



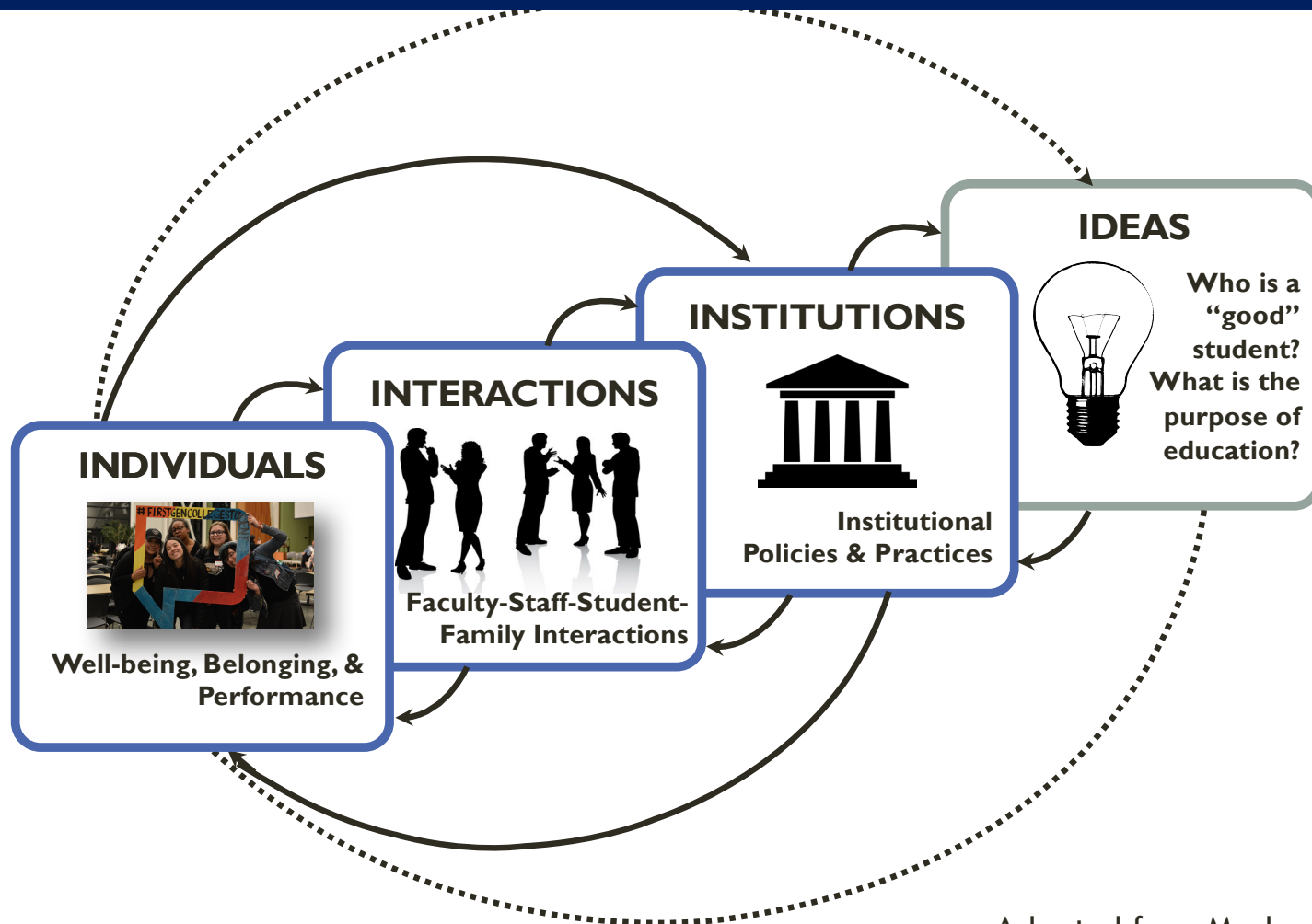
FIRSTGENCOLLEGE STUDENT

“YOU NEVER BECOME FULLY INDEPENDENT”

ACKNOWLEDGING THE SOCIOCULTURAL EXPERIENCES OF LOW-INCOME, FIRST-GENERATION STUDENTS OF COLOR

Rebecca Covarrubias, Associate Professor of Psychology, UC Santa Cruz

THE CULTURE CYCLE: MUTUAL INFLUENCE OF SCHOOLS AND STUDENTS



Adapted from Markus & Kitayama, 2010



(N=248; 70% Deans, 9%
Program Directors, 13% Provost
Office)

