

CCRCWEBINAR

Who Do First-Generation College Students Turn to for Support?

Implications for Research and Practice

Wednesday, April 3
2-3pm ET



Speakers



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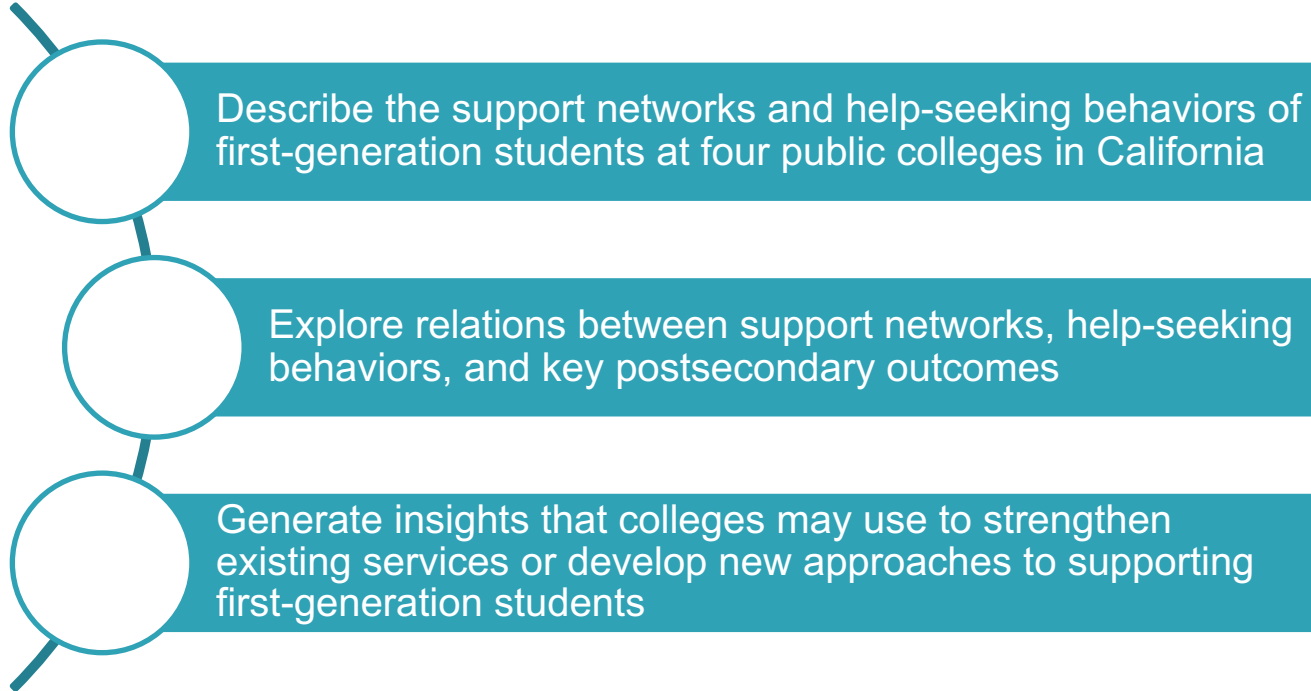


 Fresno City College

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Understanding the Support Networks of First-Generation College Students

