

Cleveland State University

EngagedScholarship@CSU

Undergraduate Research Poster 2019

Undergraduate Research Posters

2019

First Generation Students and the Influence of Support Resources

Nautica Bell

Follow this and additional works at: https://engagedscholarship.csuohio.edu/u_poster_2019

How does access to this work benefit you? Let us know!



First Generation Students and the Influence of Support Resources

College of Sciences and Health Professions

Student Researcher: Nautica Bell

Faculty Advisor: Karen Keptner

Abstract

First generation college students who enter in to a 4 year university will not all make it through those 4 years because of lack of support or not having the proper skills that are needed to be successful. The purpose of this study is to focus on undergraduate students and executive functioning skills in correlation to first generation students versus non-first generation students. The question investigated is: Does a non-first generation student have better executive functioning skills than first generation students? Does having support from friends, family, professional advisors, and professors make a difference in a college student getting through school successfully? It is hoped that this study will inform researchers and others about how there is a difference between first generation students and non-first generation students in correlation to executive functioning skills. The correlation of emotional and academic support to first generation students will also be analyzed and hopefully understood. For this study we asked students to take a demographic survey and 2 self-reports/assessments, Brief-A and ATMS for executive functioning skills. After analyzing all data and variables, we found that there was no correlation or significant findings to executive functioning skills and being a first generation college student. We did find some variables that stood out such as the correlation of first generation students and the emotional and academic support that they receive. Results showed that the most emotional support was received from family and friends/peers and academic support was received more from professional advisors and professors.

**Supported by the McNair Scholars Program*