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The Networks and Cultural Assets Project

Hispanic/Latino Student Community Cultural Wealth, Social Networks, and Career Development at the University of Wisconsin-Whitewater: A Methods and Data Compendium to the Report by the Networks and Cultural Assets Project (NCA)

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Contents

1. About the Study: Methods

In this methods and data compendium, we present the qualitative and quantitative methods, data characteristics, and analysis results for a pilot study gathering asset-oriented data from undergraduate students identifying as Hispanic or Latina/o at the University of Wisconsin-Whitewater (UWW). Our goal was to better understand these students' local academic and career development, valued relationships, and the cultural and social assets they derive from these relationships. With guidance from local educators, the design, data collection, and analytical work of the three human subjects-trained authors was undertaken with the permission of the UWW and University of Wisconsin–Madison institutional research boards.

We used a parallel mixed-methods case study approach (e.g., Creswell & Plano Clark, 2017) to meet our research goals. This approach involves (1) using survey and interview instruments simultaneously to gather data on a bounded phenomenon of interest and (2) analyzing this data to better understand the phenomenon from multiple perspectives.

1.A. Sampling

We used a nonrandom, purposeful sampling method to recruit UWW student participants for this pilot study in August and September of 2021. First, UWW student services personnel working with our research team obtained an Excel spreadsheet with information on 686 current students at UWW identifying as Hispanic/Latino who agreed to be contacted by university officials regarding minority programming and services. Next, UWW personnel forwarded an email from the research team to all these students with information on the study, a request for participation, and a survey link to an online survey, following up one week later with a second email to nonresponders. Students opening the link who reported being undergraduates and who identified as Hispanic/Latino were routed through the Qualtrics survey questions to two final screens. One screen asked if students were interested in participating in a Zoom interview for the study. The final screen asked for the student's UWW email address so the student could be verified as being on the institution's Hispanic/Latino list. Those who volunteered for interviews were contacted by a member of the research team to schedule a Zoom interview at a time of their convenience.

Ultimately, 129 students participated in the online survey, which took about 12 minutes to complete. Twenty of these students participated in Zoom semi-structured interviews, which took 44 minutes on average. Students completing the survey instrument received a $25 Amazon gift credit after local educators verified they were on the original Hispanic/Latino list while students completing the Zoom interview received an additional $25 Amazon gift credit.

1.B. Development Process of Survey and Interview Protocol

The study is based on data collected through an online Qualtrics survey instrument and a semi-structured interview protocol. The research team designed the survey instrument to elicit student characteristics and attitudes on Community Cultural Wealth (CCW) (Yosso, 2005), academic and career social support networks, university life (e.g., enrollment status, grad point average, belonging, use of campus services), career-related values (e.g., career considerations and aspirations, work volition), and student demographics (e.g., age, gender, dependents, first-generation status). We designed the semi-structured interview protocol to gather open-ended, on-the-ground student perspectives on pathways to UWW, college majors and

career goals, institutional engagement, academic and career networks, the social foundations of CCW, cross-cultural experiences and multilingualism, and barriers and opportunities at UWW.

In constructing these instruments through the spring and summer of 2021, the research team followed established design and testing methods (e.g., Bernard, 2011; Fowler, 2013). This process began with researchers constructing questions for each based on the literature on higher education, career development, personal social network analysis, and our CCW theoretical framework, described in further detail below. We also used questions and scales from extant surveys and interview protocols when possible. After designing initial drafts of the survey and interview questions, we followed an abridged critical systematic review process in which we emailed the survey and interview instruments to a UWW career educator, a UWW diversity, equity, and inclusion leader, a UWW faculty member with expertise on marginalized student communities, and several education research colleagues for feedback (Fowler & Cosenza, 2008). We revised and refined the instruments based on this feedback, then recruited four undergraduate UWW students identifying as Black or African American with whom to pretest each of the instruments through Zoom-based cognitive interviews with two members of the research team (Bernard, 2011). After further refinement based on these students' comments on the instruments, the survey and interview protocols were amended for final IRB approval and administration starting in August of 2021.

Through the design and testing process, one key consideration for the research team and those with whom we worked was the amount of time the survey and interview would take students volunteers to complete. In order not to overburden students who are traditionally marginalized in postsecondary settings, we aimed to gather data as economically as possible. For the online survey, which we wanted students to be able to complete in approximately 15 minutes, this meant generally limiting items wherever possible as well as shortening established multi-item scales to three items using content validity scoring (e.g., Duffy et al., 2020) and content analysis to choose items that were most appropriate to our theoretical framework. For the interview protocol, which we hoped students would complete in approximately 45 minutes, we limited questions to those that would garner student perspectives on our core areas of concern: CCW, academic and career social support networks, career aspirations, and life on the UWW campus. In the following, we describe in detail each of the instruments, beginning with the online survey.

1.C. Survey Instruments

The online survey for this study included 53 items in total and began with language meant to inform students about the study and obtain participant consent. Those who agreed to participate after reading information on the study were next asked to indicate the current degree they were seeking at UWW as well as the race/ethnicity category or categories with which they identified. The latter asked students to check all that applied and included choices for American Indian or Alaskan Native, Asian or Asian American, Black or African American, Hispanic or Latina/o, Native Hawaiian or Pacific Islander, White or Caucasian, or an open-response box labeled "Other." Those who indicated a degree other than a bachelor's degree, and/or who did not indicate they identified as Hispanic or Latina/o, skipped to the survey's end block and were not included in the study. Key survey sections delt with CCW, academic and career social support networks, university life, career-related values, and student demographics.

1.C.1. Community Cultural Wealth (CCW)

To measure important Hispanic and Latina/o student cultural assets using Yosso's (2005) theoretical framework, researchers conducted a review of the CCW research literature among college students (Bañuelos, 2021) and studied previous CCW quantitative instruments and items developed by Sablan (2019) and Dika and colleagues (2015, 2018). In developing items for this survey, the researchers operated with a few key considerations in mind. First, to keep the number of items to a minimum and reduce respondent burden, the research team limited measurement for each form of CCW to three items (e.g., Duffy et al., 2020). Second, these items would be constructed and/or chosen to best fit the study's university context and academic and career development processes. Third, measurable forms of CCW would include *Aspirational*, *Familial*, *Linguistic*, and *Navigational Capital* as described by Yosso (2005), *Resistant Capital 1* and *2* as described by Yosso and differentiated by Sablan (2019) and Samuelson and Litzler (2016), and *Spiritual Capital* as described by Pérez Huber (2009) and Park and colleagues (2020). Fourth, the team would leave the measurement of *Social Capital*, another form of CCW delineated by Yosso (2005), to traditional "egocentric" social network analytical methods (Perry et al., 2018) described below.

With these issues decided, the researchers pooled existing Sablan (2019) and Dika and colleagues (2015, 2018) items to find those that best fit *Aspirational*, *Familial*, *Linguistic*, *Navigational*, and *Resistant 1 and 2* forms of capital for the focal population within the postsecondary context. When there were multiple thematically relevant questions, we further selected items that were (1) dissimilar and therefore unlikely to be measuring the same concepts, and (2) clearly worded and constructed, based on our own judgement and tester feedback. Ultimately, as displayed in Table 1-C-1, most items come from Sablan (2019) apart from the items measuring Linguistic and Spiritual capital. For linguistic items, the research team developed questions with specific reference to Dika (2015) and a close reading of Yosso's (2005) passages on Linguistic Capital, which, as she wrote, represent "communication experiences in more than one language and/or style" (p. 78). For this reason, the items represent both true multilingualism (i.e., proficiency in different languages) as well as the ability to "code-switch" (i.e., change communication styles based on audience). *Spiritual Capital*, representing a sense of purpose based on faith or spirituality (Park et al., 2020), is a more recent addition to the CCW framework, with specific connections both to Latina/o student experiences (Rendón et al., 2015) as well as the broader literature on calling (see Bañuelos, 2021, pp. 11-12). Here, the research team amended one item each from Steger's Meaning in Life Questionnaire (2006), Gorsuch and McPherson's Intrinsic/Extrinsic Measures of religion (1989), and Rendón et al's (2015) *Ventajas y Conocimientos*. Our amendments for each item changed the original question phrasing from "My spirituality or faith gives/offers…" to "I have spirituality or faith that gives/offers…" to avoid the assumption that all survey respondents would feel they "had" spirituality or faith.

Table 1-C1. CCW forms of capital, survey items, and sources

Form of CCW	Survey Item	Instrument Source
Aspirational	I have pursued my goals despite barriers to my schooling.	Sablan, 2019
	I believe that my dreams for the future are possible.	Sablan, 2019
	I consider myself an ambitious person.	Sablan, 2019
Familial	I know about my family's history.	Sablan, 2019
	I learn a lot of valuable knowledge from my family members.	Sablan, 2019
	I am connected to my extended family members, such as aunts, uncles, cousins, and others beyond my parents and siblings.	Sablan, 2019
Linguistic	I speak more than one language.	Research team
	I frequently speak a language other than English on campus.	Research team
	I have the ability to switch communication styles based on the environment (academic and/or non-academic).	Amended from Dika, 2015
Navigational	Even when I have limited resources (e.g., finances) I find ways to secure the essentials for my education (e.g., tuition, books).	Sablan, 2019
	I am confident in my ability to get through struggles in college.	Sablan, 2019
	Even when presented with obstacles, I am able to access resources at my college.	Sablan, 2019
Resistant 1 (Injustice-minded)	I believe there are injustices in my ethnic/racial/cultural community.	Sablan, 2019
	I believe there are injustices in my neighborhood or where I grew up.	Sablan, 2019
	I believe racism is a major factor for issues in society.	Sablan, 2019
Resistant 2 (Action-minded)	I want to make a difference in the broader society.	Sablan, 2019
	I want to make a difference in my racial/ethnic/cultural community.	Sablan, 2019
	I believe I will be able to make a difference in society.	Sablan, 2019
Spiritual	I have spirituality or faith that gives my life a sense of purpose.	Amended from Steger et al. (2006)
	I have spirituality or faith that offers me strength in times of trouble and sorrow.	Amended from Gorsuch & McPherson, 1989
	I have spirituality or faith that gives me a positive view of others.	Amended from Rendón et al. (2015)

Respondents were presented with a question matrix table on each survey page and asked, "On a scale from 1 (Not at all like me) to 6 (Exactly like me), please indicate how well each of the following statements describes you." Below the question, three to four statements were placed in randomized order in rows, while 6 scale points, following Sablan (2019), were placed as column headers (1=*Not at all like me*, 2=*Very slightly like me*, 3=*Slightly like me*, 4=*Moderately like me*, 5=*Very much like me*, and 6=*Exactly like me*). Within this sample, each set of items demonstrated moderate to strong internal reliability, with Aspirational Capital α = .69, Familial Capital α = .74, Linguistic Capital α = .70, Navigational Capital α = .63, Resistant Capital 1 α = .80 and Resistant Capital 2 α = .82, and Spiritual Capital α = .97.

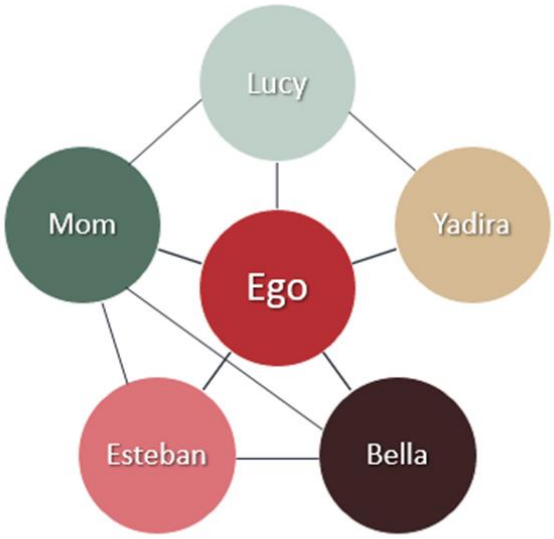
1.C.2. Academic and career social support networks

Yosso's (2005) theory also includes Social Capital as a specific form of CCW, which we measure using traditional social network analytical techniques developed by McCallister and Fischer (1978), Wellman (1979), Burt (1984), and others. We take this approach not only because these techniques allow us to precisely measure multiple aspects of social network capital among respondents, but also because Yosso (2005) makes clear that social connections and interactions are an all-important medium through which the other forms of CCW develop and flow. These include, for example, stories that parents tell their children about possibilities for the future (Aspirational Capital); the history, culture, and tradition fostered among extended family members and within one's community (Familial Capital); intellectual and social skills gained through translation, music, and other styles of communication (Linguistic Capital); strategies, born of relationship networks, that allow individuals to maneuver through hostile spaces (Navigational Capital); and teachings, from parents and others, that help one both recognize and challenge racism and systemic inequities (Resistant Capital). Pérez Huber (2009) and Park and colleagues (2020), further, show that religious and/or spiritual affiliations not only strengthen intra-family and community bonds, but also act as a foundation for educational aspirations and attainment (Spiritual Capital).

Indeed, studies suggest that marginalized college students bring a diverse array of Social Capital—from family, friends, community members, and others across community and institutional boundaries—to their college and early career endeavors that is traditionally undervalued by higher educational institutions (see Bañuelos, 2021, pp. 16-18). At the same time, research indicates that relationships focused on academic and career information, advice, and support are important to career development (e.g., Siebert et al., 2001). With this background in mind, we use "ego" or "personal" network methods to gather quantitative network information from each student ("ego") about the people they talk to about academic and career matters ("alters") (Perry et al., 2018).[1] This method allows us to gather information about relationships participants consider important, whether they cross formal geographical, organizational, or other boundaries (i.e., on- or off-campus, family members, teammates) (Perry et al., 2018). Ego networks are mapped in sociograms with nodes representing the ego and alters and lines between nodes representing relationships (Figure 1-C-1).

1 Lin (2001), who bases his theoretical concepts on ego network analysis, defines social capital as beneficial, actionable resources that flow through social ties. According to Lin (2001), particular social network characteristics afford or constrain access to benefits that move between and among people. While Lin (2001) has used the occupational status of network alters to measure one's access to social capital, we measure a host of relationship and alter characteristics to explore the contours in student social support networks that associate with CCW, academic and career values, and other factors.

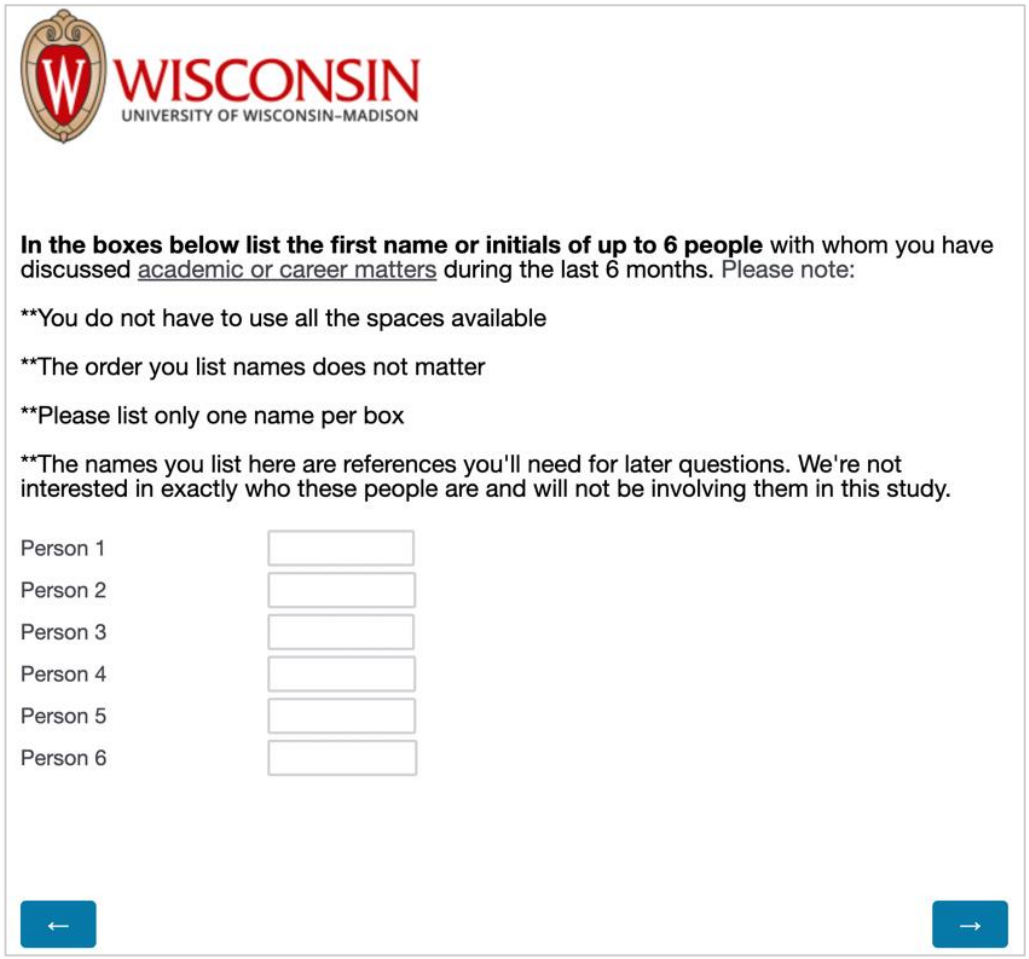
Figure 1-C1. Example ego network sociogram



Accordingly, the survey's social network section closely follows established ego network data gathering techniques. It begins with a question amended from Benbow and Xie (2021) and Burt and colleagues (2012) meant to establish whether survey respondents have spoken with anyone about academic or career matters recently: "Have you discussed academic or career matters—like your major area of study, academic or career goals, or job opportunities—with anyone during the last 6 months?" Participants who answer *No* skip the social network section while those who answer *Yes* go to the next screen to further define these networks.

The foundational item in this regard, and the next question for those answering *Yes*, was a "name generator," or an open-text entry question with six empty boxes labeled Person 1, Person 2, and so on, as well as several instructions for inputting answers. This question asked students to "list the first name or initials **of up to 6 people** with whom you have discussed academic or career matters during the last 6 months." The item allowed respondents to list only six or fewer alters because network research suggests that six is the optimal maximum number of possible alters necessary to both reduce respondent burden—which can be detrimental to participation and data reliability in social network studies—and to elicit significant "core" ego network ties most accurately (e.g., Marsden, 1987). The full item and instructions are displayed in Figure 1-C-2. In this survey, only 15% of respondents listed the maximum of six alters. The number of alters students reported, between zero (if respondents answered that they did not discuss academic or career issues) and six, represents *network size*, one measure of access to Social Capital (Lin, 2001).

Figure 1-C2. Social support network name generator item



The names students listed in the name generator then populated "name interpreter" survey items (Perry et al., 2018, pp. 109-115). In these questions, students were asked about their perception of each alter's attributes and their relationship with each alter. The first name interpreter, amended from Burt (1984), asked students to characterize what role each alter played in their life. Options included Spouse or significant other, Family member, Friend, College student, College educator (staff, faculty, etc.), Co-worker, Spiritual advisor (priest, imam, etc.), and Other. Students were encouraged to check more than one option if alters were connected to them in multiple ways. Next, students were asked with what gender each alter identified, including Male, Female, Transgender, and Does not identify as male, female, or transgender. The following question asked students with what race/ethnicity or races/ethnicities each alter identified, including American Indian or Alaskan Native, Asian or Asian American, Black or African American, Hispanic or Latina/o, Native Hawaiian or Pacific Islander, or White or Caucasian. Next, students were asked to characterize whether they felt Distant, Less than close, Close, or Very close to each alter, the scale found to measure the Social Capital concept of tie strength most closely in a single item (Burt, 1984; Marin & Hampton, 2007).

The network section then presented questions meant to gauge what specific kinds of social support each alter did or did not offer the student based on social resource and CCW research. The social resource questions asked students to click the box next to each listed alter's name if the alter provided material aid in the form of money, food, clothes, etc., a question representing instrumental aid; if the alter was someone with whom the student shared or communicated about important problems or worries, representing emotional support; and if the alter provided the student with an opportunity to engage in leisure, relaxation, or a diversion from demands in their life, representing social participation (Barerra, 1981; Barerra & Ainley, 1983; Brown et al., 1987; Oritt et al., 1985). Three similarly structured questions, focused on forms of CCW and developed by the research team with reference to Yosso (2005), asked students to click the box next to each alter if the alter helped them maintain hopes or aspirations for their future, a question representing Aspirational Capital; if the alter modeled for them ways of caring, coping, or providing for community members, representing Familial Capital; if the alter had helped them develop skills, knowledge, or strategies for maneuvering through campus and/or the college experience, representing Navigational Capital; and if the alter had helped them oppose things the student believes are wrong, representing Resistant Capital.

Next, students were asked to indicate each alter's highest level of education, with options including Less than high school, High school diploma or GED, Associate's degree, Bachelor's degree, Master's or Professional degree (MA, MS, law degree, MBA), or Doctorate (MD, Ph.D, Ed.D.). The final set of questions in the section asked for the student's perception of interrelationships among their listed alters. Those students who listed two or more alters were asked whether each of their alters "knew" one another, defined as whether the respondent thought the two people talked or hung out independently of them (Lubbers et al., 2010). Here, perceptions on alter-alter ties were gathered via a roster method in which one alter name was listed at the top of the screen and all the other alters were listed below. Respondents were then asked to check a box if they thought the top alter and corresponding listed alter talked or hung out independently.

1.C.3. University life

The research team also administered items on several student attributes. These items included those we adapted to provide insights on student use of campus resources specifically for UWW educators as well as those that have been found in the literature to correlate with undergraduate experiences and persistence.

Campus resources. With help from local educators, we developed items for the survey that would give UWW administrators and staff a better idea of how students in the sample used campus resources. These items asked if students had (1) visited a UWW career counselor, (2) visited the UWW Career and Leadership Development (CLD) office, and (3) hung out at the UWW University Center, which previous research on campus focused on African American undergraduates (Lewis et al., 2021) suggested was a prominent counterspace, or a UWW site where "deficit notions of people of color can be challenged and where a positive collegiate racial climate can be established and maintained" (Solorzano et al., 2000, p. 70). These questions began with the prompt, "Since entering college, how often have you done the following." Respondents were asked to indicate whether or how often they had done the activities on a three-point scale (1=*Never*, 2=*Sometimes*, and 3=*Often*) to three statements presented in randomized order: "Interacted with a UWW career advisor (in a one-on-one meeting, workshop, job fair, etc.)," "Hung out at the UWW University Center," and "Visited the UWW Career and Leadership Development office." The three items here were found to have a relatively low internal consistency of $\alpha = .60$.

To gather information on student reasons for interacting or not utilizing career advising resources, the research team programmed two sets of questions. One set, which was displayed for students who reported "never" visiting the CLD or a career advisor, asked students to "select any reasons for not visiting that apply in your situation." The available options, developed by the research team from literature on career advising and development among college students, included "I have not needed a career advisor," "I'm not comfortable talking with UWW staff," "I did not know there were career advisors at UWW," "I don't know how to contact UWW career advisors," "I don't know how a career advisor could help me," "Career advisors are not available at convenient times," and "I have not had time to visit a career advisor." There was also an open response box for students to type "Other reasons that are not listed."

The other set, which was displayed for students who reported "sometimes" or "always" visiting either a career advisor or the former CLD, asked students to indicate the "reason or reasons [they] had for seeking out career advice." Options were amended by the research team from previous response options on the National Association of Colleges and Employers Attitudes and Preferences of Bachelor's Degree Students at Four-Year Schools survey instrument (2021), and included "Help with resume or cover letter," "Advice on academic program," "General career advice," "Career exploration," "Class assignment," "Help with internship or co-op," "Help with job search," and "Interview preparation." This question set also included an open response box for students to type "Other" reasons for seeking advice.

Sense of belonging. Previous research has shown that a sense of belonging on campus—or feelings of mattering, fit, and membership within the campus community—are important to college success, particularly for students from marginalized groups (Museus et al., 2017; Strayhorn, 2018). The survey therefore included a seminal three-item scale measuring campus belonging that has shown strong internal reliability in other studies (e.g., Hurtado & Carter, 1997). Here, respondents were asked to indicate their level of agreement on a seven-point Likert scale (1=*Strongly disagree*, 7=*Strongly agree*) to three statements that were presented in randomized order: "I see myself as part of the campus community," "I feel that I am a member of the campus community," and "I feel a sense of belonging to the campus community." These items showed strong internal consistency in this study (α = .97)

Other university life measures. Several other items were included in the survey to gather important data on student university experiences and university-oriented characteristics. These items, along with the literature supporting their importance to student success and the survey instrument from which they were developed, are displayed in Table 1-C-2.

Table 1-C2. Other university life survey items, literature support, and instrument sources

Measure and Literature Support	Survey Item	Instrument Source
Enrollment level (e.g., Pittman & Richmond, 2008)	What is your current year/level of enrollment?	*Baccalaureate and Beyond Longitudinal Survey* (NCES, 2013)
Financial concerns (e.g., Baker, 2019; Hurtado et al., 2010)	Do you have any concern about your ability to finance your college education?	*Your First College Year Survey* (HERI, 2019b)
Freshman year GPA (e.g., Allen & Robbins, 2008)	[For second year students and above] What was your cumulative grade average during your first year of college as an undergraduate?	Amended from *Your First College Year Survey* (HERI, 2019b)
Full/part-time enrollment status (e.g., Bean & Metzner, 1985; Kember & Luang, 2004)	While enrolled at your current college, have you been full-time or mainly full-time, part-time, or mainly part-time, an equal mix of full- and part-time?	Amended from *Education Longitudinal Study of 2002* (NCES, 2012)
Primary major (e.g., Pascarella & Terenzini, 1991; Porter & Umbach, 2006)	Please choose your primary undergraduate college major from the dropdown list:	Amended from *College Senior Survey* (HERI, 2019a)
Transfer status (e.g., Duggan & Pickering, 2008; Hoyt & Winn, 2004)	Did you transfer to your current institution from another college or university? (Here we define "transfer" as leaving one undergraduate institution for another, typically bringing class credits from the former institution to the new institution.)	Amended from *Your First College Year Survey* (HERI, 2019b)

Career-related values. Much of our work focuses on student career development, including the awareness, values, and aspirations undergraduates have regarding their professional lives after college graduation. Here we describe the survey items we used to measure these factors.

Probable career/occupation. One question asked students to report their probable career/occupation using a dropdown list of 67 different occupations. This question, as well as the choices within the dropdown list, is amended from the 2019 College Senior Survey (HERI, 2019a). The occupation choices comprise 10 job categories (Arts, Education, Medicine/Healthcare, etc.) as well as several miscellaneous answer options (Clergy, Stay at Home Parent, etc.) as well as "I Don't Know" and "Not Listed" options. The latter answer choice led respondents to an open-text entry prompt asking them to type in their probable career/occupation manually.

Career considerations. To better understand how, if at all, certain values factored into the student respondents' career decisions, we also asked them to indicate the importance of six possible career considerations along a five-item scale of importance (1=*Not at all important*, 5=*Very important*) with the question, "When thinking about your career path after college, how important are the following considerations?" The considerations, presented in randomized order, were "Income potential," "Expression of personal values," "Work/life balance," "Availability of jobs," "Family needs or wishes," and "Service to community." The question comes from the 2019 College Senior Survey (HERI, 2019a) as do the first four answer choices, which the team chose from the original source's 11 to represent four particularly significant considerations. The last two answer choices—focused on possible student family and community factors—were developed by the research team to incorporate specific concepts from the CCW framework (Yosso, 2005).

Student work volition. Students' confidence that they control their own career decisions and success—or "work volition"—has been found to be an important mediator of self-efficacy, adaptability, and job satisfaction (Duffy et al., 2013). While research has indicated that critical awareness of educational and career inequalities can improve vocational outcomes among adolescents of color from lower socioeconomic backgrounds (Diemer & Hsieh, 2008), little research has explored the direct links between CCW, social network capital, and work volition among marginalized college students. This survey includes a three-item version of the Work Volition Scale—Student Version (Duffy et al., 2012) that has shown strong internal reliability in other studies (e.g., Duffy et al., 2020). Here, respondents were asked to indicate their agreement on a seven-point Likert scale (1=*Strongly disagree*, 7=*Strongly agree*) to three statements presented in randomized order: "I will be able to choose jobs that I want," "I feel total control over my future job choices," and "I will be able to do the kind of work I want to, despite external barriers." This measure was found to be internally reliable with $\alpha = .85$.

Demographics. The research team included several items in the online survey to gather individual respondent attributes and characteristics shown to be important to academic and career experience. All these items, again with the literature supporting their significance, are displayed in Table 1-C-3.

Table 1-C3. Demographic survey items, literature support, and instrument sources

Measure and Literature Support	Survey Item	Instrument Source
Age (Bergman et al., 2014; Fairchild, 2003)	Please choose the year of your birth from the dropdown menu.	Amended from *Your First College Year Survey* (HERI, 2019b)
First-generation status (U.S. Department of Education, 1998; Means & Pyne, 2017)	Please indicate your parents' or guardians' highest level of education.	Amended from *Education Longitudinal Study of 2002* (NCES, 2012)
Gender (e.g., Combs et al., 2010; Maltese & Cooper, 2017)	With what gender do you identify?	Amended from *Your First College Year Survey* (HERI, 2019b)
Dependent status (e.g., Beeler, 2016)	Do you have a "dependent" child for whom you pay at least half their expenses, such as food, shelter, clothing, health care, and schooling? (A dependent child does not have to live with you.)	Amended from *Baccalaureate and Beyond Longitudinal Survey* (NCES, 2013)
Race/ethnicity (Hu & Wolniak, 2013; Hurtado & Carter, 1997)	With what race/ethnicity do you identify? (Please check all that apply.) [Filter question]	*Baccalaureate and Beyond Longitudinal Survey* (NCES, 2013)
Latina/o origin (Nunez & Crisp, 2012)	With what Hispanic or Latina/o origin do you identify?	Amended from 2020 *U. S. Census Questionnaire* (U. S. Census Bureau, 2020)
Working situation (Bean & Metzner, 1985; Bers & Smith, 1987)	How many hours per week, if any, are you typically employed when classes are in session?	Amended from *Baccalaureate and Beyond Longitudinal Survey* (NCES, 2013)

1.D. Interview

Quantitative data are important to understanding how CCW and social network capital correlate with student characteristics, attitudes, and trajectories, but student *perspectives* on how these issues relate are crucial to describing the phenomenon as it occurs in real life. Most research on CCW, in particular, has been based on interview methods for this reason (see Bañuelos, 2021, pp. 21-22) and Yosso (2005), citing Solórzano (1997, 1998) and Delgado Bernal (2002), highlighted "the centrality of experiential knowledge" as a critical tenet of Critical Race Theory in education.

With this in mind, the research team designed and utilized a semi-structured interview protocol for this study with linked question probes. This was meant to elicit open-ended student perspectives that, when combined with survey data, would allow a triangulated view of student experience, social and cultural capital, and career development at UWW. Semi-structured interviews give interviewees leeway to speak to

ideas as they have them, whether they are directly applicable to protocol questions or not, while question probes encourage interviewees to consider more deeply points the interviewer thinks potentially fruitful to the study (Spradley, 1979). Based in part on academic- and career-oriented interview instruments from previous studies among marginalized student groups in Wisconsin (Benbow & Xie, 2021; Lewis et al., 2021), this protocol included 15 questions across three broad sections of inquiry and was administered by two members of the research team via Zoom. Here we describe the protocol's design and questions, beginning with student pathways to college, college majors and career goals, institutional engagement, and academic and career networks, then moving to the social foundations of CCW, cross-cultural experiences and multilingualism, and barriers and opportunities at UWW.

1.D.1. Student pathways to college, college majors, and career goals

After talking through the purposes of the study and participant's rights as research participants, researchers obtained informed assent to interview and digitally record students. The first "grand tour" interview questions (Spradley, 1979, pp. 86-87) were designed to make students comfortable with the interview format and researcher and to have students describe their general background—mostly growing up and through secondary school, shown to be important to college and career pathways (e.g., Peralta et al., 2013). These initial questions also were meant to get students talking about their majors and career goals. We began by asking where students were from and how they ended up at UWW, why students picked the majors they were in, and what they wanted to do professionally after they graduated from UWW. Each question was followed with more detailed probes meant to explore how family members, community members, and other relationships, important factors in the CCW framework (Yosso, 2005), may have influenced their pathway.

1.D.2. Institutional engagement

It is well established that student contact with faculty, participation in campus organizations and study groups, and meetings with academic or career advisors—which we term "institutional engagement" (e.g., Pascarella & Terenzini, 1991)—is important to college persistence and success, particularly for marginalized college students (e.g., Davidson & Wilson, 2013). Our next questions and attendant probes focused on asking students about their current engagement in these activities, including (1) whether they were a member of any organizations, clubs, or other groups at Whitewater, (2) whether they spent time with college instructors outside of class, and (3) if they had participated in any programs, events, or meetings with UWW career advisors. Follow-up probes for each of these questions asked for further details on student interactions as well as their influence (or lack thereof) on student college experiences and/or career plans.

1.D.3. Academic and career networks and social foundations of CCW

The protocol next posed a series of questions focused on the academic and career social networks students identified on their online survey responses. Researchers reminded each student interviewee of the survey's name generator question and then used the Zoom "share screen" feature to show them a unique sociogram populated with the network alters and ties they listed on the survey. Presenting respondent sociograms in this way, as the researcher asks questions about the respondent's social ties and network structures, has been shown to ground ego network discussions and reduce interviewee burden (e.g., Ryan et al., 2014). After explaining the sociogram's node and line display features, researchers asked interviewees which person or people, if any, were an important influence on their career path, as well as

if there were any people not on the sociogram who were important. Probes then asked students to speak about how they got to know important alters, what specific kind of support, information, or advice they provided and how the interviewee used it.

To better understand social dynamics underlying CCW, researchers next asked students whether they had CCW-based interactions with people inside or outside their listed social network (Yosso, 2005). Specifically, we asked which people, if any, gave students "the motivation to succeed, even when times are tough," representing motivational capital; which people, if any, had helped students learn about their "family or community history," or Familial Capital; then which people, if any, they talked to about "inequalities in society based on gender, class, race, language, socioeconomic status, or other dimensions," or Resistant 1 Capital. After each inquiry, we followed with probes asking students to further explain whether the exchanges they reported were helpful and, if so, how.

1.D.4. Cross-cultural experiences, multilingualism, and barriers and opportunities

A wide body of research in education points to the challenges—and opportunities—that can come from students having to straddle two cultures between home and school (e.g., Espinoza, 2010; Fiske, 1988; Lowery-Hart & Pacheco, 2011). Yosso (2005), in particular, writes of the rich linguistic and communicative styles that Students of Color bring to educational spaces. Here, we wanted students who had had this experience to explain how it felt in their own lives, what barriers or prospects they believed it created, and how it might have influenced their academic or career path.

After discussing networks and CCW-oriented social exchanges we told students that we were going to ask our last few questions about opportunities they may have had that came from their family, community, or personal experience. First, we posed this question: "Some college students talk about living between two different cultures: one at home and one at school. Does this sound familiar to you? If so, can you describe your two cultures?" Two probes asked how they balanced the two cultures as well as if any people, organizations, or university resources helped them with this balance. For those respondents who indicated they were bilingual on the online survey's linguistic capital section, we next asked if they felt like being a multilingual student gave them any advantages or disadvantages at UWW, then if they believed it would provide any advantages or disadvantages in their future career.

Finally, going from the specific to the more general, we concluded with two questions meant to directly elicit students' views on challenges and opportunities they had faced in their lives. We began here by asking if students had faced any barriers in pursuing their educational or career goals and, if so, how they had overcome these barriers. Depending on students' answers, we probed for whether there were any specific people, organizations, or ideas students had had to struggle against and whether they thought Latina/o students faced obstacles at UWW. Next, we asked if students thought Latina/o students had any particular opportunities at UWW, probing to see what advice they wished they had received when first arriving to college as a Latina/o student. After students answered these last questions, researchers asked if interviewees had anything to add or any questions they thought we should have asked, and the interviews ended.

1.E. Analysis

The research team developed a study that gathered data on the social and cultural assets of undergraduate students identifying as Hispanic or Latina/o at UWW. In so doing, we aimed to help educators better understand these students' relationships, the cultural and social assets these relationships provide, and student opportunities for academic and career development. With these goals in mind, quantitative data were gathered via an online survey instrument designed to elicit variables for CCW (e.g., Familial Capital, Navigational Capital), social networks (e.g., ego network structures—like network size or density—and ego network composition—like educator, familial, or aspirational support), and a host of other factors meant to be analyzed through descriptive statistics, cluster analysis, and regression analysis. Interview data were gathered via a protocol meant to both ground quantitative data in student experiences and perspectives and to better understand these important processes as they occurred in students' day-to-day lives.

