenges they face with health, education and other social outcomes.

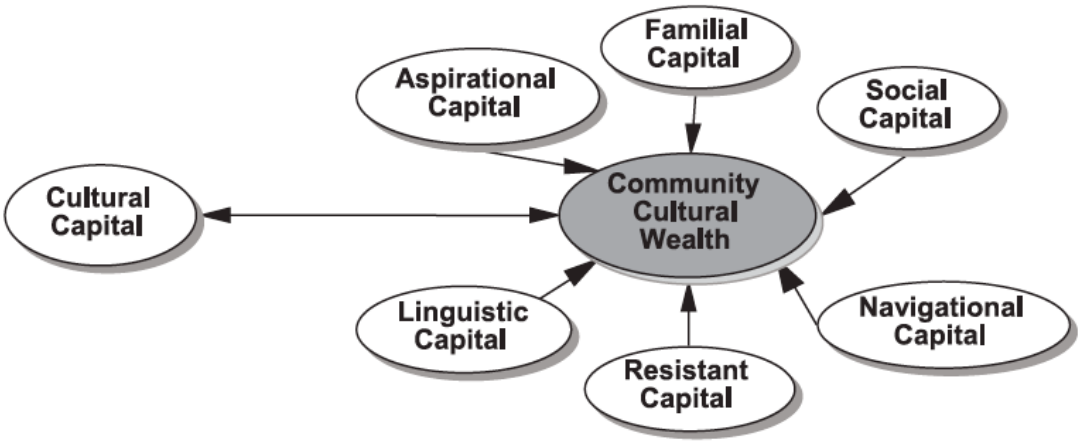

Figure 1. A model of community cultural wealth. Adapted from: Oliver & Shapiro, 1995 in Yosso, 2005, p. 78.

According to David Perez II (2017), the asset-based model developed by Yosso and its impact on student persistence and retention has not been adequately explored or accounted for in the published research (p. 133). The figure below illustrates the findings from Perez II's study exploring how Latino males nurture cultural wealth to achieve positive educational outcomes at a Private University but also adds the layer of engagement called social academic integration described by Rosenbaum, Deil-Amen and Person (2006), Garcia and Garza (2016) and Deil-Amen (2011), pivoting Tinto's theory of student departure and Astin's theory of student engagement.

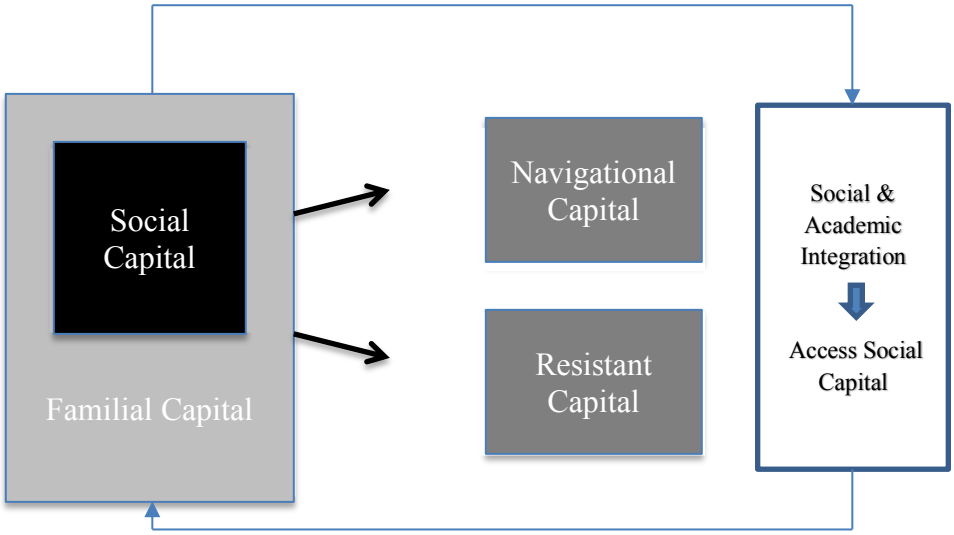

Figure 2. Figure 8.1 Community cultural wealth framework. (p. 138)

The above figure also adds the layer of Deil-Amen's socio-academic integrative moments, 2011; (p. 54) which also incorporates the theoretical framework outlined by Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) - who indicate in their research that within the classroom is where greatest opportunity exists for engagement of commuting Latino students at the community college.

Theoretical Framework

Tinto and Astin's theory of student engagement is founded in the four-year traditional, residential academic institutional student experience. Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) as well as Garcia and Garza (2016) take a new approach to Tinto's construct (1993) of student social and academic integration and Astin's theory of student engagement to improve the understanding of students at the Community College, targeting the engagement of students at the two-year institution. Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) as well as Garcia and Garza (2016) look at the various ways community

college commuter students engage with their peers, faculty and staff and how they differ from their four-year counterparts. To understand the persistence and success of Latino male students at the Community College, it becomes necessary to understand how these institutions support them and engage them in order to aid them to achieve their academic or professional goals.

Rosenbaum, Deil-Amen, & Person, 2006 turn Tinto (1993) and Astin's theory of student departure and pivot it on in its side order to utilize it as a base for understanding students at two-year institutions. Tinto and Astin primarily studied students at four-year institutions. Students at 2-year community colleges have different ways of engaging with faculty and their student peers. Understanding how and where community college students engage and build or access their social capital can aid academic institutions in determining the best methods to engage and support student success. Student engagement is often seen as a key factor to successful attainment, retention and completion, but the question remains if this remains constant for commuting students who often work full or part time. Researchers debate whether social engagement or academic engagement has a greater influence on student success. In addition, the same researchers are seeking to determine if one has influence over the other or if factors external to the academic institution have a greater influence over student success.

> "On the other hand, studies using national two-year samples (Deil-Amen, 2002; Pascarella & Terenzini, 1991, 2005) and meta-analysis of six studies (Wortman & Napoli, 1996) show academic and social integration do influence attainment, but the findings of most studies are mixed regarding which form of integration is most important." Deil-Amen, 2011 (p. 56).

Overall, the goal of all academic institutions is to have students enroll, matriculate, and be successful in either transferring to the four-year institution of their choice, graduate or complete the appropriate, student-selected, certificated training program to aid them in achieving their professional career goals. According to Garcia and Garza (2016), there is limited research examining students at the Community College, in particular Latino male students and the elements which contribute to or hinder their attainment of their goals. It becomes necessary to look beyond traditional four-year college theoretical frameworks, as students at the Community College have many external and internal factor that makes them and their experiences very different from their four-year college and university counterparts.

> Although many studies have quantified social and academic integration into measurable behaviors and assessed their impact on student outcomes, researchers still understand little about the quality and nature of integrative processes – especially how and why certain actions enhance belonging, commitment, and persistence for two-year commuting students, who are among the most marginalized in higher education (Deil-Amen, 2011, p. 59).

It is due to the incongruency of the overall research studying Latino male student success and engagement factors at the community college that led researchers to determine further exploration is necessary. The research is hoped to help determine the factors, in addition to Tinto's theory of student departure and classroom involvement (1997), that will aid in understanding those factors that can influence or engage particular populations at two-year commuter institutions leading to success.

Researchers such as Bensimón (2005), Rendón and Kanagala (2014) and Sáenz and Ponjuán (2011 & 2012) make clear arguments to credit the capital diverse students bring to their college experience that can help them be successful. However, the limited research studying Latino male students at the community college makes it important to understand how those students who are successful achieve their goals. The greater body of research focuses on Latino and African American male student engagement and experiences at four-year institutions, however Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) as well as Garcia and Garza (2016) look at the various ways community college commuter students engage with their peers, faculty and staff and how they differ from their four-year counterparts.

It is important to understand the educational experiences of the Latino male students attending community colleges. Learning directly from successful students can potentially help close the achievement gap as this research can inform organizational learning as recommended by Bensimón (2005) and Harris and Bensimón (2007). Furthermore, this work can add to the body of knowledge focusing on the tools and types of support needed by the students in greatest peril of not achieving their goals of completion. Sáenz and Ponjuán (2012) recognize the need for further study into this particular area. Yosso (2005) and Perez II's (2017) asset-based theory of community cultural wealth's positive impact on student achievement indicated that this foundation can serve as a positive launching pad for Latino male students to attain their goals at the Community College.

The greater body of research reviewed focused on four-year institution student experiences. Low persistence and low completion for Latino male students at the community college when combined with the limited research examining this population in higher education indicate that there is still a great deal to be studied. The lack of significant research on Latino

male students at the Community College combined with the goal to understand how social cultural capital and community cultural wealth can positively impact successful attainment of their educational goals as well as the role of the institution in their success led to the research questions being posed by this study.

Research Questions

The following research questions guide this study:

1. How are Latino male students utilizing social cultural capital to achieve academic success at the Community College?
2. What is the role of community cultural wealth (linguistic, familial, aspirational, navigational and resistant) for Latino male students at the Community College?
3. How does the institutional culture impact the engagement of Latino Male students to increase their achievement at the Community College?

The review of the literature outlined the salient works that frame this study. The research included the role of the academic institution on the student experience as well as key opportunities to engage Latino Male students at the Community College. According to the research that was surveyed, socio-academic engagement developed as a key best method of involving this population within the classroom environment.

By understanding the experiences of twenty Latino male students studying at a single community college this study will work toward answering the questions posed. Utilizing the research to reflect upon the theoretical framework of critical race theory and an anti-deficit approach along with the conceptual framework of cultural social capital as guiding principles the study will enable the researcher to determine how best to positively impact outcomes for Latino male students at the Community College. Ultimately, the research will make recommendations

for the institution and policy to create the most positive approach to student success based on the interviewed students' responses combined with the body of literature providing historical context and a point from which to commence and focus the study. The researcher will evaluate the responses of the students through a qualitative analysis. Chapter three of the study will detail the qualitative research methodology utilized by the researcher, the research design and details related to the student participants as well as the contributing faculty and staff.

Chapter 3: Methods

The first chapter of this study provided a context for the research proposed with the second chapter divulging the necessity for the research being proposed. The dearth of research focusing on Latino male student experiences at the Community College and how to support them to succeed is demonstrated. Chapter two explored the literature that outlines the conceptual and theoretical framework which guides the research. This section will provide an overview of the qualitative research methodology utilized in the study. The methods chapter will include a description of the qualitative research design and details related to the population that comprise the study sample.

Research Design

A qualitative case study research design was utilized as the methodology for this research study. This section will outline the background and definition of case study methodology. Furthermore, the relevance of case study methodology will be explored as well as the characteristics of case study design. The qualitative research design stems from the work of Merriam (1988) and Yin (2015) in which case study is defined as an important part of organizing and conducting research in a manner of inquiry in which the researcher undertakes the in-depth exploration of a program, event, activity or process with one or more individuals. The researcher collects detailed information over a limited period of time. For the purpose of this study, the time period in which individual interviews were conducted was a two-month time frame. Additionally, the phenomenon under investigation is student interaction within a single two-year college with faculty and peer students, and the behaviors in which they either succeed based on the development or recognition of cultural and social capital.

The researcher utilized individual open-ended interviews of twenty individual students, two faculty and two staff members actively working in student support areas providing resources to Latinx students. The goal of the study was to understand male Latino student experiences, their perceptions of the institutional culture, the resources available to them at the Community College and their own cultural wealth as well as how they utilized it to navigate the college structures and barriers in order to succeed in their educational goals.

The specific methodology utilized individual face-to-face interviews. The researcher believed that face-to-face, open-ended, and semi-structured interviews would yield the most in-depth information from each student participant. Semi-structured interviews allowed the researcher to focus on the research questions, while permitting unknown follow-up questions, or enabling the participants to explore tangent ideas or concepts that might provide additional important data (Yin, 2015).

Yin (2015) identified five elements that allow for effective case study research: 1. Research questions; 2. Purpose of the study; 3. Unit analysis; 4. Logic that links the data to the purpose; and 5. Criteria for interpreting the research findings. Furthermore, Yin indicates that the ideal type of qualitative case study research questions utilize the how or why phrases to pose the inquiry. For the purpose of this study, the researcher explored the factors that affect student success including engagement with faculty and staff and how students overcome the institutional barriers to succeed in their educational goals. The data collected primarily consisted of the information relayed by the students in their open-ended interviews, however the researcher also compared this information against the data collected through the intake surveys completed by each student participant as well as their unofficial transcripts. The review of the transcripts

would provide course-taking insight related to pursuit of transfer or certificate as well as course-taking patterns.

Interview Criteria

In order to determine the number of participants to interview, the recommendation of the researchers advisory committee was combined with Patton's (2015) analysis of the most common sample size, which indicated that 20 was the average number of in person interviews for a dissertation (p. 314). The selection of 20 interviews would enable the researcher to study a limited number of individuals at a single college site and to collect extensive detail about each individual being studied. The goal of the qualitative research design is to be able to explore the specific experiences of the students at Cucamonga College in order to identify themes and develop a collective story for each of the four groups, potentially identifying an overall story for the entire group (Creswell and Poth, 2018).

The research design utilized random selection for student participants based on criterion provided for a data extraction performed by the office of research at Cucamonga College, selecting Latino male students. Following Institutional Review Board approval from both Claremont Graduate University and Cucamonga College, the data request was submitted to the Cucamonga College research office to produce a report of male students who identified their ethnicity on the college application as Hispanic – the College's predetermined ethnicity code for Latinx students.

Table 5

Data Extraction Criterion

1.	Self-identification as Hispanic on their college application;
2.	Registered with the college as enrolled in an academic degree to transfer program;
3.	Or registered with the college in a for-credit career technical certificate program;
4.	Age between 18 to 39;
5.	Successful completion of more than 24 credit units;
6.	Course-taking primarily consists of class enrollment at the Rancho Cucamonga Campus location.

Full time enrollment is defined as registered for 12 credit units per semester. Completion of 24 credit units would categorize a student as second year at Cucamonga College. Second year status does not specifically refer to the number of years of enrollment as oftentimes students enroll part-time and their progression to this level can most frequently take longer than one year of attendance at the college. Students enrolled in credit coursework were targeted for participation in this study based on the above criteria.

The college offers many non-credit and not-for credit technical certificate programs however these students most frequently attend all or some off-site courses and most commonly do not anticipate continuing toward a degree to transfer program. While they can return to enroll in for-credit coursework, it should be noted that students in the technical certificate programs included in this study, exclude those enrolled in non-credit and not-for-credit programs at Cucamonga College if that was their sole enrollment at the college during the spring 2018 semester.

The Cucamonga College office of research produced the report in an Excel spreadsheet. The list contained details related to student identification as registered with the college with an academic program plan or declared major for college transfer or enrolled in a for-credit career technical education program major. The data set included the detail pertaining to the specific program the student had officially registered with the college. The data set also contained the students' name – first and last, age, college email, phone number registered with the college, completed credit units and their grade point average.

Table 6

Study Data Set

Age Range Data Set	Declared Intention	# in Data Set
Age 18 to 24	Degree to transfer	1,084
Age 25 to 39	Degree to transfer	340
Age 18 to 24	For-credit certificate program	141
Age 25 to 29	For-credit certificate program	29
	Total individuals in data set	1,594

Garnering Student Interview Participants

1,594 students were sent a preliminary email requesting their participation in the research study, identifying the researcher and explaining the purpose of the study. Students were also sent an initial intake survey. The invitation included an offer of a $5 In N Out gift card for returning the completed intake survey and presentation of the student's own unofficial transcripts. Students who would participate and complete a personal interview would each receive a $10 In N Out gift card. Each student participant could potentially receive $15 in gift cards for their full participation.

Twenty students were personally interviewed from the two identified specific age groups. The criteria also included the students being considered to achieve enough credit units in order to be categorized as a second-year student, enabling them enough time to have garnered insight into the institutional culture, resources available at the college campus and to have engaged in a sufficient number of courses with the college faculty or co-curricular programs. The research groups consisted of two age groups pursuing their education with the intent to transfer or to achieve a technical program certificate:

Table 7

Interview Groupings

Age 18 to 24	#interviewed	Age 25 to 39	#interviewed
Goal to transfer	5	Goal to transfer	8 (2 reg. as cert)
Goal to attain certificate	4	Goal to attain certificate	3

For the purpose of understanding the student experience and grouping based on commonalities, the traditional higher education high school graduates, age 18 to 24 were separated from the non-traditional aged students age 25 to 39. The groups were then further separated by those enrolled in technical education programs with a declared goal to attain a certificate or in pursuit of a degree to transfer. These two age groups represent the largest percentage of students attending Cucamonga College.