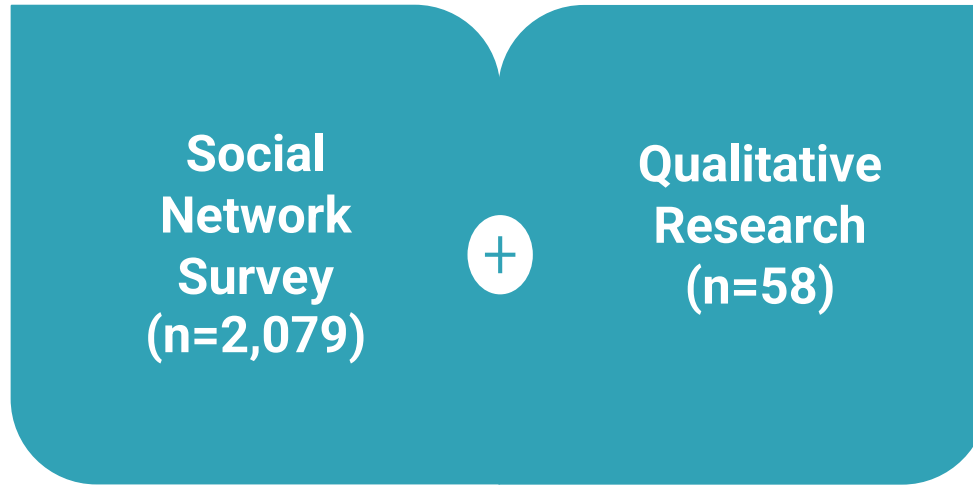


The project is funded by the [Institute of Education Sciences, U.S. Department of Education](#), through grant number R305A210494.

Research Strands

Social Network Survey	Qualitative Research	Quantitative Research
<ul style="list-style-type: none">• Longitudinal social network questionnaire administered to random sample of FTIC first-generation students in spring 2022 and spring 2023.• Questions include two name generators and one resource generator.	<ul style="list-style-type: none">• Interviews with subset of survey respondents in spring 2022 and spring 2023.• Staff interviews for contextual information in spring 2022.	<ul style="list-style-type: none">• Analyses of student unit record data to explore relationship between network properties and student outcomes.• Primary dependent variable: year-to-year persistence in college.

Who do first-generation college students turn to for academic and non-academic support?



Survey Network Generators

1. “Please think about and list up to 7 people you have turned to for **academic help or support** this year, including anyone you interacted with even if it was just one or two times or your interaction was brief.”
2. “Please think about and list up to 7 people you have turned to for **non-academic help or support** this year, including anyone you interacted with even if it was just one or two times or your interaction was brief.”

Interview Questions

Person 1 Can you tell me a little more about your relationship with **[survey response]**?

Why did you choose to go to **[survey response]** for help?

Can you describe your last conversation with **[survey response]**?

Researchers took an asset-oriented approach to understand students' relationships with institutional and non-institutional actors.



Source: Yosso (2005)