Because of the relative lack of research on these particular issues using quantitative and qualitative methods at the time of writing, however, the study is primarily exploratory. While the research team has conducted a wide-ranging investigation of much of the data, the methods for which are described here, another of our main objectives is to share data with other researchers for continued analysis and dissemination. We describe our preliminary analytical work here in this spirit.

1.E.1. Quantitative analysis

Descriptive and inferential analyses were conducted using SPSS version 28.0.0.0. The analyses were based on several different datasets from the same sample (n=129). Analyses that did not include any network variables were based on individual survey responses (n=129). Analyses about the respondents' network characteristics (e.g., network size, network density, average tie strength) were conducted based on aggregated survey responses of network characteristics (n=91). Analyses about individuals that support the survey respondents were based on alter data (n=332). The research team also used The Integrated Postsecondary Education Data System (IPEDS) for comparison purposes. The IPEDS datasets used in the analysis are 2020 Fall Enrollment (EF2020CP), 2020 12-Month Enrollment (EFFY2020), and 2016-2020 Degree Completions (C2016 A, C2017 A, C2018 A, C2019 A, C2020 A). Each results table will provide information on which dataset was used for the analysis.

Variables used for analysis. The variables used in the analysis are categorized into five parts: demographic characteristics, career values, career service use, social network characteristics, and CCW. Table 1-E-1 describes the variable information.

Demographic characteristics include age, gender, enrollment status, school year, transfer status, first-generation status, having one or more dependent(s), the degree of financial concern, and majors. In the inferential analysis, the school year was aggregated into three categories: (1) 1st-2nd year, (2) 3rd-4th years, and (3) 5th year or more. Please note that there was one responder identifying as 1st year. Therefore the 1st-2nd year variable mostly represents 2nd year students. Majors were also aggregated into five categories: (1) STEM majors (CIP code 11, 14, 26, 27, 51; n=24), (2) Education majors (CIP code 13; n=21), (3) Business majors (CIP code 52; n=46), (4) Non-STEM, non-education, non-business majors (CIP code 4, 9, 16, 23, 42, 43, 44, 45, 2, 54; n=35), and (5) undeclared (n=3).

Career values indicate factors that students believe are important when choosing their career paths. These include income potential, expressing personal values, work-life balance, job availability, family needs, and service to community. Career service use was based on the campus resources questionnaire, which asked if students had (1) visited a UWW career counselor, (2) visited the UWW CLD office, and (3) hung out at the UWW University Center. These items were not aggregated into one variable but used independently as each item shows important information on using different services provided by UWW. In the regression analysis, career service use was examined in two different ways. In the first case, career service use items were used as ordinal variables (1=Never; 2=Sometimes, 3=Often; Case 1 in table 1-E-1) to address the frequency of career service use. In the second case, the items were used as binary variables (0=Never; 1=Sometimes or Often; Case 2 in table 1-E-1) to address students' experience of accessing the services.

Social network characteristics include three subsections: (1) general network characteristics (Case 1 in table 1-E-1), (2) relationship types (Case 2 in table 1-E-1), and (3) support types (Case 3 in table 1-E-1). General network characteristics include aggregated information on network size, network density, average tie strength, gender homophily, and Hispanic/Latino homophily. Network size is the number of alters indicated in the network survey. Network density, which is defined as the number of perceived ties between alters in an ego's network compared to the number possible, can be calculated as

$$\frac{2T}{N(N-1)}$$

where *T* is the number of alter-alter ties perceived and *N* is the number of alters (Perry et al., 2018).

Average tie strength is aggregated based on the responses to the question asking how close the respondents feel with each alter, which is calculated as

$$\frac{\sum TS_{ij}}{N}$$

where *i* indicates the respondent (ego,) *j* indicates the alter, *TS* indicates ego's perceived closeness (tie strength) to the alter, and *N* is the number of alters. Homophily was measured by using the E-I index (Krackhardt & Stern, 1988), which represents the relative influence of out-group or external individuals (e.g., different gender, same race) and in-group or internal individuals (e.g., same gender, different race). Homophily traditionally can be calculated as

$$\frac{E-I}{E+I}$$

where *E* is the number of external relationships, and *I* is the number of internal relationships. The possible scores for the E-I index range from -1 to +1. In this compendium, we follow traditional E-I scoring methods in which -1 indicates complete homophily (all alters in the network have the same focal attribute as ego) and +1 indicates complete heterophily (all alters in the network are different according to the focal attribute than ego). In the study report this document accompanies, however, we reversed this score because of the importance of in-group family and community ties to student cultural wealth. In the accompanying study report, then, -1 indicates complete heterophily (all alters in the network have a different attribute than ego) and +1 indicates complete homophily (all alters in the network have the

same attribute as ego). In both documents gender homophily was calculated based on the ego's and alters' gender as identified by the egos. Hispanic/Latino homophily was calculated based on the alters' race as identified by the egos.

Relationship types (Case 2) are aggregated data based on egos' indication of the relationships between the ego and each alter. These are binary variables that indicate if each alter is a Spouse or significant other, Family member, Friend, College student, College educator (staff, faculty, etc.), Co-worker, Spiritual advisor (priest, imam, etc.), or Other.

Support types (Case 3) are aggregated data based on egos' indication of supports received from each alter. These are also binary variables that indicate if any alter in the network provided material aid in the form of money, food, clothes, etc. (Material Aid); if any alter helped ego maintain hopes or aspirations for the future (Hopes); if any alter was someone with whom the ego shared with or communicated about important problems or worries (Worries); if any alter modeled for ego ways of caring, coping, or providing for members of the ego's community (Community); if any alter helped the ego develop skills, knowledge, or strategies for maneuvering through campus and/or the college experience (Campus); if any alter helped the ego oppose things that the ego believes are wrong (Resistance); and if any alter provided the student with an opportunity to engage in leisure, relaxation, or a diversion from demands in their life (Leisure).

CCW variables were calculated based on the responses to CCW survey items (see page 7). The possible scores for each CCW subscale range from 1 to 6, as 1 indicates "Not at all like me" and 6 indicates "Exactly like me." Each CCW subscale consisted of three items; therefore, each variable was calculated by the sum of all scores of the items divided by three.

Table 1-E1. Variables examined in the compendium

Variable Categories	Variables	Variable Information
Demographic characteristics (Controlled variables for other models)		
	Age	2021 - (Birth year)
	Gender (Reference group (RG): Male)	RG: Identified as male (0=No; 1=Yes)
	Female	Identified as female (0=No; 1=Yes)
	Nonbinary	Selected "I do not identify as male, female, or transgender." (0=No; 1=Yes)
	Enrollment status (RG: Full-time)	RG: A full-time or mainly full-time student (0=No; 1=Yes)
	Part-time	A part-time or mainly part-time student (0=No; 1=Yes)
	Mixed	An equal mix of full-time and part-time student (0=No; 1=Yes)
	School year (RG: 1st-2nd years)	Enrollment school year in 2021
	3rd-4th years	
	5th or more years	
	Working hours (RG: Not working)	Answers to: How many hours per week, if any, are you typically employed when UW-Whitewater classes are in session?
	1-20 hours	
	More than 20 hours	
	Transfer students	Transfer students (0=No; 1=Yes)
	First generation	Calculated from guardians' education level: If both guardians' education levels are 1=Less than high school; 2=Highschool diploma or GED; 3=Associate's degree, and if the respondent only answered one guardian, if the guardian's education level is 1=Less than high school; 2=Highschool diploma or GED; 3=Associate's degree. Missing (99) if the respondent did not answer any guardian education information.
	Have one or more dependent(s)	Answers to: Do you have a "dependent" child for whom you pay at least half their expenses, such as food, shelter, clothing, health care, and schooling? (A dependent child does not have to live with you.) (0=No; 1=Yes)
	Financial concerns	Answers to: Do you have any concern about your ability to finance your college education? (1=No concerns; 2=Some concerns; 3=Major concerns)

Variable Categories	Variables	Variable Information
	Major (RG: Non-STEM, Non-Education, Non-Business Major)	Major indicated by the respondent
	STEM	(0=No; 1=Yes)
	Education	(0=No; 1=Yes)
	Business	(0=No; 1=Yes)
	Undeclared	(0=No; 1=Yes)
Career values		
	Income potential Expressing personal values Work-life balance Job availability Family needs Service to Community	Answers to: When thinking about your career path after college, how important are the following considerations? 1=Not at all important; 2=Of little importance; 3=Moderately important; 4=Important; 5=Very important
Career service use		
Case 1: Frequency of career service use		Answers to: Since entering college, how often have you done the following?
	Career advisor	Interacted with a UWW career advisor (1=Never; 2=Sometimes; 3=Often;)
	University center	Hung out at the UWW University Center (1=Never; 2=Sometimes; 3=Often;)
	CLD Office	Visited the UWW Career and Leadership Development office (1=Never; 2=Sometimes; 3=Often;)
Case 2: Binary response of career service use		Answers to: Since entering college, how often have you done the following?
	Career advisor	Interacted with a UWW career advisor (0=Never; 1=Often of sometimes)
	University center	Hung out at the UWW University Center (0=Never; 1=Often of sometimes)
	CLD Office	Visited the UWW Career and Leadership Development office (0=Never; 1=Often of sometimes)
Students' social network characteristics		
Case 1: General network characteristics		Based on answers to: In the boxes below list the first name or initials of up to 6 people with whom you have discussed academic or career matters during the last 6 months.
	Network size	Number of indicated alters

Variable Categories	Variables	Variable Information
	Network density	Proportion of all possible ties in the ego network that are actually present, excluding the ego
	Average tie strength	Average tie strength (Sum of all tie strength/ number of alters)
	Gender Homophily	Gender homophily - based on E-I Index
	Hispanic/Latino Homophily	Hispanic/Latino homophily - based on E-I Index
Case 2: Relationship types		
	Spouse or significant other	Having any spouse or significant other in the network (0=No; 1=Yes)
	Family	Having any family member in the network (0=No; 1=Yes)
	Friend	Having any friend in the network (Friend) (0=No; 1=Yes)
	College Student	Having any college student in the network (0=No; 1=Yes)
	College educator	Having any college educator in the network (0=No; 1=Yes)
	Coworker	Having any coworker in the network (0=No; 1=Yes)
	Spiritual Advisor	Having any spiritual advisor in the network (0=No; 1=Yes)
	Other	Having any other relationship in the network (0=No; 1=Yes)
Case 3: Support types		
	Material Aid	Received any material aid from the network (0=No; 1=Yes)
	Hopes	Received any help that maintains hopes or aspirations. (0=No; 1=Yes)
	Worries	If shared or communicated about important problems or worries (0=No; 1=Yes)
	Community	Received any guidance for caring, coping, or providing for community (0=No; 1=Yes)
	Campus	Received any help for maneuvering through college experience (0=No; 1=Yes)
	Resistance	Received any help for oppose things that the ego believes are wrong (0=No; 1=Yes)
	Leisure	Received any help for engaging in leisure or relaxation (0=No; 1=Yes)

Variable Categories	Variables	Variable Information
CCW		
	Aspirational Capital	Average score of three items: (1) I have pursued my goals despite barriers to my schooling; (2) I believe that my dreams for the future are possible; (3) I consider myself an ambitious person.
	Navigational Capital	Average score of three items: (1) Even when I have limited resources (e.g., finances) I find ways to secure the essentials for my education (e.g., tuition, books); (2) I am confident in my ability to get through struggles in college; (3) Even when presented with obstacles, I am able to access resources at my college.
	Familial Capital	Average score of three items: (1) I know about my family's history; (2) I learn a lot of valuable knowledge from my family members; (3)I am connected to my extended family members, such as aunts, uncles, cousins, and others beyond my parents and siblings.
	Resistant Capital 1	Average score of three items: (1) I believe there are injustices in my ethnic/racial/cultural community; (2) I believe there are injustices in my neighborhood or where I grew up; (3) I believe racism is a major factor for issues in society.
	Resistant Capital 2	Average score of three items: (1) I want to make a difference in the broader society; (2) I want to make a difference in my racial/ethnic/cultural community; (3) I believe I will be able to make a difference in society.
	Linguistic Capital	Average score of three items: (1) I speak more than one language; (2) I frequently speak a language other than English on campus; (3) I have the ability to switch communication styles based on the environment (academic and/or non-academic).
	Spiritual Capital	Average score of three items: (1) I have spirituality or faith that gives my life a sense of purpose; (2) I have spirituality or faith that offers me strength in times of trouble and sorrow; (3) I have spirituality or faith that gives me a positive view of others.

Descriptive analysis. Section 2 presents the descriptive analysis results. Each subsection shows frequency, proportion, mean, standard deviation, median, minimum value, maximum value, skew, and/or kurtosis of responses to each variable or item. When the subject variables are categorical, cross-tabulation analysis with key demographic variables (gender, transfer status, first-generation status, aggregated school year, and enrollment status) are presented. When the subject variables are continuous, correlation analysis with key demographic variables are reported. Cluster analysis was used to detail some key variables (e.g., career values, CCW) in order to describe the sample population in more detail. Scale validity and reliability information is presented for continuous scales used in the survey (i.e., career values, CCW, sense of belonging, work volition).

Correlation analysis on key variables. Section 3 shows the correlation analysis results on key variables. Pearson correlation was used for the analysis. When the subject variable was categorical, the variable was encoded into dummy variables and entered into the analysis.

Regression analysis. Section 4 presents the linear or logistic regression analysis results on key variables. The subsections (A-E) are organized by outcome (dependent) variables. Each subsection includes (1) a base model using demographic variables as predictors (independent variables), and (2) two-step hierarchical regression models where the first step includes demographic variables as control variables and the second step examines the subject predictors. When the subject variable was categorical, the variable was encoded into dummy variables and entered into the analysis. One of the dummy variables of each variable set was removed from the models as a reference group to reduce multi-collinearity. All regression models were examined by using SPSS version 28.0.0.0, using enter method for examining predictors. Logistic regression models allowed up to 30 iterations.

Each subsection first shows the summary of model-fit test results. The highlighted cells indicate subject variables significantly associated with the outcome variables ($p < .05$), excluding the controlled variable. Linear regression results show R^2, Adjusted R^2, ΔR^2, Durbin-Watson, and F-test results. Models that have a significance of F-test lower than .05, positive ΔR^2 values, and Durbin-Watson statistics ranging from 1.5 to 2.5 were considered significant. Complete analysis results, including coefficients and collinearity statistics, were suggested only when the models were significant.

Logistic regression results suggest -2 Log-likelihood (-2LL), pseudo R^2 measures (Cox & Snell, Naglekerke), Hosmer & Lemeshow test results, and percentage of correct predictions (PCP). The indicators are not shown when the models did not converge even when reaching the maximum number of iterations ($n = 30$) or when a perfect separation was detected during the iteration. Models that have a significance of Hosmer & Lemeshow test higher than .05 and PCP higher than 65.0% were considered significant. Complete analysis results, including odd ratios and Wald test results, were presented only when the models were significant.

1.E.2. Qualitative analysis

The research team used deductive and inductive techniques to analyze qualitative interview data. After each student interview was recorded, transcribed, deidentified, and loaded into NVivo 12 for initial coding, the qualitative analytical process began with the three researchers deductively organizing interview data into segments, a process sometimes referred to as "structural coding" (Saldaña, 2021, pp. 130-133; also see Dey, 1993).

Here, comparatively large but thematically similar tracts of interview text across transcripts are organized into code bins based on predefined protocol sections so data can be more easily managed for specific analyses. The segment organization we used here followed the interview protocol closely, with segments covering every question and probe on the instrument. Segments included, for example, "Background and college decisions," "Instructor and career advisor interactions," and "Academic-career networks and cultural wealth," the latter with subsegments for "Success motivators," "Family-community historians," and "Inequity-social justice discussants." Importantly, while these segments are organized to follow the protocol, researchers make sure to assign any interviewee statements to their appropriate code bins based primarily on the statement content, whenever they might be spoken during the interview. To allow researchers to become more familiar with the qualitative corpus, and to establish more robust segmentation reliability, the three authors chose to share these segmentation duties. We established interrater reliability for this task by each segmenting two randomly chosen transcripts separately, then testing the agreement for every segment of coding through NVivo 12 "coding comparison" queries between Coder 1 and Coder 2, Coder 2 and Coder 3, and Coder 1 and Coder 3 coding. Using Kappa coefficient scoring, the research team met to discuss discrepancies, refining several definitions and coding rules for segments with a Kappa below 0.80 among any pair of the researchers. After this process, the research team split the qualitative corpus into three groups for coding by each of the researchers, which resulted in all 20 transcripts being coded into between 14 and 17 predefined segments for further analysis.

For reporting purposes, we chose which detailed qualitative analyses to conduct based on how the researchers thought portions of the interview data could best supplement and extend quantitative findings. For each section, researchers first determined which interview segment or segments would encompass student statements on these themes. The team determined, for example, that interview statements relating to CCW would be found in the "Background and college decisions" segment and its subsegment, "Family ties," in the "Multilingualism" segment, and in the "Academic/career networks and cultural wealth" subsegments "Career path influencers," "Success motivators," "Family-community historians," and "Inequity-social justice discussants." With these segments chosen, researchers created printouts with all the raw interview transcript data for each segment and subsegment pertaining to that section. Next, researchers engaged in a process to inductively code the data for each section. Typically, researchers read segments line-by-line and coded statements using short descriptive words or phrases to explore and guide analysis (Charmaz, 2014). Lists of open codes were then refined, using the constant comparative method to rename and redefine codes by similarity into larger and larger groups (Glaser & Strauss, 1967). Next, second cycle methods based on interviewee repetition, the co-occurrence of codes, and the relationship of emergent groupings to our theoretical frame helped the researchers create themes (Ryan & Bernard, 2003) that, with several representative interview statements, helped organized the prose narrative for each written section. The resulting qualitative narratives were meant to offer a more nuanced, rich summary from student perspectives for each section that would help provide context for the quantitative findings.

1.F. Limitations

The data from this study should be further analyzed and disseminated with several limitations in mind. First, our survey responses and interviews come from a self-selected sample of students who may not represent the wider Hispanic/Latino population at UWW. The pilot survey's low response rate, in particular, suggests limited generalizability to the wider Hispanic/Latino student population. Second, survey and interview items were truncated to reduce participant burden. While this was an important way for the research team to conduct the research more equitably, it also limited our ability to gather more sophisticated measures on the survey, particularly regarding CCW and social network information, as well as to further probe student participants regarding their interactions and perspectives during interviews. Third, survey and interview data are based on student self-reports on behaviors we were unable to verify through direct observation. Quantitative outcomes, measures for independent social networks, and control variables, as well as interview descriptions of engagement practices or interactions, should therefore be read with caution. Finally, since we used cross-sectional observational data, this study does not reflect causality. Although our qualitative findings speak well to how students perceive CCW and social networks relating to decisions and pathways in their lives, only future studies based on data with experimental and longitudinal elements will provide statistical evidence of causal relationships between and among these factors.

2. Trends and Insights

2.A. Sample Demographics

2.A.1. Frequency and proportion

Table 2-A1. Sample demographic characteristics

Measure	All Responses (n=129)	Network Survey Responses (n=91)
Mean Age	22.62 (SD=6.70)	22.75 (SD=3.68)
Gender		
Male	55 (42.60%)	39 (42.90%)
Female	70 (54.30%)	48 (52.80%)
Transgender	0 (0.00%)	0 (0.00%)
Nonbinary	4 (3.10%)	4 (4.40%)
Race		
American India or Alaska Native	2 (1.60%)	1 (1.10%)
Asian or Asian-American	2 (1.60%)	2 (2.20%)
Black or African American	1 (0.80%)	0 (0.00%)
Hispanic or Latina/o	129 (100.00%)	91 (100.00%)
Native Hawaiian or Pacific Islander	0 (0.00%)	0 (0.00%)
White or Caucasian	40 (31.00%)	29 (31.90%)
Identified single race	87 (67.40%)	61 (67.00%)
Identified multiple races	42 (32.60%)	30 (33.00%)
Identified two races	39 (30.20%)	28 (30.80%)
Identified three races	3 (2.30%)	2 (2.20%)
Identified Hispanic/Latino Origin		
Mexican	108 (83.70%)	78 (85.70%)
Mexican American	108 (83.70%)	78 (85.70%)
Chicano	108 (83.70%)	78 (85.70%)
Cuban	3 (2.30%)	1 (1.10%)
Puerto Rican	10 (7.80%)	9 (9.90%)
Others	15 (11.60%)	12 (13.20%)
Identified single origin	19 (14.73%)	12 (13.20%)

Measure	All Responses (n=129)	Network Survey Responses (n=91)
Identified multiple origins	110 (85.30%)	79 (86.80%)
Identified two origins	2 (1.60%)	1 (1.10%)
Identified three origins	103 (79.80%)	73 (80.20%)
Identified four origins	5 (3.90%)	5 (5.50%)
Year in School		
1st year	1 (0.80%)	1 (1.10%)
2nd year	32 (24.80%)	22 (24.20%)
3rd year	51 (39.50%)	39 (42.90%)
4th year	36 (27.90%)	24 (26.40%)
5th year or more	9 (7.00%)	5 (5.50%)
Enrollment Status		
Full-time or mainly full-time	115 (89.10%)	82 (90.10%)
Part-time or mainly part-time	9 (7.00%)	4 (4.40%)
Equal mix of full- and part-time	5 (3.90%)	5 (5.50%)
Transfer Status		
Yes	44 (34.10%)	29 (31.90%)
No	85 (65.90%)	62 (68.10%)
GPA (n=128; n=90)		
Mostly A's	23 (25.60%)	23 (25.60%)
A's and B's	39 (43.30%)	39 (43.30%)
Mostly B's	13 (14.40%)	13 (14.40%)
B's and C's	10 (11.10%)	10 (11.10%)
C's and D's	4 (4.40%)	4 (4.40%)
Mostly D's or below	0 (0.00%)	0 (0.00%)
School does not award grades	1 (1.10%)	1 (1.10%)
Dependent		
Yes	3 (3.30%)	3 (3.30%)
No	88 (96.70%)	88 (96.70%)

Measure	All Responses (n=129)	Network Survey Responses (n=91)
First Generation (n=128; n=91)		
Yes	68 (74.70%)	68 (74.70%)
No	23 (25.30%)	23 (25.30%)
Financial Concerns		
No concerns	15 (16.50%)	15 (16.50%)
Some concerns	59 (64.80%)	59 (64.80%)
Major concerns	17 (18.70%)	17 (18.70%)
Working Hours		
Not typically employed	22 (24.20%)	22 (24.20%)
1-5hrs	3 (3.30%)	3 (3.30%)
6-10hrs	8 (8.80%)	8 (8.80%)
11-15hrs	11 (12.10%)	11 (12.10%)
16-20hrs	17 (18.70%)	17 (18.70%)
21-30hrs	23 (25.30%)	23 (25.30%)
31-39hrs	4 (4.40%)	4 (4.40%)
40hrs or more	3 (3.30%)	3 (3.30%)
Major (n=129; n=91)		
Arts and Humanities	7 (7.70%)	7 (7.70%)
Biological x Life Sciences	5 (5.50%)	5 (5.50%)
Business	31 (34.10%)	31 (34.10%)
Education	14 (15.40%)	14 (15.40%)
Engineering	1 (1.10%)	1 (1.10%)
Health Professions	2 (2.20%)	2 (2.20%)
Math and Computer Science	8 (8.80%)	8 (8.80%)
Physical Science	0 (0.00%)	0 (0.00%)
Social Science	19 (20.90%)	19 (20.90%)
Other Majors	1 (1.10%)	1 (1.10%)
Not listed	1 (1.10%)	1 (1.10%)
Undeclared	2 (2.20%)	2 (2.20%)

Measure	All Responses (n=129)	Network Survey Responses (n=91)
Major (CIP Code; n=129, n=91)		
Natural Resources and Conservation (03)	0 (0.00%)	0 (0.00%)
Architecture and Related Services (04)	1 (0.78%)	0 (0.00%)
Area, Ethnic, Cultural, Gender, and Group Studies (05)	0 (0.00%)	0 (0.00%)
Communication, Journalism, and Related Programs (09)	5 (3.88%)	3 (3.30%)
Computer and Information Sciences and Support Services (11)	12 (9.30%)	9 (9.89%)
Education (13)	21 (16.28%)	14 (15.38%)
Engineering/Engineering-related Technologies/ Technicians (15)	1 (0.78%)	0 (0.00%)
Foreign Languages, Literatures, and Linguistics (16)	1 (0.78%)	1 (1.10%)
English Language and Literature/Letters (23)	2 (1.55%)	2 (2.20%)
Liberal Arts and Sciences, General Studies, and Humanities (24)	0 (0.00%)	0 (0.00%)
Biological and Biomedical Sciences (26)	8 (6.20%)	6 (6.59%)
Mathematics and Statistics (27)	2 (1.55%)	2 (2.20%)
Multi/Interdisciplinary Studies (30)	0 (0.00%)	0 (0.00%)
Physical Sciences (40)	0 (0.00%)	0 (0.00%)
Psychology (42)	14 (10.85%)	13 (14.29%)
Homeland security, law enforcement, firefighting, and related protective services (43)	1 (0.78%)	0 (0.00%)
Public Administration and Social Service Professions (44)	6 (4.65%)	5 (5.49%)
Social Sciences (45)	2 (1.55%)	1 (1.10%)
Visual and Performing Arts (50)	2 (1.55%)	2 (2.20%)
Health Professions and Related Programs (51)	1 (0.78%)	1 (1.10%)
Business, Management, Marketing, and Related Support Services (52)	46 (35.66%)	28 (30.77%)
History (54)	1 (0.78%)	0 (0.00%)
Undeclared	3 (2.33%)	2 (2.20%)

2.A.2. Comparison with National Dataset (IPEDS)

Table 2-A2. Hispanic/Latino undergraduate students by major

Major	Wisconsin*	UW System*	UWW*	UWW Sample
Total	4,846 (100%)	3,120 (100%)	388 (100%)	129 (100%)
Education	805 (16.6%)	511 (16.4%)	96 (24.7%)	20 (15.5%)
Engineering	831 (17.1%)	494 (15.8%)	N/A	1 (0.8%)
Biological Sciences/Life Sciences	897 (18.5%)	533 (17.1%)	33 (8.5%)	9 (7.0%)
Mathematics	82 (1.7%)	65 (2.1%)	10 (2.6%)	11 (8.5%)
Physical Sciences	149 (3.1%)	93 (3.0%)	3 (0.8%)	0 (0.0%)
Business Management & Admin. Services	2,082 (43.0%)	1,424 (45.6%)	246 (63.4%)	81? (62.8%)

* IPEDS 2020 Fall Enrollment Data (EF2020CP)

Table 2-A3. Undergraduate students by race/ethnicity (Fall Enrollment)

Race/Ethnicity	Wisconsin*	UW System*	UWW*
Total	68,568 (100%)	51,933 (100%)	5,498 (100%)
American Indian or Alaska Native	351 (0.5%)	138 (0.3%)	13 (0.2%)
Asian	2,947 (4.3%)	2,261 (4.4%)	102 (1.9%)
Black or African American	2,068 (3.0%)	1,124 (2.2%)	153 (2.8%)
Hispanic/Latino	4,846 (7.1%)	3,120 (6.0%)	388 (7.1%)
Native Hawaiian or Other Pacific Islander	49 (0.1%)	35 (0.1%)	5 (0.1%)
White	53,111 (77.5%)	41,485 (79.9%)	4,666 (84.9%)

*IPEDS 2020 Fall Enrollment Data (EF2020CP)

Table 2-A4. Undergraduate students by race/ethnicity (Completion)

Race/Ethnicity	Wisconsin*	UW System*	UWW*
Total	368,702 (100%)	161,066 (100%)	12,692 (100%)
American Indian or Alaska Native	3,187 (0.9%)	594 (0.4%)	21 (0.2%)
Asian	14,809 (4.0%)	7,181 (4.5%)	227 (1.8%)
Black or African American	21,519 (5.8%)	4,677 (2.9%)	409 (3.2%)
Hispanic/Latino	30,090 (8.2%)	10,578 (6.6%)	1,020 (8.0%)
Native Hawaiian or Other Pacific Islander	388 (0.1%)	129 (0.10%)	8 (0.1%)
White	268,354 (72.8%)	124,053 (77.0%)	10,245 (80.7%)

*IPEDS 2020 12-Month Enrollment Data (EFFY2020)

Table 2-A5. Hispanic/Latino undergraduate students by major

Major (CIP Code)*	Wisconsin**	UW System**	UWW**	UWW Sample
Total	9,394 (100%)	6,182 (100%)	566 (100%)	129 (100%)
Natural Resources and Conservation (03)	102 (1.09%)	87 (1.41%)	4 (0.71%)	0 (0%)
Architecture and Related Services (04)	52 (0.55%)	44 (0.71%)	NA***	1 (0.78%)
Area, Ethnic, Cultural, Gender, and Group Studies (05)	67 (0.71%)	53 (0.86%)	2 (0.35%)	0 (0%)
Communication, Journalism, and Related Programs (09)	551 (5.87%)	376 (6.08%)	53 (9.36%)	5 (3.88%)
Computer and Information Sciences and Support Services (11)	285 (3.03%)	207 (3.35%)	13 (2.30%)	12 (9.30%)
Education (13)	477 (5.08%)	327 (5.29%)	67 (11.84%)	21 (16.28%)
Engineering/Engineering-related Technologies/Technicians (15)	528 (5.62%)	359 (5.81%)	6 (1.06%)	1 (0.78%)
Foreign Languages, Literatures, and Linguistics (16)	313 (3.33%)	246 (3.98%)	18 (3.18%)	1 (0.78%)
English Language and Literature/ Letters (23)	159 (1.69%)	107 (1.73%)	15 (2.65%)	2 (1.55%)
Liberal Arts and Sciences, General Studies, and Humanities (24)	98 (1.04%)	59 (0.95%)	6 (1.06%)	0 (0%)

Major (CIP Code)*	Wisconsin**	UW System**	UWW**	UWW Sample
Biological and Biomedical Sciences (26)	709 (7.55%)	456 (7.38%)	32 (5.65%)	8 (6.20%)
Mathematics and Statistics (27)	95 (5.25%)	69 (1.12%)	5 (0.88%)	2 (1.55%)
Multi/Interdisciplinary Studies (30)	216 (2.30%)	171 (2.77%)	13 (2.30%)	0 (0%)
Physical Sciences (40)	140 (1.49%)	84 (1.36%)	8 (1.41%)	0 (0%)
Psychology (42)	634 (6.75%)	377 (6.10%)	28 (4.95%)	14 (10.85%)
Homeland security, law enforcement, firefighting, and related protective services (43)	272 (2.90%)	207 (3.35%)	NA***	1 (0.78%)
Public Administration and Social Service Professions (44)	295 (3.14%)	231 (3.74%)	56 (9.89%)	6 (4.65%)
Social Sciences (45)	709 (7.55%)	454 (7.34%)	46 (8.13%)	2 (1.55%)
Visual and Performing Arts (50)	493 (5.25%)	300 (4.85%)	28 (4.95%)	2 (1.55%)
Health Professions and Related Programs (51)	856 (9.11%)	424 (6.86%)	6 (1.06%)	1 (0.78%)
Business, Management, Marketing, and Related Support Services (52)	1,776 (18.91%)	1,115 (18.04%)	155 (27.39%)	46 (35.66%)
History (54)	97 (1.03%)	66 (1.07%)	5 (0.88%)	1 (0.78%)
Undeclared	NA	NA	NA	3 (2.33%)

* Listed majors represent the only majors available at the UWW. The other majors that UWW does not offer are excluded from the table. The total number of awarded degrees in Wisconsin and UW System are based on ALL majors available at each institution.

** The indicated data is aggregated from the IPEDS 2016-2020 Completion Data. IPEDS 2020 uses and IPEDS 2016-2019 uses different major classification methods even though they are similar. Therefore, the aggregated number is only for showing the general trend.