**Think about the most important
skills that your academic
institution expects students to
develop while in college.**

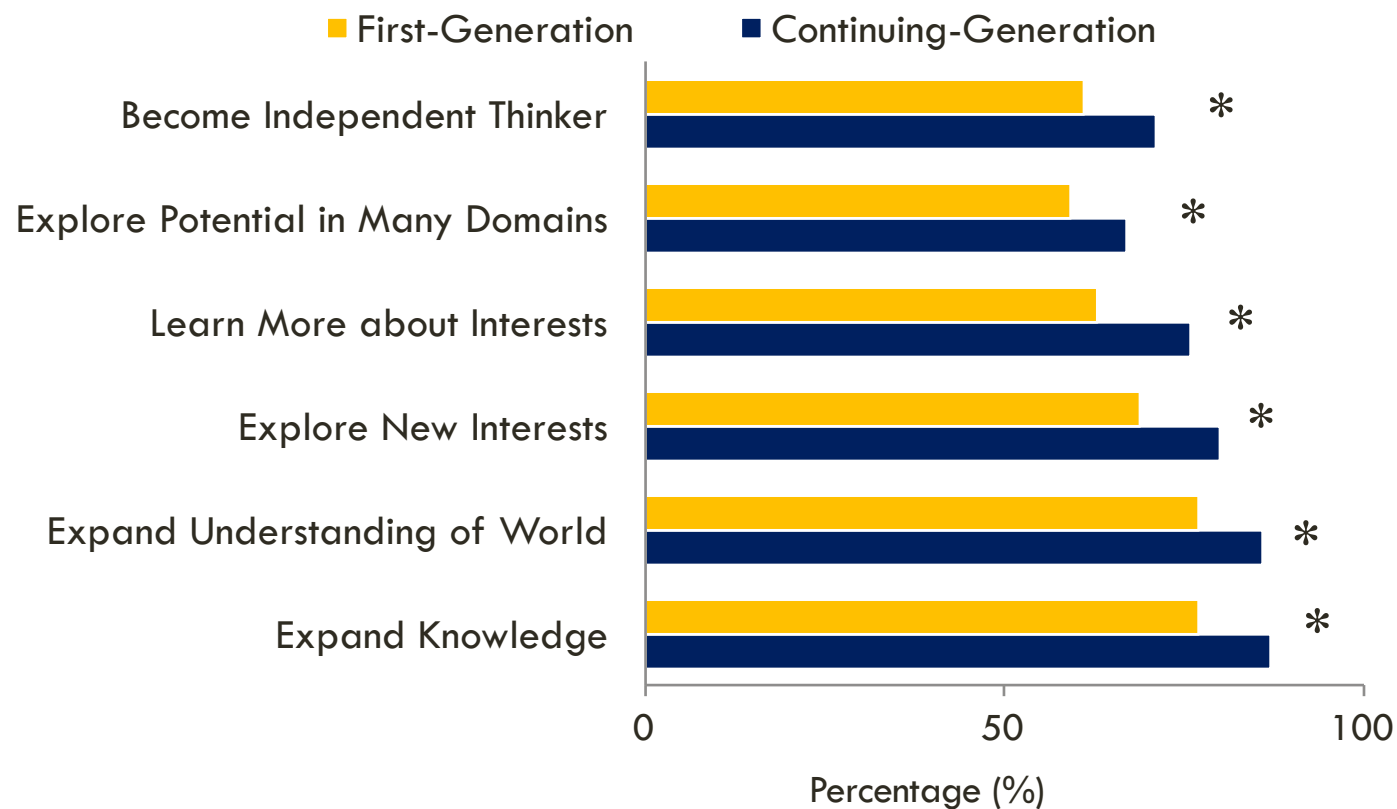
71% characterized their
university as

INDEPENDENT

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012)

