

California State University, San Bernardino

CSUSB ScholarWorks

Theses Digitization Project

John M. Pfau Library

2012

The role of college counseling in increasing college access for black students: A case study of an effective college counseling program

Ricky Shabazz

Follow this and additional works at: <https://scholarworks.lib.csusb.edu/etd-project>



Part of the [Community College Education Administration Commons](#), and the [Student Counseling and Personnel Services Commons](#)

Recommended Citation

Shabazz, Ricky, "The role of college counseling in increasing college access for black students: A case study of an effective college counseling program" (2012). *Theses Digitization Project*. 4426.
<https://scholarworks.lib.csusb.edu/etd-project/4426>

This Dissertation is brought to you for free and open access by the John M. Pfau Library at CSUSB ScholarWorks. It has been accepted for inclusion in Theses Digitization Project by an authorized administrator of CSUSB ScholarWorks. For more information, please contact scholarworks@csusb.edu.

THE ROLE OF COLLEGE COUNSELING IN INCREASING
COLLEGE ACCESS FOR BLACK STUDENTS: A CASE
STUDY OF AN EFFECTIVE COLLEGE
COUNSELING PROGRAM

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education
in
Educational Leadership

by
Ricky Shabazz
June 2012

THE ROLE OF COLLEGE COUNSELING IN INCREASING
COLLEGE ACCESS FOR BLACK STUDENTS: A CASE
STUDY OF AN EFFECTIVE COLLEGE
COUNSELING PROGRAM

A Dissertation
Presented to the
Faculty of
California State University,
San Bernardino


by
Ricky Shabazz

June 2012

Approved by:


Donna Schnorr, Chair, Educational Psychology and
Counseling


Angela Louque, Educational Leadership and Curriculum


Thelma Moore-Steward, Educational Leadership and
Curriculum

6-7-12
Date

© 2012 Ricky Shabazz

ABSTRACT

This case study examined a college counseling program at an inner-city high school where Black students are in the majority, excel academically, and are sent, in large numbers, by the school to college. The researcher analyzed the roles of the college counselor, college peer counselors, and the college center in creating a college-going culture among Black students. Key statistics regarding college access for Black students in California, and across the nation, also were presented. This researcher used interviews, observations, and school artifacts as data sources to describe the practices of an effective college counseling program.

Five key themes emerged from the data: (a) the difference between college counseling and guidance counseling; (b) the role of the college counselor in creating a college-going culture; (c) the role of peer networking; (d) the integration of the college admission process into the school's curriculum; and (e) the role that positive social reproduction plays in creating a college-going culture among Black students. The researcher sought to enhance the collective wisdom on college counseling for Black students by developing recommendations for minimum standards for the implementation of effective college counseling programs in inner-city high schools. The results of this case study could be replicated, through an experimental or quasi-experimental design, at other inner-city schools as well as at any school that wishes to create a college-going culture.

ACKNOWLEDGEMENTS

My journey through the U.S. public educational system was made possible due to the sacrifices of my ancestors and those who lost their lives so that I could have the opportunity to achieve this doctorate. There are so many people who have paved the way for me to accomplish this goal, and I am eternally grateful for all of the angels that God has sent into my life. We live in a great country in which the descendant of former slaves is able to achieve the highest level of education offered in the land. I am dedicating this doctorate to all of the people who never had the opportunities that I have been afforded.

I would like to acknowledge and thank my committee chair, Dr. Donna Schnorr, who also served as my advisor and who assisted me through all of the bumps in the road. The time that you spent with me will be eternally appreciated, as it helped me to navigate the dissertation process. I am extremely grateful for my other two committee members, Dr. Thelma Moore-Steward and Dr. Angela Louque. All of my committee members made it possible for me to grow as a researcher and as a writer. Special thanks are in order for Dr. Bonnie Piller for pairing me up with Dr. Pat Arlin, who served as my proofreader on this study. Thank you, Dr. Arlin, for taking time out of your schedule to meet with me to provide direct feedback on what should and should not be in my study.

I would like to thank everyone in my cohort. I will forever be grateful for the friendships and the memories that we developed. I would like to thank the college counselor and everyone who participated in this study. I appreciate Dr. Dyrell Foster for mentoring me and providing me with a template that I used to

guide my study. Thank you to all the members of A2MEND for allowing me to see a group of *real* Black men with doctorates. I want to thank my grandfather for always having time to take me fishing and my grandmother for developing my reading skills by purchasing books on fishing for me. Writing this dissertation was a very long and lonely process. I spent several hundred hours alone in an office at CSU San Bernardino working to complete this process. I thank God for the willpower to complete this dissertation.

I have to acknowledge my mother, who showed me the meaning of hard work. My mother continues to be one of the hardest working persons I know. She made sacrifices so that I could live a better life. I would like to say a special thanks to my beautiful and loving wife, Nina Shabazz, for enduring the pressures of supporting me throughout my doctorate program. This dissertation will forever be a testament to my daughter, Soraiya Shabazz, and to others that Black Americans are descendants of a great people who expect us to continue on to do great things in life.

TABLE OF CONTENTS

ABSTRACT	iii
ACKNOWLEDGEMENTS.....	iv
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER ONE: INTRODUCTION	
Overview of the Study.....	1
Statement of the Problem	11
Purpose of the Study	16
Research Questions	18
Significance of Study	19
Limitations.....	20
Delimitations	21
Definition of Terms.....	22
Dissertation Organization.....	24
CHAPTER TWO: REVIEW OF THE LITERATURE	
Creating a College-Going Culture.....	26
Access to Rigorous Coursework	29
Developing Partnerships With Colleges	31
The Role of College Counseling	34
Family and Peer Influences	37
Perceptions of College Attainability.....	40
Neighborhood Effects on Academic Achievement.....	45
Education in the Post-Racial Era	47

Chapter Summary.....	51
CHAPTER THREE: RESEARCH METHODS	
Research Design	53
The Case	55
Theoretical Frameworks	57
Data Collection Process.....	59
Participants	60
Interviews.....	62
Interview Titling	65
Coding Process.....	65
Observations.....	66
Review of School Artifacts	67
Data Analysis.....	68
Ethical Considerations	70
Chapter Summary.....	71
CHAPTER FOUR: RESULTS AND ANALYSES	
Organization of the Findings	72
Guidance Counseling Versus College Counseling.....	77
The Role of College Counseling in Creating a College-Going Culture	87
Role and Responsibilities.....	92
The Role of Peer Networking in Creating a College-Going Culture	104
College Peer Counselors Selection Process.....	105
College Peer Counselors Training	111

College Peer Counselors Implementation.....	116
Practices of an Effective College Counseling Program.....	122
Space.....	123
Staffing.....	125
Environment and Integration.....	126
Costs.....	131
Signs of Social Reproduction.....	134
Chapter Summary.....	136
CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS	
Overview.....	138
Purpose of the Study.....	138
Summary of the Findings.....	139
Theme 1: Guidance Counseling Versus College Counseling.....	140
Theme 2: The Role of College Counseling.....	142
Theme 3: Peer Networking.....	144
Theme 4: Integration Into the School's Curriculum.....	146
Theme 5: Signs of Social Reproduction.....	147
Recommended Guidelines.....	149
Limitations.....	153
Future Research.....	153
Conclusion.....	154
APPENDIX A: PRINCIPAL SUPPORT LETTER.....	156
APPENDIX B: INSTITUTIONAL REVIEW BOARD APPROVAL LETTER.....	158

APPENDIX C: PARENT/GUARDIAN INFORMED CONSENT FORM.....	160
APPENDIX D: STUDENT ASSENT FORM.....	163
APPENDIX E: TEACHER/COUNSELOR/ADMINISTRATOR INFORMED CONSENT FORM	165
APPENDIX F: COLLEGE COUNSELOR INTERVIEW QUESTIONS	167
APPENDIX G: GRADE LEVEL COUNSELOR INTERVIEW QUESTIONS	170
APPENDIX H: COLLEGE PEER COUNSELOR FIRST INTERVIEW QUESTIONS	172
APPENDIX I: COLLEGE PEER COUNSELORS SECOND INTERVIEW QUESTIONS	179
APPENDIX J: SAMPLE FIELD NOTES	181
APPENDIX K: PICTURE OF HANDOUTS USED IN THE COLLEGE CENTER.....	184
APPENDIX L: COLLEGE COUNSELING NODE REPORT.....	186
APPENDIX M: COLLEGE PEER COUNSELOR NODE REPORT 1.....	190
APPENDIX N: COLLEGE PEER COUNSELOR NODE REPORT 2.....	200
APPENDIX O: GRADE LEVEL COUNSELOR NODE REPORT.....	205
APPENDIX P: COLLEGE PEER COUNSELORS SHIRT.....	208
APPENDIX Q: SENIOR PROFILE	211
REFERENCES.....	214

LIST OF TABLES

Table 1.	Public High School Class of 2007 Graduates, by Ethnicity, Eligible for Admission to a University of California or California State University Campus	8
Table 2.	Student Participants Interviewed	62
Table 3.	Data Collection Process	63
Table 4.	Data Collection by Source	68
Table 5.	Overview of Nodes, Subcategories, and Emerging Themes	75
Table 6.	College Counseling versus Guidance Counseling.....	81
Table 7.	College Peer Counselors 1 First Interview Question 41: What or Who Helped You Prepare for College?.....	89
Table 8.	College Peer Counselor Activities	110

LIST OF FIGURES

Figure 1. Black student admission rates into selective University of California campus.....	10
Figure 2. Theoretical frameworks.	58
Figure 3. Data analysis process.	71
Figure 4. College peer counselors 1 first interview tag cloud.	76
Figure 5. Functions of guidance counseling versus college counseling.	85
Figure 6. College counselor interview tag cloud.	89
Figure 7. College peer counselors 2 second interview tag cloud.....	105
Figure 8. How college peer counselors are utilized in the college counseling program.....	118

CHAPTER ONE

INTRODUCTION

Overview of the Study

Despite the election of the country's first Black president, our nation still struggles to provide educational opportunities for Black and other minority students (Carter, 2009; Lum, 2009). Many of the nation's inner-city public schools continue to be segregated and overcrowded with large numbers of poor minority students, many of whom may never experience the same educational opportunities that allowed President Obama to be elected as 44th president of the United States.

Access to a quality education continues to be a major civil rights issue that faces the country (Allen, Bournos-Hammarth, & Teranishi; Carter, 2009; Teranishi et al., 2004). States such as California continue to struggle to close the educational achievement gap that exists between Black and White students (Allen et al., 2002). Many of the nation's low-performing inner-city public schools continue to under serve a student population that is comprised primarily of Black and other poor minority students (Allen et al., 2002; Anderson & Larson, 2009; Griffin, Allen, Kimura, & Yamamura, 2007; Knight-Diop, 2010; Teranishi et al., 2004).

The U.S. public educational system continues to struggle with a legacy of segregated inner-city public schools (Allen et al., 2002; Kuykendall, 2004; Teranishi et al., 2004). Research shows that many inner-city schools have a

growing population of poor Black and other minority students who appear to have a challenging time graduating from high school and matriculating on to systems of higher education (Allen et al., 2002; Chapman, Laird, & KewalRamani, 2010; Editorial Projects in Education Research Center, 2010). The mission of the U.S. public educational system seems to vary, based on a student's race, where he or she grows up, or his or her socioeconomic status (Teranishi et al., 2004).

Evidence that opposes the existence of a post-racial era can be found in the U.S. (Allen et al., 2002). There continues to be segregated inner-city schools, large disparities in the college-going rates among the nation's Black students when compared to their White and Asian counterparts, and much higher unemployment rates among Blacks, again as compared to Whites and Asians (Allen et al., 2002; Krueger, Rothstein, & Turner, 2006; Kuykendall, 2004; McManus, 2011). The California Department of Education (California Department of Education [CDE], 2010) reported a 34% dropout rate for Black students during the 2007 academic year, which is 16% higher than the national average. During the same period, the dropout rates for White and Asian students were 12% and 8%, respectively (CDE, 2010).

The admission statistics for Black students are of greater concern once one considers that, on average, only 50% of Black students who enter the ninth grade graduate from high school (Chapman et al., 2010; Editorial Projects in Education Research Center, 2010; Krueger et al., 2006; Orfield, Losen, Wald, & Swanson, 2004). Research by the Editorial Projects in Education showed that, nationally, only 54% of Black students who should have graduated with the class

of 2007 received their diplomas. This research was conducted with the class of 2007 because the tracking of graduation rates usually lags a couple of years behind the current year (Editorial Projects in Education Research Center, 2010).

As California and the nation struggle with one of the worst recessions on record, many inner-city public high schools appear to be having an equally challenging, if not tougher, time ensuring that Black students are academically prepared to gain admission into college (Allen et al., 2002). This is of great concern because now, more than ever, a college degree has become the gateway into the middle class (Carter, 2009; Knight-Diop, 2010; Lapan & Harrington, 2010; McManus, 2011). Research indicates that college graduates earn more money and have lower unemployment rates than do people with only a high school diploma (Carter 2009; California Postsecondary Education Commission [CPEC], 2007b; McManus, 2011). A 2007 study conducted by the California Postsecondary Education Commission (CPEC) found that Californians with bachelor's degrees earn nearly double the income of individuals with only a high school diploma (CPEC, 2007b).

U.S. Department of Labor statistics show that, on average, individuals with college degrees have increasingly more career opportunities even in economic downturns (Carter, 2009; McManus, 2011). According to McManus (2011), individuals with college degrees are more likely to find jobs during a recession. Additionally, overall, there appear to be far fewer jobs available for people who merely complete high school (McManus, 2011). Many economists predict that the competition both for low-paying jobs and for admission into colleges will

continue to increase over the next 25 years (Carter, 2009; Jez, 2008; Krueger et al., 2006; McManus, 2011).

The unemployment rate for individuals 25 years and older who have less than a high school degree is approximately 14%, which is over three times the unemployment rate (4.2%) for individuals who have earned a bachelor's degree (Bureau of Labor Statistics, U.S. Department of Labor, 2011). The Bureau of Labor Statistics, U.S. Department of Labor also listed the unemployment rate for Blacks as 16%, which is double the rate of unemployment for Whites (8%) and Asians (7.8%).

Research indicates that Black students are far more likely to live in impoverished neighborhoods (Balfanz, 2009). According to the 2000 Census, six out of every ten Black students across the nation attend a public high school in which nearly half of students qualify for the federal government's free or reduced lunch program (Balfanz, 2009). Balfanz argues that many of the nation's Black students attend public schools in neighborhoods where the public educational system and the community at large usually devalue the role that a college education plays in upward mobility. In such neighborhoods and schools, perceptions about college attainability are often very low, and access to effective college counseling is often unavailable (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011; Chavous et al., 2003; Crane 1991; Crossley, 2003; Ogbu & Simons, 1998; Rodgers, 2008).

Ineffective educational support systems may be a major contributing factor in the lack of academic achievement of Black students (Altschul, Oyserman, &

Bybee, 2006; Jackson, 1988; Ogbu, 2003; Ogbu & Simons, 1998). Ignoring the role that education plays in upward mobility often contributes to Black students' not taking school seriously (Altschul et al., 2006). According to Bryan et al. (2011), effective college counseling often serves as a source of school-based social capital for students. College counselors often assist students by supporting their college aspirations and career exploration through relationship building and mentoring (Bryan et al., 2011). However, many low-performing and inner-city schools have moved away from college counseling as a model to assist with these tasks (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008).

Researchers state that Black and minority students' lack of access to effective college counseling often creates gaps between their college aspirations and academic preparation (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008). According to Bryan et al. (2011), minority students often have their college aspirations derailed by counselors who are more focused on standardized testing and other non-counseling activities.

One of the key educational opportunities that assists Black and other minority students to achieve a college education is access to effective college counseling (Bryan, Moore-Thomas, Day-Vines, & Holcomb-McCoy, 2011; Lapan & Harrington, 2010; Muhammad, 2008). The approaches to college counseling that are practiced in many inner-city high schools, however, often fail in comparison to the approaches that are commonplace in suburban or more affluent schools (Allen et al., 2002; Carter, 2009; Bryan et al., 2011). Research

indicates that Black and other minority students are often negatively affected by ineffective or often nonexistent college counseling (Bryan et al., 2011; Knight-Diop, 2010; Lapan & Harrington, 2010).

Additionally, researchers indicate that Black students are more likely to attend schools that have new or inexperienced counselors than are White or Asian students (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008). Notably, inner-city high school counselors often lack the proper understanding of the college admission process needed to properly advise Black and other minority students in regard to their college aspirations (Bryan et al., 2011). Extensive research attributes the low college admission rates for Black and other minority students to such inequities as well as to a host of other disparities (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008).

While research shows that Black students often desire to pursue a college degree, very few of these students actually understand the relationship between their academic achievement and admission requirements (Lapan & Harrington, 2010). Researchers believe that effective college counseling in failing high schools can be designed to ensure that Black students understand the linkage between their academic performance and college attainability (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008). Declining school funding and the focus on high-stakes testing have caused many inner-city high schools to cut college counseling programs (Bryan et al., 2011). Research indicates that many high school counselors who work in inner-city high schools do not have the time or the training necessary to provide Black students with the level of academic

advising necessary to map out opportunities in higher education (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008).

Many low-performing and inner-city schools have implemented a system of counseling in which each counselor has been forced to maintain student caseloads of 300 to 1,000 students. CPEC (1983) felt that there would be a great disparity in the number of minority students who were academically prepared to gain admission into the University of California because many of these students would not meet the admission requirements. Over 25 years have passed, and CPEC's forecast appears to be a reality. Many Black and other minority students attend schools that are not preparing them academically to meet the core course requirements for admission to college (Allen et al., 2002; Griffin, 2009).

Many Black students who attend inner-city public schools in California and across the nation are not being groomed for a college education (Allen et al., 2002; Bryan et al., 2011; Griffin, 2008, 2009; Griffin et al., 2007; Teranishi et al., 2004). In 2007, only 6.3% of the approximately 36,000 Black students who graduated from a California high school were eligible for admission into the University of California (UC), which is the flagship public university system in California (Griffin, 2008, 2009). Table 1 presents CPEC data on the percentages of high school graduates from the class of 2007 who were eligible for admission into UC or California State University (CSU) campuses (Griffin, 2008, 2009).

Table 1

Public High School Class of 2007 Graduates, by Ethnicity, Eligible for Admission to a University of California or California State University Campus

Ethnicity	UC (%)	CSU (%)
Asian	29.4	50.9
Black	6.3	24.0
Latino	6.9	22.5
White	14.6	37.1

Griffin, A. (2008). *University eligibility study for the class of 2007* (Report 08-20).

Sacramento, CA: California Postsecondary Education Commission.

The number of Black students who were admitted to a CSU campus is 24%. This percentage still lags in comparison to that of Asian (50.9%) and White (37.1%) students who were admitted to a CSU campus during the same time period (Griffin, 2009). Black students are more likely to gain admission to one of 23 CSU campuses, compared to a UC, because most of the CSUs seek to provide access to all students who meet the minimum admission standards. The standards are a minimum of a 2.0 grade point average (GPA) in A-G courses and test scores of at least 30 on the ACT or 1300 on the SAT. Most CSU campuses are not as selective as are UC campuses. However, CSU campuses have projected to become far more selective in the coming years due to state budget cuts (CPEC, 2010). These cuts are projected to eventually lead to fewer slots at CSU campuses for students who meet the minimum admission requirements.

Between 1997 and 2007, the admission rates for Black students who were academically eligible for the UC was down approximately 20% (Johnson, Mosqueda, Ramón, & Hunt, 2008). However, research indicates that the number of Black students who applied to UC rose by over 60% between 1997 and 2007 (Johnson et al., 2008). According to Johnson et al., “[Blacks] today constitute the lowest admitted group of students at each UC campus” (p. 1). The decrease in Black admission rates is higher at more selective UC campuses such as UCLA, UC Berkeley, and UC San Diego. For example, the number of Black students who were admitted to UCLA and UC Berkeley between 1997 and 2007 was down by approximately 30% (Johnson et al., 2008). Figure 1 shows the decline in admission rates into selective UC campuses between 1997 and 2007 (Johnson et al., 2008). While the number of Black students admitted to CSU is higher, there is a need to be concerned about their low admission rates to UC campuses because California has one of the largest populations of Black students in the nation (Allen et al., 2002).

The need to prepare more Black students for college is not a problem that is unique to California. Rather, many of the nation’s colleges and high schools are searching for ways to increase the number of Black students who matriculate into systems of higher education (“The Journal of Blacks in Higher Education” [JBIHE], 2008). Nationally, Black students make up approximately 14% of the enrollment at four-year colleges and universities, compared to 62% for White students (National Center for Education Statistics, 2011a). California offers a

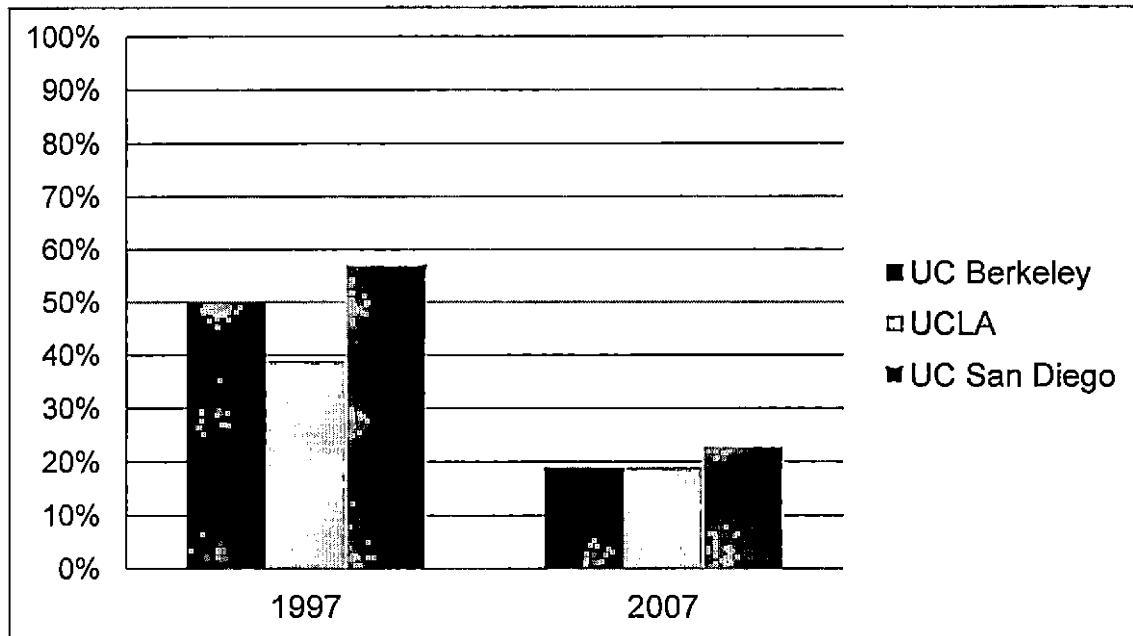


Figure 1. Black student admission rates into selective University of California campus.

Johnson, R., Mosqueda, C., Ramón, A., & Hunt, D. (2008). Gaming the system: Inflation, privilege, and the under-representation of African American students at the university of California. *Bunche Research Report, 4(1)*, 1–57.

unique opportunity to study college admission because the state has the most extensive system of higher education in the world.

According to the National Center for Education Statistics (2011b), California has a total of 454 degree-granting colleges and universities. California has 146 public four-year colleges/universities and 102 public community colleges. There are far more opportunities for Black students to attend college in California than anywhere else in the nation, yet many Black students are not

gaining admission into the state's more selective colleges and universities at the same rates as are their White and Asian counterparts (Allen et al., 2002).

Studying the role of effective college counseling programs in increasing college access for Black students may provide an opportunity for educators to better understand the role that college counseling plays in creating a college-going culture among Black students.

Statement of the Problem

The overall quality of college counseling in public high schools plays a significant role in increasing college access for minority students (Bryan et al., 2011; Farmer-Hinton, 2008b; Farmer-Hinton & McCullough, 2008; Lapan & Harrington, 2010; Muhammad, 2008). In addition to the space required, the college center model calls for a college counselor and college peer counselors to help students realize their college aspirations (Lapan & Harrington, 2010). Many inner-city high schools have moved away from the model of college counseling in favor of a system in which counselor duties are relegated to scheduling students for classes and handling student discipline issues (Lapan & Harrington, 2010; Muhammad, 2008). This is a problem because research indicates that college counseling may serve as a vital link between college aspirations and academic preparation (Lapan & Harrington, 2010).

Many inner-city high schools have decided not to devote their financial resources, space, or their time toward college counseling or developing a college-going culture among Black students. Inner-city schools that are fortunate

enough to have a college counselor and/or a college center, however, often lag in comparison to college counseling programs at high-achieving or affluent schools (Bryan et al., 2011). In many cases, there are no clear guidelines for how inner-city schools should implement effective college counseling programs. Schools without an effective college counseling program appear to have a difficult time creating a college-going culture among Black and minority students (Bryan et al., 2011; Farmer-Hinton & McCullough, 2008; Lapan & Harrington, 2010; Muhammad, 2008).

The college admission process is very complex and requires highly specialized training for high school counselors (Bryan et al., 2011). College admission requirements often vary from college to college and require that high school counselors have extensive knowledge in advising students on a range of topics. These topics include how to calculate a college GPA, when to take college admission tests (PSAT, SAT, and ACT), how to write a personal statement, which colleges require letters of recommendation, admission deadlines, application costs, tuition costs, effective scholarship searches, and how to select a major, as well as a host of other topics that are integral to the college admission process.

According to Farmer-Hinton and McCullough (2008), counselors play an important role in the college planning of minority students. In 2010, the College Board released a report on the complexity of understanding college admission requirements (The College Board, 2010). The College Board is a nonprofit organization that administers college admission tests (such as the SAT and SAT

Subject exams) that are used by many of the nation's colleges and universities. Their 2010 report found that many students and their parents do not fully understand the college admission process. This is important because many of the participants in the College Board's study indicated that access to an effective college counselor plays a vital role in making the college admission process easier to navigate.

The current economic climate in the nation has forced many inner-city schools to defund college counseling programs (Bryan et al., 2011). Many inner-city schools have a system where every counselor is expected to be knowledgeable about the college admission process. However, many counselors who work in inner-city high schools have failed to receive the necessary training to effectively counsel students on college admission requirements (Bryan et al., 2011). Research indicates that schools that are successful at sending students to college tend to have effective college counseling programs that consist of college counselors, a college center, and students who function as peer college advisors (Bryan et al., 2011; Farmer-Hinton & McCullough, 2008; Lapan & Harrington, 2010; Muhammad, 2008). Unfortunately, many students who attend inner-city schools no longer have access to a single person or a location to receive information or have their questions about the college admission process answered.

College admission is an ever-changing process that requires ongoing training and relationship building with college admission offices. Unfortunately, many inner-city schools struggle to provide students with a college counselor

who is knowledgeable about the college admission process, with whom students can connect, to create a college-going culture (Lapan & Harrington, 2010). Additionally, college recruiters usually prefer to have one point of contact when visiting a school and need space to meet students to go over admission requirements. A school's lack of a college counseling program usually presents a major obstacle for college recruiters.

The U.S. public educational system has long been an example of a system of education that can either help or hinder a student largely based upon one's race, culture, or class (Allen et al., 2002; Anyon, 1980; Bowles & Gintis, 1976; Bowles & Gintis, 2003; Crossley, 2003; Giroux, 2006; Krueger et al., 2006; Teranishi et al., 2004). On one end of the spectrum, the public educational system creates great opportunities for students who attend public schools in more affluent neighborhoods, where perceptions of college attainability are generally more positive (Crossley, 2003). These schools often devote resources toward college counseling and activities that build cultural and social capital (Altschul et al., 2006; Bowles & Gintis, 1976; Bryan et al., 2011; Crossley, 2003; Farmer-Hinton, 2008b; Farmer-Hinton & Adams, 2006). There are numerous studies which suggest that students who attend schools in affluent neighborhoods are more likely to have at least one of their parents who volunteer at the school or who make financial donations to fund extra school activities, such as a college center, that benefit their students academically and culturally (Bowles & Gintis, 1976; Bryan et al., 2011; Crossley, 2003; Krueger et al., 2006).

On the opposite end of the spectrum is an educational system in which Black and other minority students appear to struggle to graduate and to continue on to four-year colleges. For example, the 2000 Census indicated that 74% of White students lived with two parents compared to only 35% of Black students (Krueger et al., 2006). Many Black students grow up in single-parent households in communities where single mothers often earn far less than their White counterparts (Krueger et al., 2006). According to the California Educational Opportunity Report (2010), Black students are eight times more likely than are White or Asian students to attend schools that struggle to recruit qualified teachers and counselors. Where students fall on the educational continuum has a lot to do with their access to effective college counseling and their perceptions of college attainability as well as the educational level of their parents (Anyon, 1980; Balfanz, 2009; Krueger et al., 2006). However, the college admission process is so complex to navigate that research shows that all high school students benefit from college counseling (Farmer-Hinton & McCullough, 2008; Lapan & Harrington, 2010; Muhammad, 2008).

The admission data for 13 nationally high-ranking colleges and universities show a decline in the enrollment of Black freshmen ("JBIHE", 2008). This decline has been attributed to low grades and even lower test scores on standardized tests such as the SAT and ACT ("Bunche Research Report" [Bunche], 2005). The problem is that many Black students appear to attend high schools in which they are not being groomed for a college education (Allen et al., 2002; Krueger et al., 2006). Many inner-city public schools that have low

college-going rates may not be learning from the approaches that are implemented at successful public schools (Bryan et al., 2011; Lapan & Harrington, 2010). According to Bryan et al., schools in affluent areas often have college centers that are staffed by college counselors who are extremely knowledgeable about the college admission process. The research begs the question of whether there are innovative ways to implement college counseling programs that engage Black students in the college admission process and whether schools with large populations of Black students can benefit from having college counselors, peer college counselors, and dedicated space for college centers.

This research focuses on an inner-city high school that has implemented a comprehensive college counseling program as a means to provide an in-depth description of the best practices of an effective college counseling program for Black students.

Purpose of the Study

This research study examines the role of college counseling in increasing college access for Black students. The researcher conducted a case study of an inner-city high school that has implemented a comprehensive college counseling program. This case study was conducted at an inner-city high school in Watts, an area of Southern California. According to Creswell (2007), a case study is an investigative approach that allows researchers to collect multiple sources of information to better understand a unique program, service, or phenomenon.

The purpose of this case study was to learn more about the role of the college center, the college counselor, and college peer counselors in creating a college-going culture among Black students. The researcher was interested in developing recommendations for implementing strategies necessary to operate an effective college center at other inner-city high schools. As noted, research indicates that effective college counseling is necessary to ensure that minority students are academically prepared to meet college admission standards (Bryan et al., 2011; Lapan & Harrington, 2010; Muhammad, 2008).

The site that was selected to conduct this case study met the following criteria (a) inner-city public high school, (b) high population of Black students (58%), (c) 73% of the students qualify for the free or reduced lunch program, (d) approximately 81% of the Black students continue on to college, and (e) approximately 90% of students who graduate from the research site continue on to four-year colleges and universities, which is considered a high college-going rate (CDE, 2010). The research site has approximately 1700 students, of whom 58% are Black, 40% are Hispanic/Latino, and the remaining 2% are Asian, White, or multicultural. Black students, who attend this high-achieving high school, are in the majority.

The role of the school's college counseling center has not been adequately explored as a source for creating a college-going culture among Black students. Research is just now beginning to provide guidelines and strategies for creating a college going culture in schools that may be struggling to

increase college access among Black and other minority students (Lapan & Harrington, 2010; McDonough, 1997).

Research Questions

There are two research questions that guided this case study:

1. What is the role of the college center, the college counselor, and the college peer counselors in creating a college-going culture among Black students?
2. What guidelines and strategies are necessary for an effective college counseling program?