*** These majors are not provided by the UWW but indicated as respondents' majors in our survey.

2.B. Career Choice

2.B.1. Prospective occupations
Frequency and proportion

Figure 2-B1. Prospective occupations (n=129)

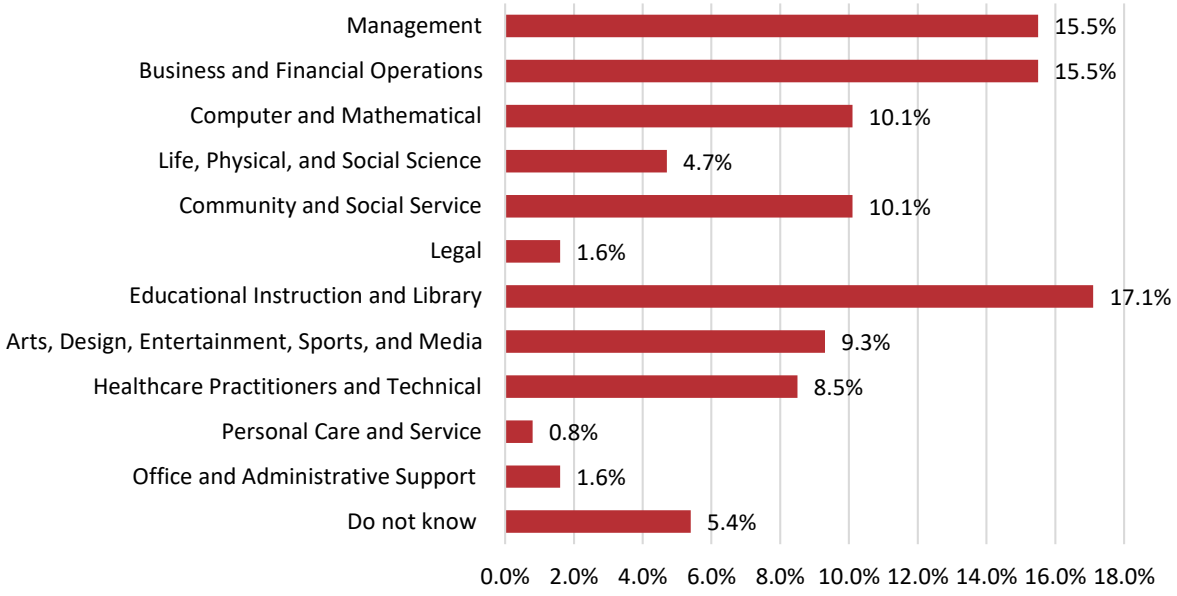


Table 2-B1. Prospective occupations

Prospective Occupations	All Responses (n=129)	Network Survey Responses (n=91)
Management	20 (15.50%)	13 (14.29%)
Business and Financial Operations	20 (15.50%)	13 (14.29%)
Computer and Mathematical	13 (10.08%)	10 (10.99%)
Life, Physical, and Social Science	6 (4.65%)	6 (6.59%)
Community and Social Service	13 (10.08%)	12 (13.19%)
Legal	2 (1.55%)	1 (1.10%)
Educational Instruction and Library	22 (17.05%)	14 (15.38%)
Arts, Design, Entertainment, Sports, and Media	12 (9.30%)	9 (9.89%)
Healthcare Practitioners and Technical	11 (8.53%)	8 (8.79%)
Personal Care and Service	1 (0.78%)	0 (0.00%)
Office and Administrative Support	2 (1.55%)	2 (2.20%)
Do not know	7 (5.43%)	3 (3.30%)

Cross-tabulation analysis

Table 2-B2. Prospective occupations by gender

Prospective Occupations	Gender			Overall
	Men	Women	Nonbinary	
Management	9 (16.4%)	11 (15.7%)	0 (0.0%)	20 (15.5%)
Business and Financial Operations	13 (23.6%)	7 (10.0%)	0 (0.0%)	20 (15.5%)
Computer and Mathematical	10 (18.2%)	3 (4.3%)	0 (0.0%)	13 (10.1%)
Life, Physical, and Social Science	2 (3.6%)	4 (5.7%)	0 (0.0%)	6 (4.7%)
Community and Social Service	1 (1.8%)	11 (15.7%)	1 (25.0%)	13 (10.1%)
Legal	1 (1.8%)	1 (1.4%)	0 (0.0%)	2 (1.6%)
Educational Instruction and Library	7 (12.7%)	15 (21.4%)	0 (0.0%)	22 (17.1%)
Arts, Design, Entertainment, Sports, and Media	7 (12.7%)	3 (4.3%)	2 (50.0%)	12 (9.3%)
Healthcare Practitioners and Technical	2 (3.6%)	8 (11.4%)	1 (25.0%)	11 (8.5%)
Personal Care and Service	0 (0.0%)	1 (1.4%)	0 (0.0%)	1 (0.8%)
Office and Administrative Support	2 (3.6%)	0 (0.0%)	0 (0.0%)	2 (1.6%)
Do not know	1 (1.8%)	6 (8.6%)	0 (0.0%)	7 (5.4%)
Total	55 (100%)	70 (100%)	4 (100%)	129 (100%)

Table 2-B3. Prospective occupations by transfer and first-generation status

Prospective Occupations	Transfer Status		First-Generation Status		Overall
	Transfer Students	Continuing Students	First Generation	Continuing Generation	
Management	9 (20.5%)	11 (12.9%)	17 (17.9%)	3 (9.1%)	20 (15.5%)
Business and Financial Operations	3 (6.8%)	17 (20.0%)	14 (14.7%)	6 (18.2%)	20 (15.5%)
Computer and Mathematical	5 (11.4%)	8 (9.4%)	7 (7.4%)	6 (18.2%)	13 (10.1%)
Life, Physical, and Social Science	1 (2.3%)	5 (5.9%)	4 (4.2%)	2 (6.1%)	6 (4.7%)
Community and Social Service	3 (6.8%)	10 (11.8%)	12 (12.6%)	1 (3.0%)	13 (10.1%)
Legal	0 (0.0%)	2 (2.4%)	1 (1.1%)	1 (3.0%)	2 (1.6%)
Educational Instruction and Library	11 (25.0%)	11 (12.9%)	13 (13.7%)	9 (27.3%)	22 (17.1%)
Arts, Design, Entertainment, Sports, and Media	2 (4.5%)	10 (11.8%)	10 (10.5%)	2 (6.1%)	12 (9.3%)
Healthcare Practitioners and Technical	3 (6.8%)	8 (9.4%)	8 (8.4%)	3 (9.1%)	11 (8.5%)
Personal Care and Service	1 (2.3%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)
Office and Administrative Support	2 (4.5%)	0 (0.0%)	2 (2.1%)	0 (0.0%)	2 (1.6%)
Do not know	4 (9.1%)	3 (3.5%)	7 (7.4%)	0 (0.0%)	7 (5.4%)
Total	44 (100%)	85 (100%)	95 (100%)	33 (100%)	129 (100%)

Table 2-B4. Prospective occupations by school year

	School Year			Overall
	1st-2nd year	3rd-4th year	5th year or more	
Management	5 (15.2%)	15 (17.2%)	0 (0.0%)	20 (15.5%)
Business and Financial Operations	6 (18.2%)	13 (14.9%)	1 (11.1%)	20 (15.5%)
Computer and Mathematical	3 (9.1%)	9 (10.3%)	1 (11.1%)	13 (10.1%)
Life, Physical, and Social Science	3 (9.1%)	3 (3.4%)	0 (0.0%)	6 (4.7%)
Community and Social Service	2 (6.1%)	10 (11.5%)	1 (11.1%)	13 (10.1%)
Legal	1 (3.0%)	1 (1.1%)	0 (0.0%)	2 (1.6%)
Educational Instruction and Library	5 (15.2%)	13 (14.9%)	4 (44.4%)	22 (17.1%)
Arts, Design, Entertainment, Sports, and Media	1 (3.0%)	10 (11.5%)	1 (11.1%)	12 (9.3%)
Healthcare Practitioners and Technical	3 (9.1%)	8 (9.2%)	0 (0.0%)	11 (8.5%)
Personal Care and Service	1 (3.0%)	0 (0.0%)	0 (0.0%)	1 (0.8%)
Office and Administrative Support	0 (0.0%)	2 (2.3%)	0 (0.0%)	2 (1.6%)
Do not know	3 (9.1%)	3 (3.4%)	1 (11.1%)	7 (5.4%)
Total	33 (100.0%)	87 (100.0%)	9 (100.0%)	129 (100.0%)

Table 2-B5. Prospective occupations by enrollment status

	Enrollment Status			Overall
	Full-time	Part-time	Mixed	
Management	15 (13.0%)	3 (33.3%)	2 (40.0%)	20 (15.5%)
Business and Financial Operations	20 (17.4%)	0 (0.0%)	0 (0.0%)	20 (15.5%)
Computer and Mathematical	12 (10.4%)	0 (0.0%)	1 (20.0%)	13 (10.1%)
Life, Physical, and Social Science	6 (5.2%)	0 (0.0%)	0 (0.0%)	6 (4.7%)
Community and Social Service	12 (10.4%)	1 (11.1%)	0 (0.0%)	13 (10.1%)
Legal	2 (1.7%)	0 (0.0%)	0 (0.0%)	2 (1.6%)
Educational Instruction and Library	19 (16.5%)	2 (22.2%)	1 (20.0%)	22 (17.1%)
Arts, Design, Entertainment, Sports, and Media	11 (9.6%)	0 (0.0%)	1 (20.0%)	12 (9.3%)
Healthcare Practitioners and Technical	10 (8.7%)	1 (11.1%)	0 (0.0%)	11 (8.5%)
Personal Care and Service	0 (0.0%)	1 (11.1%)	0 (0.0%)	1 (0.8%)
Office and Administrative Support	1 (0.9%)	1 (11.1%)	0 (0.0%)	2 (1.6%)
Do not know	7 (6.1%)	0 (0.0%)	0 (0.0%)	7 (5.4%)
Total	115 (100.0%)	9 (100.0%)	5 (100.0%)	129 (100.0%)

2.B.2. Career values
Frequency and proportion

Figure 2-B2. Distribution of career values

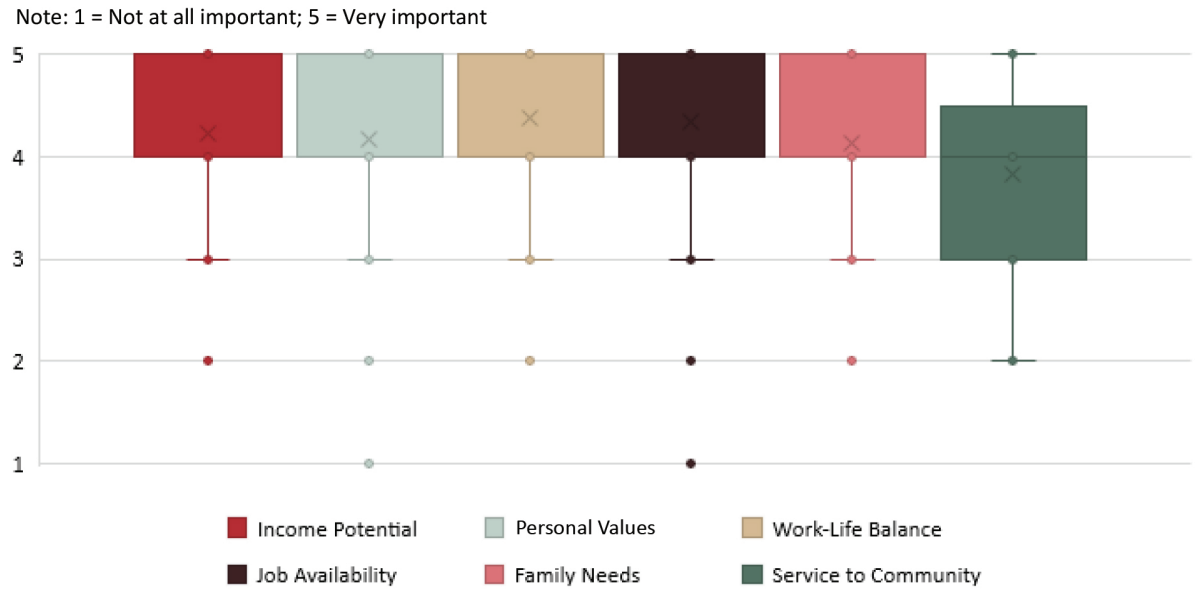


Table 2-B6. Descriptive statistics of career values

Career Values	Mean	SD	Median	Min	Max	Skew	Kurtosis
Income Potential	4.225	0.841	4	2	5	0.074	4.225
Personal Values	4.178	0.870	4	1	5	0.077	4.178
Work-Life Balance	4.388	0.764	5	2	5	0.067	4.388
Job Availability	4.333	0.784	4	1	5	0.069	4.333
Family Needs	4.124	0.952	4	2	5	0.084	4.124
Service to Community	3.829	0.885	4	2	5	0.078	3.829

Correlation analysis

Table 2-B7. Correlations between career values and gender

Career Values	Gender			Transfer	First-Generation
	Men	Women	Nonbinary		
Income Potential	.105	-.032	-.208*	.236**	.082
Personal Values	-.268**	.207*	.170	.060	.084
Work-Life Balance	-.171	.141	.085	.063	.071
Job Availability	-.127	.153	-.076	.216*	.075
Family Needs	-.030	.087	-.165	.078	.082
Service to Community	-.278**	.299***	-.067	.176*	.117

* p <.05, ** p <.01, *** p <.001

Table 2-B8. Correlations between career values, school year, and enrollment status

Career Values	School Year			Enrollment Status		
	1st-2nd year	3rd-4th year	5th year or more	Full-time	Part-time	Mixed
Income Potential	.140	-.090	-.074	-.115	.144	-.006
Personal Values	.002	-.010	.014	-.072	.084	.005
Work-Life Balance	-.018	-.059	.140	-.052	.020	.056
Job Availability	.137	-.127	.000	-.074	.117	-.034
Family Needs	.054	-.031	-.036	-.112	.093	.058
Service to Community	.013	.034	-.085	-.039	.053	-.007

* p <.05, ** p <.01, *** p <.001

Cluster Analysis

Table 2-B9. Student groups based on career values, with average scores

Career Values	Cluster 1 "Realistic"	Cluster 2 "All Important"	Cluster 3 "Value Oriented"
Income Potential	4.35	4.44	3.06
Expressing Personal Values	3.39	4.71	4.24
Work-life Balance	3.98	4.85	3.71
Job Availability	4.28	4.70	3.06
Family Needs	3.65	4.70	3.18
Service to Community	3.20	4.23	4.00
Number of Members	46 (35.7%)	66 (51.2%)	17 (13.2%)

Note: We used k-means cluster analysis using SPSS 28.0.0.0. We explored the solutions of k=2 to k=10, allowing iterations up to 30. Ultimately, the three-cluster solution (k=3) was selected as optimally descriptive and parsimonious classification of the data. The convergence was achieved through 7 iterations.

Table 2-B10. Student groups based on career values, with descriptive statistics

Student Attributes	Cluster 1 "Realistic" (35.7%)	Cluster 2 "All Important" (51.2%)	Cluster 3 "Value Oriented" (13.2%)	Total (100%)
Female	19 (27.1%)	45 (64.2%)	6 (8.6%)	70 (100%)
First Generation	37 (38.9%)	45 (42.4%)	13 (13.7%)	95 (100%)
Transfer	13 (29.5%)	27 (61.4%)	4 (9.1%)	44 (100%)
Dependent	4 (44.4%)	4 (44.4%)	1 (11.1%)	9 (100%)
Never visited career advisor	15 (30.6%)	28 (57.2%)	6 (12.2%)	49 (100%)
Never visited University Center	10 (29.4%)	20 (58.8%)	4 (11.8%)	34 (100%)
Never visited CLD Office	31 (37.4%)	40 (48.2%)	12 (14.5%)	83 (100%)

Note: Cells marked in blue indicate underrepresentation (+5% less than overall average), while cells marked in red indicate overrepresentation (+5% more than overall average).

Table 2-B11. Student groups based on career values, by prospective occupation

Prospective Occupations	Cluster 1 "Realistic" (35.7%)	Cluster 2 "All Important" (51.2%)	Cluster 3 "Value Oriented" (13.2%)	Total (100%)
Management	5 (25.0%)	12 (60.0%)	3 (15.0%)	20 (100.0%)
Business and Financial Operations	13 (65.0%)	7 (35.0%)	0 (0.0%)	20 (100.0%)
Computer and Mathematical	8 (61.5%)	5 (38.5%)	0 (0.0%)	13 (100.0%)
Life, Physical, and Social Science	2 (33.3%)	1 (16.7%)	3 (50.0%)	6 (100.0%)
Community and Social Service	6 (46.2%)	6 (46.2%)	1 (7.7%)	13 (100.0%)
Legal	0 (0.0%)	1 (50.0%)	1 (50.0%)	2 (100.0%)
Educational Instruction and Library	4 (18.2%)	14 (63.6%)	4 (18.2%)	22 (100.0%)
Arts, Design, Entertainment, Sports, and Media	3 (25.0%)	4 (33.3%)	5 (41.7%)	12 (100.0%)
Healthcare Practitioners and Technical	2 (18.2%)	9 (81.8%)	0 (0.0%)	11 (100.0%)
Personal Care and Service	0 (0.0%)	1 (100.0%)	0 (0.0%)	1 (100.0%)
Office and Administrative Support	1 (50.0%)	1 (50.0%)	0 (0.0%)	2 (100.0%)
Do not know	2 (28.6%)	5 (71.4%)	0 (0.0%)	7 (100.0%)

Note: Cells marked in blue indicate underrepresentation (+5% less than overall average), while cells marked in red indicate overrepresentation (+5% more than overall average).

Table 2-B12. Student groups based on career values, by network characteristics

Network Characteristics	Cluster 1 "Realistic"	Cluster 2 "All Important"	Cluster 3 "Value Oriented"	Total
Network size	3.622	3.854	3.077	3.648
Network density	0.283	0.408	0.567	0.376
Gender homophily	-0.075	-0.232	0.359	-0.084
Hispanic/Latino homophily	0.211	0.029	-0.115	0.082
Average tie strength	3.242	3.218	3.218	3.228

2.C. Career Service Use

2.C.1. Frequency of career service use

Frequency and proportion

Figure 2-C1. Career service use since entering college (n=129)

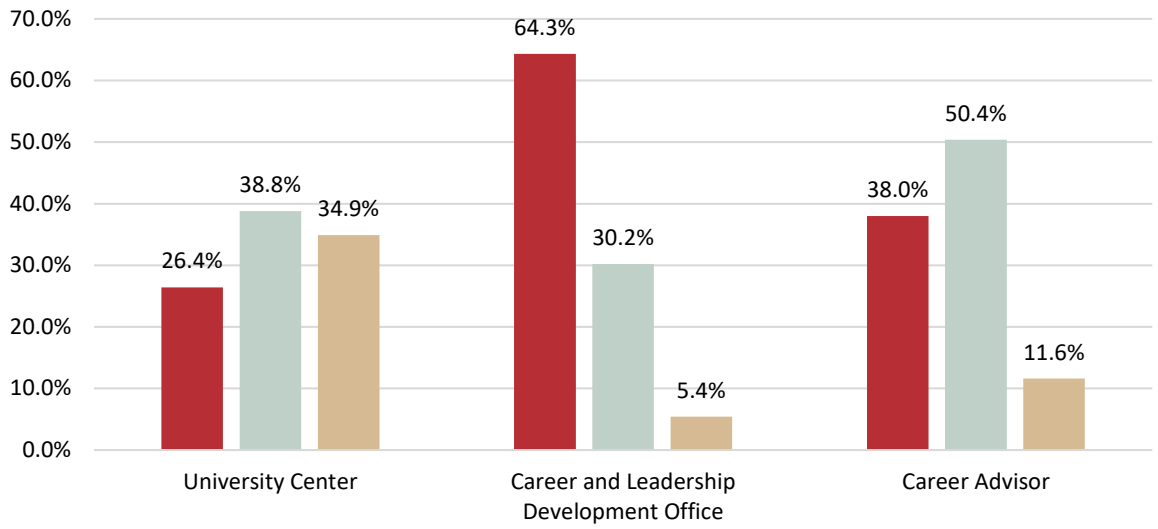


Table 2-C1. Descriptive statistics of career service use since entering college (n=129)

Career Services	Never	Sometimes	Often
Career advisor (in a one-on-one meeting, workshop, job fair, etc.)	49 (38.0%)	65 (50.4%)	15 (11.6%)
Hung out at the UWW University Center	34 (26.4%)	50 (38.8%)	45 (34.9%)
Visited the UWW CLD office	83 (64.3%)	39 (30.2%)	7 (5.4%)

Cross-tabulation analysis

Table 2-C2. Career service use by gender

Career Service	Gender			Overall (n=129)
	Men (n=55)	Women (n=70)	Nonbinary (n=4)	
Career Advisor				
Never	17 (30.9%)	31 (44.3%)	1 (25.0%)	49 (38.0%)
Sometimes	33 (60.0%)	30 (42.9%)	2 (50.0%)	65 (50.4%)
Often	5 (9.1%)	9 (12.9%)	1 (25.0%)	15 (11.6%)
University Center				
Never	17 (30.9%)	17 (24.3%)	0 (0.0%)	34 (26.4%)
Sometimes	23 (41.8%)	25 (35.7%)	2 (50.0%)	50 (38.8%)
Often	15 (27.3%)	28 (40.0%)	2 (50.0%)	45 (34.9%)
CLD Office				
Never	37 (67.3%)	45 (64.3%)	1 (25.0%)	83 (64.3%)
Sometimes	15 (27.3%)	22 (31.4%)	2 (50.0%)	39 (30.2%)
Often	3 (5.5%)	3 (4.3%)	1 (25.0%)	7 (5.4)

Table 2-C3. Career service use by transfer and first generation status

Career Service	Transfer Status		First-Generation Status		Overall (n=129)
	Transfer Students (n=44)	Continuing Students (n=85)	First Generation (n=95)	Continuing Generation (n=33)	
Career Advisor					
Never	15 (34.1%)	34 (40.0%)	37 (38.9%)	11 (33.3%)	49 (38.0%)
Sometimes	24 (54.5%)	41 (48.2%)	46 (48.4%)	19 (57.6%)	65 (50.4%)
Often	5 (11.4%)	10 (11.8%)	12 (12.6%)	3 (9.1%)	15 (11.6%)
University Center					
Never	20 (45.5%)	14 (16.5%)	28 (29.5%)	5 (15.2%)	34 (26.4%)
Sometimes	12 (27.3%)	38 (44.7%)	34 (35.8%)	16 (48.5%)	50 (38.8%)
Often	12 (27.3%)	33 (38.8%)	33 (34.7%)	12 (36.4%)	45 (34.9%)
CLD Office					
Never	28 (63.6%)	55 (64.7%)	63 (66.3%)	19 (57.6%)	83 (64.3%)
Sometimes	15 (34.1%)	24 (28.2%)	27 (28.4%)	12 (36.4%)	39 (30.2%)
Often	1 (2.3%)	6 (7.1%)	5 (5.3%)	2 (6.1%)	7 (5.4)

Table 2-C4. Career service use by school year and enrollment status

Career Service	School Year			Enrollment Status			Overall
	1st-2nd year (n=33)	3rd-4th year (n=87)	5th year or more (n=9)	Full-time (n=115)	Part-time (n=9)	Mixed (n=5)	
Career Advisor							
Never	17 (51.5%)	28 (32.2%)	4 (44.4%)	41 (35.7%)	4 (44.4%)	4 (80.0%)	49 (38.0%)
Sometimes	13 (39.4%)	48 (55.2%)	4 (44.4%)	59 (51.3%)	5 (55.6%)	1 (20.0%)	65 (50.4%)
Often	3 (9.1%)	11 (12.6%)	1 (11.1%)	15 (13.0%)	0 (0.0%)	0 (0.0%)	15 (11.6%)
University Center							
Never	14 (42.4%)	16 (18.4%)	4 (44.4%)	25 (21.7%)	6 (66.7%)	3 (60.0%)	34 (26.4%)
Sometimes	12 (36.4%)	36 (41.4%)	2 (22.2%)	47 (40.9%)	1 (11.1%)	2 (40.0%)	50 (38.8%)
Often	7 (21.2%)	35 (40.2%)	3 (33.3%)	43 (37.4%)	2 (22.2%)	0 (0.0%)	45 (34.9%)
CLD Office							
Never	27 (81.8%)	48 (55.2%)	8 (88.9%)	72 (62.6%)	7 (77.8%)	4 (80.0%)	83 (64.3%)
Sometimes	6 (18.2%)	32 (36.8%)	1 (11.1%)	36 (31.3%)	2 (22.2%)	1 (20.0%)	39 (30.2%)
Often	0 (0.0%)	7 (8.0%)	0 (0.0%)	7 (6.1%)	0 (0.0%)	0 (0.0%)	7 (5.4)

2.C.2. Reasons for not using career services
Frequency and proportion

Figure 2-C2. Reason(s) students have not used campus resources (n=43)

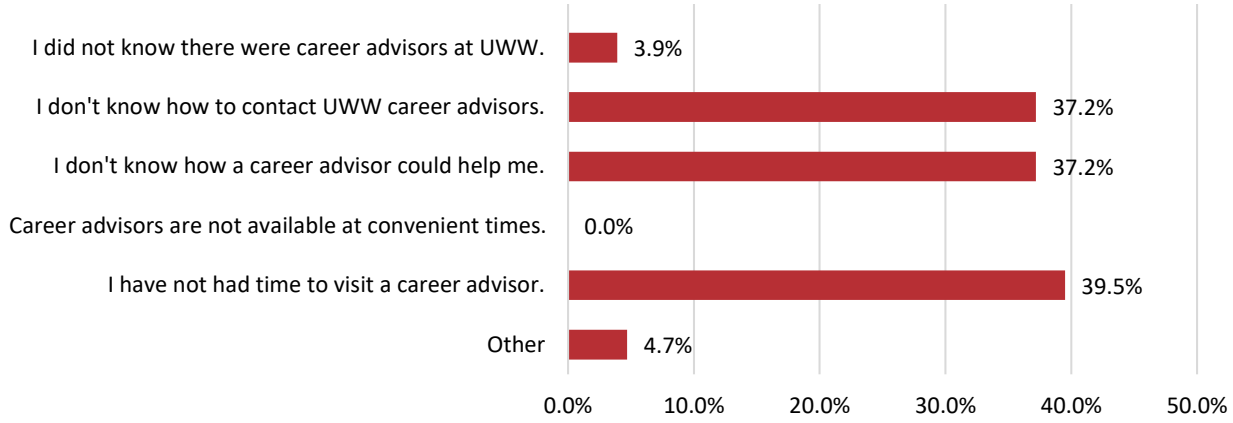


Table 2-C5. Reason(s) why students have not used campus resources (n=43)

Reasons	Responses
I have not needed a career advisor.	13 (30.23%)
I'm not comfortable talking with UWW staff.	2 (4.65%)
I did not know there were career advisors at UWW.	15 (34.88%)
I don't know how to contact UWW career advisors.	16 (37.21%)
I don't know how a career advisor could help me.	16 (37.21%)
Career advisors are not available at convenient times.	0 (0.00%)
I have not had time to visit a career advisor.	17 (39.53%)
Other	2 (4.65%)

Cross-tabulation analysis

Table 2-C6. Reason(s) students have not used campus resources, by gender

Reasons	Gender		Overall
	Men	Women	
I have not needed a career advisor.	5 (31.3%)	8 (29.6%)	13 (30.2%)
I'm not comfortable talking with UWW staff.	0 (0.0%)	2 (7.4%)	2 (4.7%)
I did not know there were career advisors at UWW.	6 (37.5%)	9 (33.3%)	15 (34.9%)
I don't know how to contact UWW career advisors.	6 (37.5%)	10 (37.0%)	16 (37.2%)
I don't know how a career advisor could help me.	6 (37.5%)	10 (37.0%)	16 (37.2%)
Career advisors are not available at convenient times.	0 (0.0%)	0 (0.0%)	0 (0.0%)
I have not had time to visit a career advisor.	5 (31.3%)	12 (44.4%)	17 (39.5%)
Other	1 (6.3%)	1 (3.7%)	2 (4.7%)
Total	16 (100.0%)	27 (100.0%)	43 (100.0%)

Table 2-C7. Reason(s) students have not used campus resources, by first generation status

Reasons	First-Generation Status		Overall
	First Generation	Continuing Generation	
I have not needed a career advisor.	9 (28.1%)	4 (40.0%)	13 (30.2%)
I'm not comfortable talking with UWW staff.	2 (6.3%)	0 (0.0%)	2 (4.7%)
I did not know there were career advisors at UWW.	11 (34.4%)	4 (40.0%)	15 (34.9%)
I don't know how to contact UWW career advisors.	13 (40.6%)	3 (30.0%)	16 (37.2%)
I don't know how a career advisor could help me.	14 (43.8%)	2 (20.0%)	16 (37.2%)
Career advisors are not available at convenient times.	0 (0.0%)	0 (0.0%)	0 (0.0%)
I have not had time to visit a career advisor.	11 (34.4%)	5 (50.0%)	17 (39.5%)
Other	2 (6.3%)	0 (0.0%)	2 (4.7%)
Total	32 (100.0%)	10 (100.0%)	43 (100.0%)

Table 2-C8. Reason(s) students have not used campus resources, by transfer status

Reasons	Transfer Status		Overall
	Transfer Students	Continuing Students	
I have not needed a career advisor.	1 (7.7%)	12 (40.0%)	13 (30.2%)
I'm not comfortable talking with UWW staff.	0 (0.0%)	2 (6.7%)	2 (4.7%)
I did not know there were career advisors at UWW.	5 (38.5%)	10 (33.3%)	15 (34.9%)
I don't know how to contact UWW career advisors.	5 (38.5%)	11 (36.7%)	16 (37.2%)
I don't know how a career advisor could help me.	5 (38.5%)	11 (36.7%)	16 (37.2%)
Career advisors are not available at convenient times.	13 (100.0%)	30 (100.0%)	0 (0.0%)
I have not had time to visit a career advisor.	7 (53.8%)	10 (33.3%)	17 (39.5%)
Other	1 (7.7%)	1 (3.3%)	2 (4.7%)
Total	13 (100.0%)	30 (100.0%)	43 (100.0%)

Table 2-C9. Reason(s) students have not used campus resources, by school year

Reasons	School Year			Overall
	1st-2nd year	3rd-4th year	5th year or more	
I have not needed a career advisor.	5 (31.3%)	8 (34.8%)	0 (0.0%)	13 (30.2%)
I'm not comfortable talking with UWW staff.	2 (12.5%)	0 (0.0%)	0 (0.0%)	2 (4.7%)
I did not know there were career advisors at UWW.	6 (37.5%)	6 (26.1%)	3 (75.0%)	15 (34.9%)
I don't know how to contact UWW career advisors.	7 (43.8%)	8 (34.8%)	1 (25.0%)	16 (37.2%)
I don't know how a career advisor could help me.	4 (25.0%)	10 (43.5%)	2 (50.0%)	16 (37.2%)
Career advisors are not available at convenient times.	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
I have not had time to visit a career advisor.	5 (31.3%)	11 (47.8%)	1 (25.0%)	17 (39.5%)
Other	2 (12.5%)	0 (0.0%)	0 (0.0%)	2 (4.7%)
Total	16 (100.0%)	23 (100.0%)	4 (100.0%)	43 (100.0%)

Table 2-C10. Reason(s) students have not used campus resources, by enrollment status

Reasons	Enrollment Status			Overall
	Full-time	Part-time	Mixed	
I have not needed a career advisor.	12 (33.3%)	1 (25.0%)	0 (0.0%)	13 (30.2%)
I'm not comfortable talking with UWW staff.	2 (5.6%)	0 (0.0%)	0 (0.0%)	2 (4.7%)
I did not know there were career advisors at UWW.	14 (38.9%)	0 (0.0%)	1 (33.3%)	15 (34.9%)
I don't know how to contact UWW career advisors.	14 (38.9%)	1 (25.0%)	1 (33.3%)	16 (37.2%)
I don't know how a career advisor could help me.	13 (36.1%)	1 (25.0%)	2 (66.7%)	16 (37.2%)
Career advisors are not available at convenient times.	36 (100.0%)	4 (100.0%)	3 (100.0%)	0 (0.0%)
I have not had time to visit a career advisor.	15 (41.7%)	1 (25.0%)	1 (33.3%)	17 (39.5%)
Other	1 (2.8%)	1 (25.0%)	0 (0.0%)	2 (4.7%)
Total	36 (100.0%)	4 (100.0%)	3 (100.0%)	43 (100.0%)

2.C.3. Reasons for seeking out career services
Frequency and proportion

Figure 2-C3. Reason(s) for seeking out career advice (n=86)

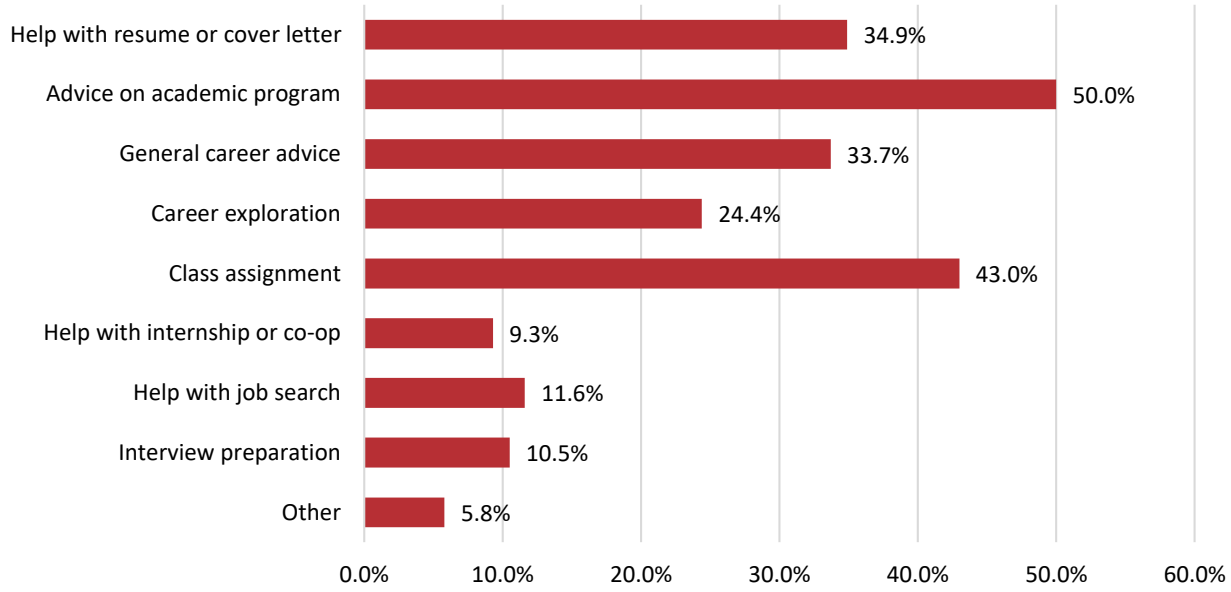


Table 2-C11. Reason(s) for seeking out career advice

Reasons	Responses
Help with resume or cover letter	30 (34.9%)
Advice on academic program	43 (50.0%)
General career advice	29 (33.7%)
Career exploration	21 (24.4%)
Class assignment	37 (43.0%)
Help with internship or co-op	8 (9.3%)
Help with job search	10 (11.6%)
Interview preparation	9 (10.5%)
Other	5 (5.8%)

Cross-tabulation analysis

Table 2-C12. Reason(s) for seeking out career advice, by gender

Reasons	Gender			Overall
	Men	Women	Nonbinary	
Help with resume or cover letter	15 (38.5%)	12 (27.9%)	3 (75.0%)	30 (34.9%)
Advice on academic program	19 (48.7%)	23 (53.5%)	1 (25.0%)	43 (50.0%)
General career advice	14 (35.9%)	13 (30.2%)	2 (50.0%)	29 (33.7%)
Career exploration	9 (23.1%)	11 (25.6%)	1 (25.0%)	21 (24.4%)
Class assignment	10 (25.6%)	25 (58.1%)	2 (50.0%)	37 (43.0%)
Help with internship or co-op	2 (5.1%)	5 (11.6%)	1 (25.0%)	8 (9.3%)
Help with job search	6 (15.4%)	4 (9.3%)	0 (0.0%)	10 (11.6%)
Interview preparation	4 (10.3%)	5 (11.6%)	0 (0.0%)	9 (10.5%)
Other	3 (7.7%)	1 (2.3%)	1 (25.0%)	5 (5.8%)
Total	15 (100.0%)	12 (100.0%)	3 (100.0%)	86 (100.0%)

Table 2-C13. Reason(s) for seeking out career advice, by transfer and first generation status

Reasons	Transfer Status		First-Generation Status		Overall
	Transfer Students	Continuing Students	First Generation	Continuing Generation	
Help with resume or cover letter	5 (16.1%)	25 (45.5%)	20 (31.7%)	10 (43.5%)	30 (34.9%)
Advice on academic program	19 (61.3%)	24 (43.6%)	31 (49.2%)	12 (52.2%)	43 (50.0%)
General career advice	10 (32.3%)	19 (34.5%)	20 (31.7%)	9 (39.1%)	29 (33.7%)
Career exploration	4 (12.9%)	17 (30.9%)	15 (23.8%)	6 (26.1%)	21 (24.4%)
Class assignment	11 (35.5%)	26 (47.3%)	31 (49.2%)	6 (26.1%)	37 (43.0%)
Help with internship or co-op	2 (6.5%)	6 (10.9%)	6 (9.5%)	2 (8.7%)	8 (9.3%)
Help with job search	3 (9.7%)	7 (12.7%)	5 (7.9%)	5 (21.7%)	10 (11.6%)
Interview preparation	1 (3.2%)	8 (14.5%)	7 (11.1%)	2 (8.7%)	9 (10.5%)
Other	3 (9.7%)	2 (3.6%)	4 (6.3%)	1 (4.3%)	5 (5.8%)
Total	31 (100.0%)	55 (100.0%)	63 (100.0%)	23 (100.0%)	86 (100.0%)

Table 2-C14. Reason(s) for seeking out career advice, by school year

Reasons	School Year			Overall
	1st-2nd year	3rd-4th year	5th year or more	
Help with resume or cover letter	6 (35.3%)	22 (34.4%)	2 (40.0%)	30 (34.9%)
Advice on academic program	10 (58.8%)	31 (48.4%)	2 (40.0%)	43 (50.0%)
General career advice	8 (47.1%)	20 (31.3%)	1 (20.0%)	29 (33.7%)
Career exploration	5 (29.4%)	16 (25.0%)	0 (0.0%)	21 (24.4%)
Class assignment	9 (52.9%)	15 (23.4%)	3 (60.0%)	37 (43.0%)
Help with internship or co-op	2 (11.8%)	6 (9.4%)	0 (0.0%)	8 (9.3%)
Help with job search	2 (11.8%)	8 (12.5%)	0 (0.0%)	10 (11.6%)
Interview preparation	2 (11.8%)	6 (9.4%)	1 (20.0%)	9 (10.5%)
Other	0 (0.0%)	5 (7.8%)	0 (0.0%)	5 (5.8%)
Total	17 (100.0%)	64 (100.0%)	5 (100.0%)	86 (100.0%)

Table 2-C15. Reason(s) for seeking out career advice, by enrollment status

Reasons	Enrollment Status			Overall
	Full-time	Part-time	Mixed	
Help with resume or cover letter	29 (36.7%)	1 (20.0%)	0 (0.0%)	30 (34.9%)
Advice on academic program	37 (46.8%)	5 (100.0%)	1 (50.0%)	43 (50.0%)
General career advice	27 (34.2%)	1 (20.0%)	1 (50.0%)	29 (33.7%)
Career exploration	21 (26.6%)	0 (0.0%)	0 (0.0%)	21 (24.4%)
Class assignment	33 (41.8%)	3 (60.0%)	1 (50.0%)	37 (43.0%)
Help with internship or co-op	8 (10.1%)	0 (0.0%)	0 (0.0%)	8 (9.3%)
Help with job search	9 (11.4%)	0 (0.0%)	1 (50.0%)	10 (11.6%)
Interview preparation	8 (10.1%)	1 (20.0%)	0 (0.0%)	9 (10.5%)
Other	5 (6.3%)	0 (0.0%)	0 (0.0%)	5 (5.8%)
Total	79 (100.0%)	5 (100.0%)	2 (100.0%)	86 (100.0%)

2.D. Social Network

2.D.1. Network characteristics

Descriptive statistics

Table 2-D1. Network characteristics

Network Characteristics	N		Mean	Median	SD	Skewness	Kurtosis	Min	Max
	Valid	Missing							
Network Size	91	0	3.65	3	1.57	0.13	-0.96	1	6
Network Density	83	8	0.38	0.33	0.33	0.65	-0.69	0	1
Average Tie Strength	91	0	3.23	3.25	0.67	-0.86	0.97	1	4
Gender Homophily	91	0	-0.08	0	0.64	0.19	-0.91	-1	1
Hispanic/Latino Homophily	91	0	0.08	0	0.70	-0.21	-1.12	-1	1
Support types*	91	0	6.08	7	1.39	-1.91	3.49	1	7

* Indicates kinds of support that each student received from their networks. (e.g., several supporters (alters) providing material aids count as 1.)