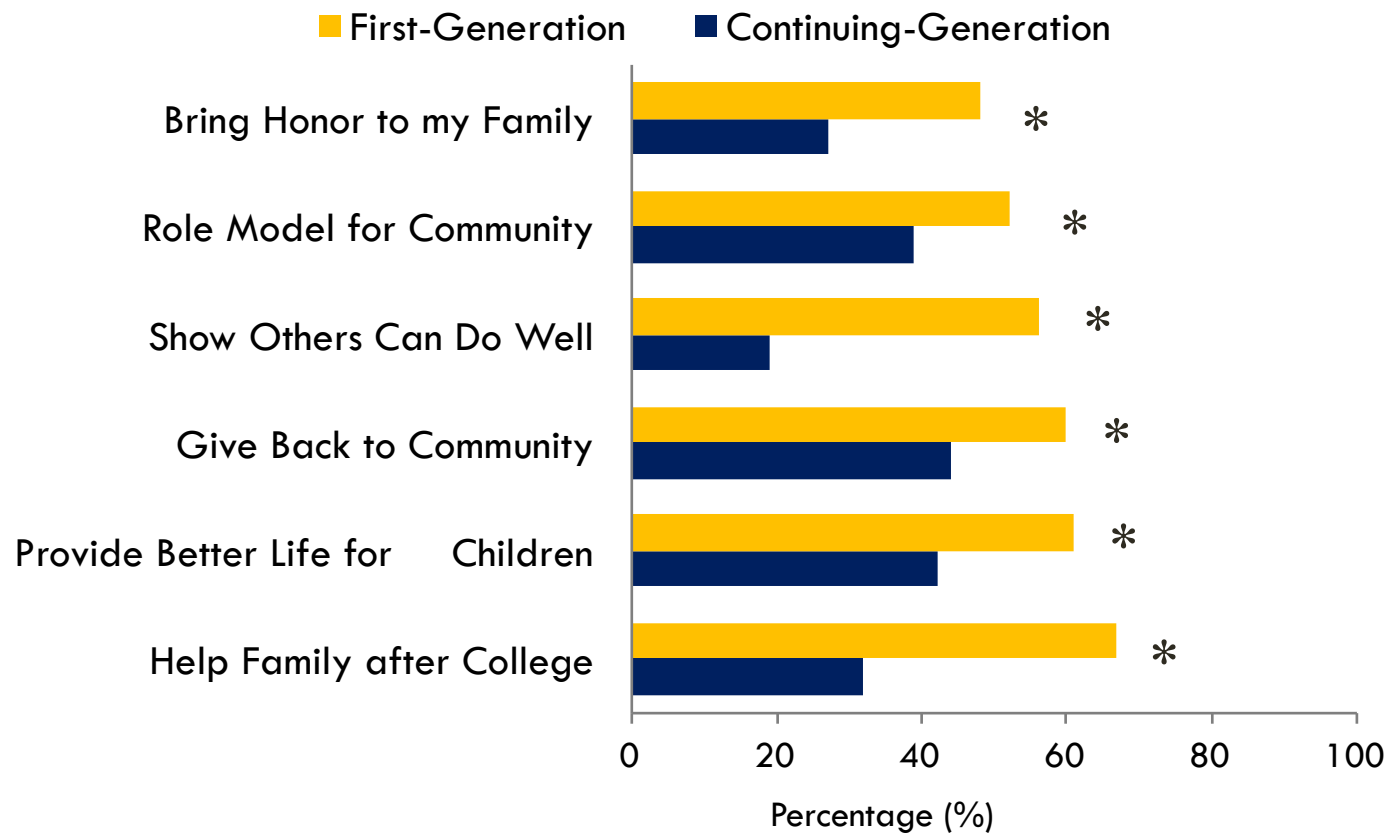
SELF DEVELOPMENT

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012)



HELP OTHERS

(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012)



INTERDEPENDENT COMMITMENTS

Type	Description	Frequency (n=34)
Emotional Support	Providing emotional support to parent or family members	58.8%
Language & Financial Translator	Translating financial and language materials for the family	38.2%
Physical Support	Providing physical support (e.g., taking parents to doctor visits, providing meals, etc.)	35.3%
Sibling Caretaker	Providing heavy sibling caretaking (e.g., more than just babysitting) or aid that directly benefits the sibling	32.4%
Financial Support	Providing financial support (e.g., paying rent, medical bills)	26.5%
Advice Giver	Providing advice on big life decisions or conflicts (e.g., buying a home, where to live, marital conflict)	14.7%

(Covarrubias, Valle, Laiduc, & Azmitia, 2019, *Journal of Adolescent Research*)

LANGUAGE & FINANCIAL TRANSLATION

“I think honestly, that I play like a big role. Because since my parents do not speak English, I have to always be the one interpreting, like usually I am the one that goes into the computer and pay the bills or do like the phone calls and what not...still while being over here, my dad still calls me and says ‘can you pay the car?’”

Carla, Latina FG Student, age 19

CULTURAL (MIS)MATCHING THEORY

- Students are **advantaged** when their model of self (e.g., independent) **matches** the university norm of independence (e.g., middle-class, CGC, White students)
- Students are **disadvantaged** when their model of self (e.g., interdependent) **mismatches** (e.g., working-class, FGC, Latinx students, Native students)

From the University of Arizona's President

Welcome to the University of Arizona



I am delighted that you have decided to attend the University of Arizona and that you think the University of Arizona is the right place for you. For the next few years, you will have many opportunities to explore new areas of interest, to learn from our superb faculty and from your own self-exploration and individual experiences.

As the University of Arizona's 109th president, I encourage you to make the most of your time here, and I offer you a few suggestions to get you started.

The University of Arizona has an accomplished faculty. These teachers and researchers are here because of you and your desire to develop your extraordinary talents and unique interests. From your first days on campus, I urge you to get to know our faculty. Stop by during office hours to continue a class discussion, to share your ideas, or to simply tell the professor what you think about the course. Your thoughts and opinions are important.

The University of Arizona presents you with many opportunities not available at other institutions. The university's breadth—from the arts to the environment to athletics to the sciences—provides you with individual freedom to cross departmental boundaries and to discover your intellectual passions.

From your first days on campus, you will have the chance to work with distinguished faculty in small classes. If you are interested in research, the University of Arizona offers you numerous avenues for pursuing student-initiated research or independent studies.

The University of Arizona is an intellectually vibrant place and you are a critical part of creating your own journey. Some of your most valuable experiences might involve working independently to understand a difficult concept or influencing others by expressing your ideas and by sharing your intellectual passions.

The University of Arizona has a tradition of independence: of bold students who go against the grain and assert their own ideas, interests, and opinions. I hope you do the same while you are here.

This is your time to become your own person and to explore your own personal interests—whether it is in the classroom, in a laboratory, in a theater, or on an athletic field.