The first research question concerns the perceptions related to college attainability among Black students, particularly with respect to the role of the college center, college counselor, and college peer counselors in creating a college-going culture among Black students. The second research question concerns the school site's culture, campus climate, and the perceptions of Black students as these relate to college attainability. This question focuses on the college center as one of the main components of establishing and maintaining a college-going culture among Black students (Bryan et al., 2011; Farmer-Hinton, 2008a, 2008b; Farmer-Hinton & Adams, 2006; McDonough, 1997; Muhammad, 2008). The overall objective of this study was to present a case study that would add to the available research on college access for Black students and draw attention to what can be learned from studying an effective college counseling

program at an inner-city high school that has a successful record of sending large numbers of Black students to college.

The second research question relates to the development of minimum program standards necessary to implement a comprehensive college counseling program at inner-city high schools. According to Yin (2009), "As for the second component [of a single case study], each proposition directs attention to something that should be examined within the scope of the study" (p. 28). The answer to the second research question is intended to highlight best practices and assist inner-city schools with developing an effective college counseling program. The answer to this question is important because many inner-city high schools in California, and across the nation, have low numbers of Black students who continue on to four-year colleges and universities (Allen et al., 2002; Griffin, 2009). For example, CPEC (as cited in Angeli & Fuller, 2010) reported that, although the rate of Black students admitted into any public college or university increased by nearly 50% in 2007, it has since been on a steady decline.

Significance of Study

Social scientists have long examined, using a deficit model, the achievement gap that exists between Black and White students. From this perspective, increasing college access for Black students has a lot to do with parental involvement, high standards, and positive student engagement in the educational process (Allen et al., 2002; Bryan et al., 2011; Farmer-Hinton & Adams, 2006). However, many researchers have overlooked the role that

effective college counseling plays in creating a college-going culture among Black high school students. Lapan and Harrington's (2010) research on college counseling demonstrates the shift in public high schools away from college counseling, and other research indicates gaps between the college aspirations of minority students and their academic preparation (Chavous et al., 2003; Dickson, 2006; Rodgers, 2008). Studying the effects of college counseling on creating a college-going culture among Black students has not been adequately explored in a setting in which Black students are in the majority and are excelling academically in an inner-city high school.

Limitations

This study is limited by the availability of participants, the time available for data collection, and the actual case being studied. Early on, the dissertation committee decided to focus the study on evaluating an effective college counseling program so that the researcher could collect and analyze data relevant to the research questions. The findings of this study may not be generalizable to schools that are not similar to the research site. Thus, the results of the study are limited to the select population within this school and, potentially, to schools with similar characteristics. That is, the students in this study chose to attend a school with the mission of being in careers in science, medicine and technology. The mission of the school selected for this study is to prepare students for careers that require college preparation. Thus, the students

at the research site may be different from those from the more general population of students.

The goal is to present a case study that describes the practices and approaches of an effective college counseling program that may serve as a model for other inner-city high schools. The researcher does not assert that recommendations based on the findings can be implemented at schools that differ in important ways from the research site. The implementation of similar practices would lend support for further research to determine if these practices help increase college-going rates among Black students among similar schools in the surrounding area.

This study is limited by the researcher's ability to describe the attributes of a comprehensive and effective college counseling program as an intervention, which is perceived to increase college access for Black students. Additionally, the findings of this study are limited by the biases of the researcher and the participants in the study, which may affect the validity of the data collection process. According to Yin (2009), "Case study investigators are epically prone to [their biases] because they must understand the issues beforehand" (p. 72). However, the researcher took every step possible to ensure that unanticipated findings could emerge during the data collection and analysis processes.

Delimitations

The delimiting factors of this study include the academic success of neighboring schools, parental involvement, studying the success rate of Black

males compared to Black females, self-selection bias, what happens in the classroom, and/or researching the differences between magnet schools compared to traditional schools. The dissertation committee approved the research site as an inner-city high school based on data on the CDE website. The research site met the following criteria: approximately 73% of the students qualify for the free or reduced lunch program, approximately 81% of the students continue on to college, and the school's API and AYP numbers are in the upper 25 percentile statewide. The definition of an effective college counseling program was determined by the dissertation committee. The researcher delimited this study to the college center, college counselor, college peer counselors, evaluating effective college counseling practices as an intervention method, and data collected while reviewing school artifacts, during interviews, and observations.

Definition of Terms

For the purpose of this study, the definitions of the following terms are used:

A-G requirements. The high school courses that are required to be eligible to apply for admission into the University of California or the California State University system.

Achievement gap. The disparity between the academic performance of various racial or ethnic groups.

Black student. Any student who self identifies as a person who has African ancestry.

College admission process. The process by which students apply and are admitted to a four-year college or university.

College center. A place, usually a classroom, where students receive advice on the college admission process. The center also serves as a venue for presentations from visiting university representatives.

College counselor. A person who is certified to advise students on the college admission process.

College-going culture. An environment that consistently promotes the expectations and value of a college education and access to that education.

College recruiter. A person who works at a college or university who visits high schools to recruit prospective students.

Four-year college/university. An educational institution that awards bachelor's degrees.

Inner city. The central or innermost parts of a city, often associated with problems related to poverty.

K-12 education. The primary school education between kindergarten and the 12th grade.

Matriculation. The process that students follow to be enrolled or admitted to a college or university, after meeting the academic standards required to be accepted for a course of further education.

Minority students. Students who are typically from a minority group, e.g., Blacks, Latinos, poor Whites, and certain Asian or Pacific Asian groups.

Non-traditional public high schools. A public high school that requires students to apply to gain entrance. Examples include charter schools, magnet schools, and highly gifted magnet schools.

Pre-college program. A program that is designed to prepare minority students to attend four-year colleges or universities.

Traditional public high schools. Traditional high schools enroll students according to predetermined district boundaries unless these schools are designated for other purposes.

Trio programs. Federally funded educational opportunity outreach programs designed to increase college access for students from disadvantaged backgrounds.

Dissertation Organization

This dissertation is organized into five chapters. This chapter provided the background for this study, its purpose, and presented why the study of an effective college counseling program at a high-achieving inner-city high school makes for worthwhile research. Chapter Two contains a review of the literature related to creating a college-going culture among Black and other minority students. Chapter Three presents the methodology, including procedures used to gather and analyze the data. Chapter Four presents the findings that emerged

from the case study. Chapter Five provides a conclusion, the limitations, and the implications of this study.

CHAPTER TWO

REVIEW OF THE LITERATURE

The literature reviewed in this chapter concerns college access for Black students and the role that counseling plays in that access. The chapter begins with the literature on creating a college-going culture, followed by the role of college counseling in creating a college-going culture among Black and other minority students, family and peer influences, Black students' perceptions about college attainability, social reproduction in a capitalistic society, the effects of growing up in impoverished neighborhoods on the academic achievement of Black students, and education in a post-racial area. The chapter concludes with a summary.

Creating a College-Going Culture

One of the most talked-about areas of school reform is how to create a college-going culture that affords an equal opportunity for all students to achieve a college education (McClafferty, McDonough, & Nuñez; 2002; The College Board, 2006). McClafferty et al. (2002) believe that creating a college-going culture among Black and other minority students can be a huge undertaking. Many inner-city schools struggle to ensure that all students are academically prepared to matriculate to systems of higher education (McClafferty et al., 2002; The College Board, 2006). According to McClafferty et al., "Most often, Black and Latino students have high career and academic expectations, but the lack of

relevant high school programs and school structures tends to doom them to a cycle of failure” (p. 2). Having relevant high school programs that promote college attainability involves integrating college admission requirements into a school’s curriculum. Creating a college-going culture means developing opportunities for all students to understand the relationship between academic achievement and college attainability (McClafferty et al., 2002; McDonough, 1997; Rochford, O’Neill, Gelb, Ross, & Stark Education Partnership, 2011; The College Board, 2006).

Historically, creating a college-going culture in inner-city high schools has been challenging because students and parents often do not have access to the information necessary to navigate the college admission process (McClafferty et al., 2002). McDonough’s (1997) research on creating a college-going culture focused on the experiences of high school students as they began to shape their decision-making about the college admission process. McDonough found that creating a college-going culture means providing all students with the necessary information about college admission, which she believes involves a more complex process of social and organizational structures than has been previously understood.

One of the challenges involved in creating a college-going culture is the reality that many students who attend inner-city high schools tend to have parents who did not attend college (McClafferty et al., 2002). According to McDonough (1997), this places the responsibilities on schools to ensure that all students have access to information and resources necessary to make sound

decisions about academic preparation and student outcomes. Research indicates that creating a college-going culture in communities with low college-going rates requires the involvement of teachers, counselors, administrators, students, parents, partnerships with local colleges and universities, and the involvement of the community at large (McClafferty et al., 2002; Rochford et al., 2011).

The concept of creating a college-going culture was developed out of the idea that schools and communities need to offer learning environments in which all students are expected to achieve a certain level of academic success that encourages students to want to continue their education through college (McClafferty et al., 2002; Rochford et al., 2011; The College Board, 2006). McClafferty et al. believe that school culture and how school districts effectively work to develop school curriculum and programming that successfully integrates college culture into school activities contribute to the development of a college-going culture. This school effort includes having discussions about and activities related to college attainability as early as elementary school (McClafferty et al., 2002).

Creating a college-going culture involves a great deal of teamwork, collaboration, and planning to ensure that all students receive the information necessary to make sound decisions about their future (McDonough, 1997). According to McDonough, creating a college-going culture includes, but is not limited to, the following best practices:

1. Curriculum alignment with a focus on college attainability
2. Linked assignments about college
3. Access to rigorous coursework
4. Allowing counselors to perform career planning and college planning
5. Teachers and administrators serving as college counselors
6. Parental involvement in college planning
7. Peer networking about college admission processes
8. Forming partnerships with local colleges and universities
9. Field trips to local colleges and universities

Access to Rigorous Coursework

One of the key elements of creating a college-going culture among Black students is access to rigorous coursework (Conger, Long, & Latarola, 2009). The research on preparing Black students for college focuses primarily on the inability of elementary and secondary schools to educate Black students in environments that challenge them academically (Allen et al., 2002; Conger et al., 2009; Jez, 2008; Johnson et al., 2008). For example, Johnson et al. and Conger et al. noted that Black students are less likely to enroll in college prep courses, such as advanced placement (AP) courses, compared to White or Asian students. This presents a major problem because completing and passing AP courses often serves as the gateway to admission into highly selective colleges and universities (Allen et al., 2002; Conger et al., 2009; Johnson et al., 2008).

Allen et al. (2002) as well as the Ralph J. Bunche Center for African American Studies at UCLA ("Bunche", 2005; Teranishi et al., 2004) conducted

research on the academic coursework offered at public schools in California. The research yielded large disparities between the numbers of AP courses offered at many inner-city high schools and schools attended by White and/or Asian students (Teranishi et al., 2004). According to Teranishi et al. and Conger et al. (2009), many inner-city high schools in California often offer a fraction of the AP courses that are offered at affluent or high-achieving schools.

Conger et al. (2009) and Allen et al. (2002) argue that inner-city schools often fail to offer students access to the AP courses necessary to compete for admission into highly selective colleges and universities, and Conger et al. noted that there usually are not enough qualified teachers in inner-city high schools to teach AP courses. Conger et al. also noted that there are major differences in course-taking habits among the racial groups. In most cases, elite high schools are less affected by a lack of AP courses because students often have far more options to take college-level courses such as community college or online courses.

White students make up 49% of the population at the top 50 schools in California that offer the greatest number of AP courses (Johnson et al., 2008). In contrast, Black students make up only 5% of students who are enrolled in AP courses in California's top 50 schools (Solórzano & Ornelas, 2004). Additionally, there are fewer opportunities for inner-city schools to offer college-level courses because many of these schools tend to have a difficult time retaining AP teachers, or there may not be enough high-achieving students to fill an AP class (Allen et al., 2002; "Bunche", 2005; Conger et al., 2009, Teranishi et al., 2004).

Holzman (2007) focused on how schools can begin to create a college-going culture among Black students. He believes that Black students excel when they have access to rigorous courses but noted that inner-city high schools have far fewer resources available to fund AP programs compared to schools in suburban areas. Research indicates that schools that have challenging coursework enable Black students to graduate on time, academically prepared to enter college (Holzman, 2007; Manzo, 2005). Holzman noted that limiting access to AP courses could hinder a Black student's ability to be challenged academically and continue on to college.

As noted, AP classes generally have been reserved for high-achieving White and Asian students (Manzo, 2005). This is of great concern because AP courses are used by college admission staff to measure a student's ability to perform in college (Allen et al., 2002; "Bunche", 2005; Conger et al., 2009; Holzman, 2007; Manzo, 2005; Teranishi et al., 2004). Research indicates that one of the ways to counter the effects of not having access to rigorous courses is for schools to develop partnerships with their local colleges and universities (Farmer-Hinton, 2008a; Olivia, 2008).

Developing Partnerships With Colleges

One of the most effective ways to help create a college-going culture among Black and other minority students is for public high schools to form partnerships with local colleges and universities (Olivia, 2008). Public school districts and colleges have a long tradition of working together in many areas to increase the college-going rates of high school students. According to Olivia,

several college access programs in Texas have shown positive outcomes in terms of developing a college-going culture among minority students.

Many colleges and universities are interested in increasing the diversity on their campus. This desire often leads to colleges/universities' partnering with school districts to help create policies at the state and national level that promote the coordination between public schools and institutions of higher learning (Olivia, 2008). Opportunities for school districts to collaborate with colleges and universities are needed because institutions of higher learning often serve as a training ground for counselors, teachers, and administrators (Olivia, 2008). Olivia stated, "Within Texas, several specific state legislation statutes involving K-16 school-university partnerships point to ways in which educators can individually and institutionally become more engaged with schools to improve college outcomes" (p. 120). Research indicates that many school districts are in need of a paradigm shift whereby counselor training programs effectively communicate the need to develop a college-going culture among all students (Olivia, 2008).

School districts and institutions of higher learning need to develop lasting partnerships that ensure that all students have access to qualified school staff that can prepare them for college (Rochford et al., 2011). These partnerships are often known as P-16 or P-18 partnerships because they are best suited to start in pre-school and continue through the completion of college (Rochford et al., 2011).

Many of the nation's institutions of higher learning offer examples of models for partnering with school districts to help create a college-going culture

among minority students (Anderson & Larson, 2009; Bergin, Cooks, & Bergin, 2007; Stoel, 1992; Walsh, 2011). These include programs such as Upward Bound, Talent Search, TRIO, GEAR-UP, Young Black Scholars, and a host of other pre-college programs. According to Anderson and Larson, Upward Bound and Talent Search are two federally funded pre-college programs that work to create a college-going culture among low-income and first-generation college students. Upward Bound and Talent Search are known as federally funded TRIO programs. Walsh (2011) found that students who participated in one of the federal TRIO programs were 17% more likely to enroll in college than were students with similar backgrounds.

Pre-college programs help low-income and minority students to understand the importance of pursuing a college education (Anderson & Larson, 2009; Bergin et al., 2007; Pitre & Pitre, 2009; Walsh, 2011). According to Pitre and Pitre, "During a time when equity-based policy initiatives are under attack in the United States, governmental TRIO Programs remain one proven pathway for ensuring college preparedness and access for all students" (p. 39). Partnerships between school districts and institutions of higher learning provides first-generation college-bound minority students with college counseling, tutoring, and help in building positive peer networks; they also can give students the opportunity to tour college campuses (Anderson & Larson, 2009; Perna et al., 2008; Pitre & Pitre, 2009).

In addition to providing college counseling, many pre-college programs get minority students involved in planning for college at an early age (Anderson &

Larson, 2009; Perna et al., 2008; Pitre & Pitre, 2009). Such efforts appear to spark an interest and build capacity for minority students to begin to realize that college is attainable. Pre-college programs, such as TRIO, have a rich tradition of helping schools and communities to create a college-going culture among minority students (Anderson & Larson, 2009; Perna et al., 2008; Pitre & Pitre, 2009). Unfortunately, funding for these programs is very limited, and not every school that is in need of such programs has access to them.

Partnerships between institutions of higher learning and school districts appear to be successful because they expand the opportunities for minority students to access information about college admission requirements (Walsh, 2011). Researchers indicate that these partnerships should be explored by every college and public school district in the nation (Anderson & Larson, 2009; Perna et al., 2008; Pitre & Pitre, 2009). K-16 partnerships allow high schools and colleges to pool their resources to afford poor families a broad understanding of the importance of achieving a college education (Olivia, 2008; Rochford et al., 2011).

The Role of College Counseling

High school counselors play a vital role in the college aspirations of all students (Bryan et al., 2011; Farmer-Hinton & Adams, 2006; Lapan & Harrington, 2010; Muhammad, 2008). According to Lapan and Harrington, high school counselors play an important role in school reform and in creating a college-going culture among students. For example, as many as 83% of the high school

students in the Chicago public school system desired to attend college after graduation (Lapan & Harrington, 2010). This statistic is in line with the results of several other studies on the college aspirations of inner-city students (Bryan et al., 2011; Farmer-Hinton & Adams, 2006; Muhammad, 2008).

Researchers believe that high school counselors play an important role in assisting students in identifying the knowledge and skills that are needed to gain admission into college (Bryan et al., 2011; Muhammad, 2008, Perna et al., 2008). Perna et al. found that student-to-counselor ratios in many low-performing high schools had a negative effect on students' college aspirations. Many high school counselors are no longer afforded the time necessary to meet to discuss career or college planning with all the students in their caseloads (Lapan & Harrington, 2010). Students who attend high school in high-poverty settings are more than likely to attend schools in which counselors are not afforded the necessary tools, training, or time to provide students with college advising (Bryan et al., 2011; Perna et al., 2008). Unfortunately, many counselors who work in inner-city high schools have had their counseling assignments confined to overseeing student discipline and scheduling classes that meet graduation requirements (Bryan et al., 2011; Lapan & Harrington, 2010; Roderick, Nagaoka, Coca, & Moeller, 2008).

The Comprehensive School Counseling Model of the American School Counselor Association (American School Counselor Association [ASCA], 2003) indicates that high school counselors are most effective when they are afforded the opportunity to advise students about their future aspirations, including both career and college planning (Lapan & Harrington, 2010). Standards were

established by the ASCA to address concerns over how counselor duties were shifting away from providing students with academic planning. The Comprehensive School Counseling Model argues for the need for high school counselors to be trained to assist students with college and career planning (Lapan & Harrington, 2010). High school counselors need to be well versed in all areas of college planning, which include college admission testing, admission requirements, application deadlines, costs of tuition, financial aid and scholarship processes, and majors as well as of other processes that are specific to the college admission process (Bryan et al., 2011; Lapan & Harrington, 2010).

Many inner-city and low-performing high schools have failed to implement the standards for effective counseling that were developed by the ASCA (ASCA, 2003; Bryan et al., 2011; Lapan & Harrington, 2010; Roderick et al., 2008). This may be attributed to the lack of support from school administration and/or the lack of funding (Lapan & Harrington, 2010). Researchers who followed students in Chicago's public schools found that there were gaping holes between what students knew about college admission and what it really took to gain admission into college (Roderick et al., 2008). These students encountered major obstacles when they asked their counselors about college admission requirements (Roderick et al., 2008).

Select school sites have been successful in developing and supporting a comprehensive college counseling program that focuses entirely on increasing the numbers of minority students who attend college (Abi-Nader, 1990; Bryan et al., 2011; Farmer-Hinton, 2008b; Farmer-Hinton & Adams, 2006; Muhammad,

2008; Lapan & Harrington, 2010). These schools often have administrators, teachers, and college counselors who have adopted a clear college preparatory mission whereby counselors provide highly personalized college planning (Lapan & Harrington, 2010).

Schools with effective college counseling programs often have curriculum centered on college enrichment activities that get entire families involved in the college planning process (Farmer-Hinton, 2008b; Lapan & Harrington, 2010; Muhammad, 2008). Schools that are committed to increasing college access need to ensure that students have access to effective college counseling (Bryan et al., 2011). This requires school leaders, counselors, and parents to be aware of and understand existing successful models for preparing minority students for college (Lapan & Harrington, 2010).

Family and Peer Influences

Family and peer influences can present a challenge to creating a college-going culture among Black students (Farmer-Hinton, 2008a, 2008b; Muhammad, 2008, Ogbu, 2003, Smetana & Gaines, 1999; Sokatch, 2006; Wartman & Savage, 2008; Weininger & Lareau, 2003). The college planning process for Black students is influenced by the perceptions of the individuals who counsel them throughout their adolescent years (Sokatch, 2006). These individuals include parents, siblings, classmates, teachers, and random associates (Farmer-Hinton, 2008b). According to Farmer-Hinton, peers and family members often

mentor Black students about the importance of doing well in school and continuing on to college.

Nevertheless, researchers believe that Black students may be at a disadvantage because they are more likely to have parents, family members, and peers who have never attended college (Farmer-Hinton, 2008b; Tierney & Colyar, 2006). This means that Black students are more likely to have misinformation about the college admission process (Farmer-Hinton, 2006; Farmer-Hinton, 2008a, 2008b; Muhammad, 2008). According to Farmer-Hinton (2008b), "Parental support is necessary for college aspirations of students of color, but more direct parental guidance with students' college plans is needed to increase the chances that students of color will attend college" (p. 131). Sokatch (2006) stated, "Friends' plans are found to be the single best predictor of 4-year college enrollment for these low-income urban minority students" (p. 1).

Various types of social networks play an important role in the decision of Black and other minority students to pursue a college education (Farmer-Hinton, 2008b). Thus, student-centered, school-based college peer counselor programs are effective at increasing college access for minority students (Farmer-Hinton, 2008b; Sokatch, 2006). Schools that use peer networking in the college process usually select their best students to work as college peer counselors alongside the college counselor (Farmer-Hinton, 2008b). There are several successful college peer counselor programs in inner-city high schools across the nation. Farmer-Hinton (2008b) noted that college peer counselor programs appear to be

an inexpensive means to help minority students get actively involved in creating a college-going culture.

Researchers believe that student-to-student peer networking can assist schools in countering the misinformation that is often a by-product of students having parents who do not have a college education (Farmer-Hinton, 2008b). Peer networking can be a form of cooperative learning that can assist in shaping minority students' perceptions of college attainability (Sokatch, 2006; Farmer-Hinton, 2008a, 2008b)

Sokatch (2006) studied the extent to which peer networks affect the educational attainment of minority students and found Black students often rely on peer networks to make major decisions about life and their future aspirations. Having more friends who want to go to college appears to be a significant indicator of a Black student's chance of attaining a college education (Sokatch, 2006). Sokatch, as well as Farmer-Hinton (2008b) found that the perceptions of college attainability and peer networks among Black students play a major role in how these students view school. According to Sokatch, "These peer variables are stronger predictors of 4-year *college-going* behavior for [minority students], than they are for a comparison sample of all U.S. high school graduates" (p. 128). These findings serve to encourage these schools to promote volunteerism and cooperative learning among Black students (Farmer-Hinton, 2008b).

Perceptions of College Attainability

There is a paradox regarding the college aspirations of Black students in relation to their academic achievement (Pitre, 2006; Rodgers, 2008). Racial identity is largely based on an individual's belief about their group membership and their connectedness to a given set of social/cultural values (Rodgers, 2008). The literature indicates that Black students tend to enter into high school with an overwhelming awareness of racial stereotypes about academic success (Altschul et al., 2006; Caughy, O'Campo, Nettles, & Lohrfink, 2006; Chavous et al, 2003; Ogbu, 2003; Pitre, 2006).

Minority students tend to be more conscious of race/group membership and the labels/stigmas that are placed on them by those from within as well as outside of their own communities (Chavous et al., 2003; Graham, 1994; Ogbu, 2003). One major contributing factor that shapes perceptions of college attainability among Black students is that many feel that success in school will make them unpopular among their peers (Ogbu, 2003; Pitre, 2006). This is paradoxical because many Black students have high college aspirations, but many lack the academic preparation necessary to gain admission to college (Altschul et al., 2006).

Rodgers (2008) studied how racial, ethnic, and cultural identity are related to the socialization of individuals based upon stereotypes, beliefs, and values that are passed down from generation to generation. The failure of public schools to adequately prepare Black students academically for admission into college has been taken on as one of many cultural beliefs that are passed down

by family members, peers, and the greater society at large (Altschul et al., 2008; Caughy et al., 2008; Chavous et al., 2003; Ogbu, 2003; Rodgers, 2008). Black students develop their sense of self-identity through group membership and cultural connections that influence cultural values, perceptions, and group affiliations (Altschul et al., 2006; Caughy et al., 2006; Chavous et al., 2003; Rodgers, 2008). This process of group affiliation is usually described as cultural capital (Altschul et al., 2006). Cultural capital is one of the most useful tools in showcasing one's Blackness (Altschul et al., 2006; Caughy et al., 2006; Chavous et al., 2003; Rodgers, 2008).

According to Chavous et al. (2003) and Ogbu (2003), the presence of strong group affiliations within the Black community has worked to shape negative perceptions about the educational system. Black students appear to possess a negative outlook on the public educational system because of their awareness of educational inequalities and their membership in a minority group (Altschul et al., 2008; Caughy et al., 2008; Chavous et al., 2003; Ogbu, 2003). This outlook can greatly affect the academic achievement of Black students because group affiliation appears to have a stronger pull on students than does a desire to do well in school (Ogbu, 2003).

Many Black students are faced with the reality that the world views them as people who devalue education (Ogbu, 2003). Far too often, Black Americans tend to view academic achievement as an arena for White or affluent students (Chavous et al., 2003; Ogbu, 2003; Rodgers, 2008). Rodgers noted that gifted Black students are often accused of acting White, based on their high academic

achievement. In many inner-city areas, acting White tends to be associated with doing well in school, while acting Black means earning bad grades (Altschul et al., 2006; Ogbu, 2003; Rodgers, 2008). Black students who excel academically in school and continue on to college tend to develop buffers that allow them to counter the negative stereotypes about their academic success (Rodgers, 2008).

Social Reproduction in a Capitalistic Society

One of the most central aspects of the educational experience of Black students in the U.S. is the role that public schools play in a capitalistic society (Bowles & Gintis, 1976; Garrett, 2009; Giroux, 2006; Irving & Hudley, 2005; Weininger & Lareau, 2003). According to Bowles and Gintis and to Giroux, U.S. capitalism is set up to produce a disproportionate amount of injustice across generations. In U.S. society, schooling has long been used to socially construct the labor force and ultimately socio-economic status (Bowles & Gintis, 1976; Giroux, 2006). In a capitalist society, schools serve as structures that work to shape the perceptions of Black and other poor students (Bowles & Gintis). This is accomplished by concentrating large populations of poor people in areas where they tend to have jobs that do not require a college degree. Moreover, there is evidence that Black students do not attend college because they fail to understand how a college education will provide them with upward mobility into the middle class (Bowles & Gintis).

Bowles and Gintis (1976) discuss how schooling in a capitalistic society is driven by the needs of labor markets. According to Bowles and Gintis (2003),

upward mobility in to a higher social class is not a concern of the market-based U.S. capitalistic system. They argue that schools are little more than locations where the wealthy and elite socially reproduce their ideologies and exert economic control over the poor (Bowles & Gintis, 1976, 2003). Schools serve as structures that seek to reproduce the division of labor needed in the capitalist system, whereby children are exposed to the thinking necessary to reproduce the attitudes of the poor working class needed to maintain the current labor force (Bowles & Gintis, 1976; Giroux, 2006). Research indicates that, in a capitalistic society, the dominant culture works to suppress the flow of information to people who are on the lower end of the economic hierarchy (Anyon, 1980; Crossley, 2003; Giroux, 2006).

Affluent students tend to be trained through progressive methods that encourage freedom of expression (Anyon, 1980; Bowles & Gintis, 1976). According to Giroux (2006), the affluent continue to control the knowledge and skills that are most highly valued in society. This gives them a distinct advantage in the market or capitalist system (Bowles & Gintis, 1976). This process is often referred to as social reproduction (Bowles & Gintis, 1976; Crossley, 2003; Giroux, 2006;). The presence of social reproduction and a hidden curriculum in schools is supported by several studies ("Bunche Research Report" [Bunche], 2004; Johnson et al., 2008; Teranishi et al., 2004). Teranishi et al. stated, "There is considerable inequity in student educational experiences and outcomes, the educational settings where they are expected to learn, and the resources available to promote student learning" for Black students (p. 5). There is a

disconnect between what inner-city schools are teaching Black students about college and what the actual college admission processes entail (Johnson et al., 2008; Teranishi et al., 2004).

Access to college level prerequisite courses allows students to broaden their educational experience and, ultimately, increases their chances of gaining admission into college (Johnson et al., 2008). According to Johnson et al., Black students are 20% more likely than are White or Asian students to attend high schools that offer inadequate numbers of courses in English, Math, Science, and college-level electives. Overall, the research on inner-city schools suggests that many Black students are being socially reproduced to achieve the same level of social-class as their parents (Allen et al., 2002). They have very little opportunity for upward mobility out of the inner-city (Carter, 2009).

Carter (2009) argues that a college education tends to socially reproduce the cultural capital that is commonplace among affluent students. According to Allen et al. (2002) and Sokatch (2006), Black students are missing out on a post-secondary education that would afford them an opportunity to achieve upward mobility into the middle class. In most cases, the lack of college attainability serves as a roadblock to achieving mobility out of poverty (Carter, 2009; Sokatch, 2006). Access to a college education diminishes the negative effects of social reproduction by allowing Black students into social arenas that expand experiences beyond what they encounter in their normal surroundings (Carter, 2009; Sokatch, 2006).

Social reproduction is often implicit in the messages communicated by schools and educational policies (Allen et al., 2002; Bowles & Gintis, 1976; Martinez & Klopot, 2005; Sokatch, 2006; Wartman & Savage, 2008). Researchers suggest that social reproduction is entrenched in the way that schools are positioned in U.S. society (Bowles & Gintis, 1976; Carter, 2009). There is a belief that public agencies have been established to perpetuate the reproduction of both educational and economic inequities that prevail in U.S. society (Allen et al., 2002; Carter, 2009; Bowles & Gintis, 1976; Giroux, 2006). This helps to explain why Black students are at the bottom of the social structure in U.S. society (Bowles & Gintis, 1976; Carter, 2009; Johnson et al., 2008).

Neighborhood Effects on Academic Achievement

There is an abundance of research on how neighborhoods affect the academic achievement of Black students (Caughy et al., 2006; Crane, 1991; Garner & Raudenbush, 1991; Ladner & Lips, 2009; Ogbu, 2003; Sokatch, 2006; Stewart, Stewart, & Simons, 2007). Crane (1991) uses the "epidemic theory of ghettos" to predict the likelihood of social problems among certain segments of the population (p. 1226). Crane notes that there are major problems of high drop-out rates and high rates of childbirth of children into poverty among people who reside in poor neighborhoods. The neighborhood effects model draws from theories of how peer-pressure works to influence certain persistent problems within communities that share similar social norms and values (Crane).

According to the theory of neighborhood effects, low academic

achievement is indeed a problem in areas in which people have been conditioned to devalue education. Crane's (1991) theory of neighborhood effects deals with concepts related to epidemic social and cultural problems.

Neighborhood effects deal with the depth to which frameworks of poverty and educational neglect tend to persist throughout generations of individuals who reside in poor communities (Crane, 1991). In many ways, the quality of a neighborhood greatly affects individuals' perceptions as they navigate the surrounding structures and institutions.

Neighborhood effects deal with how social norms affect perceptions of cultural and racial identity (Garner & Raudenbush, 1991; Stewart et al., 2007). Perceptions are shaped by the attitudes and behaviors of the individuals who live in the same neighborhoods (Crane, 1991; Sokatch, 2006; Caughy et al., 2006; Garner & Raudenbush, 1991; Ladner & Lips, 2009; Stewart et al, 2007). Garner and Raudenbush noted the impact of grouping people by social class on the persistence of attitudes about education and future outcomes. According to Caughy et al., neighborhoods that are largely populated by Blacks tend to lack a commitment to educational attainment. Many Black students generally attend schools and live in neighborhoods where they are unable to overcome prevailing attitudes and perceptions about college attainability and academic achievement (Balfanz, 2009; Caughy et al., 2006; Garner & Raudenbush, 1991).