Network Properties

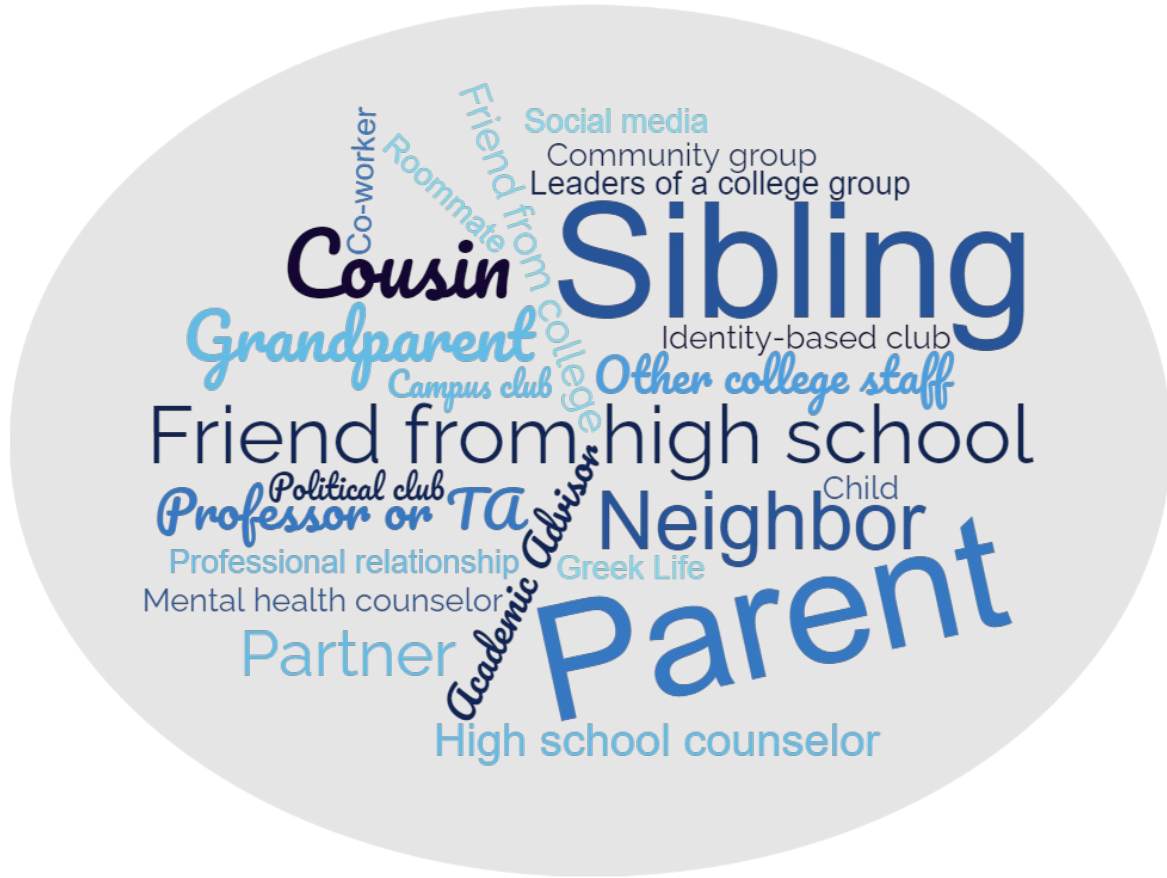
70%

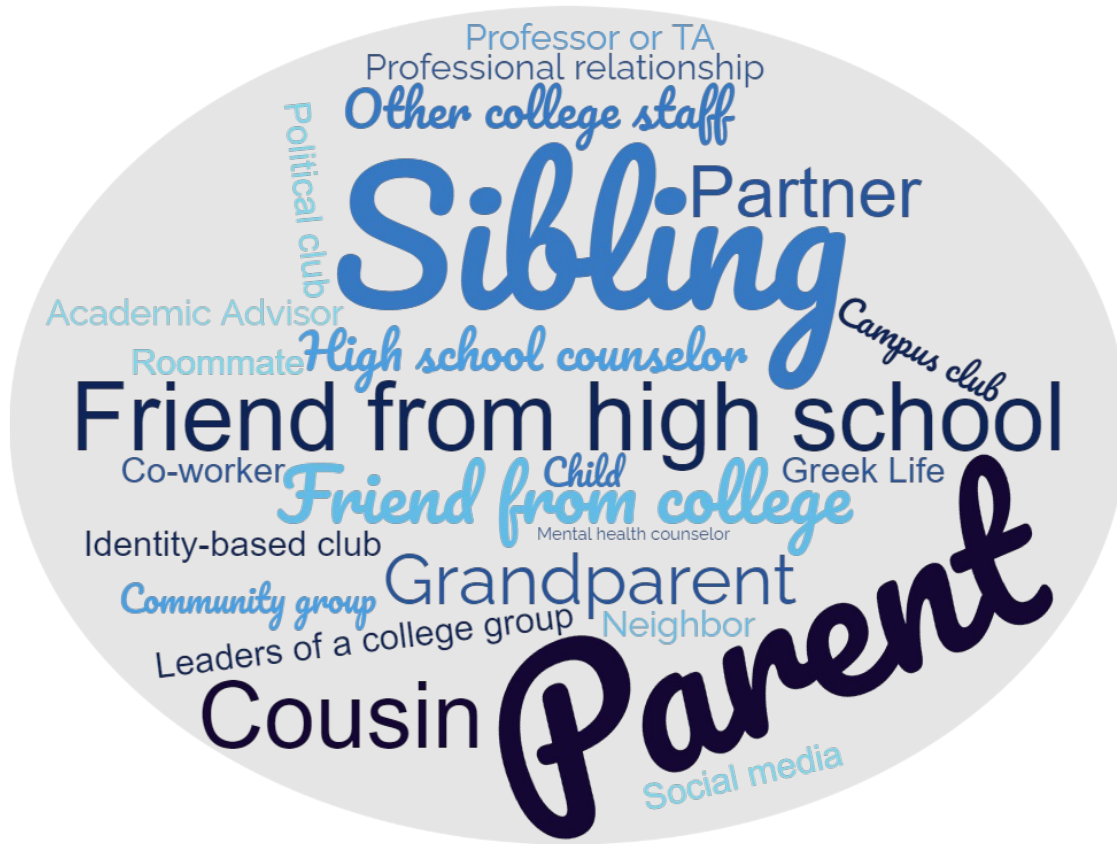
of respondents indicated that they had siblings and/or extended family members who either attend or have attended college.