Above all, I urge you to be your own person, enjoy your intellectual journey, and to pursue it with enthusiasm.



Robert N. Shelton
President



(Covarrubias, Herrmann, & Fryberg, 2016; Fryberg, Covarrubias & Burack, 2013; Fryberg & Markus, 2007; Markus & Conner, 2013; Markus & Kitayama, 1991; Stephens, Fryberg, Markus, Johnson & Covarrubias, 2012)

INDEPENDENT FRAME

“I am delighted that **you have decided** to attend the University of Arizona and that **you think** Arizona is the right place for **you**.”

“For the next few years **you** will have many opportunities to explore new areas and to learn from our superb faculty and from your own **personal exploration and individual experiences** as a student.”

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Robert N. Shelton
President



INTERDEPENDENT FRAME

“I am delighted that you and your family have decided that you should attend University of Arizona and that Arizona is the right place for you.”

“For the next few years, together with the University of Arizona community, you will have many opportunities to explore new areas and to learn from your experiences and interactions with your peers.”

Welcome to the University of Arizona



From the University of Arizona's President

I am delighted that you have decided to attend the University of Arizona and that you think you should attend here. For the next few years, you will have many opportunities to explore new areas of interest, to learn from our superb faculty and from your own self-exploration and discovery. As your president, I encourage you to make the most of your time here, and I offer you a few suggestions to get you started.