The literature suggests that students who live in poor neighborhoods are less likely to attain upward mobility (Giroux, 2006). The low numbers of Black students who attend college is a by-product of neighborhoods that are comprised

of individuals who devalue the role that education plays in upward mobility (Carter, 2009).

Ogbu's (2003) work on academic disengagement validates the notion that social and cultural perceptions about succeeding in school are not limited to the experiences of inner-city Blacks. His study of the achievement gap between suburban Blacks and Whites showed that school, societal, and community factors influence how Black students respond to school. While Ogbu's work does not use the phraseology of neighborhood effects, his use of the term "community influences" mirrors Crane's (1991) notion of how academic achievement is linked to the perceptions of individuals in the same neighborhood.

Education in the Post-Racial Era

While the country may have elected its first Black American as president, a post-racial era is yet to be realized (Carter, 2008; Harper, Patton, & Wooden, 2009; Lum, 2009). According to both Carter and Lum, many Black Americans continue to struggle with a public educational system that is substandard. Black student access to a quality education remains a major civil rights issue (Allen et al., 2002; Balfanz, 2009; Vanneman, Hamilton, Anderson, & Rahman, 2009). A study that was jointly produced by the Urban Institute found that only about 50% of the Black students who entered the ninth grade graduated from high school (Orfield et al., 2004). According to Orfield et al., increasing the graduation rates of Black students is a major means of closing the achievement gap. The

achievement gap that exists between the college-going rates of Black students and White students continues to be very high (Vanneman et al., 2009).

There are great disparities among the college-going rates of Black students as compared to White and Asian students. The National Center for Educational Statistics (2010) found that, while college admission rates had improved greatly over the last 20 years, there were major differences in the enrollment rates among Black students compared to other racial groups. For example, Black students had lower admission rates than did White students every year between 1985 and 2009, and there was a 13% difference in college-going rates of Black students as compared to their White counterparts (National Center for Educational Statistics, 2010). This statistic is somewhat misleading, however, when one considers, on average, that many fewer Black students complete high school than do White students (National Center for Educational Statistics, 2009; Vanneman et al., 2009).

Research indicates that many of the nation's inner-city public schools continue to be segregated based on race and socioeconomic status (Allen et al., 2002; Balfanz, 2009; Teranishi et al., 2004). Balfanz (2009) argues that nearly one-third of Black students attend high schools in communities that are approximately 90% minority. Having access to a quality education and college attainability enable Black Americans to move out of poverty (Carter, 2009). According to Carter, increasing the access of Black students to high-quality education, particularly college education, would have a significant effect on increasing social capital and self-efficacy among Blacks.

Persistent educational inequalities among the nation's Black students adds to the urgency of the need to focus on increasing college access for Black students, particularly as the population of students in California's public schools continues to increase (Allen et al., 2002; Balfanz, 2009; Garrett, 2009). Unfortunately, the number of Black students who continue on to four-year colleges and universities has not kept pace with the growth of California's student population (Griffin, 2009). There is great concern among educators about the low number of Black students who gain access into the state's extensive university system (Allen et al., 2002; Griffin, 2008, 2009; Johnson et al., 2008; Teranishi et al., 2004; Wilson, Fuller, & Angeli, 2009). CPEC (1983) predicted that Black students would have a difficult time gaining admission into the UC because they would not meet the academic requirements for admission. Teranishi et al. (2004) stated that, while Black students are no longer legally segregated by race, many Black students continue to be educated in schools that are considered low performing when compared to schools that are predominantly populated by White and Asian students.

Laws and policies, such as Proposition 209 and Proposition 187, block affirmative action practices at the UC and CSU campuses (Allen et al., 2002; Harper et al., 2009). The passage of Proposition 209 has had a negative effect on the number of Black students admitted to UC (Allen et al., 2002; Griffin, 2009; Johnson et al., 2008). Enforcing Proposition 209 has caused the UC to rethink and restructure its outreach efforts to Black students (Allen et al., 2002; Johnson et al., 2008; Teranishi et al., 2004). Affirmative action policies have historically

been the gateway for Black students to gain entrance into the more selective UC or CSU campuses (Allen et al., 2002; Johnson et al., 2008).

The UC and CSU systems cannot keep pace with the demand for access, and the recent cuts to operating budgets have created even more uncertainty about how the California's public colleges and universities will ensure access for Black students (CPEC, 2010; Wilson et al., 2010). On average, only 3.8% of the 6.3% of Black students who attended high school in low-income areas and who were eligible for admission to a UC campus actually gained admission (Griffin, 2009). While the percentage of Black students who attend CSU campuses (24%) may be higher than that of UC campuses, this percentage is low compared to Asian and White students, who continue to matriculate into colleges and universities at rates that are nearly 10 times higher than that of Black students (Griffin, 2009). Nevertheless, the percentage of Black students who applied to a UC campus between 1996 and 2003 increased by nearly 65% (Johnson et al., 2008). While Black students appear to be applying to college in greater numbers, many of these students are not academically prepared to gain admission (Allen et al., 2002; Griffin et. al, 2009; Wilson et al., 2010).

Allen et al. (2002) analyzed data from CPEC and the CDE that indicates that inequalities continue to persist for Black students in California. However, the need to prepare more Black students for college is not a problem that is unique to California. Rather, the entire educational system is searching for models and solutions that will help schools and communities increase the number of Black

students who continue on to four-year colleges and universities (Allen et al., 2002; Carter, 2009, Haycock, Lynch, & Engle, 2010).

Nationally, the numbers of Black students admitted to college mirror the numbers in California. For example, the enrollment of Black students in Georgia's public and private colleges is one of the lowest in the nation, particularly for a state that has a sizable Black population (Haycock et al., 2010). The entering freshman class at the University of Georgia contained 9.4% Black, Latino, or Native American students (Haycock et al., 2010). Students from these same ethnic groups were approximately 39% of Georgia's high school graduates during the same year (Haycock et al., 2010). The contrast in percentages raises concern over the academic preparation of Black and other minority high school graduates.

The literature shows that Black students are struggling to actualize the opportunities that they do have (Allen et al., 2002, Griffin, 2008, 2009; Johnson et al., 2008; Teranishi et al., 2004). Their struggles continue to strike at the core of issues concerning social justice, educational equity, racial discrimination, and mobility out of poverty (Allen et al., 2002; Carter, 2009; Teranishi et al., 2004).

Chapter Summary

The literature presented in this chapter provides an overview of the challenges and opportunities involved in increasing college access for Black students who have lower college admission rates than do White and Asian students (Allen et al., 2002; Teranishi et al., 2004). The literature indicated that,

in response to this achievement gap, many low-performing inner-city schools are struggling to prepare Black students for college.

There is concern about the role that public schools play in ensuring that all students are equally prepared to go to college (McClafferty et al., 2002). Black students who live in poor neighborhoods do not have access to the same college counseling or academic programs as do students who live in affluent neighborhoods (Allen et al., 2002; Bryan et al., 2011; McClafferty et al., 2002). In this regard, Black students' perceptions of college attainability are shaped by the social and cultural structures that are perceived to be present in poor neighborhoods (Allen et al., 2002; Teranishi et al., 2004).

There is a need to understand how Black students can achieve despite the social, cultural, economic, and structural factors that they may encounter. The country has an elite group of inner-city schools that are successful at sending Black students to college, and it is important to understand why and how these schools are successful. Thus, this study provides an analysis of an inner-city high school that is perceived to have an effective college counseling program that successfully sends Black students to college. Specifically, this study sought to understand the role of the college counselor, college peer counselors, and the role of the college center in creating a college-going culture among Black students. It is hoped that this case study will be one of a number of studies to add to the body of knowledge of how to increase college access for Black students.

CHAPTER THREE

RESEARCH METHODS

The purpose of this study is to explain the role of the college counselor, college peer counselors, and college centers in creating a college-going culture among Black students. The potential audience for this case study is educators and schools that may desire to develop and implement effective college counseling programs in inner-city high schools. This chapter presents the methodology used for this case study. The chapter begins with a presentation of the research design, followed by the case context; theoretical framework; data collection process, which involved interviews, observations, and a review of school artifacts; data analysis; and ethical considerations. The chapter concludes with a summary.

Research Design

The research took the form of a case study. According to Yin (2009), a case study is an investigative approach that provides a descriptive analysis of a phenomena. A case study, according to Creswell (2007), is a type of qualitative design in which researchers analyze an object of study. The researcher analyzed the role of the college counselor, college peer counselors, and the college center in creating a college going culture among Black students. The goal is to describe the program at this school as a means for other schools to

develop and implement an effective college counseling program to create a college-going culture among Black students.

The researcher studied the college counseling program at an inner-city high school that is located in Watts, one of Southern California's most impoverished areas. This study examines the college counseling program as one of the key organizational structures that may contribute to the school's ability to create a college-going culture among Black students. What makes the school a unique case is that it was developed by members of the community to train minority students for careers in medicine and science. The research site has space for a college center, a single college counselor, and college peer counselors who assist with college advising.

A case study is the most appropriate method for this study because it offers the researcher an opportunity to develop an in-depth understanding of how an effective college counseling program can assist in the creation of a college-going culture among Black students. According to Yin (2009), case study research allows the researcher to learn "how" and "why" the case makes for a unique phenomenon (p. 11). Researchers use case studies to tell stories to others who may not have the opportunity to fully investigate certain events or activities that are taking place (Yin, 2009).

Case studies are used to build explanations about a specific program or school (Yin, 2009). With this in mind, the researcher developed two research questions that guided this case study:

1. What is the role of the college center, the college counselor, and the college peer counselors in creating a college-going culture among Black students?
2. What guidelines and strategies are necessary for an effective college counseling program?

The answers to these questions become important, as many inner-city high schools have low numbers of Black students who graduate and continue on to colleges and universities (Allen et al., 2002; Teranishi, et al., 2004). The researcher was interested in studying an inner-city high school with an effective college counseling program because such programs are increasingly rare.

The research questions developed for this dissertation guided the exploration of the roles of the college counselor, college center, and college peer counselors in an effective college counseling program. Currently, there are no best practices available to guide low-performing or failing schools in developing a college counseling program that works to create a college-going culture among Black students.

The Case

As noted above, the researcher examined a college counseling program at a public inner-city high school in Watts in Southern California. The research site was selected because it met the following criteria: (a) inner-city public high school, (b) high population of Black students (58%), (c) 73% of the students qualify for the free or reduced lunch program, (d) approximately 81% of the Black

students continue on to college, and (e) approximately 90% of students who graduate from the research site continue on to four-year colleges and universities, which is considered a high college-going rate (CDE, 2010). According to statistics from CDE (2010), the student population at the school ranges from 1,600 to 1,700 students. The ethnic makeup of the school during 2008/09 was as follows: 58% Black, 40% Hispanic/Latino, and 2% other (Asian, White, and multicultural).

The research site was founded in 1982 as a collaboration between parents and the community who were concerned about the low number of minorities entering into science and medicine. The school's mission emphasizes scientific inquiry, critical thinking, and effective communication. The research site is strategically located directly across the street from a large urban hospital. The school had a very modest beginning as a small community-centered school with approximately 150 students. It took nearly ten years for the school to grow to its current size which is approximately 1700 students. The school grew large enough that it eventually moved into its current location, which is a 232,000 square-foot facility.

The school's curriculum allows students to explore careers in science and medicine. Students have the opportunity to access service-based learning in hospitals, clinics, research laboratories, and university facilities. Service learning provides students with hands-on experiences that allow them to compete for entry into highly selective colleges and universities. The research site has developed a longstanding reputation in Southern California as a high school

where students, parents, and educators are serious about sending Black students to college.

One of the key characteristics that bounds this case study is the fact that the research site sends more Black students to the UC than does any other inner-city high school in Los Angeles County. According to the school's 2008 "brag sheet," 171 students were accepted by UC campuses, 297 by CSU campuses, over 100 by private and out-of-state colleges and universities; and students received over \$6.5 million dollars in merit-based scholarships.

Theoretical Frameworks

The theoretical frameworks used for this case study are social reproduction and neighborhood effects. These two frameworks provide a lens through which the U.S. educational system is viewed as a means to understand the role of schooling in a capitalistic society as well as the role that socio-economic status and class play in the education of Black students (Anyon, 1980; Bowles & Gintis, 1976; Bryan et al., 2011; Crossley, 2003; Giroux, 2006; Ogbu, 2003). According to Yin (2009), "For case studies, theory development as part of the design phase is essential, whether the ensuing case study's purpose is to test or develop theory" (p. 35).

This case study uses theory to guide the exploration of effective college counseling. Understanding the presence of social reproduction allows the researcher to identify social structures that may be contributing to the success of the research site's college counseling program.

There are both positive and negative aspects of social reproduction in the U.S. educational system (Bowles & Gintis, 1976, 2003; Giroux, 2006). The theory of social reproduction holds that people usually live in neighborhoods based largely upon one's culture, race, and socio-economic class. The researcher is concerned with the likelihood that positive aspects of social reproduction can be employed in an inner-city high school to increase college access for Black students. Figure 2 presents the theoretical frameworks used in this study.

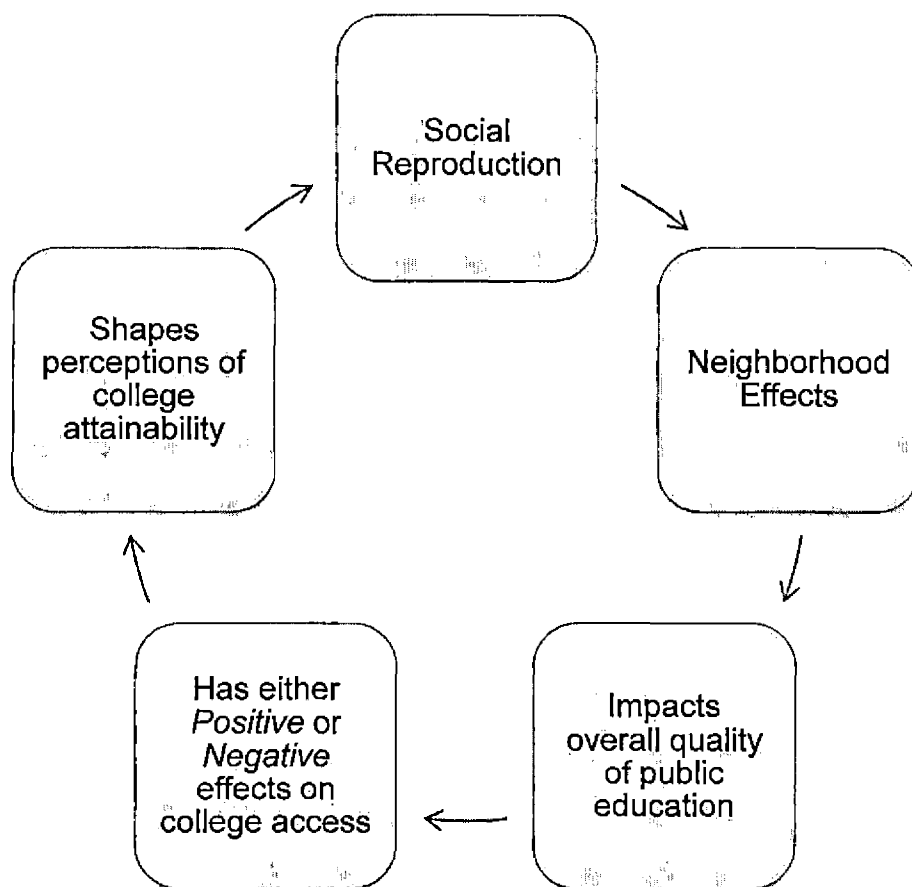


Figure 2. Theoretical frameworks.

Data Collection Process

The study took place on the campus of the research site. During spring 2010, the researcher received permission from the principal and college counselor at the research site to conduct a case study of the college counseling program. The school principal provided the researcher with access to classrooms, the college center, and after-school programs. To protect the confidentiality of the participants, instrumentation used to collect data did not contain names or student identifiers. All of the data collected in this study will be kept in a locked file in the researcher's office for the period of three years.

Support for this research project was confirmed through a letter from the school principal (Appendix A). The researcher presented the support letter to the Institutional Review Board (IRB) at California State University, San Bernardino, in spring 2010. The IRB approved this study in March 2011 (Appendix B).

The researcher presented potential student participants with a Parental/Guardian Informed Consent Form during fall 2011 (Appendix C). Eleven college peer counselors (CPCs) returned the parental consent letter to the researcher. The researcher interviewed all 11 CPCs during fall 2011. It was determined, after examination, that two of the interviews were missing a great deal of data, so they were eliminated from the dataset. Each of the student participants in this study was read a Student Assent Form prior to being interviewed (Appendix D). The researcher received permission to interview the college counselor and the senior grade level counselor (Appendix E). The

researcher presented the case study to school staff during a faculty meeting in December 2011.

This case study included the following data collection methods:

1. Interviews of the college counselor (Appendix F), senior grade level guidance counselor (Appendix G), and eight CPCs (Appendix H).
2. A second round of interviews for six of the eight CPCs (Appendix I).
3. Observation of Black students who visited the college center for advising.
4. Observation of Black students who attended the annual college night.
5. Observation of the college counselor and college peer counselors during classroom presentations.
6. Observation of college peer counselors during meetings with their counselees (peers).
7. Analysis of school artifacts for themes and historical data.

Participants

Participants were selected with assistance from the college counselor and were interviewed or observed as they visited the college center for advising. The college counselor was a Black female who was in her mid- to late forties. The grade level counselor was an Asian female who was in her early forties. Both have worked at the research site in their current roles for over ten years. Student participants were all Black students who volunteered in the college center as CPCs. CPCs assisted the college counselor with advising seniors and other students on the college admission process.

All of the CPCs were seniors, and their ages ranged from 16 to 18 years. Seven of the eight CPCs were female, and one was male. Six of the eight CPCs (five female and one male) were interviewed a second time to obtain more detailed information about their experiences as college peer counselors. The first set of CPC interviews included in this study is titled CPC1 and the second set of interviews, CPC2. Table 2 presents the sample sizes of the student participants who were interviewed. The sample sizes of eight CPC1s and six CPC2s are sufficient for qualitative analysis but were too small for generalizations to larger populations.

Additionally, the researcher observed students who entered the college center for advising and counseling. These students were of various races/ethnicities and were in grades 9 through 12. The majority of the students observed in this study were seniors who came into the college center to get assistance with their college applications and letter of recommendations.

The researcher took field notes when observing and interviewing the college counselor, the grade level counselor, and eight college peer counselors who worked in the college center. The researcher used interviews, school artifacts, and observations to identify key themes and patterns as they emerged from interactions between students, interactions between the college counselor and students, and interactions among college peer counselors. Table 3 provides an overview of the data collection process used in this study.

Table 2

Student Participants Interviewed

CPC1 (<i>n</i> = 8)		CPC2 (<i>n</i> = 6)	
Participant	% of cohort	Participant	% of cohort
1	13	1	17
2	25	2	33
3	38	3	50
4	50	4	67
5	63	5	83
6	75	6	100
7	88		
8	100		

Interviews

Interviews served as a means for the researcher to gather information from participants that could not be determined from observations or a review of school artifacts. This study included four groups of interviews/interviewees: (a) interviews with eight college peer counselors, (b) follow-up interviews with six of the eight college peer counselors, (c) an interview with the college counselor, and (d) an interview with the grade level guidance counselor. Each interview was semi-structured and offered a means to connect with people who are directly involved in the case (Yin, 2009). Each interview lasted approximately 50 minutes. Appendices F through I contain the interview questions.

Table 3

Data Collection Process

Type	Data sources
Demographics	CDE DataQuest used to analyze enrollment, college admission rates, poverty, free/reduced lunch, and to review racial/ethnic populations at the research site.
Interviews	College counselor, senior grade level counselor, 8 CPCs, and 6 of the 8 CPCs interviewed a second time.
Observations	Used to capture and describe the approaches to effective college counseling, student questions, interactions between people who work in and/or who visit the college center, and to gauge the overall feel of the college center as an environment that promotes college access for Black students.
School artifacts	School plans (mission/vision), school policies, student handbooks, admission applications, newspaper articles, awards, school website, handouts and flyers that are used in the college center.

The researcher recorded each of the interviews for transcription. The interviews offered the researcher an opportunity to have detailed conversations with participants about their perceptions of the college counseling program and its effects on creating a college-going culture among Black students. According to Yin (2009), interviews are one of the most important aspects of case study research. The interview process allowed the researcher to uncover evidence that provided depth to the study. Analysis of the interviews enabled an understanding of the phenomenon of an effective college counseling program in

an inner-city high school that sends large numbers of Black students to college (Yin, 2009).

The researcher used the following steps to conduct the study. The researcher worked with his dissertation committee to ensure that interview questions were aligned with the research questions. Then the researcher worked with his dissertation committee to develop interview questions for the college counselor (Appendix F), the grade level counselor (Appendix G), the eight college peer counselors (Appendix H), and the follow-up interview questions for six of the eight college peer counselors (Appendix I). The researcher presented the study to all of the faculty and the college peer counselors, and the college counselor assisted the researcher in selecting a purposeful sample, which consisted of eight Black college peer counselors, the senior grade level counselor, and the college counselor and then received parental consent letters that granted permission for the eight college peer counselors to participate in this research study (Appendix C).

The researcher designed the interview protocol and worked with the college counselor to determine a proper place and location in which to conduct interviews. Interviews were conducted over the course of two months during fall 2011. At the start of each interview, the researcher read each student participant a student assent form. Six of the eight college peer counselors were interviewed a second time to obtain more detailed information about their experiences in the college center (Appendix I), and each interview lasted approximately one class period (50 minutes). The researcher used NVivo 9 interview software and

employed appropriate recording procedures during interviews and then transcribed the audio recordings of interviews and uploaded each interview into NVivo 9 for chunking and coding.

Chunking and coding is a technique used by researchers to develop patterns and themes that emerge from interviews and observations (Yin, 2009). The researcher transcribed the interviews so that the data could be chunked and coded. This chunking and coding served as a means for themes and patterns to emerge from the data.

Interview Titling

Nineteen interviews were transcribed and uploaded into NVivo 9 in Microsoft Word format. Two of the interviews had substantial missing data and were eliminated from the dataset. Interviews were conducted with the college counselor (2), college peer counselors-first interview (8); college peer counselors-second interview (6); and the grade level counselor (1). The

Coding Process

The researcher used NVivo 9 qualitative software to analyze the results of the 17 interviews in this study. Each interview was imported into NVivo 9 and coded to the appropriate set of nodes and categories. Additional subcategories for each node were created, and most nodes and coding were refined "within" and "across" the questions, resulting in multiple subcategories. All content was read and text was selected and manually coded to various subcategories. The nodes and each set of coding reports were sorted alphabetically by interview title (CC Interviews, CPC1- First Interview, CPC2- Second Interview, and GLC

Interview). Four node reports were used to chunk and code the data into overarching themes: (1) College Counselor (CC) Node Report (Appendix L); (2) College Peer Counselor (CPC1) Node Report 1 (Appendix M); (3) College Peer Counselor (CPC2) Node Report 2 (Appendix N); and (4) the Grade Level Counselor (GLC) Node Report (Appendix O). All node listings and coding reports are discussed in chapter five.

Observations

The researcher used observations as a method to collect descriptive data on the services provided in the college center. According to Yin (2009), direct observations allow the researcher to gain access to behaviors and approaches that may not have been historically documented. The observations took place over a six-month period between September 2011 and February 2012. Fall is the peak period for seniors to submit their applications to the UC and CSU campuses. The typical observation took place in the college center and lasted approximately five hours during periods 1-4 of the school day. Observations also took place at the school's biannual college fair, which occurred in November 2011. Observations and interviews were not concurrent. The researcher took field notes during visits to the college center, a sample of which is found in Appendix J. The field notes serve as records of observational data that provide descriptive evidence of the phenomenon of interest (Yin, 2009). The researcher observed the interaction between the college counselor and students who visited the college center, interactions between peer college counselors and students,

interactions between the college counselor and peer college counselors, and interactions among college peer counselors.

The observations served as raw data for this study. According to Yin (2009), a case study offers the researcher an opportunity to collect firsthand information that emerged from interviews and school artifacts. Observational data were used to develop a better understanding of the services provided by the college center, perceptions of college attainability among Black students, and the types of questions that students had about the college admission process.

Review of School Artifacts

Schools are sources of countless records and artifacts. The researcher spent four months looking through school artifacts to develop a better understanding of the school's history and organizational structure. The artifacts used in this study consisted of school records, policies, student handbooks, educational reports, newspaper articles, yearbooks, the school's website, and a host of documents that are used in the college center to advise students. Appendix K provides examples of some of the handouts that are used in the college center. According to Yin (2009), "When relevant, the artifacts can be an important component in the overall case" (p. 113). The researcher reviewed school artifacts to determine perceptions of and approaches to college counseling. The researcher used school artifacts to validate emerging themes and concepts that evolved from the interview data (Creswell, 2007). Table 4 provides an overview of the data collection by source.

Table 4

Data Collection by Source

Source	Interviews	Observations	Artifacts/ documents
College center		X	X
College counselor	X	X	X
Guidance counselor	X	X	
College peer counselors	X	X	X
Students visiting college center		X	X
Students attending college fair		X	X

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Data Analysis

The researcher used NVivo 9 software to chunk and code the data from interview transcripts and field notes. The coding process was used to group participant responses into categories and subcategories. The goal was to present an analysis of the case that included patterns and themes that explain the links between effective college counseling and a college-going culture (Yin, 2009).

According to Creswell (2007), case studies use data to provide a detailed account of the elements of a case. NVivo 9 software was used to determine and analyze frequency counts and percentages based on the coded data. In qualitative studies, it is essential that data are read and evaluated qualitatively

rather than relying on frequency counts (Yin, 2009). Thus, the frequency counts were used to add meaning to the qualitative analysis, which was the focus.

Word frequency searches were created in NVivo 9 for the top 1,000 words that contained five or more characters (arbitrary choice). A total of four word frequency reports were generated for this study: (a) CC interview; (b) CPC1 first interview; (c) CPC2 second interview; and (d) GLC interview. The size and volume of the word-frequency searches did not permit them to be included in the appendices. However, the frequency searches were used to develop tag clouds of words that appeared frequently throughout each interview. Tag clouds are a visual representation of words in the study that contain a minimum of five characters. Tag clouds were created from each 1,000-word search and show words in various sizes according to the frequency that they appeared in each interview. Tag clouds were used to analyze the words and concepts that appeared in the frequency counts. Four tag cloud files were analyzed in this study. Word frequency searches and tag clouds were used to create tables that provide an analysis of key emerging concepts and themes.

In general, the coding strategy was to provide analysis within various nodes rather than to attempt to code every line of text to every single node possible. The data were coded mainly for the purpose of context and explanation building. The goal was to capture more content than might seem necessary to explain the processes of an effective college counseling program. In this study, categories had multiple meanings, and context was especially

important to provide an understanding of the approaches to effective college counseling that are in place at the research site.

The data analysis process addressed the two research questions. The researcher used coding and pattern matching to develop meaningful analyses (Yin, 2009). Figure 3 presents the steps that were taken to analyze the data.

Ethical Considerations

There were several ethical considerations in the data collection process. The researcher received permission from the research site's administration to conduct the study (Appendix A). The dissertation committee and school administration ensured that the study followed all of the rules and regulations of the IRB at California State University, San Bernardino (Appendix B). Participation in this study was completely voluntary, and participant confidentiality was maintained to ensure the protection of human subjects.

There were no foreseeable health risks associated with participation in the study. Participants were informed of the study's purpose and that their participation would remain completely confidential. Informed assent was read to each participant, and written parental consent forms were secured for student participants to assure that all participants understood their right to opt out at any time without consequence. Participants in this study were assigned numbers during the interview process and data analysis. To further protect the identity of the participants, all audio recordings were stored on the researcher's computer, which is password protected, and all field notes associated with this research

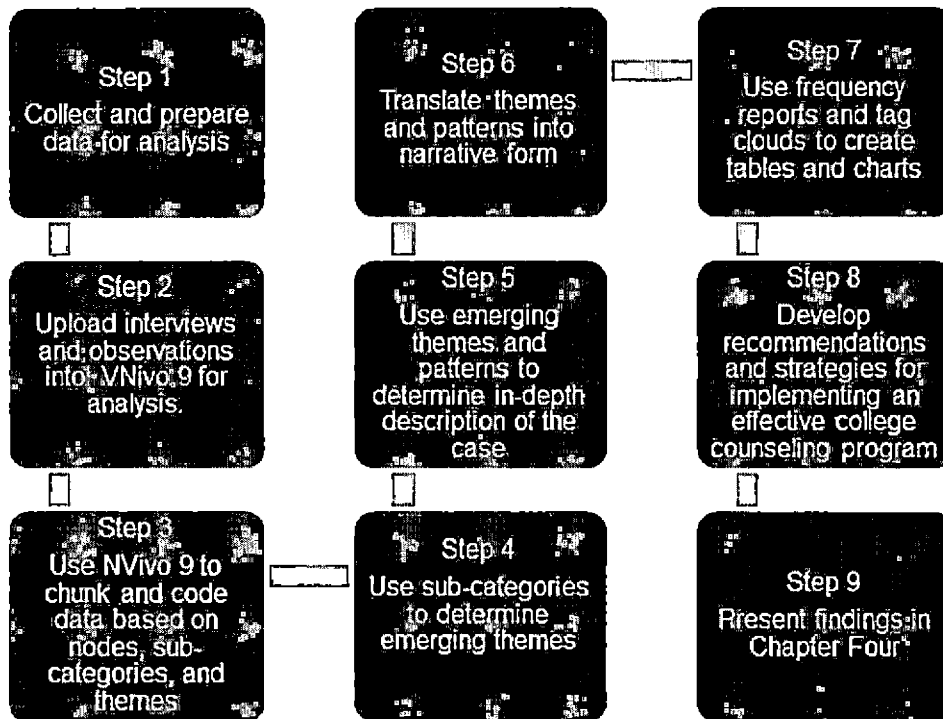


Figure 3. Data analysis process.

study were kept in a locked file cabinet in the researcher's office. The data collected in this study will be kept in the researcher's office in a locked file cabinet for the required period of three years, after which it will be destroyed.

Chapter Summary

This chapter presented the procedures used by the researcher to collect and analyze the data for this study. The chapter included a discussion of the research design, followed by the case context; theoretical frameworks; data collection process, which involved interviews, observations, and a review of school artifacts; data analysis; and ethical considerations to protect the participants.

CHAPTER FOUR

RESULTS AND ANALYSES

This chapter presents the findings from this case study of an effective college counseling program at an inner-city high school that has a history of sending Black students to college. The purpose of this study was to identify the roles of college counseling in creating a college-going culture among Black students. While many educators may know the outcomes that effective college counseling has in creating a college-going culture, the processes and approaches of such effective counseling are widely unknown. This chapter presents an analysis of the data as a means to address the two research questions.

The chapter begins with a presentation of how the findings are organized, followed by a discussion of significant differences between college counseling and guidance counseling, the role of college counseling in creating a college-going culture, the importance of peer networking in creating a college-going culture, the practices of an effective college center, and signs of social reproduction. The chapter concludes with a summary.

Organization of the Findings

This research study was conducted at an inner-city school where Black students are in the majority and are excelling academically. The researcher sought to investigate the practices of the college counselor, the college center,

and college peer counselors to better understand the phenomenon of effective college counseling in an inner-city high school. A case study was the most appropriate method for collecting and analyzing data because it offered the researcher an opportunity to examine the practices and approaches to effective college counseling.

The research site was selected because it meets the following criteria: (a) inner-city public high school, (b) high population of Black students (58%), (c) 73% of the students qualify for the free or reduced lunch program, (d) approximately 81% of the Black students continue on to college, and (e) approximately 90% of students who graduate from the research site continue on to four-year colleges and universities, which is considered a high college-going rate (CDE, 2010). This study was conducted during fall 2011 and spring 2012. Fall and spring were ideal times because they are the busiest times for seniors to apply to college. During this time, both seniors and juniors visited the college center for advising on the college admission process.