Faculty and staff interview participants were purposefully selected to meet the requirements of the study which include pinpointing faculty actively engaged in working directly with Latino male students, counseling them, and supporting them. The staff interview participants were also selected based on their engagement with Latino male students in their area of programmatic support. The data collected from the faculty and staff aided the researcher in testing the interview questions and determining if the direction of the questions helped the

researcher understand student experiences and perceptions of institutional culture as well as programmatic support. Both of these two groups will help to triangulate the data reported by the student participants combined with the review of transcripts for course enrollment, grade progress to degree and the self-reported information on the participant intake sheets.

Participants

Following the acquisition of approval for the proposed research with the Claremont Graduate University Institutional Review Board (IRB), the researcher applied for and garnered permission from the Cucamonga College IRB to engage Latino male students enrolled at the institution as well as members of the faculty and staff. Cucamonga College's Institutional Review Board deemed the IRB approval obtained from Claremont Graduate University as exempt acceptable and approved the study at the college. The research participants were individually interviewed. Each interview lasted between 45 minutes up to 90 minutes.

Student Interviews

Student participants were selected from the main Cucamonga campus location in Rancho Cucamonga, as that is where more than 70% of students enroll and physically take classes. Student participants were selected at random based on the two age groups for each category, being in a program aimed at degree to transfer or in a certificate program. Students were contacted via their college email inviting them to participate in an interview. The list contained 1,594 records.

Students were sent an initial email, in which each student was asked to complete an information intake form to confirm their status, explore their background and parent's education as well as to determine the program in which they believed they were specifically enrolled – either in a degree to transfer program or certificate program. Furthermore, each student was

asked to provide a copy of their unofficial transcripts. In return for their intake forms and copies of their transcripts, students would have received a $5 In N Out gift card. The provision of the intake forms and copies of the transcripts confirmed potential participation in the interviews. However only one of the 20 student participants actually completed these two items.

For the remaining 19 participants, the researcher extracted and printed unofficial transcripts through the campus data system in order to facilitate participation by the students. Each student participant was asked to verify their student identification number as well as validate the transcript as their personal college record. When selected as an interview participant, the interview meetings were scheduled based on the student's course attendance and ease for them either on the college campus or at a location more easily accessible to them. 19 of the 20 interviews were conducted at the college at the researcher's office for privacy. One of the interviews was conducted at the Ontario City Library in a study carrel.

Traditional aged students (18 to 24) are often enrolled in classes Monday through Friday between the hours of 8:00 a.m. and 4:00 p.m. Non-traditionally aged students (25 to 39) can be enrolled in courses any day of the week, as there is weekend-college and evening classes until 10:00 p.m. The goal was to schedule interviews during lunch or university hour, which takes place every Tuesday, between noon and 1:30 p.m. as well as in the early evening between 4:00 p.m. and 7:00 p.m., when evening classes commence. One of the interviews was conducted on a Sunday afternoon based on the student's schedule and availability. Interviews were instantaneously transcribed utilizing the Dragon Naturally Speaking software. The system's limitations required each participant to dictate a paragraph before the software would recognize their speech pattern. The researcher took notes and later made corrections to the transcripts based on the notes.

A review of the student transcripts was utilized to determine if the student's coursework reflected their stated goals toward transfer or certificate completion. Furthermore, the grades or course enrollment and completion would reflect actual achievement toward goal attainment as well as their course-taking patterns. The transcripts were compared to each student's intake sheet in which they indicated their educational goal.

In order to preserve the confidentiality of participants, each student was assigned a pseudonym, regardless of their willingness to be quoted or included by their real name. This was the case for the student participants as well as the faculty and staff. The names presented in Table 8 below are pseudonyms with the actual student details related to their status, gpa, goal to transfer, receive an associate of arts or bachelor's degree, major, qualification for financial aid and the number of units enrolled during the spring semester in which they were interviewed.

Table 8

Latino Student Participant Profiles

Participant	1st/ 2nd Gen, Coll. Stud.	GPA	AA	TRNSFR	CTE	Major	Fin Aid	Aca-demic Units	Age
Edward	1st	3.3			CTE	Auto Technology	Yes	7 to 14	20
Dennis	2nd	2			CTE	Auto Technology	Yes	7 to 14	19
David	2nd	2.9	AA	TRNSFR	CTE	Auto Technology	Yes	4 to 6	22
Daniel	2nd	3			CTE	Auto Technology	Yes	4 to 6	29
Demario	2nd	3.2	AA		CTE	Auto/Applied Science	Yes	7 to 14	21
Sergio	2nd	3	AA		CTE	Photography	No	4 to 6	27
Allen	2nd	2.9		TRNSFR	CTE	Mechanical Engineering	Yes	7 to 14	27
Anthony	1st	3.8		TRNSFR	CTE	Aviation Maint Technician	Yes	15+	28
Eduardo	2nd	3.9		TRNSFR		Art	No	7 to 14	26
Juan	2nd	2.8		TRNSFR	CTE	Admin of Justice	Yes	4 to 6	27
Adan	2nd	2.9		TRNSFR		Anthropology	Yes	7 to 14	26
Chris	1st	3.8		TRNSFR		Philosphy/ Journalism	Yes	7 to 14	28
Efrain	2nd	2.2		TRNSFR		Admin of Justice	No	7 to 14	37
Jorge	2nd	3		TRNSFR		Communications	Yes	4 to 6	25
Andres	2nd	2.19	AA	TRNSFR		Business	Yes	7 to 14	33
Moises	2nd	2.9		TRNSFR		Architecture	No	15+	28
Enrique	2nd	3.1		TRNSFR	CTE	Accounting	No	4 to 6	20
Eloy	2nd	2.9		TRNSFR		Admin of Justice	No	7 to 14	20
Jaime	2nd	2.3		TRNSFR		Comm./Math & Science	Yes	7 to 14	20
Fabian	1st	2.4		TRNSFR		Accounting	Yes	4 to 6	21

Staff Interviews

Three faculty and one staff member were purposefully selected based on their engagement with students in critical areas of support. A staff member from the Opening Doors program was purposefully selected to participate in an interview. The staff member, named Olga for the purposes of anonymity, has worked at the Community College for over a decade. She holds a Master's degree and is committed to student success. Olga is active in education programming including the college's Bringing Light to Ourselves and Other through Multiculturalism (BLOOM) diversity training. Olga is in her mid-thirties and of Caucasian decent. The Opening Doors program monitors student progress when they demonstrate a lack of success (probation program). Students performing below a 2.0 grade point average for two consecutive semesters at the college are required to participate in the program. The interview was scheduled during the lunch hour, at 11:00 a.m., as this is the time in which Olga would be able to volunteer her participation and not be required to seek special permission from her supervisor in order to participate in the study. The Opening Doors program is part of the division of student services, which is where all student support services are aligned.

Student support services staff working in the success programs schedule appointments between students and the counselors or guides and are knowledgeable regarding students seeking support for the various disciplines. Additional importance for students participating in the Opening Doors program is that two consecutive semesters of a cumulative grade point average below 2.0 will deem students no longer eligible for the Board of Governor's fee waiver (now the California College Promise) that is tied to their financial aid eligibility. It is extremely difficult for a student to raise their cumulative grade point average, which is the key element to determining a student's financial aid status.

It was anticipated that staff working in the Opening Doors program could aid in understanding the process for Latino male students required to seek support from that particular program as well as provide insights in regards to the support received for students when they are at the greatest risk of not succeeding. Three years ago, the California Community College Chancellor's office, per the state, determined that students with two consecutive semesters of below a 2.0 grade point average would lose their Board of Governor's (BOG) fee waiver. This was the first instance academic achievement was tied to aid for financially needy students. The BOG fee waiver enabled students to continue attending the community college for many years, regardless of poor academic achievement. Over 80% of Cucamonga College students rely on financial aid or scholarships to achieve their goal of attaining a higher education, therefore ensuring eligibility for financial aid plays an important role in how students navigate the community college. In addition, it is important for students to feel confident in their ability to remain in college without concern for financial stability.

Faculty Interviews

The faculty composition at Cucamonga College has become more diverse at a very incremental level. The faculty ethnicity does not reflect the College's diverse student body, however there have been micro-level of improvements through small growth. With a student body of more than 60% Latinx, the percentage of permanent Latinx faculty represents a mean of 19% over the last three years. Furthermore, the higher percentage of Latinx instructors are those teaching as adjunct faculty, with a mean of 24.3% for the same three-year period. Overall, teaching is dominated by a high percentage of part-time faculty with a mean of 58.5% for the last three academic years. The table below reflects the ethnicity and percentages of tenure/tenure

track (permanent full-time) as well as the adjunct (part-time) faculty teaching at Cucamonga College for the last three years.

Table 9

Composition of Tenure/Tenure-track Faculty and Adjunct Faculty at Cucamonga College

Ethnicity		Fall 2017		Fall 2018		Fall 2019	
Tenured/Tenure Track Faculty Total		234	16.36 %	245	16.40 %	245	16.37 %
	African-American	11	4.70 %	13	5.31 %	15	6.12 %
	American Indian/Alaskan Native	2	0.85 %	1	0.41 %	1	0.41 %
	Asian	18	7.69 %	23	9.39 %	25	10.20 %
	Hispanic	44	18.80 %	49	20.00 %	50	20.41 %
	Multi-Ethnicity	2	0.85 %	3	1.22 %	4	1.63 %
	Unknown	2	0.85 %	2	0.82 %	3	1.22 %
	White Non-Hispanic	155	66.24 %	154	62.86 %	147	60.00 %
Adjunct Faculty Total		839	58.67 %	881	58.97 %	866	57.85 %
	African-American	59	7.03 %	64	7.26 %	60	6.93 %
	American Indian/Alaskan Native	1	0.12 %	1	0.11 %	1	0.12 %
	Asian	128	15.26 %	126	14.30 %	125	14.43 %
	Hispanic	197	23.48 %	210	23.84 %	222	25.64 %
	Multi-Ethnicity	9	1.07 %	6	0.68 %	10	1.15 %
	Pacific Islander	3	0.36 %	3	0.34 %	3	0.35 %
	Unknown	17	2.03 %	19	2.16 %	15	1.73 %
	White Non-Hispanic	425	50.66 %	452	51.31 %	430	49.65 %

Three tenured faculty were purposefully selected based on their engagement in student support programs or student club groups as well as their activity in Faculty Senate to participate in an individual interview. The Faculty Senate is the group that is sanctioned by Cucamonga College to develop and approve curriculum as well as being comprised of faculty in leadership roles within their respective areas of expertise. Included in the category of faculty were two counselors selected to participate in an interview, as these employees are categorized and treated as faculty at the Community College. The faculty interviews occurred during the lunch hour, as many of the tenure and tenure-track faculty teach during the late morning and early afternoons.

Counselors teach classes at the Community College and achieve full tenured faculty status for those who are permanent within the college.

The faculty counselor/advisor for the PUENTE program – a statewide Latino cohort program designed to aid students to successfully transfer from Community College to a four-year institution participated in an interview. For the purposes of this study, this faculty member will be called by the pseudonym Martha. She is Latina and her career spans more than 25 years at Cucamonga College. Martha also holds a Master's degree in Counseling and is the first in her family to attain a college education. This faculty counselor is also a member of the Cucamonga College Latino Faculty and Staff association, which provides support through scholarships and programming for Latino students at Cucamonga College including the graduation activity, which celebrates student completion. In the case of this study, that includes both students achieving a certificate and those graduating and/or transferring to a four-year institution. At the California Community College, students may graduate and consider the attainment of an Associate's degree or Certificate as the completion of their college education or they may graduate and transfer to a four-year institution of their choice.

The faculty advisor for the Dreamers club participated in the study, as he is extremely vocal about the needs of these high-risk students and understands the opportunities to provide support for their needs. This faculty member, to be called Nathan in this study, is also a member of the English department, which provides critical basic skills courses for all Community College students. Nathan was able to provide insight related to student academic success as well as socio-academic and cultural support. Furthermore, Nathan serves as the advisor to the Dreamers' Club and is very active in his work to aid students in achieving academic success and a sense of belonging at the college. Nathan is extremely active in the College Faculty Senate.

Nathan is Caucasian, holds a Master's degree in English, and is a full-time tenured faculty member at the college for over two decades.

The third faculty participant, whose pseudonym for this study is Rolando, developed and implemented the Opening Doors program. Rolando is a full-time tenured faculty member of the Counseling department whose career has spanned over three decades. Rolando is Latino and identifies greatly with the male Latino population of the college. Rolando indicated that the Opening Doors program was designed to attempt to capture students who were on the border of dropping out due to poor academic performance. Rolando is highly regarded across campus and is one of the most senior counselors within the School of Counseling and participates as the leader of the Cucamonga College Latino Faculty and Staff Association. His vision created the association and drives volunteer engagement to support Latinx student success.

Qualitative Methodology

The researcher conducted an initial focus group of four students to pilot the proposed interview questions. Feedback and recommendations were solicited from the students for any phrasing of the questions to help clarify the purpose of each of them. The students only made minor recommendations for question clarification, however they indicated that they were able to understand and respond easily. The students were very open and discussed their experiences at Cucamonga College. Furthermore, they encouraged each other to participate when any of them showed minor hesitation in responding to the proposed questions. The responses from the student pilot focus group generated the final questions posed not only to the student interview participants but to the staff and faculty member's interview protocol.

The student interview participants were asked to assess their own belief in their level of attainment towards the goals they self-identified and explore any self-realization related to social

cultural wealth development and their perception of institutional support, culture and their sense of belonging. Their answers have aided in understanding the ways in which the institutional culture impacts the academic achievement of Latino male students. Overall, case study qualitative research is geared toward the researcher understanding each participant's story; in order for the researcher to fully understand student stories while triangulating the data, it became important to look closely at the other sources of information collected for the study.

The students' level of success overall was compared to the data provided by the college research office depicting success rates for technical certificate completion and graduation or transfer to four-year colleges for Latino male students at the college. This also included an analysis of the students' transcripts, which further revealed course-taking patterns and whether it supports the stated student educational goals. This information was combined with the students' self-reported data on their intake questionnaires and transcripts.

The researcher sought to identify patterns in the information shared in the interviews with the students and the success data, their self-reporting of their development or lack of cultural and social capital. The researcher also sought to ascertain the kind of institutional culture that exists based on the participation of faculty and staff and how they believe the institutional culture impacts the academic achievement of Latino male students. Most importantly, the interviews with the faculty and staff helped the researcher understand if student statements are consistent with student behaviors as experienced and perceived by the College's faculty and staff.

Each interview was recorded and instantly transcribed in order to create a case study database for this research project. The researcher utilized the Dragon Naturally Speaking software system during the interviews as well as took personal notes to reflect and help record visual observations related to facial expressions and body language. Each participant was

assigned an identification number then a pseudonym; the study number was not be related to their student or employee identification number. All interview materials have been kept confidential and stored on an external hard-drive at the researcher's home office. Files have been password protected.

Coding

The process of coding is an important component when conducting qualitative research (Creswell and Poth, 2018). Coding presents an opportunity to identify and understand the similarities of experiences in the subjects being studied. The research being undertaken for this study is to understand the experiences of a finite group of twenty male Latino students from one community college. The specific experiences being studied is aimed at understanding how the twenty study participants experience college and navigate the college systems successfully in order to attain their goal of a certificate, graduation or transferring to a four-year university or college. By understanding how these students are successful or not successful, it is anticipated that the researcher will be able to make recommendations to increase success for Latino male students at the community college. The interviews revealed the experiences of the students and a process to understand the themes that thread together or differentiate each students' experiences. The researcher undertook a process to funnel themes from a broad range into a minimal number in order to determine those that came from the data collected as recommended by Creswell and Poth (2018) and Patton (2015). The researcher started with an initial quick pass to become familiar with the data and commenced lean coding then expanded as needed once the data was reviewed in five passes. The researched progressed to line-by-line coding, categorization, then determined themes. The final list of codes was used to create the foundation of a codebook.

Three major themes were identified by the researcher. Interview transcripts were edited following the instant transcription, but were not coded simultaneously. Following full editing, then all twenty interviews were reviewed and comments noted. Themes began to develop once all notes were compared. Furthermore, once it seemed that the researcher had identified all of the overlapping themes, then they were narrowed down to reflect the three most cogent to the research questions posed. The codes followed a progression of reading, identification, then seeing the described action or engagement activity on multiple students' interview transcripts. Transcripts were reviewed over five passes in total. The following charts represent the coding for the three predominant themes: cultural capital, socio-academic or social engagement, and academic planning.