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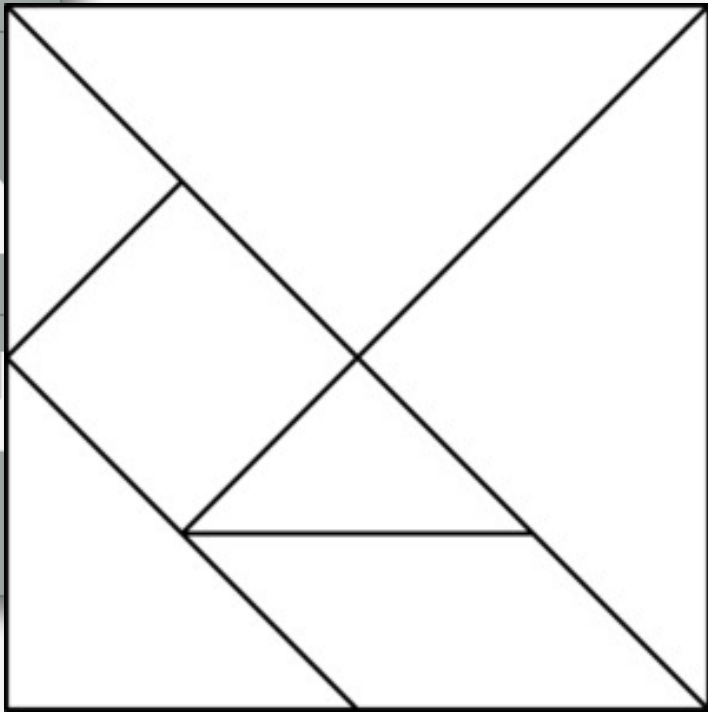
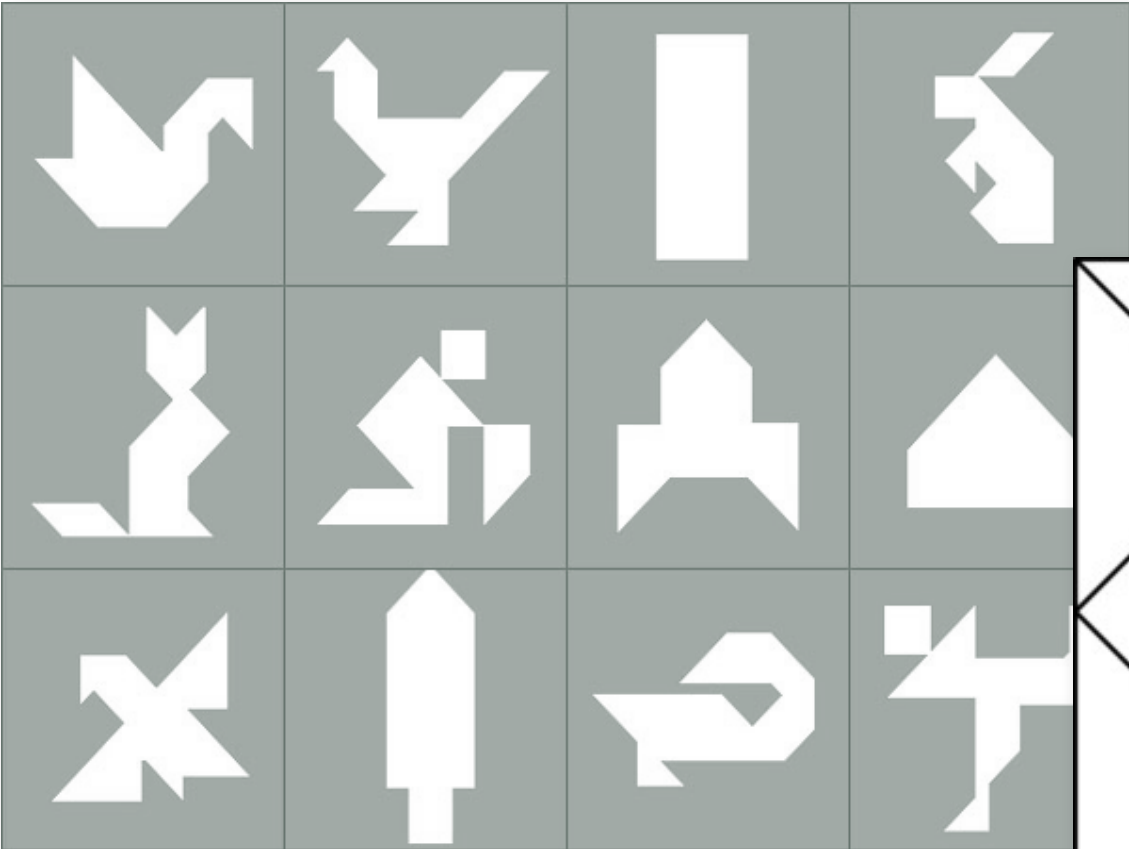
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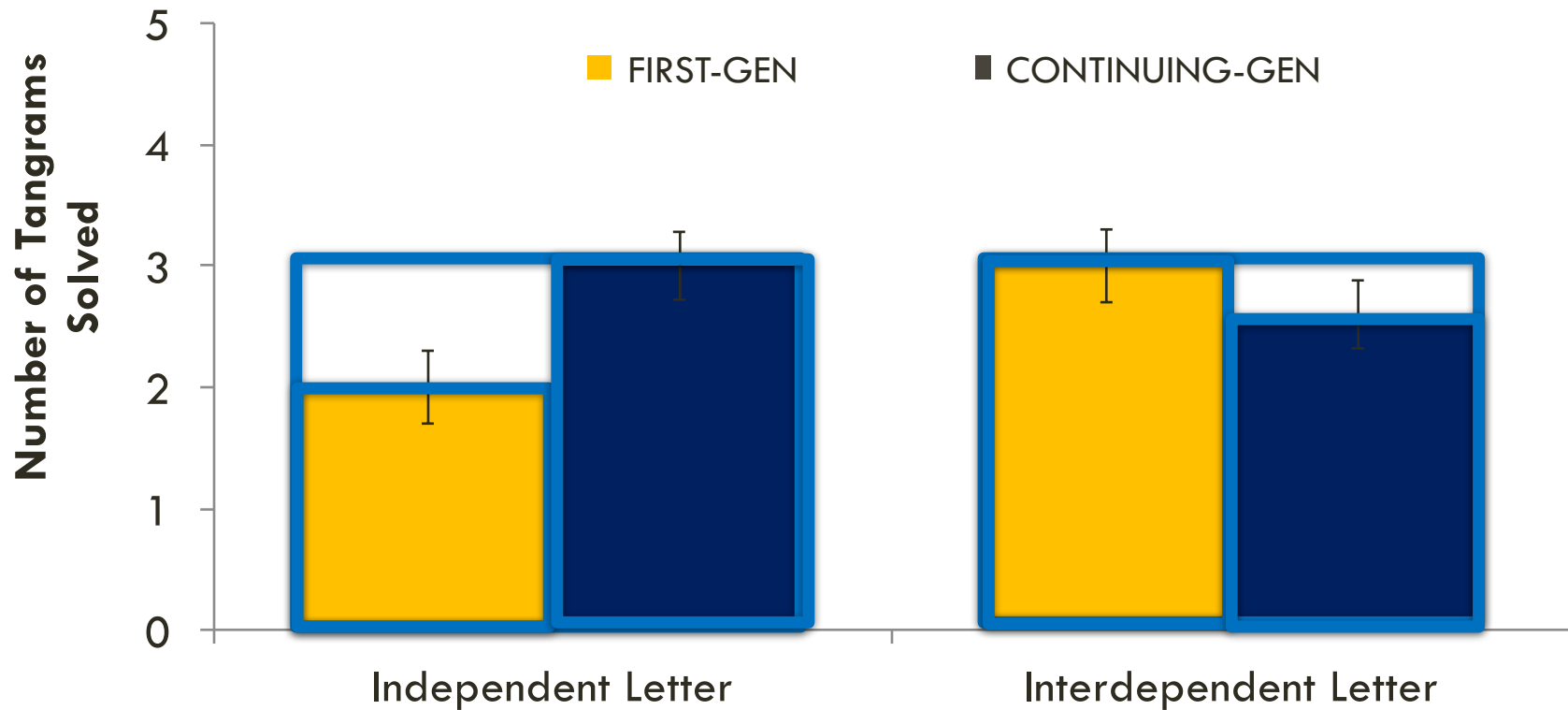
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TANGRAM TASK



INTERDEPENDENT MESSAGES IMPROVE PERFORMANCE FOR STUDENTS FROM INTERDEPENDENT BACKGROUNDS



(Stephens, Fryberg, Markus, Johnson, & Covarrubias, 2012)

My parents have greatly suffered in the course of time. There are times where I have felt that it would be impossible for me to succeed in life. I have such a connection with my family that I have felt much guilt coming to the university. I feel that I have such a luxury with independence and they are suffering everyday. These thoughts have made me consider dropping out of college and start working full-time to aid my family.