Table 2-D2. Network characteristics: Relationships and received supports

Network Characteristics	Number and Proportion of Students (n=91)
Relationships*	
Spouse or Significant Other	30 (33.0%)
Family	70 (76.9%)
Friend	45 (49.5%)
College Student	20 (22.0%)
College Educator	34 (37.4%)
Co-worker	14 (15.4%)
Spiritual Advisor	1 (1.1%)
Other	9 (9.9%)
Supports received**	
Material aid	69 (75.8%)
Hope	88 (96.7%)
Worries	84 (92.3%)
Community	84 (92.3%)
Campus	79 (86.8%)
Resistance	69 (75.8%)
Leisure	80 (87.9%)

*Indicates having at least one supporter (alter) with each type of relationship. (e.g., having at least one friend in the support network)

** Indicates supports provided by at least one supporter (alter). (e.g., having at least one supporter providing material aid)

Figure 2-D1. Distribution of network size

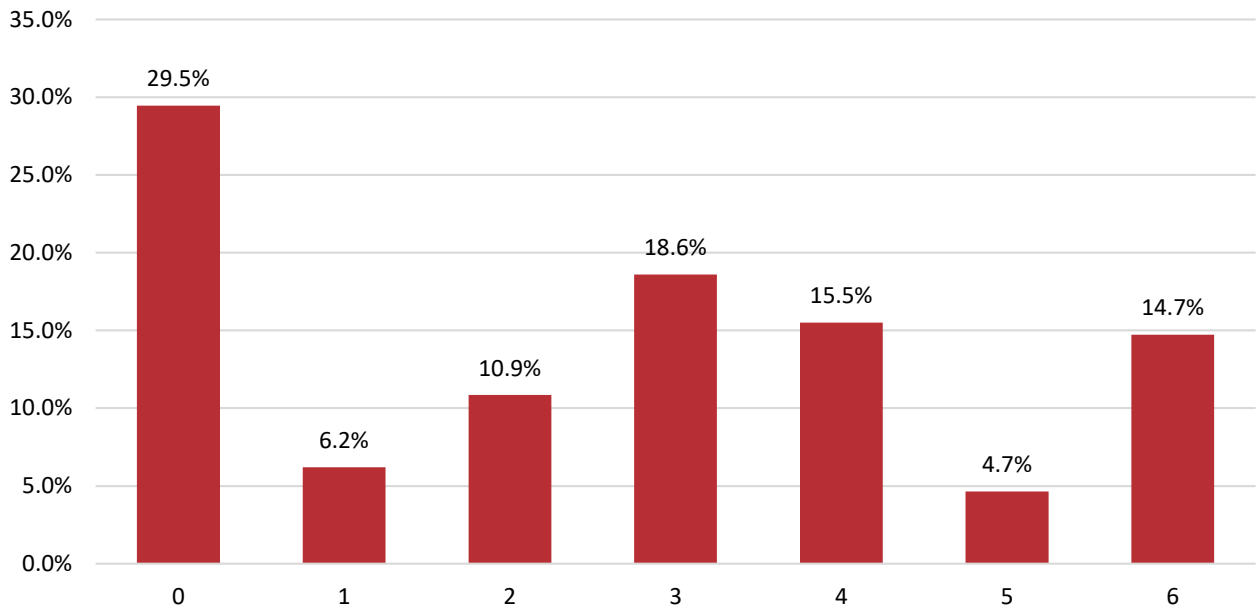


Table 2-D3. Distribution of network size

Network Size	Frequency	All Responses (n=129)	Network Survey Responses (n=91)
0	38	29.5%	NA
1	8	6.2%	8.8%
2	14	10.9%	15.4%
3	24	18.6%	26.4%
4	20	15.5%	22.0%
5	6	4.7%	6.6%
6	19	14.7%	20.9%
Total	129	100.0%	100.0%

Figure 2-D2. Distribution of received support types

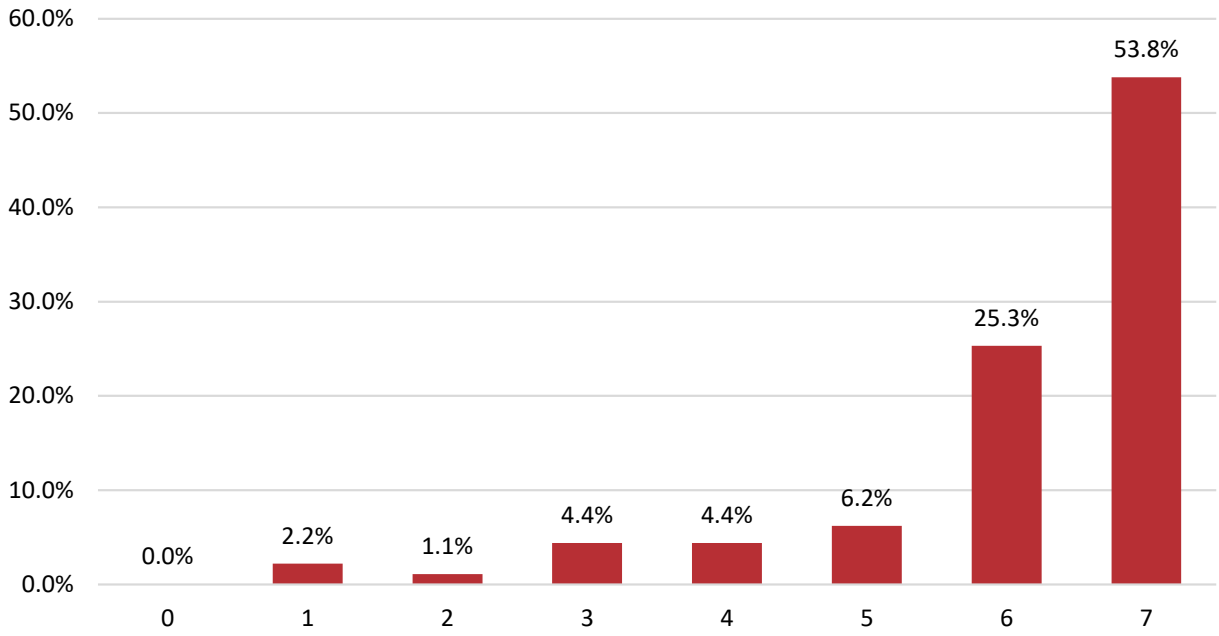


Table 2-D4. Distribution of received support types

Received Support Types	Responses
0	0 (0.0%)
1	2 (2.2%)
2	1 (1.1%)
3	4 (4.4%)
4	4 (4.4%)
5	8 (6.2%)
6	23 (25.3%)
7	49 (53.8%)
Total	91 (100.0%)

Correlation analysis

Table 2-D5. Correlations between network characteristics, gender, transfer status, and first-generation status

Network Characteristics	Gender			Transfer Students	First-Generation
	Men	Women	Nonbinary		
Network Size	-.018	-.058	.185	.033	-.050
Network Density	.086	-.068	-.040	.002	-.022
Average Tie Strength	.117	-.085	-.075	.177	-.104
Gender Homophily	.239*	-.369***	.321**	-.121	-.128
Hispanic/Latino Homophily	-.084	.122	-.095	-.078	-.047

* p <.05, ** p <.01, *** p <.001

Table 2-D6. Correlations between network characteristics, school year, and enrollment status

Network Characteristics	School Year			Enrollment Status		
	1st-2nd year	3rd-4th year	5th year or more	Full-time	Part-time	Mixed
Network Size	-.193	.094	.177	.020	-.055	.023
Network Density	.002	.020	-.043	.122	-.122	-.052
Average Tie Strength	.003	.013	-.032	-.045	.081	-.014
Gender Homophily	.055	.030	-.164	-.076	.028	.074
Hispanic/Latino Homophily	.033	-.103	.133	.049	-.113	.071

* p <.05, ** p <.01, *** p <.001

Defining 'In-Group'

Table 2-D7. Group affiliation by different in-group categorization

Categorization	In-group number (%)	Out-group number (%)
Hispanic/Latino as in-group	152 (45.8%)	180 (54.2%)
Case 1: All intersecting races as in-group	222 (66.9%)	110 (33.1%)
Case 2: Only intersecting all races as in-group	125 (37.7%)	207 (62.3%)
Case 3: Only white as out-group	177 (53.3%)	155 (46.7%)

Q. How does each case of group-categorization correlate to tie strength?

- Case 1 (including all intersecting races as in-group) has the highest correlation value with tie strength. Case (White as out-group) has the lowest correlation value.
- Case 2 has high correlation with Hispanic/Latino.
    - Among 152 alters who are identified as Hispanic/Latino, 134 are identified as only one race.
- Case 3 also has high correlation with Hispanic/Latino.
    - Out of 159 alters who are identified as non-white, 137 are Hispanic/Latino, while 22 are non-Hispanic/Latino.

Table 2-D8. Correlations between different in-group categorizations and tie strength

Categorization	Hispanic/Latino	Case 1	Case 2	Case 3	Tie Strength
Hispanic/Latino	1				
Case 1	.647***	1			
Case 2	.846***	.547***	1		
Case 3	.860***	.483***	.727***	1	
Tie Strength	.243***	**.259*** **	.227***	.155**	1

Table 2-D9. Group affiliations of family members by different in-group categorization (n = 149)

Categorization	In-Group Family Member	Out-Group Family Member
Hispanic/Latino as in-group	108	41
Case 1: All intersecting races as in-group	133	16
Case 2: Only intersecting all races as in-group	84	65
Case 3: Only white as out-group	110	39

Q. How does each case of group-categorization make difference in homophily index values?

- Population-level results

- (-1 = all ties are internal to the group; +1 = all ties are external to the group)
    - E-I index for Hispanic/Latino = 0.084
    - E-I index for Case 1 = -0.337
    - E-I index for Case 2 = 0.247
    - E-I index for Case 3 = -0.066

2.D.2. Support (alter) characteristics
Descriptive statistics

Table 2-D10. Descriptive statistics of alters in student networks

Variables	Number and Proportion of Alters (n = 332)
Gender	
Male	131 (39.5%)
Female	199 (59.9%)
Transgender	0 (0%)
Nonbinary	2 (0.6%)
Race	
American India or Alaska Native	2 (0.6%)
Asian or Asian-American	11 (3.3%)
Black or African American	15 (4.5%)
Hispanic or Latina/o	152 (45.8%)
Native Hawaiian or Pacific Islander	1 (0.3%)
White or Caucasian	173 (52.1%)
Alter Relationship with Ego	
Spouse or Significant Other	30 (9.0%)
Family	149 (44.9%)
Friend	83 (25%)
College Student	27 (8.1%)
College Educator	55 (16.6%)
Co-worker	18 (5.4%)

Variables	Number and Proportion of Alters (n = 332)
Spiritual Advisor	2 (0.6%)
Other	40 (12%)
Education	
Less than high school	28 (8.4%)
High school diploma or GED	124 (37.3%)
Associate degree	44 (13.3%)
Bachelor's degree	72 (21.7%)
Master's or Professional degree	48 (14.5%)
Doctorate degree	16 (4.8%)
Total	332 (100.0%)

Table 2-D11. Average tie strength for each relationship type

Alter Relationship	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Spouse or Significant Other	30	3	4	3.97	0.18	-5.48	30.00
Family	149	1	4	3.53	0.71	-1.53	2.01
Friend	83	1	4	3.60	0.62	-1.64	2.98
College Student	27	2	4	3.56	0.70	-1.31	0.47
College Educator	55	1	4	2.16	0.74	0.01	-0.54
Co-worker	18	1	4	2.72	0.89	-0.49	-0.12
Spiritual Advisor	2	2	2	2.00	0.00		
Other	10	1	4	2.80	1.03	-0.27	-0.90

Table 2-D12. Descriptive statistics of support types provided by alters

Support Types	Responses
Material aid	148 (44.6%)
Hope	267 (80.4%)
Worries	202 (60.8%)
Community	199 (59.9%)
Campus	160 (48.2%)
Resistance	162 (48.8%)
Leisure	203 (61.1%)

Number of Support Types	Responses
0	18 (5.4%)
1	23 (6.9%)
2	37 (11.1%)
3	51 (15.4%)
4	58 (17.5%)
5	50 (15.1%)
6	56 (16.9%)
7	39(11.7%)

Correlation analysis

Table 2-D13. Correlations between alter relationships and support types

Alter Relationship	N	Material aid	Hope	Worries	Community	Campus	Resistance	Leisure
Spouse or Significant Other	30	-.029	.076	.188**	.000	-.010	.029	.230***
Family	149	.507***	.003	.066	.243***	-.192***	.100	.024
Friend	83	-.196***	.127*	.178**	-.067	.014	.104	.218***
College Student	27	-.134*	.036	.035	-.094	.000	-.004	.056
College Educator	55	-.334***	.036	-.257**	-.082	.267***	-.192***	-.260***
Co-worker	18	-.134*	-.217***	-.162**	-.184***	-.124*	-.127*	-.164**
Spiritual Advisor	2	-.070	-.158**	-.097	-.095	.081	.002	-.098
Other	10	-.090	.043	.126*	-.018	-.005	.046	.143**

* p <.05, ** p <.01, *** p <.001

Table 2-D14. Correlations between alter relationships, students' gender, and students' first-generation status

Alter Relationship	Ego Gender			Ego First-Generation Status
	Men	Women	Nonbinary	
Spouse or Significant Other	-.229*	.242*	-.036	.085
Family	-.053	.004	.117	-.078
Friend	.121	-.120	.002	.171
College Student	-.084	.024	.145	.248*
College Educator	-.026	.003	.056	-.021
Co-worker	.062	-.145	.206	-.102
Spiritual Advisor	-.091	.100	-.023	-.181
Other	-.064	.019	.109	.023

* p <.05, ** p <.01, *** p <.001

2.E. CCW

2.E.1. Scale validity and reliability

Table 2-E1. Validity and reliability test results of CCW scales

Scale	Item	Factor Loading*	KMO and Bartlett's Test	Cronbach's α
Aspirational Capital	I have pursued my goals despite barriers to my schooling.	.682	KMO MSA = .642 Bartlett's Test X^2 = 68.539 df = 3 Sig. = <.001	.693
	I believe that my dreams for the future are possible.	.506		
	I consider myself an ambitious person.	.788		
Navigational Capital	Even when I have limited resources (e.g., finances) I find ways to secure the essentials for my education (e.g., tuition, books).	.765	KMO MSA = .632 Bartlett's Test X^2 = 51.734 df = 3 Sig. = <.001	.631
	I am confident in my ability to get through struggles in college.	.593		
	Even when presented with obstacles, I am able to access resources at my college.	.498		
Familial Capital	I know about my family's history.	.771	KMO MSA = .683 Bartlett's Test X^2 = 87.301 df = 3 Sig. = <.001	.744
	I learn a lot of valuable knowledge from my family members.	.633		
	I am connected to my extended family members, such as aunts, uncles, cousins, and others beyond my parents and siblings	.709		
Resistant Capital 1	I believe there are injustices in my ethnic/racial/cultural community.	.922	KMO MSA = .671 Bartlett's Test X^2 = 141.102 df = 3 Sig. = <.001	.801
	I believe there are injustices in my neighborhood or where I grew up.	.628		
	I believe racism is a major factor for issues in society.	.767		

Scale	Item	Factor Loading*	KMO and Bartlett's Test	Cronbach's α
Resistant Capital 2	I want to make a difference in the broader society.	.834	KMO MSA = .711 Bartlett's Test X^2 = 133.806 df = 3 Sig. = <.001	.815
	I want to make a difference in my racial/ethnic/cultural community.	.775		
	I believe I will be able to make a difference in society.	.715		
Linguistic Capital	I speak more than one language.	.803	KMO MSA = .594 Bartlett's Test X^2 = 88.180 df = 3 Sig. = <.001	.698
	I frequently speak a language other than English on campus.	.822		
	I have the ability to switch communication styles based on the environment (academic and/or non-academic).	.386		
Spiritual Capital	I have spirituality or faith that gives my life a sense of purpose.	.944	KMO MSA = .771 Bartlett's Test X^2 = 485.119 df = 3 Sig. = <.001	.968
	I have spirituality or faith that offers me strength in times of trouble and sorrow.	.978		
	I have spirituality or faith that gives me a positive view of others.	.940		

* Results of factor analysis on each CCW scale using maximum likelihood as extraction method and varimax as a rotation method. Each CCW scale was identified as one factor.

2.E.2. Descriptive statistics

Figure 2-E1. Distribution of CCW types (n = 129)

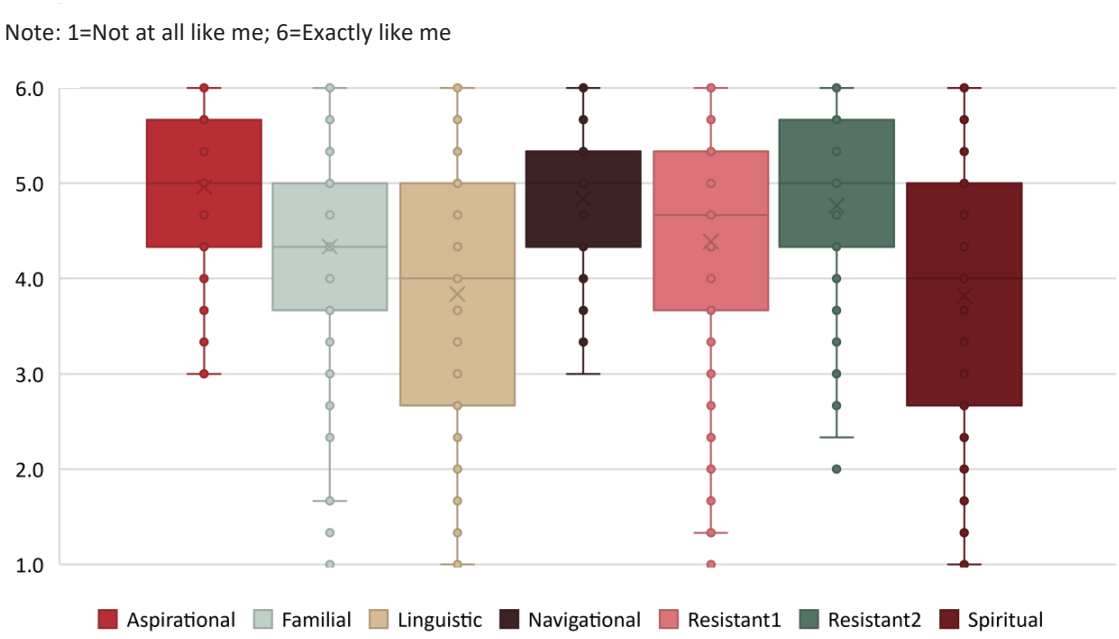


Table 2-E2. Descriptive statistics of CCW types (n = 129)

Capital Type	Mean	SD	Median	Min	Max	Skew	Kurtosis
Aspirational Capital	4.959	0.798	5	3	6	-0.410	-0.761
Navigational Capital	4.840	0.751	5	3	6	-0.169	-0.754
Familial Capital	4.336	1.120	4.333	1	6	-0.593	0.042
Resistant Capital 1	4.388	1.331	4.667	1	6	-0.786	0.013
Resistant Capital 2	4.765	1.031	5	2	6	-0.699	-0.198
Linguistic Capital	3.837	1.373	4	1	6	-0.175	-1.067
Spiritual	3.819	1.681	4	1	6	-0.315	-1.094

2.E.3. Correlation analysis

Table 2-E3. Correlations between CCW, gender, transfer status, and first-generation status

Capital Type	Gender			Transfer Students	First-Generation
	Men	Women	Nonbinary		
Aspirational Capital	-.179*	.181*	-.009	.161	-.083
Navigational Capital	-.025	.032	-.021	.110	-.071
Familial Capital	-.021	.039	-.054	-.080	-.343***
Resistant Capital 1	-.240**	.198*	.116	-.099	.087
Resistant Capital 2	-.322***	.300***	.055	.223*	-.134
Linguistic Capital	-.001	-.018	.054	.257**	.214*
Spiritual	-.128	.177*	-.141	.140	-.073

* p <.05, ** p <.01, *** p <.001

Table 2-E4. Correlations between CCW, school year, and enrollment status

Capital Type	School Year			Enrollment Status		
	1st-2nd year	3rd-4th year	5th year or more	Full-time	Part-time	Mixed
Aspirational Capital	-.007	.033	-.050	.055	-.011	-.074
Navigational Capital	-.001	.028	-.050	-.075	.113	-.029
Familial Capital	-.023	.051	-.055	-.081	-.010	.144
Resistant Capital 1	-.042	-.046	.157	.033	.073	-.150
Resistant Capital 2	-.166	.061	.171	-.145	.063	.150
Linguistic Capital	.048	-.075	.055	-.187*	.173*	.073
Spiritual	-.032	-.032	.114	-.236**	.157	.174*

* p <.05, ** p <.01, *** p <.001

2.E.4. Cluster analysis

Table 2-E5. Cluster analysis results based on CCW scores

Capital Type	Cluster 1 "All-high"	Cluster 2 "Pioneer"	Cluster 3 "Pragmatists"	Cluster 4 "Ambitious"
Aspirational	5.27	4.16	5.45	5.07
Navigational	5.20	4.24	4.95	4.92
Familial	4.89	3.20	4.48	4.68
Resistant 1	5.24	3.97	4.80	3.55
Resistant 2	5.37	3.70	5.38	4.70
Linguistic	5.15	3.75	2.87	2.94
Spiritual	4.87	2.43	1.83	5.03
Number of Members	41 (31.8%)	33 (25.6%)	20 (15.5%)	35 (27.1%)

Note: We first used hierarchical k-means cluster analysis using SPSS 28.0.0.0. We explored the solutions of k=2 to k=10, allowing iterations up to 30. Ultimately, the four-cluster solution (k=4) was selected as optimally descriptive and parsimonious classification of the data. The convergence was achieved through 14 iterations.

Table 2-E6. Demographic characteristics and career service use of CCW student groups

Student Characteristic	Cluster 1 "All High" (31.8%)	Cluster 2 "Pioneer" (25.6%)	Cluster 3 "Pragmatists" (15.5%)	Cluster 4 "Ambitious" (27.1%)	Total (100%)
Female	28 (40.00%)	12 (17.14%)	10 (14.29%)	20 (28.57%)	70 (100.00%)
First Generation	34 (35.79%)	28 (29.47%)	13 (13.68%)	20 (21.05%)	95 (100.00%)
Transfer	17 (38.64%)	8 (18.18%)	8 (18.18%)	11 (25.00%)	44 (100.00%)
Dependent	2 (22.22%)	4 (44.44%)	2 (22.22%)	1 (11.11%)	9 (100.00%)
Never visited career advisor	14 (28.57%)	14 (28.57%)	7 (14.29%)	14 (28.57%)	49 (100.00%)
Never visited University Center	11 (32.35%)	9 (26.47%)	3 (8.82%)	11 (32.35%)	34 (100.00%)
Never visited CD Office	22 (26.51%)	26 (31.33%)	12 (14.46%)	23 (27.71%)	83 (100.00%)

Note: Cells marked in blue indicate underrepresentation (+5% less than overall average), while cells marked in red indicate overrepresentation (+5% more than overall average).

Table 2-E7. Prospective occupations of CCW student groups

Prospective Occupation	Cluster 1 "All High" (31.8%)	Cluster 2 "Pioneer" (25.6%)	Cluster 3 "Pragmatists" (15.5%)	Cluster 4 "Ambitious" (27.1%)	Total (100%)
Management	5 (25.0%)	3 (15.0%)	5 (25.0%)	7 (35.0%)	20 (100.0%)
Business and Financial Operations	6 (30.0%)	8 (40.0%)	2 (10.0%)	4 (20.0%)	20 (100.0%)
Computer and Mathematical	4 (30.8%)	4 (30.8%)	2 (15.4%)	3 (23.1%)	13 (100.0%)
Life, Physical, and Social Science	0 (0.0%)	4 (66.7%)	0 (0.0%)	2 (33.3%)	6 (100.0%)
Community and Social Service	4 (30.8%)	3 (23.1%)	2 (15.4%)	4 (30.8%)	13 (100.0%)
Legal	1 (50.0%)	0 (0.0%)	0 (0.0%)	1 (50.0%)	2 (100.0%)
Educational Instruction and Library	10 (45.5%)	3 (13.6%)	4 (18.2%)	5 (22.7%)	22 (100.0%)
Arts, Design, Entertainment, Sports, and Media	2 (16.7%)	6 (50.0%)	1 (8.3%)	3 (25.0%)	12 (100.0%)
Healthcare Practitioners and Technical	4 (36.4%)	1 (9.1%)	1 (9.1%)	5 (45.5%)	11 (100.0%)
Personal Care and Service	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (100.0%)	1 (100.0%)
Office and Administrative Support	1 (50.0%)	0 (0.0%)	1 (50.0%)	0 (0.0%)	2 (100.0%)
Do not know	4 (57.1%)	1 (14.3%)	2 (28.6%)	0 (0.0%)	7 (100.0%)

Note: Cells marked in blue indicate underrepresentation (+5% less than overall average), while cells marked in red indicate overrepresentation (+5% more than overall average).

2.F. Student Outcomes: Sense of Belonging and Work Volition

2.F.1. Scale validity and reliability

Table 2-F1. Validity and reliability test results of sense of belonging and work volition scales

Scale	Item	Factor Loading*	Cronbach's α
Sense of Belonging	I see myself as part of the campus community.	.970	.970
	I feel that I am a member of the campus community.	.974	
	I feel a sense of belonging to the campus community.	.928	
Work Volition	I will be able to choose jobs that I want.	.879	.852
	I feel total control over my future job choices.	.809	
	I will be able to do the kind of work I want to, despite external barriers.	.795	

* Results of factor analysis on each scale using maximum likelihood as extraction method and varimax as a rotation method. Each scale was identified as one factor.

2.F.2. Descriptive statistics

Figure 2-F1. Distribution of sense of belonging and work volition

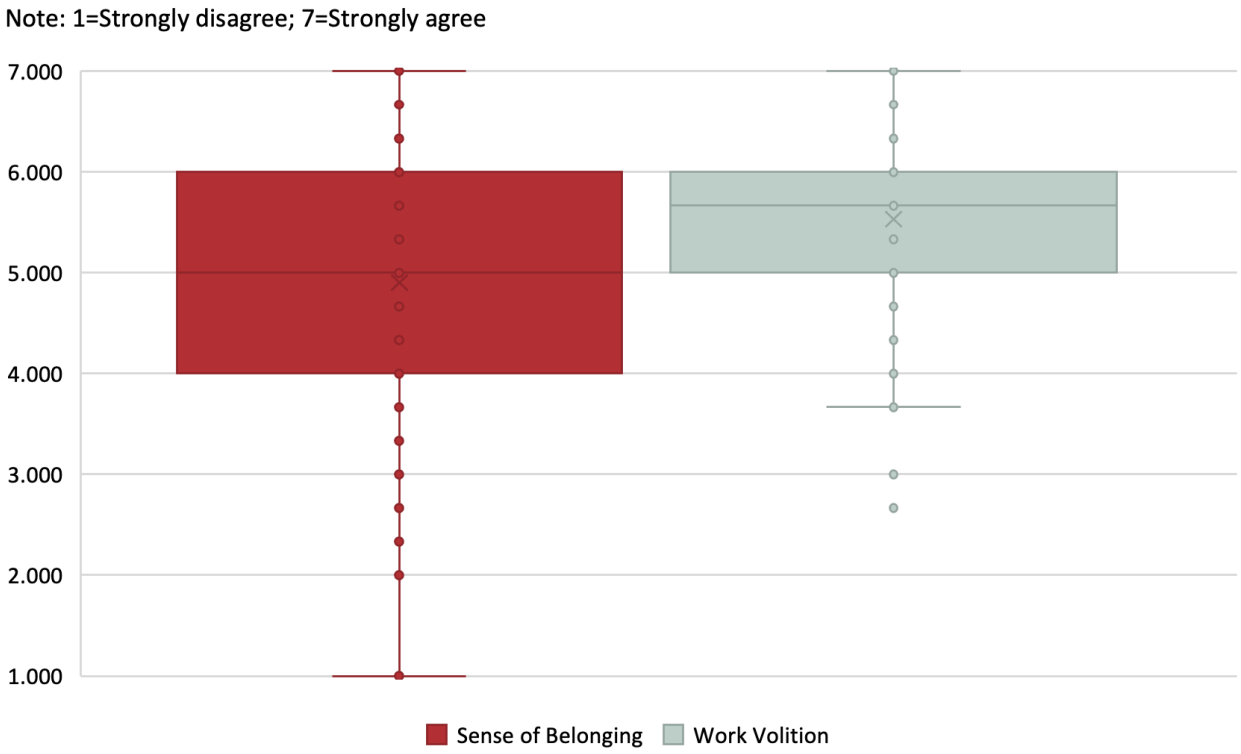


Table 2-F2. Descriptive statistics of sense of belonging and work volition (n=129)

Scale	Mean	SD	Median	Min	Max	Skew	Kurtosis
Sense of Belonging	4.90	1.42	5.00	1	7	-.749	.226
Work Volition	5.53	0.96	5.67	2.67	7	-.382	.086

2.F.3. Correlation analysis

Table 2-F3. Correlations between sense of belonging, work volition, gender, transfer status, and first-generation status

Scale	Gender			Transfer Students	First-Generation
	Men	Women	Nonbinary		
Sense of Belonging	-.055	.035	.054	-.119	-.157
Work Volition	-.030	.064	-.099	-.028	-.131

* p <.05, ** p <.01, *** p <.001

Table 2-F4. Correlations between sense of belonging, work volition, school year, and enrollment status

Scale	School Year			Enrollment Status		
	1st-2nd year	3rd-4th year	5th year or more	Full-time	Part-time	Mixed
Sense of Belonging	-.101	.135	-.074	.122	-.095	-.071
Work Volition	.010	-.042	.060	.063	-.056	-.027

* p <.05, ** p <.01, *** p <.001

3. Correlation Analysis on Key Variables

3.A. Career Values – Career Service Use

Table 3-A1. Correlations between career values and career service use

	1	2	3	4	5	6	7	8	9
1. Income potential	1								
2. Expressing personal values	-.055	1							
3. Work-life balance	.204*	.460***	1						
4. Job availability	.395***	.153	.357***	1					
5. Family needs	.277***	.237**	.406***	.321***	1				
6. Service to community	.041	.486***	.272**	.105	.322***	1			
7. Career advisor	.222*	-.040	-.013	.035	-.010	-.011	1		
8. University Center	-.029	-.011	-.056	.017	-.077	.021	.166	1	
9. CLD Office	.158	.084	.042	.039	.103	.105	.440***	.446***	1

* p < .05; ** p < .01; *** p < .001

3.B. Career Values – Network Characteristics

Table 3-B1. Correlations between career values and network characteristics (general)

	1	2	3	4	5	6	7	8	9	10	11
1. Income potential	1										
2. Expressing personal values	-.055	1									
3. Work-life balance	.204*	.460***	1								
4. Job availability	.395***	.153	.357***	1							
5. Family needs	.277***	.237**	.406***	.321***	1						
6. Service to community	.041	.486***	.272**	.105	.322***	1					
7. Network size	-.023	.185	.110	.099	.146	.063	1				
8. Network density	-.028	.127	-.133	.000	.137	.170	-.189	1			
9. Average tie strength	-.014	-.092	-.102	.131	.135	.022	.156	-.006	1		
10. Gender Homophily	-.185	-.047	-.125	-.189	-.193	-.112	-.113	.082	-.016	1	
11. Hispanic/Latino Homophily	.088	.033	-.170	-.200	-.137	-.007	.009	-.159	-.148	-.065	1

* p < .05; ** p < .01; *** p < .001

Table 3-B2. Correlations between career values and network characteristics (relationship types)

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Income potential	1													
2. Expressing personal values	-.055	1												
3. Work-life balance	.204*	.460***	1											
4. Job availability	.395***	.153	.357***	1										
5. Family needs	.277***	.237**	.406***	.321***	1									
6. Service to community	.041	.486***	.272**	.105	.322***	1								
7. Spouse or significant other	.085	.044	.043	.117	-.080	.015	1							
8. Family member	-.141	-.020	-.034	-.025	.033	-.039	.107	1						
9. Friend	-.037	-.072	.118	.152	.056	-.165	.054	.177	1					
10. College student	-.072	.142	.113	.197	.048	.032	.136	.165	.484***	1				
11. College educator	.092	.108	.067	-.002	.015	.092	-.252*	-.224*	-.264*	-.245*	1			
12. Coworker	-.011	-.052	-.118	-.192	-.161	-.016	-.105	.017	.066	.141	.048	1		
13. Spiritual advisor	-.021	-.013	-.039	-.038	-.001	.030	-.074	.058	-.104	-.056	.136	.247*	1	
14. Other	.023	.124	.115	-.165	-.041	.053	.081	.007	.040	.002	-.028	.165	-.035	1

* p < .05; ** p < .01; *** p < .001

Table 3-B3. Correlations between career values and network characteristics (support types)

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Income potential	1												
2. Expressing personal values	-.055	1											
3. Work-life balance	.204*	.460***	1										
4. Job availability	.395***	.153	.357***	1									
5. Family needs	.277***	.237**	.406***	.321***	1								
6. Service to community	.041	.486***	.272**	.105	.322***	1							
7. Material aid	-.072	.098	.076	.017	-.046	-.045	1						
8. Hopes	.036	.023	-.011	.067	.128	.017	.183	1					
9. Worries	-.090	.128	.000	.054	-.039	.011	.415***	.178	1				
10. Community	-.139	.220*	.053	-.046	.130	.151	.415***	.178	.536***	1			
11. Campus	-.001	.120	-.066	.022	.204	.219*	.008	-.072	.131	.131	1		
12. Resistance	.202	.041	.142	.173	.216*	.071	.401***	.183	.222*	.319**	.008	1	
13. Leisure	.153	.234*	.137	.258*	.073	.046	.499***	.309**	.652***	.525***	.055	.342***	1

* p < .05; ** p < .01; *** p < .001

3.C. Career Values – CCW

Table 3-C1. Correlations between career values and CCW

	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Income potential	1												
2. Expressing personal values	-.055	1											
3. Work-life balance	.204*	.460***	1										
4. Job availability	.395***	.153	.357***	1									
5. Family needs	.277***	.237**	.406***	.321***	1								
6. Service to community	.041	.486***	.272**	.105	.322***	1							
7. Aspirational Capital	.115	.247**	.159	.280***	.302***	.325***	1						
8. Navigational Capital	.227**	.227**	.164	.242**	.290***	.323***	.655***	1					
9. Familial Capital	.057	.144	.194*	.094	.432***	.353***	.403***	.411***	1				
10. Resistant Capital 1	-.037	.349***	.269**	.152	.130	.240**	.156	.098	.078	1			
11. Resistant Capital 2	-.055	.424***	.249**	.207*	.290***	.581***	.489***	.373***	.377***	.510***	1		
12. Linguistic Capital	.167	.024	.053	.135	.101	.050	.058	.176*	.111	.203*	.165	1	
13. Spiritual Capital	.140	.093	.012	.101	.392**	.207*	.207*	.333***	.421***	-.013	.306***	.261**	1

* p < .05; ** p < .01; *** p < .001

3.D. Career Values – Sense of Belonging and Work Volition

Table 3-D1. Correlations between career values, sense of belonging, and work volition

	1	2	3	4	5	6	7	8
1. Income potential	1							
2. Expressing personal values	-.055	1						
3. Work-life balance	.204*	.460***	1					
4. Job availability	.395***	.153	.357***	1				
5. Family needs	.277***	.237**	.406***	.321***	1			
6. Service to community	.041	.486***	.272**	.105	.322***	1		
7. Sense of belonging	-.036	.260**	.076	.111	.078	.284***	1	
8. Work volition	.100	.213*	.162	.134	.360***	.260**	.227**	1

* p < .05; ** p < .01; *** p < .001

3.E. Career Service Use – Network Characteristics

Table 3-E1. Correlations between career service use and network characteristics (general)

	1	2	3	4	5	6	7	8
1. Career advisor	1							
2. University Center	.060	1						
3. CLD Office	.440***	.446***	1					
4. Network size	.187	.128	.186	1				
5. Network density	-.032	.009	.075	-.189	1			
6. Average tie strength	-.098	-.020	-.061	.156	-.006	1		
7. Gender Homophily	-.103	-.213*	-.100	-.113	.082	-.016	1	
8. Hispanic/Latino Homophily	-.018	.251	.046	.009	-.159	-.148	-.065	1