This chapter presents the themes and patterns that emerged from the data and were used to answer the two research questions. Three instruments were used to collect data: interviews, observations, and a review of school artifacts. The data were collected and then coded and analyzed using NVivo 9 qualitative software. The findings in this chapter address the two research questions:

1. What is the role of the college center, the college counselor, and the college peer counselors in creating a college-going culture among Black students?
2. What guidelines and strategies are necessary for an effective college counseling program?

The findings are organized to present a descriptive analysis of an effective college counseling program at an inner-city high school that is successful at sending Black students to college. The first research question concerns the role of an effective college counseling program's best practices. The second research question concerns the development of recommendations for effective college counseling programs at inner-city high schools.

As noted, the interviews were uploaded into NVivo 9 qualitative software, and node reports were generated. Upon review of the node reports, the data were chunked into categories and subcategories. The results were organized to present emerging themes, patterns, and explanations as a means to address the research questions. Table 5 presents an overview of the nodes (questions), categories, and themes that emerged during the data analysis process.

Node reports of interviews were used to create keyword searches of words of five or more characters. The results of the keyword searches were grouped to identify emerging themes and patterns. The themes and patterns were used to address the research questions. The key emerging themes were used to build explanations of the causal links and patterns that exist within the case (Yin, 2009).

Table 5

Overview of Nodes, Subcategories, and Emerging Themes

Data source (frequency)	Number of questions coded (nodes)	Number of subcategories	Key emerging themes
College counselor (2)	23	55	College, College Counseling, Counselors, Practices, Information, School, Teachers
College peer counselors (1st interview)	51	240	Academic, Activities, Classes, College, College Counselor, College-going, Goals, Grades, Students, Success, Teachers, Think
College peer counselors (2nd interview)	24	86	Anything, Because, Caring, College, College Center, College Counselor, Information, Processes, Questions
Grade level counselor	17	9	Classes, College, College Counseling, Counselor, Guidance, Grades, Graduation, Meetings, Requirements, Students, School, Terms

The coding strategy was intended to provide a descriptive analysis within various nodes rather than to code every line of text to every single node possible. Tag clouds were created from the frequency searches of the keywords with five or more characters. As noted, tag clouds are visual representations of the keyword frequency searches. The more frequently a word appeared in interviews, the larger the print representation was in the tag clouds. The tag

clouds were used to break the broader results into subcategories, themes, and patterns.

Figure 4 is an example of a tag cloud that was created using NVivo 9 qualitative software from a key word search of the CPC1 first interview. Words such as school, college, think, students, and academic appeared more frequently than did other words throughout the CPC first interview. These words, as well as others, were grouped and matched to related concepts and key word phrases. Key concepts and key word phrases were used to narrow the data down into subcategories and themes. General topics were developed from the subcategories and themes. The general topics are used throughout this chapter to explain the processes of effective college counseling and to develop explanations of the phenomenon.

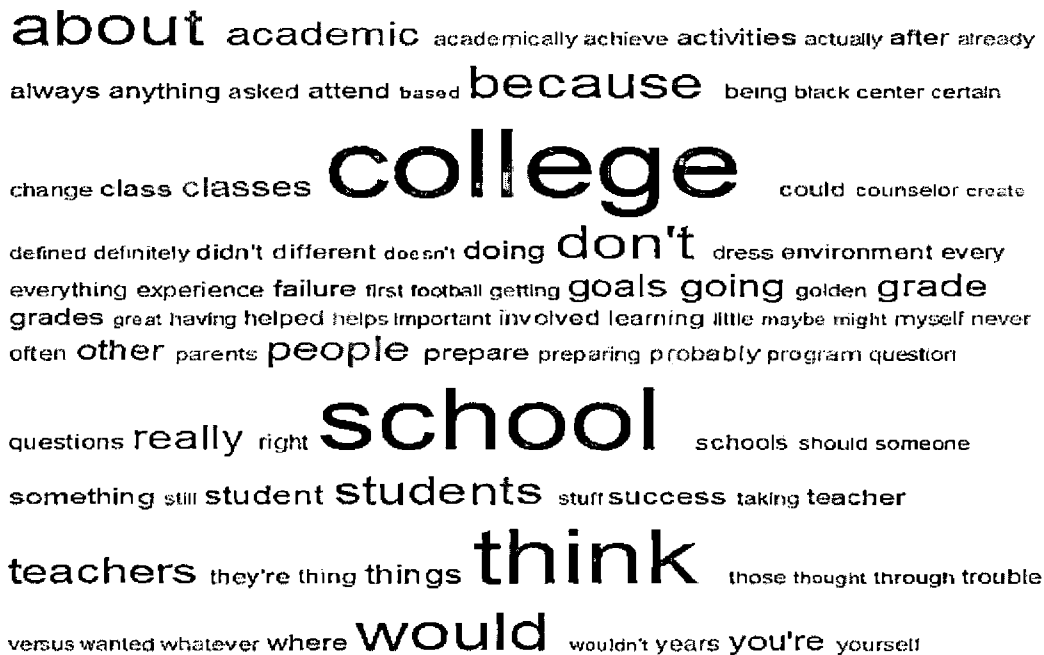


Figure 4. College peer counselors 1 first interview tag cloud.

The subcategories and general topics were organized into five overarching themes that address the research questions:

1. The difference between college counseling and guidance counseling.
2. The role of the college counselor.
3. The role of the college peer counselors.
4. Effective college counseling practices.
5. Signs of social reproduction.

Guidance Counseling Versus College Counseling

One of the key themes that emerged from the data was the difference between college counseling and guidance counseling. This study used pattern matching logic and the coding of the interviews and observations to understand several key differences between college counseling and guidance counseling (Yin, 2009). The researcher asked each participant in this study to describe the difference between college counseling and guidance counseling as related to creating a college-going culture.

Results from the interviews and observations provide insight into the differences between college counseling and guidance counseling. The following is a list of the question(s), participants, and how the answer(s) were coded to develop a description of the differences between college counseling and guidance counseling:

1. College Counselor interview (Coded as CC) Q18.
2. College Peer Counselor first Interview (Coded as CPC1) Q41.

3. College Peer Counselor second Interview (Coded as CPC2) Q14, Q17a, Q18.
4. Grade Level Counselor interview (Coded as GLC) Q3, Q10, Q11, Q12, Q13, Q15, Q16, Q17.

The answers to these questions were grouped, chunked, and coded to determine the patterns and causal links between the participants and the themes. Nearly all of the participants discussed the notion that their college counselor and guidance counselor had different roles in preparing students for college. The research site employs a system of guidance counseling, whereby a counselor is assigned to a single grade level, which consists of a cohort of students who are all in the same grade. The school has four grade level guidance counselors and one counselor for at-risk students. Guidance counselors report to the dean of students. There are approximately 300-400 students in each grade or cohort. Each counselor follows his or her cohort of students from ninth grade through their senior year. After graduation, the process starts over when a counselor is assigned to the entering ninth grade cohort. In comparison, the college counselor is located in the college center, where she is available to assist anyone who seeks her out. The college counselor advises the entire student body.

All of the participants stated that the guidance counselor focused on three major areas: class selection, graduation requirements, and student discipline. One student (Participant 1, personal communication, December 7, 2011) stated, My [guidance] counselor, she just talks. I don't know she just puts you in your classes. She doesn't really do a lot, really. She really doesn't. She

puts you in your classes or meets your mom for grade checks . . . I meet with her once a year. Yeah once a year because we have to do a grad check every year. I mean if you're bad you get to meet with her a lot because you have to sit in the office and meet with your parent and contract and stuff like that. Me, I just meet with her once a year.

The same student had a different response in regard to the role of the college counselor. She (Participant 1, personal communication, December 7, 2011) stated,

Okay, [the college counselor] helps you with college. What's more important right now than college applications and everything like that? I would say that [the college counselor] is more beneficial than the [guidance] counselor. She helps out a lot because she really understands the college process. I think that it would be pretty hard without [the college counselor]. Because if you don't know the deadlines or anything like that you don't know where to go, you don't know what website to go to. The college counselor knows just about everything.

This student's assessment of the role of the guidance counselor is supported by data collected from the interview with the senior grade level guidance counselor.

The senior grade level guidance counselor (Participant 9, personal communication, January 11, 2012) explained,

I think in my counseling, training a majority of the skills I think was regarding social issues. I meet with every student on a one-on-one basis at least 2 to 3 times a year, some students more than others, especially

at-risk students. So you find yourself spending more time with at-risk students and less time with the students who are kind of on track. Well, there are two mandatory meetings that I hold with students and one with students only. The meeting with students is for their graduation check to check their status towards graduation, whether they are passing their classes, to set up their four-year plan, their college goals or secondary career goals. Students who are on target and don't come in with a lot of questions, no more than five minutes. There are parents who come with students with a list of questions. They are very concerned about their child getting into college; those sometimes take 10 to 25 minutes. Now a student who is severely at-risk it make take longer.

The guidance counselor's comments are important because they reflect the approaches to guidance counseling versus college counseling. The guidance counselor is looked upon as the person that one goes to for information about graduation or if one is an at-risk student. Data from interviews with different types of participants demonstrated how college counseling is different from guidance counseling.

In guidance counseling, counselors devote their time and energy to putting struggling students back onto the correct course. Guidance counseling was viewed as appropriate when a student was in trouble. The guidance counselor was seen as someone who did not spend a lot of time with students discussing topics related to their college or career aspirations. She admitted that she did not spend much time with students who were on track or high achieving. Guidance

counseling, as described by the participants, is in keeping with Bryan et al.'s (2011) description of most inner-city high school counselors. Table 6 presents several key differences between college counseling and guidance counseling.

Table 6

College Counseling versus Guidance Counseling

College Counseling	Guidance Counseling
<ul style="list-style-type: none"> •Requires highly unique training/knowledge of college admission, financial aid, and networking with colleges •Attends trainings and workshops about college admission •Assists students with requirements for admission into college and "fit/environment" •Administers college related admission tests (PSAT, SAT, ACT) and college information nights/workshops •Staffs and supervises the college center •Meets with students, school staff, parents, college reps, and community members 	<ul style="list-style-type: none"> •Focus on scheduling classes, graduation requirements, and student discipline •Training related to human behavior/motivation •Assists school with student discipline •Meets with students each semester (usually twice a year) •Average time spent with students is 30-40 minutes •Caseload of 300-500 students •Very little training on college admission requirements (basic comprehension) •Refers students to college counselor or college center for more detailed questions or advising

Table 6 shows that guidance counseling fails to assist students with detailed college or career planning. Many participant descriptions point to a

counseling process that is governed by graduation rates and monitoring at-risk students. The guidance counselor was seen as someone to go to for assistance with emotional or psychological issues. The focus was on behaviors and discipline versus college or career planning.

During observations, it became evident that students tended to visit the college counselor to get advice on the college admission process. The college counselor and CPCs were consistently asked questions about college admission requirements and letters of recommendation and for general advice on colleges to which students qualified for admission. Many CPCs commented that students knew more about the college admission process than did the grade level guidance counselor. One CPC stated (Participant 2, personal communication, December 7, 2011), "My guidance counselor is there to make sure that I have the classes to graduate; the college counselor is there to make sure you go to college." The college counselor was seen more as an advisor, as someone who guided students through the college admissions process and kept them motivated. In comparison, the guidance counselor was viewed as a disciplinarian.

The results indicated that the guidance counselor was reduced to providing assistance with maintaining order and safety on campus. The counselor had very little time for college or career planning. Several students commented that the college counselor was more accessible than was the guidance counselor. Bryan et al. (2010) stated that many high schools that serve minority students have moved to a model of counseling in which guidance

counselors are used to assist school administration in responding to student discipline issues. The data confirm that the guidance counselor was rendered unavailable or unqualified to assist students with their college or career aspirations. The guidance counselor had very little time or training to assist students with college and career planning (Bryan et al., 2011). Her role was to keep students out of trouble and get them through the graduation process.

Another key difference between guidance counseling and college counseling is that the college counselor was viewed as holding an administrative position. The college counselor is listed on the school's website under school administration. Her name appears below the school's principal, the five vice-principals, and the dean of students. Listing the college counselor under administration sends the message that she is a member of the school's leadership team. In contrast, the school's five guidance counselors appear on the school's website as staff. The college counselor reports directly to the school principal, while all of the guidance counselors report to the dean of students. The college counselor has direct access to the school principal. This gave her a distinct role in helping to shape the role that the college center played in the school's organization.

The key differences between college counseling and guidance counseling found in this study are consistent with the findings of research by Lapan and Harrington (2010) and Muhammad (2008). Both argue that minority students benefit from schools that reform counseling practices to afford students increased access to counselors who have training and expertise in college and

career planning. Several students in this study reported that they saw their guidance counselor only once or twice a year to follow up on graduation requirements. However, they also reported that they could go into the college center to meet with the college counselor any time throughout the day. Even the guidance counselor admitted that she sent students to the college counselor to get answers to their college questions. The senior grade level guidance counselor (Participant 9, personal communication, January 11, 2012) noted,

My main role is to monitor student's academic progress; make sure that they are taking classes that are in their graduation requirement and the A-G requirements. I think the college counselor has more expertise about what's going on in college and what kind of student each college is looking for. In terms of specific colleges, different majors, those I think will fall into the college counselor's perimeter. Where [my knowledge] cuts off is the college counselors will get them to apply to the right college, get them into the college, and get them the scholarships, give them resources regarding financial aid scholarships, give them information regarding each college, each major, and also just set up the tours and also set up speakers for colleges to speak with our students.

The guidance counselor knew that her school had a college counselor who was knowledgeable about the college admission process. The college counselor was viewed as a valuable resource for helping students prepare for college. The guidance counselor also recognized that her own training in counseling limited her and did not adequately prepare her to advise students on their college

aspirations, which is the role of the college counselor. Figure 5 presents the key functions of the guidance counseling versus those of college counseling.

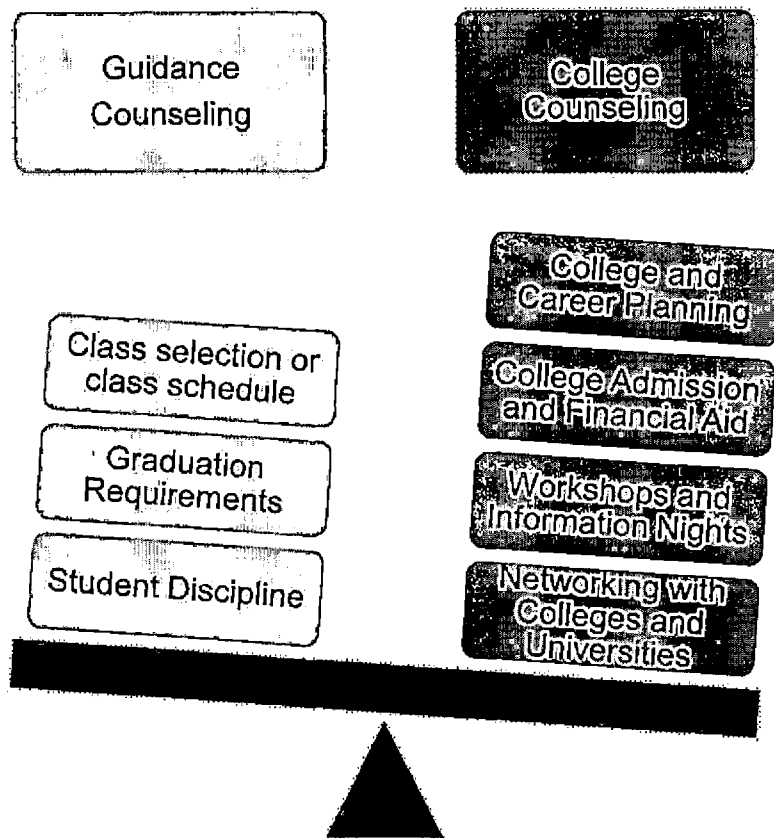


Figure 5. Functions of guidance counseling versus college counseling.

The college counselor and the guidance counselor work as a team to ensure that students are prepared to go to college. Once the guidance counselor determined that a student was college bound or had certain questions about college, she would send the student to the college center. The college counselor

was seen as a resource to assist students in areas in which the guidance counselor lacked expertise.

The best explanation for the differences between college counseling and guidance counseling is that most counseling programs do not prepare high school counselors for advising high school students with college and career planning (Bryan et al., 2011; Olivia, 2008). This leads to a situation in which the guidance counselor's role is affected by the view of counseling held by school administrators (Bryan et al., 2011). The senior grade level guidance counselor explained (Participant 9, personal communication, January 11, 2012):

I think in regards to administration wise, it's easier when you have one counselor in charge of the entire grade level by alphabets because then any issue comes up you know what the grade of the child is and then you go to the counselor. On the counseling aspect it's good because you can focus your attention on specific issues that each group level is dealing with. For example, there's always a lot of adjustment issues with 9th grade and so you get really good at dealing with that during that year. A majority of the time, you resolve conflicts and you help them adjust to high school and give them the foundation of what needs to be done in high school. You deal with that whole issue in 9th grade and then you move on to different issues. In the 10th grade that's where the majority of the discipline comes in because that's when they've been there for a while. They're starting to group up and they're starting to find the differences between themselves and create conflicts and that's when—starting in

junior year you start prepping them for their exit and what's important to do during this point. They start acting more mature and that's when most your focus will be on graduation requirement and college entrance requirement so you're addressing very different topics in each year and you could just focus on that. In reality we don't have time to go into that too deep, more like a maybe 2-minute or 3-minute conversations. What do you want to be? What do you think it takes to be that?

The bulk of the data used to explain the differences between college counseling and guidance counseling centered on themes related to advising versus counseling. The guidance counselor was more comfortable with helping students with behavioral issues, while the college counselor helped students with their college or career planning. The guidance counselor was viewed as being on a considerably lower level than was the college counselor. The next section concerns the role of college counseling in creating a college-going culture.

The Role of College Counseling in Creating a College-Going Culture

There are several key concepts that emerged from the data in regard to the role of college counseling in creating a college-going culture. The data indicated that students had an incentive to go to the college counselor, and the guidance counselor to refer students to the college counselor, because they all knew that she was an expert in college admission. All of the participants indicated that the college counselor played a significant role in creating a college-

going culture on campus. The grade level counselor admitted to not being very knowledgeable about the college admission process. The college counselor was seen as the go-to person on questions related to college admission.

The following is a list of the question(s) participants, and answers that were used to develop a description of the approaches to college counseling at the research site:

1. CC interview Q2-Q14a, Q16, Q18, Q19
2. CPC first Interview Q40, Q41
3. CPC second Interview Q14, Q17a, Q18, Q21, Q22
4. GLC interview Q10, Q12, Q13, Q15-Q17

The responses to these questions were grouped and chunked to provide meaningful analysis of the role that college counseling plays in creating a college-going culture among Black students. Figure 6 presents the tag cloud for the college counselor's interviews. The tag cloud was created using NVivo 9 software. The tag cloud and key word frequency report, along with pattern matching, were used to determine causal links and to develop explanations (Yin, 2009). When students were presented with the question of whom or what helped them prepare for college, 88% of the CPCs responded that the college counselor had helped them prepare for college (CPC1 Interview Q41).

Table 7 presents a report of the frequency of answers in regard to what or who helped participants prepare for college. Eight sources of help in preparing for college were identified by the CPCs. The college counselor was perceived to have more of an impact on college preparation than were family members, who

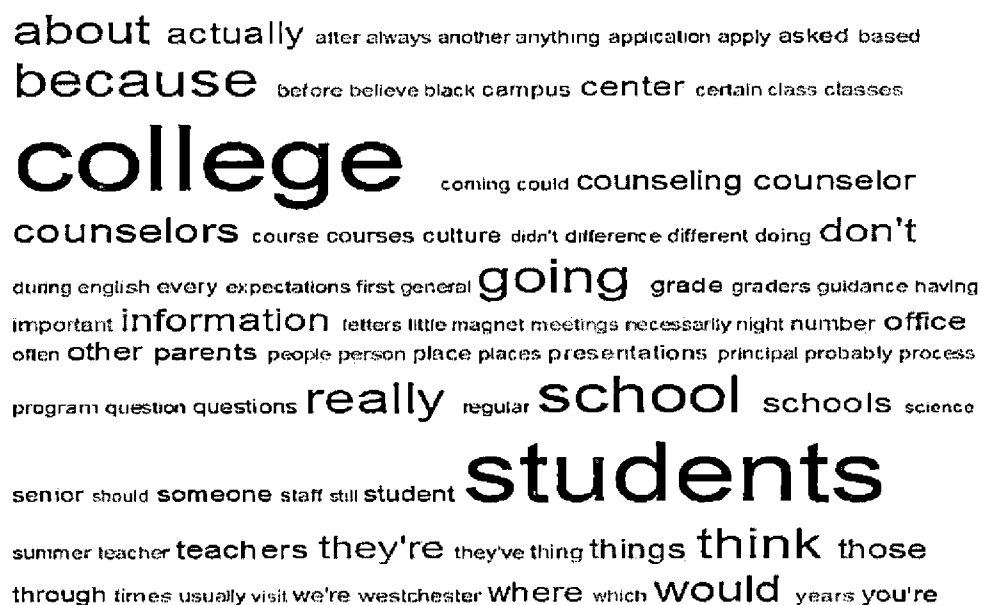


Figure 6. College counselor interview tag cloud.

Table 7

College Peer Counselors 1 First Interview Question 41: What or Who Helped You Prepare for College?

Answer	Respondents (<i>n</i>)	%
College counselor	7	88
Mother mostly, parents, family	6	75
Self	6	75
School	4	50
Faculty and staff	3	38
AAPC mentor	1	13
Fellow CPCs	1	13
VIPS program	1	13

were a close second. This may be due to the fact that participants work in the college center and have a great deal of personal contact with the college counselor.

One of the first themes that emerged was that the students respected the college counselor and depended on her for advising. Participants consistently credited the college counselor with ensuring that students had help with the college admission process. The college counselor occupied a role on campus that was unmatched by the grade level guidance counselors. Several students provided a good description of the role that the college counselor plays on campus. One student (Participant 3, personal communication, December 7, 2011) stated,

When you find yourself asking questions about college and the application about how to fill out this form and you ask your parent, your parent don't know. You ask your counselor, your counselor don't know. You ask your teacher, your teacher doesn't know. A student say okay, go to the college office. We have a college office and when you get down there you see all these flags. There's this woman sitting there who can answer that question and you can follow her information and that clarified everything for you. It's like, okay, this is where I need to go for everything that I need to know about college is here. Anything you need to know about the information, you go to [the college counselor].

The college counselor has been at the research site for over ten years, and many students describe her as “approachable, available, and provides students with

advice on the college admission process” (Participant 10, personal communication, January 12, 2012). The college counselor is viewed as someone who makes dreams come true. Many participants stated that the college counselor works to help students navigate the confusing college admission process. One student (Participant 4, personal communication, December 6, 2011) noted,

Her role for everyone at this school is to prepare them with information like SAT and everything and also basically to like start people on the right path. Once you been in school then it's kind of like you feel relieved that someone is going to help you get to college. We even have questions sometimes when we are confused about what we're doing with our college process and our scholarships so she's always there for you to, like, if you have any kind of question about college or anything, she's right there for you to ask.

The participants see the college counselor much differently from the way that they see the guidance counselor. This may be partially due to the fact that the college counselor does not have to deal with matters related to student discipline or bad behavior; her primary role is to help students get into college. All participants spoke about the importance of having access to a college counselor on campus. This feeling was supported by the grade level guidance counselor, who stated (Participant 9, personal communication, January 11, 2012):

I would say some of the students would not be going to where they could be going [without the college counselor]. For example, a student who may

have a chance of going to a more elite college may not apply or may not have what it takes to finish. An average student who should be completing their college application may fail to do so because nobody has—because [guidance counselors] don't have enough time to get to every single student unless they come and be proactive and ask questions we won't be able to seek out a student. So do you think that having a college center allows you to spread the information or cast the net versus only if the student had an opportunity to be with a guidance counselor whatever the case may be?

Every student interviewed indicated that the college counselor was responsible for their having a better understanding of the college admission process. One student said that the college counselor was "the best" (Participant 3, personal communication, December 7, 2011). Another stated, "Having access to a college counselor makes the college admission process less stressful" (Participant 4, personal communication, December 6, 2011).

Role and Responsibilities

The researcher observed the college counselor for six months from September 2011 through February 2012. This was the college counselor's most hectic time because students were applying to colleges, taking college entrance exams, requesting letters of recommendation, and completing the Federal Application for Student Financial Aid (FASFA). Hundreds of students were in and out of the college center during breaks and between passing periods. Some

students had major questions, while others merely stopped by to check in with the college counselor.

Advising was not a formalized process whereby students made appointments, which stands in contrast to the required meetings with grade level guidance counselors to go over graduation requirements. The college counseling process was far less restricted; students dropped in to ask questions or check on their letters of recommendation. The college counselor (Participant 10, personal communication, January 12, 2012) noted,

We have special meetings at lunch. They're invited to hear from the college representatives and many times I meet with them before the rep gives their presentations, and sometimes I meet with them after. Also they know that they have to come here to get certain things so because there's a necessity to come to the college office for certain things they learn more as well.

The college counselors relied on the CPC to help students with basic questions about and mastery of the college admission process. The college counselor (Participant 10, personal communication, January 12, 2012) explained,

I try not to pull students out of the same period several times in one week. I try to avoid advance placement into calculus because there's some teachers that are just not going to work with you. I try to avoid certain classes where I know students need to be there to get the instruction. We have a senior day after all of those presentations have been made by college peer counselors in a larger group, homeroom where it's about 30

students and those two college peer counselors who are assigned to that homeroom, those students are also the students who are assigned to their case load. After they've done all of their presentations and all of their packets then we all come together as a large group and then that's where I go over every information for about 4 hours on one particular day. It's usually the day the other students are doing the PSAT and I have the seniors for a full 4 hours.

This freed up the college counselor to address more complex questions or issues. In this regard, she stated (Participant 10, personal communication, January 12, 2012):

Those one-on-one meetings are probably the most important because that's where most of their questions are answered. Then if students need to meet with me even after that, they can. So the college peer counselors actually meet with students one-on-one more so than I do. My meetings are really in larger groups.

Between advising sessions, the college counselor took time to write letters of recommendation and to plan for the school's biannual college night. College night is one of the college counselor's major tasks. College night is open to 9th through 12th graders and their parents, and planning a college night for approximately 1700 students and their parents takes a lot of dedication and time. The college counselor invited 40 colleges to participate in college night, which took place in November, and students and parents were afforded an opportunity to meet with college representatives one-on-one. The visiting college

representatives discuss their admission requirements in a setting that is very similar to a college lecture hall.

The college counselor hosts the college fairs only every other year because the planning is so labor intensive. The college counselor needs about three months to plan college night, which occurs in the peak admission period when the college counselor is very busy writing letters of recommendation and monitoring student progress towards applying to college. During off-years, seniors are bused to the annual Cash for College Fair, where they have an opportunity to meet representatives of hundreds of colleges.

Another major task of the college counselor is to make sure that every senior completes a senior profile sheet (Appendix Q). Senior profile sheets are used to assess students' grades, class ranks, interests, financial need, and goals related to college attendance and choice of college. This is a huge undertaking that requires the college counselor to work with the CPC. The profiles are also used to help the most financially needy students receive fee waivers to apply to college and take the college entrance exams (SAT, SAT Subject Exam, and ACT).

The college counselor also has a host of other, smaller duties. She sends out a monthly newsletter, "The College Corner," to students and parents. The newsletter provides updates on application deadlines, information on college scholarships, and notices about which college representatives will be visiting the campus. The college counselor also is responsible for administering all of the AP exams, supervising the CPCs, and coordinating visits from college

representatives and the military recruiters. She coordinates over 100 college visits to her campus during the fall and spring semesters. There are periods during which she interacts with three to four college representatives per day.

The college counselor is a well-liked person who excels at building relationships with students, colleagues, and college representatives. Her foremost purpose is to motivate the students to achieve their college aspirations. The college counselor is the link between the school's promise of academic preparation and the process of applying to college. The college counselor does not, however, have a background in counseling. Her training and tasks as the college counselor had little to do with assessing human behaviors or theories related to psychological motivation, as is the case with the guidance counselor. College counseling in this school involves application processes, grades, and deadlines.

The college counselor is actually an English teacher and holds a master's degree in creative writing. Her actual position is as a teacher on special assignment. The college counselor position is funded by resources that are earmarked for an English teacher. The principal elected to use the funding for a college counselor position to increase students' access to college. Thus, the high school has one fewer English teacher than is needed, which means that the other English teachers have more students in their classes than they otherwise would.

The college counselor became interested in college counseling when one of her mentors trained her to take over the college center at another high school. She (Participant 10, personal communication, January 12, 2012) stated,

Initially I was an English teacher and I was at a school, Westchester High School, and the college counselor was leaving. She was leaving to go to a community college. They needed someone with excellent writing skills, and English teachers really fit that mold because we write so much and we have a lot to do with helping students write. That particular principal wanted to get someone who was young and someone who was willing to go and complete the education, to do the job, and someone who, of course, could write well. That's how I initially became interested in that. I also used to work very closely with that person. I would go on college trips with her because I was teaching the AP and honors classes and so a lot of my students she was targeting and in a lot of ways she kind of groomed me to take over when she left. That's how I initially became involved with college counseling.

She eventually took over for her mentor when the mentor retired. She worked at the other school for a short time before she was invited to apply to her current position as the college counselor at the research site. She (Participant 10, personal communication, January 12, 2012) explained,

I did that for a year, returned to teach English for a few years; and once I switched schools, I came to the research site and our college counselor here retired. I was ready to move on from the classroom, but I still wanted

to have direct contact with students. I didn't want to be an administrator. I still wanted to work closely with students, and so college counseling and counseling in general provides an avenue where you're out of the classroom but you're still in direct contact with students, and that's how I initially became interested.

That was over ten years ago, and she used her experience at her first school to build the college counseling program that was analyzed in this study.

The college counselor's role is to help students navigate the college admission process. When discussing her roles and responsibilities as the college counselor, she stated, "The upper classmen actually have more knowledge about the college [process] because they have more involvement because we're actually in their homerooms once a week giving them information" (Participant 10, personal communication, January 12, 2012).

The college counselor focuses most of her attention on 11th and 12th graders. Nevertheless, there were several occasions when 9th and 10th graders entered the college center to seek her advice. She explained, "At the beginning of the year, we have grade level meetings where administrators and their counselor talk to them; 9th graders have their meeting, 10th graders have their meeting, and the 11th graders have their meetings" (Participant 10, personal communication, January 12, 2012). The college counselor indicated that the college counseling program was not designed to focus on 9th or 10th graders because there was already a mentor program in place for them.

The college counselor noted that she did not have the time to devote much attention to the 9th or 10th graders. She (Participant 10, personal communication, January 12, 2012) explained,

We invite the college office to the life skills classes so all 9th graders are introduced to [the college counselor] and with the college peer counselors early on. There's no excuse for someone to say they didn't know and they didn't have the information; it's an important entity and because we believe in that, we have high expectations. Then we introduce the idea and the concept of going to college right in the beginning, right from the start. I tell my 9th and 10th graders the best thing you can do is to get the best grades as possible. We have people out there saying that they can apply for scholarships and apply for things in their 9th and 10th grade year, which we know is not true. The best thing you can do as a freshman and a sophomore is get A's and B's. We stress no C's.

Ninth graders are introduced to the college counseling program during a summer transitional program. The school offers entering freshmen an orientation that allows the college counselor to work with these students before school starts. This is different from traditional summer school models in that students are required to attend even though they do not have any classes to make up. According to the college counselor, "This is a powerful tool in instilling high expectations and college counseling before school even starts" (Participant 10, personal communication, January 2, 2012). The freshman orientation consists of a summer math and writing boot camp. Having the freshmen on campus prior to

the start of school helps to shape the expectations and learning habits of their students (Farmer-Hinton, 2008).