LATINO MALE, FGC STUDENT, 19

Family Achievement Guilt – a socioemotional tension related to leaving familial obligations behind to pursue college

(Covarrubias, De Lima, Landa, Valle, & Flores Hernandez, 2020, *CDEMP*; Covarrubias, Landa, & Gallimore, 2020, *PSPB*;
Covarrubias & Fryberg, 2015, *CDEMP*; Moreno, 2019)

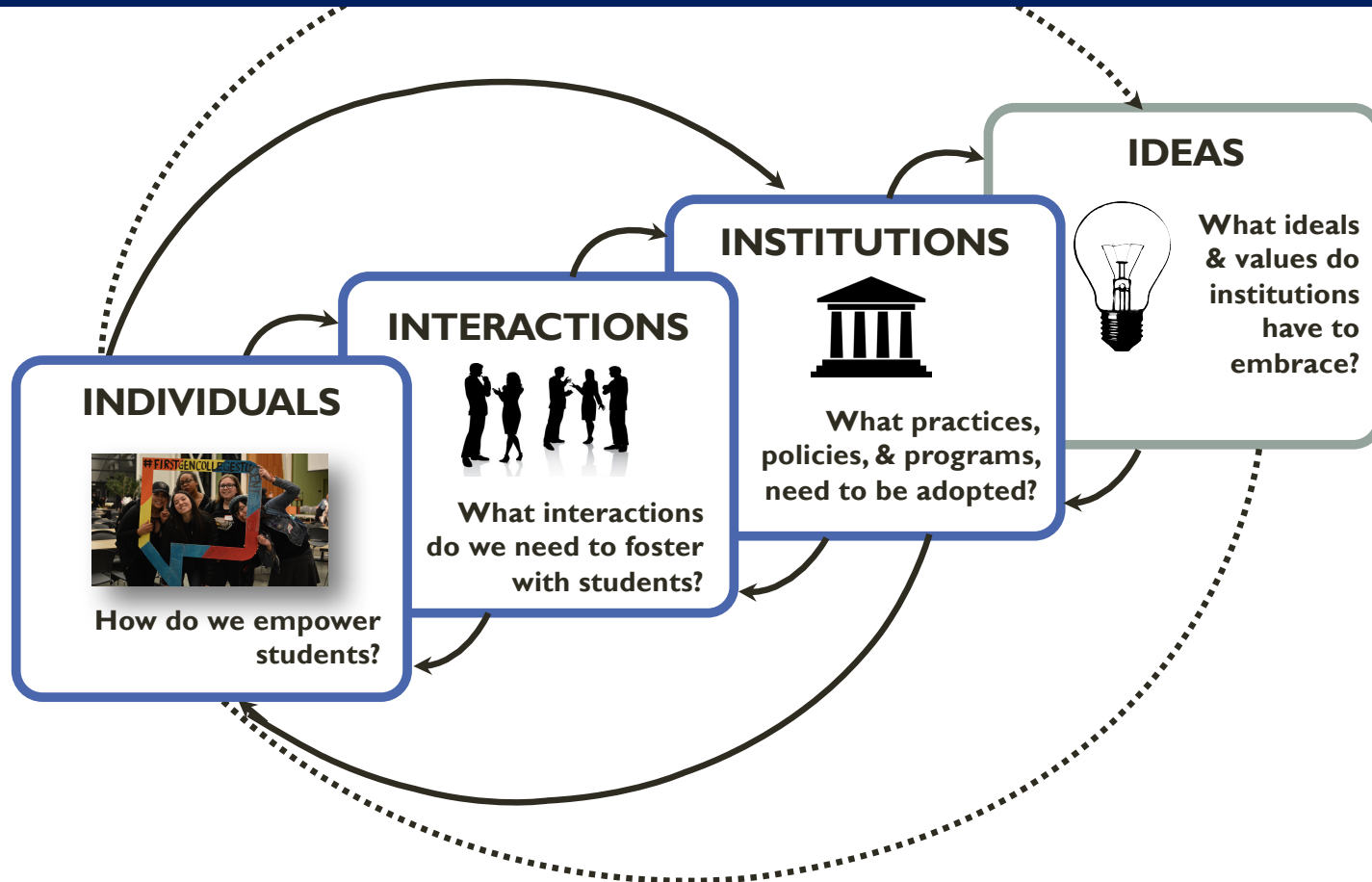
EXPERIENCES OF GUILT

Type	Description
Leaving Familial Obligations Behind	Not being able to help family after the college transition
Experiencing Privileges	The realization that one has more educational, social, academic, or financial opportunities than family members back home
Becoming Different	Growing distant or becoming different from family back home
Experiencing Financial Distress	Financial stressors, including the high cost of the university for families or not being able to contribute financially to family