* p < .05; ** p < .01; *** p < .001

Table 3-E2. Correlations between career service use and network characteristics (relationship type)

	1	2	3	4	5	6	7	8	9	10	11
1. Career advisor	1										
2. University Center	.060	1									
3. CLD Office	.440***	.446***	1								
4. Spouse or significant other	-.221*	-.094	-.179	1							
5. Family member	.015	-.055	.028	.107	1						
6. Friend	-.004	.228*	.077	.054	.177	1					
7. College student	-.181	.207*	.074	.136	.165	.484***	1				
8. College educator	.217*	.137	.190	-.252*	.224*	-.264*	-.245*	1			
9. Coworker	-.042	.029	.074	-.105	.017	.066	.141	.048	1		
10. Spiritual advisor	.190	.121	.256*	-.074	.058	-.104	-.056	.136	.247*	1	
11. Other	-.001	-.125	.049	.081	.007	.040	.002	-.028	.165	-.035	1

* p < .05; ** p < .01; *** p < .001

Table 3-E3. Correlations between career service use and network characteristics (support type)

	1	2	3	4	5	6	7	8	9	10
1. Career advisor	1									
2. University Center	.060	1								
3. CLD Office	.440***	.446***	1							
4. Material aid	.082	.057	.006	1						
5. Hopes	.031	.126	-.060	.183	1					
6. Worries	-.155	.122	-.180	.415***	.178	1				
7. Community	-.033	.122	.080	.415***	.178	.536***	1			
8. Campus	.113	.177	-.024	.008	-.072	.131	.131	1		
9. Resistance	.082	.127	.047	.401***	.183	.222*	.319**	.008	1	
10. Leisure	-.021	.130	.004	.499***	.309**	.652***	.525***	.055	.342***	1

* p < .05; ** p < .01; *** p < .001

3.F. Career Service Use – CCW

Table 3-F1. Correlations between career service use and CCW

	1	2	3	4	5	6	7	8	9	10
1. Career advisor	1									
2. University Center	.060	1								
3. CLD Office	.440***	.446***	1							
4. Aspirational Capital	.268**	-.003	.157	1						
5. Navigational Capital	.278***	.046	.189*	.655***	1					
6. Familial Capital	.107	.104	.194*	.403***	.411***	1				
7. Resistant Capital 1	.133	.199*	.146	.156	.098	.078	1			
8. Resistant Capital 2	.039	.090	.082	.489***	.373***	.377***	.510***	1		
9. Linguistic Capital	.091	.011	.047	.058	.176*	.111	.203*	.165	1	
10. Spiritual Capital	.083	.019	.149	.207*	.333***	.421***	-.013	.306***	.261**	1

* p < .05; ** p < .01; *** p < .001

3.G. Career Service Use – Sense of Belonging and Work Volition

Table 3-G1. Correlations between career service use, sense of belonging, and work volition

	1	2	3	4	5
1. Career advisor	1				
2. University Center	.060	1			
3. CLD Office	.440***	.446***	1		
4. Sense of belonging	.128	.350***	.291***	1	
5. Work volition	.083	0019	.149	.227**	1

* p < .05; ** p < .01; *** p < .001

3.H. Network Characteristics – CCW

Table 3-H1. Correlations between network characteristics (general) and CCW

	1	2	3	4	5	6	7	8	9	10	11	12
1. Network size	1											
2. Network density	-.189	1										
3. Average tie strength	.156	-.006	1									
4. Gender Homophily	-.113	.082	-.016	1								
5. Hispanic/Latino Homophily	.009	-.159	-.148	-.065	1							
6. Aspirational Capital	.247*	.115	.017	-.335***	.005	1						
7. Navigational Capital	.257*	.024	.163	-.279*	-.027	.655***	1					
8. Familial Capital	.375***	.082	.145	-.088	-.028	.403***	.411***	1				
9. Resistant Capital 1	.166	-.134	.049	-.191	-.052	.156	.098	.078	1			
10. Resistant Capital 2	.238	.066	.147	-.228*	-.024	.489***	.373***	.377***	.510***	1		
11. Linguistic Capital	-.059	.049	-.060	-.073	-.240*	.058	.176*	.111	.203*	.165	1	
12. Spiritual Capital	.314**	.177	.080	-.291**	-.123	.207*	.333***	.421***	-.013	.306***	.261**	1

* p < .05; ** p < .01; *** p < .001

Table 3-H2. Correlations between network characteristics (relationship type) and CCW

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Spouse or significant other	1														
2. Family member	.107	1													
3. Friend	.054	.177	1												
4. College student	.136	.165	.484***	1											
5. College educator	-.252*	.224*	-.264*	-.245*	1										
6. Coworker	-.105	.017	.066	.141	.048	1									
7. Spiritual advisor	-.074	.058	-.104	-.056	.136	.247*	1								
8. Other	.081	.007	.040	.002	-.028	.165	-.035	1							
9. Aspirational Capital	-.109	-.001	-.071	-.076	.101	-.213*	.136	-.144	1						
10. Navigational Capital	-.072	.003	-.021	.014	-.032	-.138	.157	-.108	.655***	1					
11. Familial Capital	-.210*	.132	.029	-.064	.068	-.082	.117	-.069	.403***	.411***	1				
12. Resistant Capital 1	.037	.038	.116	.022	.126	-.025	-.002	-.054	.156	.098	.078	1			
13. Resistant Capital 2	.081	.037	.047	.067	-.023	-.177	.061	.085	.489***	.373***	.377***	.510***	1		
14. Linguistic Capital	-.047	-.137	.107	.042	.009	-.202	-.046	-.116	.058	.176*	.111	.203*	.165	1	
15. Spiritual Capital	-.128	-.014	.058	-.120	.054	-.009	.133	-.023	.207*	.333***	.421***	-.013	.306***	.261**	1

* p < .05; ** p < .01; *** p < .001

Table 3-H3. Correlations between network characteristics (support type) and CCW

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Material aid	1													
2. Hopes	.183	1												
3. Worries	.415***	.178	1											
4. Community	.415***	.178	.536***	1										
5. Campus	.008	-.072	.131	.131	1									
6. Resistance	.401***	.183	.222*	.319**	.008	1								
7. Leisure	.499***	.309**	.652***	.525***	.055	.342***	1							
8. Aspirational Capital	.038	.080	-.028	.087	.001	.201	.045	1						
9. Navigational Capital	.053	-.010	.031	.085	-.008	.186	.042	.655***	1					
10. Familial Capital	.094	-.009	.109	.325**	.169	.198	.155	.403***	.411***	1				
11. Resistant Capital 1	.077	.159	.255*	.141	-.016	.077	.356***	.156	.098	.078	1			
12. Resistant Capital 2	.055	.132	.193	.233*	-.047	.221*	.178	.489***	.373***	.377***	.510***	1		
13. Linguistic Capital	-.131	-.030	-.076	-.002	-.198	-.124	-.090	.058	.176*	.111	.203*	.165	1	
14. Spiritual Capital	.087	.160	.146	.130	.079	.113	.071	.207*	.333***	.421***	-.013	.306***	.261**	1

* p < .05; ** p < .01; *** p < .001

3.I. Network Characteristics – Sense of Belonging and Work Volition

Table 3-I1. Correlations between network characteristics (general), sense of belonging, and work volition

	1	2	3	4	5	6	7
1. Network size	1						
2. Network density	-.189	1					
3. Average tie strength	.156	-.006	1				
4. Gender Homophily	-.113	.082	-.016	1			
5. Hispanic/Latino Homophily	.009	-.159	-.148	-.065	1		
6. Sense of belonging	.203	.017	.162	-.099	.184	1	
7. Work volition	.170	.238*	.029	-.171	.153	.227**	1

* p < .05; ** p < .01; *** p < .001

Table 3-I2. Correlations between network characteristics (relationship type), sense of belonging, and work volition

	1	2	3	4	5	6	7	8	9	10
1. Spouse or significant other	1									
2. Family member	.107	1								
3. Friend	.054	.177	1							
4. College student	.136	.165	.484***	1						
5. College educator	-.252*	.224*	-.264*	-.245*	1					
6. Coworker	-.105	.017	.066	.141	.048	1				
7. Spiritual advisor	-.074	.058	-.104	-.056	.136	.247*	1			
8. Other	.081	.007	.040	.002	-.028	.165	-.035	1		
9. Sense of belonging	-.101	.031	.124	.241*	.167	-.053	.168	-.208*	1	
10. Work volition	-.093	-.125	-.046	-.065	.002	-.255*	.045	.015	.227**	1

* p < .05; ** p < .01; *** p < .001

Table 3-I3. Correlations between network characteristics (support type), sense of belonging, and work volition

	1	2	3	4	5	6	7	8	9
1. Material aid	1								
2. Hopes	.183	1							
3. Worries	.415***	.178	1						
4. Community	.415***	.178	.536***	1					
5. Campus	.008	-.072	.131	.131	1				
6. Resistance	.401***	.183	.222*	.319**	.008	1			
7. Leisure	.499***	.309**	.652***	.525***	.055	.342***	1		
8. Sense of belonging	.113	.126	.156	.124	.176	.061	.211*	1	
9. Work volition	.006	.006	-.010	.159	.078	.172	-.008	.227**	1

* p < .05; ** p < .01; *** p < .001

3.J. CCW – Sense of Belonging and Work Volition

Table 3-J1. Correlations between CCW, sense of belonging, and work volition

	1	2	3	4	5	6	7	8	9
1. Aspirational Capital	1								
2. Navigational Capital	.655***	1							
3. Familial Capital	.403***	.411***	1						
4. Resistant Capital 1	.156	.098	.078	1					
5. Resistant Capital 2	.489***	.373***	.377***	.510***	1				
6. Linguistic Capital	.058	.176*	.111	.203*	.165	1			
7. Spiritual Capital	.207*	.333***	.421***	-.013	.306***	.261**	1		
8. Sense of belonging	.217*	.363***	.313***	.155	.266**	-.060	.136	1	
9. Work volition	.504***	.462***	.405***	-.017	.295***	.079	.310***	.227**	1

* p < .05; ** p < .01; *** p < .001

4. Regression Analysis

4.A. Factors Influencing Students' Career Values

4.A.1. Impact of student demographic characteristics

Model-fit test results (Linear regression)

Table 4-A1. Linear regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	Durbin-Watson	F	Sig.
Income potential	.324	.220	1.850	3.104	<.001
Expressing personal values	.199	.075	1.989	1.603	.075
Work-life balance	.137	.004	2.031	1.027	.435
Job availability	.198	.074	1.936	1.594	.078
Family needs	.133	.000	2.229	.997	.468
Service to Community	.250	.134	1.929	2.157	.009

Linear regression analysis results

Table 4-A2. Linear regression results (Predictors: Demographic characteristics, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.964	0.428		9.262	0.000		
Age	-0.003	0.015	-0.022	-0.218	0.828	0.589	1.699
Gender (Reference group (RG): Male)							
Female	0.076	0.152	0.045	0.500	0.618	0.750	1.333
Nonbinary	-0.516	0.406	-0.107	-1.272	0.206	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	0.249	0.304	0.072	0.820	0.414	0.797	1.254
Mixed	-0.001	0.394	0.000	-0.002	0.998	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	-0.201	0.173	-0.112	-1.160	0.248	0.658	1.519
5th or more years	-0.304	0.316	-0.093	-0.962	0.338	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.060	0.185	-0.035	-0.323	0.747	0.511	1.957
More than 20 hours	0.024	0.195	0.013	0.121	0.904	0.529	1.890
Transfer students	0.441	0.168	0.249	2.621	0.010**	0.682	1.467
First generation	-0.189	0.161	-0.099	-1.176	0.242	0.875	1.143
Have one or more dependent(s)	0.095	0.327	0.029	0.291	0.772	0.617	1.620
Financial concerns	0.047	0.109	0.036	0.432	0.666	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.628	0.207	0.293	3.030	0.003**	0.659	1.518
Education	-0.236	0.221	-0.102	-1.070	0.287	0.672	1.488
Business	0.700	0.177	0.401	3.953	0.000***	0.597	1.675
Undeclared	0.877	0.462	0.158	1.896	0.061	0.882	1.134

R^2 = .324; Adjusted R^2 = .220; Durbin-Watson = 1.850; F= 3.104; Sig. = <.001***; * p < .05; ** p < .01; *** p < .001

Table 4-A3. Linear regression results (Predictors: Demographic characteristics, Outcome: Service to community)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.725	0.473		7.879	0.000		
Age	0.016	0.016	0.107	0.995	0.322	0.589	1.699
Gender (Reference group (RG): Male)							
Female	0.417	0.168	0.237	2.482	0.015*	0.750	1.333
Nonbinary	0.054	0.448	0.011	0.120	0.905	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	-0.061	0.336	-0.017	-0.182	0.856	0.797	1.254
Mixed	-0.157	0.435	-0.035	-0.361	0.719	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	0.077	0.192	0.041	0.401	0.690	0.658	1.519
5th or more years	-0.249	0.350	-0.073	-0.713	0.477	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.219	0.205	-0.124	-1.071	0.287	0.511	1.957
More than 20 hours	-0.496	0.215	-0.262	-2.306	0.023*	0.529	1.890
Transfer students	0.454	0.186	0.244	2.441	0.016*	0.682	1.467
First generation	-0.466	0.177	-0.232	-2.629	0.010**	0.875	1.143
Have one or more dependent(s)	-0.437	0.361	-0.127	-1.208	0.230	0.617	1.620
Financial concerns	0.031	0.120	0.023	0.258	0.797	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.461	0.229	-0.205	-2.013	0.047*	0.659	1.518
Education	0.063	0.244	0.026	0.257	0.798	0.672	1.488
Business	-0.105	0.196	-0.057	-0.536	0.593	0.597	1.675
Undeclared	0.387	0.511	0.067	0.758	0.450	0.882	1.134

R^2 = .250; Adjusted R^2 = .134; Durbin-Watson = 1.929; F= 2.157; Sig. = .009**; * p < .05; ** p < .01; *** p < .001

4.A.2. Impact of career service use
Model-fit test results (Linear regression)

Case 1: Career services use – 1=Never, 2=Sometimes, 3=Often

Table 4-A4. Linear regression model-fit test results (Predictors: Career service use – continuous, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.371	.253	.033	1.814	3.155	<.001
Expressing personal values	.209	.061	-.014	1.988	1.411	.133
Work-life balance	.149	-.010	.005	2.009	.939	540
Job availability	.219	.073	-.001	1.893	1.497	.097
Family needs	.179	.026	.026	2.273	1.170	.294
Service to Community	.258	.120	-.014	1.909	1.864	.023

Case 2: Career services use – 0=Never, 1=Sometimes or Often

Table 4-A5. Linear regression model-fit test results (Predictors: Career service use – binary, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.357	.237	.017	1.791	2.970	<.001
Expressing personal values	.199	.050	.011	1.988	1.333	.175
Work-life balance	.165	.009	.005	1.989	1.055	.408
Job availability	.225	.080	.006	1.861	1.554	.078
Family needs	.199	.050	.050	2.283	1.332	.175
Service to Community	.259	.121	-.013	1.902	1.873	.022

Linear regression analysis results

Table 4-A6. Linear regression results (Predictors: Career service use – continuous, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.468	0.468		7.404	0.000		
Age	-0.005	0.015	-0.033	-0.329	0.743	0.572	1.749
Gender (Reference group (RG): Male)							
Female	0.067	0.149	0.040	0.448	0.655	0.745	1.343
Nonbinary	-0.685	0.402	-0.142	-1.702	0.092	0.842	1.188
Enrollment status (RG: Full-time)							
Part-time	0.276	0.298	0.080	0.925	0.357	0.792	1.263
Mixed	0.200	0.395	0.046	0.505	0.614	0.705	1.418
School year (RG: 1st-2nd years)							
3rd-4th years	-0.345	0.180	-0.192	-1.923	0.057	0.588	1.702
5th or more years	-0.383	0.313	-0.117	-1.223	0.224	0.644	1.554
Working hours (RG: Not working)							
1-20 hours	-0.018	0.185	-0.011	-0.097	0.923	0.493	2.030
More than 20 hours	0.056	0.192	0.031	0.291	0.772	0.521	1.921
Transfer students	0.451	0.169	0.254	2.677	0.009**	0.651	1.535
First generation	-0.156	0.158	-0.081	-0.986	0.326	0.865	1.156
Have one or more dependent(s)	0.224	0.330	0.068	0.678	0.499	0.578	1.729
Financial concerns	0.026	0.107	0.020	0.247	0.806	0.878	1.140
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.584	0.207	0.272	2.821	0.006**	0.632	1.581
Education	-0.246	0.216	-0.107	-1.136	0.259	0.668	1.497
Business	0.629	0.182	0.360	3.459	0.001***	0.541	1.847
Undeclared	0.872	0.454	0.157	1.922	0.057	0.876	1.141
Career advisor	0.118	0.120	0.092	0.984	0.327	0.676	1.478
University Center	0.067	0.103	0.062	0.648	0.519	0.642	1.558
CLD Office	0.213	0.142	0.151	1.497	0.137	0.578	1.729

R^2 =.371; Adjusted R^2 = .253; ΔR^2 = .033; Durbin-Watson = 1.814; F= 3.155; Sig. = <.001***; * p < .05; ** p < .01; *** p < .001

Table 4-A7. Linear regression results (Predictors: Career service use – binary, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.936	0.444		8.870	0.000		
Age	-0.006	0.015	-0.039	-0.382	0.703	0.566	1.766
Gender (Reference group (RG): Male)							
Female	0.068	0.151	0.041	0.454	0.651	0.747	1.338
Nonbinary	-0.666	0.406	-0.138	-1.638	0.104	0.844	1.185
Enrollment status (RG: Full-time)							
Part-time	0.239	0.301	0.069	0.791	0.430	0.793	1.262
Mixed	0.138	0.401	0.032	0.343	0.732	0.698	1.432
School year (RG: 1st-2nd years)							
3rd-4th years	-0.320	0.184	-0.178	-1.738	0.085	0.570	1.754
5th or more years	-0.351	0.316	-0.107	-1.112	0.269	0.647	1.546
Working hours (RG: Not working)							
1-20 hours	0.006	0.187	0.004	0.035	0.972	0.492	2.033
More than 20 hours	0.087	0.196	0.048	0.445	0.657	0.514	1.947
Transfer students	0.416	0.173	0.234	2.404	0.018*	0.632	1.583
First generation	-0.148	0.160	-0.077	-0.926	0.356	0.859	1.164
Have one or more dependent(s)	0.230	0.340	0.070	0.675	0.501	0.558	1.794
Financial concerns	0.031	0.108	0.024	0.291	0.771	0.876	1.141
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.568	0.210	0.265	2.703	0.008**	0.627	1.595
Education	-0.235	0.218	-0.102	-1.076	0.284	0.670	1.491
Business	0.618	0.185	0.354	3.343	0.001***	0.537	1.862
Undeclared	0.819	0.459	0.148	1.785	0.077	0.876	1.141
Career advisor	0.081	0.161	0.047	0.505	0.615	0.698	1.433
University Center	0.002	0.181	0.001	0.013	0.989	0.677	1.478
CLD Office	0.313	0.163	0.179	1.925	0.057	0.694	1.441

R^2 = .357; Adjusted R^2 = .237; ΔR^2 = .017; Durbin-Watson = 1.791; F= 2.970; Sig. = <.001***; * p < .05; ** p < .01; *** p < .001

4.A.3. Impact of students' social network characteristics
Model-fit test results (Linear regression)

Case 1: General network characteristics

Table 4-A8. Linear regression model-fit test results (Predictors: Network characteristics – general, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.349	.111	-.052	2.163	1.465	.123
Expressing personal values	.364	.131	.027	2.327	1.563	.088
Work-life balance	.215	-.073	.002	2.078	.746	.774
Job availability	.229	-.054	-.043	2.089	.809	.703
Family needs	.296	.038	.055	1.889	1.146	.329
Service to Community	.363	.130	.019	1.732	1.556	.090

Case 2: Relationship types

Table 4-A9. Linear regression model-fit test results (Predictors: Network characteristics – relationship types, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.371	.129	-.044	2.134	1.531	.087
Expressing personal values	.357	110	.009	2.116	1.446	.119
Work-life balance	.211	-.094	.001	2.037	.695	.843
Job availability	.355	.106	.010	1.958	1.428	.127
Family needs	.265	-.017	.000	2.246	.939	.555
Service to Community	.307	.041	-.031	1.872	1.153	.316

Case 3: Support types

Table 4-A10. Linear regression model-fit test results (Predictors: Network characteristics – support types, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.476	.286	.113	1.934	2.502	.002
Expressing personal values	.353	.118	.017	2.060	1.504	.098
Work-life balance	.179	-.119	.025	1.960	.601	.917
Job availability	.437	.232	.136	1.988	2.133	.008
Family needs	.316	.067	.084	2.252	1.270	.221
Service to Community	.350	.114	.042	1.650	1.480	.107

Linear regression analysis results

Table 4-A11. Linear regression results (Predictors: Network characteristics – support types, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.726	0.809		4.608	0.000		
Age	-0.005	0.020	-0.034	-0.251	0.802	0.439	2.279
Gender (Reference group (RG): Male)							
Female	0.151	0.188	0.090	0.804	0.424	0.637	1.571
Nonbinary	-0.411	0.420	-0.100	-0.979	0.331	0.760	1.317
Enrollment status (RG: Full-time)							
Part-time	0.052	0.451	0.013	0.116	0.908	0.659	1.516
Mixed	-0.081	0.423	-0.022	-0.192	0.848	0.607	1.649
School year (RG: 1st-2nd years)							
3rd-4th years	-0.123	0.214	-0.067	-0.576	0.566	0.579	1.727
5th or more years	-0.274	0.425	-0.074	-0.645	0.521	0.599	1.668
Working hours (RG: Not working)							
1-20 hours	-0.258	0.231	-0.152	-1.115	0.269	0.430	2.327
More than 20 hours	0.042	0.250	0.023	0.166	0.868	0.406	2.460
Transfer students	0.515	0.190	0.285	2.706	0.009**	0.715	1.398
First generation	-0.038	0.197	-0.019	-0.192	0.849	0.768	1.301
Have one or more dependent(s)	0.248	0.495	0.053	0.502	0.618	0.721	1.387
Financial concerns	-0.043	0.149	-0.030	-0.287	0.775	0.722	1.385

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.782	0.232	0.378	3.366	0.001***	0.630	1.586
Education	0.239	0.264	0.102	0.904	0.369	0.619	1.615
Business	0.682	0.227	0.374	2.999	0.004**	0.511	1.956
Undeclared	0.923	0.552	0.161	1.673	0.099	0.860	1.163
Material aid	-0.118	0.239	-0.060	-0.495	0.622	0.539	1.855
Hopes	-0.026	0.492	-0.006	-0.053	0.958	0.729	1.372
Worries	-0.721	0.445	-0.228	-1.620	0.110	0.399	2.505
Community	-0.606	0.398	-0.192	-1.522	0.133	0.499	2.004
Campus	0.389	0.278	0.156	1.399	0.167	0.635	1.576
Resistance	0.570	0.226	0.290	2.525	0.014*	0.602	1.660
Leisure	0.874	0.381	0.338	2.292	0.025*	0.364	2.748

R^2 =.476; Adjusted R^2 = .286; ΔR^2 = .113; Durbin-Watson = 1.934; F=2.502; Sig. = .002; * p < .05; ** p < .01; *** p < .001

Table 4-A12. Linear regression results (Predictors: Network characteristics – support types, Outcome: Job availability)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	5.052	0.815		6.197	0.000		
Age	-0.055	0.020	-0.382	-2.737	0.008**	0.439	2.279
Gender (Reference group (RG): Male)							
Female	0.321	0.190	0.196	1.692	0.095	0.637	1.571
Nonbinary	0.043	0.423	0.011	0.103	0.919	0.760	1.317
Enrollment status (RG: Full-time)							
Part-time	0.143	0.454	0.036	0.314	0.755	0.659	1.516
Mixed	0.235	0.426	0.065	0.551	0.583	0.607	1.649
School year (RG: 1st-2nd years)							
3rd-4th years	-0.033	0.215	-0.019	-0.155	0.877	0.579	1.727
5th or more years	0.096	0.429	0.027	0.224	0.823	0.599	1.668
Working hours (RG: Not working)							
1-20 hours	-0.114	0.233	-0.069	-0.489	0.626	0.430	2.327
More than 20 hours	0.135	0.252	0.078	0.536	0.594	0.406	2.460
Transfer students	0.540	0.192	0.308	2.816	0.006**	0.715	1.398
First generation	0.349	0.198	0.185	1.757	0.084	0.768	1.301
Have one or more dependent(s)	0.266	0.499	0.058	0.534	0.595	0.721	1.387
Financial concerns	-0.055	0.150	-0.040	-0.367	0.714	0.722	1.385
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.658	0.234	0.327	2.808	0.007**	0.630	1.586
Education	0.309	0.266	0.136	1.158	0.251	0.619	1.615
Business	0.041	0.229	0.023	0.181	0.857	0.511	1.956
Undeclared	0.361	0.556	0.065	0.649	0.519	0.860	1.163

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Material aid	-0.332	0.241	-0.174	-1.380	0.172	0.539	1.855
Hopes	-0.551	0.496	-0.120	-1.111	0.271	0.729	1.372
Worries	-0.984	0.449	-0.320	-2.192	0.032*	0.399	2.505
Community	-0.183	0.402	-0.060	-0.455	0.650	0.499	2.004
Campus	0.126	0.281	0.052	0.449	0.655	0.635	1.576
Resistance	0.568	0.228	0.297	2.498	0.015*	0.602	1.660
Leisure	1.210	0.385	0.482	3.145	0.002**	0.364	2.748

R^2 = 0.437; Adjusted R^2 = 0.232; ΔR^2 = 0.136; Durbin-Watson = 1.988; F = 2.133; Sig. = 0.008; * p < .05; ** p < .01; *** p < .001

4.A.4. Impact of CCW
Model-fit test results (Linear regression)

Table 4-A13. Linear regression model-fit test results (Predictors: CCW, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.367	.219	-.001	1.894	2.488	<.001
Expressing personal values	.336	.181	.106	1.845	2.167	.004
Work-life balance	.266	.095	.091	1.940	1.588	.066
Job availability	.273	.104	.030	1.891	1.612	.052
Family needs	.362	.213	.213	2.120	2.432	.001
Service to Community	.493	.375	.241	1.890	4.175	<.001

Linear regression analysis results

Table 4-A14. Linear regression results (Predictors: CCW, Outcome: Expressing personal values)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.690	0.752		3.575	0.001		
Age	0.002	0.016	0.016	0.149	0.882	0.554	1.805
Gender (Reference group (RG): Male)							
Female	0.201	0.173	0.116	1.165	0.247	0.653	1.532
Nonbinary	0.804	0.441	0.161	1.822	0.071	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	-0.146	0.338	-0.041	-0.430	0.668	0.722	1.384
Mixed	0.268	0.439	0.060	0.611	0.542	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	-0.153	0.188	-0.082	-0.816	0.416	0.632	1.581
5th or more years	-0.341	0.356	-0.101	-0.958	0.340	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	0.102	0.202	0.058	0.503	0.616	0.483	2.069
More than 20 hours	-0.115	0.211	-0.062	-0.545	0.587	0.507	1.974
Transfer students	0.196	0.203	0.107	0.965	0.337	0.526	1.900
First generation	-0.338	0.192	-0.170	-1.761	0.081	0.690	1.450
Have one or more dependent(s)	0.147	0.359	0.043	0.410	0.683	0.575	1.738
Financial concerns	-0.149	0.124	-0.110	-1.196	0.234	0.759	1.317
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.451	0.231	-0.203	-1.949	0.054	0.595	1.681
Education	-0.083	0.241	-0.035	-0.343	0.732	0.634	1.576
Business	-0.213	0.194	-0.118	-1.099	0.274	0.560	1.784
Undeclared	-0.182	0.497	-0.032	-0.367	0.714	0.859	1.164

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Aspirational Capital	0.025	0.135	0.023	0.188	0.851	0.418	2.392
Navigational Capital	0.143	0.139	0.124	1.025	0.308	0.443	2.257
Familial Capital	-0.037	0.086	-0.048	-0.431	0.667	0.527	1.898
Resistant Capital 1	0.185	0.077	0.280	2.406	0.018*	0.478	2.093
Resistant Capital 2	0.120	0.116	0.142	1.031	0.305	0.338	2.961
Linguistic Capital	-0.015	0.062	-0.024	-0.246	0.806	0.677	1.477
Spiritual Capital	0.023	0.054	0.044	0.423	0.673	0.600	1.667

R^2 = 0.336; Adjusted R^2 = 0.181; ΔR^2 = 0.106; Durbin-Watson = 1.845; F = 2.167; Sig. = 0.004; * p < .05; ** p < .01; *** p < .001

Table 4-A15. Linear regression results (Predictors: CCW, Outcome: Family needs)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.155	0.807		1.431	0.155		
Age	-0.007	0.017	-0.042	-0.401	0.689	0.554	1.805
Gender (Reference group (RG): Male)							
Female	-0.041	0.185	-0.022	-0.222	0.824	0.653	1.532
Nonbinary	-0.567	0.473	-0.104	-1.198	0.233	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	-0.196	0.363	-0.050	-0.539	0.591	0.722	1.384
Mixed	0.328	0.471	0.067	0.697	0.487	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	-0.131	0.201	-0.064	-0.649	0.518	0.632	1.581
5th or more years	-0.655	0.382	-0.176	-1.714	0.089	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	0.246	0.217	0.129	1.135	0.259	0.483	2.069
More than 20 hours	-0.029	0.226	-0.014	-0.130	0.897	0.507	1.974
Transfer students	0.146	0.218	0.073	0.669	0.505	0.526	1.900
First generation	0.136	0.206	0.063	0.662	0.509	0.690	1.450
Have one or more dependent(s)	0.676	0.385	0.182	1.756	0.082	0.575	1.738
Financial concerns	-0.030	0.133	-0.021	-0.227	0.821	0.759	1.317
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.447	0.248	0.184	1.801	0.075	0.595	1.681
Education	0.329	0.258	0.126	1.275	0.205	0.634	1.576
Business	0.446	0.208	0.226	2.146	0.034*	0.560	1.784
Undeclared	0.559	0.533	0.089	1.050	0.296	0.859	1.164

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Aspirational Capital	0.116	0.145	0.098	0.801	0.425	0.418	2.392
Navigational Capital	0.003	0.149	0.003	0.022	0.983	0.443	2.257
Familial Capital	0.230	0.092	0.272	2.506	0.014*	0.527	1.898
Resistant Capital 1	0.122	0.082	0.169	1.483	0.141	0.478	2.093
Resistant Capital 2	0.066	0.125	0.072	0.530	0.597	0.338	2.961
Linguistic Capital	-0.045	0.066	-0.065	-0.679	0.499	0.677	1.477
Spiritual Capital	0.126	0.058	0.221	2.177	0.032*	0.600	1.667

R^2 = 0.362; Adjusted R^2 = 0.213; ΔR^2 = 0.213; Durbin-Watson = 2.12; F = 2.432; Sig. = .001; * p < .05; ** p < .01; *** p < .001

Table 4-A16. Linear regression results (Predictors: CCW, Outcome: Service to community)
Outcome variable: Service to community

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.278	0.666		1.918	0.058		
Age	0.011	0.014	0.072	0.760	0.449	0.554	1.805
Gender (Reference group (RG): Male)							
Female	0.192	0.153	0.109	1.256	0.212	0.653	1.532
Nonbinary	-0.257	0.391	-0.051	-0.657	0.513	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	-0.358	0.300	-0.099	-1.195	0.235	0.722	1.384
Mixed	-0.390	0.389	-0.086	-1.004	0.318	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	-0.107	0.166	-0.057	-0.647	0.519	0.632	1.581
5th or more years	-0.710	0.315	-0.206	-2.251	0.026	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	-0.090	0.179	-0.051	-0.504	0.615	0.483	2.069
More than 20 hours	-0.372	0.187	-0.196	-1.991	0.049*	0.507	1.974
Transfer students	0.309	0.180	0.166	1.718	0.089	0.526	1.900
First generation	-0.104	0.170	-0.052	-0.613	0.541	0.690	1.450
Have one or more dependent(s)	0.017	0.318	0.005	0.055	0.957	0.575	1.738
Financial concerns	-0.007	0.110	-0.005	-0.060	0.952	0.759	1.317
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.316	0.205	-0.140	-1.543	0.126	0.595	1.681
Education	-0.011	0.213	-0.004	-0.050	0.960	0.634	1.576
Business	-0.100	0.172	-0.055	-0.583	0.561	0.560	1.784
Undeclared	0.059	0.440	0.010	0.134	0.894	0.859	1.164

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Aspirational Capital	-0.143	0.119	-0.130	-1.195	0.235	0.418	2.392
Navigational Capital	0.165	0.123	0.141	1.339	0.184	0.443	2.257
Familial Capital	0.140	0.076	0.179	1.848	0.068	0.527	1.898
Resistant Capital 1	0.016	0.068	0.024	0.233	0.817	0.478	2.093
Resistant Capital 2	0.414	0.103	0.486	4.028	0.000***	0.338	2.961
Linguistic Capital	-0.027	0.055	-0.042	-0.498	0.619	0.677	1.477
Spiritual Capital	-0.010	0.048	-0.018	-0.202	0.841	0.600	1.667

R^2 = 0.493; Adjusted R^2 = 0.375; ΔR^2 = 0.241; Durbin-Watson = 1.89; F = 4.175; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

4.A.5. Impact of sense of belonging and work volition

Model-fit test results (Linear regression)

Case 1: Sense of belonging

Table 4-A17. Linear regression model-fit test results (Predictor: Sense of belonging, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.324	.212	.078	1.894	2.899	<.001
Expressing personal values	.256	.133	.058	1.869	2.079	.011
Work-life balance	.152	.012	.008	2.055	1.089	.373
Job availability	.213	.083	-.009	1.911	1.637	.063
Family needs	.147	.006	.006	2.184	1.041	.421
Service to Community	.324	.212	.078	1.894	2.899	<.001

Case 2: Work volition

Table 4-A18. Linear regression model-fit test results (Predictor: Work volition, Outcomes: Career values)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Income potential	.339	.229	.009	1.834	3.101	<.001
Expressing personal values	.246	.122	.047	1.981	1.979	.017
Work-life balance	.162	.023	.019	1.982	1.168	.301
Job availability	.218	.089	.015	1.938	1.691	.052
Family needs	.288	.171	.171	2.094	2.454	.002
Service to Community	.311	.197	.063	1.878	2.734	<.001

Linear regression analysis results

Table 4-A19. Linear regression results (Predictor: Sense of belonging, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.908	0.544		7.191	0.000		
Age	-0.003	0.015	-0.020	-0.197	0.844	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.075	0.153	0.045	0.493	0.623	0.749	1.334
Nonbinary	-0.519	0.408	-0.108	-1.272	0.206	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	0.246	0.306	0.071	0.805	0.423	0.795	1.258
Mixed	0.003	0.397	0.001	0.009	0.993	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	-0.206	0.177	-0.115	-1.166	0.246	0.638	1.567
5th or more years	-0.309	0.319	-0.094	-0.969	0.335	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.054	0.190	-0.032	-0.284	0.777	0.492	2.031
More than 20 hours	0.028	0.198	0.016	0.143	0.886	0.518	1.930
Transfer students	0.441	0.169	0.249	2.608	0.010*	0.682	1.467
First generation	-0.185	0.163	-0.097	-1.135	0.259	0.857	1.167
Have one or more dependent(s)	0.105	0.334	0.032	0.315	0.753	0.596	1.678
Financial concerns	0.049	0.110	0.037	0.445	0.657	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.630	0.209	0.294	3.022	0.003**	0.657	1.522
Education	-0.235	0.222	-0.102	-1.059	0.292	0.671	1.490
Business	0.701	0.178	0.401	3.937	0.000***	0.597	1.675
Undeclared	0.878	0.464	0.158	1.889	0.061	0.882	1.134
Sense of belonging	0.008	0.050	0.014	0.166	0.869	0.854	1.170