All of the students take the PSAT, a diagnostic test for the SAT, in the 9th and 10th grade, and the college counselor and CPC are responsible for administering the PSAT on campus. Allowing all students to take the PSAT in the 9th and 10th grade is a practice that is often reserved for private schools and public schools in affluent areas. Many colleges use PSAT scores to begin recruiting students to their respective schools. Most inner-city schools do not allocate resources to administer the PSAT to every student.

The college counselor works with faculty, staff, and parents to help build a college-going culture. One of the most interesting findings that emerged from the data was the integration of college counseling into the classroom. The college counselor works closely with all of the teaching staff to make students, staff, and parents aware of the college admission process. Her role is to ensure that teachers discuss the link between academic success and college admissions. The college counselor (Participant 10, personal communication, December 8, 2011) stated,

For teachers, they don't really have a choice; it's the way it is. For the senior teachers, as long as I stick with my commitment and as long as I'm only going to be pulling students for a certain periods of time, then they're willing to work with me. I work very closely with senior English teachers because they're the ones who are going to be really writing the letters of recommendation or senior English teachers as well as social science

teachers. They're asked more often to write letters of recommendation than, say, math and science teachers., even though we're a medical/science magnet. Those two disciplines are asked more frequently, those departments more than any other. I work very closely with them. Often times they will come down and they will get information, and they will actually include certain parts of the college admission process as a part of their curriculum. All of the 11th grade and 12th grade teachers make the personal statement an assignment in their class.

It is clear that the college counselor has a vital role in creating relationships on campus. It is routine for teachers to drop by the college center to check on a student's letter of recommendation or to see whether a certain student had completed his or her college application. There appeared to be a great deal of communication and interaction between the college counselor and teachers. The college counselor (Participant 10, personal communication, December 8, 2011) described this process by stating,

I do use the teachers to do my workshops because we have about 3 personal statement workshops, and it is the same English teachers I use over and over again. There are some that I don't ask to do it. It's open to all students, not just their students. They give personal statement workshops probably anywhere from six to seven times in fall semester. That's going to be from someone from UCLA, EOP; it's going to be either with Ms. X, who teaches both 11th grade and 12th grade AP and Ms. X,

who teaches only 12th grade AP. She also has the male academy. It's those two teachers specifically that really assist me with that.

One important theme that emerged was that the entire school has bought into the idea of the important role that the college counseling program plays in linking the school's stated mission to processes. The college counseling program is the basis for how the admissions process is integrated throughout the entire school. Conceptually, it makes sense for schools to have a college counselor because the position controls the flow of college information in and out of the school.

The college counselor links academic progress to the admissions process. The college counselor stated (Participant 10, personal communication, December 8, 2011):

I think whenever you have one person or one particular office which can come and get the information, I do think it is the responsibility of the entire faculty to increase that college-going culture, and whenever we have things like—we haven't had a college night as you know for a couple of years—but other things that we've done like small college nights, smaller activities.

The college counselor's main role is to serve as the glue that holds the separate parts of the college counseling program together. She (Participant 10, personal communication, December 8, 2011) added,

Getting back to having one place, even though we have a counselor per grade level, it's also good to have one college center where students can

come and they can get the information from one person. We also have what is called college peer counselors trained by me and that work with me every year. They work specifically with seniors; second semester with juniors.

The college counselor is on campus to ensure that students realize that a college education is attainable. She accomplishes this by developing personal relationships with students, teacher, parents, and college representatives.

Forming and maintaining relationships affords the college counselor the opportunity to assist students with successfully navigating the college admission process. One CPC (Participant 1, personal communication, December 7, 2011) stated that, without the counselor,

I think a lot less students would go to college, honestly, because they would do the application wrong or forget something or not get the fee waiver in time or not pay for it or just be unmotivated to go out and be something.

Another CPC commented (Participant 4, personal communication, December 6, 2011):

We still have the students who would be working hard to get into college and all that, but they would probably lack some information that would be beneficial to their application process or something that could have just boosted them up.

All of the school's stakeholders rely on the college counselor to make college possible. The school administration supports the college counselor by

reiterating the message that she is the leader of the school's college admission process. The college counselor uses a comprehensive approach to college counseling that develops buy-in from faculty, staff, administrators, students, and colleges. Thus far, the data revealed that college counseling is different from guidance counseling. The next section concerns the role of peer networking in creating a college-going culture among Black students.

The Role of Peer Networking in Creating a College-Going Culture

Peer networking is one of the most important aspects of the college counseling program. The CPC's model students hold one another accountable in the college admission process. The Black students in this study worked collaboratively with their peers and exhibited a great deal of self-responsibility in the college admissions process. Farmer-Hinton (2008b) studied the role that school culture and networking plays in shaping perceptions about college access for minority students and found that one of the major challenges to increasing college access for Black students is peer affiliations. The results related to how peer networking is used to reach students who may have never come into contact with the college counseling program are presented below.

Several questions were asked of the college counselor and the college peer counselors. The second CPC interview contained a great deal of information on the role of peer networking. As noted, CPCs represent the college center during special on-campus events such as parent meetings,

college representatives' visits to campus, college night, and the school's annual awards night. The tag cloud presented in Figure 7 was compiled from a key word frequency search of the CPC2 second interviews with the six CPCs in regard to their role in the college counseling program. The words portray that students hold one another accountable in the college admission process.

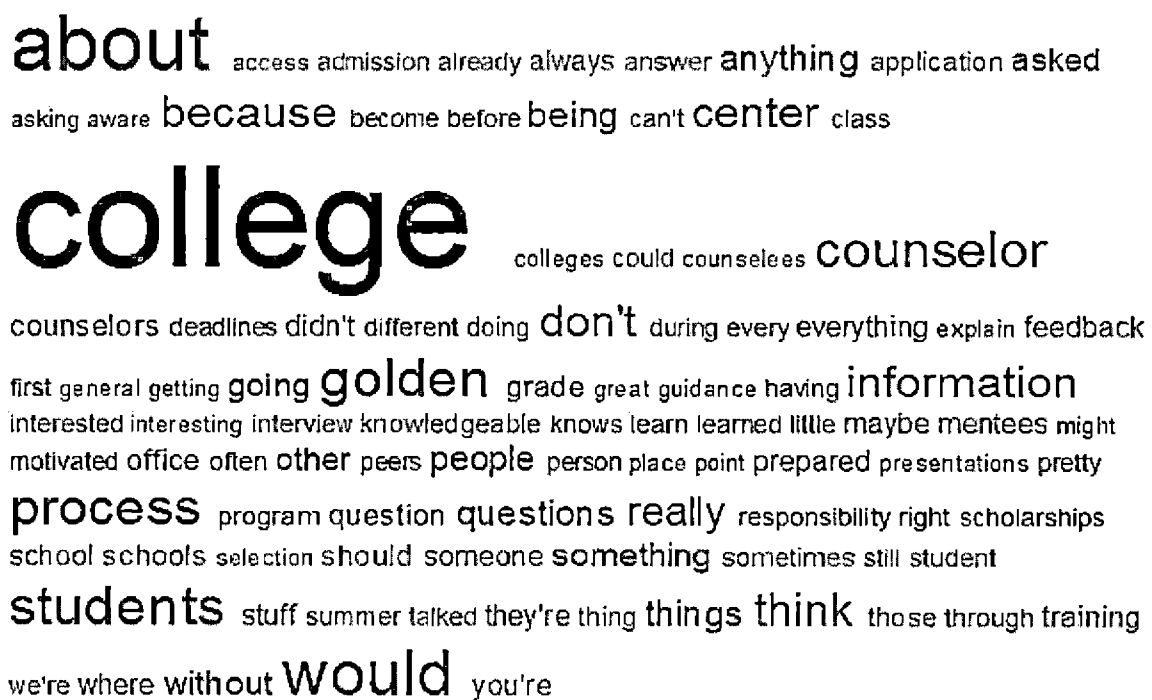


Figure 7. College peer counselors 2 second interview tag cloud.

College Peer Counselors Selection Process

The CPC selection process is highly competitive, and CPCs are an elite group of the smartest and most involved students on campus. Each, year the college counselor works with a select group of teachers and current CPCs to

nominate exceptional students as volunteer CPCs in the college center. The goal is to select 20-25 students who will be trained to assist the college counselor in disseminating college information to juniors and seniors. Prospective CPCs are nominated during their junior year and invited to interview with the selection committee. The selection committee consists of current CPCs, teachers, and the college counselor. CPCs serve a one-year term during their senior year.

CPCs must be in the top 50 of their class to be considered for an interview. The college counselor (Participant 10, personal communication, December 8, 2011) explained the selection process as follows:

You know, it really depends on how many students are in that class. I have found that in the past, I've had 24 to 26. That's too many; I don't need that many. I think from now on I probably—regardless of how many students are in a class—will never have more than 20.

The students who are selected to serve as CPCs are highly on campus. The college counselor (Participant 10, personal communication, December 8, 2011) explained the selection process:

A college peer counselor has to be recommended for the position, and they are going to work with me; it is a period during their senior year. They have to have all of their requirements out of the way. Often times, some of our top students have the visual performing arts requirement that they wait until the last minute to do. So in order for them to fit college peer counseling into their 6th period day, many of them have to go and get requirements out of the way during the summer. That's a huge

commitment. They have to be recommended either by a current college peer counselor or by one of their teachers. A recommendation does not mean it has to be a letter; it's just someone calling me and saying I would like to recommend this person to be interviewed. College peer counselors are interviewed by the current college peer counselors. My college peer counselors next year who are going to be recommended from the junior class, they're going to be interviewed by the current college peer counselors.

How the CPCs are selected relates to theories of social reproduction (Bowles & Gintis, 1976, 2003; Crossley, 2003; Giroux, 2006). The college counselor works with the current CPCs and select teachers to determine which students will be successful CPC candidates. The college counselor, teachers, and current CPCs work together as a team to socially reproduce the characteristics and qualities that make the CPC program successful (Bowles & Gintis, 2003). The college counselor explained her philosophy for using a referral process versus opening the CPC positions up to the entire school. She stated (Participant 10, personal communication, December 8, 2011):

My philosophy behind that is being number one; they've done the job for one year. Number two, they've worked with me for one year, so they know my expectations, and they will be able to determine from either knowing the student at a class or the types of questions we ask them in the interview. They will be able to tell them this is a student who can work and who is going to be dedicated to the position.

The college counselor designed the CPC program with the understanding that students rely on one another for information. She explained that the CPC program uses peer networking to reach students who may not respond to adults or to formalized approaches to recruit students to the college center. There are several key benefits to having a student workforce, as noted by the college counselor (Participant 10, personal communication, December 8, 2011):

The benefits are with the amount of information that has to be distributed; they are able to assist me in distributing that information. They are able to make the packets. They are able to keep log and keep track of students. They're like little [me's]. They are able to answer the telephone and man the office. If I have to step out for a moment, they are able to basically run my activities. All I have to do is give them the organization, let them know what is expected of them, and they are able to carry it out. That's another reason why I tend to get top students to help me because top students already have good time management skills. They already have good study skills, so their responsibilities with college peer counseling is not going to keep them from being able to earn good grades; they're still going to do so.

The college counselor stated that one of her goals was to "socially reproduce" herself in the CPCs (Participant 10, personal communication, December 8, 2011). She realized that there is no other feasible way for her to reach all of the approximately 1700 students who attend the school. Thus, the college counselor uses an elite group of students whom she trains to be "little

[her's]," which is a form of social reproduction (Participant 10, personal communication, December 8, 2011).

The CPC program is an important aspect of effective college counseling and peer networking. Farmer-Hinton (2008b) noted that Black students are at a great disadvantage because they are more likely than White or Asian students to have parents, family members, and peers who know very little about the college admissions process; thus, CPCs enable Black students to rely on one another for support, leadership, and guidance (Altschul et al., 2006; Chavous et al., 2003; Farmer-Hinton, 2008b; Graham, 1994). The college counselor (Participant 10, personal communication, December 8, 2011) stated,

College peer counselors have to be ranked within the top 50; so when you get students that are ranked in the top 50, I'm going to have the student body president, I'm going to have the president of CSF, I'm going to have someone who's a senior mentor, too. I'm going to have someone who's a peer mediator. Based on their activities on campus, the senior class president, the ASB president, their caseload is going to be lighter than, say, someone who was not as involved or who does not hold an office.

Students who participate in the college counseling program are involved in several other programs on campus. Table 8 presents the results in regard to the other activities on campus in which CPCs were involved. All of the CPCs were involved in more than one major activity. Such involvement affords the college counselor with an opportunity to have a far-reaching influence on campus.

Table 8

College Peer Counselor Activities

Activity	Respondents (<i>n</i>)	%
Leadership (ASB, councils, WASC)	4	50
Clubs	2	25
Community	2	25
Drama, toastmaster, mock trial	3	38
Internship	4	50
Senior mentor and/or ambassador	6	75
Sports (cheerleading, drill & dance, teams)	6	75

As seen in Table 8, CPC involvement included students' serving as the associated student body (ASB) president and ASB vice-president, and several students served as peer mediators or as middle school ambassadors who help recruit 8th graders to the school.

All of the CPCs who participated in this study served as senior mentors. The senior mentor program pairs seniors with entering freshmen. The CPCs assist freshmen with successfully transitioning into the high school. Senior mentors function as big brothers or big sisters to new students. The senior mentors help freshmen acculturate into the schools culture of excellence (Bowles & Gintis, 1976, 2003) and ensure that freshmen learn about the school's college

counseling program. The mentors' training affords them the opportunity to assist their peers with every phase of the college admission process.

College Peer Counselors Training

The CPCs undergo extensive training to ensure that they are well prepared to assist their peers with the cycle of the college admission process. CPCs spend a week on campus during the summer between their junior and senior year. Participants in the training program include former CPCs who are alumni, graduating CPCs, and a former CPC who currently works in the admissions office at UCLA.

An admissions cycle consists of the following phases: (a) having the seniors complete their senior profile sheets; (b) informing and registering students to take the required college admissions tests (e.g., SAT, ACT); (c) helping students apply to UC, CSU, and private colleges by their respective deadlines; (d) making sure that the counselees complete financial aid (FAFSA and CSS Profile) and scholarship applications; (e) making presentations during senior homerooms; and (f) preparing CPCs for the types of questions that they will encounter.

The college counselor provides each of the new CPCs with a packet of information that they are expected to study before they arrive at the training. The packet contains many of the forms and handouts that the CPCs use to advise their counselees. One CPC (Participant 2, personal communication, December 7, 2011) explained the training process as follows:

[The college counselor] actually gave us a packet beforehand that we had to study before the training in September. The packet—I have it with me. It's the college system. It's just like the Cal State's, the UCs, community college, private colleges, financial aid information, personal statement information, just like stuff that you can use for the application process as well as the financial aid process, as well as the scholarship process, which is a year-long process which we're trying to learn so we can distribute it to others.

CPCs are expected to arrive at the training with a basic understanding of the college admission process and its related cycles. Several CPCs commented that they carry the training packets around campus so that they can refer back to the information. They stated that the packet of information was especially useful when they are presented with questions that they could not answer.

The college counselor invites representatives from several local colleges and universities to participate in the CPC training. Each day, the CPCs receive a crash course in college admissions from either a former CPC or a college representative. The college counselor uses alumni as trainers to ensure that students understand the importance of giving accurate answers to questions. The college counselor (Participant 7, personal communication, December 8, 2011) explained the training process as follows:

College peer counselors have to spend a summer reviewing a very thick folder. They're tested on it when they come back in the fall. The test doesn't mean an actual test. The test can be during our training, the

questions that I may ask them. They have to do a one-week training during the summer. I conduct one day of training. Usually someone from UCLA conducts the second day of training. They have to do role play. They actually have to do sample presentations because they're going to work in conjunction [with] two to one homeroom. So it may be that I pair them based on how well they present. There are some students that are not excellent presenters; they're not really good speaking orally. The way that I pair them is I actually get to see during that training who I think is strong in one area and who's strong in another area because they have to do weekly presentations and they have to disseminate information.

All of the alumni who participate in the training program are former CPCs.

Many come back to the school to lead the training before they go away to college. The alumni help to create a college-going culture on campus and contribute to the process of social reproduction. The college counselor explained the involvement of alumni in the training process. She (Participant 10, personal communication, December 8, 2011) stated,

I think another key element to success here is that we have a huge alumni base that comes back and visits often. We have some of our students here who graduated, have gone onto college and have come back to teach here. We have a lot of our students who have brothers and sisters who went here. They come back alumni and they share. They'll come into your classroom to tutor and assist with the training of the college peer

counselors. We have a large number of students that do that every single year, and so there's a direct connection.

The college counseling program is a process that is used to socially reproduce the college counselor, CPCs, and college ready Black students to that more Black students are well equipped to apply for college. According to Bowles and Gintis (2003), school structures and programs serve as one of the primary ways that societies are socially reproduced. The college counseling program appears to be one of the key vehicles for social reproduction. The college counselor, during the selection and training of CPCs, socially reproduces herself in the students. The CPCs are used to socially reproduce their selves in the general student body.

The last part of the CPC training program is the mock counseling sessions, which take place during the last two days of the CPC training. In mock counseling, CPCs prepare to meet with their counsees to review their senior profiles to assess their college aspirations. The training culminates with an exercise in which students prepare to answer questions based on a scenario.

The mock counseling sessions begin with a workshop that is conducted by a former CPC who works in the admissions office at UCLA. This workshop gives the CPCs one last opportunity to internalize the important concepts and ideas that they have learned. CPCs learn that their peers may not be well informed about the college admission process. In the workshops, CPCs get an opportunity to display how they will respond to the pressures of having to answer questions and motivate their peers.

Once the CPCs successfully pass the mock counseling session, they receive a CPC t-shirt. This is a defining point in the social reproduction process, as several participants indicated that they first became aware of the college counseling program when saw an upper classman wearing a CPC t-shirt (Appendix P). One CPC (Participant 8, personal communication, January 11, 2012) stated,

I was in 9th grade or maybe a 10th grader and I had a senior friend who I saw with a shirt on. The shirt is kind of—you see it because it's gold and long sleeve; no one else really has that. I asked her what it was and she told me kind of like what they did. I saw them give presentations.

Sometimes I would hear the presentations. Even though at that age it wasn't kind of like resonating. I really didn't care that much. It was just something interesting to me.

Several CPCs commented that they were aware of the CPCs because they had senior mentors during their freshman year who were also CPCs. A female CPC noted (Participant 7, personal communication, January 11, 2012):

Oh my gosh, I've wanted to be a CPC since 9th grade. I saw the shirts and said oh my gosh, they are so cool. The picture on the front is so cute. What do they do? It wasn't really until 10th grade that I got a window of what was going on with them. It was so interesting. College stuff, and I've always been a college-bound type of girl. In the 11th grade, I got a lot more information from the seniors that I was friends with who were CPCs.

They told me the duties, and it sounded like a fun and interesting job, and I was like, I'm doing it.

The shirts that the CPC wear certainly stand out in the crowd. They are branded with the school's colors on them and have the letters "CPC" silkscreened on the chest. The shirts give the CPCs a sense of being an elite group of student leaders on campus.

The discussions about the CPC shirts are a powerful tool in the social reproduction that occurs in the counseling program. While not all students may be attracted to the idea of working to get a CPC shirt, it does appear that the shirts are an important aspect of the college counseling program (Bowles & Gintis, 2003, p. 345). Students' desire to get a CPC shirt in the 9th grade appears to have set them on the course to take the necessary steps to investigate the college center and the college counseling program. The shirts, as well as the college counseling program, represent the school's commitment to ensuring that students have access to the necessary information to go to college. Ogbu (2003) and Abi-Nader (1990) each makes reference to how minority students are motivated by material things. Several students in this study commented that they were willing to do whatever it took to ensure that they obtained a CPC shirt.

College Peer Counselors Implementation

The researcher observed the CPCs and the college counselor for six months during the peak college application-filing period. During the observations, the college center was bustling with students. Most of the students

who visited the college center were seniors who were actively engaged in the college admission process. The researcher witnessed firsthand how the CPCs are used in the college counseling program.

The CPCs are required to present their understanding of the college admissions process to their homerooms. The CPCs were assigned to different homerooms during the fall and spring semester. The CPCs were paired together during the fall and were required to make presentations to two sets of homerooms, one with juniors and one with seniors.

The CPCs go in pairs to homerooms every day to make presentations and distribute information about college admission. Topics include college application processes, deadlines, visiting college representatives and other relevant topics. Homeroom teachers assisted the CPCs with presenting college information to students.

Most homerooms have 25 to 30 students in them, and the homeroom period occurs during third period. The school decided to move homeroom later in the day because many students often arrive late to school. This way, the school knows that students are more likely to get the information that is presented in the homerooms.

The CPCs represent some of the highest achieving students at the school. Many of the CPCs have exceeded the school's course offerings, which means that they already have fulfilled their graduation requirements by the time that they are seniors. This allows the CPCs to have open slots in their schedules to do other things. The CPCs are assigned to the college counselor for one or

more periods during the day, and all of the CPCs have the college counselor as their homeroom teacher.

The CPC's role is to disseminate information about the college admission process to all of their advisees. Figure 8 shows how the college counseling program uses CPCs. The program relies heavily on peer networking to get information into the hands of students.

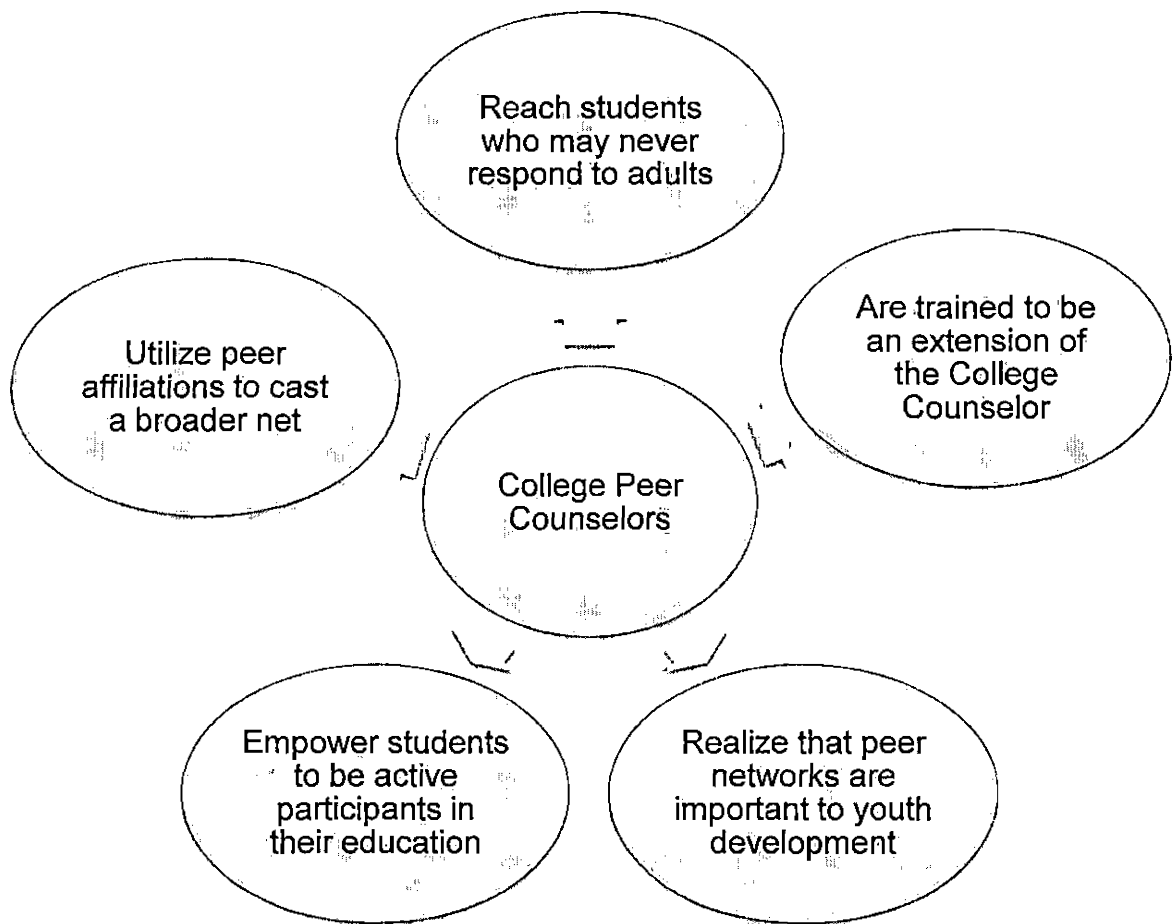


Figure 8. How college peer counselors are utilized in the college counseling program.

CPCs are able to tap into their peer affiliations to build interest in the college admission process. The college counselor recognizes that CPCs are more effective than she is in communicating with their peers, as the CPCs talk the language of the students. The CPCs are influential on campus because they hold other student leadership positions and are in various social circles on campus (Farmer-Hinton, 2008b). CPCs are able to frame the college admission process in a way that generates interest across campus. The CPCs ability to frame the college admissions process in their own words empowers them to encourage their peers to actively participate in the college admission process.

The CPC program is successful because it incorporates peer networking as an important component in the development of Black student leaders (Altschul et al., 2006; Farmer-Hinton, 2008b). One student (Participant 2, personal communication, December 7, 2011) explained,

If there were no CPCs, students would be—you would have those students who would be uncomfortable approaching the college counselor. Some students don't like administrators. Some students just don't like going downstairs and upstairs because they're lazy or something. Some students, they're just shy, they're just more comfortable with their friends who happen to be CPCs, and they don't want to talk to anybody else. Without the college peer counselor, you'll be just like, who do I talk to because I don't want to talk to this person or not even know about the college office or the college counselor or anything.

CPCs are able to reach students who may have otherwise not responded to the college counselor. CPCs are able to put, in lay terms, what is otherwise a confusing process. Another CPC (Participant 5, personal communication, December 6, 2011) stated,

Our benefit is more for [the college counselor] and for students to have access to someone on a more friendly level. Having someone their age and someone they know or maybe who you've known for four years, three years, or two years, that they can talk to and they're comfortable talking with because everyone's not comfortable talking to adults all the time.

Peer networking is a major element in the process of social reproduction (Giroux, 2006). The CPCs are able to use their status on campus to get students involved in the college admission process.

Using teachers to assist the college counselor is an example of distributed counseling responsibilities (Allen et al., 2006). According to Nelson, Campbell, Nelson, and Schnorr (2009), distributive counseling consists of delegating advising responsibilities among teachers and students, where very strong and appropriate training is provided to faculty by the college counselor. Nelson et al. noted that advisors have an opportunity to form a lasting bond with their advisees. The CPCs and homeroom teachers worked together to advise students on college admission requirements. This system of distributive counseling allowed homeroom teachers to form bonds with students and to provide the college counselor with feedback.

The CPCs report back to the college counselor on a weekly basis and provide the college counselor with a written report on their weekly activities. The report presents what the CPCs discussed with the counselees. The college counselor meets with all of the CPCs each Friday during the peak admission period to go over their weekly reports. The meetings are comparable to a norming session in which CPCs provide answers to questions that they have received. The college counselor jumps in only when necessary. The meetings allow the college counselor to track the information that was disseminated to the student body and to address any problems that surfaced.

The system appears to be working because all of the CPCs stated that they receive positive feedback from their peers. One CPC (Participant 2, personal communication, December 7, 2011) stated,

Everyone's positive. I think that also depends on like the students that you do have because you could say the same thing to certain students and they just won't be positive. Mine have always been positive and very receptive towards what I'm saying. The papers I give they don't throw them on the floor.

All of the CPCs were asked to elaborate on the type of feedback that they received from their counselees. Another CPC explained (Participant 1, personal communication, December 7, 2011):

Anytime we had a conversation, they stopped me in the hallway. After I answered their question they were like okay, that helps so much. I've never had the same question repeated or like I've never presented

information to my mentees and then they come back and don't understand it.

While the process of having students present in homerooms appears to be working, there are some minor problems. Some of the CPCs pointed out the challenges of being assigned to the homeroom that meets in the gym. The gym is an undesirable location because it houses as many as 50 students. This presents a challenge to the CPCs who are assigned to the gym does not have many of the items that can be found in most classrooms. Several CPCs discussed the counselees who are in the gym as being some of the roughest students in the school. This was the only negative comment that the CPCs had about their experience working with their peers.

Practices of an Effective College Counseling Program

As articulated in the second research question, the researcher sought to develop guidelines and strategies necessary for an effective college center. The second research question in this study focuses on the "who" and "what" needed for an effective college center on an inner-city high school campus (Yin, 2009). The results provide several explanations of why the research site has an effective college counseling program. One explanation is that college counselor and peer networking help create a college-going culture. Additionally, the school has adequate space and resources for the college counseling program to thrive.

Space

The college center is home base for the college counseling program. All of the activities, workshops, and college advising are operated out of the center. The college center is the place where students go when they have questions about college. The college center is strategically located so that every student, staff, and visitor has to pass by it on the way to and from classes. According to the college counselor, the college center is one of the most visited offices on campus. The college counselor (Participant 10, personal communication, December 8, 2011) stated,

The third thing is to make sure we have a room that is centrally located that students would be able to come to on a regular basis. I think it's very important for the college counseling [center] to be an important part of the school, not off in a bungalow, far away where students are not going to walk to get there. It needs to be somewhere centrally located and not totally isolated.

The college center is located in a converted classroom, which is typical of most college centers on high school campuses. It is important that the college center have a space that is separate from the counseling office or that of any other program. This sends the message that the college center is the place that students visit if they have questions about college.

Having a dedicated space for the college center also allows the school to control the flow of college information in and out of the school. In this regard, the

college counselor (Participant 10, personal communication, December 8, 2011) stated,

The role of the college center is basically really a resource center. I view myself and this office as a place where students can come and get information about college, about the process, about requirements.

Students are also able to come and get assistance with their personal statements, with the actual application itself.

Having a separate college center sends a message that college is important. School leadership supports students' going to college by offering students a space where they can have conversations about college. The college counselor (Participant 10, personal communication, December 8, 2011)

explained,

There was a time when helping students get into college was basically the responsibility of all the counselors, the guidance counselors. Someone realized that because they have a huge caseload and because college counseling has become such a huge undertaking that you really need to have someone separately to take care of that; an office, a point person where students, where college representatives can come and talk to students. I think that there are certain schools that do really well with college admissions because those schools have one person the college representatives can easily access.

The college center is large enough to accommodate 40 to 50 students to congregate and spend time. Overall, the college center has space for the college

counselor's desk, three to four tables, 30-40 chairs, six to eight computers for students to work on, and supplies.

The college center is also large enough to allow visiting college representatives to make presentations and meet with prospective students. Representatives from smaller colleges have enough space to meet with students one-on-one or to speak to groups of 30 to 40 students at a time. During this study, several college representatives visited the college counselor and prospective students. Many college representatives commented that they appreciated how the college center was set up. Larger college presentations, such as UCLA and UC Berkeley, were hosted in the school's lecture hall, which can hold approximately 300 students. The college center is large enough that students feel comfortable eating or hanging out during their class breaks.

Staffing

The college center is staffed by a college counselor and 20 CPCs. Each plays an important role in the college admission process. The school leadership understands the importance of hiring and training a college counselor to serve as the school's onsite expert in the college admission process and to serve as the stakeholder's point of contact for college admission requirements. The college counselor stated, "I think the college counselor has a huge role in developing a relationship with the college representatives." The college counselor develops relationships with people on and off campus, which is a full-time job. She stated,

We have anywhere from 30 to 50 college representatives that come on our campus during September, October, November, and December.

When you have that many colleges coming to visit and giving information and getting to know the students, that helps as well.

The college counselor is responsible for establishing and maintaining relationships with colleges and universities and is the school's biggest promoter of representatives from colleges who visit the high school to recruit students.

Much of the literature on college-going rates of underrepresented students notes that counselors are overwhelmed with the task of managing school sites that are failing to send adequate numbers of underrepresented students to college (Bryan et al., 2011; Farmer-Hinton & Adams, 2006; Muhammad, 2008). Taking the emphasis away from general counseling and discipline allowed the college counselor to implement innovative programs and activities that fostered a college-going culture among Black students. The college counselor stated, "I left my last high school because the administration wanted to get rid of the college counselor in order to save money" (Participant 10, personal communication, January 12, 2012). The college counselor added, "I left because I knew that that model would not be successful" (Participant 10, personal communication, January 12, 2012). She then described the support that she receives from her school administration to offer nontraditional approaches to college counseling.

