

AM I PREPARED? COLLEGE NAVIGATION SELF- EFFICACY IN FIRST- AND CONTINUING-GENERATION STUDENTS

Amanda Campbell, Brianna Weidner, Natalie Malone,
and Dr. Ellen Usher

University of Kentucky

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COLLEGE: THE NEW FRONTIER



WHAT IS FIRST-GENERATION?

- ❖ First-generation students are those whose parents have not earned Bachelors degrees

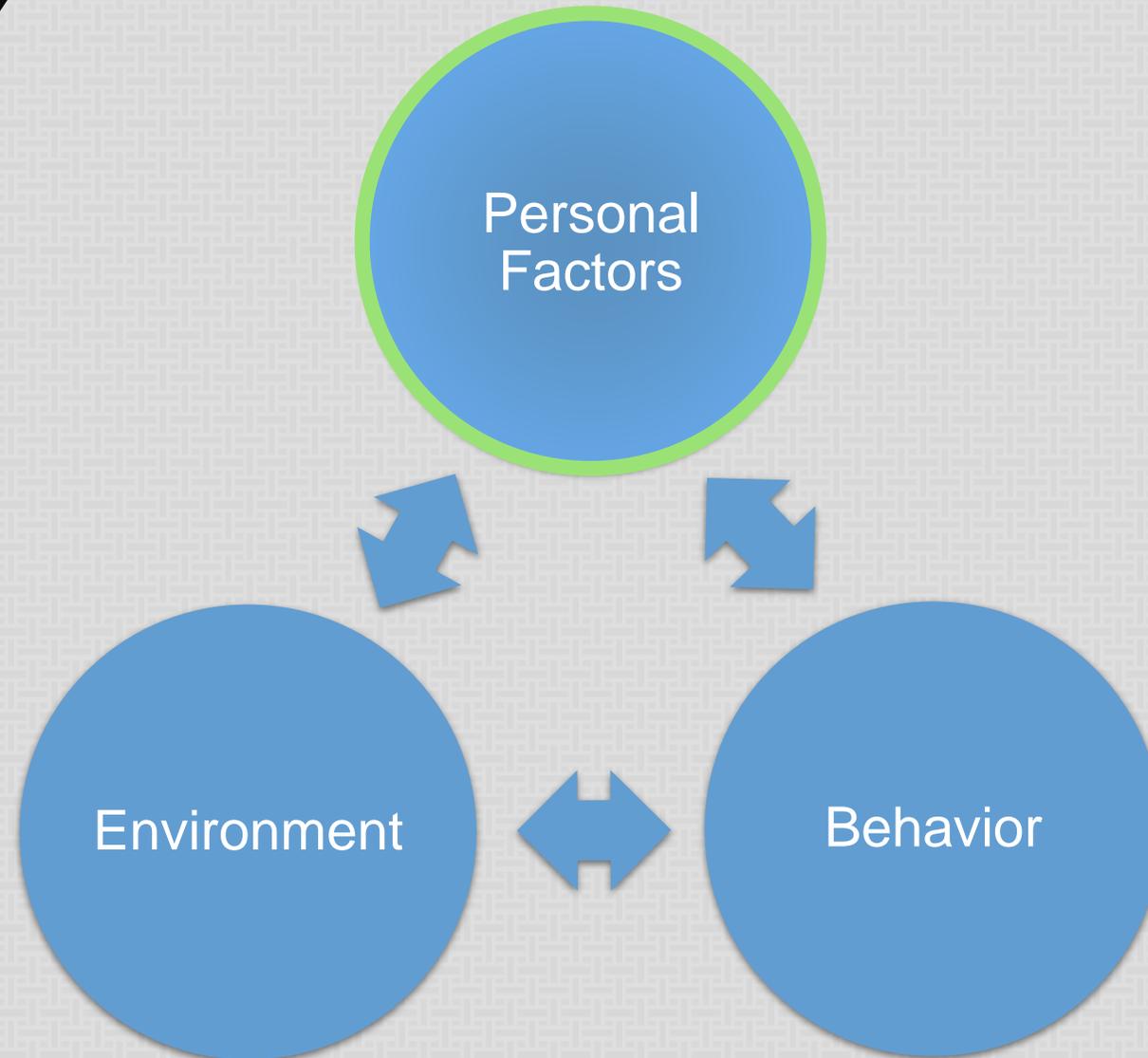


RELEVANCE

- ❖ 32% of undergraduates in the U.S. are **first-generation students**
- ❖ Higher risk for **attrition**
- ❖ More likely to **work while at school** and live at home



SOCIAL COGNITIVE THEORY



SELF-EFFICACY

- ❖ Affects:
 - ❖ Performance
 - ❖ Persistence
 - ❖ Response to failure
 - ❖ What classes students take
 - ❖ What careers students pursue



PURPOSE

- ❖ The purpose of this study is to examine the differences in self-beliefs between incoming **first-generation** and **continuing-generation** students that might influence their success at college.