R^2 = 0.324; Adjusted R^2 = 0.212; ΔR^2 = 0.078; Durbin-Watson = 1.894; F = 2.899; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-A20. Linear regression results (Predictor: Sense of belonging, Outcome: Expressing personal values)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.620	0.590		6.133	0.000		
Age	0.003	0.016	0.017	0.155	0.877	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.352	0.166	0.203	2.123	0.036*	0.749	1.334
Nonbinary	1.040	0.443	0.209	2.348	0.021*	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	0.115	0.332	0.032	0.346	0.730	0.795	1.258
Mixed	0.180	0.431	0.040	0.418	0.677	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	-0.162	0.192	-0.087	-0.845	0.400	0.638	1.567
5th or more years	-0.012	0.347	-0.003	-0.034	0.973	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.131	0.206	0.075	0.639	0.524	0.492	2.031
More than 20 hours	-0.095	0.215	-0.051	-0.444	0.658	0.518	1.930
Transfer students	0.252	0.184	0.137	1.372	0.173	0.682	1.467
First generation	-0.337	0.177	-0.170	-1.907	0.059	0.857	1.167
Have one or more dependent(s)	0.109	0.363	0.032	0.299	0.765	0.596	1.678
Financial concerns	-0.040	0.119	-0.030	-0.337	0.737	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.547	0.226	-0.246	-2.414	0.017*	0.657	1.522
Education	-0.070	0.241	-0.029	-0.290	0.772	0.671	1.490
Business	-0.231	0.193	-0.128	-1.195	0.235	0.597	1.675
Undeclared	-0.031	0.504	-0.005	-0.062	0.951	0.882	1.134
Sense of belonging	0.159	0.055	0.259	2.891	0.005**	0.854	1.170

R^2 = 0.256; Adjusted R^2 = 0.133; ΔR^2 = 0.058; Durbin-Watson = 1.869; F = 2.079; Sig. = 0.011; * p < .05; ** p < .01; *** p < .001

Table 4-A21. Linear regression results (Predictor: Sense of belonging, Outcome: Service to community)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.522	0.570		4.422	0.000		
Age	0.022	0.016	0.148	1.429	0.156	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.401	0.160	0.227	2.498	0.014*	0.749	1.334
Nonbinary	-0.010	0.428	-0.002	-0.023	0.982	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	-0.125	0.321	-0.034	-0.389	0.698	0.795	1.258
Mixed	-0.063	0.416	-0.014	-0.151	0.881	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	-0.035	0.186	-0.019	-0.189	0.850	0.638	1.567
5th or more years	-0.353	0.335	-0.103	-1.055	0.294	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.088	0.199	-0.050	-0.443	0.659	0.492	2.031
More than 20 hours	-0.394	0.207	-0.208	-1.901	0.060	0.518	1.930
Transfer students	0.448	0.178	0.241	2.524	0.013*	0.682	1.467
First generation	-0.383	0.171	-0.190	-2.238	0.027*	0.857	1.167
Have one or more dependent(s)	-0.213	0.351	-0.062	-0.606	0.545	0.596	1.678
Financial concerns	0.071	0.115	0.052	0.618	0.538	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.419	0.219	-0.186	-1.917	0.058	0.657	1.522
Education	0.092	0.233	0.038	0.395	0.693	0.671	1.490
Business	-0.096	0.187	-0.052	-0.515	0.608	0.597	1.675
Undeclared	0.407	0.487	0.070	0.835	0.406	0.882	1.134
Sense of belonging	0.183	0.053	0.294	3.448	0.001**	0.854	1.170

R^2 = 0.324; Adjusted R^2 = 0.212; ΔR^2 = 0.078; Durbin-Watson = 1.894; F = 2.899; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-A22. Linear regression results (Predictor: Work volition, Outcome: Income potential)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.316	0.598		5.546	0.000		
Age	-0.007	0.015	-0.047	-0.460	0.646	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.050	0.152	0.030	0.328	0.744	0.741	1.350
Nonbinary	-0.475	0.404	-0.099	-1.175	0.242	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.240	0.302	0.069	0.794	0.429	0.797	1.255
Mixed	0.081	0.395	0.019	0.205	0.838	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	-0.189	0.173	-0.105	-1.098	0.275	0.657	1.522
5th or more years	-0.348	0.316	-0.106	-1.103	0.273	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.042	0.184	-0.025	-0.226	0.821	0.509	1.965
More than 20 hours	0.039	0.194	0.022	0.203	0.840	0.528	1.896
Transfer students	0.443	0.167	0.250	2.646	0.009**	0.682	1.467
First generation	-0.156	0.161	-0.082	-0.972	0.333	0.860	1.163
Have one or more dependent(s)	0.153	0.327	0.047	0.467	0.641	0.609	1.642
Financial concerns	0.077	0.110	0.059	0.704	0.483	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.617	0.206	0.288	2.995	0.003**	0.658	1.519
Education	-0.244	0.219	-0.106	-1.115	0.267	0.672	1.488
Business	0.703	0.176	0.403	3.994	0.000***	0.597	1.675
Undeclared	0.869	0.460	0.157	1.891	0.061	0.882	1.134
Work volition	0.114	0.074	0.127	1.542	0.126	0.892	1.120

R^2 = 0.339; Adjusted R^2 = 0.229; ΔR^2 = 0.009; Durbin-Watson = 1.834; F = 3.101; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-A23. Linear regression results (Predictor: Work volition, Outcome: Expressing personal values)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.445	0.660		5.218	0.000		
Age	-0.010	0.016	-0.064	-0.587	0.558	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.317	0.168	0.183	1.889	0.062	0.741	1.350
Nonbinary	1.172	0.446	0.235	2.626	0.010*	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.153	0.334	0.043	0.458	0.648	0.797	1.255
Mixed	0.252	0.436	0.056	0.578	0.564	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	-0.043	0.191	-0.023	-0.226	0.822	0.657	1.522
5th or more years	-0.004	0.349	-0.001	-0.012	0.990	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.052	0.204	0.030	0.255	0.799	0.509	1.965
More than 20 hours	-0.154	0.214	-0.082	-0.720	0.473	0.528	1.896
Transfer students	0.260	0.185	0.142	1.406	0.163	0.682	1.467
First generation	-0.349	0.178	-0.176	-1.965	0.052	0.860	1.163
Have one or more dependent(s)	0.023	0.361	0.007	0.064	0.949	0.609	1.642
Financial concerns	-0.018	0.121	-0.013	-0.147	0.883	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.603	0.228	-0.272	-2.650	0.009**	0.658	1.519
Education	-0.111	0.242	-0.047	-0.458	0.648	0.672	1.488
Business	-0.233	0.194	-0.129	-1.198	0.233	0.597	1.675
Undeclared	-0.062	0.508	-0.011	-0.123	0.902	0.882	1.134
Work volition	0.215	0.082	0.231	2.628	0.010*	0.892	1.120

R^2 = 0.246; Adjusted R^2 = 0.122; ΔR^2 = 0.047; Durbin-Watson = 1.981; F = 1.979; Sig. = 0.017; * p < .05; ** p < .01; *** p < .001

Table 4-A24. Linear regression results (Predictor: Work volition, Outcome: Family needs)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.414	0.702		2.014	0.046		
Age	-0.024	0.017	-0.145	-1.362	0.176	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.090	0.179	0.047	0.503	0.616	0.741	1.350
Nonbinary	-0.314	0.475	-0.058	-0.662	0.510	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.099	0.355	0.025	0.278	0.782	0.797	1.255
Mixed	0.821	0.464	0.168	1.770	0.080	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.056	0.203	0.028	0.278	0.781	0.657	1.522
5th or more years	-0.427	0.371	-0.115	-1.152	0.252	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.205	0.217	0.107	0.946	0.346	0.509	1.965
More than 20 hours	0.010	0.228	0.005	0.046	0.964	0.528	1.896
Transfer students	0.161	0.197	0.080	0.821	0.414	0.682	1.467
First generation	-0.071	0.189	-0.033	-0.374	0.709	0.860	1.163
Have one or more dependent(s)	0.529	0.384	0.142	1.376	0.172	0.609	1.642
Financial concerns	0.128	0.129	0.087	0.997	0.321	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.437	0.242	0.180	1.807	0.074	0.658	1.519
Education	0.509	0.258	0.195	1.978	0.050*	0.672	1.488
Business	0.619	0.207	0.313	2.993	0.003**	0.597	1.675
Undeclared	0.894	0.540	0.142	1.656	0.101	0.882	1.134
Work volition	0.423	0.087	0.417	4.871	0.000***	0.892	1.120

R^2 = 0.288; Adjusted R^2 = 0.171; ΔR^2 = 0.171; Durbin-Watson = 2.094; F = 2.454; Sig. = 0.002; * p < .05; ** p < .01; *** p < .001

Table 4-A25. Linear regression results (Predictor: Work volition, Outcome: Service to community)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.328	0.640		3.638	0.000		
Age	0.008	0.016	0.056	0.530	0.597	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.361	0.163	0.205	2.214	0.029*	0.741	1.350
Nonbinary	0.142	0.432	0.028	0.328	0.743	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	-0.081	0.323	-0.022	-0.251	0.802	0.797	1.255
Mixed	0.020	0.423	0.004	0.047	0.963	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.102	0.185	0.054	0.554	0.581	0.657	1.522
5th or more years	-0.344	0.338	-0.100	-1.018	0.311	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.180	0.197	-0.102	-0.911	0.364	0.509	1.965
More than 20 hours	-0.463	0.208	-0.244	-2.228	0.028*	0.528	1.896
Transfer students	0.457	0.179	0.246	2.552	0.012*	0.682	1.467
First generation	-0.397	0.172	-0.197	-2.303	0.023*	0.860	1.163
Have one or more dependent(s)	-0.312	0.350	-0.091	-0.891	0.375	0.609	1.642
Financial concerns	0.096	0.117	0.070	0.821	0.413	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.485	0.221	-0.215	-2.196	0.030*	0.658	1.519
Education	0.045	0.235	0.018	0.190	0.850	0.672	1.488
Business	-0.099	0.188	-0.054	-0.523	0.602	0.597	1.675
Undeclared	0.371	0.492	0.064	0.754	0.453	0.882	1.134
Work volition	0.246	0.079	0.261	3.107	0.002**	0.892	1.120

R^2 = 0.311; Adjusted R^2 = 0.197; ΔR^2 = 0.063; Durbin-Watson = 1.878; F = 2.734; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

4.B. Factors Influencing Students' Career Service Use

4.B.1. Impact of student demographic characteristics

Model-fit test results (Linear regression)

Table 4-B1. Linear regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.161	.031	2.209	1.239	.247
Visiting University Center	.232	.113	1.590	1.950	.021
Visiting CLD Office	.160	.030	1.796	1.233	.252

Model-fit test results (Logistic regression)

Table 4-B2. Logistic regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	141.016	.199	.271	X^2 = 7.001; df = 8; Sig. = .537	71.1%
Visiting University Center*	105.874	.270	.396	X^2 = 7.319; df = 8; Sig. = .503	79.7%
Visiting CLD Office	141.125	.184	.253	X^2 =8.027; df = 8; Sig. = .431	68.8%

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Linear regression analysis results

Table 4-B3. Linear regression results (Predictors: Demographic characteristics, Outcome: Visiting UWW University Center - continuous)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.806	0.422		4.279	0.000		
Age	0.001	0.015	0.004	0.041	0.968	0.589	1.699
Gender (Reference group (RG): Male)							
Female	0.115	0.150	0.074	0.765	0.446	0.750	1.333
Nonbinary	0.132	0.400	0.030	0.329	0.743	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	-0.104	0.300	-0.032	-0.345	0.730	0.797	1.254
Mixed	-0.773	0.389	-0.193	-1.989	0.049*	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	0.551	0.171	0.332	3.220	0.002**	0.658	1.519
5th or more years	0.490	0.312	0.162	1.570	0.119	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.149	0.183	-0.096	-0.818	0.415	0.511	1.957
More than 20 hours	-0.212	0.192	-0.127	-1.101	0.273	0.529	1.890
Transfer students	-0.321	0.166	-0.195	-1.930	0.056	0.682	1.467
First generation	-0.109	0.158	-0.062	-0.691	0.491	0.875	1.143
Have one or more dependent(s)	-0.580	0.322	-0.191	-1.798	0.075	0.617	1.620
Financial concerns	0.116	0.107	0.096	1.084	0.281	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.056	0.204	0.028	0.275	0.784	0.659	1.518
Education	0.002	0.218	0.001	0.011	0.991	0.672	1.488
Business	-0.128	0.175	-0.079	-0.730	0.467	0.597	1.675
Undeclared	-0.178	0.456	-0.035	-0.390	0.697	0.882	1.134

R^2 = .232; Adjusted R^2 = .113; Durbin-Watson = 1.590; F= 1.950; Sig. = .021*; * p < .05; ** p < .01; *** p < .001

Logistic regression analysis results

Table 4-B4. Logistic regression results (Predictors: Demographic characteristics, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	0.484	1.670	0.084	1	0.772	1.623		
Age	-0.066	0.067	0.977	1	0.323	0.936	0.820	1.067
Gender (Reference group (RG): Male)								
Female	-0.121	0.481	0.064	1	0.801	0.886	0.345	2.275
Nonbinary	0.912	1.289	0.501	1	0.479	2.488	0.199	31.101
Enrollment status (RG: Full-time)								
Part-time	0.064	1.007	0.004	1	0.950	1.066	0.148	7.666
Mixed	-2.133	1.307	2.663	1	0.103	0.119	0.009	1.536
School year (RG: 1st-2nd years)								
3rd-4th years	1.050	0.532	3.900	1	0.048*	2.859	1.008	8.109
5th or more years	1.053	1.031	1.043	1	0.307	2.866	0.380	21.625
Working hours (RG: Not working)								
1-20 hours	0.115	0.572	0.040	1	0.841	1.122	0.365	3.444
More than 20 hours	-0.019	0.615	0.001	1	0.975	0.981	0.294	3.273
Transfer students	0.695	0.537	1.677	1	0.195	2.005	0.700	5.743
First generation	-0.231	0.507	0.207	1	0.649	0.794	0.294	2.144
Have one or more dependent(s)	0.529	1.186	0.199	1	0.656	1.697	0.166	17.349
Financial concerns	-0.081	0.350	0.053	1	0.817	0.922	0.464	1.833
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	1.458	0.653	4.985	1	0.026*	4.297	1.195	15.453
Education	0.132	0.629	0.044	1	0.834	1.141	0.333	3.913
Business	1.856	0.574	10.450	1	0.001**	6.397	2.076	19.708
Undeclared	0.206	1.355	0.023	1	0.879	1.229	0.086	17.503

-2LL = 141.016; Cox & Snell R^2 = 0.199; Nagelkerke R^2 = 0.271; Homser & Lemeshow Test: X^2 = 7.001; df = 8; Sig. = .537; PCP = 71.1%; * p < .05; ** p < .01; *** p < .001

Table 4-B5. Logistic regression results (Predictors: Demographic characteristics, Outcome: Visiting CLD Office - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-2.989	1.447	4.264	1	0.039	0.050		
Age	0.067	0.053	1.627	1	0.202	1.070	0.964	1.186
Gender (Reference group (RG): Male)								
Female	0.148	0.481	0.094	1	0.759	1.159	0.451	2.979
Nonbinary	2.013	1.287	2.446	1	0.118	7.487	0.601	93.343
Enrollment status (RG: Full-time)								
Part-time	-0.002	1.014	0.000	1	0.998	0.998	0.137	7.280
Mixed	-2.562	1.915	1.790	1	0.181	0.077	0.002	3.290
School year (RG: 1st-2nd years)								
3rd-4th years	1.727	0.616	7.860	1	0.005**	5.624	1.682	18.812
5th or more years	0.090	1.291	0.005	1	0.944	1.094	0.087	13.752
Working hours (RG: Not working)								
1-20 hours	-1.196	0.604	3.922	1	0.048	0.302	0.093	0.988
More than 20 hours	-1.168	0.653	3.199	1	0.074	0.311	0.086	1.119
Transfer students	0.236	0.511	0.214	1	0.644	1.266	0.465	3.447
First generation	-0.578	0.493	1.372	1	0.241	0.561	0.213	1.476
Have one or more dependent(s)	-2.639	1.290	4.186	1	0.041*	0.071	0.006	0.895
Financial concerns	0.241	0.333	0.523	1	0.469	1.272	0.662	2.444
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	0.543	0.662	0.671	1	0.413	1.721	0.470	6.303
Education	0.033	0.721	0.002	1	0.963	1.034	0.252	4.247
Business	0.856	0.576	2.208	1	0.137	2.355	0.761	7.285
Undeclared	0.943	1.405	0.450	1	0.502	2.567	0.164	40.289

-2LL = 141.125; Cox & Snell R^2 = 0.184; Nagelkerke R^2 = 0.253; Homser & Lemeshow Test: X^2 =8.027; df = 8; Sig. = .431; PCP = 68.8%; * p < .05; ** p < .01; *** p < .001

4.B.2. Impact of career values

Model-fit test results (Linear regression)

Table 4-B6. Linear regression model-fit test results (Predictors: Career values, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.203	.027	-.004	2.220	1.155	.303
Visiting University Center	.264	.102	-.005	1.642	1.625	.052
Visiting CLD Office	.226	.055	.025	1.739	1.319	.174

Model-fit test results (Logistic regression)

Table 4-B7. Logistic regression model-fit test results (Predictors: Career values, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	133.325	.245	.334	X^2 = 5.549; df = 8; Sig. = .698	75.0%
Visiting University Center*					
Visiting CLD Office	131.480	.243	.334	X^2 = 11.843; df = 8; Sig. =.158	75.8%

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Logistic regression results

Table 4-B8. Logistic regression results (Predictors: Career values, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	0.208	2.576	0.007	1	0.936	1.231		
Age	-0.081	0.071	1.299	1	0.254	0.922	0.803	1.060
Gender (Reference group (RG): Male)								
Female	-0.057	0.520	0.012	1	0.912	0.944	0.341	2.618
Nonbinary	1.370	1.420	0.931	1	0.335	3.935	0.243	63.597
Enrollment status (RG: Full-time)								
Part-time	-0.182	1.056	0.030	1	0.863	0.834	0.105	6.607
Mixed	-1.942	1.357	2.048	1	0.152	0.143	0.010	2.049
School year (RG: 1st-2nd years)								
3rd-4th years	1.069	0.567	3.560	1	0.059	2.912	0.959	8.840
5th or more years	1.286	1.077	1.427	1	0.232	3.619	0.439	29.863
Working hours (RG: Not working)								
1-20 hours	0.359	0.609	0.348	1	0.555	1.432	0.434	4.725
More than 20 hours	0.084	0.644	0.017	1	0.897	1.087	0.308	3.841
Transfer students	0.481	0.596	0.652	1	0.420	1.617	0.503	5.198
First generation	-0.042	0.540	0.006	1	0.937	0.959	0.333	2.760
Have one or more dependent(s)	1.119	1.252	0.800	1	0.371	3.063	0.263	35.618
Financial concerns	-0.185	0.380	0.236	1	0.627	0.831	0.394	1.752
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	1.640	0.757	4.694	1	0.030*	5.158	1.169	22.750
Education	0.515	0.670	0.592	1	0.442	1.674	0.451	6.218
Business	1.819	0.642	8.026	1	0.005**	6.168	1.752	21.718
Undeclared	-0.341	1.477	0.053	1	0.817	0.711	0.039	12.854

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
Income potential	0.722	0.355	4.139	1	0.042*	2.059	1.027	4.129
Personal value	0.236	0.335	0.496	1	0.481	1.266	0.656	2.443
Work-life balance	-0.527	0.396	1.773	1	0.183	0.590	0.272	1.282
Job availability	-0.345	0.381	0.819	1	0.366	0.708	0.336	1.495
Family needs	-0.206	0.280	0.543	1	0.461	0.814	0.470	1.408
Service to community	0.278	0.325	0.732	1	0.392	1.321	0.698	2.498

-2LL = 133.325; Cox & Snell R^2 = 0.245; Nagelkerke R^2 = 0.334; Hosmer & Lemeshow Test: X^2 = 5.549; df = 8; Sig. = .698; PCP = 75.0%; * p < .05; ** p < .01; *** p < .001

Table 4-B9. Logistic regression results (Predictors: Career values, Outcome: Visiting CLD Office - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-7.937	2.758	8.282	1	0.004	0.000		
Age	0.088	0.055	2.513	1	0.113	1.092	0.979	1.217
Gender (Reference group (RG): Male)								
Female	0.015	0.541	0.001	1	0.977	1.015	0.352	2.932
Nonbinary	3.212	1.510	4.523	1	0.033*	24.826	1.287	479.036
Enrollment status (RG: Full-time)								
Part-time	-0.266	1.102	0.058	1	0.809	0.766	0.088	6.641
Mixed	-3.031	1.982	2.339	1	0.126	0.048	0.001	2.347
School year (RG: 1st-2nd years)								
3rd-4th years	1.972	0.654	9.097	1	0.003**	7.188	1.995	25.897
5th or more years	0.302	1.442	0.044	1	0.834	1.353	0.080	22.861
Working hours (RG: Not working)								
1-20 hours	-1.254	0.655	3.663	1	0.056	0.285	0.079	1.031
More than 20 hours	-1.195	0.700	2.910	1	0.088	0.303	0.077	1.195
Transfer students	-0.358	0.599	0.357	1	0.550	0.699	0.216	2.261
First generation	-0.378	0.530	0.510	1	0.475	0.685	0.243	1.934
Have one or more dependent(s)	-2.656	1.361	3.810	1	0.051	0.070	0.005	1.011
Financial concerns	0.180	0.363	0.246	1	0.620	1.197	0.588	2.437
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	0.160	0.762	0.044	1	0.834	1.173	0.263	5.225
Education	0.131	0.804	0.026	1	0.871	1.140	0.236	5.513
Business	0.378	0.635	0.355	1	0.551	1.460	0.421	5.064
Undeclared	0.060	1.498	0.002	1	0.968	1.062	0.056	19.995

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
Income potential	0.707	0.351	4.067	1	0.044*	2.028	1.020	4.033
Personal value	-0.081	0.330	0.061	1	0.805	0.922	0.483	1.760
Work-life balance	-0.235	0.382	0.380	1	0.537	0.790	0.374	1.669
Job availability	0.096	0.348	0.076	1	0.783	1.100	0.557	2.176
Family needs	0.441	0.307	2.065	1	0.151	1.554	0.852	2.836
Service to community	0.238	0.348	0.468	1	0.494	1.269	0.642	2.509

-2LL = 131.48; Cox & Snell R^2 = 0.243; Nagelkerke R^2 = 0.334; Hosmer & Lemeshow Test: X^2 = 11.843; df = 8; Sig. =.158; PCP = 75.8%; * p < .05; ** p < .01; *** p < .001

4.B.3. Impact of students' social network characteristics
Model-fit test results (Linear regression)

Case 1: General network characteristics

Table 4-B10. Linear regression model-fit test results (Predictors: Network characteristics - general, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.242	-.036	.016	2.296	.870	.631
Visiting University Center	.314	.062	.026	1.567	1.246	.247
Visiting CLD Office	.287	.025	.045	1.820	1.097	.376

Case 2: Relationship types

Table 4-B11. Linear regression model-fit test results (Predictors: Network characteristics – relationship types, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.311	.046	.058	2.391	1.175	.296
Visiting University Center	.432	.213	.133	1.600	1.973	.015
Visiting CLD Office	.289	.015	.041	2.073	1.055	.416

Case 3: Support types

Table 4-B12. Linear regression model-fit test results (Predictors: Network characteristics – support types, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.302	.049	.061	2.320	1.191	.283
Visiting University Center	.300	.045	-.035	1.497	1.178	.294
Visiting CLD Office	.279	.017	.043	1.817	1.064	.407

Model-fit test results (Logistic regression)

Case 1: General network characteristics

Table 4-B13. Logistic regression model-fit test results (Predictors: Network characteristics – general, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	76.036	.325	.445	X^2 = 9.823; df = 8; Sig. = .278	78.3%
Visiting University Center*	42.490	.351	.575	X^2 = 4.324; df = 8; Sig. 827	88.0%
Visiting CLD Office*	87.075	.247	.336	X^2 = 6.703; df = 8; Sig. = .569	71.1%

Case 2: Relationship types

Table 4-B14. Logistic regression model-fit test results (Predictors: Network characteristics – relationship types, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor*	78.935	.358	.490	X^2 = 5.764; df = 8; Sig. = .674	76.9%
Visiting University Center*	47.034	.380	.603	X^2 = 4.681; df = 8; Sig. = .791	86.8%
Visiting CLD Office*	97.334	.231	.314	X^2 = 4.252; df = 8; Sig. = .834	72.5%

Case 3: Support types

Table 4-B15. Logistic regression model-fit test results (Predictors: Network characteristics – support types, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	79.702	.352	.482	X^2 = 5.470; df = 8; Sig. = .706	78.0%
Visiting University Center*	52.800	.339	.538	X^2 = 11.267; df= 8; Sig. = .187	87.9%
Visiting CLD Office*	84.360	.333	.453	X^2 = 11.445; df = 8; Sig. = .178	79.1%

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Linear regression analysis results

Table 4-B16. Linear regression results (Predictors: Network characteristics – relationship types, Outcome: Visiting University Center - continuous)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.483	0.541		2.740	0.008		
Age	0.039	0.018	0.301	2.192	0.032*	0.464	2.153
Gender (Reference group (RG): Male)							
Female	0.200	0.174	0.137	1.152	0.253	0.620	1.613
Nonbinary	0.171	0.386	0.048	0.443	0.659	0.745	1.343
Enrollment status (RG: Full-time)							
Part-time	-0.642	0.390	-0.180	-1.646	0.105	0.729	1.371
Mixed	-0.982	0.404	-0.307	-2.430	0.018*	0.549	1.820
School year (RG: 1st-2nd years)							
3rd-4th years	0.322	0.198	0.204	1.629	0.108	0.560	1.784
5th or more years	0.032	0.414	0.010	0.077	0.939	0.525	1.906
Working hours (RG: Not working)							
1-20 hours	-0.227	0.212	-0.154	-1.071	0.288	0.424	2.356
More than 20 hours	-0.417	0.230	-0.269	-1.817	0.074	0.400	2.499
Transfer students	-0.356	0.186	-0.227	-1.909	0.061	0.619	1.616
First generation	-0.230	0.184	-0.137	-1.253	0.215	0.730	1.369
Have one or more dependent(s)	-0.477	0.459	-0.117	-1.039	0.302	0.696	1.438
Financial concerns	-0.028	0.137	-0.022	-0.202	0.840	0.709	1.410

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.029	0.225	-0.016	-0.127	0.900	0.557	1.794
Education	0.091	0.247	0.045	0.370	0.713	0.586	1.706
Business	-0.222	0.228	-0.140	-0.973	0.334	0.422	2.368
Undeclared	-0.105	0.509	-0.021	-0.207	0.837	0.838	1.194
Spouse of significant other	0.093	0.177	0.060	0.529	0.599	0.676	1.479
Family	-0.223	0.188	-0.129	-1.186	0.240	0.743	1.346
Friend	0.405	0.190	0.278	2.129	0.037*	0.515	1.943
College student	0.335	0.249	0.190	1.346	0.183	0.440	2.274
College educator	0.419	0.172	0.278	2.442	0.017*	0.676	1.479
Coworker	-0.089	0.232	-0.044	-0.383	0.703	0.668	1.498
Spiritual advisor	0.314	0.746	0.045	0.421	0.675	0.770	1.298
Other	-0.435	0.284	-0.178	-1.535	0.130	0.651	1.536

R^2 = 0.432; Adjusted R^2 = 0.213; ΔR^2 = 0.133; Durbin-Watson = 1.6; F = 1.973; Sig. = 0.015; * p < .05; ** p < .01; *** p < .001

Logistic regression analysis results

Table 4-B17. Logistic regression results (Predictors: Network characteristics - general, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.628	4.499	0.019	1	0.889	0.534		
Age	-0.003	0.246	0.000	1	0.991	0.997	0.616	1.615
Gender (Reference group (RG): Male)								
Female	-0.270	0.797	0.115	1	0.735	0.763	0.160	3.637
Nonbinary	1.491	1.561	0.912	1	0.340	4.440	0.208	94.608
Enrollment status (RG: Full-time)								
Part-time	0.924	1.883	0.241	1	0.623	2.520	0.063	100.941
Mixed	-1.312	1.708	0.590	1	0.442	0.269	0.009	7.652
School year (RG: 1st-2nd years)								
3rd-4th years	0.799	0.902	0.784	1	0.376	2.223	0.379	13.023
5th or more years	-2.795	2.010	1.934	1	0.164	0.061	0.001	3.139
Working hours (RG: Not working)								
1-20 hours	-0.068	0.843	0.007	1	0.935	0.934	0.179	4.873
More than 20 hours	-0.234	0.934	0.063	1	0.802	0.791	0.127	4.930
Transfer students	0.933	0.895	1.086	1	0.297	2.541	0.440	14.684
First generation	-0.523	0.759	0.474	1	0.491	0.593	0.134	2.625
Have one or more dependent(s)	0.440	2.504	0.031	1	0.861	1.553	0.011	210.117
Financial concerns	-0.732	0.655	1.248	1	0.264	0.481	0.133	1.737

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	1.787	0.905	3.904	1	0.048*	5.974	1.015	35.181
Education	0.600	1.057	0.322	1	0.570	1.822	0.229	14.463
Business	2.533	0.948	7.143	1	0.008**	12.591	1.965	80.685
Undeclared	1.656	1.878	0.778	1	0.378	5.240	0.132	207.887
Network size	0.634	0.268	5.620	1	0.018*	1.886	1.116	3.186
Network density	0.514	0.968	0.283	1	0.595	1.673	0.251	11.150
Average tie strength	-0.112	0.595	0.036	1	0.850	0.894	0.279	2.866
Gender Homophily	-1.161	0.638	3.311	1	0.069	0.313	0.090	1.094
Hispanic/Latino Homophily	0.263	0.531	0.246	1	0.620	1.301	0.460	3.681

-2LL = 76.036; Cox & Snell R^2 = 0.325; Nagelkerke R^2 = 0.445; Homser & Lemeshow Test: X^2 = 9.823; df = 8; Sig. = .278; PCP = 78.3% * p < .05; ** p < .01; *** p < .001

Table 4-B18. Logistic regression results (Predictors: Network characteristics – support types, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	0.529	4.231	0.016	1	0.901	1.679		
Age	-0.097	0.087	1.239	1	0.266	0.907	0.765	1.077
Gender (Reference group (RG): Male)								
Female	1.543	0.813	3.599	1	0.058	4.678	0.950	23.035
Nonbinary	2.536	1.579	2.578	1	0.108	12.630	0.571	279.157
Enrollment status (RG: Full-time)								
Part-time	1.411	1.763	0.641	1	0.423	4.101	0.129	129.900
Mixed	-3.553	2.235	2.526	1	0.112	0.029	0.000	2.289
School year (RG: 1st-2nd years)								
3rd-4th years	0.933	0.788	1.403	1	0.236	2.543	0.543	11.907
5th or more years	0.689	1.629	0.179	1	0.672	1.992	0.082	48.540
Working hours (RG: Not working)								
1-20 hours	-0.003	0.883	0.000	1	0.998	0.997	0.177	5.626
More than 20 hours	0.906	1.043	0.755	1	0.385	2.475	0.320	19.120
Transfer students	0.834	0.779	1.145	1	0.285	2.303	0.500	10.609
First generation	-0.626	0.728	0.739	1	0.390	0.535	0.128	2.228
Have one or more dependent(s)	1.057	2.151	0.241	1	0.623	2.878	0.042	194.887
Financial concerns	-0.403	0.680	0.352	1	0.553	0.668	0.176	2.532

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	2.782	1.021	7.424	1	0.006**	16.153	2.183	119.508
Education	0.972	0.959	1.026	1	0.311	2.642	0.403	17.318
Business	3.980	1.128	12.457	1	0.000***	53.544	5.871	488.319
Undeclared	2.008	2.074	0.937	1	0.333	7.448	0.128	434.272
Material aid	2.060	0.928	4.926	1	0.026*	7.844	1.272	48.356
Hopes	1.694	1.822	0.865	1	0.352	5.442	0.153	193.501
Worries	-5.978	2.980	4.024	1	0.045*	0.003	0.000	0.872
Community	1.565	1.569	0.995	1	0.318	4.784	0.221	103.587
Campus	1.361	1.111	1.502	1	0.220	3.902	0.442	34.417
Resistance	-0.021	0.859	0.001	1	0.980	0.979	0.182	5.267
Leisure	-0.628	1.385	0.205	1	0.650	0.534	0.035	8.059

-2LL = 79.702; Cox & Snell R2 = 0.352; Nagelkerke R2 = 0.482; Homser & Lemeshow Test: X2 = 5.470; df = 8; Sig. = .706; PCP = 78.0% * p < .05; ** p < .01; *** p < .001

4.B.4. Impact of CCW

Model-fit test results (Linear regression)

Table 4-B19. Linear regression model-fit test results (Predictors: CCW, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.277	.109	.078	2.176	1.645	.046
Visiting University Center	.278	.110	-.003	1.553	1.654	.044
Visiting CLD Office	.236	.058	.028	1.620	1.328	.165

Model-fit test results (Logistic regression)

Table 4-B20. Logistic regression model-fit test results (Predictors: CCW, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	125.704	.289	.394	X^2 = 19.089; df =8; Sig. = .014	73.4%
Visiting University Center*					
Visiting CLD Office*					

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Linear regression analysis results

Table 4-B21. Linear regression results (Predictors: CCW, Outcome: Interacting with career advisor - continuous)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	-0.382	0.591		-0.646	0.520		
Age	-0.002	0.013	-0.015	-0.132	0.895	0.554	1.805
Gender (Reference group (RG): Male)							
Female	-0.006	0.136	-0.004	-0.042	0.967	0.653	1.532
Nonbinary	0.313	0.346	0.084	0.904	0.368	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	-0.314	0.266	-0.117	-1.183	0.239	0.722	1.384
Mixed	-0.294	0.345	-0.087	-0.852	0.396	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	0.202	0.147	0.145	1.373	0.173	0.632	1.581
5th or more years	0.118	0.280	0.046	0.423	0.673	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	0.214	0.159	0.162	1.348	0.181	0.483	2.069
More than 20 hours	0.102	0.166	0.072	0.613	0.542	0.507	1.974
Transfer students	0.112	0.160	0.081	0.704	0.483	0.526	1.900
First generation	-0.026	0.150	-0.018	-0.174	0.862	0.690	1.450
Have one or more dependent(s)	0.179	0.282	0.070	0.636	0.526	0.575	1.738
Financial concerns	0.065	0.098	0.064	0.669	0.505	0.759	1.317

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.315	0.182	0.189	1.737	0.085	0.595	1.681
Education	0.128	0.189	0.071	0.678	0.500	0.634	1.576
Business	0.424	0.152	0.312	2.785	0.006**	0.560	1.784
Undeclared	-0.115	0.390	-0.027	-0.296	0.768	0.859	1.164
Aspirational Capital	0.151	0.106	0.185	1.427	0.157	0.418	2.392
Navigational Capital	0.197	0.109	0.227	1.802	0.074	0.443	2.257
Familial Capital	0.000	0.067	0.000	-0.001	0.999	0.527	1.898
Resistant Capital 1	0.105	0.060	0.211	1.739	0.085	0.478	2.093
Resistant Capital 2	-0.147	0.091	-0.232	-1.610	0.111	0.338	2.961
Linguistic Capital	0.003	0.048	0.007	0.064	0.949	0.677	1.477
Spiritual Capital	0.012	0.042	0.031	0.284	0.777	0.600	1.667

R^2 = 0.277; Adjusted R^2 = 0.109; ΔR^2 = 0.078; Durbin-Watson = 2.176; F = 1.645; Sig. = 0.046; * p < .05; ** p < .01; *** p < .001

4.B.5. Impact of sense of belonging and work volition

Model-fit test results (Linear regression)

Case 1: Sense of belonging

Table 4-B22. Linear regression model-fit test results (Predictor: Sense of belonging, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.173	.036	.005	2.280	1.266	.225
Visiting University Center	.290	.173	.060	1.616	2.475	.002
Visiting CLD Office	.207	.076	.046	1.850	1.577	.079

Case 2: Work volition

Table 4-B23. Linear regression model-fit test results (Predictor: Work volition, Outcomes: Career service use - continuous)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Interacting with career advisor	.171	.034	.003	2.177	1.250	.236
Visiting University Center	.232	.105	-.008	1.591	1.827	.031
Visiting CLD Office	.184	.049	.019	1.726	1.363	.165

Model-fit test results (Logistic regression)

Case 1: Sense of belonging

Table 4-B24. Logistic regression model-fit test results (Predictor: Sense of belonging, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	137.754	.219	.298	X^2 = 12.130; df = 8; Sig. = .145	75.8%
Visiting University Center*					
Visiting CLD Office	136.649	.212	.291	X^2 = 10.687; df = 8; Sig. = .209	68.0%