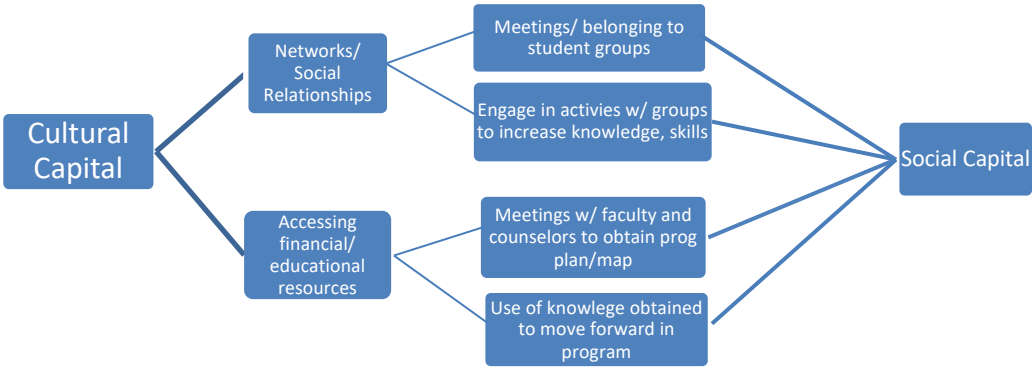

Figure 3. *Cultural Capital to Social Capital Mapping.*

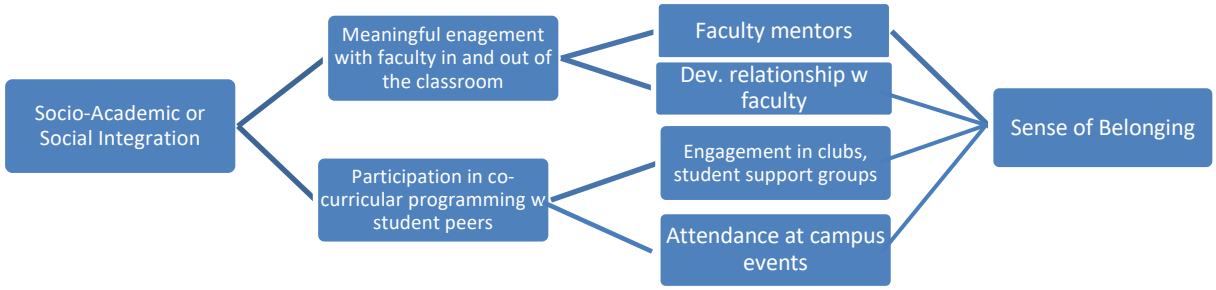

Figure 4. Socio-Academic or Social Integration to Sense of Belonging Mapping.

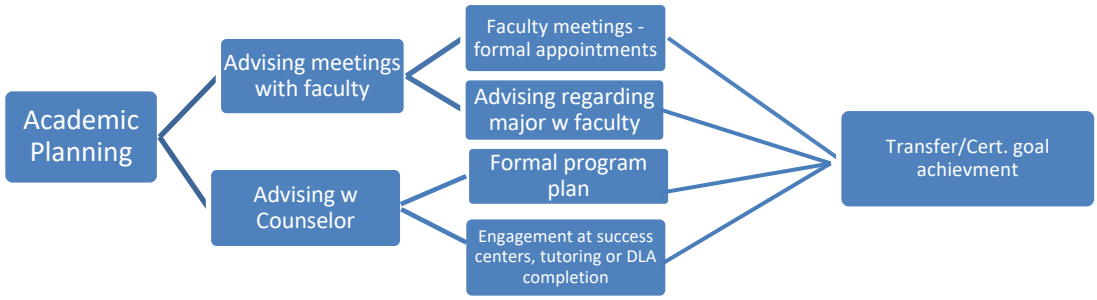

Figure 5. Academic Planning to Trans./Cert. Goal Achievement Mapping.

Each of the interviews was reviewed and notes taken in order to identify repetitions of responses that appeared in multiple student interviews, thus enabling each of the student's individual responses to be coded to reflect their experiences and their various ways of engagement at the community college. The themes represent the areas that surfaced most frequently during the interviews and revealed how students navigated the college structures, engaged with faculty and other students as well as how they were most actively engaged on campus.

While there were other themes revealed once the interview transcripts were reviewed, those that were selected to be included were repeated in multiple students' responses. The unit of analysis is the students' individual experiences. As per Yin (2015), the case study research must include a connection to the proposed research questions. As the data was analyzed, the researcher sought to match the patterns that appeared in the data with the theoretical framework and body of literature that evolved into the development of the case study. The themes that resulted from the data analysis led the researcher to the answers for the posed research questions.

In accordance with Yin's (2015) definition of case study design, the researcher aimed to code the data as the interviews of the twenty participants were reviewed leading into the development of the themes being identified through the patterns that were found in order to develop answers to the research questions posed at the onset of the study. Additionally, the data will aid in determining recommendations for future research and potential policies to influence future college practices with the goal of increasing Latino male student success at the community college.

Chapter three outlined the qualitative methodology utilized for this study. Qualitative research was determined to add to the body of research and would be the ideal manner in which to understand the unique experiences of the 20 male Latino students at Cucamonga College. Utilizing the case study design, the researcher engaged in open-ended question interviews with each of the study participants. This provided the opportunity to understand each students' goals beyond the review of the transcripts and identify the types of capital that facilitated their successful progression toward their individual goal(s). Students whose college files indicated they were aimed at achieving a certificate at times were enrolled in courses and articulated their individual goal to transfer. Without using the open-ended question interview format, some of the richer details may not have been shared by the interview participants. As a result, the transcript data was extensive and rich with details related to each of the student's personal experiences with the institution, course faculty and staff as well as counselors and adjunct faculty. Students also shared extensively about their family and the cultural capital that provided them with a launching point to engage and persist at an institution that for many the structures were previously unknown to them.

The review of the transcripts led to the development of the code key and the charts in Figures 3, 4, and 5 which identified the themes that led to the findings to be discussed in Chapter four. Figure one identifies the various activities that a student takes their cultural capital and engages at the college with other students or institutional agents to build their social capital. Figure four tracks the student participation with in the classroom as their primary form of campus engagement with lower levels of activity with other students or institutional agents to build a sense of belonging within the College. Figure five demonstrates how a student garners the tools to plan their pathway within the college, working with college agents for advisement or seeks their own resources to achieve their intended goals of graduation, transfer or certificate completion. Chapter four will reveal the results of the analysis of the interview data and themes as they relate to the review of the literature that outline the theoretical and conceptual framework of social cultural capital, the students' experiences, their success as related to their engagement and a sense of belonging or the lack thereof.

Chapter 4: Findings

The review of the literature indicates that it is necessary to determine how to pivot the traditional research on student success in order to determine how best to facilitate success for Latino male students at the Community College. Being that researchers such as Rosenbaum, Deil-Amen, & Person, 2006 turn Tinto (1993) and Astin's theory of student departure on its side by understanding that the four-year college or university student experience does not transfer or remotely resemble that of two-year college students. Researchers who have explored the experiences of community college, Sáenz and Ponjuán (2012) as well as Garcia and Garza (2016), recognize the need for further study into this particular area.

The research also indicated the need to understand the educational experiences of male students of color attending community colleges. Learning directly from successful students can potentially help close the achievement gap as this research can inform organizational learning, as recommended by Bensimón (2005) and Harris and Bensimón (2007). It is anticipated that the findings can further inform and add to the body of knowledge focusing on the tools and types of support needed by the students in greatest peril of not achieving their goals of completion. With the greatest proportion of students of color accessing higher education at the Community College it is of great import to understand their experience and determine the best practices to support them to succeed in the attainment of their goals. The goals being identified by the student, not that of the college or the system offices, which can oftentimes deem non-transfer or degree completion as a failure. Students pursuing a certificate are most frequently aimed at gaining the skills they need to garner a job in a career field that will help them support their family. It is important to challenge the framework that exists at the Community College to ensure that the institution is meeting the needs of their students, not solely academically, but providing the

resources and the environment that encourages student participation and celebrates their existing capital.

The experiences of twenty Latino students were explored through individual interviews in order to ascertain the successful attainment of their individual goals. The information shared by the participants aided in the development of several themes toward understanding their experiences at the Community College and those factors which played a significant role in their attainment toward a certificate, degree or transfer to a four-year institution of their choice.

Chapter three shared the three major themes that were derived through the development of flow-charts based on the multiple reviews of the interview transcripts. The comments and responses shared by the twenty student participants were charted through a funnel-type process in order to understand the impact of their personal experiences on their educational attainment and outcomes. Each theme will be compared to the body of research literature and viewed through the anti-deficit theoretical framework of Yosso's Community Cultural Wealth combined with Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) as well as Garcia and Garza's (2016) pivoted Theory of Student Departure by Tinto (1975, 1987, 1993) and Astin's Theory of Involvement (1984) – applying them to two-year commuter college students rather than four-year residential college students. Leading to a new understanding of engagement for Latino male community college students.

Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) indicate in their research that within the classroom is where the greatest opportunity exists for the engagement of commuting Latino students at the Community College. The theory that classroom or socio-academic engagement stands to be the most critical factor is

important to understand when attempting to answer the research questions posed at the onset of this study.

1. How are Latino male students utilizing social cultural capital to achieve academic success at the Community College?
2. What is the role of community cultural wealth (linguistic, aspirational, navigational and resistant) for Latino male students at the Community College?
3. How does the institutional culture impact the engagement of Latino Male students to increase their achievement at the Community College?

The next section will work through the findings as they pertain to each of the research questions as interpreted through the experiences of the twenty Latino male students. The faculty and staff interviews helped to understand the answers provided by the students, at times affirming their responses, being that they engage with thousands of students. However, at times, the responses by the faculty and staff clarified perceptions shared by the students as well as contradicted them, being that they are involved at the college as instructors and members of the academic senate who interact with the administration and college systems from a provider perspective.

How Latino Male Students Utilize Social Cultural Capital to Achieve Academic Success at the Community College

Students with a limited knowledge of college going success can draw upon their personal cultural capital as a resource of strength to help them build social capital. Learning how to navigate the structures and barriers at an academic institution, building relationships with faculty, relying on family or close friends as resources can help them build social capital. Family support, both financial or simply encouragement can help ground Latino students in their cultural capital. Extended family members who either attended or graduated from college can provide

much-needed guidance and mentorship to help students navigate college, from access to registration or seeking assistance with registration and course selection. The research includes personal experiences of the student interview participants sharing their stories of how they came to college and how they have been navigating it, either successfully or less so.

Social Capital Utilized to Access Campus Resources

Building social capital can involve students learning how to navigate the college campus through the access of the support systems and programs available at the institution. The faculty and staff who run, plan, and participate in support programs provide a source of capital development. The students interviewed participated in campus activities and accessed resources at different levels of engagement. In order to understand student behavior and how they are successful or experiencing challenges in building their social capital, students were asked to share how or if they accessed support resources at Cucamonga College. One the most frequent explanations from the student participants for not engaging in support programming such as the success centers or participating in directed learning assignments or study groups was related to work.

A primary factor involved the number of hours a student worked outside of course attendance. Oftentimes students indicated that work was a priority. 50% of the study participants indicated that they work 30 or more hours a week. 30% of the students indicated that they work between 11 and 30 hours a week (more than part time). Three participants indicated that they do not work, two of these students were from the 18-24 age range. The high number of hours students work limit their capacity to engage in activities and access college resources outside of their scheduled class time. Fabian was enrolled in upper division math and statistics courses. When seeking help, Fabian indicated that timing of available help combined

with his work schedule made it overly difficult to access the limited resources at the college. He expressed his experience as follows:

> So there's the availability of those resources. For me, (it) did help me a lot but there's some classes that are pretty hard to get availability like statistics, I had to give myself a personal tutor to help me with that because at Cucamonga College with the Math success center only offers two days (of tutoring) but there (are) only blocks of one hour - I believe not enough time for me to make it over there. So, like, they had statistics group learning at Mondays at 4 PM but that's the time I get off work and so it's pretty hard for me to make it in a minute or so that's one thing.

Fabian indicated that he worked 30+ hours each week at his church. While he was encouraged by the church to pursue his educational goals, he felt it was important to maintain his work schedule there rather than make changes to accommodate his course schedule or enable him to get to school at the times when tutoring was available that did not coincide with his course schedule. While Fabian worked more than 30 hours a week he self-selected to be part a specific student cohort – the honors program at Cucamonga College. This program requires an application and engages students in a specific curriculum/program plan geared toward graduation in two years and automatic transfer admission to more than two dozen four-year institutions. When talking about his study habits Fabian indicated: "The honors program pretty much pushed me to do that and stay consistent. I think consistency was the biggest thing from the honors program, yes." Two of the study participants were engaged in the honors program, along with Fabian, Chris was an honors program student. Chris did not avail himself of the Success Center resources, but engaged in active advising with his faculty mentor. Chris was engaged in the

student newspaper and had a very close mentor/mentee relationship with the faculty advisor regarding his major and future transfer plans. At the time of the interview, Chris had been accepted and was planning to transfer to a Claremont College that had an articulation agreement for transfer with Cucamonga College's honors program.

It is important to understand why students are not engaging at their Community College. According to Garcia and Garza (2016) students who attend part-time or have other off-campus obligations have less of a tendency to engage in social or socio-academic integration activities. Furthermore, students not engaging in social or social-academic integration can decrease their sense of belonging.

A transfer student, Chris, whose greatest impediment was his strong belief in his ability to self-advise prior to entering the honors program, had attended Cucamonga College for 16 semesters – which was over five and a half years, after transferring from another community college. He indicated that the primary reason his education at Cucamonga College had lasted so long was due to his taking the advice of a counselor at the University of Redlands – his intended transfer school; however, it wasn't until he took an English course with the student newspaper advisor that he suddenly realized that he needed a plan. This professor introduced him to and recommended he apply for the Honors Program, which ultimately helped him create the educational plan that enabled him to complete the necessary coursework to graduate and transfer.

Other study participants also engaged in Cucamonga College support programs. One of the participating students, Dennis participated in the Educational Opportunity Program (EOPS), in which he was introduced by his mother. The EOPS program provides extensive financial and counseling support to first-time college students. The students are required to meet with their counselor three times each semester and follow an educational plan with the intent to transfer.

Dennis was enrolled in a certificate program but also indicated an intent to transfer to a four-year institution. As a student engaged in EOPS, Dennis also participated in a college readiness program the summer prior to attending Cucamonga College.

Students with a particular classification accessed campus resources as a result of their status or as part of the requirements of their funding. Juan is registered with the college's Disabled Program and Services (DPS) center. Three participants were veterans, each having very different experiences with the Veteran's Resource Center and accessing their resources. Efrain, a veteran, indicated the following:

> I have a VA representative counselor from the Veterans Resource office here on campus so before getting approval for the Montgomery GI Bill I have to see the VA representative counselor. We go over an education plan and that way I qualified for the financial aid from the plan I built and they're basically the ones that say OK take this class take that class and then they submit it to the VA and then it gets approved.

Efrain understands how to utilized the center in order to meet his needs for course enrollment and compensation to pay for his attendance at Cucamonga College. As a result, Efrain has a comprehensive educational plan. The educational plan serves as the course-taking roadmap for students. While other students can maintain enrollment with an abbreviated educational plan, veteran students must obtain approval of their comprehensive educational plan from their counselor who must submit their courses for authorization in order for the GI bill to pay for the student's enrollment at the college. This higher-level requirement forces students to seek assistance and engage with a counselor at the Veterans Resource Center (VRC). The VRC also provides activities, has computer and printing resources for its students as well as an

entertainment and hang-out space. There is little to no space at a Cucamonga College for students to gather other than at the library or cafeteria and two external areas, so this provides a valuable space for veteran student interaction.

For those students not participating in a campus support program, their access and understanding of college resources took a number of years to transpire. Of the twenty participants in the study 65% indicated that they had an educational plan, either an abbreviated or a comprehensive plan. For those students anticipating transfer, 30% did not have an educational plan. And for those students pursuing a certificate, only 5% did not possess an educational plan. It should be said that those students in certificate programs need to closely follow a prescribed course enrollment, as upper division courses have a number of prerequisites in order for students to enroll and attain their certificate. Most students who participated in the study who were enrolled in a certificate program had the goal of completing their training in order to obtain a job or improve their current employment position.

The Role of Community Cultural Wealth for Latino Male Students at the Community College

The literature reflects the importance of colleges/universities use of an asset-based model that understands the types of capital Latino male students bring with them which includes their culture, family support, resilience, and faith that can serve to bolster students and aid them toward persistence and achievement (Rendón, 2014 & Sáenz, 2011, Clark et al, 2013). In order for students to be successful, there is an important role for the other forms of capital that they bring with them. Familial, navigational, resistant, aspirational and linguistic capital provide students with the tools they need to access campus resources and succeed academically.