60%

of respondents with siblings and/or extended family who either attend or have attended college indicated that these family members advise them on college-related issues.

Who do first-generation college students turn to for academic support?



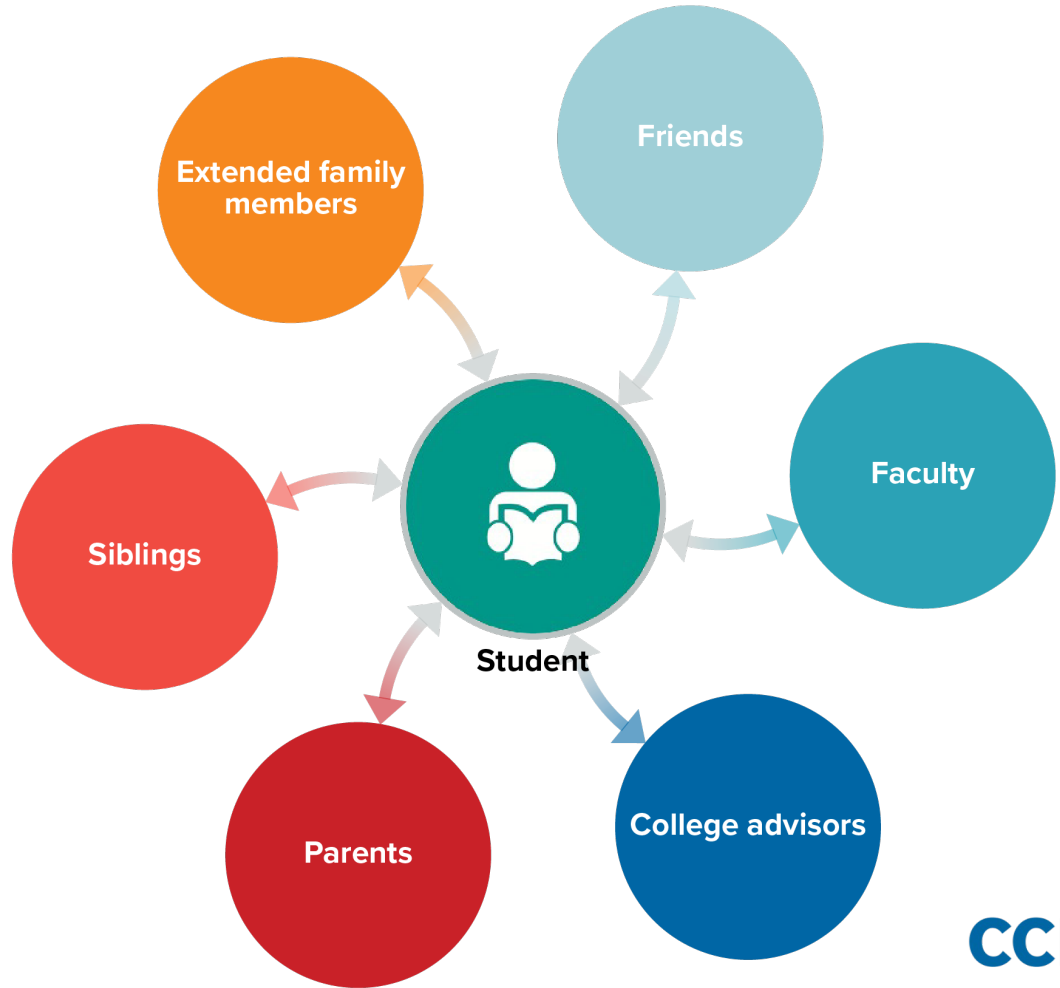


Who do first-generation college students turn to for non-academic support?