Environment and Integration

The environment of the college center is important to developing a college-going culture. The school has a college counseling program that is welcoming and professional. The program encourages students to be active participants in the college admission process. The college center is decorated

with college and university banners that list schools that graduates are currently attending. The college center's interior is decorated with acceptance letters from Ivy League schools, UCs, CSUs, and many of the nation's best colleges and universities. Students see firsthand that their peers have achieved admission into their dream college. Additionally, to the left of the entrance of the college center is a scholarship board (Appendix K). The scholarship board has millions of dollars' worth of scholarship applications and a list of past winners from the school. This sends the message to students and parents that it is possible to obtain scholarships, especially when everyone knows the names of past winners.

The college center is a living Who's Who of alumni, and student success is readily on display throughout the college center. The center displays newspaper articles about students' receiving scholarships and students who were recognized nationally. The environment of the college center sends the message that you can do it! During observations, students were regularly overheard talking about who had received which scholarship or which students were away at different colleges and universities.

Students come to the college center because it is the place to be. The college counselor allows students to use her microwave to warm up their food. She always has snacks and candy available for students. There are six to eight computers available for students to conduct college searches or surf the web. There are always CPCs available to greet students as they enter the college center. The college center even had a comfortable couch, and students were

observed moving about the college center with comfort and confidence. The college counselor has created an oasis that students look forward to visiting.

Every aspect of the college center was set up to be a retreat for students. Students visit the college center during lunch, nutrition, and after school. The college counselor (Participant 10, personal communication, January 11, 2012) stated,

There are some college counselors that have to do supervision; that's not a part of what I have to do. [The principal's] philosophy is, if I don't have to do supervision, then the [college center] is able to be open at lunch and at nutrition instead of me being out there and supervising. Students can come in and get what they need. I have been in places where I had to do supervision at nutrition, at lunch, before school and after school. When you think about it, kids are in classes every other time during the day, so when you take me away from the office and make me do supervision, then you're taking the one contact person away who can answer the phone when a college representative comes who can answer a question.

The principal made it a priority for the college center to be open during peak times, such as lunch, to serve students. In contrast, many schools require that counselors work lunch duty or site duty (Bryan et al., 2011).

The college counseling program is effective because it uses staff and CPCs to assist students in the college admission process. The college counselor regularly monitors students' college aspirations and meets with them to make sure that they are on track to accomplish their goals. For example, the college

counselor meets with students to get updates on their student profiles. The college counselor (Participant 10, personal communication, January 18, 2011) explained,

It's all about resources, and it's all about making the information available to parents and students because even the student that's not doing well wants to be successful. The ones that are extremely motivated, getting the information to them is not difficult because they're going to come and they're going to seek it out. We also do a really good job with trying to reach the students that are not doing as well as they should be.

Students were regularly observed meeting with the counselor to make changes to their senior profiles, based on their grades or test scores, or to make changes to the colleges that they were interested in attending.

Teachers work with the college counselor to encourage students to take the steps necessary to continue their education in college. For example, teachers were observed bringing students into the college center to complete scholarship applications or to ask the college counselor questions that the teacher could not answer. Many high schools have college centers, but very few of them are effective. One CPC (Participant 5, personal communication, December 6, 2011) commented,

The college center is like for [our school] to be so college geared we have to have a place where it's just about college. People can go and ask all kinds of questions, any question about a fee waiver, how to get a fee

waiver and paper and documents, that's the place to go. That's the place to go to get anything you need for college

Every participant in this study commented that there would be no college program if there were no college center. A CPC (Participant 6, personal communication, December 6, 2011) noted:

The college center is to provide information. I think that's the primary thing that it does. It's all laid out right there. We have booklets, extra booklets, tablets and how to match up your SAT and ACT scores. I think it's a good tool for beginning the process as well as preparing you beforehand, before you get to 12th grade. I was going in there picking papers up or just reading the papers.

Students stated that college admission process would be confusing without a college center. For example, one student stated, "I think [the college process] would be pretty hard because if you don't know deadlines or anything like that, you don't know where to go, you don't know what website to go to" (Participant 4, personal communication, December 6, 2011). Students and parents know that the college center houses all of the materials necessary to apply for college. One CPC talked about life without the college center by stating that not having a college center would cause "a lot of confusion" (Participant 7, personal communication, December 12, 2012). The CPC (Participant 8, personal communication, December 12, 2011) explained:

Oh my, because the college office is filled every day, nutrition and lunch, with students asking questions, talking to their college peer counselors.

We have a great counselor but she can't handle all of us asking questions every day. That would be a serious strain on her, so where would they get the information from because the Internet is not always useful. The college counselor gives us certified information handouts; it's truthful. If she sees an error, she will call back every paper, she really will. It should be new ones to make sure they have the correct information

The college center is a cooperative learning environment in which the entire campus community comes to learn about college admission. There are clear strategies to integrating college admission processes into every aspect of the school. For example, all of the 11th and 12th grade English teachers have students write their college personal statement as an assignment. While this may be widely practiced at other high schools, the college counselor brings in someone from UCLA to train teachers to understand what colleges are looking for in students. The college counselor works with school administrators to ensure that college admission is a high priority on campus. While it is clear that the college center serves as the focal point of the high school, the responsibility for ensuring its functions rests on the entire campus community. Overall, the college center is a major element of the high school's culture, mission, and vision.

Costs

The two biggest costs of a college center are the college counselor's salary and benefits and the six to eight computers housed in the center. The college center also provides a lot of printouts and handouts about the college

admissions, and, thus, paper costs are high. Establishing a college counseling program similar to the one at the research site would potentially cost a school upwards of \$100,000. Below is a breakdown of the estimated costs:

1. College counselor's salary and benefits: \$60,000-\$80,000
2. Six to eight computers: \$6,000-\$8,000
3. Table, chairs, and file cabinets: \$5,000
4. Paper/Printing: \$2000
5. CPC shirts: \$500
6. Snacks: \$500

Some of these items are one-time costs. Thus, the actual cost of the college counseling program reviewed in this study was between \$80,000 and \$90,000 a year to operate. The bulk of the expenses are the college counselor's salary and benefits, while other expenses, for food, supplies, and copies admission materials were approximately \$5,000-\$10,000 a year.

The actual benefits of having a college counseling program greatly outweigh the operational costs. The college counselor (Participant 10, personal communication, January 12, 2012) stated,

I guess the idea that the school could be perceived as a public, private school really came out of the fact that if a school like [ours] can exist, obviously it does, why doesn't a group of parents down at Centennial get together and demand of their school the same things that three blocks away can be taken place here. Given the resources that are coming to [our school] are publically funded and that doesn't go to say that you guys

don't have external funding but for the school to exist that the funding is public. Is this a model that can be replicated at other sites given the commitment or whatever variables are in place here? Is it truly a model that can be replicated or is this just a diamond in the rough model? I guess that's the overshadowing question.

The college counselor purchased many of the items that are out-of-pocket staples. She was also very vocal about the likelihood of replicating her approaches at other nearby schools. The college counselor (Participant 10, personal communication, January 12, 2012) added,

I also think that once you let a school go down or just really let it go for so many years; it's going to take years to build it back up. I really do believe that your environment, even though we're two seconds from Watts, two seconds from Compton, I do think that because it is a beautiful building, because it is fairly new, and when students enter and are reminded of what it took to get this building and who the school was built for, I think that students come in with a sense of pride that has always existed since the inception of [our school]. I think the fact that we all repeat it and remind them and the parents about that, the students in many ways a majority of them, do feel special.

The counselor felt that the school existed because a group of parents got together and demanded that the school district create the school. The college counselor stated, "A lot of my colleagues at other schools think that our students are different" (Participant 10, personal communication, January 12, 2012). The

college counselor said, "They come to us with the same learning problems and poverty that you see in any other inner-city public schools" (Participant 10, personal communication, January 12, 2012). This point is an important point because it addresses the argument that charter schools and magnet schools appeal to students who self-selected to perform better. The school has external funding and an effective college counseling program only because the staff are committed to writing grants and creating programs that lead to student success. The costs to run the college counseling program are offset by the ability of the college counselor to access resources that are available.

Signs of Social Reproduction

The theory of social reproduction suggests that programs and structures within public schools create two distinct forms of education (Bowles & Gintis, 1976; Crossley, 2003; Giroux, 2006; Weininger, & Lareau, 2003). The data show how the college counseling program yields positive outcomes in preparing Black students for college. Figure 2 presents how the theory is used in this study to explain the case. The college counseling program uses alumni, CPCs, teachers, and the integration of the college admission process into the school's curriculum to socially reproduce positive student outcomes.

One of the key signs of social reproduction in this study is the use of peer, including alumni, networking in the college counseling program. The college counselor (Participant 10, personal communication, January 12, 2012) stated,

I think another key element to success here is that we have a huge alumni base that comes back and visits often. We have some of our students here who graduated, have gone onto college and have come back to teach here. We have a lot of our students who have brothers and sisters who went here. They come back to alumni and they share. They'll come into your classroom to tutor and assist. We have a large number of students that do that every single year, and so there's a direct connection. The college counseling program is able to socially reproduce an alumni base that desires to stay connected with and involved in the school after graduation. The alumni are paired with teachers who invite alumni to speak to their classes. Teachers work with the college counselor to encourage alumni to return to the school to share their college stories with students.

The college counselor counted at least 20 teachers currently employed at the school who are alumni. The school has made it a priority to hire teachers who are alumni. This creates a tradition that enhances school spirit and socially reproduces the outcomes of the school. Many of the teachers at the school participated in the college counseling program and can, therefore, vouch for and support the college counselors' approaches.

Many alumni, most of whom are between the ages of 18 and 30, return to the school to make college presentations. During observations, the researcher saw alumni from as many as 15 colleges and universities visit the school to make classroom presentations. The visits were a part of the college counseling

program that seeks to keep alumni connected to the school. The college counselor (Participant 10, personal communication, January 12, 2012) stated,

Alumni night is organized. That is an event that we have, and most of the students who come back and visit are connected with a teacher, so it is organized in that way that they have them come into their classes on designated days and so forth. I think it's just the culture because you will find that most of the students on this campus have one or two other teachers' personal cell phone numbers. We're very familiar with our students and their families and what's going on, so we call them and say we need you to connect with this kid. You've had this problem, I need you to help them and they can know that they can still make it, so on and so forth. Even though in some ways it could be unorganized, it is very structured because they are always welcome to come on this campus at any time. Alumni visit often; every Christmas vacation, spring vacation when most of them are out in May; I love them to death. They come and they want to stay all day.

The use of alumni in the college counseling program further supports the process of social reproduction in creating a college-going culture among Black students.

Chapter Summary

This research used interviews, observations, and school artifacts to understand an inner-city school's college counseling program that is effective at sending Black students to college. The data were coded and analyzed, and

themes were determined. The most important themes were: (a) the difference between college counseling and guidance counseling; (b) the role of the college counselor in creating a college-going culture; (c) the role of peer networking; (d) the integration of the college admission process into the school's curriculum; and (e) the role that positive social reproduction plays in creating a college-going culture among black students.

The themes were used to address the two research questions, which concerned the characteristics of the program and its best practices. The answers to the research questions can be used to develop a model for creating a college-going culture among Black students in inner-city schools.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

Overview

The results of this case study provide a rich description of an effective college counseling program for Black students at an inner-city high school. This study identified the roles of the college center, the guidance and college counselors, and the college peer counselors in creating a college-going culture among Black students. Of note are the college peer counselors, who were a select group of student leaders within the school. Interviews, observations, and school artifacts served as evidence of what goes into an effective college counseling program. The college counseling program was determined to be an effective intervention that used positive forms of social reproduction to engage Black students in the college admission process and to create a college-going culture on campus.

The chapter begins with a reiteration of the purpose of the study. This is followed by a discussion of the themes, recommended guidelines for an effective college counseling center, limitations of the study, recommendations for future research, and the conclusion.

Purpose of the Study

The purpose of this case study was to examine the roles of the college center, the college counselor, and college peer counselors in creating a college-

going culture among Black students. The research site was inner-city high school that has fully implemented a comprehensive college counseling program on its campus. The research site was selected because it has invested resources toward college counseling during economic times that have led other inner-city high schools to cut college counseling programs (Bryan et al., 2011).

The results of this study demonstrate the factors that contribute an effective college counseling program. The goal of the study was to provide schools that have similar demographics with an example of the best practices of an effective college counseling program that has a history of sending Black students to college. The findings of this case study were guided by the following two research questions:

1. What is the role of the college center, the college counselor, and the college peer counselors in creating a college-going culture among Black students?
2. What guidelines and strategies are necessary for an effective college counseling program?

Summary of the Findings

The researcher used interviews, observations, and school artifacts to extract evidence of the practices and approaches of an effective college counseling program. Data collected in this study were uploaded into NVivo 9 qualitative software for chunking and coding, which resulted in five key themes: (a) the difference between college counseling and guidance counseling; (b) the

role of the college counselor in creating a college-going culture; (c) the role of peer networking; (d) the integration of the college admission process into the school's curriculum; and (e) the role that positive social reproduction plays in creating a college-going culture among black students.

Theme 1: Guidance Counseling Versus College Counseling

One of the first themes that emerged from the data analysis was the distinction between guidance counseling and college counseling. There were several patterns in the data that showed that the strategies of guidance counseling were different from the strategies of college counseling.

The findings indicated that the guidance counselor lacked training in college and career planning, which meant that the guidance counselor lacked sufficient knowledge to assist students with the college admission process. The guidance counselor's duties were determined to fall into three major categories: (a) helping students select their classes or change their class schedules; (b) monitoring graduation requirements; and (c) enforcing student discipline. The guidance counselor admitted to depending heavily on the college counselor to assist students with their college aspirations. The guidance counselor's office was regarded as a place where students went to get an annual update on graduation requirements or where they went when they were in trouble.

The guidance counselor primarily engaged students on issues related to grades, class schedules, or student behaviors. Students had a negative perspective on their guidance counselor. Several commented that the counselor lacked expertise in college counseling. The guidance counselor admitted to not

having time to assist students with college or career planning. She echoed the sentiments of the students and said that she had to spend more time with students who had academic or discipline issues. The guidance counselor had a caseload of 300 to 400 students. The magnitude of her caseload did not permit adequate time for her to advise students who were on track to graduate.

The approach to guidance counseling contained very little advice on college or career planning. Research indicates that this is typical of the work of guidance counselors in inner-city schools (Bryan et al., 2011). For example, each guidance counselor was assigned to follow a cohort of students from the 9th grade through graduation and was restricted to working with students in their cohort. The process started over again with a new group of freshmen every five years. There was a consensus that the guidance counselor never had an opportunity to get to know the students who were succeeding academically. Students who were on track to graduate were routinely referred to work with the college counselor for further advising.

The data analyzed in this study exposed a system of counseling where guidance counselors had very little time for college or career planning. The literature indicated that many guidance counselors who work in inner-city schools have had their roles and duties reduced to their functioning as advisors for troubled students (Bryan et al., 2011). The guidance counselor who participated in this study indicated that her role and duties were confined to providing psychological services for students who were disruptive. For example, guidance counselors were assigned to assist administrators with campus duty once a

week. Campus duty consisted of guidance counselors' walking the campus before and after school and during recess. This indicated a system of guidance counseling whereby counselors were comparable to campus security. Their objective was to stop negative student behaviors before they developed into fights.

The guidance counselor lacked sufficient preparation in college and career planning. The school did not have the resources to have all five of its guidance counselors participate in in-depth training in the college admission process. This strengthened the need for the school to have a single person who served as the point person for helping students with college admissions and creating a college-going culture on campus.

Theme 2: The Role of College Counseling

The second major theme that emerged from the data was the belief that the college counselor was an important person on campus. There were four major themes that emerged from the data for which the college counselor was responsible. The four themes were: (a) college and career planning; (b) college admission and financial aid; (c) workshops and activities; (d) networking with colleges and universities. The school invested resources to have a local expert on campus who understood the college admission process. The college counselor's job was to assist all of the students and stakeholders with navigating the college admission process.

The college counselor was a teacher on special assignment. She was actually an English teacher who was afforded release time to run the school's

college counseling program. The college counselor was listed as a member of the school administration and reported directly to the principal. This was different from the guidance counselors, who reported to the dean of students. Having the college counselor report directly to the principal sent the message that the position was important to the campus. The college counselor also was a member of the school's planning committee. She was asked to design programs and activities that integrated the college counseling program into every facet of the school. The college counselor was exempt from having a caseload of students, as did the guidance counselors. The college counselor also was not involved in monitoring student grades or graduation requirements. Her duties were different from those of the guidance counselors, which enabled the college counselor to be effective in her position.

The college counselor had numerous responsibilities and duties related to creating a college-going culture on campus. She coordinated the PSAT and AP exams as well as a host of other activities related to college admission. The college counselor also was the point of contact for college representatives' visits to the school. The college counselor controlled the flow of college information on and off campus. Her role was to make sure that all of the stakeholders had one central person whom they could access for college information on campus. Her foremost objective was to ensure that students understood that they were expected to go to college.

Managing a college counseling program was a huge undertaking. She was exempt from campus duty because she was expected to keep the college

center open during rest periods. She supervised the CPCs and made sure that the students had up-to-date information about college admission. There were routinely 30 to 40 students in the college center at any given time, and she made sure that these students had the necessary resources to apply to college.

The findings indicated that the position of college counselor was vital to creating a college-going culture among Black students. The college counselor built relationships with all of the stakeholders on and off campus to ensure that Black students were prepared to go to college. This was accomplished by designing programs such as college night and encouraging recent alumni to return to campus to mentor current students and to speak about their experiences in college. Many of the participants in this study suggested that students would be confused if there were no college counselor to assist them in applying to college.

Theme 3: Peer Networking

Students were involved in every aspect of the college counseling program, and peer networking was found to be one of the most important aspects of the program. Many students were observed to hold one another accountable in the college admission process. The CPCs worked in pairs to make presentations about college admission during homeroom and did so in a way that was easy for their peers to understand.

The CPCs were trained to serve as an extension of the college counselor. The college counselor trained the CPCs to socially reproduce her role throughout the campus. Her goal was to have a group of 20 to 25 highly trained CPCs who

could effectively reach out to the entire student body. The college counselor used CPCs in the college counseling program because there was no way for her to interact with all of the students on campus. The CPCs were able to put the college admissions process into simple language and present it from a perspective that other students could understand and to which they could respond. Several CPCs stated that their advisees would stop them in the hallway to ask questions or to thank them for assisting them with the application process. Students would regularly come into the college center after the CPCs presented them with information during homeroom. This showed that students responded to the information and came to the college center to follow up.

CPCs were able to interact with students who may have never responded to the college counselor. CPCs were required to make college presentations to homerooms with juniors and seniors, and they utilized their peer affiliations to interject conversations about college admission when talking to peer groups on campus.

The college admission process is complicated (The College Board, 2010). The CPCs were trained to assist students with navigating the college admission process. The college counselor selected the most influential student leaders on campus to serve as volunteers in the college center. The CPCs were an elite group of student leaders who assisted their peers with applying for college. They also assisted the college counselor with several activities and programs on campus. The CPCs were provided with a distinctive t-shirt that distinguished them and made them highly visible on campus. Many students commented that

the shirts were a major contributing factor for their wanting to become CPCs.

CPCs used peer networking to tap into the adolescent desire for group acceptance (Altschul et al., 2006). They built excitement around the college admission process and showed their peers that college was achievable. Many Black students base their perceptions about college admissions on their peer affiliations (Altschul et al., 2006; Farmer-Hinton, 2008b). The CPCs were well trained and equipped with the necessary information to assist their peers with college admission requirements. The CPCs played a pivotal role in ensuring that the college counseling program was integrated into every aspect of the school.

Theme 4: Integration Into the School's Curriculum

The college counselor and CPCs were responsible for integrating the college counseling program into every aspect of the school. The college counselor worked with the CPCs, teachers, staff, parents, and alumni to help build a college-going culture on campus. The college counselor worked closely with the entire faculty to make students, staff, and parents aware of the college admission process. One of the most interesting patterns that emerged from the data was the integration of college counseling into the classroom.

The college counselor worked with teachers to develop assignments that linked academic success to college admissions. Examples of the college counseling program that were integrated into the classroom included the college counselor's involvement in the freshman orientation, her participation in guidance counselor trainings, her organizing alumni to visit classrooms, and her work with junior and senior English teachers in developing related assignments. The

college counselor worked with English teachers to create linked assignments that required students to conduct college searches, write college personal statements, and do research on their dream college. Her background as an English teacher made it very easy for her to forge relationships with the English department faculty on campus. Several students commented that their English teachers would routinely talk about college in the classroom and give assignments on what is or is not allowable in college.

The college counselor partnered with the faculty to allow students to leave classes to attend college presentations. The college center hosted 40 to 50 college representatives on campus each fall. On any given day, there were three or four college representatives on campus who were making admission presentations to students. This effort took great coordination with teachers and students to ensure that no one missed any key assignments. Teachers signed up in the college center to have recent alumni visit their classrooms to reinforce the message that college was possible. There were numerous examples of how the college counselor had the authority to integrate the college counseling program into the classroom, all of which were significant strategies for how to create a college-going culture among Black students.

Theme 5: Signs of Social Reproduction

The literature suggests that public schools are full of programs and structures that are intended to socially reproduce a capitalist society (Bowles & Gintis, 2003). The college counseling program implemented practices and approaches that were intended to socially reproduce a college-going culture. In

this regard, the college counselor stated that she socially reproduced herself in the CPCs. Bowles and Gintis (2003) argue that the role of social reproduction in schools is to shape the “cultural values and perceptions” of individuals in society. The college counseling program shaped the perceptions of students into an understanding and expectation that college was possible.

The college counseling program used CPCs and recent alumni as forms of peer networking and affiliations. Peer affiliations are an important aspect of social reproduction. The literature indicates that Black students often rely heavily on their peers for information and acceptance (Altschul et al., 2006; Farmer-Hinton, 2008b). The CPCs and recent alumni worked to strengthen the messages and cultural values that college was achievable. This appeared to boost cultural capital and influence the belief among Black students that college was achievable (Chavous et al., 2003).

The college counseling program helped to develop student capacity toward accomplishing college aspirations by encouraging Black students to be active participants in the college admissions process. Several key messages were integrated into the school’s curriculum to support a college-going culture among Black students. Recent alumni would go into the classroom to reinforce that the school’s approaches and practices led to a successful transition into college. Black students benefited from seeing college students who came from similar backgrounds and experiences. The CPCs and recent alumni played a significant role in ensuring that Black students developed a belief that they could achieve a college education (Bowles & Gintis, 2003, p. 346).

Recommended Guidelines

The goal of this study was to present the case of an effective college counseling program that could serve as a model of best practices for other inner-city high schools. The descriptions and explanations presented in this case study are intended to help educators at inner-city high schools develop effective college counseling programs on their campuses. This study is also an indicator to inner-city educators that college counseling programs are a viable option in creating a college-going culture among Black students.

Currently, there are no standards or minimum recommended guidelines for developing effective college counseling programs in inner-city high schools. Furthermore, many inner-city high schools have elected to move away from college counseling as an intervention that improves college access for Black students. Many schools have shifted their priorities toward a system of guidance counseling whereby counselors are expected to assist administration with student discipline (Bryan et al., 2011). This has resulted in some inner-city high schools' having weak or nonexistent college counseling programs (Bryan et al.). The results of this study, however, clearly indicate that Black students benefit from having a college counseling program apart from the guidance counseling office.

The results of this study suggest that school districts should develop minimum standards for implementing college counseling programs in inner-city high schools. Black students need access to a single person who can assist them with their college aspirations and preparation. Every inner-city high school

should afford all students access to a college counselor. College counselors should be college educated professionals, preferably with a master's degree, who are well trained and adequately versed in the college admission process. The college counselor should report directly to the principal and assist administration with strategic planning and implementing the college admission process into school curriculum. This would identify college admission and a creating a college-going culture among Black students as an important priority of the school.

The need to prepare Black students for college admission must be supported by research and data, and college counseling programs at inner-city high schools should allow for the gathering and tracking of data on effective practices. Inner-city schools should strongly consider the following guidelines for effective college counseling programs:

1. The college counseling program should identify and train an individual to serve as the college counselor. Each inner-city high school should have one point of contact for the college admission process. This person should be enthusiastic and motivating. The college counselor should be a member of the school administration and should assist with strategic planning. The college counselor should not be confined to the customary duties that are prescribed to guidance counselors. The counselor should be free to move about the school and community to build relationships that assist students with going to college. The

college counselor should serve as the point of contact for college information on and off campus.

2. The college counselor should be allowed to identify and train student leaders to serve as college peer counselors. Peer networking should be utilized in every aspect of the college counseling program, as students are the most valuable resource in creating a college-going culture among Black students. The college peer counselors should be highly visible on campus, and they should be able to inspire other students to continue on to college.
3. The college counseling program should identify recent alumni who can assist in developing a college-going culture among Black students. Black students need to see Black college students or college graduates who share common life experiences. The alumni should be in college or recent college graduates (within one to three years). Having recent alumni return to campus will work to strengthen the college-going culture of the school.
4. The college counseling program should identify a classroom that is centrally located to serve as the college center. The college center should be spacious, welcoming, accessible, and functional. Students should be encouraged to use the college center to write papers, do research, and ask questions about the college admission process. The college center should be a living yearbook that celebrates the students who continue on to college.

5. The college counseling program must be fully integrated into every aspect of the school. Campus policies, procedures, and school curriculum should be written to clearly identify that the creation of a college-going culture among Black students is a top priority. The college counselor should work directly with teachers to have linked assignments and standards for measuring student success toward increasing college access.
6. The college counseling program should offer workshops, college nights, and other activities that encourage Black students to pursue a college education.
7. The college counseling program should develop partnerships with local colleges and universities. These partnerships should work to improve teaching strategies and college exploration. There should be research and data that identify and explain stated outcomes.

The college counseling center must be located in a strategic place on campus that is easily located and identifiable as the focal point of the college counseling program. The college counseling center should have adequate space to accommodate a college counselor, CPCs, college materials, six to eight computers, and to host representatives from colleges. School administration, teachers, and stakeholders should routinely meet with the college counselor to promote college admission as a major priority for the school. All of these recommendations are necessary to ensure that the college counseling program is effective and supported with adequate resources.

Limitations

This study is limited by the availability of participants, the time available for data collection, and the actual case being studied. Early on, the dissertation committee decided to focus the study on evaluating an effective college counseling program so that the researcher could collect and analyze data relevant to the research questions. The findings of this study may not be generalizable to schools that are not similar to the research site. Thus, the results of the study are limited to the select population within this school and, potentially, to schools with similar characteristics. That is, the students in this study chose to attend a school with the mission of being in careers in science, medicine, and technology. The mission of the school selected for this study is to prepare students for careers that require college preparation. Thus, the students at the research site may be different from students from the more general population of students.

Future Research

There are a significant number of inner-city schools that are failing to send their Black students to college (Allen et al., 2002). Many failing inner-city schools can benefit from the best practices of inner-city high schools that have successful programs or interventions that help send minority students to college. The college counseling program on which the researcher focused is but one of many approaches that is perceived to increase college access for Black students. To determine best practices, there is a need for future research.

An experimental or quasi-experimental approach can be used to determine whether the approaches and practices described in this study would have similar outcomes on the college-going culture of Black students in other schools. Researchers could track two groups of Black students from 9th grade until graduation. One group would participate in a college counseling program, while the other group would not. Researchers could then compare the college admissions rates of both groups.

Researchers also could administer pre- and post-tests to a group of Black 9th graders and follow them through their senior year. Data could be collected to assess whether the college counseling program increased student knowledge of the college admission process and increased student college-going rates. These are two examples of how research could provide evidence of the effectiveness of college counseling for increasing college access for Black students.

Conclusion

There are a number of interventions and programs that are believed to increase college access for Black students. This study provides an example of a college counseling program at an inner-city school that is successful at sending Black students to college. The findings in this case study present a college counseling program that has created a college-going culture among Black students. The college center, college counselors, and college peer counselors were determined to assist students in navigating what can be a daunting process. It is important to note that college counseling is different from guidance

counseling. Guidance counselors assist students with graduation, and college counselors assist students with their college aspirations. While each role is necessary, the college counselor's role was the most important for preparing Black students for college.

College counselors increase awareness and understanding that college is possible. In the face of one of the most challenging recessions on record, it is even more critical that inner-city high schools have college access at the forefront of their planning. College counseling programs can provide a positive form of social reproduction that encourages Black students to continue on to college. College counseling programs provide Black students with the services and information necessary to go to college and are a vital part of inner-city high schools that seek to prepare Black students for college.

APPENDIX A
PRINCIPAL SUPPORT LETTER

LOS ANGELES UNIFIED SCHOOL DISTRICT

June 7, 2010

IRB
CSU San Bernardino

This letter of support is to provide permission for Ricky Shabazz to conduct research towards his dissertation at [REDACTED]. This letter provides Mr. Shabazz (the researcher) with support and approval to conduct interviews; observations; analyze data; and present the findings of his research in class as well as in the form of a dissertation. We understand that the researcher will be visiting our school to conduct research on college access for Black students. The researcher plans to interview students, school staff, and parents.

My staff and I are committed to working with the researcher to develop the appropriate instruments and approaches to data collection. Moreover, the researcher and the school understand the procedures necessary to safeguard identifiable records of individuals and protect the confidentiality of participants in the research study. I understand that the researcher's IRB proposal will be reviewed and approved by CSU San Bernardino Institutional Review Board for Research Involving Human Participants prior to data collection.

If you need further information in support of this research project please feel free to contact me at [REDACTED]

Sincerely yours,

APPENDIX B
INSTITUTIONAL REVIEW BOARD APPROVAL LETTER

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Academic Affairs
Office of Academic Research • Institutional Review Board

March 11, 2011

Mr. Ricky Shabazz
c/o: Prof. Thelma Moore-Steward
Department of Education
California State University
5500 University Parkway
San Bernardino, California 92407

**CSUSB
INSTITUTIONAL
REVIEW BOARD**
Full Board Review
IRB# 10040
Status
APPROVED

Dear Mr. Shabazz:

Your application to use human subjects, titled "Increasing College Access for Black Students" has been reviewed and approved by the Institutional Review Board (IRB). The attached informed consent document has been stamped and signed by the IRB chairperson. All subsequent copies used must be this officially approved version. A change in your informed consent (no matter how minor the change) requires resubmission of your protocol as amended. Your application is approved for one year from March 11, 2011 through March 10, 2012. One month prior to the approval end date you need to file for a renewal if you have not completed your research. See additional requirements (Items 1 - 4) of your approval below.

Your responsibilities as the researcher/investigator reporting to the IRB Committee include the following 4 requirements as mandated by the Code of Federal Regulations 45 CFR 46 listed below. Please note that the protocol change form and renewal form are located on the IRB website under the forms menu. Failure to notify the IRB of the above may result in disciplinary action. You are required to keep copies of the informed consent forms and data for at least three years.

- 1) ~~Submit a protocol change form if any changes (no matter how minor) are made in your research prospectus/protocol for review and approval of the IRB before implemented in your research.~~
- 2) ~~If any unanticipated/adverse events are experienced by subjects during your research,~~
- 3) ~~To renew your protocol one month prior to the protocol's end date.~~
- 4) ~~When your project has ended, by emailing the IRB Coordinator/Compliance Analyst.~~

The CSUSB IRB has not evaluated your proposal for scientific merit, except to weigh the risk to the human participants and the aspects of the proposal related to potential risk and benefit. This approval notice does not replace any departmental or additional approvals which may be required.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, IRB Compliance Coordinator. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval identification number (listed at the top) in all correspondence.

Best of luck with your research.