For the twenty students interviewed 90% indicated that they received support from their families either to access or persist at Cucamonga College. For many of the students in the age range of 25-39 they had a wife or partner who was supporting their pursuit of their education. Support often did not indicate financial, it was encouragement and providing a solid base at home. Study participants indicated that family members provided motivation to be successful. Clark et al, 2013 and Yosso, 2016 indicate that they found that Latino families highly valued education and that their support was found to provide much-needed support and encouragement for Latino male students.

Familial and Resistant Capital Used to Attain Academic Goals

It is important to understand how study participants utilized their cultural capital to garner support toward accessing and overcoming institutional barriers in order to achieve their goals of certificate attainment, graduation or transfer. Of the twenty study participants, only two students indicated that they did not draw from a cultural or familial strength to guide them and support them through the hurdles that comprise the academic system. Study participant Moises indicated the following:

> My family pushes me. I feel the strength that guides me through the education system – life experience and insisting that it's not as easy out there without a degree – it's very difficult especially if you want to live a decent life and not live a lower middle-class life. So that's one of the reasons why I'm very motivated to pursue my degree.

While the students did not indicate that Cucamonga College embraced their cultural capital, they felt that the institution celebrated diversity. Student participants indicated that they felt supported by the institutional agents such as faculty and counselors. For many participants the

terms grit and persistence resonated in their interview responses. Resistant capital reflects the determination of the Latino male participants in the study to persist regardless of the struggles they face, this is something that harkens to the struggles their ancestors faced and overcame according to Yosso (2005). A study participant, Anthony, indicated that he was building upon his cultural capital at Cucamonga College where the relationships with institutional agents carried great value:

> My strength is in my culture. I think also the feeling of making people proud like professors I get encouragement. I definitely like to help my family as much as I can. My sisters, I want them to be comfortable. I look forward and see how I can support myself and my family.

For many of the student participants engaged in pursuing a certificate, the cultural capital they garnered was from their family. Student's ultimately exhibited resistance capital as they demonstrated a focus that enabled them to persist regardless of the challenges they faced academically in order to aid them in their goal to provide the financial stability they desired for themselves and their families.

> The fact that I'm not a quitter. I'm persistent, methodical – I credit that to my dad because he is the same way – he's got a lot more drive because he grew up poor in El Salvador and the feeling was I'm never going back to that, I'm never going back to being poor and then he began having a family and this and that became also a factor for him and I think for me that's also a factor. I just have to get it done – as a result. Demario

Only a small portion of the study participants developed a tight network, primarily consisting of their family and a select group of faculty members to support them through their time at Cucamonga College as mentors. 30% of the twenty participants indicated they sought assistance from a mentor. One of the students who did not garner strength from their culture or family had indicated that his church group leader was his mentor as he clearly stated that he drew his capital solely from his faith.

Students Demario and Andres both indicated that they worked closely with their mothers to achieve success at Cucamonga College. It was their mothers' guidance that provided them the necessary capital to navigate the structures at the college as well as complete the needed application and course registration. Students Anthony and Chris indicated that an instructor provided the mentorship they needed to achieve their goals to transfer. Both sought advice regarding potential institutions for their chosen major, letter of recommendations and discussion of possible transfer school selection from their mentors.

Understanding how Latino male students use their familial capital to aid them in their development of social capital becomes important in order to ascertain their community college experience and their support systems. Student support and engagement with family is of critical import according to the counselor Martha, when asked if students engage with a mentor either at the college or outside of their family:

> No, I really don't think so. They've got it at home, because Latinos tend to keep everything in the family, they don't really go out of the family to talk to strangers. Number one because they don't feel they can communicate. Number two because they go within their family elders to seek wisdom.

With the understanding that Latino students may first seek assistance from within their families, it is important to understand how they begin to navigate the college campus structures to achieve their academic goals.

Navigational Capital

Navigational capital refers to the students' ability to traverse through the institutional barriers that exist. A critical hurdle involves understanding and enrolling in the necessary coursework to move a student toward their intended goal of graduation, certificate completion or transfer. Identifiable factors related to successful achievement of the students' planned outcomes include advising meetings with faculty, advising from campus counselors, continued faculty meetings – appointments outside of the classroom, including advising regarding career or work in their chosen major. Furthermore, one of the most important tools is the completion of an academic plan in a student's movement toward their goal attainment. Additionally, students can increase their social capital by accessing the campus resources that assist them to be successful in their courses, these are called Success Centers. Students also frequently engage in directed learning activities which take place at the Success Centers. According to their website, Cucamonga College, has designed the Success Centers to be an extension of the classroom learning environment by providing structured activities such as workshops, learning groups and tutoring.

Educational Plan

The abbreviated educational plan can be obtained by working with a success guide. Success guides are housed in the College's success centers that are located at every campus site. Students must visit the center with either a pre-planned appointment or they can obtain resources as a walk in. Obtaining an abbreviated educational plan indicates accessing resources through

the success centers which provide a variety of resources to support student success. An abbreviate educational plan serves as a starting point, but is not comprehensive and still requires additional input in order to include all of the courses necessary for graduation or certificate completion,

The only way to complete a comprehensive educational plan is to meet with a counselor in two consecutive appointments. Students must schedule an appointment with one week notice through the School of Counseling front desk or online. After developing the plan, it is added to the student's digital record by the counselor and a student must return to obtain a copy of their executed and recorded plan. Garnering an educational plan is a major step toward attainment of the goal of completion – this means either graduation, preparation for transfer or attainment of a certificate. Students participating in a focused support program such as EOPS, Veteran's Resource Center GI Bill, or the Honors Program are required to meet with a counselor a specific number of times per semester, including the development of an Educational Plan. EOPS is the only program that catches student's early on in their educational career, based on the requirements of the program, which include non-completion of basic transfer level math and English at the time in which they commence their participation in the program. Students who do not complete an educational plan can result in them lingering and persisting as unfocused during the majority of their academic career at the Community College.

Chris had been enrolled at Cucamonga College for 14 semesters (almost 5 years) before discovering the Honors Program and completing the necessary coursework to transfer to a four-year elite (Top 50 Liberal Arts Institutions in the United States as rated by U.S. News and World Report) private college. Based on Chris' academic career history, it is fair to draw the conclusion that it is not only low-achieving students who linger or do not identify the pathway to

completion or transfer. Chris would be considered a model student, co-editor of the student newspaper and president of the philosophy club. The level of socio-academic engagement for Chris was very high and he achieved a 3.7 grade point average. Yet Chris had limited capacity to interact more socially with other Cucamonga students due to personal obligations.

> Study life is done (in) study groups before, I found that they could probably (be) more helpful if they were structured better but the thing is that I just can't work well with others but I tend to just learn more on my own. I have other obligation(s) that I have to meet, namely for work (with my family) so I can't always meet when people want to do things.

For students intending to transfer, it is important to follow a plan and learn quickly how to navigate one of the most important campus structures – course registration and progression toward their goal. Moises indicated that prior to garnering an education plan, he wandered through his course registration and lacked the capital to understand how to progress toward his goal to transfer. Moises had transferred from another community college where he had completed 15 units with less than a failing outcome – achieving only a 0.933 grade point average. Once he commenced at Cucamonga College, he struggled for a year, left the college then returned three years later. Reading Moises' course transcripts, his first return year also saw many failed attempts, but then during his second attempt at college it becomes clear that he has obtained the advice of a guidance counselor. Moises repeated his failed courses to pass them, then continued his last two years at Cucamonga College with an overall cumulative gpa hovering at 2.3 and a singular semester high of 3.2. Listening to Moises, it becomes evident that the guidance provided the much-needed capital to overcome the lack of college course-taking knowledge that previously existed for him.

> I ought to be honest, at first, I didn't know how to and that's one of the reasons why have so many units in classes that I really don't need towards the second year that I was attending Cucamonga College. I went to the admissions office I spoke with the counselor and then this counselor made me an education plan and that changed everything for me - it made it a lot easier for me to see what classes I need and which they don't need and it also made me realize what majors are required for what global class, a record of what majors so that really helped out a lot.

Once he learned how to move forward by working with a counselor, Moises progressed with confidence. By the time he was interviewed, Moises held a 2.9 grade point average and was preparing to apply to transfer.

The students' behavior just previously described was reflected in the comments and answers provided by the most senior faculty member who participated in an interview. Faculty member Rolando indicated the following regarding how he believes and sees student course-taking and course selection occurs:

> I think they that they're at least getting to the major sheets, so they're getting to the general Ed sheets to understand completely we try to do enough on the front and coming through with the required steps. They have to be exposed to those things so I think for the most part they are at least having that first point of information the students who are intentional about education are seeing a counselor and they're doing a comprehensive educational plan. They are making a point of following the educational plan and when they have variations on what their original plan is, they're coming back and talking to a counselor to do the right thing. But you also have students who basically think with the materials I have at my disposal I can pick and choose; and so you have them picking and choosing based on what their availability is in and the availability of the classes. So what ends up happening, I think, is what we discover students taking classes randomly whether or not it has any bearing on if they transfer.

Overall, the students pursuing the goal to transfer sought help at a campus success center at a rate of 33%, more so than certificate attaining students whose rate of seeking assistance at a success center was 25%. It seems necessary to determine how to best encourage students to take advantage of the support services available. At Cucamonga College, programs exist, but address the needs of a minority group of students. Within the study group of participants, only 25% accessed resources through structured college programs such as EOPS or the Honors Program. This is similar to the overall impact of a structured program such as EOPS which annually supports 1,000 students out of the over 24,000 attending the institution.

Additionally, students without an educational plan put themselves at a disadvantage, creating a cycle in which they are not heading in the direction that makes them feel that they are making positive traction toward their anticipated goal. Faculty member Rolando indicated that it is not only a frustrating experienced for the students, but a counselor who knows that they can help a student create their comprehensive road map wants to assist them to do so, and they know that they are trained professionals ready to assist:

> I see a student that hasn't seen a counselor meet to talk about an education plan and they're not way off if they have been taking classes off of the GE sheet or the major sheet; when I usually get to them they have already kind of said to themselves you know I probably should talk to somebody about the fact that I'm thinking about these majors and see what it looks like and see what my options are. So, they may have done the initial educational plan and got a whole year or maybe a year and 1/2 without talking to anybody and accumulating units and don't really have an idea where they are, and so they want to find out what's left and are trying to get a structure in place (after the fact).

Turning to the literature and referring specifically to Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) who indicate in their research that the greatest opportunity for engagement is with-in the classroom, it became clear through the interview participants responses, that this is also the place where students can be influenced to build upon their cultural capital by taking advantage of the resources of support at the college to help them gain additional college-going capital. Some professors require students pursue directed learning assignments or garner assistance with working groups through the campus

success centers. For students who can often see the need to visit a success center as a negative, it is critical for faculty to encourage or require them to participate in the supplemental learning activities available.

Study participant Demario indicated that he had utilized the resources at the language success center because it was required by his Spanish instructor. Later in the interview he indicated the following:

> I try to ask my parents, my mother really, she's pretty helpful. I could ask them for advice but if I really run into trouble I go - so far for math. I failed twice so what I'm doing isn't really great so I study more. I've been recommended to go to a success center, but have not yet. I never did, I guess it's another time by now I would try to be responsible and go through with the tutor but at the time when I'm not in class I guess I wasn't very good about going there.

Demario had indicated in his interview that he had obtained his abbreviated educational plan by visiting the success center and meeting with a counselor there, but his later indication of his resistance to visit the center to receive academic assistance indicates that he did build greater capital by demonstrating positive help-seeking characteristics. Students like Demario require a stronger influence to help them obtain much-needed assistance of the resources available to them, even when they had previously visited the center to access educational support services.

A challenge for counselors and guides in the Success Centers is that they have to wait for students to come to them. As a senior member of the faculty, Rolando expressed his desire to help bridge the gap that he can see exists for students and those who are prepared to assist them.

> I feel like this is probably where I'm at work on the last part of my time here Cucamonga College, to create a more formal structure that makes those students get in earlier to get their educational plan done and so that they follow their educational plan to completion - that that to me is a big priority because I think that's the piece where there's a randomness to it that's very frustrating and that students and family members, and you know friends, play too much of a role in telling students about what classes they should take.

According to Clark et al (2013) there exists an opportunity for counseling faculty to become proactive to engage Latino male students and provide them guidance by engaging them more frequently. While the institution offers programs in which Latino students may choose to participate, it is critical to find ways to reach out to these students to engage them in the activities and programs designed to provide them additional support.

Utilizing Resistant Capital to Achieve Goals

It is necessary to understand if students are enrolling in the courses they need to achieve their academic goals. By reviewing the student transcripts, the researcher was able to see how many courses students enrolled in during their educational career at Cucamonga College and whether students most frequently enrolled full or part time. Part-time enrollment can easily result in students languishing rather that successfully attaining their academic/training goal in a timely manner. Overall, the study participants had successfully attained access to higher education and were enrolled full or part time at Cucamonga College. 35% of study participants were enrolled in seven or fewer units per semester, indicating part-time student status. Only

10% of study participants were enrolled full-time taking over 15 units in a given semester. The greatest proportion of study participants, 55%, were enrolled in more than seven units but less than 12 units, still engaged predominantly part-time. Most frequently, a student would enroll in three or four courses in a semester, but would likely withdraw from one of their classes to end the term with two or three classes. This meant that a student such as Juan would attempt to enroll full-time, then encounter challenges, and would either fail one or two courses, as he did in Spring 2010, and only successfully complete one course with an A, achieve a D in another class and fail his two other courses. However, when Juan enrolled in only three classes, as he did in Spring 2011, he was able to complete all three courses with two B's and a B minus. A review of his transcript demonstrated this in repetition for Juan. In any semester in which he enrolled in more than three courses, he either withdrew, or his grades were less than a B or a C. For those semesters in which he enrolled part-time in two or three courses, overall, he achieved primarily B's and in one semester B's and an A grade. The study participants demonstrated the ability to ascertain their personal capacity and determine the best course-taking enrollment to enable them to achieve passing and better grades.

Only a single study participant, Eduardo maintained full-time enrollment for all six semesters for which he attended Cucamonga College. He was followed by one other student, Enrique who enrolled full-time for five semesters and part-time for one semester. Two other students, Fabian and Chris enrolled full-time for four of the six semesters they attended Cucamonga College. All of these participants intended to transfer to the four-year institution of their choice. While these students were in the minority for the overall study group, all participants continued to persist toward their stated goals of either transfer or achievement of a certificate from Cucamonga College.

Participants shared how they learned to obtain the necessary tools for academic success. An important point revealed through the data collection included understanding student participants' obtaining and following an educational plan. 65% of study participants indicated that they had an educational plan. In some cases, they relied upon and utilized their program plan as such an important resource that they referenced to it as their roadmap. Per the institutional requirement 100% of the student participants should have possessed an educational plan. Study participants were engaged in their second year of study at Cucamonga College, therefore they should all have been in possession of an educational plan, whether it be a comprehensive or an abbreviated plan. And yet, this was not the case. For some of the study participants, they indicated that the reason they had accumulated an overabundance of course units without progress to degree was a lack of focus and the need to obtain their educational plan.

It is important for institutional agents to reach out to students to ensure they have their roadmap in their possession. A number of program participants had completed an inordinately high number of course units due to their lack of a plan. Eloy indicated the following:

> I stumbled upon it, literally just picked what I thought I needed and then once I started taking classes that's when I arranged it with a counselor and then figured out what I would need to graduate a year and half into school.

Eloy was fortunate, he had only been enrolled at Cucamonga College for seven semesters at the time of his participation in the study.

Overall for study participants, the mean for the number of semesters enrolled at Cucamonga College was 9 semesters or 4 ½ years. A review of the participants transcripts revealed that many of them did not enroll during the summer term – a term that offers two fast-

track sessions that would enable students to more quickly attain their goals. The median number of semesters enrolled was 8, which equated to 4 years of enrollment. The high end for the number of years for a single participant in the study was 10 ½ years, followed by two students each being enrolled for 8 years. The shortest period of enrollment was five semesters for Enrique. His characteristics included working less than part-time, engaging frequently at the math success center with tutors and he attended Cucamonga College part-time with the attainment of a 3.1 grade point average. At the time of his participation in the study, Enrique was not ready to apply to transfer and was not sure if he was on track to transfer, as he did not possess a comprehensive or abbreviate education plan.