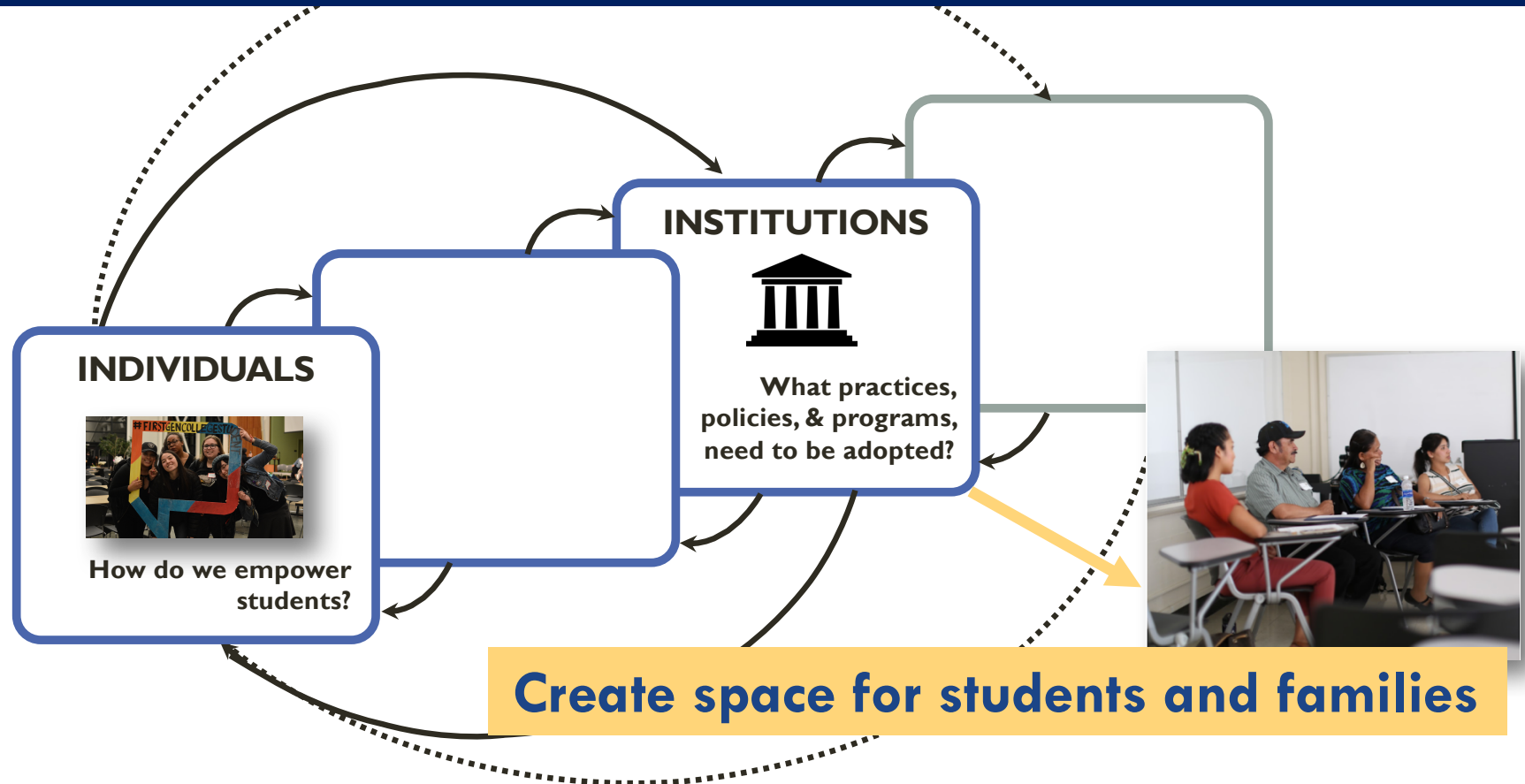
I was very scared cause like my parents did have to pay some things like in the beginning of the year, there was the whole orientation costs was like \$130... And like all the greyhound [bus] tickets, I was just very, very regretful. I could have just stayed home and saved so much money, save my parents so much money and just taken on the debt myself.

(Covarrubias, De Lima, Landa, Valle, & Flores Hernandez, 2020, CDEMP; Covarrubias, Landa, & Gallimore, 2020, PSPB)

ADDRESSING THE CULTURAL TRANSITION TO COLLEGE: A CULTURE CYCLE APPROACH



ADDRESSING THE CULTURAL TRANSITION TO COLLEGE: A CULTURE CYCLE APPROACH



(Covarrubias, Vasquez, Estrada, Moreno, Valle, & Zuniga, 2020, *Hispanic Serving Institutions in Practice*)

THE REGIONAL FAMILY CONFERENCE (RFC)

The goal of the RFC is to increase and strengthen sense of belonging of low-income, first-generation Latinx students and their families

Researcher-practitioner Collaboration

Program Team

- Director of Ethnic Resource Center
- Sense of Belonging HSI Committee Members (staff, faculty, students)