DEFINITIONS

❖ **College-Navigation Self-Efficacy:**

Students' beliefs in their ability to successfully navigate college

❖ **Academic Capital:**

Knowledge that parents possess about how college and professional systems work that is passed down to their child

❖ **College Orientation Course:**

A course designed by the university that is designed to help students better understand the university environment

RESEARCH QUESTIONS

- 1. Do first-generation students report different levels of college navigation self-efficacy than continuing-generation students?**
2. How are academic capital and college navigation self-efficacy related?
3. How does academic achievement of students having taken College 101 compare to those who have not?
4. How does academic achievement of first-generation students who have taken a College 101 course compare to continuing-generation students who have also taken the course?

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METHOD

PROCEDURE

- ❖ First-time students received a general invitation via e-mail to participate in a survey
- ❖ Students were invited to help the university better understand its students
- ❖ Reminder methods: follow-up e-mail and advertisement on university dashboard

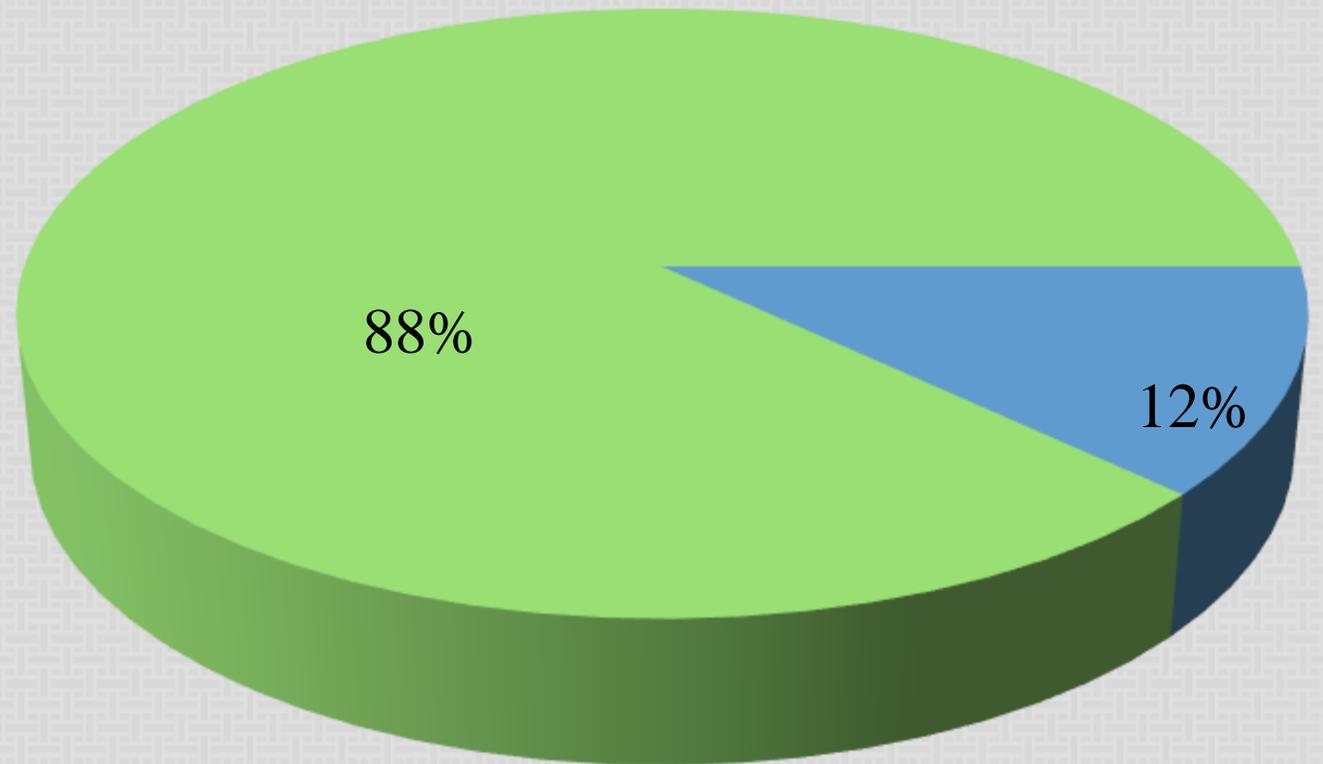


PARTICIPANTS

$N = 1,822$ students

■ First-generation
($n = 230$)

■ Continuing-generation
($n = 1,592$)



MEASURES

COLLEGE-NAVIGATION SELF-EFFICACY SCALE

In regards to navigating college life, how confident are you that you can...