The study participants whose goal was certificate completion (CTE) as well as intention to transfer were both high in overall achievement level. The lowest grade point average amongst CTE students was 2.0 with the highest being 3.3. The mode for CTE student gpa's was 2.9 and the same for transfer students. The highest achieved gpa for transfer student participants was 3.9. However, it should be noted that one student, Eloy, with the intention to transfer indicated that he did not know how to transfer. He also indicated that he had yet to visit the transfer center – an office that provides students with access to assistance with applications for transfer, timelines, and visits to four-year campuses locally, in northern California as well as out of state tours. Eloy's mentor was his older brother. His limitation of college transfer knowledge may stem from not seeking a mentor from a college agent who could refer him to the appropriate college resources.

Ninety percent of the study participants utilized their community cultural wealth to buttress their academic careers at Cucamonga College. They either used what was a background that was founded from struggle or their family propped them up. Either way, they understood

that they had a strength that they could draw upon. In all of the interviews with participants, not one student had a negative feeling about the College or felt that it did not provide them with the support they needed. Instead, participants credited the college with providing the resources they needed, whether it was the ability to access registration or program outlines at the college's website or by allowing courses they needed to be offered, even when low enrollment may have been a problem. Most often, when a student struggled, they blamed themselves for either not studying hard enough, or if they did not seek resources, they did not place blame on the lack of hours or tutor availability at the College Success Centers. Instead, students indicated that their schedule did not permit their accessing said resources and accepted that as their own limitation.

The interviews with participants also lacked any articulation demonstrating that Cucamonga College bolstered them as Latino students in any way. It was never mentioned by any participant that the College provided resources specific to Latino students to improve their access of resources or their understanding of the capital they brought with them. The students demonstrated high levels of grit and persistence by their utilization of their familial and resistant capital while obtaining social and navigational capital. Regardless of the hurdles they faced, they continued to strive for their goals, which can be seen as what Yosso calls aspirational capital, not expecting any special treatment or assistance by the College or their agents. Often times when students were not achieving at the level they believed they should, they did not indicate a lack of support from Cucamonga College, instead they believed that they were letting their faculty down or it was due to their inability to utilize the resources available. One student indicated that the way they could tell that Cucamonga College supported them, was by offering the courses that they did and allowing them to attend as a student.

The institutional culture should embrace these students, make them feel welcomed and advocate social justice through campus programming and support initiatives according to Clark et al (2013), Garcia and Garza (2016), Huerta, McDonough and Allen (2018) as well as Sáenz and Ponjuán (2008). It behooves college classroom and counseling faculty to develop methods to engage students and help them feel that the college wants them to be part of the campus community.

Impact of the Institutional Culture on the Engagement of Latino Male Students to Increase their Achievement at the Community College

Sáenz and Ponjuán (2008) highlight the need to understand the diverse ways in which the college/institutional climate serves to "nurture or discourage Latino male success" (p. 20) through further research and study. Additionally, Huerta & Fishman (2014), Deil-Amen (2011), and Tinto (1997) emphasize the need for institutions to increase their efforts to provide support to motivate Latino male students to become invested in their education. Programs should include "mentoring and unique opportunities for Latino males to share and provide strategies to be successful while cultivating the value and action of participating in social and academic support" (Huerta & Fishman, p. 152).

Drawing from the review of the literature, it cannot be understated the important role institutional agents play in engaging students, influencing educational attainment and ultimately helping to create a sense of belonging for Latino male students; all of these areas work toward aiding a student in developing their social capital (Deil-Amen, 2002, 2011 and Pascarella & Terenzini, 1991, 2005) while acknowledging and giving credit to the Community Cultural Wealth they bring with them (Rendón and Kanagala, 2014). This important role was emphasized by study participant responses in the interviews conducted by the researcher.

> It felt intimidating to talk to your faculty members and tell them that you're not doing well because then they have the stigma that you aren't trying hard enough or you're not putting enough effort or just a whole bunch of different things. I thought they see you differently – it's only that you're struggling.

The statement above by Jaime serves to highlight the important role of the institution and its representatives, in this case, faculty have with students. Students hold great concern regarding faculty perception of their intelligence or capacity to grasp academic concepts in class. When they are struggling, they would choose not to seek help for fear of disappointing their faculty.

An assessment of the twenty participants interviewed indicated that 75% of them would not seek immediate assistance from their faculty when they need academic assistance. Instead, they would first search for tutorials on the internet through YouTube or Google. A secondary resource would be a family member or friend as a source of assistance. Oftentimes a student in their early academic career would indicate that when they could not grasp a concept or were struggling to complete an assignment they simply believed they should study harder, apply more time to reading and comprehension, regardless of whether they saw improvement. Juan said "I usually go and do my research by helping myself first in researching the information or trying to figure out my problem." Eventually, after seeking assistance from a tutor or a student with more experience, then he would lastly talk to the professor to find out if the will give him "about 10 minutes after class and explain further." The students interviewed feared being perceived negatively and held assumptions that faculty would quickly categorize them as lacking the tools for success instead of seeing them as seeking for help as a positive approach to improving their opportunity to succeed in their coursework at the College.

> Not talk to the professors – I feel like the professor will say – I've given you my time in class and anything other than that is, my time. I know that in hind-sight that's very down, that I put myself up for failure but that's how I thought at the time, not very smart. Demario

As a student progressed and their sense of belonging increased, they felt more comfortable seeking assistance. Eloy indicated the following regarding his feelings about his most challenging course – math.

> I asked for help, like for my math class this semester – it was really beating me down pretty hard and so I'd go to the tutoring lab and just asked for help. One of my good friends and I mentioned earlier is a math teacher, will go to for help. Or through my brother – he's a maverick and I'll even ask him, like man I do not (know how) do this and he'll explain the process to me.

The students had varying degrees of engagement with faculty. Eloy later indicated that he began to develop relationships with his faculty members and that increased his comfort with seeking assistance.

> Yes, sometimes it depends on the professor, to be honest with you, if I find I really have a likable (one) or a friendship with them or what not, I will really feel very comfortable talking to them. I know that there, what's the word, I need to feel welcomed by the professor. Eloy

Sixty-five percent of the study participants indicated that the primary place they engage with faculty or other students is in the classroom. Responses included negative comments regarding engagement for purely social reasons.

> I go home and I just feel like clubs and stuff like that well, I get that some people might like enjoy being part of that, but for me, I just don't feel like I have the time to fit any of that in, and I just don't know that I have an interest in it. Andres

Andres worked more than 30 hours per week on average, his priorities did not include social engagement with other students.

Efrain felt very much the same, he worked between 11 to 20 hours per week and his primary issue was the age gap between him and other students:

> There's an age barrier with me and a lot of the kids – so it's kind of awkward. I feel awkward hanging out with them outside of class – you have to keep distant like I feel like the social discipline or like from other people's views or its going to look inappropriate.

Social engagement overall was split evenly at 50%. The classroom space provided the greatest opportunity for socio-academic engagement. For Andres, the classroom created the ideal opportunity for synergy with other students, including time immediately after class on campus:

> It actually helped out quite a bit, going to the class together, we really didn't meet up but just for interaction and talking and everything that it was good, but in terms of anything outside of the school, not really. We did have to do the language lab and then got together after class was done.

Additionally, students in the age group of 25-39 had relationships with faculty members that was more collegial than typical instructor and student. This increased their confidence in engagement with their instructional faculty. Allen said that he enjoys talking with professors when they take the time. The time faculty members spend with him translates into a feeling that they care about him.

Overall, 65% of the interview participants indicated that they felt that they had good relationships with their faculty and that they connect with them. The ability to connect with the faculty increased students' sense of belonging. They engaged with other students on campus, primarily during group work in class or as a resource with each other for notes and assignment information when absent from class. While overall social integration was limited for the 25-39 age group, due to their sense of disconnect as a result of their age gap, their interactions with faculty was less formal, building a relationship with them, as the students indicated that oftentimes they felt closer in age to their instructors than their peer students.

Overall there were a few of the student participants who engaged in clubs or student support programs. Most frequently their engagement with faculty and social integration was limited to their time in the classroom based on their work schedule – with over 60% of participants working more than 21- 30 hours per week. Participants indicated that they would speak with faculty members or meet with peer students immediately following class otherwise they were unable to return to campus beyond their course schedule. Club meetings are not based on course schedules which prevented many students from participating. Daniel expressed a typical response to the opportunity to participate in clubs related to his major in auto technology:

> No. I've been wanting to (participate), you can volunteer and go to the car club, like the meetings for the trunk or treat or any and all the car shows and stuff, but every time those kind(s) of things came up I was working.

While the student participants in the study group had limited social integration, they often participated in socio-academic engagement. They experienced a strong sense of belonging, and made a place to build relationships with faculty if not peer students. Their engagement with faculty members seemed very meaningful and often they strived to make their professors proud of their work. This sense of need to seek approval resulted in their not seeking help from their faculty, instead engaging in relationships based on common interest in the field in which they were studying.

Engagement with Institutional Agents

The faculty interviewed felt that there were various levels of engagement on behalf of faculty members with Cucamonga College students. Two faculty, both Nathan and Martha expressed distress regarding the overall institutional concern for the best interest of students and their academic success, understanding that students need support from institutional agents to help them navigate the institutional structures. Faculty interview participant Martha articulated this best:

> There are some students and some faculty here that love their students and they bend over backwards for them. They take the time to establish rapport and actually, have friendships with the students understanding as professors we are disseminating knowledge to these children - these young adults. But we're dealing with adults therefore friendships can be made and they are going to be professionals someday, what better than to have a network with students that are successful and are going to come back to this institution. Not every faculty person sees it that way; some faculty see it as the privilege that gives them a sense of power and control.

Navigating the institutional structures to access the resources to assist students to be successful is of great import. Researchers including Harris and Duke-Benfield (2010), Ornelas and Solorzano (2004), Sáenz and Ponjuán (2012), Sólorzano, Villalpando and Oseguera (2005), as well as Wood, Harris, and White's (2015) research indicate several critical steps students must experience in order to enter into and engage toward the achievement of success at the Community College: (1) successful postsecondary access and skill development, (2) of the financial aid process, (3) development of an anti-deficit achievement framework through emerging changes in the mindset of Latino and Black male students, and (4) commitment and prioritization of the transfer function of the Community College, including fostering these opportunities for Latino male students. Each component requires engagement with the college faculty, staff, and the variety of support programs that exist within a Community College designed to meet the needs of their diverse student body.

Faculty interview participants expressed disquiet about students' feeling the ability to overcome institutional obstacles. Martha possessed an acute understanding regarding how students put an emphasis on how institutional agents perceive them:

> Second the students may not know how to navigate through resources in a timely manner to access and benefit from every single resource that is available to a student and lastly their own personal experiences of not feeling equipped, prepared, or smart enough or just don't want to seem like they are they don't want to be so transparent to show their vulnerability which would then be an would not be a safe space for them to be in.

Faculty also indicated that they felt the institutional culture encourages faculty to engage with students, however that opportunity may be better for full-time faculty versus part time, which can prove problematic when 60% of courses are taught by adjunct faculty. This was also expressed by faculty interview participant Nathan:

> I think that student centered; I think it supports students maybe verbally, and the structures could be improved and an antagonistic culture - I think will work well together. I think it's generally good. Better for full timers than for part-timers because of the lack of office space and office hours.

Part-time faculty most frequently do not have an office space that is reserved for them. This easily translates into a lack of availability or access for students to meet and speak with them outside of the classroom. Kezar (2013), Kezar and Badke (2013), and Kezar and Maxey (2013) highly criticize the adjunct faculty model which include the limitations put on part-time faculty, both the lack of office space and the poor working conditions that hinder positive faculty-student

interactions. Students rely on the advice of counselors or experts in their chosen field of study to understand how they should plan their course enrollment to achieve their academic goals. With limited access to a large proportion of the teaching members of the institution, this can create a barrier for students to obtain much needed information and limit their ability to build relationships with their course instructors, particularly when adjuncts are not compensated to advise or provided the space to engage students outside of the classroom.

Overcoming the Barrier of Garnering Financial Support

Being that most study participants worked full or part-time, it is important to understand that the ability to cover the cost of college can be a critical barrier for students to overcome. The ability to garner the confidence that comes from knowing how you will pay for college fees; course fees and books can provide a level of confidence and security for students. Students who needed financial aid had overcome the hurdle to complete the Free Application for Financial Student Aid (FAFSA) or the California Dream Act documentation process. Overall, 70% of the study participants qualified for and received financial aid. The six students not receiving financial aid were all second-generation college students and their parents paid for their Cucamonga College education or they worked full or part-time, more than 11 hours per week. The mode for the number of hours per week for this group of students was 30 plus hours of work per week and they therefore did not qualify for financial aid. Knowledge and access to financial aid was evident.

Students enrolled in support programs, particularly the Educational Opportunity Program, which requires participants to complete the FAFSA as part of the program qualification process, were very successful in completing and accessing aid. This is also the case for the Disabled Student Program Services and the Honors Program as well as all structured support programs at

Cucamonga College. As such, since only 25% of the study participants participated in said institutional structured support programs, it became necessary to understand if the remaining 15 participants completed their FAFSA and therefore obtained the needed financial aid. Within the group of five students engaged in support programming, two were in receipt of financial support through the GI Bill instead of the FAFSA federal and state aid. Of the 15 remaining participants, 14 received financial aid. One student did not access federal or state support due to their lack of residency status, and therefore he chose not to seek financial aid. Through the responses of the 20 study participants on their intake sheet, it became clear that they had developed an understanding of the process to access financial aid, college application/admission and course registration. Study participants successfully navigated the institutional structures in order to access the financial aid they felt they were qualified to receive. However, the navigation and development of a mastery of the necessary tools to move toward certificate completion or transfer had not been fully achieved for all study participants.

Students who do not engage in special programs do not have a cohort or group in which they may feel a sense of belonging. With over 24,000 students at Cucamonga College, specialized support programs such as EOPS, the Veteran's Resource Center or the Honors program represent a very small portion of the overall student body. It then becomes important to understand how an institution serving such a large number of students engages their students in meaningful ways to instill a sense of belonging. According to Clark et al. (2013) increasing students' sense of belonging can improve student success.

Sense of Belonging or the Lack Thereof

Creating a sense of belonging for students on campus involves creating a welcoming environment. This environment must exist within the classroom and across the institution according to Garcia and Garza (2016), Huerta, McDonough and Allen (2018), Sáenz and Ponjuán (2008) as well as Clark et al. (2013). Overall student interview participants did not indicate that Cucamonga College understands, embraces or bolsters their cultural capital. This was an observation expressed by the three faculty members who participated in the interviews. The faculty interviews reflect the viewpoints of two counselors and a member of the English department. At a Hispanic Serving Institution (HSI), faculty expectations are high to enable their diverse students to be successful in their pursuit of a higher education. Faculty members expressed a lack of support for Latino students, which was disappointing, knowing that the overall composition of the student body was 64.1% who identified themselves as Latinx on the college application. The specific statement by faculty member Monica was:

> I think the standards by which they (administration) expect all students to have is expected but there has to be some understanding and I think that we, as an institution lack that and with signs that say you know giving hope you don't even understand as an institution what hope for a person and Latino students really are; if you don't walk that journey, don't know that struggle, you don't know those barriers if you don't know what that person is spiritually and emotionally feeling yet they still have to follow all the parameters that all other students go through - which is oppressive.

This was echoed by Nathan in his statement:

> I think another weakness of the college is the lack of faculty support for Latino students, for dreamers maybe in particular, but I think, yeah.

Following the interviews with faculty members, it became clear that they perceived a tension for support of the various programs aimed at bolstering Latino male students' academic and social success. These faculty statements reflect Delgado and Stefancic, (2014) and Zamudio et al's., (2010) discussion of Critical Race Theory's concept that color-blind does not exist due to people's inherent prejudices, even if they are subconscious, as said biases impact relationships and interactions between people within the hierarchical system that exists. Monica and Nathan's statements allude to an institutional hierarchical structure when addressing different student needs. Many of the initiatives that Cucamonga College has for its male students combine Latino and African American students, through the Brothers Forum, Umoja and Men Like Me. However, most of the faculty recognized that the Umoja program which is geared toward both, is advised by an African American faculty member and supported by an African American staff member. The Men Like Me initiative did not have a dedicated staff support member for its first year. In its second year at Cucamonga College, it was assigned a Latino staff support member to provide program assistance. The faculty indicated that the level of support was not equal across program initiatives and would not support Latino students at the same level.

While overall students contend that they felt that the institution supported them, the statements by Eloy, Jamie, and Demario demonstrated a lack of comfort to seek assistance from their faculty. Their concern lied in the perception of the faculty being that they were not performing at a level expected or that their faculty would see them in a negative light should they seek assistance from them.