Case 2: Work volition

Table 4-B25. Logistic regression model-fit test results (Predictor: Work volition, Outcomes: Career service use - binary)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Interacting with career advisor	138.462	.214	.292	X^2 = 3.598; df = 8; Sig. = .891	72.7%
Visiting University Center*					
Visiting CLD Office	139.036	.197	.271	X^2 = 5.979; df = 8; Sig. = .650	71.1%

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Linear regression analysis results

Table 4-B26. Linear regression results (Predictor: Sense of belonging, Outcome: Visiting University Center - continuous)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.860	0.515		1.670	0.098		
Age	0.005	0.014	0.041	0.384	0.702	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.102	0.145	0.065	0.702	0.484	0.749	1.334
Nonbinary	0.082	0.387	0.018	0.212	0.833	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	-0.154	0.290	-0.048	-0.530	0.597	0.795	1.258
Mixed	-0.699	0.376	-0.175	-1.858	0.066	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	0.463	0.168	0.279	2.759	0.007**	0.638	1.567
5th or more years	0.408	0.302	0.135	1.350	0.180	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.046	0.180	-0.030	-0.259	0.796	0.492	2.031
More than 20 hours	-0.131	0.187	-0.079	-0.701	0.485	0.518	1.930
Transfer students	-0.325	0.160	-0.198	-2.029	0.045*	0.682	1.467
First generation	-0.044	0.154	-0.025	-0.282	0.778	0.857	1.167
Have one or more dependent(s)	-0.404	0.317	-0.133	-1.275	0.205	0.596	1.678
Financial concerns	0.148	0.104	0.122	1.420	0.158	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.089	0.198	0.045	0.450	0.654	0.657	1.522
Education	0.025	0.210	0.012	0.121	0.904	0.671	1.490
Business	-0.121	0.169	-0.075	-0.715	0.476	0.597	1.675
Undeclared	-0.162	0.440	-0.032	-0.369	0.713	0.882	1.134
Sense of Belonging	0.144	0.048	0.262	2.999	0.003**	0.854	1.170

R^2 = 0.29; Adjusted R^2 = 0.173; ΔR^2 = 0.06; Durbin-Watson = 1.616; F = 2.475; Sig. = 0.002; * p < .05; ** p < .01; *** p < .001

Logistic regression analysis results

Table 4-B27. Logistic regression results (Predictor: Sense of belonging, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-1.366	2.060	0.439	1	0.507	0.255		
Age	-0.062	0.074	0.710	1	0.399	0.940	0.813	1.086
Gender (Reference group (RG): Male)								
Female	-0.146	0.493	0.088	1	0.767	0.864	0.329	2.270
Nonbinary	0.848	1.302	0.424	1	0.515	2.336	0.182	29.990
Enrollment status (RG: Full-time)								
Part-time	-0.160	0.995	0.026	1	0.873	0.853	0.121	5.993
Mixed	-2.089	1.321	2.502	1	0.114	0.124	0.009	1.648
School year (RG: 1st-2nd years)								
3rd-4th years	0.884	0.542	2.664	1	0.103	2.421	0.837	7.000
5th or more years	0.757	1.027	0.543	1	0.461	2.131	0.285	15.954
Working hours (RG: Not working)								
1-20 hours	0.346	0.597	0.335	1	0.563	1.413	0.438	4.556
More than 20 hours	0.127	0.626	0.041	1	0.839	1.136	0.333	3.877
Transfer students	0.722	0.550	1.720	1	0.190	2.058	0.700	6.051
First generation	-0.125	0.516	0.059	1	0.808	0.882	0.321	2.428
Have one or more dependent(s)	1.080	1.315	0.674	1	0.412	2.945	0.224	38.801
Financial concerns	0.011	0.359	0.001	1	0.976	1.011	0.500	2.044
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	1.568	0.667	5.531	1	0.019*	4.797	1.299	17.722
Education	0.188	0.633	0.088	1	0.767	1.206	0.349	4.174
Business	1.956	0.596	10.783	1	0.001**	7.069	2.200	22.715
Undeclared	0.186	1.388	0.018	1	0.893	1.204	0.079	18.296
Sense of belonging	0.288	0.162	3.142	1	0.076	1.333	0.970	1.833

-2LL = 137.754; Cox & Snell R^2 = 0.219; Nagelkerke R^2 = 0.298; Hosmer & Lemeshow Test: X^2 = 12.130; df = 8; Sig. = .145; PCP = 75.8%; * p < .05; ** p < .01; *** p < .001

Table 4-B28. Logistic regression results (Predictor: Sense of belonging, Outcome: Visiting CLD Office - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-5.484	1.919	8.169	1	0.004	0.004		
Age	0.083	0.053	2.520	1	0.112	1.087	0.981	1.205
Gender (Reference group (RG): Male)								
Female	0.087	0.497	0.031	1	0.861	1.091	0.412	2.889
Nonbinary	1.865	1.296	2.073	1	0.150	6.459	0.510	81.845
Enrollment status (RG: Full-time)								
Part-time	-0.006	1.020	0.000	1	0.995	0.994	0.135	7.340
Mixed	-2.353	1.874	1.577	1	0.209	0.095	0.002	3.743
School year (RG: 1st-2nd years)								
3rd-4th years	1.591	0.644	6.103	1	0.013*	4.910	1.389	17.356
5th or more years	0.097	1.289	0.006	1	0.940	1.102	0.088	13.792
Working hours (RG: Not working)								
1-20 hours	-0.978	0.624	2.454	1	0.117	0.376	0.111	1.279
More than 20 hours	-0.985	0.669	2.171	1	0.141	0.373	0.101	1.384
Transfer students	0.182	0.519	0.122	1	0.726	1.199	0.434	3.316
First generation	-0.377	0.514	0.540	1	0.463	0.686	0.251	1.876
Have one or more dependent(s)	-2.342	1.346	3.027	1	0.082	0.096	0.007	1.345
Financial concerns	0.287	0.345	0.692	1	0.406	1.333	0.677	2.623
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	0.655	0.673	0.947	1	0.331	1.925	0.515	7.203
Education	0.032	0.736	0.002	1	0.965	1.033	0.244	4.370
Business	0.816	0.582	1.965	1	0.161	2.262	0.722	7.080
Undeclared	0.770	1.470	0.274	1	0.601	2.159	0.121	38.517
Sense of belonging	0.370	0.184	4.060	1	0.044*	1.448	1.010	2.077

-2LL = 136.649; Cox & Snell R^2 = 0.212; Nagelkerke R^2 = 0.291; Hosmer & Lemeshow Test: X^2 = 10.687; df = 8; Sig. = .209; PCP = 68.0%; * p < .05; ** p < .01; *** p < .001

Table 4-B29. Logistic regression results (Predictor: Work volition, Outcome: Interacting with career advisor - binary)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-1.764	2.196	0.646	1	0.422	0.171		
Age	-0.072	0.065	1.241	1	0.265	0.930	0.819	1.056
Gender (Reference group (RG): Male)								
Female	-0.235	0.496	0.225	1	0.635	0.790	0.299	2.089
Nonbinary	1.226	1.349	0.826	1	0.363	3.406	0.242	47.886
Enrollment status (RG: Full-time)								
Part-time	0.067	1.008	0.004	1	0.947	1.069	0.148	7.712
Mixed	-2.002	1.351	2.196	1	0.138	0.135	0.010	1.908
School year (RG: 1st-2nd years)								
3rd-4th years	1.098	0.539	4.142	1	0.042*	2.997	1.041	8.624
5th or more years	0.918	1.050	0.765	1	0.382	2.505	0.320	19.606
Working hours (RG: Not working)								
1-20 hours	0.173	0.582	0.088	1	0.767	1.188	0.379	3.722
More than 20 hours	0.017	0.624	0.001	1	0.978	1.017	0.300	3.455
Transfer students	0.703	0.550	1.629	1	0.202	2.019	0.686	5.937
First generation	-0.121	0.515	0.055	1	0.814	0.886	0.323	2.431
Have one or more dependent(s)	0.593	1.170	0.257	1	0.612	1.810	0.183	17.939
Financial concerns	0.021	0.363	0.003	1	0.954	1.021	0.501	2.079
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	1.490	0.670	4.949	1	0.026*	4.436	1.194	16.483
Education	0.109	0.641	0.029	1	0.865	1.115	0.317	3.920
Business	1.896	0.579	10.721	1	0.001**	6.660	2.141	20.720
Undeclared	0.195	1.375	0.020	1	0.887	1.215	0.082	17.982
Work volition	0.373	0.237	2.486	1	0.115	1.452	0.913	2.310

-2LL = 138.462; Cox & Snell R^2 = 0.214; Nagelkerke R^2 = 0.292; Hosmer & Lemeshow Test: X^2 = 3.598; df = 8; Sig. = .891; PCP = 72.7%; * p < .05; ** p < .01; *** p < .001

Table 4-B30. Logistic regression results (Predictor: Work volition, Outcome: Visiting CLD Office)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-5.052	2.101	5.785	1	0.016			
Age	0.058	0.054	1.138	1.000	0.286	1.059	0.953	1.177
Gender (Reference group (RG): Male)								
Female	0.098	0.491	0.040	1.000	0.842	1.103	0.421	2.889
Nonbinary	2.291	1.360	2.836	1.000	0.092	9.882	0.687	142.106
Enrollment status (RG: Full-time)								
Part-time	0.009	1.028	0.000	1.000	0.993	1.009	0.135	7.561
Mixed	-2.405	1.955	1.514	1.000	0.218	0.090	0.002	4.161
School year (RG: 1st-2nd years)								
3rd-4th years	1.784	0.623	8.213	1.000	0.004**	5.954	1.758	20.173
5th or more years	0.000	1.298	0.000	1.000	1.000	1.000	0.079	12.719
Working hours (RG: Not working)								
1-20 hours	-1.150	0.611	3.541	1.000	0.060	0.317	0.096	1.049
More than 20 hours	-1.109	0.652	2.891	1.000	0.089	0.330	0.092	1.184
Transfer students	0.176	0.517	0.116	1.000	0.734	1.192	0.432	3.287
First generation	-0.487	0.500	0.949	1.000	0.330	0.615	0.231	1.637
Have one or more dependent(s)	-2.462	1.302	3.575	1.000	0.059	0.085	0.007	1.094
Financial concerns	0.343	0.343	1.000	1.000	0.317	1.409	0.719	2.759
Major (RG: Non-STEM, Non-Education, Non-Business Major)								
STEM	0.583	0.687	0.720	1.000	0.396	1.791	0.466	6.889
Education	0.015	0.731	0.000	1.000	0.984	1.015	0.242	4.256
Business	0.895	0.585	2.343	1.000	0.126	2.447	0.778	7.699
Undeclared	0.912	1.420	0.412	1.000	0.521	2.490	0.154	40.280
Work volition	0.347	0.246	1.998	1.000	0.157	1.415	0.874	2.292

-2LL = 139.036; Cox & Snell R^2 = 0.197; Nagelkerke R^2 = 0.271; Hosmer & Lemeshow Test: X^2 = 5.979; df = 8; Sig. = .650; PCP = 71.1%; * p < .05; ** p < .01; *** p < .001

4.C. Factors Influencing Students' Social Network Characteristics

4.C.1. Impact of student demographic characteristics

Model-fit test results (Linear regression)

Table 4-C1. Linear regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	Durbin-Watson	F	Sig.
Network size	.166	-.029	2.166	.852	.629
Network density	.181	-.033	1.977	.846	.637
Average tie strength	.257	.085	1.937	1.489	.123
Gender Homophily	.311	.151	2.169	1.938	.028
Hispanic/Latino Homophily	.184	-.006	.499	1.738	.499

Model-fit test results (Logistic regression)

Table 4-C2. Logistic regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Network characteristics – support types)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Material aid*					
Hopes*					
Worries*					
Community*					
Campus*					
Resistance*					
Leisure*					

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.

Linear regression analysis results

Table 4-C3. Linear regression results (Predictors: Demographic characteristics, Outcome: Gender homophily)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.032	0.392		0.081	0.936		
Age	0.008	0.014	0.074	0.591	0.556	0.605	1.654
Gender (Reference group (RG): Male)							
Female	-0.429	0.149	-0.334	-2.885	0.005**	0.704	1.421
Nonbinary	0.769	0.336	0.246	2.288	0.025*	0.816	1.226
Enrollment status (RG: Full-time)							
Part-time	0.129	0.346	0.041	0.371	0.712	0.768	1.301
Mixed	0.378	0.346	0.134	1.093	0.278	0.624	1.602
School year (RG: 1st-2nd years)							
3rd-4th years	-0.117	0.172	-0.084	-0.679	0.499	0.613	1.631
5th or more years	-0.685	0.339	-0.244	-2.022	0.047*	0.649	1.541
Working hours (RG: Not working)							
1-20 hours	0.046	0.181	0.036	0.256	0.799	0.481	2.079
More than 20 hours	0.143	0.195	0.105	0.731	0.467	0.459	2.179
Transfer students	-0.152	0.155	-0.110	-0.979	0.331	0.742	1.347
First generation	-0.097	0.156	-0.066	-0.617	0.539	0.838	1.194
Have one or more dependent(s)	0.023	0.405	0.006	0.057	0.955	0.739	1.353
Financial concerns	0.037	0.116	0.034	0.321	0.749	0.816	1.226
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.220	0.189	-0.140	-1.165	0.248	0.657	1.522
Education	0.129	0.213	0.073	0.606	0.546	0.656	1.524
Business	-0.001	0.178	0.000	-0.003	0.997	0.574	1.743
Undeclared	-0.398	0.449	-0.091	-0.888	0.377	0.895	1.117

R^2 = .311; Adjusted R^2 = .151; Durbin-Watson = 2.169; F= 1.938; Sig. = .028*; * p < .05; ** p < .01; *** p < .001

4.C.2. Impact of career values
Model-fit test results (Linear regression)

Table 4-C4. Linear regression model-fit test results (Predictors: Career values, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.192	-.086	.057	2.120	.691	.838
Network density	.325	.062	.095	2.021	1.236	.253
Average tie strength	.331	.102	.017	2.099	1.443	.125
Gender Homophily	.346	.121	-.030	2.190	1.540	.088
Hispanic/Latino Homophily	.308	.071	.077	1.611	1.297	.204

4.C.3. Impact of career service use
Model-fit test results (Linear regression)

Case 1: Career service use: 1=Never; 2=Sometime; 3=Often

Table 4-C5. Linear regression model-fit test results (Predictors: Career service use - continuous, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.209	-.017	.012	2.161	.926	.557
Network density	.211	-.043	.010	1.971	.830	.669
Average tie strength	.261	.049	-.036	1.936	1.233	.255
Gender Homophily	.370	.190	.039	2.092	2.056	.014
Hispanic/Latino Homophily	.230	.009	.015	1.818	1.043	.427

Case 2: Career service use: 0=Never; 1=Sometime or Often

Table 4-C6. Linear regression model-fit test results (Predictors: Career service use - binary, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.210	-.016	.013	2.198	.930	.553
Network density	.194	-.065	.032	1.992	.748	.761
Average tie strength	.261	.050	-.035	1.964	1.231	.254
Gender Homophily	.357	.174	.023	2.143	1.945	.022
Hispanic/Latino Homophily	.271	.063	.069	1.842	1.304	.206

Linear regression analysis results

Table 4-C7. Linear regression results (Predictors: Career service use, Outcome: Gender homophily)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.504	0.443		1.137	0.259		
Age	0.015	0.014	0.133	1.053	0.296	0.566	1.768
Gender (Reference group (RG): Male)							
Female	-0.407	0.150	-0.317	-2.710	0.008**	0.657	1.522
Nonbinary	0.851	0.332	0.273	2.562	0.013*	0.796	1.257
Enrollment status (RG: Full-time)							
Part-time	-0.042	0.346	-0.013	-0.120	0.905	0.733	1.365
Mixed	0.117	0.354	0.042	0.331	0.742	0.568	1.762
School year (RG: 1st-2nd years)							
3rd-4th years	-0.027	0.172	-0.020	-0.158	0.875	0.586	1.707
5th or more years	-0.628	0.332	-0.223	-1.889	0.063	0.643	1.555
Working hours (RG: Not working)							
1-20 hours	0.017	0.179	0.013	0.094	0.925	0.472	2.117
More than 20 hours	0.121	0.192	0.089	0.631	0.530	0.451	2.215
Transfer students	-0.225	0.155	-0.163	-1.446	0.153	0.704	1.420
First generation	-0.106	0.153	-0.072	-0.692	0.491	0.836	1.196
Have one or more dependent(s)	-0.089	0.400	-0.025	-0.222	0.825	0.725	1.379
Financial concerns	0.020	0.114	0.019	0.180	0.858	0.813	1.230
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.225	0.192	-0.142	-1.168	0.247	0.604	1.654
Education	0.139	0.210	0.078	0.663	0.510	0.644	1.554
Business	-0.021	0.189	-0.015	-0.112	0.911	0.483	2.069
Undeclared	-0.366	0.438	-0.084	-0.835	0.406	0.893	1.119
Career advisor	-0.018	0.119	-0.019	-0.150	0.881	0.573	1.746
University Center	-0.165	0.105	-0.188	-1.572	0.121	0.627	1.596
CLD Office	-0.133	0.135	-0.131	-0.981	0.330	0.502	1.992

R^2 = .370; Adjusted R^2 = .190; ΔR^2 = .039; Durbin-Watson = 2.092; F= 2.056; Sig. = .014*; * p < .05; ** p < .01; *** p < .001

4.C.4. Impact of network characteristics on network support
Model-fit test results (Logistic regression)

Case 1: General network characteristics (n=91)

Table 4-C8. Logistic regression model-fit test results (Predictors: Network characteristics – general & relationship types, Outcomes: Network characteristics – support types)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Material aid	56.333	.234	.382	X^2 = 4.780; df = 8; Sig. = .781	88.0%
Hopes**					
Worries*					
Community**					
Campus	52.299	.100	.192	X^2 = 13.019; df = 8; Sig. = .111	89.2%
Resistance	62.786	.172	.281	X^2 = 18.904; df = 8; Sig. = .015	88.0%
Leisure**					

* Model did not converge: Estimation terminated because maximum number of iterations (n=30) has been reached.
** Estimated terminated before maximum iteration number because a perfect separation was detected.
Note: "Spiritual advisor" was removed from the predictors because of the small number (n = 2)

Case 2: Relationship types (based on alter data, n=332)

Table 4-C9. Logistic regression model-fit test results (Predictors: Alter characteristics – relationship types, Outcomes: Alter characteristics – support types)

Outcome Variable	-2 log-likelihood (-2LL)	Cox and Snell R^2	Nagelkerke R^2	Hosmer & Lemeshow Test	PCP
Material aid	348.110	.278	.372	X^2 = 1.283; df= 5; Sig. = .937	75.9%
Hopes	295.552	.094	.150	X^2 = .188; df= 4; Sig. = .996	83.4%
Worries	388.738	.155	.210	X^2 = 2.307; df= 5; Sig. = .805	71.7%
Community	413.872	.095	.129	X^2 = 1.284; df= 4; Sig. = .864	64.2%
Campus	424.631	.101	.134	X^2 = 1.047; df= 5; Sig. = .959	63.0%
Resistance	435.159	.072	.096	X^2 = 1.227; df= 4; Sig. = .874	60.2%
Leisure	372.656	.192	.261	X^2 = 3.541; df=5; Sig. = .617	72.0%

Note: "Spiritual advisor" was removed from the predictors because of the small number (n = 2)

Logistic regression analysis results

Table 4-C10. Logistic regression results (Predictors: Network characteristics – general & relationship types, Outcomes: Material aid)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.492	3.155	0.024	1	0.876	0.611		
Network size	0.503	0.352	2.039	1	0.153	1.653	0.829	3.296
Network density	0.537	1.093	0.241	1	0.623	1.710	0.201	14.566
Average tie strength	-0.516	0.853	0.366	1	0.545	0.597	0.112	3.175
Gender Homophily	-0.190	0.633	0.090	1	0.764	0.827	0.239	2.856
Hispanic/Latino Homophily	0.741	0.584	1.612	1	0.204	2.098	0.668	6.587
Spouse of significant other	-0.573	0.838	0.467	1	0.494	0.564	0.109	2.916
Family	2.794	0.931	8.998	1	0.003**	16.344	2.634	101.431
Friend	0.306	1.033	0.088	1	0.767	1.358	0.179	10.292
College student	1.147	1.204	0.908	1	0.341	3.150	0.297	33.364
College educator	-0.767	0.884	0.751	1	0.386	0.465	0.082	2.630
Coworker	-0.832	1.159	0.515	1	0.473	0.435	0.045	4.221
Other relationships	-0.939	1.018	0.851	1	0.356	0.391	0.053	2.876

-2LL = 56.333; Cox & Snell R^2 = 0.234; Nagelkerke R^2 = 0.382; Hosmer & Lemeshow Test: X^2 = 4.780; df = 8; Sig. = .781; PCP = 88.0%.; * p < .05; ** p < .01; *** p < .001

Table 4-C11. Logistic regression results (Predictors: Network characteristics – general & relationship types, Outcomes: Campus)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.777	2.894	0.072	1	0.788	0.460		
Network size	-0.157	0.327	0.232	1	0.630	0.855	0.451	1.621
Network density	1.206	1.371	0.774	1	0.379	3.342	0.227	49.125
Average tie strength	0.948	0.747	1.609	1	0.205	2.579	0.597	11.153
Gender Homophily	0.958	0.794	1.456	1	0.228	2.606	0.550	12.347
Hispanic/Latino Homophily	0.801	0.632	1.605	1	0.205	2.228	0.645	7.693
Spouse of significant other	0.440	0.866	0.258	1	0.611	1.553	0.284	8.482
Family	-0.444	1.248	0.126	1	0.722	0.642	0.056	7.407
Friend	-0.587	0.968	0.368	1	0.544	0.556	0.083	3.707
College student	0.872	0.975	0.799	1	0.371	2.391	0.354	16.154
College educator	1.794	1.150	2.433	1	0.119	6.016	0.631	57.353
Coworker	0.557	1.192	0.218	1	0.641	1.745	0.169	18.054
Other relationships	-0.119	1.196	0.010	1	0.920	0.887	0.085	9.251

-2LL = 52.299; Cox & Snell R^2 = 0.1; Nagelkerke R^2 = 0.192; Hosmer & Lemeshow Test: X^2 = 13.019; df = 8; Sig. = .111; PCP = 89.2%.; * p < .05; ** p < .01; *** p < .001

Table 4-C12. Logistic regression results (Predictors: Alter characteristics – relationship types, Outcomes: Material aid)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.364	0.651	0.312	1	0.576	0.695		
Spouse or significant other	1.682	1.127	2.228	1	0.135	5.375	0.591	48.908
Family	1.382	0.653	4.474	1	0.034*	3.982	1.107	14.325
Friend	-0.475	0.650	0.533	1	0.466	0.622	0.174	2.226
College student	-0.709	0.556	1.628	1	0.202	0.492	0.166	1.463
College educator	-2.149	0.829	6.715	1	0.010*	0.117	0.023	0.592
Coworker	-1.029	0.856	1.445	1	0.229	0.358	0.067	1.912
Other	-1.658	1.246	1.772	1	0.183	0.191	0.017	2.189

-2LL = 348.11; Cox & Snell R^2 = 0.278; Nagelkerke R^2 = 0.372; Hosmer & Lemeshow Test: X^2 = 1.283; df= 5; Sig. = .937; PCP = 75.9%.; * p < .05; ** p < .01; *** p < .001

Table 4-C13. Logistic regression results (Predictors: Alter characteristics – relationship types, Outcomes: Hopes)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-1.425	1.114	1.636	1	0.201	0.241		
Spouse or significant other	1.411	0.938	2.263	1	0.133	4.098	0.652	25.746
Family	2.798	1.130	6.130	1	0.013*	16.418	1.791	150.465
Friend	3.419	1.129	9.168	1	0.002**	30.548	3.340	279.400
College student	-0.174	0.675	0.066	1	0.797	0.840	0.224	3.153
College educator	3.013	1.171	6.620	1	0.010*	20.342	2.050	201.868
Coworker	0.375	1.153	0.106	1	0.745	1.455	0.152	13.932
Other	2.138	1.319	2.625	1	0.105	8.481	0.639	112.592

-2LL = 295.552; Cox & Snell R^2 = 0.094; Nagelkerke R^2 = 0.15; Hosmer & Lemeshow Test: X^2 = .188; df= 4; Sig. = .996; PCP = 83.4%.; * p < .05; ** p < .01; *** p < .001

Table 4-C14. Logistic regression results (Predictors: Alter characteristics – relationship types, Outcome: Worries)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.649	0.557	1.357	1	0.244	0.523		
Spouse or significant other	2.593	0.905	8.212	1	0.004**	13.363	2.269	78.701
Family	1.204	0.576	4.369	1	0.037*	3.332	1.078	10.299
Friend	1.904	0.576	10.920	1	0.001**	6.710	2.170	20.749
College student	-0.481	0.506	0.906	1	0.341	0.618	0.229	1.665
College educator	-0.124	0.599	0.043	1	0.836	0.883	0.273	2.856
Coworker	-0.899	0.650	1.913	1	0.167	0.407	0.114	1.455
Other	0.197	0.782	0.064	1	0.801	1.218	0.263	5.645

-2LL = 388.738; Cox & Snell R^2 = 0.155; Nagelkerke R^2 = 0.21; Hosmer & Lemeshow Test: X^2 = 2.307; df= 5; Sig. = .805; PCP = 71.7%.; * p < .05; ** p < .01; *** p < .001

Table 4-C15. Logistic regression results (Predictors: Alter characteristics – relationship types, Outcome: Leisure)

Predictors	B	SE	Wald	df	Sig.	Exp (B)	95% CI for Exp (B)	
							Lower	Upper
(Constant)	-0.611	0.564	1.176	1	0.278	0.543		
Spouse or significant other	4.227	1.247	11.494	1	0.001**	68.542	5.951	789.496
Family	1.074	0.582	3.401	1	0.065	2.926	0.935	9.160
Friend	2.086	0.585	12.726	1	0.000***	8.056	2.560	25.349
College student	-0.428	0.530	0.652	1	0.420	0.652	0.231	1.842
College educator	-0.158	0.605	0.068	1	0.794	0.854	0.261	2.792
Coworker	-0.975	0.655	2.213	1	0.137	0.377	0.104	1.363
Other	-0.306	0.811	0.142	1	0.706	0.736	0.150	3.612

-2LL = 372.656; Cox & Snell R^2 = 0.192; Nagelkerke R^2 = 0.261; Hosmer & Lemeshow Test: X^2 = 3.541; df=5; Sig. = .617; PCP = 72.0%.; * p < .05; ** p < .01; *** p < .001

4.C.5. Impact of CCW

Model-fit test results (Linear regression)

Table 4-C16. Linear regression model-fit test results (Predictors: CCW, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.426	.217	.246	2.382	2.040	.012
Network density	.328	.050	.083	1.775	1.179	.298
Average tie strength	.376	.149	.064	1.965	1.654	.056
Gender Homophily	.413	.200	.049	2.256	1.935	.018
Hispanic/Latino Homophily	.273	.008	.014	1.704	1.031	.443

Linear regression analysis results

Table 4-C17. Linear regression results (Predictors: CCW, Outcome: Network size)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.229	1.629		0.141	0.889		
Age	-0.024	0.036	-0.086	-0.665	0.508	0.518	1.931
Gender (Reference group (RG): Male)							
Female	-0.255	0.379	-0.081	-0.672	0.504	0.595	1.681
Nonbinary	2.008	0.840	0.263	2.389	0.020*	0.717	1.394
Enrollment status (RG: Full-time)							
Part-time	-0.260	0.841	-0.034	-0.309	0.758	0.717	1.395
Mixed	-0.329	0.862	-0.048	-0.382	0.704	0.552	1.812
School year (RG: 1st-2nd years)							
3rd-4th years	0.187	0.415	0.055	0.450	0.654	0.580	1.724
5th or more years	1.257	0.850	0.183	1.480	0.144	0.568	1.761
Working hours (RG: Not working)							
1-20 hours	0.283	0.453	0.089	0.624	0.535	0.423	2.363
More than 20 hours	-0.170	0.470	-0.051	-0.362	0.718	0.435	2.298
Transfer students	0.762	0.423	0.227	1.802	0.076	0.549	1.822
First generation	0.721	0.421	0.200	1.715	0.091	0.637	1.570
Have one or more dependent(s)	-0.116	0.996	-0.013	-0.117	0.907	0.674	1.484
Financial concerns	0.005	0.287	0.002	0.019	0.985	0.737	1.356

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.045	0.475	0.012	0.095	0.925	0.570	1.754
Education	0.215	0.531	0.050	0.405	0.687	0.579	1.726
Business	0.008	0.439	0.002	0.018	0.986	0.518	1.930
Undeclared	-0.911	1.069	-0.085	-0.852	0.397	0.867	1.153
Aspirational Capital	-0.044	0.321	-0.024	-0.138	0.891	0.294	3.404
Navigational Capital	0.278	0.348	0.138	0.797	0.428	0.292	3.425
Familial Capital	0.644	0.185	0.473	3.471	0.001***	0.468	2.135
Resistant Capital 1	0.226	0.170	0.191	1.329	0.189	0.419	2.385
Resistant Capital 2	-0.262	0.273	-0.173	-0.961	0.340	0.270	3.704
Linguistic Capital	-0.402	0.140	-0.332	-2.875	0.005**	0.652	1.534
Spiritual Capital	0.206	0.120	0.221	1.719	0.090	0.528	1.893

R^2 = 0.426; Adjusted R^2 = 0.217; ΔR^2 = 0.246; Durbin-Watson = 2.382; F = 2.04; Sig. = 0.012; * p < .05; ** p < .01; *** p < .001

Table 4-C18. Linear regression results (Predictors: CCW, Outcome: Gender homophily)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.262	0.674		1.871	0.066		
Age	-0.001	0.015	-0.013	-0.098	0.923	0.518	1.931
Gender (Reference group (RG): Male)							
Female	-0.300	0.157	-0.234	-1.912	0.060	0.595	1.681
Nonbinary	0.839	0.348	0.269	2.413	0.019*	0.717	1.394
Enrollment status (RG: Full-time)							
Part-time	0.149	0.348	0.048	0.427	0.671	0.717	1.395
Mixed	0.362	0.357	0.129	1.014	0.314	0.552	1.812
School year (RG: 1st-2nd years)							
3rd-4th years	-0.047	0.172	-0.034	-0.274	0.785	0.580	1.724
5th or more years	-0.509	0.352	-0.181	-1.447	0.152	0.568	1.761
Working hours (RG: Not working)							
1-20 hours	0.023	0.188	0.017	0.121	0.904	0.423	2.363
More than 20 hours	0.133	0.195	0.098	0.685	0.496	0.435	2.298
Transfer students	-0.076	0.175	-0.055	-0.434	0.666	0.549	1.822
First generation	-0.129	0.174	-0.087	-0.740	0.462	0.637	1.570
Have one or more dependent(s)	-0.112	0.412	-0.031	-0.273	0.786	0.674	1.484
Financial concerns	0.070	0.119	0.064	0.587	0.559	0.737	1.356

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.184	0.197	-0.117	-0.935	0.353	0.570	1.754
Education	0.163	0.220	0.092	0.739	0.462	0.579	1.726
Business	0.126	0.182	0.090	0.690	0.492	0.518	1.930
Undeclared	-0.316	0.442	-0.072	-0.715	0.477	0.867	1.153
Aspirational Capital	-0.228	0.133	-0.298	-1.711	0.092	0.294	3.404
Navigational Capital	0.050	0.144	0.060	0.346	0.730	0.292	3.425
Familial Capital	-0.001	0.077	-0.002	-0.014	0.989	0.468	2.135
Resistant Capital 1	-0.070	0.070	-0.144	-0.990	0.326	0.419	2.385
Resistant Capital 2	0.042	0.113	0.068	0.372	0.711	0.270	3.704
Linguistic Capital	0.005	0.058	0.011	0.091	0.928	0.652	1.534
Spiritual Capital	-0.072	0.050	-0.187	-1.444	0.154	0.528	1.893

R^2 = 0.413; Adjusted R^2 = 0.2; ΔR^2 = 0.049; Durbin-Watson = 2.256; F = 1.935; Sig. = 0.018; * p < .05; ** p < .01; *** p < .001

4.C.6. Impact of sense of belonging and work volition

Model-fit test results (Linear regression)

Case 1: Sense of belonging

Table 4-C19. Linear regression model-fit test results (Predictor: Sense of belonging, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.203	.003	.032	2.276	1.016	.453
Network density	.182	-.048	-.015	1.972	.790	.704
Average tie strength	.281	.101	.016	1.888	1.561	.095
Gender Homophily	.322	.153	-.002	2.197	.1.900	.029
Hispanic/Latino Homophily	.244	.055	.061	1.813	1.292	.219

Case 2: Work volition

Table 4-C20. Linear regression model-fit test results (Predictor: Work volition, Outcomes: Network characteristics - general)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Network size	.212	.015	.044	2.115	1.078	.391
Network density	.256	.047	.080	1.932	1.222	.271
Average tie strength	.258	.072	-.008	1.936	1.387	.165
Gender Homophily	.324	.155	.004	2.142	1.916	.028
Hispanic/Latino Homophily	.187	-.017	-.011	1.767	.918	.560

Linear regression analysis results

Table 4-C21. Linear regression results (Predictor: Work volition, Outcome: Gender homophily)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.460	0.534		0.860	0.393		
Age	0.011	0.014	0.099	0.782	0.437	0.587	1.702
Gender (Reference group (RG): Male)							
Female	-0.404	0.150	-0.315	-2.696	0.009**	0.689	1.450
Nonbinary	0.744	0.336	0.238	2.214	0.030*	0.813	1.231
Enrollment status (RG: Full-time)							
Part-time	0.126	0.345	0.040	0.366	0.715	0.768	1.301
Mixed	0.314	0.349	0.112	0.898	0.372	0.609	1.642
School year (RG: 1st-2nd years)							
3rd-4th years	-0.125	0.172	-0.090	-0.724	0.471	0.612	1.634
5th or more years	-0.646	0.340	-0.230	-1.901	0.061	0.643	1.556
Working hours (RG: Not working)							
1-20 hours	0.029	0.181	0.023	0.162	0.872	0.478	2.092
More than 20 hours	0.130	0.195	0.096	0.669	0.506	0.458	2.186
Transfer students	-0.162	0.155	-0.118	-1.047	0.298	0.740	1.352
First generation	-0.123	0.158	-0.084	-0.782	0.437	0.820	1.219
Have one or more dependent(s)	0.027	0.404	0.007	0.066	0.947	0.739	1.353
Financial concerns	0.022	0.117	0.021	0.192	0.848	0.806	1.240
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.212	0.189	-0.135	-1.125	0.264	0.656	1.524
Education	0.141	0.213	0.079	0.662	0.510	0.655	1.528
Business	0.007	0.178	0.005	0.040	0.968	0.573	1.745
Undeclared	-0.389	0.447	-0.089	-0.870	0.387	0.895	1.117
Work volition	-0.078	0.067	-0.119	-1.174	0.244	0.906	1.103

R^2 = 0.324; Adjusted R^2 = 0.155; ΔR^2 = 0.004; Durbin-Watson = 2.142; F = 1.916; Sig. = 0.028; * p < .05; ** p < .01; *** p < .001

4.D. Factors Influencing Students' CCW

4.D.1. Impact of student demographic characteristics

Model-fit test results (Linear regression)

Table 4-D1. Linear regression model-fit test results (Predictors: Demographic characteristics, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	Durbin-Watson	F	Sig.
Aspirational Capital	.143	.010	2.254	1.079	.383
Navigational Capital	.108	-.029	2.084	.787	.704
Familial Capital	.208	.086	2.363	1.702	.053
Resistant Capital 1	.254	.139	2.025	2.207	.007
Resistant Capital 2	.326	.222	1.962	3.131	<.001
Linguistic Capital	.218	.097	2.064	1.801	.036
Spiritual Capital	.194	.069	2.224	1.557	.089