...choose a college major that is right for me

...overcome hardships that I may experience in college



ACADEMIC CAPITAL SCALE

For each statement below, select the answer that best represents your beliefs and experiences

I have people in my life who encourage me to succeed in college

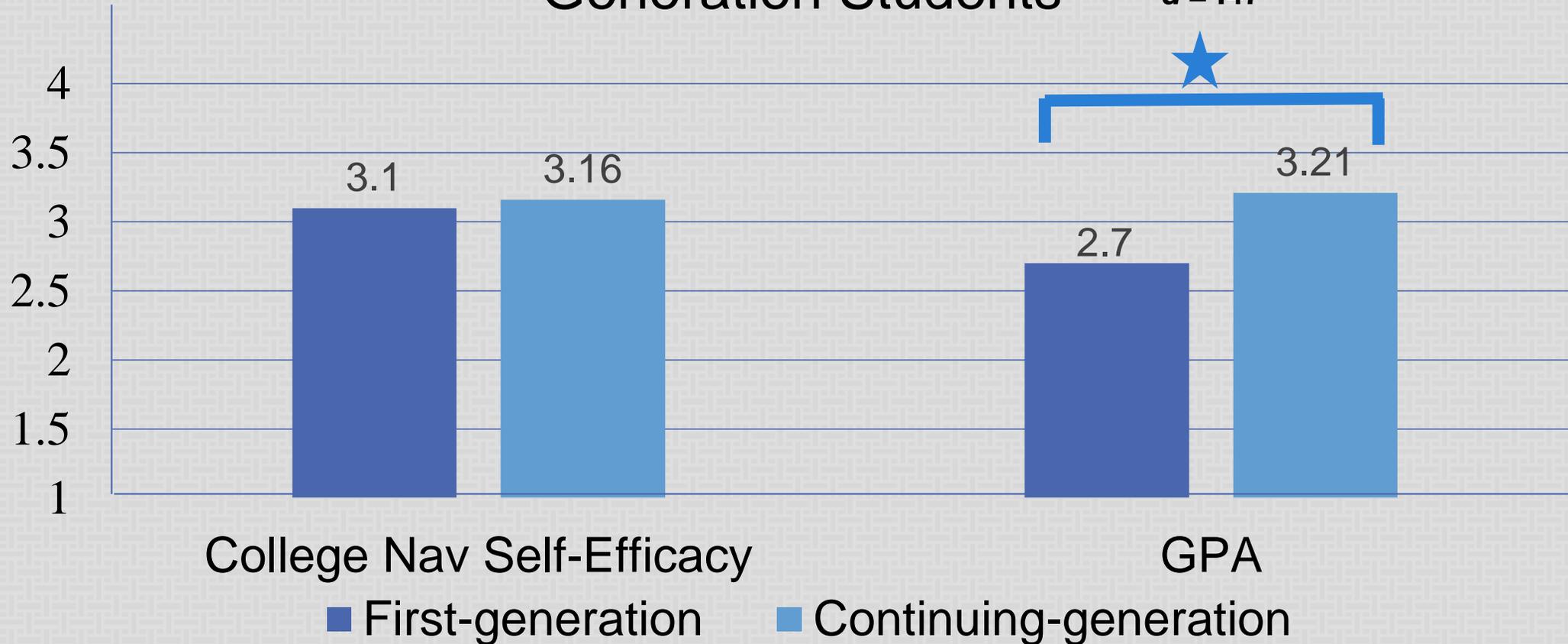
I have family members who attend or have attended college