Sincerely,

Sharon Ward, Ph.D.
Sharon Ward, Ph.D., Chair
Institutional Review Board

SW/mg

cc: Prof. Thelma Moore-Steward, Department of Education

909.537.7588 • fax: 909.537.7028 • <http://irb.csusb.edu/>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX C
PARENT/GUARDIAN INFORMED CONSENT FORM



College of Education
Office of Doctoral Studies

Parent/Guardian Informed Consent Form

The study in which your child is being asked to participate in is designed to study increasing college access for Black students. This research study will be conducted by Ricky Shabazz who is a doctoral student at California State University San Bernardino. This research study will be under the supervision of Dr. Moore-Steward, Professor in the College of Education at California State University San Bernardino. This study has been approved by the administration at [REDACTED] and the Institutional Review Board at California State University, San Bernardino.

Your child will be asked to answer a series of questions on how he/she feels about various aspects of school, friends, family, and their perceptions about college attainability. Surveys should take no more than 30 minutes to complete. The researcher will also observe your child's interactions during classroom visits and visits to the college center. Additionally, the researcher may interview your child. All responses will be held in the strictest of confidence by the researcher. Your child's name will never be reported with any of the responses. All of the data will be used to analyze the social, cultural, and school programs that may be contributing to [REDACTED] ability to send larger numbers of Black students to college. You may receive the results of this study upon completion of the research study, which is tentatively slated for December 30th, 2011. The results of the research study can be obtained by contacting [REDACTED] at the school's college center or by contacting the researcher directly at shabr301@coyote.csusb.edu.

Your child's participation in this research study is totally voluntary. Participants of this research study are free not to answer any questions and to withdraw at any time during this study without penalty. When your child has completed the survey, all of the data collected in this research study will be kept in a locked filing cabinet in the researcher's office for a period of three years. In three years when the study is over, the survey answers will be destroyed. In order to ensure the validity of the study, we ask that your child not discuss this study with other students or participants. The purpose of this research is to analyze the role of college counseling, peer networks, and perceptions about college attainability. There are no foreseeable risks to your child associated with this research project. The benefits of participating in this

909.537.5651 • fax: 909.537.7056 • <http://edd.csusb.edu>

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus



College of Education
Office of Doctoral Studies

study are that the researcher may be able to provide examples of programs and approaches that may help to increase the numbers of Black students who continue on to college.

If you have any questions or concerns about this research study, please feel free to contact the researcher, Ricky Shabazz, at (310) 261-8856 or shabr301@coyote.csusb.edu. The faculty advisor of this research project is Dr. Thelma Moore-Steward at (909) 537-5646 or msteward@csusb.edu. If you choose to participate, please return completed form to [redacted]

Parent/Guardian's Name (print) Parent/Guardian's Name (sign) Date

Student's Name: _____

909.537.5651 • fax: 909.537.7056 • <http://edd.csusb.edu>
5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sanoma • Stanislaus

APPENDIX D
STUDENT ASSENT FORM

Student Assent Form

Title of project: Increasing College Access for Black Students
Persons in charge: Ricky Shabazz, doctoral student at CSU San Bernardino
Phone: (310) 261-8856 Email: shabr301@coyote.csusb.edu
The faculty advisor of this research project is Dr. Thelma Moore-Steward
Phone: (909) 537-5646 Email: msteward@csusb.edu.

You are being asked to participate in a research study that is designed to learn more about increasing college access for Black students. The purpose of this study is to understand the social, cultural, and school programs that may be contributing to [redacted]'s ability to send Black students to college. This study is being conducted by Ricky Shabazz who is a graduate student at California State University San Bernardino. If you and your parent(s)/guardian(s) have given permission, you may fill out a survey, be interviewed, and/or be observed. But this is your choice. Before you start, please read this form so that you are aware of your rights.

We hope that this study will benefit you by offering you an opportunity to provide ideas on how inner-city high schools can help to increase the number of Black students that are prepared to go to college. We expect this project will support and reinforce the efforts that are already underway at [redacted].

This is a study of your opinions and your perceptions. This is NOT a test and there are no right or wrong answers. Your answers will have no effect on your grades at school. Neither your teachers, school administrators, nor your parents will read your answers. Your name will not be attached to your answers. We use code numbers instead of names on the surveys, observations, and/or interviews. All of the data collected in this research study will be kept in a locked filing cabinet in the researcher's office for a period of three years. In three years when the study is over, the code numbers and the data will be destroyed.

It will take approximately one class period to complete the survey. Observations and interviews will take place in your classes, when you visit the college center, and/or around your high school campus. You may refuse to answer any questions if you choose to. You may also decide that you do not want to participate in the study at any time. There are no foreseeable risks to participating in this study. You are just telling the researcher about your opinions and perceptions.

You may ask the researcher any questions about the study. If you have questions later you may contact the researcher at the number listed at the top of this form. All data collected for this research project will be kept in a lock file cabinet inside of the researcher's office for a required period of three years.

I understand my rights and I agree to participate in this research study.

909.537.7404 • fax: 909.537.7510

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX E
TEACHER/COUNSELOR/ADMINISTRATOR
INFORMED CONSENT FORM

INFORMED CONSENT
Teacher/Counselor/Administrator

Title of study: Increasing College Access for Black Students

Researcher: Ricky Shabazz, doctoral student, College of Education, California State University, San Bernardino.
shabr301@coyote.csusb.edu or (310) 261-8856

Faculty Advisor: Dr. Moore-Steward, Professor in the College of Education, California State University, San Bernardino.
msteward@csusb.edu or (909) 537-5646

Introduction

I am a doctoral student at California State University San Bernardino. This research project involves studying [redacted] as a case study to learn more about the school's structures and programs that may be contributing to the presence of a college going culture amongst Black students. Data collected in this research may be used to assist schools with similar demographics that may be struggling with sending Blacks students to four year colleges and universities. I would like to invite you to join this research study.

Background information

You and your students will be asked to answer a series of survey questions about various aspects of school, friends, family, and perceptions about college attainability. Surveys should take no more than a class period to complete. Additionally, the researcher will observe student interactions during classroom visits, visits to the college center, and on campus. All responses will be held in the strictest of confidence by the researcher. Participant names will not be reported with their responses. All of the data will be used to analyze the social, cultural, and school programs that may be contributing to [redacted] ability to send Black students to college. You may receive the results of this study upon completion, which is tentatively scheduled for December 2011, by contacting [redacted] at the school's college center.

Right of refusal to participate and withdraw

You are free to choose to participate in this research study. You may refuse to participate without any loss of benefit which you are otherwise entitled to. The information provided by you will remain confidential. Your name and identity will not be disclosed at any time and will there not be any identifiers on any of the submissions. All of the data collected in this research study will be kept in a locked filing cabinet in the researcher's office for a period of three years. However, the data may be seen by the dissertation committee, may be published in journals, and/or presented elsewhere without giving your name or disclosing your personal identity. If you have any questions about this research study you may contact the researcher, Ricky Shabazz, via email at shabr301@coyote.csusb.edu. The faculty advisor of this research project is Dr. Thelma Moore-Steward at (909) 537-5646 or msteward@csusb.edu.

Authorization

I have read and understand this consent form, and I volunteer to participate in this research study. I voluntarily choose to participate, but I understand that my consent does not take away any of my legal rights in the case of negligence or other legal fault of anyone who is involved in this study. I further understand that nothing in this consent form is intended to replace any applicable Federal, state, or local laws. If you choose to participate, please return completed form to [redacted]

Participant's Name (Printed or Typed): _____

Participant's Signature: _____ Date: _____

909.537.7404 • fax: 909.537.7510

5500 UNIVERSITY PARKWAY, SAN BERNARDINO, CA 92407-2393

The California State University • Bakersfield • Channel Islands • Chico • Dominguez Hills • East Bay • Fresno • Fullerton • Humboldt • Long Beach • Los Angeles
Maritime Academy • Monterey Bay • Northridge • Pomona • Sacramento • San Bernardino • San Diego • San Francisco • San Jose • San Luis Obispo • San Marcos • Sonoma • Stanislaus

APPENDIX F
COLLEGE COUNSELOR INTERVIEW QUESTIONS

Counselor Interview Prompts

1. Please give me a brief history of the school and explain how students gain entry into _____.
2. How long have you been at _____?
3. How long have you been the college counselor?
4. What are some of your duties as the college counselor?
5. When does preparation for college begin?
6. What kinds of things do you do with your 9th graders?
7. What kinds of things do you do with your 12th graders?
8. Describe the practices and programs at your school that you believe contribute to your students' high achievement.
9. Has your school encountered any obstacle in maintaining these practices or approaches? If so, how did the school overcome them or maintain them?
10. Describe three of the most effective programs or approaches that the school has used to increase the number of Black students that continue on to college.
11. How does _____ create and sustain a college-going culture among its Black students?
12. How did the college peer counselors program come about? Who developed it? How are students selected to be college peer counselors?
13. What role do the college ambassadors play in creating a college-going culture?

14. Describe how _____ addresses student expectations for meeting academic achievement goals for students, parents, and teachers.
 - How do you measure student achievement?
 - What, if any, assessment tools do you use?
15. Describe the role that the college center plays in creating a college-going culture.
16. Describe the role of the college counselor.
17. Describe the role or use of students in creating a college-going culture.
18. Discuss the difference between guidance counseling and college counseling.
19. Do you think that your academic program and approaches can be duplicated at other school sites? If so, how and why?
20. What advice would you offer other schools with similar populations of Black students that may want to duplicate your programs and approaches?
21. Is there anything else that you would like to discuss that may shed light on ways that other inner-city schools could increase the number of Black students who attend college and universities?

Developed by California State University. Used and reproduced with permission.

APPENDIX G
GRADE LEVEL COUNSELOR INTERVIEW QUESTIONS

Grade Level Counselor Interview Prompts

1. How long have you worked at _____?
2. How long have you been a counselor?
3. Talk to me about your role as the guidance counselor.
4. How often do you meet with your students?
5. How many students do you have in your caseload?
6. What kind of things do you go over with your students?
7. You travel with your students from grade 9 through grade 12. Explain to me how that works.
8. How often do you talk to the students about college?
9. What kind of questions do students ask you about college?
10. How knowledgeable are you about the college admission process?
11. Did you receive training in your counselor program about college advising?
12. What is your role as the guidance counselor?
13. What are the differences/similarities between guidance counseling and college counseling?
14. What is your relationship with the college counselor?
15. What kind of training do you have in college counseling?
16. Is there a need for schools to have a college counselor?
17. What is the role of the college counselor?

Developed by California State University. Used and reproduced with permission.

APPENDIX H
COLLEGE PEER COUNSELOR FIRST
INTERVIEW QUESTIONS

1. Default Section

* 1. What grade are you in?

- 9th
- 12th

* 2. How would you describe your experience at [redacted] to someone that attends another high school? Academically? Socially? Classes? Teachers? Students?

* 3. How do you feel about your experiences attending [redacted]? Do you enjoy school? Why or Why not?

* 4. What kind of activities are you involved in? Sports? Internships? Job? Volunteering?

5. Do you think your involvement in activities affects your grades? why or why not?

6. Did you get to choose the classes that you take?

7. What classes are you taking? AP? Honors?

8. How are you doing in school?

9. How do you think your teachers are preparing you for college?

10. How often do your teachers talk to you about attending college?

11. How often does your parents talk to you about college?

12. Do you think your grades reflect your academic ability? Why or why not?

13. Have you taken the PSAT or SAT?

- Yes
 No

14. What happens to people that get into trouble at [redacted]?

15. Do you get into trouble at school?

16. What do you think about [redacted]'s dress code and having to wear a school uniform?

17. Do you think the dress code prevents fights?

- Yes
 No
 Maybe

18. Do you think that [redacted] is a good school?

- Yes
 No

19. Do you think that [redacted] is preparing you for college?

- Yes
 No

20. What does your academic success mean to you? Based on this definition, do you feel you are succeeding academically?

21. What does academic failure mean to you? Why? Based on this definition, do you feel you are failing academically?

22. How do you think the administrators at your school define academic success? academic failure? Why?

23. How do you think the teachers at your school define academic success? academic failure? Why?

24. What would a teacher consider a good student? a bad student?

25. Do you think that your school's way of measuring the academic success and failure of students is fair? Why or why not?

26. What are your academic goals for this school year?

27. Do you think your school creates a learning environment that allows you to achieve your goals? Why Or Why not?

28. Where do you see yourself after high school?

-If college, do you think your school prepares students to get into college? Why or Why not?

-If not college, do you think your school prepares students for a career? Why or Why not?

1. 12th Grade Interview Prompts

1. Tell me about your experiences in school over the last 4 years?

2. Tell me about the activities you were involved in over the last four years? In and out of school?

3. Tell me about some of your goals after you complete high school? Who helped you create these goals?

4. Do you think you will be able to achieve these goals? Why or why not?

5. Did you change any of your goals over the last four years? Why or why not?

6. Are your current goals the same or different from the ones that you had during your freshman year?

7. If you could do high school over again, what would you change?

8. What advice would you give to students that want to attend college?

9. Why do you think some students don't go to college?

10. Tell me about the kind of learning environment you think your school creates to help students prepare for college?

11. What helped (i.e. people, places, opportunities) you prepare for college? Does anything stand out in particular?

12. What about your school made it possible for you to attend college?

13. What would you like King Drew to do that they haven't done already to prepare students for college?

14. If you could create your dream high school/program/teaching staff, that prepares you for college what would it look like?

15. How often did you visit the college center?

16. What do you think about the college center?

17. What do you think about the college ambassadors? Did they help? Why or Why not?

18. What activities did you participate in while at King Drew?

19. What type of college will you attend immediately after high school?

- University of California (UC) campus
- California State University (CSU)
- California Community/Junior College(JC)
- California Trade/Technical School
- Private College/University In California
- Out of State Public College
- Out of State Private College
- Historically Black College/University (HBCU)
- Undecided, but planning to attend college
- Not planning to attend college

20. If college: How do you plan to pay for college (Check all that apply)?

- Federal aid (FAFSA)
- Loans
- Job
- Scholarships
- Work Study
- Grants
- Family
- Other

21. Who has helped you prepare for college?

- Teachers
- Counselors
- Family
- Peers
- Administrators
- Community Member
- Others

Developed by California State University. Used and reproduced with permission.

APPENDIX I
COLLEGE PEER COUNSELORS SECOND
INTERVIEW QUESTIONS

Second Interview Questions for Five College Peer Counselors

1. What is it like being a College Peer Counselor (CPC)?
2. How did you become interested in becoming a CPC?
3. Explain the selection process to become a CPC.
4. Explain the training involved in becoming a CPC.
5. What is it like being a CPC?
6. How many students do you work with?
7. How often do you meet with the students whom you mentor?
8. What type of things do you go over with your students?
9. Do you feel prepared for the responsibility?
10. What kind of feedback do you get from your mentees?
11. What kind of feedback do you get from your college counselor?
12. What is the role of CPCs?
13. What is the role of the college center?
14. What is the role of the college counselor?
15. How knowledgeable are the students whom you work with?
16. What did you learn about the college admission process?
17. What would the college process be like without the college counselor, college center, or the college peer counselor?
18. What are some of the differences between your guidance counselor and the college counselor?
19. How knowledgeable are you about the college admission process?
20. What are your thoughts about schools that do not have a college counselor or college center?
21. Do you think that your college counseling program would work at other schools?

Developed by California State University. Used and reproduced with permission.

APPENDIX J
SAMPLE FIELD NOTES

Motherly
Finance

12/14/11

Teachers and
Students

Teacher

Set up presentation w/ husband to
mentor

A former student from Morehouse stops ^{Morehouse} by → winter break → has his jacket ^{Man}

CPC is w/ Husband

Nutrition students come for questions

• Make up D - senior

• Fee waivers for private college

reminds team
of process

Teachers comes in

- Uses food as a draw for students to
come in

- CPC available for question

- Explains letter of rec process to student
for common

- Gives teacher lecture about amount work
for 7th period

- Students on computers looking @ computers

- has good relationship w/ faculty = resource
counseling students, faculty, parents

- Gives folders out for keeping info = organizing

See 11th and 10th graders

- I'll call your mother - tells student

- coaches students to stay focus

Wiley cat spot

Coaches female student on attitude

- Almost like drop in counseling center
- has a different vibe than counseling center
- @ any given time 10-20 people
- looks and feels like a lounge

* Does her own thing * → has her own schedule
mom sent me text message

- Some teachers don't know what I do
- students come in from the choir
- Some teachers incorp CC into assignments = ^{ie} Personal statement
- End of 11th grade they have assignments
- Explains the transcript upload process to common app Cal Grant
- Complex processes for FAid / Application
- Talks to students about variety of topics
- Car insurance

APPENDIX K
PICTURE OF HANDOUTS USED
IN THE COLLEGE CENTER

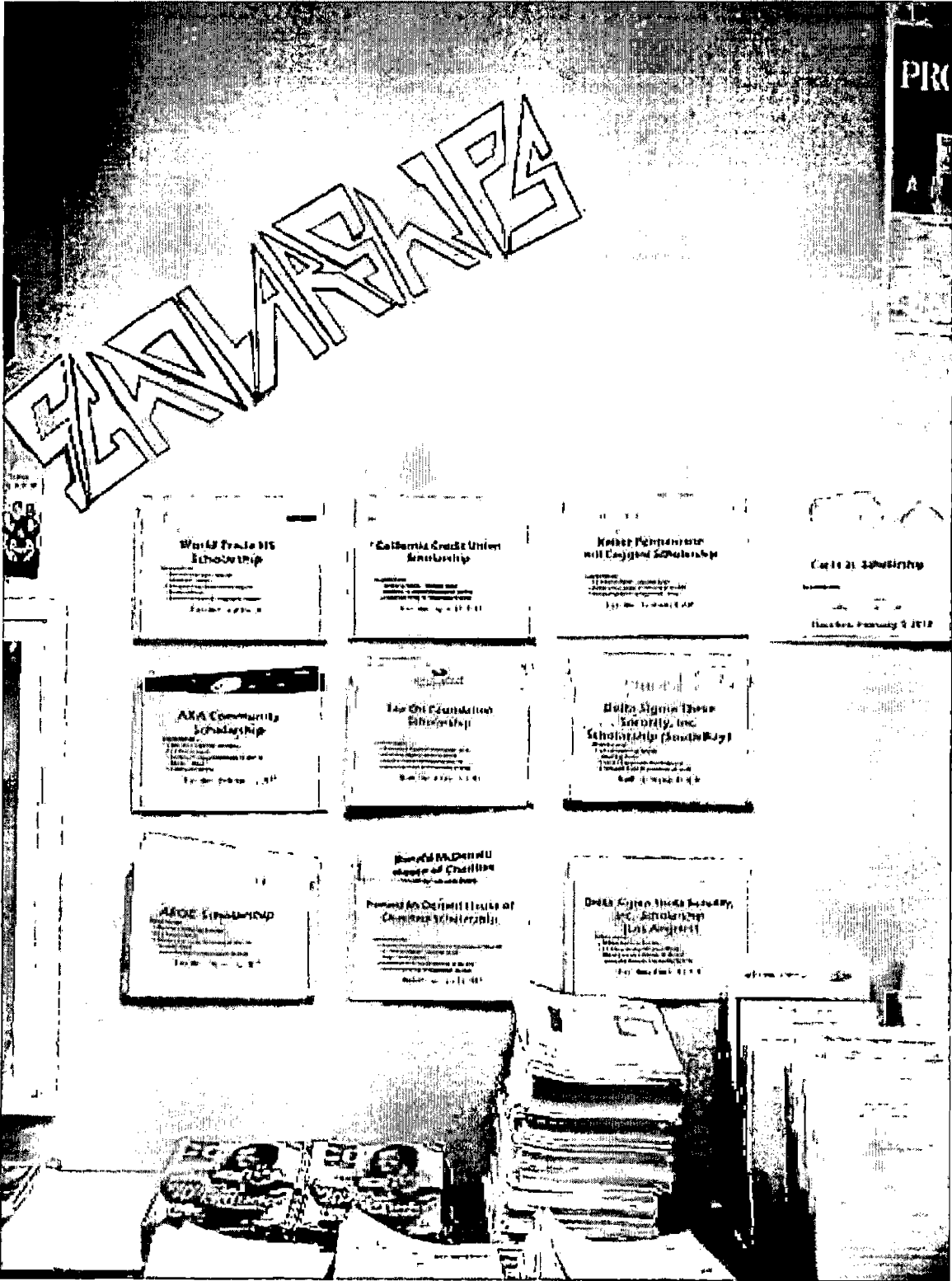


Photo taken by Ricky Shabazz

APPENDIX L
COLLEGE COUNSELING NODE REPORT

COLLEGE COUNSELOR (CC) NODE LISTING (23 questions with 55 subcategories)

Subcategories sorted alphabetically within each category

1. CC-Q01-Brief history of school & student entry
2. CC-Q02-Not asked (How long at school)
3. CC-Q03-How long & why college counselor
4. CC-Q04-Duties as college counselor (8 subcategories)
 - College counselor development
 - College peer counselors
 - College representatives
 - General counselors
 - Organizations
 - Parents
 - Students
 - Teachers
5. CC-Q05-When preparation for college begins
6. CC-Q06-Things you do with 9th graders
7. CC-Q07-Things you do with 12th graders
8. CC-Q08-PP-Contribute to student high achievement (2 subcategories)
 - Practices
 - Programs
9. CC-Q09-Obstacles PP & overcoming (3 subcategories)
 - District support
 - Misperception entry CC-Qualifications
 - Students not meeting academic expectations
10. CC-Q10-Most effective PP increase Black student go college (3 subcategories)
 - Male academy
 - Reputation for academic rigor
 - Summer Bridge program
11. CC-Q11-Create & sustain college-going culture Black students

12. CC-Q12-CPC-Program background-how students selected (4 subcategories)
- Benefits of having CPCs
 - CPC program development
 - Evaluation
 - Selection
13. CC-Q13-Role college ambassadors college-going culture (3 subcategories)
- Development of CPCs
 - Interview future CPCs
 - Working with students
14. CC-Q14a-Address student expectations students parents teachers (5 subcategories)
- Parents
 - Policies & programs
 - School reputation
 - Students
 - Teachers
15. CC-Q14b-How measure student achievement
16. CC-Q14c-Assessment tools used student achievement
17. CC-Q15-Role College Center college-going culture (6 subcategories)
- College representatives
 - Development & funding of college center
 - Fee waivers PSAT & SAT
 - Goals & expectations
 - Marketing the college center
 - Resource center
18. CC-Q16-Role of college counselor (5 subcategories)
- AP exam coordinator
 - Coordinate with guidance counselor
 - Coordinate with military recruiter
 - Point person for college representatives
 - Student resource

19. CC-Q17-Role of students college-going culture (3 subcategories)

- Alumni
- CPCs
- Senior mentors

20. CC-Q18-Difference between guidance counseling & college counseling (2 subcategories)

- College counseling
- Guidance counseling

21. CC-Q19-How can PP be duplicated other sites (11 subcategories)

- Administrative support
- College counseling office
- Environment
- Expectations
- Funding
- Guidance counselor support
- Policies & programs
- Relationships
- Resources
- Student support
- Teacher support

22. CC-Q20-Advice other schools duplicate PP

23. CC-Q21-Anything else

Developed by California State University. Used and reproduced with permission.

APPENDIX M
COLLEGE PEER COUNSELOR NODE REPORT 1

COLLEGE PEER COUNSELOR (CPC1) NODE LISTING (51 questions with 240 subcategories)

Subcategories sorted alphabetically within each category

CPC1 INTERVIEW QUESTIONS

1. CPC1-Q01-Grade (seniors)
2. CPC1-Q02-Your school experience-research site (8 subcategories)
 - Atmosphere-environment
 - Clubs and activities
 - College center and college counselor
 - Freshman support
 - HS would attend if not Research site
 - Magnet school-academics
 - Students and social
 - Teachers
3. CPC1-Q03-Feelings about your school (2 subcategories)
 - Enjoy-no
 - Enjoy-yes
4. CPC1-Q04-Activities involved (7 subcategories)
 - ASB-leadership councils-WASC
 - Clubs
 - Community
 - Drama-Toastmaster-Mock Trial
 - Internship
 - Mentor-CPC-Ambassador
 - Sports-Cheerleading-Drill & Dance Teams
5. CPC1-Q05-Involvement activities effect on grades (3 subcategories)
 - No effect on grades
 - Positive effect on grades
 - Sometimes affects grades
6. CPC1-Q06-Choose classes (3 subcategories)
 - Depends on grade level
 - No
 - Yes

7. CPC1-Q07-Classes you take-AP-Honors (4 subcategories)
 - AP
 - Honors
 - Leadership-CPC
 - Regular
8. CPC1-Q08-How you are doing in school
9. CPC1-Q09-Are teachers preparing you for college (8 subcategories)
 - Advice
 - AP exams
 - College level experience
 - Critical thinking
 - Fine arts
 - Group work
 - More rigorous
 - Skills
10. CPC1-Q10-How often teachers talk you college (3 subcategories)
 - College counselor
 - Depends on subject area: (5 subcategories)
 - Economics
 - English
 - Government
 - History
 - Math
 - Often to seniors
11. CPC1-Q11-How often parents talk you college (4 subcategories)
 - Not often
 - Often
 - Parents' educational level
 - Siblings' educational level
12. CPC1-Q12-Grades reflect your academic ability (3 subcategories)
 - No
 - Sometimes
 - Yes
13. CPC1-Q13-PSAT or SAT (Yes)

14. CPC1-Q14-Policies people get in trouble at school (2 subcategories)

- Fighting
- Other

15. CPC1-Q15-Do you get into trouble at school (3 subcategories)

- No
- No response
- Yes-10th grade

16. CPC1-Q16-Feelings about dress code & uniforms (3 subcategories)

- Do not like it
- Like it
- Mixed feelings

17. CPC1-Q17-Dress code prevent fights (3 subcategories)

- No
- No response
- Yes

18. CPC1-Q18-Is your school a good school-why (2 subcategories)

- Why it is a good school (9 subcategories)
 - Administration
 - College preparatory
 - Counselors
 - CPC program
 - Environment
 - Reputation
 - Safe
 - Students
 - Teachers
- Yes

19. CPC1-Q19-School preparing you for college (3 subcategories)

- How preparing you for college (4 subcategories)
 - Academic rigor
 - College counselor
 - New priorities
 - Teachers
- No response
- Yes

20. CPC1-Q20-Define academic success-your success (3 subcategories)

- Definition academic success
- Succeeding-No response
- Succeeding-Yes

21. CPC1-Q21-Academic failure mean to you

22. CPC1-Q22-Success failure defined by administration (2 subcategories)

- Failure
- Success (6 subcategories)
 - Academic record
 - Graduate from HS
 - Personal behavior
 - Punctuality
 - Success at college
 - Success on state exams

23. CPC1-Q23-Success failure defined by teachers (2 subcategories)

- Failure
- Success (5 subcategories)
 - Apply yourself
 - Balanced life
 - Good grades
 - Same as administration
 - Understand work

24. CPC1-Q24-Teacher considers a good or bad student (2 subcategories)

- Bad
- Good

25. CPC1-Q25-Is school measure success or failure fair (2 subcategories)

- No
- Yes

26. CPC1-Q26-Academic goals this year (6 subcategories)

- Accepted into college
- Build study skills
- HS graduation
- Maintain GPA
- Pass AP exams
- Scholarships

27. CPC1-Q27-Learning environment to achieve your goals-why or why not (2 subcategories)
- Why
 - Yes
28. CPC1-Q28-See yourself after HS-are you prepared (3 subcategories)
- College
 - Not prepared for college
 - Prepared for college
29. CPC1-Q29-Advice to improve academic achievement Black students (6 subcategories)
- College office and college counselor
 - Encourage students
 - Library
 - Student responsibilities
 - Teacher responsibilities
 - Uniforms
30. CPC1-Q30-Anything else
31. CPC1-Q31-Experience HS last 4 years (7 subcategories)
- Academics
 - Activities
 - Environment
 - Great time - fun
 - People
 - Self-growth
 - Social
32. CPC1-Q32-Activities HS in and out (10 subcategories)
- ASB-Leadership councils-WASC
 - Choreographer-Model
 - Clubs
 - CPC-Senior Mentor-Ambassador
 - Drama-Toastmaster-Mock Trial
 - Internship
 - Reading for the Future
 - Sports-Cheer-Dance-Step Team
 - Student advocate-outreach-peer mediation
 - Volunteering

33. CPC1-Q33-Goals after HS-who helped create (2 subcategories)

- Goals (6 subcategories)
 - Attorney
 - Harvard
 - Medical school-Doctor-Surgeon
 - Pilot
 - Psychiatrist
 - Veterinarian

- Who helped create (6 subcategories)
 - Environment
 - Internship
 - Parents
 - Self
 - Teachers
 - TV series

34. CPC1-Q34-Will you achieve goals (Yes)

35. CPC1-Q35-Did you change goals last 4 years (3 subcategories)

- No
- No response
- Yes

36. CPC1-Q36-Current goals compare to freshman year (2 subcategories)

- Different
- Same

37. CPC1-Q37-HS do over-what would change (7 subcategories)

- 10th-11th grades
- 9th grade
- Focus
- Football team
- Involvement
- Life Skills Class
- Relax

38. CPC1-Q38-Advice to students want to attend college (4 subcategories)

- Dedication
- Focus
- Prioritize
- Set goals high

39. CPC1-Q39-Why some students do not get to college (10 subcategories)

- Dependents
- Do not meet academic requirements
- Do not understand application process
- Do not want to go
- Financial reasons
- Immaturity-Lack confidence
- Join military
- Lack of family support
- Non-inspiring HS teachers
- Other options and interest

40. CPC1-Q40-Learning environment college preparatory (8 subcategories)

- Activities
- Counselors
- Focus on academics
- Motivational
- Resources - Library
- Students share goals
- Supportive
- Teachers

41. CPC1-Q41-What who helped you prepare for college (8 subcategories)

- AAPC mentor
- College counselor
- Faculty and staff
- Fellow CPCs
- Mother mostly - parents - family
- School
- Self
- VIPS program

42. CPC1-Q42-School made possible to attend college (6 subcategories)

- College center
- College preparatory mission
- Counselors
- Curriculum & academic rigor
- Extracurricular
- Teachers

43. CPC1-Q43-What can school do that it has not done (4 subcategories)

- Engage Freshmen
- Financial information and support
- Nothing else is needed
- Parent outreach

44. CPC1-Q44-Dream HS program staff look like (5 subcategories)

- Athletics
- Building and site
- Flexible
- Mimic college experience
- Same as Research site

45. CPC1-Q45-How often visit college center (4 subcategories)

- 11th grade-weekly-monthly
- 12th grade-daily
- 9th-10th grade
- Average student

46. CPC1-Q46-What think about college center (3 subcategories)

- College counselor
- CPCs
- Office in general

47. CPC1-Q47-College ambassadors-help or not (4 subcategories)

- CPC selection and training
- Fellow CPCs relationships
- Helpful-yes
- Need more

48. CPC1-Q48-same as CPC1-Q32 (Activities participated in at school)

49. CPC1-Q49-Type of college attend after HS (6 subcategories)

- In-state-4 year
- Liberal arts-4 year
- Out-of-state-4 year
- Private-4 year
- Public-4 year
- Specified by name (11 subcategories)
 - Carlton College
 - George Washington University
 - Howard University
 - Ivy League

- Loyola Marymount University
- Rice University
- Tulane University
- UC
- UC-Berkeley
- UCLA
- USC

50. CPC1-Q50-How pay for college (6 subcategories)

- Concerns
- Family
- Financial Aid - FAFSA
- Full ride
- Grants
- Scholarships

51. CPC1-Q51-same as CPC1-Q41 (Who helped you prepare for college)

Developed by California State University. Used and reproduced with permission.