Common Connections

Type of Connection	Academic Support	Non-Academic Support
Parent / Step-parent / Guardian	28.2%	48.9%
Sibling	31%	38.2%
Cousins	17.2%	18%
Friend from college	33%	28.6%
Friend from high school/childhood	38.6%	48%
Academic advisor at college	29%	12.2%
Faculty	21.1%	5.9%

Common Connections



Relationships

Parents & Guardians

Parents and guardians encouraged students to pursue a degree by sharing their personal stories and were key sources of emotional support.

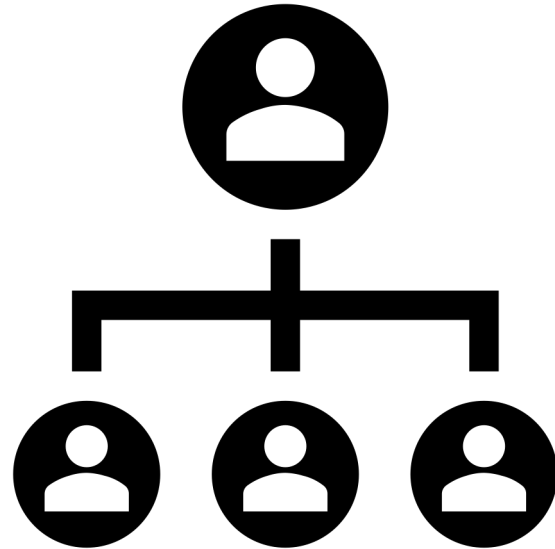


“

My mom, in terms of... She doesn't understand what's really what's going on, but she's there to motivate me, make sure I'm still on track. Conversations like that, where she's trying to understand and be there for me and make sure that I keep going.”

Siblings & Cousins

Siblings, cousins and other extended family with college experience brokered connections to on-campus activities and services.



“

She told me a lot to join the Latino programs at school. She's like, "You don't know how much those help. Trust me. You're going to create a good friend group and all that, and obviously don't be afraid to reach out. There're connections there for you."

**Students
turned to
friends from
childhood and
high school
for advice**



“

He's encouraging me to go to events that the college offers. He's encouraging me to talk to people, talk to teachers and all that...overall having a positive influence”

Academic Advisors

Students were more willing to share personal information with advisors they had interacted with previously, positioning these advisors to connect students to other resources.

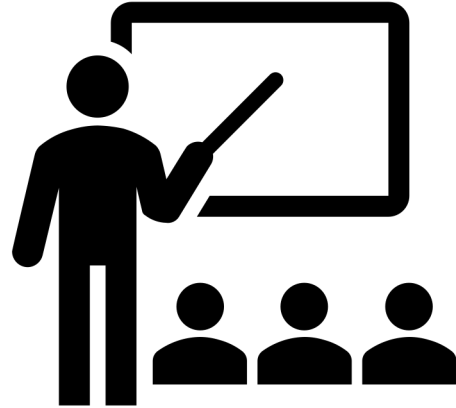


“

This semester, she helped me a lot. She helped me determine when I would graduate and she helped me determine what courses I should take... And she introduced me to the [the program], which I am currently in the process of getting hired.”

Faculty

Professors brokered campus connections by embedding campus resources into course materials and content.



“

It's usually when they're explicitly told to me. So, learning center, I found out about it because my communications teacher actually gave us a tour of the library, which I thought was super cool...So, I knew about everything in the library, to tech support, the learning center in the basement...”

Implications

Implications

Parents, siblings, and other family may be asset-rich connections, brokers to services broadening definition of first-generation

Intake questionnaires, family outreach can go beyond parental units

High school – college connections partnerships can leverage peer relationships.

Removing barriers to accessing targeted programs can further empower advising staff from these resources to reach students.

Embedding structures connecting students to resources in course materials, programming can increase faculty in networks

Hope to see you again soon!

Understanding the Support Networks of First-Generation College Students

American Educational Research Association (AERA)

April 12th, Pennsylvania Convention Center

Expanding applied research on first-generation college students' networks

NASPA Conferences on Student Success in Higher Education

June 23rd, Hilton Anaheim

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Thank you!

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