As a member of the administration who participates in the college Latino Faculty and Staff group that provides support for this student population, the researcher has developed first-hand knowledge of the inequities that exist at Cucamonga College for Latino male students. With over 63% of the student body identifying as Latino, it should be of the utmost importance to understand how best to support this population that continues to achieve below their Caucasian and Asian counterparts. The reports developed by the California Community College Chancellor's Office indicate that African American students continue to be disproportionately impacted, however Latino students are not. The data does not clearly delineate the details within the large Latino population who enroll and compare it to the smaller percentage who complete with either a certificate, degree to transfer, or graduate from the Community College.

The tension that exists for faculty who indicate that there is a need for greater support for Latinx students are frustrated by the higher levels of support and funding provided to programs for African American students at a Hispanic Serving Institution that educates a student body that is comprised of more than 60% Latinx students. The funds are not begrudged, however the Latino faculty and staff as well as their allies simply would like to see equal levels of support both for programming, support programs and counselors assigned to support Latino students. This tension can also indicate that the institution has not created a campus environment that is inclusive. The researcher has observed that the campus not only does not encourage Latinx student success by providing appropriate support programs dedicated to meeting their needs, but has interfered with the program created specifically to support them. In 2018, the College had the PUENTE program put on hold for one year. The PUENTE program is one of the few that is specifically aimed at supporting Latino students at the Community College to transfer. When the program was reinstated, it was moved to the Fontana campus center that serves a higher

proportion of African American students. There still exists a high percentage of Latinx students, but not to the degree that enroll and take courses at the main Cucamonga campus.

Chapter four explored the findings resulting from the interviews with 20 Latino male students, three faculty and one staff member at Cucamonga College. The student interviews revealed the various student experiences both with faculty, class engagement and social interaction. Furthermore, the interviews revealed the lack of social engagement by the students, however it revealed their integration within the classroom environment. The findings also included insights shared by the faculty regarding their expectations for students, institutional support and the culture in which their students must engage and either succeed or fail in attaining their educational goals.

The next section of the study will reveal the conclusions made by the researcher resulting from the findings. Chapter five will connect the findings to the research included in the review of the literature and make recommendations for future research as well as institutional and system policy.

Chapter 5: Conclusion and Recommendations

The purpose of the study was to ascertain how Latino male students access Social/Cultural Capital to aid them in attaining their higher educational goals at Cucamonga College. Understanding how they navigate the systems in the institution and engage with faculty and staff to build their social capital is of great import. Students higher education goals included the achievement of a certificate, graduation, or transfer to the four-year institution of their choice. It was anticipated that the research would clarify if Cucamonga College's institutional culture supports Latino male students to be successful in the attainment of their academic goals.

The significance of the study relates to the continued achievement gap that exists for Latino male students in attaining a certificate, graduation, or transfer to a four-year institution, which can have a major impact on their career trajectory and the ultimate socio-economic standing of the student and their families' future (Deil-Amen and DeLuca, 2010). It is clear from the research that socio economics plays a critical factor in student success. Students from low-income communities most often attend low performing schools, and this plays a role in impacting their college-readiness. Additionally, many Latino male students choose to attend a community college based solely on the cost (Saenz and Ponjuán, 2012). It is extremely affordable, particularly when combined with financial aid and the grants available through the state of California. The study participants revealed that this was indeed the case for 90% of them receiving some form of financial aid to pursue their studies. The study participants indicated that their selection of attending a community college was based on family finances and the low cost of a community college. Community college provides an access point for many low-income students who cannot afford to immediately enroll at a four-year institution.

Many Latino male students are the first in their families to attend college. With limited social capital related to higher education, Latino male students must delve into an area within themselves to find the support necessary to navigate college systems that are often foreign to them and their families (Ornelas and Solorzano, 2004). The study participants revealed that this was indeed the case for 90% of them in terms of their Community Cultural Wealth, both in the forms of familial and resistant capital. Understanding and utilizing the strength of their Community Cultural Wealth can help Latino male students develop a foundation in which to build themselves up and tackle the hurdles that exist within the structures of the academic institution (Yosso, 2005 and Perez II, 2017). In addition, this foundation can provide them with the strength necessary to seek help when needed, knowing that they bring this support with them and are not suffering from a lack of social capital.

It was anticipated that the research would reveal how Cucamonga College could understand that Community Cultural Wealth could serve as a starting point for building upon its own institutional culture to better serve Latino male students. As the college completion and success rates for Latino male students has not improved exponentially during the last decade, this research presents an opportunity to paint a clearer picture of the needs of these students through their own lens. Cucamonga College has the opportunity to shape and develop programming that will help make a significant difference in changing the lives of these students.

Being that Cucamonga College is a commuter college, the research also endeavored to understand how the theoretical framework posed by Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006) and Deil-Amen (2011) that socio-academic engagement could be used to increase student engagement. For 65% of the study participants, the classroom was an area where they were most comfortable engaging faculty and peer students.

With social engagement standing at 50% for the study participants, socio academic engagement holds the most promise as the opportunity to engage and influence student behavior. This proved to be the case for the study participants from Cucamonga College. Ultimately, the institutional culture must embrace these students in order to create an environment in which they will engage in the classroom and socio academic integration to be possible.

The findings of the research provide recommendations for policy and programmatic development to support Latino male students at Cucamonga College that can hopefully serve as a model for other community colleges. Cucamonga College has been rated one of the top ten Community Colleges in the United States, performing the research study at this particular institution can potentially create the opportunity to present data from a unique case study that should be replicated at other diverse institutions. Furthermore, the ultimate goal is that resources will be allocated to specifically provide support and leadership to programming directed to the success of Latino male students.

Research Questions

The theoretical framework of Yosso's Community Cultural Wealth layered with Deil-Amen's (2011) socio-academic integrative moments and incorporating the theoretical framework outlined by Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006). Deil-Amen's theory of socio-academic integration bubbled up as an ideal method of engaging students and encouraging their participation while demonstrating a sense of belonging.

Question 1: The Impact of Social Cultural Capital on Latino Male Student Success

The first research question explores understanding the how Latino male students build their social capital in order to achieve their academic goals at the community college. Learning how to navigate the structures and barriers at an academic institution, building relationships with faculty, relying on family or close friends as resources can help them build social capital. Understanding how Latino males at the Community College overcome the various obstacles that exist including a lack of social capital that encompasses the knowledge of how to apply to attend college, obtain the needed financial aid and how to select the appropriate classes for their major of choice is important.

However, the behaviors and responses from study participants that demonstrate leading up to successful academic goal attainment were mixed. Only 14% of CTE and 31% of transfer study participants sought help from an instructor. And overall, 65% of the study participants were in possession of an educational plan, when according to the college faculty interview participants, all students should have either an abbreviated or comprehensive educational plan. The experiences and time to achievement of their academic goal could be condensed by engaging in meetings with a counselor or success guides from a success center to help the students pursue their goals at the onset of their college careers. Study participants possessed a resilience that enabled them to access online resources on the college website including general education course guides and major program guides, but they were still in need of assistance from an institutional agent to help them learn of their progression to completion and understand when they would be able to complete their certificate or were ready to apply for transfer.

This presents an opportunity for institutional agents to build bridges for Latino male students to engage with teaching or counseling faculty to clear up any mystery that exists for the

students. Meetings must not only be encouraged, but required as will be explored further in the recommendations section of this study.

Overall, study participants were hesitant to participate in directed learning assignments, workshops, or seek tutoring at the success centers or regularly meet with their faculty for assistance. If faculty required participation, then students would engage, however suggested participation by faculty did not result in engagement. Only one student voluntarily sought support from the math success center of all of the twenty study participants. Fabian tried to schedule tutoring for his statistics course, however the availability at the math success center was extremely limited when he compared it to his work and course schedule. Overall, seven of the twenty participants visited a success center for assistance – this resulted in 35% taking advantage of the resources available at the community college, engaging in help-seeking behavior with the success centers. The research demonstrates that there is still much more work to be done by the college in order for a higher percentage of students to not only understand the support resources available, but to take advantage of them by engaging in workshops, directed learning activities or the tutoring at the success centers and meet with faculty members as resources to enhance classroom engagement.

Question 2: The Role of Community Cultural Wealth for Latino Male Students at the Community College

A students Community Cultural Wealth serves as the very foundation for them to build their social capital. The research question posed regarding student achievement of academic success also included understanding not only student knowledge of available resources, but whether or not they accessed and utilized said resources. Overall, the twenty participants achieved at or above a 2.0 gpa in order to remain active as community college students and attain second-year status or greater. At the onset of the study, the researcher thought that some of the

students might experience achievement challenges to the point where they would be placed into and required to participate in the college's Opening Doors program. This was not the case for any of the participants. While students may have struggled, and the median range for period of enrollment for the twenty participants was 4.6 years. Overall, the study participants demonstrated the ability to ascertain their personal capacity and determine their best course-taking enrollment to enable them to achieve passing and better grades, thus demonstrating successful use of their resistant capital.

One hundred percent of the participants had successfully accessed the college and enrolled as well as completed the Free Application for Federal Student Aid or the California Dream Act Application. However only 65% of the student participants had successfully accessed the resources necessary to be successful in pursuing their educational goals by obtaining their roadmap, known as their educational plan. Students exhibited the characteristics of Familial Cultural Wealth, which they expressed an understanding of this strength through their interview responses. It is important for the institution to recognize the strength that Latino male students bring with them to aid them in accessing and building social capital (Yosso, 2005, Harper, 2010 and Perez II, 2017).

Furthermore 90% the study participants indicated that they received support from their families either to access or persist at Cucamonga College. For many of the students in the age range of 25-39 they had a wife or partner who was supporting their pursuit of their education. Support often did not indicate financial, it was encouragement and providing a solid base at home. Study participants indicated that family members provided motivation to be successful.

Overall, the study participants demonstrated high levels of grit and persistence by their utilization of their familial capital while obtaining social and navigational capital. Regardless of the hurdles they faced, they continued to strive for their goals, which can be seen as what Yosso calls aspirational capital, not expecting any special treatment or assistance by the College or their agents. The participants were transforming this support into what Yosso (2005) and Perez II (2017) call navigational capital. Only one (10%) of the participants did not express having familial capital, their community cultural wealth was derived from their religion and religious cohort group. The student participants who expressed familial cultural wealth understood that this foundation provided them with a base from which they could navigate college structures that they and their family may or may not be familiar with. In the cases of participants Demario and Andres, their mothers guided them through the structures and helped them access resources that ultimately resulted in them building greater social capital.

Question 3: Impact of the Institutional Culture on Male Latino Students at the Community College

Cucamonga College holds the designation of a Hispanic Serving Institution. Researchers Garcia and Hudson (2020), Garcia and Koren (2020), Garcia, Nuñez, Patron and Cristobal (2019) look specifically at the institutional capacity to serve its Hispanic students and question how well they are meet the needs of their Latinx students to aid them in achieving their academic goals while providing an organizational culture that facilitates their success. The institutional culture should embrace students of color and provide them with encouragement to achieve their academic goal of transfer, graduation, or certificate completion through programming, engagement with institutional agents, and support services designed to meet their academic needs (Saenz and Ponjuán, 2011, Garcia and Garza, 2016, and Garcia et al., 2019). At the time of the onset of this research study, Cucamonga College had not yet performed an institutional

culture assessment or evaluated the impact of its Title V programming on its Latinx student body.

Understanding that the student participants indicated in their responses that they felt a sense of belonging and supported by the college is juxtaposed to their engagement or social integration. Students demonstrated a lack of participation outside of the classroom, through co-curricular programs or support centers. The researcher's primary interpretation indicates a disconnect between student perception, expression of their feelings and their actions. Furthermore, students indicated in their interviews a sort of stigma associated with seeking additional assistance from their professors. The study participants indicated an appreciation for the institution simply offering the courses in which they were enrolled. Students' personal commitment to family and work oftentimes held greater priority to their course enrollment or social engagement, simply due to their limited time. However, the participant's expression of a lack of connection with institutional agents indicates opportunities for improvement by the individuals who represent the college, its mission, and student success.

In order to understand the students' statements related to their sense of belonging when compared to their actions related to integration, the researcher points to the exploration of what Deil-Amen indicates is the importance of understanding student expectations and their experiences at two-year institutions. This results in the necessity to differentiate between a student's behavior, which is what is often used to define sense of belonging through integration and their personal encounters within the academic institution and institutional agents that result in their individualized experiences and their sense of belonging – this was highlighted by Hurtado and Carter in their 1997 research titled "Effects of College Transition and Perceptions of the Campus Racial Climate on Latino College Sense of Belonging." This can result in a

student's behavior and demonstration of integrative actions being very different from what they convey as feeling a sense of belonging, regardless that they may not actively engage with faculty, other students, or in activities on the college campus.

The CRT framework challenges the academic structures that segregate students and can embolden racist behaviors from individuals or between more than singular individuals (Zamudio et al, 2010). In addition, CRT serves as a valuable alternative to the racist epistemology that guides policy and practices within educational institutions (Zamudio et al, 2010, Solorzano and Villalpando, 1998). Policies at Cucamonga College that should serve to highlight the needs of its most at-risk students, instead reflect institutional practices that segregate diverse students and leave out Latinx students, regardless of their academic achievement continuing to be lower than their Asian and White counterparts. The document that serves as the institutional commitment to diverse students is called the Student Equity Plan, which indicates in its summary that its design is as follows:

> Achievement of equitable access, student success, retention and persistence in order to increase the number of disproportionately impacted students who complete certificates and degrees or transfer to four-year institutions (p. 1).

Cucamonga College clearly indicates the populations that it deems at risk and in the greatest need of its support. The Equity Plan includes African American/Black women, Filipino women, Native American women, Pacific Islander women, women who are some other race, White women, women who are current/former foster youth, veteran women, Native American men, Pacific Islander men, and men who are current/former foster youth, and veteran men. The College does not include Latino men as a disproportionately impacted group. While the college is labeled as a Hispanic Serving Institution and Cucamonga College's 2018 Student

Demographic Data indicates that 63.2% of students identified themselves as Hispanic; the college does not include this population as a disproportionately impacted group within its equity plan.

CRT researchers identify its transformational nature in relation to the educational institution and the importance of the counter-story and comparative perspectives that challenge the existing policies in order to reveal the institutional racism that exists and are evident in the practices that adversely affect the different minority groups on a college campus (Zamudio et al, 2010, Solorzano and Villalpando, 1998). According to faculty interview participants, Cucamonga College has taken some steps over the last two academic years that reduces its support of its Latinx Students, including taking a hiatus from its PUENTE program. The PUENTE program is aimed toward providing special mentoring with English and Counseling faculty members working with a select cohort of Hispanic students to engage in an academic curriculum and co-curricular programming to facilitate its students' transferring to a four-year college or university. Furthermore, the lack of paid classified staff assigned to support co-curricular programs aimed at supporting Latino male students, specifically its Men Like Me initiative is perceived as less than supportive. These are both counter-intuitive to the types of supports and programs that should be supported by an HSI as well as reflect the CRT concept of a hierarchy existing within the institution for its student body. It is imperative that Cucamonga College eliminate the institutional structures and prejudiced policies in order for the organization to move toward greater inclusivity of all of its students whose academic achievements have not achieved parity with their Asian and White counterparts.

Cucamonga College has invested support and outlined this support in its Student Equity Plan for black students, who comprise 8.5% of its student population. While there are greater numbers of Latino students attending the college, they are not graduating or transferring at the same rates as their White or Asian counterparts. Latino students continue to lag behind on success metrics by over 10% and 25% respectively on transfer level math as well as English. This means that there is more work to be done and an opportunity to provide additional support to further improve outcomes for Latino male students. According to how researchers Garcia and Hudson (2020), Garcia and Koren (2020), Garcia, Nuñez, Patron and Cristobal (2019) see institutions with the Hispanic Serving Institution designation as achieving "servingness" of its Latinx students by either demonstrating measurable improved outcomes or provides an organizational culture or campus climate that is free of racism, discrimination, and harassment towards students of color and creates a sense of belonging that leads ultimately to graduation. This has yet to be achieved by Cucamonga College and could lead to a continued lack of achievement by male Latino students should this environment continue.