RESULTS

RESULTS: RQ 1

Mean Differences in First-and Continuing-
Generation Students $d = .47$

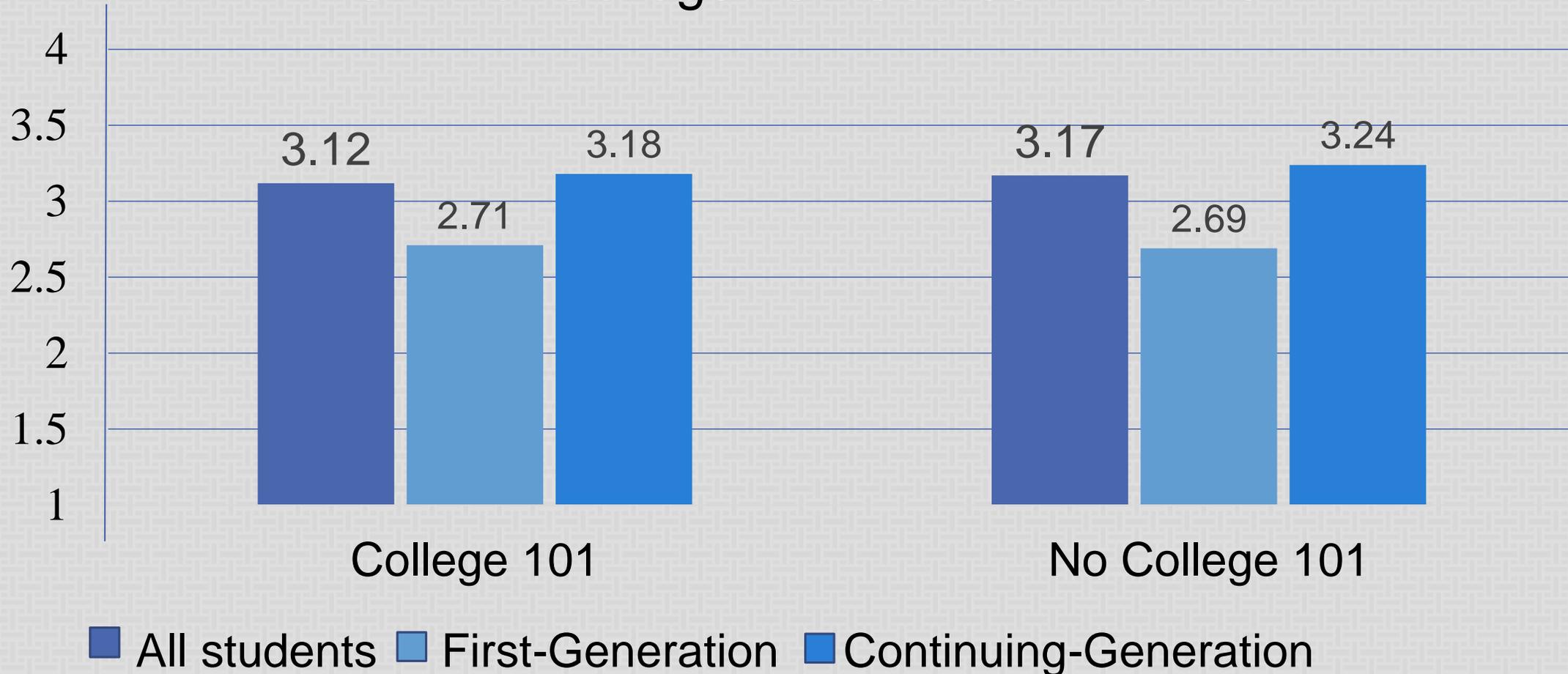


RESULTS: RQ 2

Academic Capital	College Navigation Self-Efficacy
I want to get a better education than previous generations of my family	.125**
My parents want me to achieve more in school than they did	.131**
I have family members who attend or have attended college	.145**
I have role models in my community who attended college	.270**

RESULTS: RQ 3 & 4

GPA for College 101 Course Enrollment



DISCUSSION: IMPLICATIONS

- ❖ College 101 courses may not be helping
- ❖ Exposing first-generation students to people who have attended college could increase their self-efficacy
- ❖ First-generation students are still not receiving the help they need



DISCUSSION: NEXT STEPS

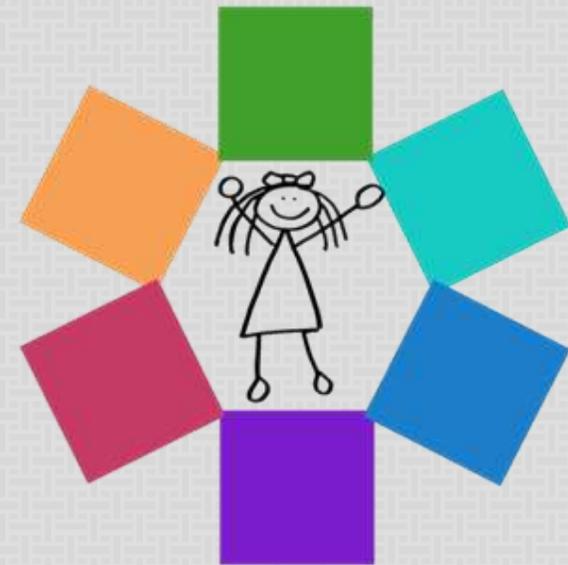
- ❖ Pre- and Post-testing for self-efficacy
- ❖ Continued exploration of the college-navigation self-efficacy scale
- ❖ Focus on academic capital and first-generation students



THANK YOU FOR YOUR TIME!



Presentation available:



p20motivationlab.org/research