Research Team

- Psychology Faculty Member
- Lead Graduate Student Researcher
- 3-4 Undergraduate Student Researchers

**77.8% Latinx; 81% low-income;
79.4% first-generation**

	July 8 CSU Fresno	July 15 East LA College
Family Attendees (n=143)	43	100
Student Attendees (n=89)	26	63

PROGRAM CURRICULUM

Affirm the role of family

Provide in-group representations

Student Testimonies (50 minutes) ---minutes per speaker? 9:40-10:30am - COLE HALL					
5 minute transition					
ROOM #300 Health Sciences West	ROOM #301 Health Sciences West	ROOM #302 Health Sciences West	ROOM #303 Health Sciences West	ROOM #N225 Nursing Building	ROOM #N217 Nursing Building
???: Financial Aid brief overview and interactive worksheet session (Speakers) Breakout Room #1 60 minutes 11:45-12:45pm	ENG: Family Partnerships How to support your students & Transition from Home to College (Peggy & Mario) Breakout Room #2 60 minutes 10:35-11:35am	SPAN: Family Partnerships How to support your students & Transition from Home to College (Pablo + Anna) Breakout Room #3 60 minutes 10:35-11:35am	Group A- Discussion Panel: (Families) Faculty and Alumni RC Staff Breakout Room #4 60 minutes 10:35-11:35am	Group B- Discussion Panel (Families) Parents and their Students (RC Staff) Breakout Room #5 60 minutes 10:35-11:35am	Preparing for College (Students) Career, Major, and College Advising/ Time Management (Malik & Robert) Breakout Room #6 (40 minutes) 10:35-11:15am
10 minute transition					5 minute transition
Family Partnerships How to support your students & Transition from Home to College (Peggy & Mario) Breakout Room #1 60 minutes 10:35-11:35am	ENG: Financial Aid brief overview and interactive worksheet session (Speakers) Breakout Room #2 60 minutes 11:45-12:45pm	SPAN: Financial Aid brief overview and interactive worksheet session (Speakers) Breakout Room #3 60 minutes 11:45-12:45pm	Group A- Discussion Panel: (Families) Parents and their Students RC Staff	Group B- Discussion Panel (Families) Faculty and Alumni RC Staff	Breakout Room #6 (40 minutes) 11:20-12:00pm 5 minute transition Destigmatizing Asking for Help (Students) Malik & Robert DRC, CAPS, LSS Breakout Room #6 (40 minutes) 12:05-12:45pm

Provide culturally-relevant programming

Individual/ One-on-one Financial Advising

financial aid advisers w/interpreters to answer specific q's

WHAT PART OF THE CONFERENCE HELPED YOU AND YOUR FAMILY THE MOST?

Theme	Students	Family Members
Financial aid assistance	46%	49%
Workshops about being first-gen	38%	20%
Panels of student and family stories	25%	15%
Academic advising	12%	8%
Everything	0%	20%

S: The financial advisors were able to “alleviate a lot of worries

S: I felt that I could be honest about my fears/expectations, it was also great to know others felt the same ways

LEARNING FROM THE 2016 CONFERENCE

- Changed to half-day programming in local neighborhoods (to reduce costs)
- Offered most relevant workshops
- Conduct targeted recruitment of hard-to-reach populations

*Program * Programa*

Regional Family Conferences 2017

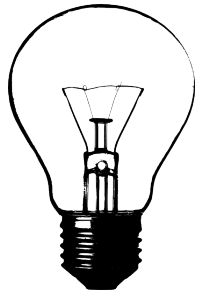
11:30am	Registration	<i>Courtyard -S2</i>
12:00pm	Lunch/Resource Fair	<i>Courtyard -S2</i>
12:45pm	Welcome	<i>Recital Hall- S2</i>
1:05pm	1st Session/1era Sesión	<i>Pg. 4</i>
2:05pm	2nd Session/2da Sesión	<i>Pg. 5</i>
3:05pm	3rd Session/3ra Sesión	<i>Pg. 6</i>
4:10pm	Evaluations & Prizes	<i>Recital Hall- S2</i>
4:30pm	Conclusion/Clausura	<i>Recital Hall- S2</i>

Academic Advising (1:05pm-3:55pm)

Rm 157

An EOP Academic Advisor is available to answer all your questions regarding class selection, time management and address other concerns that you have. Appointments are reserved through online reservations.

IDEAS



What ideals & values do our institutions have to embrace?

“...I’m working hard towards this goal, but even this goal is not solely just for myself...I want to help out my parents, I want to support them, so even then, you never become fully independent.”

Rose, Latina FG Student, 20

THANK YOU

- Culture & Achievement Collaborative
- Collaborators
- Participating Students and Schools in California, Arizona, Washington, and Delaware
- You!



Visit these resources to learn more:

The Culture Achievement Collaborative (The Collab):

<https://rcovarrubias.sites.ucsc.edu>

The Student Success Equity Research Center (The SSERC): <https://sserc.ucsc.edu>

REBECCAC@UCSC.EDU