Limitations of the Study

There exists a number of limitations of the study conducted to understand the Cultural/ Social Capital Impact for Male Latino Students at the Community College. One of the primary limitations of the study is that it was conducted at a single community college and only contains male Latino students, therefore may not be generalizable to the broader student population. During the 2016-17 academic year, the number of students attending the college grew to over 27,000 however the sample size of those participating in interviews was limited. The data being collected in the interviews was self-reported and relied on student honesty and comfort with being interviewed and instantly transcribed on the researcher's laptop. The researcher hoped that

by interviewing each of the Latino male students individually as well as separately from the faculty and staff, that the participants would exhibit a degree of candor, however a limitation was the consideration that participants may not have been completely honest when they divulged their opinions or experiences. The resulting meetings were that overall the participants seemed to be at ease and extremely candid. Many of them indicated that they were eager to participate in a study that they hoped would help their peers.

Another limitation of the study was that the participant pool was further narrowed down to select candidates from one of the three campus sites. The college consists of the main campus located in one city with two campus centers – each located twelve and twenty-three miles from the main campus respectively. This additional limitation was taken on as a result of the recommendation the faculty advisors based on the data that more than 70% of courses taken by Cucamonga students are on the primary campus. Additionally, students attending classes at either one of the two campus centers, could not complete a degree without taking some courses at the main campus therefore, utilizing the students enrolled in courses at the Rancho Cucamonga campus would be most comprehensive when identifying study participants.

Focusing primarily on the students enrolled in courses at the Rancho Cucamonga campus may have also resulted in another limitation of the study. It is not clear if this resulted from the communities served by the Rancho Cucamonga campus being above middle income, or simply as a result of the random self-volunteer nature of the study participants. However, unlike the greater proportion of Community College students who are first generation college students, 80% of the study participants are second generation college student. According to the National Postsecondary Student Aid Study, over 40% of California Community College students are first

generation college students. Therefore, the results of this study will not be generalizable to the greater community college population.

A limitation that developed as the research was completed is that all of the study participants maintained a cumulative grade point average at or above a 2.0. This resulted in the anticipated need to interview and garner information from the Opening Doors program as being less critical to the results of the study. It had been anticipated that a number of the students might have been prevented from failing out of Cucamonga College by being engaged in the high academic risk program – Opening Doors. However, since not a single one of the twenty participants achieved a grade point average below 2.0 for two consecutive semesters, they did not need to participate in the academic probation program. This is a positive for the overall study participant population, however it was not expected and therefore an unanticipated limitation. The study aimed to understand for those students who are struggling academically, how they get back on track and which campus resources they access, or know how to access. A larger population participation in the study may have seen a few students fall into this category, however for the purposes of the group engaged, this was not the case. It is important to note that while student participants in this study did not need the services of the Opening Doors program as a resource it does not devalue its importance; it only does not make it critical to the results of the population in this study.

A final limitation was that the researcher had developed the four student categories, based on the two age categories and the two student goals of certificate or degree to transfer which did not generate anticipated themes within these two groupings. The researcher utilized the degree or certificate goal for which the students were formally registered with the college. However, this varied with the student's stated goals on their intake sheet as well as their course-taking

patterns as evidenced on their transcripts. The results being less significant and limited the opportunity for grouping responses based on the four pre-conceived categories. Instead, it became more effective to utilize the two categories of degree to transfer or certificate goal.

Chapter four included the findings of the research through the interviews conducted with twenty male Latino students, three faculty members and one staff member. The Findings expanded upon the themes identified in chapter three and worked through the exploration of the research questions posed at the onset of the study. This chapter included the limitations related to the population being studied and the parameters developed by the researcher. Chapter five will also detail the conclusions as well as outline recommendations based on the interviews, themes developed, and the review of the literature.

Implications for Research, Policy, and Practice

Understanding how to best support Latino male students has been at the core of this research study. A critical component is listening to the students to understand their perceptions and actions, which was highlighted as a need by the California Community College Chancellor's Office 2016 Key Facts Report. It is important to understand the priorities of Latino male students and to facilitate their success by providing them with the necessary tools and support to buttress the capital that they bring with them. Deil-Amen (2011), Garcia and Garza (2016) as well as Rosenbaum, Deil-Amen and Person (2006) provide the backbone to the framework which best represents an opportunity for impact utilizing socio-academic engagement as the greatest opportunity for engagement of commuting Latino students at the community college.

Policy and Practice - Faculty/Counselor Meetings

Students need a comprehensive educational plan to improve their success and achieve their intended goal. Study participants expressed clearly the great relief when they finally

obtained their roadmap. This guide helps them plan their courses in an organized manner that enables them to build their core curriculum around the required courses to attain a certificate or be prepared to transfer. Students must be required to meet with a counselor in order to complete their educational plan.

Cucamonga College has entered into a new era in which its academic and CTE programming is focused on career pathways – this is called the Guided Pathways Program. This program guides students into meta majors in which the courses they enroll lead them on a pathway toward their career goal. It has yet to include a required comprehensive educational plan, but the time is now. The program integrates more success guides than the college has ever previously hired, but it does not empower them to create more than an abbreviated educational plan. These guides are being trained to serve as trained peer- mentors for students.

The recommendation is for an outlined comprehensive educational plan to be created with a success guide that can then be taken in one appointment with a counselor to achieve a fully comprehensive plan. Students can then engage with peer mentors as regularly or needed when their life takes a turn or they need to repeat a course and a plan needs to be modified. Ultimately, students must be required to complete this component. The revelation by study participants who wandered through course after course, accumulating excessive credits speaks to the need for this requirement of all students. The faculty participants expressed their frustration as well, knowing that they have the capacity to assist students who are not meeting with them. The aim is to increase student engagement with both classroom and counseling faculty.

Students must also be required to meet with a course faculty member at least once per semester within the first three weeks of the semester. Faculty members participate in training though the College's Faculty Success Center, it is recommended for faculty to receive support on

how best to engage students and help them understand that they serve as a resource for students. According to Kezar and Maxey (2013) training opportunities must include adjunct faculty. Furthermore, as demonstrated by Figlio, Shapiro and Soter (2013) adjunct faculty must be supported and compensated for professional development which will result in their use of teaching practices and produce student outcomes similar to their tenure/tenure-track faculty counterparts.

Study participants indicated that oftentimes, their willingness to engage with faculty members outside of the classroom was dependent on how open they felt faculty members were to them. Latino male students need to feel a deeper level of engagement and the building of a relationship beyond the classroom. According to Braxton, Milem, and Sullivan (2000), Hurtado and Carter (1997), Nora, Cabrera, Hagedorn, and Pascarella (1996) the experiences students have within the classroom can make a major impact on their academic success. Therefore, teaching faculty members how to create a safe environment within the classroom and openly expressing to students their desire to engage with them in one on one meetings can lead to critical relationships that will empower Latino male students to feel comfortable seeking assistance from them. It will be necessary to require these meetings, understanding that Latino male students will not prioritize these meetings unless the faculty members help them see them as a critical component to their coursework and build upon a foundation of trust to engage students.

Policy and Practice - Co-curricular Course Support Engagement

The Community College system has undergone a number of changes in order to increase student achievement and try to enable more students to meet transfer requirements while pursuing their degree to completion. More than ever, the Community College, as a whole, aims to increase outcomes, whether it be transfer, certificate achievement or graduation. Through the implementation of new metrics, the California Community College System has adopted the ideology of not only providing access, but completion for all of its students. This follows in the footsteps of many other state community college systems by eliminating remedial courses and providing increased support interventions, including tutoring, guided work groups and companion courses.

All students planning to transfer must complete gateway courses in math and English and in 2019, AB705 was passed in order to fundamentally change opportunities for community college students, eliminating remedial courses, placement tests and ultimately starting all students at transfer-level English and math courses. The challenge is the implementation of the support being provided to students to aid them to successful completion. Huerta & Fishman (2014), Deil-Amen (2011), and Tinto (1997) emphasize the need for institutions to increase their efforts to provide support to motivate Latino male students to become invested in their education.

Students enrolled in transfer level English should be required to engage in directed learning activities or tutoring at the English Success Center. Students who need assistance will receive it while students who may be doing sufficiently or well will improve their outcomes. A recent study during the Fall 2019 semester, by the Cucamonga College research office

demonstrated the positive impact of student engagement with the English Success Center. The findings were as follows:

> Students who visited a success center were more likely to succeed in ENGL-1A. Of those who visited a success center, 78% successfully completed the course compared to 37% of students who did not visit a success center. The data reveals that students who spend more time at a center were more successful; 88% of students who spent at least 3 hours at a center successfully completed ENGL-1A (p. 1).

This data supports the researcher's recommendation of required student participation in support services offered through the English Success Center. Currently, this requirement is at the discretion of the faculty teaching the courses. Cucamonga College's English Department recently received a Governor's Award for its quick transformation to implement basic transfer level English – ENGL-1A and eliminate remedial courses. With these funds, it has determined to engage Success Guides and assign them to every course section of ENGL-1A, however in order to ensure students continue to receive assistance from the English Success Center and for those colleges that do not have these financial resources, it is necessary to require students to participate in the learning activities offered through the success center. It is recommended that this be passed as an initiative at the level of the office of the California Community College Chancellor's office.

The math department has implemented transfer level courses with companion courses for students who are not considered college-ready in this area but do enroll in this level of the algebraic sequence. All science, technology, engineering, and math students must move through the algebraic course sequence in order to complete the necessary prerequisites for other courses

in their program/major plans. The companion courses are not required. Faculty are able to require it if they so choose, but at this time, it is not a requirement across the entire sequence. This is not unique to Cucamonga College. According to a brief interview with the Faculty Senate president, only two other community colleges have implemented companion courses or directed learning assignments as requirements. It is recommended that the California Community College or the state pass legislation implementing this requirement across the entire system. While the implementation of the removal of remedial courses in order to increase student's pursuit of their degree, certificate or graduation is seen as very positive, it is necessary to arm students with the support necessary to increase positive outcomes. This will increase equitable outcomes as all students will benefit from this type of legislation and ultimately result in positive outcomes.

It also seems necessary to schedule companion courses in sequence with the primary courses. Student course-taking evaluation for the participants in this research study indicate that they develop their work schedules based on the time they must be on campus. The student participants from Cucamonga College clearly indicate that their priority focus is on family and work, therefore coursework is fit in as appropriate and based on the requirements set forth by the college. Scheduling companion courses and success center time in partnership with the core course will help students build their schedules accordingly. As a Hispanic Serving Institution, it is critical to understand how Latinx students prioritize their time and how they perceive the role of course scheduling, faculty requirements and how they differ from recommendations. The students indicated that they did not heed recommendations, however when the faculty required engagement at cocurricular activities or socio-academic engagement played a part in course grading the response was completely different and the directives would be followed.

Ultimately, by providing a regimented schedule that helps students build their help-seeking skills into social capital, it is anticipated that the results will be similar to that seen in the recent study completed by Cucamonga College's Office of Institutional Research. Helping students focus their time and schedule their time around socio-academic engagement will result in positive outcomes for students that possess excellent cultural capital and will ultimately result in increasing their social capital as well as outcomes for all students.

Future Research

As noted at the onset of this study, 45% of all undergraduate students (American Association of Community Colleges, 2013) experience the Community College as their entry point to higher education. In 2013, enrollment for students of color stood at 56% of all Hispanic and 49% of all Black undergraduates in higher education were enrolled at a Community College. This indicates that there continues to be a need to study student behaviors at the Community College.

The institution itself is in a state of transition, with the goal of completion beginning to weigh more heavily in its funding formula, rather than the previous model of student enrollment numbers. The legislature is aimed at evidence of student completion of certificates, graduation, and transfer. This indicates that it is necessary to understand how programming evolves to meet the increased need for student support based on the elimination of remedial courses. The colleges are tracking the data trends, compiled and complemented with studies related to student experience can create a rich resource to understand how best to support the diverse students who rely on the programs offered at the Community College. It is recommended that this study be replicated including multiple institutions and building upon the research focused on Latino male

students. As programs are implemented, it is important to evaluate their success based not only on the metrics created by the institution but by the experiences of the students.

Additionally, it would be ideal to replicate this study including those students who engaged in programs like Opening Doors, but who did not succeed in raising their gpa in order to retain their financial aid. It would be ideal to understand if they lacked the development of social capital or did not have the same levels of community cultural wealth as their successful counterparts in order to understand how best to engage these students and provide them with the support they need to successfully complete a credential, graduate, or transfer.

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Appendix 1

Letter to Participants

Spring, 2017

Dear Participant,

I invite you to participate in a research study entitled The Development and Realization of Cultural Capital as a Key Factor in the Academic Success of Male Latino Students at the Community College - A Case Study. I am currently enrolled in the doctoral program at Claremont Graduate University in Claremont, CA and am in the process of writing my dissertation.

The purpose of the research is to understand your experiences as a student of color at Cucamonga College. Your participation in this research project is completely voluntary. You may decline altogether, or decline to answer any questions you do not wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. No one other than the researcher will know your individual answers to this questionnaire.

If you agree to participate in this project, I look forward to having you participate in an individual interview. It should take approximately 45 minutes to complete and you will receive a gift card in return for your time spent in the interview. The interview will be audiotaped in order to allow transcription at a later date for the purposes of data collection. If you are interested in participating in the study, please complete the attached intake form and return within one week of your receipt of this email. All returned completed forms will be entered into a drawing for a $25 gift card.

If you have any questions about this project, feel free to contact me at lcnashua@gmail.com or 909-525-8367. Information on the rights of human subjects in research is available through the Claremont Graduate University Institutional Review Board at Claremont Graduate University, 150 E. 10th Street, Claremont, CA 91711, website: https://mycampus.cgu.edu/web/sponsored-research-and-programs/irb; **Andrew Conway**, Professor, Behavioral and Organizational Sciences, CGU (Chair, 2017-18).

Thank you for your assistance in this important endeavor.

Sincerely yours,

Lisa C. Nashua, MSLM

Appendix 2

Intake Sheet: Profile Intake Sheet for Students

Intake Sheet

Profile Sheet for Students

Name_____

1. What is your gender identity?
   ❑ Man ❑ Woman ❑ Other ❑ I prefer not to respond

2. How old are you?
   ❑Under 18 ❑ 35 to 39
   ❑ 18 to 24 ❑ 40 to 50
   ❑ 25 to 29 ❑ 51 to 65
   ❑ 30 to 34 ❑ 65+

3. What is your racial ethnic identification? (Mark all that apply.)
   ❑ American Indian or Alaska Native ❑ Pacific Islander (non-Native Hawaiian)
   ❑ Asian ❑ White
   ❑ Black or African American ❑ Other (Please specify) -------
   ❑ Hispanic or Latino ❑ I prefer not to respond
   ❑ Native Hawaiian

4. Did you enroll in college immediately after graduating from high school?
   ❑ Yes ❑ No

5. Is this the first college you have attended or did you attend college elsewhere?

   ❑ Started here ❑ Started elsewhere _____

6. How many academic units have you completed at Chaffey College?
   ❑ 10 to 24 ❑ 24 to 40 ❑ 40 to 60 ❑ 60 to 80 ❑ 80+

7. How many TOTAL credit hours are you enrolled in this term?
   ❑ 3 or fewer ❑ 4-6
   ❑ 7-14 ❑ 15 or more

B. What is your enrollment status?
   ❑ Full-time ❑ Part-time

9. What is the highest academic credential you have earned?
   ❑ None ❑ Vocational/Technical
   ❑ High School Diploma or GED ❑ Bachelor's Degree
   ❑ Associate Degree ❑ Master's/Doctoral/Professional Degree

1O. Were you accepted to a four-year college then decided to attend Chaffey College?
   ❑ Yes ❑ No
   10a. If yes, which one(s) _____

11. Who in your family has attended at least some college? (Check all that apply.)
   ❑ Mother ❑ Spouse/Partner
   ❑ Father ❑ Legal Guardian
   ❑ Brother/Sister ❑ None of the Above

12. While in high school, which of the following courses did you take? (Check all that apply.)
   ❑ College classes (dual credit) ❑ Advanced Placement (AP) classes
   ❑ College Prep classes ❑ Honors classes
   ❑ I did not take any of the courses listed above.

13. While in high school, which of the following tests did you take?

❑ PSAT ❑ College placement test
❑ SAT ❑ Other (please specify) _____
❑ ACT

14. Are you enrolled at Chaffey College as?

❑ Certificate Program

_____

❑ Associate

Degree_____

❑ Intend to transfer to a four-year college/university

(specify)_____

15. Are you eligible for financial assistance (loans, grants, scholarships)?

❑ Yes ❑ No ❑ Don't know

15a. If you are eligible for financial assistance, please indicate which of the following describes your current situation?

❑ I have received financial assistance
❑ I applied, but have not yet received financial assistance
❑ I have not applied for financial assistance

15b. If you have not applied for financial assistance at this college, please briefly explain why you did not apply.