APPENDIX N
COLLEGE PEER COUNSELOR NODE REPORT 2

COLLEGE PEER COUNSELOR (CPC2) NODE LISTING

(24 coding reports with 86 subcategories)

Subcategories sorted alphabetically within each category

CPC2 INTERVIEW QUESTIONS

1. CPC2-Q01-What is it like being CPC (2 subcategories)
 - Could be better
 - Good experience
2. CPC2-Q02-How became interested in being CPC (2 subcategories)
 - College counselor
 - Other CPCs
3. CPC2-Q03-Selection process to be CPC (4 subcategories)
 - Final decision
 - Interview
 - CPC2-Qualifications
 - Recommendation by CPC or teacher
4. CPC2-Q04-Training involved in becoming CPC (6 subcategories)
 - College applications and packets
 - Handling paperwork
 - Held in summer
 - How to work with students
 - Ongoing training
 - Trainers
5. CPC2-Q05-What do you like about being CPC (4 subcategories)
 - College counselor
 - Interactions
 - Major resource for myself
 - Presentations
6. CPC2-Q06-How many students you work with (4 subcategories)
 - 10
 - 15
 - 17
 - No response

7. CPC2-Q07-How often meet with students you mentor (4 subcategories)
 - Hallway at random
 - More than once a week
 - No response
 - Weekly

8. CPC2-Q08-Things you go over with students (12 subcategories)
 - Applications and college process
 - Basic packets
 - College counselor
 - College night
 - Deadlines
 - Financial aid (FASFA)
 - Motivational programs and experiences
 - Personal statement and recommendations
 - SAT ACT
 - Scholarships
 - Supplements
 - Transcripts

9. CPC2-Q09-Do you feel prepared for this responsibility (2 subcategories)
 - Backup
 - Yes-prepared

10. CPC2-Q10-Feedback from mentees (2 subcategories)
 - Appreciate help
 - Do not appreciate help

11. CPC2-Q11-Feedback from your college counselor (3 subcategories)
 - CPC group feedback
 - Personal feedback
 - Wants to know peer response

12. CPC2-Q12-Role of CPC (2 subcategories)
 - Assist college counselor
 - Peer-to-peer contact

13. CPC2-Q13-Role of college center (3 subcategories)
 - How students hear about it
 - Information about college
 - Motivate students for college

14. CPC2-Q14-Role of college counselor (3 subcategories)
 - No response
 - Provide information & support
 - Train CPCs
15. CPC2-Q15-How knowledgeable are students you work with (5 subcategories)
 - Deadlines
 - Need help getting information
 - Prepared and motivated
 - SAT
 - Unmotivated
16. CPC2-Q16-What you learned college admission process (5 subcategories)
 - ACT SAT testing
 - Application process
 - No response
 - Technical
 - Value of college center
17. CPC2-Q17a-College process without college counselor (3 subcategories)
 - Fewer students would go to college
 - Lack of information on site
 - Process driven by college counselor
18. CPC2-Q17b-College process without college center (3 subcategories)
 - More difficult
 - No CPCs
 - Stressful-confusing
19. CPC2-Q17c-College process without CPC (5 subcategories)
 - Increased stress college counselor
 - Loss of peer-to-peer support
 - Missed deadlines-less one-on-one help
 - No effect-still have college counselor
 - Students would not have applied for college
20. CPC2-Q18-Compare guidance and college counselors (2 subcategories)
 - College counselor
 - Guidance counselor
21. CPC2-Q19-same as CPC2-Q16 (Your knowledge admission process)

22. CPC2-Q20-Thoughts schools not have CC or college center

23. CPC2-Q21-Would your program work at other schools (5 subcategories)

- Depends on college counselor
- Eventually
- No
- No response
- Yes

24. CPC2-Q22-Anything else (5 subcategories)

- College center
- CPCs
- College counselor
- Replication
- Student motivation

Developed by California State University. Used and reproduced with permission.

APPENDIX O
GRADE LEVEL COUNSELOR NODE REPORT

GRADE LEVEL COUNSELOR (GLC) NODE LISTING

(17 Questions with 9 subcategories)

Subcategories sorted alphabetically within each category

1. GLC-Q01-How long worked at school
2. GLC-Q02-How long as counselor
3. GLC-Q03-Role as guidance counselor (4 subcategories)
 - Behavioral issues
 - Follow group grade 9-12
 - Monitoring grades & graduation requirements
 - Scheduling
4. GLC-Q04-How often meet with students
5. GLC-Q05-How many students in caseload
6. GLC-Q06-Things you go over with students (3 subcategories)
 - Graduation check
 - Motivational talk
 - Programming
7. GLC-Q07-Explain working with students grades 9-12
8. GLC-Q08-How often talk to students about college
9. GLC-Q09-Question students ask about college
10. GLC-Q10-College admission process knowledge
11. GLC-Q11-College advisor training in counselor program
12. GLC-Q12-same as GLC-Q03 (Role as guidance counselor)
13. GLC-Q13-Compare guidance and college counseling (2 subcategories)
 - College counseling
 - Guidance counseling
14. GLC-Q14-Relationship with college counselor

15. GLC-Q15-Training in college counseling
16. GLC-Q16-Need for schools to have college counselor
17. GLC-Q17-Role of college counselor

Developed by California State University. Used and reproduced with permission.

APPENDIX P
COLLEGE PEER COUNSELORS SHIRT

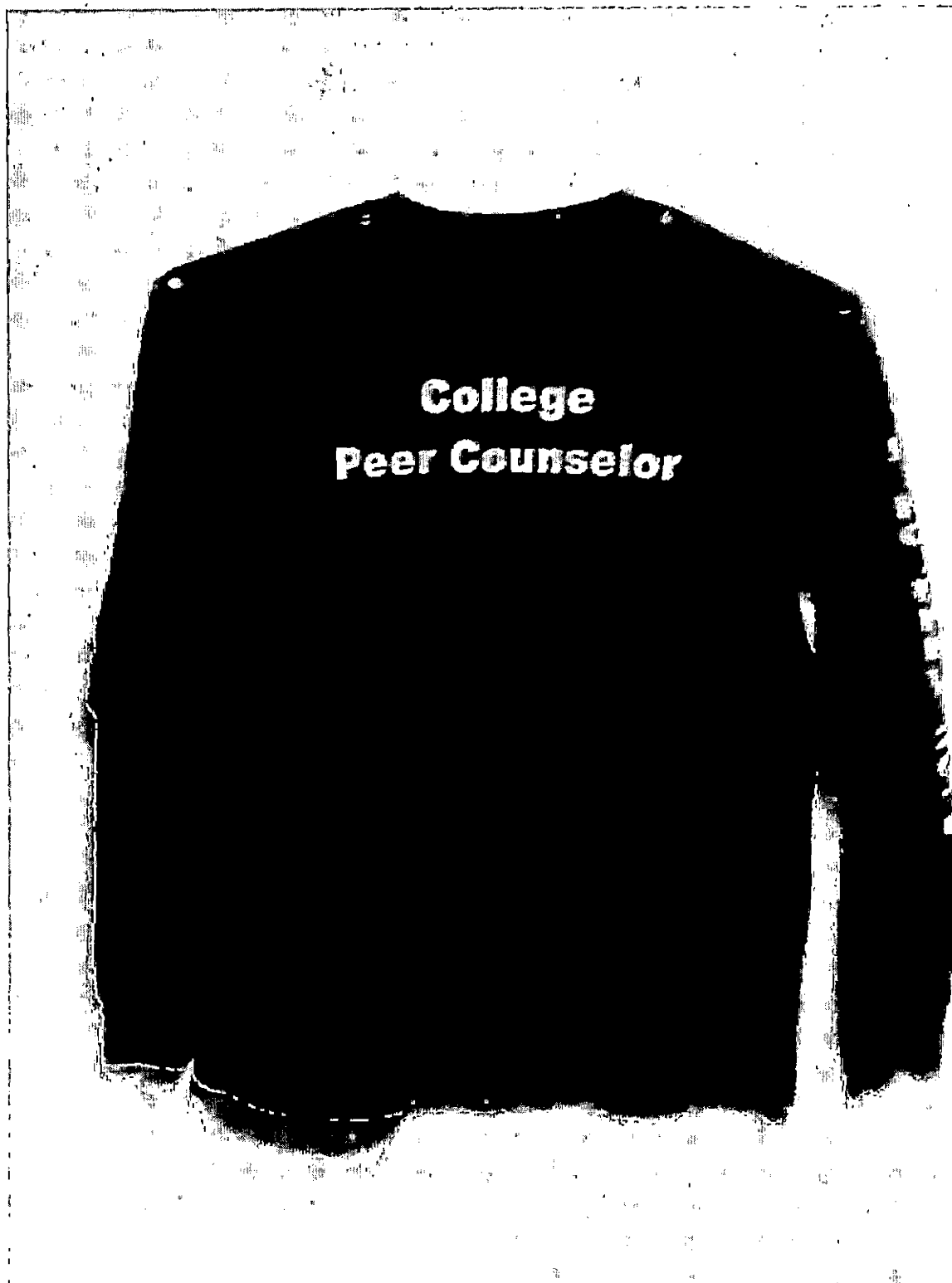


Photo taken by Ricky Shabazz

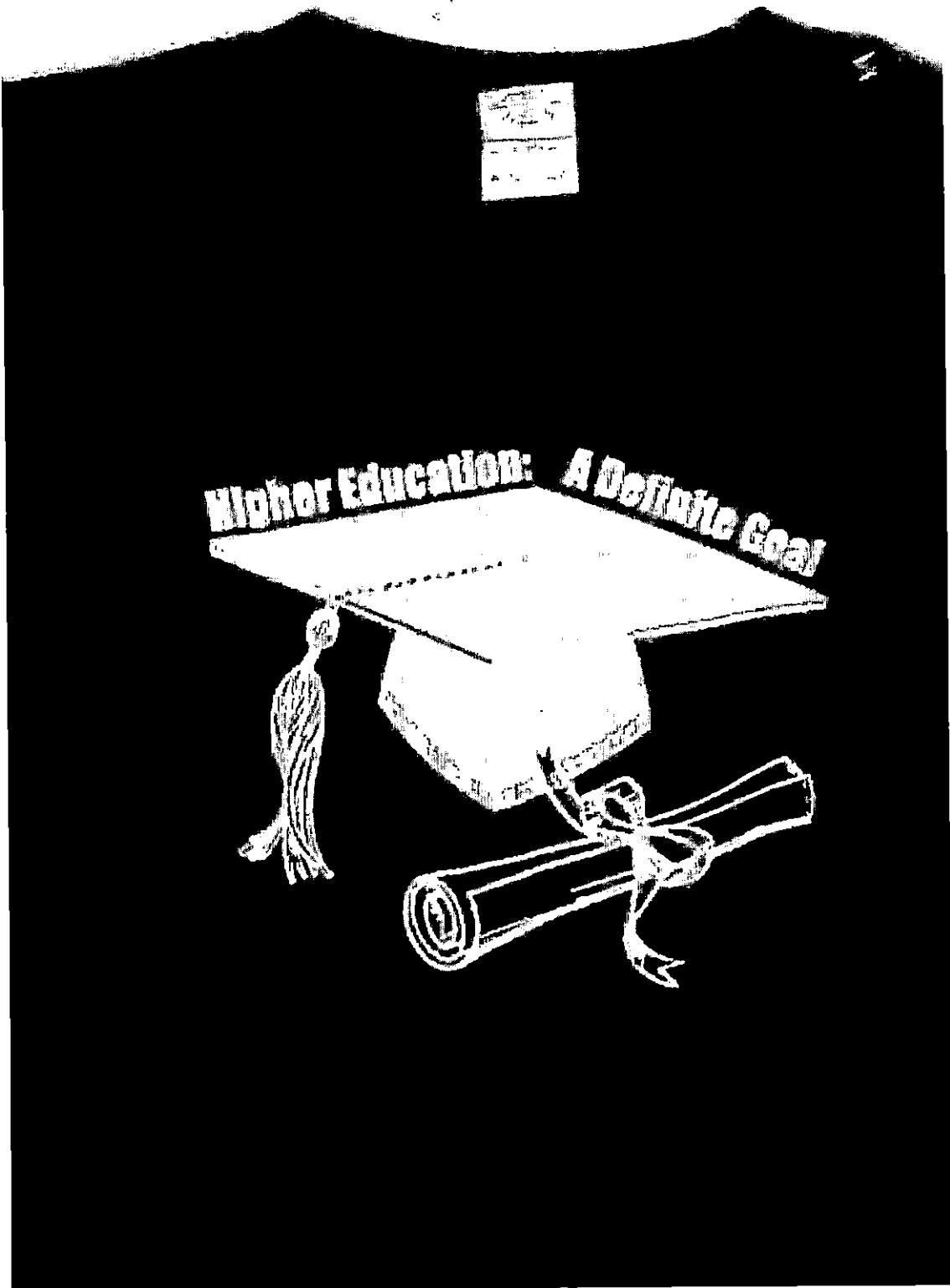


Photo taken by Ricky Shabazz

APPENDIX Q
SENIOR PROFILE

Class of 2011 College Questionnaire

Student Name _____ Home Phone _____

Address _____ City _____ Zip Code _____

Birthplace _____ Birthdate _____

Parents' Names _____

Current GPA _____ Class Rank _____

Test Scores

SAT Reasoning: Verbal _____ Math _____ Writing _____

SAT Subjects & Scores: _____

If you have not taken the above exams, when do you plan to take them? _____

Extra Curricular Activities (school & community) _____

Honors/Awards _____

Work Place and Hours Per Week _____

Interests/Hobbies/Sports _____

Career/Major _____

Colleges you plan to apply to _____

Why have you chosen these colleges specifically? _____

Why are you going to college? _____

Location - Urban/Rural (How close to a big city do you want to be?)

How far away from home are you willing to go? _____

What type of weather do you prefer? _____

Co-ed/Single Sex (Does it matter?) _____

Religious Affiliation (Is this important to you? If so, what are you looking for?)

Academic Level (How hard are you willing to work?) _____

Cost Factor (Are you willing to look at private schools?)

Financial Need (Can you attend college without financial assistance?)

Specialty- Music/Art/ Drama/etc. _____

What extra-curricular or athletic activities will you pursue in college?

If you do not plan to attend a four-year institution right away, do you want information later in the year about 2-year college options or Drew University options?

Form developed by the research site.

REFERENCES

- Abi-Nader, J. (1990). A house for my mother: Motivating Hispanic high school students. *Anthropology and Education Quarterly*, 21(1), 41–58. Retrieved from www.csa.com
- Allen, D., Nichols, P., Tocci, C., Hochman, D., & Gross, K. (2006). *Supporting students' success through distributed counseling: A core principle for small schools*. Lake Success, NY: Institute for Student Achievement.
- Allen, W., Bournos-Hammarth, M., & Teranishi, R. (2002). *Stony the road we trod: African American student achievement*. University of California, Los Angeles, CHOICES. Retrieved from [http://www.sscnet.ucla.edu/issr/choices/reports/Stony %20Road %20Full.pdf](http://www.sscnet.ucla.edu/issr/choices/reports/Stony%20Road%20Full.pdf)
- Altschul, I., Oyserman, D., & Bybee, D. (2006). Racial-ethnic identity in mid-adolescence: Content and change as predictors of academic achievement. *Child Development*, 77(5), 1155–1169. Retrieved from <http://www.jstor.org/stable/3878424>
- American School Counselor Association. (2003). *The ASCA national model: A framework for school counseling programs*. Washington, DC: Author.
- Anderson, N. S., & Larson, C. L. (2009). Sinking, like quicksand: Expanding educational opportunity for young men of color. *Educational Administration Quarterly*, 45(1), 71–114. Retrieved from <http://eaq.sagepub.com.libproxy.lib.csusb.edu/cgi/reprint/45/1/71>
- Angeli, M., & Fuller, R. (2010). The degree gap: Are university graduates making full use of their degrees? *California Postsecondary Education Commission*. Retrieved from <http://www.cpec.ca.gov/StudentData/CollegeGoingRates.asp>
- Anyon, J. (1980). Social class and the hidden curriculum of work. *Journal of Education*, 161(1), 67–92.
- Aronson, J., Cohen, G., & McCloskey, W. (2009). *Reducing stereotype threat in classrooms: A review of social-psychological intervention studies on improving the achievement of Black students* [Summary] (REL 2009-076). Regional Educational Laboratory Southeast at SERVE Center. University of North Carolina at Greensboro. Retrieved from <http://www.serve.org>
- Balfanz, R. (2009). Can the American high school become an avenue for advancement for all? *The Future of Children*, 19(1), 17–36. Retrieved from www.futureofchildren.org

- Bergin, D. A., Cooks, H. C., & Bergin, C. C. (2007). Effects of a college access program for youth minority in higher education: A randomized experiment. *Research in Higher Education, 48*(6), 727–750.
- Bowles, S., & Gintis, H. (1976). *Schooling in capitalist America: Educational reform and the contradictions of economic life*. New York, NY: Basic Books.
- Bowles, S., & Gintis, H. (2003). Schooling in capitalist America twenty-five years later. *Sociological Forum, 18*(2), 343–348.
- Bryan, J., Moore-Thomas, C., Day-Vines, N. L., & Holcomb-McCoy, C. (2011). School counselors as social capital: The effects of high school college counseling on college application rates. *Journal of Counseling & Development, 89*(2), 190–199.
- Bureau of Labor Statistics, U.S. Department of Labor. (2011). *The employment situation-September 2011* (Report # USDL-11-1441). Retrieved from http://www.bls.gov/opub/ted/2011/ted_20111011.htm
- Bunche Research Report. (2004). *Separate but certainly not equal: 2003 CAPAA findings, 12*(2), 1–16. Los Angeles, CA: Ralph J. Bunche Center for African American Studies (Bunche), University of California, Los Angeles.
- Bunche Research Report. (2005). *(E)racing race, erasing access, 3*(1), 1–8. Los Angeles, CA: Ralph J. Bunche Center for African American Studies (Bunche), University of California, Los Angeles.
- California Department of Education. (2010). *Dataquest*. <http://data1.cde.ca.gov/dataquest/>
- California Educational Opportunity Report. (2007). *The racial opportunity gap*. Los Angeles: UCLA Institute for Democracy, Education, and Access. All Campus Consortium on Research for Diversity. Retrieved from <http://idea/gseis.ucla.edu/educational-opportunity-report>
- California Educational Opportunity Report. (2010). *Educational opportunities in hard times: The impact of the economic crisis on public schools and working families*. UCLA Institute for Democracy, Education, and Access. All Campus Consortium on Research for Diversity. Retrieved from <http://idea.gseis.ucla.edu/educational-opportunity-report>
- California Postsecondary Education Commission. (1983). *California college-going rates, Fall 1982* (Report No. 83–32). Sacramento, CA: Author.

- California Postsecondary Education Commission. (2007a). *College-going rates: A performance measure in California's higher education accountability framework* (Report No. 07-4). Sacramento, CA: Author.
- California Postsecondary Education Commission. (2007b). *Public higher education performance accountability framework report: Goal—contributions to economic, civic, and social development. Measure: Educational attainment of population* (Report No. 07-11). Sacramento, CA: Author.
- California Postsecondary Education Commission. (2010). *Ready or not, here they come: California State University undergraduate demand projections* (Report No. 10-05). Sacramento, CA: Author.
- Carter, P. L. (2009). Equity and empathy: Toward racial and educational achievement in the Obama era. *Harvard Educational Review, 79*(2), 287–297.
- Caughy, M. O., O'Campo, P. J., Nettles, S. M., & Lohrfink, K. (2006). Neighborhood matters: Racial socialization of African American children. *Child Development, 77*(5), 1220–1236.
- Chapman, C., Laird, J., & KewalRamani, A. (2010). Trends in high school dropout and completion rates in the United States: 1972–2008 (Compendium Report). Washington, DC: The National Center for Educational Statistics.
- Chavous, T. M., Bernat, D. H., Schmeelk-Cone, K., Caldwell, C. H., Kohn-Wood, L., & Zimmerman, M. A. (2003). Racial identity and academic attainment among African American adolescents. *Child Development, 74*, 1076–1090.
- Conger, D., Long, M. C., & Latarola, P. (2009). Explaining race, poverty, and gender disparities in advanced course-taking. *Journal of Policy Analysis and Management, 28*(4), 555–576. Retrieved from <http://www.blackwell-synergy.com/doi/abs/10.1002/pam.20455>
- Crane, J. (1991). The epidemic theory of ghettos and neighborhood effects on dropping out and teenage childbearing. *The American Journal of Sociology, 96*(5), 1226–1259.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Crossley, N. (2003). From reproduction to transformation: Social movement fields and the radical habitus. *Theory, Culture & Society, 20*(6), 43–68.

- Dickson, L. M. (2006). Does ending affirmative action in college admission lower the percent of minority students applying to college? *Economics of Education Review*, 25(1), 109–119.
- Editorial Projects in Education Research Center. (2010). *Progress on graduation rate stalls; 1.3 million students fail to earn diplomas*. Retrieved from www.edweek/org/gc/dc010
- Farmer-Hinton, R. L. (2008a). Creating opportunities for college access: Examining a school model designed to prepare students of color for college. *Multicultural Perspectives*, 10(2), 73–81.
- Farmer-Hinton, R. L. (2008b). Social capital and college planning: Students of color using school networks for support and guidance. *Education and Urban Society*, 41(1), 127–157.
- Farmer-Hinton, R. L., & Adams, T. L. (2006). Social capital and college preparation: Exploring the role of counselors in a college prep school for black students. *The Negro Educational Review*, 57(1–2), 101–116.
- Farmer-Hinton, R. L., & McCullough, R. (2008). College counseling in charter high schools: Examining the opportunities and challenges. *High School Journal*, 91(4), 77–90.
- Garner, C. L., & Raudenbush, S. W. (1991). Neighborhood effects on educational attainment: A multilevel analysis. *Sociology of Education*, 64(4), 251–262.
- Garrett, K. (2009). Can we talk? Discussions about race may be a key to closing the achievement gap. *Education Digest*, 75(3), 4–9.
- Giroux, H. (2006). Theories of reproduction and resistance in the new sociology of education: Toward a critical theory of schooling and pedagogy for the opposition. In C. G. Robbins (Ed.), *The Giroux reader* (pp. 3–46). Boulder, CO: Paradigm.
- Graham, S. (1994). Motivation in African Americans. *Review of Educational Research*, 64(1), 55–117. Retrieved from www.csa.com
- Griffin, A. (2008). *University eligibility study for the class of 2007* (Report 08-20). Sacramento, CA: California Postsecondary Education Commission.
- Griffin, A. (2009). *College-going and university eligibility: Differences between racial/ethnic groups* (Report 09-11). Sacramento, CA: California Postsecondary Education Commission.

- Griffin, K., Allen, W., Kimura-Walsh, E., & Yamamura, E. (2007). Those who left, those who stayed: Exploring the educational opportunities of high-achieving black and Latina/o students at magnet and nonmagnet Los Angeles high schools (2001–2002). *Educational Studies, 42*, 229–247.
- Harper, S. R., Patton, L. D., & Wooden, O. S. (2009). Access and equity for African American students in higher education: A critical race historical analysis of policy efforts. *Journal of Higher Education, 80*(4), 389–414. Retrieved from <http://www.ohiostatepress.org/>
- Haycock, K., Lynch, M., & Engle, J. (2010). Opportunity adrift: Our flagship universities are straying from their public mission. *Education Trust*. Retrieved from www.csa.com
- Holzman, M. (2007). Talking about elephants. *School Administrator, 64*(10), 20–25.
- Irving, M. A., & Hudley, C. (2005). Cultural mistrust, academic outcome expectations, and outcome values among African American adolescent men. *Urban Education, 40*(5), 476–549. doi:10.1177/0042085905278019
- Jackson, N. (1988). Minority access to higher education: Challenges and opportunities. *Journal of College Admission, 118*, 12–16.
- Jez, S. J. (2008). *The influence of wealth and race in four-year college attendance* (Research & occasional paper series: CSHE.18.08). Retrieved from www.csa.com
- Johnson, R., Mosqueda, C., Ramón, A., & Hunt, D. (2008). Gaming the system: Inflation, privilege, and the under-representation of African American students at the University of California. *Bunche Research Report, 4*(1), 1–57.
- Knight-Diop, M. G. (2010). Closing the gap: Enacting care and facilitating black students' educational access in the creation of a high school college-going culture. *Journal of Education for Students Placed At Risk (JESPAR), 15*(1–2), 158–172.
- Krueger, A., Rothstein, J., & Turner, S. (2006). Race, income, and college in 25 years: Evaluating Justice O'Connor's Conjecture. *American Law and Economics Review, 8*(2), 1–27.
- Kuykendall, C. (2004). *From rage to hope: Strategies for reclaiming Black and Hispanic students*. Bloomington, IN: Solution Tree.

- Ladner, M., & Lips, D. (2009). Demography as destiny? *Education Next*, 9(3), 20–27. Retrieved from http://www.hoover.org/publications/ednext/Demography_as_Destiny.html
- Lapan, R., & Harrington, K. (2010). *Paving the road to college: How school counselors help students succeed*. Amherst, MA: Center for School Counseling Outcome Research.
- Lum, L. (2009, February 1). The Obama era: A post-racial society? *Diverse Issues in Higher Education*. Retrieved from <http://diverseeducation.com/article/12238/>
- Manzo, K. K. (2005). Mass appeal. *Teacher Magazine*, 16(5), 11–12.
- Martinez, M., & Klopot, S. (2005). *The link between high school reform and college access and success for low-income and minority youth*. Washington, DC: American Youth Policy Forum.
- McClafferty, K. A., McDonough, P. M., & Nunez, A. (2002). *What is a college culture? Facilitating college preparation through organizational change*. University of California, Los Angeles, CA: Graduate School of Education & Information Studies.
- McDonough, P. (1997). *Choosing colleges: How social class and schools structure opportunity*. New York: State University of New York Press.
- McManus, D. (2011, January 2). The upward mobility gap. *Los Angeles Times*, p. A26.
- Muhammad, C. G. (2008). African American students and college choice: A consideration of the role of school counselors. *NASSP Bulletin*, 92(2), 81–94. Retrieved from <http://dx.doi.org/10.1177/0192636508320989>
- National Center for Education Statistics. (2009). *Achievement gaps: How black and white students in public schools perform on the national assessment of educational progress. Highlights* (NCES 2009-495). Retrieved from <http://nces.ed.gov/help/orderinfo.asp>
- National Center for Education Statistics. (2010). *The condition of education 2010* (NCES 2010-028). Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=51>
- National Center for Education Statistics. (2011a). *Digest of Education Statistics, 2010* (NCES 2011-015). Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=98>

- National Center for Education Statistics. (2011b). *State profiles application—data from IPEDS: 2009–10 and 2010–11*. Retrieved from <http://nces.ed.gov/programs/stateprofiles/>
- Nelson, R. B., Campbell, J. S., Nelson, D. L., & Schnorr, D. L. (2009). Exploring the importance of the advisee and advisor bond. *Advances in School Mental Health Promotion, 2*(3), 46–55.
- Ogbu, J. (2003). *Black American students in an affluent suburb: a study of academic disengagement*. Mahwah, NJ: Erlbaum.
- Ogbu, J. U., & Simons, H. D. (1998). Voluntary and involuntary minorities: A cultural-ecological theory of school performance with some implications for education, *Anthropology and Education Quarterly, 29*(2), 155–188.
- Olivia, M. (2008). Latino access to college: Actualizing the promise and potential of P-20 partnerships. *Journal of Hispanic Higher Education, 7*, 119–130.
- Orfield, G., Losen, D., Wald, J., & Swanson, C. (2004). Losing our future: How minority youth are being left behind the graduation rate crisis. *The Civil Rights Project at Harvard University, The Urban Institute, Advocates for Children of New York, and the Civil Society Institute*. Retrieved from http://www.urban.org/UploadedPDF/410936_LosingOurFuture.pdf
- Perna, L. W., Rowan-Kenyon, H. T., Thomas, S. L., Bell, A., Anderson, R., & Li, C. (2008). The role of college counseling in shaping college opportunity: variations across high schools. *Review of Higher Education, 31*(2), 131–159.
- Pitre, C. C., & Pitre, P. E. (2009). Increasing minority high school students' college transitions and achievements: TRIO educational opportunity programs. *NASSP Bulletin, 93*(2), 96–110.
- Pitre, P. E. (2006). College choice: A study of African American and White student aspirations and perceptions related to college attendance. *College Student Journal, 40*, 562–574.
- Rochford, J. A., O'Neill, A., Gelb, A., Ross, K. J., & Stark Education Partnership. (2011, September 1). Reaching for 80%: How post secondary opportunities in high schools are changing the college-going culture in Stark County, Ohio. *Stark Education Partnership* [Serial online]. September 1, 2011. Retrieved from http://edpartner.org/pdfs/Reaching_for_80.pdf

- Roderick, M., Nagaoka, J., Coca V., & Moeller E. (2008). *From high school to the future: Potholes on the road to college*. Chicago, IL: Consortium on Chicago School Research at the University of Chicago.
- Rodgers, K. A. (2008). Racial identity, centrality and giftedness: An expectancy-value application of motivation in gifted African American students. *Roeper Review*, 30(2), 111–120. Retrieved from <http://www.informaworld.com/openurl?genre=article&id=doi:10.1080/02783190801955103>
- Smetana, J., & Gaines, C. (1999) Adolescent-parent conflict in middle-class African American families. *Child Development*, 70(6), 1447–1463.
- Sokatch, A. (2006). Peer influences on the college-going decisions of low socioeconomic status urban youth. *Education and Urban Society*, 39(1), 128–146.
- Solórzano, D., & Ornelas, A. (2004). A critical race analysis of advance placement classes and selective admission. *High School Journal*, 87, 15–26.
- Stewart, E. B., Stewart, E. A., & Simons, R. L. (2007). The effect of neighborhood context on the college aspirations of African American adolescents. *American Educational Research Journal*, 44(4), 896–919.
- Stoel, C. (1992). *What works: School/college partnerships to improve poor and minority student achievement*. Washington, DC: American Association for Higher Education.
- Teranishi, R., Allen, W. R., Solórzano, D. G., Maddox, R., Maddox, A. B., & Davis, L. K. (2004). Separate but certainly not equal: 2003 CAPAA findings. *Bunche Research Report*, 1(2), 1–16.
- The College Board. (2006). *College ed creating a college-going culture guide*. Retrieved from www.collegeboard.com
- The College Board. (2010). *Complexity in college admission: Fact or urban myth*. Retrieved from www.collegeboard.com
- The Journal of Blacks in Higher Education. (2008). The state of Black student freshman enrollment at the nation's highest ranked colleges and universities. [JBIHE]. Retrieved from http://www.jbhe.com/features/61_enrollments.html
- Tierney, W. G., & Colyar, J. E. (2006). *Urban high school students and the challenge of access: Many routes, difficult paths*. *Higher ed, questions*

about the purpose(s) of colleges and universities (vol. 17). New York, NY: Peter Lang.

- Vanneman, A., Hamilton, L., Anderson, J. B., & Rahman, T. (2009). Achievement gaps: How black and white students in public schools perform in mathematics and reading on the national assessment of educational progress. Statistical analysis report (NCES 2009-455). *National Center for Education Statistics*. Retrieved from <http://nces.ed.gov/help/orderinfo.asp>
- Walsh, R. (2011). Helping or hurting: Are adolescent intervention programs minimizing racial inequality? *Education and Urban Society*, 43(3), 370–395.
- Wartman, K. L., & Savage, M. (2008). Parental involvement in higher education: Understanding the relationship among students, parents, and the institution. *ASHE Higher Education Report*, 33(6), 1–125.
- Weininger, E. B., & Lareau, A. (2003). Translating Bourdieu into the American context: The question of social class and family-school relations. *Poetics*, 31(5/6), 375–402.
- Wilson, S., Fuller, R., & Angeli, M. (2009). *An analytical method for measuring student academic preparation by school and gender* (CPEC Report 09-03). Sacramento, CA: California Postsecondary Education Commission. Retrieved from www.cpec.gov
- Wilson, S., Newell, M., & Fuller, R. (2010). *The complete series of undergraduate enrollment demand and capacity projections, 2009–2019* (CPEC Report 10-08). Sacramento, CA: California Postsecondary Education Commission. Retrieved from www.cpec.gov
- Yin, R. K. (2009). *Case study research: Design and methods* (4th ed.). Los Angeles, CA: Sage.