_____

16. In a typical 7-day week, about how many hours do you spend doing each of the following:

Working on campus?

❑ None ❑1-10 hours ❑ 11-20 hours ❑ 21-30 hours ❑ More than 30 hours

Working off campus?

❑ None ❑1-10 hours ❑ 11-20 hours ❑21-30 hours ❑ More than 30 hours

Commuting to and from class?

❑ None ❑ 1-10 hours ❑11-20 hours ❑ 21-30 hours ❑ More than 30 hours

Participating in community organizations, religious groups, politics, etc.?

❑ None ❑1 10 hours ❑ 11-20 hours
❑ 21-30 hours ❑ More than 30 hours

Return to Lisa Nashua at lcnashua@gmail.com

Appendix 3

Interview Protocol and Questions - Students

Male Students of Color Experience Case Study

The researcher will conduct the interviews and will take notes to observe facial expressions and body language. The interview will be instantly transcribed utilizing the Dragon Naturally Speaking Software with the permission of the participants and will be edited for accuracy based on any interview notes. Each meeting will open with the interviewer sharing personal information about them self, their background, education and family in order to build trust. The goal will be to engage the students in an open dialogue and create an environment in which the participants will be comfortable sharing their personal experiences.

Student background information – determining first generation status

1. Please share your parent(s) highest level of education?
   a. Elementary c. Community College
   b. High School d. College
2. If your parent(s) attended college, did they graduate?

Understanding of access to college, college readiness

3. Can you tell me about any particular experience, positive or negative that stands out in your memory from your K-12 years in school?
4. Who would you say had the greatest influence on your K-12 education?
   a. Parent? b. Teacher? c. Family Friend? d. Relative?
5. How did you first learn about college opportunities?
6. How did you learn about the admissions process?
7. Did you experience any particular challenges getting into college?
8. Do you feel that your high school prepared you for Cucamonga College?

Accessing support services

9. If you find yourself struggling in a class, what do you do?
10. Why did you select a Community College?

11. How did you learn to select your classes?

12. Have you participated in the Men like Me or Umoja Activities, EOPS program or visited a GPS Center on campus?

13. How do you interact with other Cucamonga College students?

14. How did you learn to navigate Cucamonga College, its processes and structures?

Culture and Capital

15. Where are you most active socially?

16. Do you study with other students?

17. Do you have a mentor at the college or outside of the college?

18. What do you think the culture is like at Cucamonga College?

19. Tell me about your favorite faculty member.

20. Tell me about an experience at Cucamonga College that stands out? Academic or related to faculty, other students, or staff.

21. What kind of support have you received from faculty, staff or the college administration?

22. How does the university support your academic and social success?

23. Have you ever or ever wanted to challenge something at Cucamonga College? Academic or socially?

24. Do you feel you have a strength that you draw from your family or community?

25. How do you draw from that strength to support your college goals?

Appendix 4

Interview Protocol and Questions – Staff

Male Students of Color Experience Case Study – Staff Questions

The researcher will conduct the interviews as will take notes to observe facial expressions and body language. The interview will be instantly transcribed utilizing the Dragon Naturally Speaking Software with the permission of the participants and will be edited for accuracy based on any interview notes. Each meeting will open with the interviewer sharing information about the study, personal information about them self, their background, education and family in order to build trust. The goal for the staff interviews will be to understand their point of view of the student experience as a dedicated team member of the college and help provide a check on the data being gathered in the student interviews about their campus experience with the areas of student support, specifically with Opening Doors program and the Guiding Panthers to Success (GPS) Centers or why students would not access these resources.

1. How do you believe most students first learn about college opportunities?

2. How do you think students complete/navigate the admissions process?

3. What particular challenges do you believe exist for Cucamonga students getting into college?

Accessing support services

4. When students are struggling in a class, what do you believe they do?

5. Why did you think most Cucamonga students select a Community College?

6. Do you think students are participating in the Men like Me or Umoja Activities, EOPS program or visiting the GPS Center on campus?

7. How do you observe students' interaction with each other?

8. How do you think the students learn to navigate Cucamonga College, its processes and structures?

Culture and Capital

9. Where do you think most students are active socially?

10. Do you think most Latino students have a mentor at the college or outside of the college?

11. What do you think the culture is like at Chaffey College?

12. What makes Cucamonga College standout for students? Academic or related to faculty, other students, or staff.

13. What kind of support do students received from faculty, staff or the college administration?

14. How does the college support student academic and social success?

15. If a student wants to challenge an academic or social issue how would they do this?

16. Do you feel students draw strength from family or community?

17. Tell me how you think students draw strength to support their college goals?

Appendix 5

Interview Protocol and Questions – Faculty

Male Students of Color Experience Case Study – Faculty Questions

The faculty participants will be interviewed by the researcher conducting the study. The researcher will also take notes, and observe and record facial expressions, as well as body language. The interview will be instantly transcribed utilizing the Dragon Naturally Speaking Software with the permission of the participants and will be edited for accuracy based on any interview notes. The goal for the faculty interviews will be to understand their point of view of the student experience as a dedicated team member of the college and help provide a check on the data being gathered in the student interviews about their campus experience with the areas of student support, specifically Latino students as well as understand their point of view of the student experience as a dedicated team member of the college.

1. How do you believe most of your students first learn about college opportunities?

2. What particular challenges do you believe exist for Cucamonga students getting into college?

3. Do you feel that the local feeder high schools prepare them for Cucamonga College?

Accessing support services

4. When students are struggling in a class, what do you believe they do?

5. Why did you think most Cucamonga students select a Community College?

6. How do students select your classes?

7. Do you think students are participating in the Men like Me or Umoja Activities, EOPS program or visiting the GPS Centers on campus?

8. How do you observe students' interaction with each other?

9. How do you think the students learn to navigate Cucamonga College, its processes and structures?

Culture and Capital

10. Where do you think most students are active socially?

11. Do you know if students' study with each other or in groups?

12. Do you think most Latino students have a mentor at the college or outside of the college?

13. What do you think the culture is like at Chaffey College?

14. Tell me about faculty student interaction.

15. What makes Cucamonga College standout for students? Academic or related to faculty, other students, or staff.

16. What kind of support do students received from faculty, staff or college administration?

17. How does the college support student academic and social success?

18. If a student wants to challenge an academic or social issue how would they do this?

19. Do you feel students draw strength from family or community?

20. Tell me how you think students draw strength to support their college goals?

Appendix 6

IRB Approval

Claremont Graduate University

Institutional Review Board

April 3, 2018
IRB #: 3129
Title of Study: Realization of Cultural Capital in the Success of Male Latino Students at the Community College
Determination: EXEMPT

Dear Lisa Nashua,

Thank you for submitting your research protocol to the IRB at Claremont Graduate University for review. Based on the information you have submitted, we consider your study *exempt from IRB supervision* under CGU policy and federal regulations at 45 CFR 46.101(b)(2).

Please note that a series of suggestions may also be attached to this email. These are suggestions to develop or improve your research protocol. These suggestions are highly recommended but not required. You do not need to send anything back to the IRB.

Exempt status means that so long as the study does not vary significantly from the description you have given us, further review in the form of filing annual Renewal or project Closure forms is not necessary. You may specify in relevant study documents, such as consent forms, that CGU human subjects protection staff members have reviewed the study and determined it to be exempt from IRB supervision. The IRB does not "*approve*" (or disapprove) studies that are exempt, so kindly avoid use of this verb.

Please note carefully that maintaining exempt status requires that (a) the risks of the study *remain minimal*, that is, as described in the application; (b) that *anonymity or confidentiality* of participants, *or protection* of participants against any higher level of risk due to the internal knowledge or disclosure of identity by the researcher, is maintained as described in the application; (c) that *no deception* is introduced, such as reducing the accuracy or specificity of information about the research protocol that is given to prospective participants; (d) the research *purpose*, *sponsor*, and recruited *study population* remain as described; and (e) the principal investigator (PI) continues and is not replaced.

Changes in *any such features* of the study as described may affect one or more of the conditions of exemption and would very likely warrant a reclassification of the research protocol from exempt status and require additional IRB review. If any such changes are contemplated, please notify the IRB as soon as possible and before the study is begun or changes are implemented. If any events occur during the course of research, such as unexpected adverse consequences to participants, that call into question the features that permitted a determination of exempt status, you must notify the IRB as soon as possible.

If Applicable: most listservs, websites, and bulletin boards have policies regulating the types of advertisements or solicitations that may be posted, including from whom prior approval must be obtained. Many institutions and even classroom instructors have policies regarding who can solicit potential research participants from among their students, employees, etc., what information must be included in solicitations, and how recruitment notices are distributed or posted. You should familiarize yourself with the policies and approval procedures required of you to recruit for or conduct your study by listservs, websites, institutions, and/or instructors. Approval or exemption by the CBU IRB does not substitute for these approvals or release you from assuring that you have gained appropriate approvals before advertising or conducting your study in such venues.

The IRB may be reached at (909) 607-9406 or via email to irb@cgu.edu. KGI personnel with questions about their exempt status should contact KGI's Office of Research and Sponsored Projects at (909) 607-9313 or irb@kgi.edu. The IRB wishes you well in the conduct of your research project.

150 East Tenth Street ● Claremont, California 91711-6160
Tel: 909.607.9406

ORIGINAL

Revised 10/14/2016. *Check the IRB FORMS page www.cgu.irb/irbforms to be sure this is the current application form*

Claremont Graduate University
Institutional Review Board (IRB)

Application for
Research Project Review

Please submit a signed or scanned original to irb@cgu.edu
or to office located at135 East Twelfth St.
Mail address: Office of Research and Sponsored Programs
150 East Tenth St., Claremont, CA 91711

LEAVE BLANK—FOR IRB USE ONLY.
IRB NUMBER & DATE RECEIVED:

Action Taken:
☑ Exempt from IRB Coverage
☐ Approved under Expedited Review
☐ Approved by Board
☐ Disapproved by Board
AUTHORIZED SIGNATURE & DATE: [redacted]

RECEIVED
MAR 19 2018
IRB # 3129

To obtain IRB review of a **research project with human participants**, submit this completed form to the IRB with all of the indicated attachments. Allow sufficient time for review before starting the project. Please consult the IRB ***website*** www.cgu.edu/irb and complete human subjects ***training*** as described there before submitting an application. Review pertinent FAQs and ***contact*** irb@cgu.edu or 909-607-9406 with questions.

***Research** as used here means a systematic investigation designed to develop or contribute to generalizable knowledge. This includes research, development, testing, and evaluation. *This does not typically include classroom exercises, demonstrations, or other course requirements that receive grades.* Research does not include customer satisfaction or quality assurance surveys or similar data collections designed to improve the operations of a single institution.

Human participants means living individuals about whom an investigator obtains data through intervention or interaction with the individual or obtains identifiable private information about identifiable individuals from a separate source such as medical or school records or other individuals such as relatives. CGU academic policy requires that the Institutional Review Board (IRB) reviews all research projects at Claremont Graduate University involving human participants.

Name of Study (Maximum 100 characters, *including spaces*): Realization of Cultural Capital in the Success of Male Latino Students at the Community College

PROJECT SUMMARY (Maximum *200 characters, including spaces*):
The study will add to the dearth of research aiming to understand the best ways to support Latino male community college students to achieve their goals of 4-year transfer or certificate completion.

PRINCIPAL INVESTIGATOR: Lisa Nashua	E-MAIL ADDRESS: lcnashua@gmail.com
DEPARTMENT: Education	TELEPHONE: (909) 5258367
MAILING ADDRESS: Street: [redacted] City: P	CO-PI, if any (Names, email addresses, affiliations—use additional pages if needed):
PURPOSE OF RESEARCH : Ph.D. Dissertation If Other, explain (80-character limit):	IRB approval requested from another institution? ☐NO ☒YES (*insert additional pages if needed*) Status Pending Date: 03/19/18 Institution: Chaffey Status [Select] Date: Institution:
Is this project a sub-study of another project? ☒ NO ☐YES* *If yes, *attach* information that is pertinent to the approval of the primary project. However, in this application form, include only the particulars that pertain to the study under direct review.	Has this project received or requested external funding? ☒ NO ☐YES--if yes, list: Status Date Source [Select] [Select] [Select]
STUDY SITES if other than CGU (*insert additional pages if needed*) : Chaffey College	

PARTICIPANTS (check all that apply):	TYPE OF DATA (check all that apply):
☒ Adults (18 years or older) ☐ Minors (Less than 18 years) ☐ Medical or other clinical patients ☐ Non-English Speaking ☐ Mentally or Developmentally Disabled or Impaired ☐ Prisoners, Parolees, or Incarcerated ☐ Elected or Appointed Public Officials or Candidates	☒ Interviews (Face to Face) ☐ Questionnaires or Surveys ☐ Existing Data Banks, Archives or Documents ☐ Physiological Measurements or Blood Samples ☐ Observations/Record of Public Record ☐ Educational Tests ☒ Filming, Video or Voice-Recording
NATURE OF INFORMATION TO BE OBTAINED: ☐ Participants and their responses ***cannot*** be identified ***by the researcher(s)*** ☒ Only standard educational strategies or techniques ☐ Collected with permission or in collaboration with another agency/institution	OTHER: ☐ Research conducted in an educational setting ☐ Project involves temporary deception of participant ☐ Project is time sensitive due to an unforeseen research opportunity (not due to a late start on this application) (***Please explain time sensitivity in a cover memo***)

The Principal Investigator and co-Principal Investigators (if any) each affirms by signature the following (***if attestation is transmitted electronically, the message from each PI/coPI must state the following***):

(1) All procedures performed during this project will be conducted by individuals legally and responsibly entitled to do so, and any significant systematic deviation from the submitted protocol (for example, a change in principal investigator, sponsorship, research purposes, participant recruitment procedures, research methodology, risks and benefits, or consent procedures) will be submitted to the IRB for approval prior to its implementation.
(2) I/we will comply with all federal, state, and institutional policies and procedures to protect human subjects in research;
(3) I/we understand the ethical responsibilities of research investigators and have received the required **training** in human research participant protection as specified at www.cgu.edu/irb;
(4) I/we will assure that the consent process and research procedures as described herein are followed with every participant in the research; and
(5) I/we will promptly report any deviations or adverse events to the IRB.

PRINCIPAL INVESTIGATOR SIGNATURE: [redacted]	DATE: 03/19/18
CO-PRINCIPAL INVESTIGATOR SIGNATURE (add others below if applicable):	DATE:

Student Principal Investigators are required to include an endorsement from their faculty advisor. The signature below certifies the following (***if attestation is transmitted electronically, the message from each faculty advisor must state the following***) **As faculty advisor, I have reviewed and approved this complete Application and its attachments and I accept responsibility to supervise the work described herein in accordance with applicable institutional policies.**

FACULTY ADVISOR SIGNATURE (if applicable):		DATE:
Faculty Advisor Name: William Perez, Ph.D.		
Email: william.perez@cgu.edu	Telephone: (909) -6073784	
Office Address: Harper 212		

Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (*In ink*):	DATE:
Additional CO-PRINCIPAL INVESTIGATOR SIGNATURE (In ink):	DATE:

Attach additional pages if needed

Carrie Herr

From: William Perez
Sent: Tuesday, March 20, 2018 4:49 PM
To: IRB; 'Lisa Nashua'
Subject: Re: L. Nashua IRB Application with attachements

As faculty advisor, I have reviewed and approved this complete application and its attachments and I accept responsibility to supervise the work described herein in accordance with applicable institutional policies.

Will

Willam Perez, Ph.D.|Professor
School of Educational Studies
Email: william.perez@cgu.edu
Phone: 323.610.2074
Web: cgu.edu/people/william-perez
Claremont Graduate University
Follow

From: IRB
Sent: Tuesday, March 20, 2018 4:47 PM
To: 'Lisa Nashua'; William Perez
Subject: RE: L. Nashua IRB Application with attachements

Hi Lisa,
Thank you for your IRB Application that was received! Your protocol, entitled "Realization of Cultural Capital in the Success of Male Latino Students at the Community College," has been designated IRB #3129

Dr. Perez, in order for me to process this application I need your electronic signature. Please respond by copying this statement:

As faculty advisor, I have reviewed and approved this complete application and its attachments and I accept responsibility to supervise the work described herein in accordance with applicable institutional policies.

Thank you!

Carrie Herr
Office of Research, Sponsored Programs and Grants
Claremont Graduate University | 150 E. Tenth St. | Claremont CA, 91711
P: 909.607.9406 | carrie.herr@cgu.edu | irb@cgu.edu
PMBA Candidate
Drucker School of Management