Linear regression analysis results

Table 4-D2. Linear regression results (Predictors: Demographic characteristics, Outcome: Resistant capital 1)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.774	0.705		5.356	0.000		
Age	-0.021	0.024	-0.091	-0.852	0.396	0.589	1.699
Gender (Reference group (RG): Male)							
Female	0.368	0.251	0.140	1.471	0.144	0.750	1.333
Nonbinary	0.985	0.668	0.131	1.475	0.143	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	1.104	0.500	0.203	2.206	0.029*	0.797	1.254
Mixed	-0.957	0.649	-0.141	-1.476	0.143	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	0.163	0.286	0.058	0.570	0.570	0.658	1.519
5th or more years	1.380	0.521	0.269	2.648	0.009**	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.082	0.305	-0.031	-0.270	0.788	0.511	1.957
More than 20 hours	-0.002	0.321	-0.001	-0.008	0.994	0.529	1.890
Transfer students	-0.313	0.277	-0.112	-1.127	0.262	0.682	1.467
First generation	0.033	0.264	0.011	0.124	0.901	0.875	1.143
Have one or more dependent(s)	-0.433	0.538	-0.084	-0.804	0.423	0.617	1.620
Financial concerns	0.471	0.179	0.230	2.635	0.010**	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.592	0.341	-0.176	-1.734	0.086	0.659	1.518
Education	-0.078	0.363	-0.021	-0.214	0.831	0.672	1.488
Business	-0.189	0.292	-0.069	-0.649	0.517	0.597	1.675
Undeclared	0.132	0.761	0.015	0.174	0.862	0.882	1.134

R^2 = .254; Adjusted R^2 = .139; Durbin-Watson = 2.025; F= 2.207; Sig. = .007** ; * p < .05; ** p < .01; *** p < .001

Table 4-D3. Linear regression results (Predictors: Demographic characteristics, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	4.104	0.526		7.806	0.000		
Age	0.010	0.018	0.057	0.562	0.575	0.589	1.699
Gender (Reference group (RG): Male)							
Female	0.573	0.187	0.277	3.065	0.003**	0.750	1.333
Nonbinary	0.843	0.498	0.142	1.691	0.094	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	0.444	0.373	0.104	1.190	0.237	0.797	1.254
Mixed	0.357	0.484	0.067	0.737	0.463	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	0.310	0.213	0.140	1.456	0.148	0.658	1.519
5th or more years	1.050	0.389	0.260	2.702	0.008**	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.129	0.228	-0.062	-0.568	0.571	0.511	1.957
More than 20 hours	-0.195	0.239	-0.088	-0.813	0.418	0.529	1.890
Transfer students	0.542	0.207	0.248	2.620	0.010*	0.682	1.467
First generation	-0.579	0.197	-0.245	-2.933	0.004**	0.875	1.143
Have one or more dependent(s)	-0.963	0.402	-0.239	-2.398	0.018*	0.617	1.620
Financial concerns	0.143	0.133	0.089	1.070	0.287	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.366	0.255	-0.138	-1.436	0.154	0.659	1.518
Education	0.006	0.271	0.002	0.022	0.983	0.672	1.488
Business	-0.096	0.218	-0.045	-0.441	0.660	0.597	1.675
Undeclared	0.684	0.568	0.100	1.205	0.231	0.882	1.134

R^2 = .326; Adjusted R^2 = .222; Durbin-Watson = 1.962; F= 3.131; Sig. = <.001*** ; * p < .05; ** p < .01; *** p < .001

Table 4-D4. Linear regression results (Predictors: Demographic characteristics, Outcome: Linguistic Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.782	0.753		2.365	0.020		
Age	0.018	0.026	0.078	0.708	0.480	0.589	1.699
Gender (Reference group (RG): Male)							
Female	-0.153	0.268	-0.056	-0.570	0.570	0.750	1.333
Nonbinary	0.814	0.714	0.103	1.140	0.257	0.866	1.155
Enrollment status (RG: Full-time)							
Part-time	0.858	0.535	0.151	1.603	0.112	0.797	1.254
Mixed	0.204	0.694	0.029	0.294	0.770	0.740	1.350
School year (RG: 1st-2nd years)							
3rd-4th years	-0.210	0.305	-0.072	-0.689	0.493	0.658	1.519
5th or more years	-0.024	0.557	-0.004	-0.043	0.966	0.659	1.517
Working hours (RG: Not working)							
1-20 hours	-0.013	0.326	-0.005	-0.039	0.969	0.511	1.957
More than 20 hours	0.138	0.343	0.047	0.404	0.687	0.529	1.890
Transfer students	0.550	0.296	0.189	1.854	0.066	0.682	1.467
First generation	0.551	0.283	0.176	1.949	0.054	0.875	1.143
Have one or more dependent(s)	-0.808	0.576	-0.151	-1.404	0.163	0.617	1.620
Financial concerns	0.442	0.191	0.207	2.312	0.023*	0.888	1.127
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.645	0.365	0.184	1.768	0.080	0.659	1.518
Education	0.318	0.388	0.084	0.818	0.415	0.672	1.488
Business	0.336	0.312	0.118	1.078	0.283	0.597	1.675
Undeclared	0.506	0.814	0.056	0.622	0.535	0.882	1.134

R^2 = .218; Adjusted R^2 = .097; Durbin-Watson = 2.064; F= 1.801; Sig. = .036* ; * p < .05; ** p < .01; *** p < .001

4.D.2. Impact of career values
Model-fit test results (Linear regression)

Table 4-D5. Linear regression model-fit test results (Predictors: Career values, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.274	.113	.103	2.149	1.705	.037
Navigational Capital	.269	.107	.136	2.065	1.664	.044
Familial Capital	.402	.270	.184	2.122	3.045	<.001
Resistant Capital 1	.403	.270	.131	1.962	3.047	<.001
Resistant Capital 2	.564	.468	.246	1.911	5.858	<.001
Linguistic Capital	.237	.068	-.029	2.067	1.405	.126
Spiritual Capital	.326	.176	.107	2.066	2.183	.004

Linear regression analysis results

Table 4-D6. Linear regression results (Predictors: Career values, Outcome: Aspirational capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.399	0.786		4.326	0.000		
Age	-0.008	0.016	-0.059	-0.520	0.604	0.534	1.871
Gender (Reference group (RG): Male)							
Female	0.189	0.164	0.118	1.156	0.250	0.669	1.495
Nonbinary	0.365	0.437	0.080	0.836	0.405	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	-0.146	0.314	-0.044	-0.464	0.643	0.768	1.302
Mixed	-0.446	0.403	-0.108	-1.106	0.271	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.053	0.179	0.031	0.295	0.769	0.639	1.564
5th or more years	0.225	0.327	0.072	0.687	0.493	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.211	0.192	-0.131	-1.098	0.275	0.489	2.045
More than 20 hours	0.005	0.204	0.003	0.025	0.980	0.499	2.006
Transfer students	0.284	0.186	0.168	1.525	0.130	0.575	1.740
First generation	-0.105	0.170	-0.058	-0.618	0.538	0.801	1.249
Have one or more dependent(s)	-0.339	0.343	-0.108	-0.988	0.325	0.580	1.724
Financial concerns	-0.122	0.112	-0.098	-1.082	0.282	0.856	1.169

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.005	0.233	-0.002	-0.019	0.985	0.540	1.853
Education	-0.184	0.232	-0.083	-0.793	0.430	0.630	1.589
Business	0.113	0.199	0.068	0.570	0.570	0.489	2.046
Undeclared	0.193	0.484	0.037	0.399	0.691	0.829	1.206
Income potential	-0.050	0.106	-0.053	-0.474	0.637	0.564	1.772
Expressing personal values	0.078	0.102	0.084	0.759	0.450	0.566	1.768
Work-life balance	-0.071	0.119	-0.068	-0.602	0.549	0.546	1.831
Job availability	0.171	0.108	0.167	1.574	0.119	0.620	1.613
Family needs	0.185	0.088	0.220	2.117	0.037*	0.644	1.553
Service to Community	0.165	0.099	0.182	1.668	0.098	0.587	1.704

R^2 = 0.274; Adjusted R^2 = 0.113; ΔR^2 = 0.103; Durbin-Watson = 2.149; F = 1.705; Sig. = 0.037; * p < .05; ** p < .01; *** p < .001

Table 4-D7. Linear regression results (Predictors: Career values, Outcome: Navigational Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.031	0.742		4.087	0.000		
Age	-0.008	0.015	-0.062	-0.539	0.591	0.534	1.871
Gender (Reference group (RG): Male)							
Female	-0.091	0.154	-0.060	-0.586	0.559	0.669	1.495
Nonbinary	0.193	0.413	0.045	0.467	0.642	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	0.356	0.297	0.115	1.198	0.234	0.768	1.302
Mixed	-0.243	0.381	-0.063	-0.639	0.524	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.162	0.169	0.100	0.957	0.341	0.639	1.564
5th or more years	0.261	0.309	0.089	0.844	0.400	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.360	0.182	-0.238	-1.984	0.050*	0.489	2.045
More than 20 hours	-0.175	0.192	-0.108	-0.910	0.365	0.499	2.006
Transfer students	0.012	0.176	0.007	0.066	0.948	0.575	1.740
First generation	0.044	0.161	0.026	0.276	0.783	0.801	1.249
Have one or more dependent(s)	-0.243	0.323	-0.083	-0.751	0.454	0.580	1.724
Financial concerns	-0.182	0.106	-0.156	-1.719	0.089	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.088	0.220	0.046	0.403	0.688	0.540	1.853
Education	-0.005	0.219	-0.002	-0.021	0.983	0.630	1.589
Business	0.001	0.188	0.001	0.004	0.997	0.489	2.046
Undeclared	-0.140	0.457	-0.028	-0.307	0.760	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	0.136	0.100	0.152	1.359	0.177	0.564	1.772
Expressing personal values	0.087	0.097	0.100	0.897	0.372	0.566	1.768
Work-life balance	-0.047	0.112	-0.047	-0.417	0.678	0.546	1.831
Job availability	0.075	0.102	0.078	0.735	0.464	0.620	1.613
Family needs	0.130	0.083	0.164	1.571	0.119	0.644	1.553
Service to Community	0.222	0.094	0.260	2.371	0.020*	0.587	1.704

R^2 = 0.269; Adjusted R^2 = 0.107; ΔR^2 = 0.136; Durbin-Watson = 2.065; F = 1.664; Sig. = 0.044; * p < .05; ** p < .01; *** p < .001

Table 4-D8. Linear regression results (Predictors: Career values, Outcome: Familial Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.214	1.000		2.215	0.029		
Age	0.009	0.020	0.046	0.448	0.655	0.534	1.871
Gender (Reference group (RG): Male)							
Female	-0.065	0.208	-0.029	-0.314	0.754	0.669	1.495
Nonbinary	0.168	0.556	0.026	0.301	0.764	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	0.350	0.400	0.076	0.874	0.384	0.768	1.302
Mixed	0.571	0.513	0.099	1.112	0.269	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.195	0.227	0.081	0.855	0.394	0.639	1.564
5th or more years	0.239	0.416	0.055	0.575	0.567	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.277	0.245	-0.123	-1.132	0.260	0.489	2.045
More than 20 hours	0.152	0.259	0.063	0.585	0.560	0.499	2.006
Transfer students	-0.403	0.237	-0.170	-1.699	0.092	0.575	1.740
First generation	-0.685	0.217	-0.267	-3.158	0.002**	0.801	1.249
Have one or more dependent(s)	-0.581	0.436	-0.133	-1.333	0.186	0.580	1.724
Financial concerns	-0.049	0.143	-0.028	-0.343	0.732	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.099	0.296	0.035	0.336	0.738	0.540	1.853
Education	0.240	0.295	0.078	0.815	0.417	0.630	1.589
Business	0.212	0.253	0.091	0.837	0.405	0.489	2.046
Undeclared	0.217	0.616	0.029	0.353	0.725	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	-0.095	0.135	-0.071	-0.705	0.483	0.564	1.772
Expressing personal values	-0.143	0.130	-0.111	-1.098	0.275	0.566	1.768
Work-life balance	0.051	0.151	0.035	0.339	0.736	0.546	1.831
Job availability	0.050	0.138	0.035	0.359	0.720	0.620	1.613
Family needs	0.400	0.111	0.339	3.589	0.001***	0.644	1.553
Service to Community	0.365	0.126	0.287	2.895	0.005**	0.587	1.704

R^2 = 0.402; Adjusted R^2 = 0.27; ΔR^2 = 0.184; Durbin-Watson = 2.122; F = 3.045; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D9. Linear regression results (Predictors: Career values, Outcome: Resistant Capital 1)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	-0.599	1.173		-0.511	0.610		
Age	-0.016	0.023	-0.071	-0.684	0.496	0.534	1.871
Gender (Reference group (RG): Male)							
Female	-0.006	0.244	-0.002	-0.026	0.979	0.669	1.495
Nonbinary	0.456	0.652	0.060	0.699	0.486	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	1.118	0.469	0.206	2.383	0.019*	0.768	1.302
Mixed	-1.038	0.602	-0.153	-1.725	0.087	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.245	0.267	0.087	0.918	0.361	0.639	1.564
5th or more years	1.392	0.488	0.271	2.851	0.005**	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.069	0.287	-0.026	-0.240	0.811	0.489	2.045
More than 20 hours	0.172	0.304	0.061	0.566	0.573	0.499	2.006
Transfer students	-0.626	0.278	-0.225	-2.252	0.026	0.575	1.740
First generation	0.308	0.254	0.103	1.211	0.228	0.801	1.249
Have one or more dependent(s)	-0.531	0.511	-0.103	-1.038	0.302	0.580	1.724
Financial concerns	0.544	0.168	0.266	3.248	0.002**	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.418	0.347	-0.124	-1.205	0.231	0.540	1.853
Education	-0.138	0.346	-0.038	-0.400	0.690	0.630	1.589
Business	-0.193	0.297	-0.071	-0.651	0.516	0.489	2.046
Undeclared	0.025	0.723	0.003	0.035	0.972	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	-0.017	0.158	-0.011	-0.106	0.915	0.564	1.772
Expressing personal values	0.292	0.153	0.193	1.915	0.058	0.566	1.768
Work-life balance	0.214	0.177	0.124	1.212	0.228	0.546	1.831
Job availability	0.230	0.162	0.137	1.420	0.159	0.620	1.613
Family needs	0.027	0.131	0.020	0.210	0.834	0.644	1.553
Service to Community	0.240	0.148	0.161	1.624	0.107	0.587	1.704

R^2 = 0.403; Adjusted R^2 = 0.27; ΔR^2 = 0.131; Durbin-Watson = 1.962; F = 3.047; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D10. Linear regression results (Predictors: Career values, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.619	0.786		0.788	0.433		
Age	0.014	0.016	0.076	0.863	0.390	0.534	1.871
Gender (Reference group (RG): Male)							
Female	0.255	0.164	0.123	1.560	0.122	0.669	1.495
Nonbinary	0.729	0.437	0.123	1.667	0.099	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	0.415	0.315	0.097	1.320	0.190	0.768	1.302
Mixed	0.319	0.403	0.060	0.790	0.431	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.311	0.179	0.141	1.740	0.085	0.639	1.564
5th or more years	1.232	0.327	0.306	3.765	0.000***	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.008	0.192	-0.004	-0.044	0.965	0.489	2.045
More than 20 hours	0.104	0.204	0.047	0.511	0.611	0.499	2.006
Transfer students	0.183	0.186	0.084	0.984	0.327	0.575	1.740
First generation	-0.302	0.170	-0.128	-1.771	0.080	0.801	1.249
Have one or more dependent(s)	-0.816	0.343	-0.202	-2.382	0.019**	0.580	1.724
Financial concerns	0.166	0.112	0.103	1.477	0.143	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.170	0.233	-0.065	-0.732	0.466	0.540	1.853
Education	-0.109	0.232	-0.038	-0.469	0.640	0.630	1.589
Business	-0.077	0.199	-0.036	-0.385	0.701	0.489	2.046
Undeclared	0.426	0.484	0.062	0.879	0.382	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	-0.087	0.106	-0.071	-0.823	0.412	0.564	1.772
Expressing personal values	0.120	0.102	0.101	1.169	0.245	0.566	1.768
Work-life balance	-0.085	0.119	-0.063	-0.715	0.476	0.546	1.831
Job availability	0.239	0.108	0.181	2.204	0.030*	0.620	1.613
Family needs	0.138	0.088	0.127	1.579	0.117	0.644	1.553
Service to Community	0.498	0.099	0.424	5.023	0.000***	0.587	1.704

R^2 = 0.564; Adjusted R^2 = 0.468; ΔR^2 = 0.246; Durbin-Watson = 1.911; F = 5.858; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D11. Linear regression results (Predictors: Career values, Outcome: Spiritual Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.797	1.584		0.503	0.616		
Age	-0.003	0.032	-0.011	-0.099	0.922	0.534	1.871
Gender (Reference group (RG): Male)							
Female	0.520	0.330	0.155	1.577	0.118	0.669	1.495
Nonbinary	0.152	0.881	0.016	0.172	0.864	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	0.812	0.634	0.118	1.282	0.203	0.768	1.302
Mixed	1.079	0.813	0.125	1.327	0.187	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	0.204	0.360	0.057	0.566	0.572	0.639	1.564
5th or more years	1.377	0.660	0.211	2.088	0.039*	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	0.124	0.388	0.037	0.320	0.749	0.489	2.045
More than 20 hours	0.332	0.411	0.092	0.808	0.421	0.499	2.006
Transfer students	0.056	0.376	0.016	0.150	0.881	0.575	1.740
First generation	-0.160	0.343	-0.042	-0.466	0.642	0.801	1.249
Have one or more dependent(s)	-0.691	0.690	-0.106	-1.001	0.319	0.580	1.724
Financial concerns	0.116	0.226	0.045	0.513	0.609	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.706	0.469	0.165	1.505	0.135	0.540	1.853
Education	0.741	0.467	0.161	1.588	0.115	0.630	1.589
Business	0.374	0.401	0.108	0.934	0.353	0.489	2.046
Undeclared	0.204	0.976	0.018	0.209	0.835	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	0.149	0.214	0.075	0.698	0.487	0.564	1.772
Expressing personal values	0.099	0.206	0.052	0.482	0.631	0.566	1.768
Work-life balance	-0.548	0.239	-0.250	-2.292	0.024*	0.546	1.831
Job availability	-0.048	0.218	-0.022	-0.218	0.828	0.620	1.613
Family needs	0.668	0.177	0.380	3.783	0.000***	0.644	1.553
Service to Community	0.167	0.200	0.088	0.839	0.404	0.587	1.704

R^2 = 0.326; Adjusted R^2 = 0.176; ΔR^2 = 0.107; Durbin-Watson = 2.066; F = 2.183; Sig. = 0.004; * p < .05; ** p < .01; *** p < .001

4.D.3. Impact of career service use

Model-fit test results (Linear regression)

Case 1: Using career service: 1=Never; 2=Sometimes; 3=Often

Table 4-D12. Linear regression model-fit test results (Predictors: Career service use - continuous, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.213	.066	.056	2.271	1.452	.115
Navigational Capital	.197	.047	.076	2.074	1.313	.187
Familial Capital	.238	.095	.009	2.321	1.668	.050
Resistant Capital 1	.285	.152	.013	1.972	2.137	.007
Resistant Capital 2	.336	.212	-.010	1.987	2.706	<.001
Linguistic Capital	.234	.090	-.007	2.012	1.631	.058
Spiritual Capital	.216	.069	.000	2.233	1.473	.106

Case 2: Using career service: 0=Never; 1=Sometimes or Often

Table 4-D13. Linear regression model-fit test results (Predictors: Career service use - binary, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.195	.044	.034	2.327	1.294	.199
Navigational Capital	.176	.022	.051	2.206	1.143	.319
Familial Capital	.236	.093	.007	2.327	1.654	.053
Resistant Capital 1	.274	.138	-.001	1.981	2.015	.012
Resistant Capital 2	.332	.207	-.015	1.993	2.657	<.001
Linguistic Capital	.231	.087	-.010	2.025	1.604	.065
Spiritual Capital	.221	.075	.006	2.205	1.515	.091

Linear regression analysis results

Table 4-D14. Linear regression results (Predictors: Career service use, Outcome: Familial capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	4.017	0.689		5.830	0.000		
Age	0.008	0.022	0.043	0.390	0.698	0.572	1.749
Gender (Reference group (RG): Male)							
Female	0.132	0.220	0.059	0.601	0.549	0.745	1.343
Nonbinary	-0.243	0.592	-0.038	-0.411	0.682	0.842	1.188
Enrollment status (RG: Full-time)							
Part-time	0.350	0.439	0.076	0.798	0.427	0.792	1.263
Mixed	0.927	0.581	0.160	1.596	0.113	0.705	1.418
School year (RG: 1st-2nd years)							
3rd-4th years	0.094	0.264	0.039	0.354	0.724	0.588	1.702
5th or more years	-0.007	0.461	-0.002	-0.016	0.987	0.644	1.554
Working hours (RG: Not working)							
1-20 hours	-0.253	0.271	-0.112	-0.931	0.354	0.493	2.030
More than 20 hours	0.004	0.283	0.002	0.013	0.989	0.521	1.921
Transfer students	-0.224	0.248	-0.095	-0.905	0.367	0.651	1.535
First generation	-0.832	0.232	-0.325	-3.582	0.001***	0.865	1.156
Have one or more dependent(s)	-0.441	0.486	-0.101	-0.908	0.366	0.578	1.729
Financial concerns	-0.058	0.157	-0.033	-0.369	0.713	0.878	1.140
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.116	0.304	0.041	0.382	0.703	0.632	1.581
Education	0.515	0.318	0.167	1.618	0.109	0.668	1.497
Business	0.318	0.268	0.136	1.187	0.238	0.541	1.847
Undeclared	0.647	0.667	0.087	0.970	0.334	0.876	1.141
Career advisor	0.145	0.176	0.084	0.823	0.413	0.676	1.478
University Center	0.047	0.152	0.032	0.307	0.759	0.642	1.558
CLD Office	0.226	0.209	0.120	1.078	0.283	0.578	1.729

R^2 = .238; Adjusted R^2 = .095; ΔR^2 = .009; Durbin-Watson = 2.321; F= 1.668; Sig. = .050; * p < .05; ** p < .01; *** p < .001

Table 4-D15. Linear regression results (Predictors: Career service use, Outcome: Resistant Capital 1)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.084	0.783		3.941	0.000		
Age	-0.021	0.024	-0.094	-0.865	0.389	0.572	1.749
Gender (Reference group (RG): Male)							
Female	0.351	0.250	0.133	1.407	0.162	0.745	1.343
Nonbinary	0.788	0.672	0.104	1.172	0.244	0.842	1.188
Enrollment status (RG: Full-time)							
Part-time	1.152	0.498	0.212	2.312	0.023*	0.792	1.263
Mixed	-0.678	0.660	-0.100	-1.028	0.306	0.705	1.418
School year (RG: 1st-2nd years)							
3rd-4th years	-0.020	0.300	-0.007	-0.068	0.946	0.588	1.702
5th or more years	1.264	0.523	0.246	2.414	0.017*	0.644	1.554
Working hours (RG: Not working)							
1-20 hours	-0.047	0.308	-0.018	-0.152	0.880	0.493	2.030
More than 20 hours	0.034	0.321	0.012	0.105	0.917	0.521	1.921
Transfer students	-0.297	0.282	-0.107	-1.056	0.293	0.651	1.535
First generation	0.069	0.264	0.023	0.262	0.794	0.865	1.156
Have one or more dependent(s)	-0.299	0.552	-0.058	-0.541	0.590	0.578	1.729
Financial concerns	0.441	0.178	0.216	2.474	0.015*	0.878	1.140
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.670	0.346	-0.199	-1.937	0.055	0.632	1.581
Education	-0.099	0.362	-0.027	-0.275	0.784	0.668	1.497
Business	-0.294	0.304	-0.107	-0.967	0.336	0.541	1.847
Undeclared	0.149	0.758	0.017	0.196	0.845	0.876	1.141
Career advisor	0.207	0.200	0.103	1.036	0.302	0.676	1.478
University Center	0.120	0.173	0.071	0.696	0.488	0.642	1.558
CLD Office	0.190	0.238	0.086	0.798	0.426	0.578	1.729

R^2 = .285; Adjusted R^2 = .152; ΔR^2 = .013; Durbin-Watson = 1.972; F= 2.137; Sig. = .007; * p < .05; ** p < .01; *** p < .001

4.D.4. Impact of students' social network characteristics

Model-fit test results (Linear regression)

Case 1: General network characteristics

Table 4-D16. Linear regression model-fit test results (Predictors: Network characteristics - general, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.452	.250	.189	2.323	2.246	.007
Navigational Capital	.438	.232	.136	2.519	2.123	.011
Familial Capital	.430	.221	.159	2.246	2.060	.014
Resistant Capital 1	.373	.143	-.013	2.352	1.621	.072
Resistant Capital 2	.520	.345	.046	2.451	2.960	<.001
Linguistic Capital	.311	.058	.073	2.073	1.230	.259
Spiritual Capital	.414	.199	.132	2.300	1.929	.023

Case 2: Relationship types

Table 4-D17. Linear regression model-fit test results (Predictors: Network characteristics – relationship types, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.340	.086	.071	2.079	1.338	.175
Navigational Capital	.283	.007	-.015	2.259	1.025	.451
Familial Capital	.301	.032	-.004	2.327	1.120	.348
Resistant Capital 1	.357	.110	-.029	2.321	1.446	.119
Resistant Capital 2	.455	.245	.014	2.207	2.169	.007
Linguistic Capital	.270	-.011	-.002	2.060	.960	.529
Spiritual Capital	.266	-.017	-.031	2.216	.941	.552

Case 3: Support types

Table 4-D18. Linear regression model-fit test results (Predictors: Network characteristics – support types, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.335	.093	.078	2.231	1.385	.150
Navigational Capital	.300	.045	.023	2.354	1.176	.295
Familial Capital	.323	.077	.041	2.221	1.314	.191
Resistant Capital 1	.412	.198	.059	2.150	1.928	.019
Resistant Capital 2	.456	.258	.027	2.247	2.303	.004
Linguistic Capital	.208	-.080	-.071	2.124	.721	.812
Spiritual Capital	.274	.010	-.009	2.226	1.040	.433

Linear regression analysis results

Table 4-D19. Linear regression results (Predictors: Network characteristics - general, Outcome: Aspirational capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.311	1.436		2.305	0.025		
Age	0.010	0.064	0.027	0.162	0.872	0.329	3.043
Gender (Reference group (RG): Male)							
Female	0.167	0.207	0.102	0.808	0.422	0.576	1.736
Nonbinary	0.807	0.454	0.211	1.779	0.080	0.652	1.533
Enrollment status (RG: Full-time)							
Part-time	0.665	0.492	0.151	1.350	0.182	0.730	1.369
Mixed	0.180	0.451	0.047	0.399	0.691	0.660	1.514
School year (RG: 1st-2nd years)							
3rd-4th years	0.112	0.250	0.062	0.448	0.656	0.481	2.078
5th or more years	-0.505	0.480	-0.146	-1.054	0.296	0.473	2.113
Working hours (RG: Not working)							
1-20 hours	-0.422	0.239	-0.256	-1.769	0.082	0.438	2.285
More than 20 hours	-0.295	0.266	-0.163	-1.109	0.272	0.425	2.355
Transfer students	0.370	0.226	0.209	1.635	0.107	0.558	1.791
First generation	-0.401	0.200	-0.216	-2.012	0.049*	0.794	1.259
Have one or more dependent(s)	-1.319	0.615	-0.300	-2.146	0.036*	0.468	2.136
Financial concerns	0.044	0.154	0.032	0.288	0.774	0.721	1.387
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.138	0.244	-0.069	-0.566	0.574	0.607	1.646
Education	-0.403	0.276	-0.184	-1.460	0.149	0.577	1.735
Business	0.349	0.237	0.193	1.472	0.146	0.532	1.879
Undeclared	0.096	0.578	0.018	0.166	0.868	0.785	1.273

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Network size	0.149	0.064	0.254	2.345	0.022*	0.782	1.279
Network density	0.707	0.269	0.285	2.626	0.011*	0.775	1.290
Average tie strength	0.212	0.164	0.149	1.290	0.202	0.683	1.465
Gender Homophily	-0.538	0.173	-0.383	-3.107	0.003**	0.601	1.664
Hispanic/Latino Homophily	0.108	0.138	0.087	0.777	0.440	0.734	1.363

R^2 = 0.452; Adjusted R^2 = 0.25; ΔR^2 = 0.189; Durbin-Watson = 2.323; F = 2.246; Sig. = 0.007**; * p < .05; ** p < .01; *** p < .001

Table 4-D20. Linear regression results (Predictors: Network characteristics - general, Outcome: Navigational Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.993	1.338		2.984	0.004		
Age	0.000	0.060	0.000	-0.001	0.999	0.329	3.043
Gender (Reference group (RG): Male)							
Female	0.070	0.193	0.046	0.363	0.718	0.576	1.736
Nonbinary	0.408	0.423	0.116	0.965	0.339	0.652	1.533
Enrollment status (RG: Full-time)							
Part-time	1.199	0.458	0.296	2.615	0.011*	0.730	1.369
Mixed	0.028	0.420	0.008	0.067	0.947	0.660	1.514
School year (RG: 1st-2nd years)							
3rd-4th years	0.105	0.232	0.063	0.453	0.652	0.481	2.078
5th or more years	-0.438	0.447	-0.138	-0.980	0.331	0.473	2.113
Working hours (RG: Not working)							
1-20 hours	-0.591	0.222	-0.389	-2.659	0.010*	0.438	2.285
More than 20 hours	-0.362	0.248	-0.217	-1.461	0.149	0.425	2.355
Transfer students	0.195	0.211	0.120	0.923	0.360	0.558	1.791
First generation	-0.603	0.186	-0.353	-3.246	0.002**	0.794	1.259
Have one or more dependent(s)	-1.127	0.573	-0.278	-1.968	0.054	0.468	2.136
Financial concerns	-0.141	0.143	-0.112	-0.986	0.328	0.721	1.387
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.153	0.228	0.084	0.674	0.503	0.607	1.646
Education	-0.297	0.257	-0.147	-1.156	0.252	0.577	1.735
Business	0.262	0.221	0.157	1.184	0.241	0.532	1.879
Undeclared	-0.150	0.538	-0.030	-0.279	0.782	0.785	1.273

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Network size	0.149	0.059	0.275	2.514	0.015*	0.782	1.279
Network density	0.286	0.251	0.125	1.139	0.259	0.775	1.290
Average tie strength	0.314	0.153	0.241	2.053	0.044*	0.683	1.465
Gender Homophily	-0.356	0.161	-0.275	-2.203	0.031*	0.601	1.664
Hispanic/Latino Homophily	-0.047	0.129	-0.041	-0.365	0.717	0.734	1.363

R^2 = 0.438; Adjusted R^2 = 0.232; ΔR^2 = 0.136; Durbin-Watson = 2.519; F = 2.123; Sig. = 0.011; * p < .05; ** p < .01; *** p < .001

Table 4-D21. Linear regression results (Predictors: Network characteristics - general, Outcome: Familial Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	4.250	1.951		2.178	0.033		
Age	-0.092	0.087	-0.180	-1.056	0.295	0.329	3.043
Gender (Reference group (RG): Male)							
Female	0.222	0.281	0.101	0.788	0.434	0.576	1.736
Nonbinary	-0.186	0.616	-0.036	-0.302	0.764	0.652	1.533
Enrollment status (RG: Full-time)							
Part-time	1.012	0.668	0.173	1.513	0.135	0.730	1.369
Mixed	0.704	0.613	0.138	1.149	0.255	0.660	1.514
School year (RG: 1st-2nd years)							
3rd-4th years	0.296	0.339	0.123	0.873	0.386	0.481	2.078
5th or more years	-0.141	0.651	-0.031	-0.217	0.829	0.473	2.113
Working hours (RG: Not working)							
1-20 hours	-0.386	0.324	-0.176	-1.192	0.238	0.438	2.285
More than 20 hours	0.004	0.361	0.002	0.012	0.990	0.425	2.355
Transfer students	-0.218	0.308	-0.092	-0.709	0.481	0.558	1.791
First generation	-1.003	0.271	-0.404	-3.699	0.000***	0.794	1.259
Have one or more dependent(s)	-0.343	0.835	-0.058	-0.411	0.683	0.468	2.136
Financial concerns	0.059	0.209	0.033	0.284	0.777	0.721	1.387
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.074	0.332	-0.028	-0.222	0.825	0.607	1.646
Education	0.205	0.375	0.070	0.547	0.587	0.577	1.735
Business	0.584	0.322	0.242	1.810	0.075	0.532	1.879
Undeclared	0.614	0.785	0.086	0.783	0.437	0.785	1.273

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Network size	0.310	0.087	0.395	3.583	0.001***	0.782	1.279
Network density	0.633	0.366	0.192	1.731	0.089	0.775	1.290
Average tie strength	0.301	0.223	0.159	1.348	0.183	0.683	1.465
Gender Homophily	-0.216	0.235	-0.115	-0.918	0.362	0.601	1.664
Hispanic/Latino Homophily	-0.107	0.188	-0.064	-0.566	0.573	0.734	1.363

R^2 = 0.43; Adjusted R^2 = 0.221; ΔR^2 = 0.159; Durbin-Watson = 2.246; F = 2.06; Sig. = 0.014; * p < .05; ** p < .01; *** p < .001

Table 4-D22. Linear regression results (Predictors: Network characteristics - general, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.376	1.677		0.224	0.823		
Age	0.116	0.075	0.241	1.548	0.127	0.329	3.043
Gender (Reference group (RG): Male)							
Female	0.726	0.242	0.354	3.003	0.004**	0.576	1.736
Nonbinary	1.204	0.530	0.252	2.273	0.027*	0.652	1.533
Enrollment status (RG: Full-time)							
Part-time	0.960	0.574	0.175	1.671	0.100	0.730	1.369
Mixed	0.516	0.526	0.108	0.980	0.331	0.660	1.514
School year (RG: 1st-2nd years)							
3rd-4th years	0.243	0.291	0.108	0.834	0.407	0.481	2.078
5th or more years	0.433	0.560	0.101	0.774	0.442	0.473	2.113
Working hours (RG: Not working)							
1-20 hours	-0.361	0.279	-0.175	-1.295	0.200	0.438	2.285
More than 20 hours	-0.223	0.310	-0.099	-0.720	0.474	0.425	2.355
Transfer students	0.033	0.264	0.015	0.123	0.902	0.558	1.791
First generation	-0.552	0.233	-0.238	-2.372	0.021*	0.794	1.259
Have one or more dependent(s)	-1.865	0.717	-0.340	-2.600	0.012*	0.468	2.136
Financial concerns	0.222	0.179	0.130	1.237	0.221	0.721	1.387
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.517	0.285	-0.208	-1.811	0.075	0.607	1.646
Education	-0.072	0.322	-0.026	-0.222	0.825	0.577	1.735
Business	0.091	0.277	0.040	0.327	0.745	0.532	1.879
Undeclared	0.177	0.674	0.026	0.262	0.794	0.785	1.273

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Network size	0.097	0.074	0.131	1.300	0.199	0.782	1.279
Network density	0.628	0.314	0.203	1.998	0.050*	0.775	1.290
Average tie strength	0.288	0.192	0.163	1.503	0.138	0.683	1.465
Gender Homophily	-0.303	0.202	-0.173	-1.500	0.139	0.601	1.664
Hispanic/Latino Homophily	-0.040	0.162	-0.026	-0.247	0.806	0.734	1.363

R^2 = 0.52; Adjusted R^2 = 0.345; ΔR^2 = 0.046; Durbin-Watson = 2.451; F = 2.96; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D23. Linear regression results (Predictors: Network characteristics - general, Outcome: Spiritual Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.095	2.960		0.708	0.482		
Age	-0.055	0.132	-0.072	-0.418	0.678	0.329	3.043
Gender (Reference group (RG): Male)							
Female	0.541	0.427	0.165	1.268	0.210	0.576	1.736
Nonbinary	-0.812	0.935	-0.106	-0.869	0.388	0.652	1.533
Enrollment status (RG: Full-time)							
Part-time	1.998	1.014	0.228	1.970	0.053	0.730	1.369
Mixed	0.976	0.929	0.128	1.050	0.298	0.660	1.514
School year (RG: 1st-2nd years)							
3rd-4th years	0.192	0.514	0.053	0.374	0.710	0.481	2.078
5th or more years	0.957	0.988	0.139	0.968	0.337	0.473	2.113
Working hours (RG: Not working)							
1-20 hours	0.620	0.492	0.188	1.260	0.212	0.438	2.285
More than 20 hours	0.506	0.548	0.140	0.924	0.359	0.425	2.355
Transfer students	0.335	0.467	0.095	0.718	0.476	0.558	1.791
First generation	-0.817	0.411	-0.220	-1.988	0.051	0.794	1.259
Have one or more dependent(s)	-0.083	1.266	-0.009	-0.065	0.948	0.468	2.136
Financial concerns	0.038	0.317	0.014	0.120	0.905	0.721	1.387
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.380	0.504	0.096	0.754	0.454	0.607	1.646
Education	0.291	0.569	0.067	0.512	0.611	0.577	1.735
Business	1.090	0.489	0.302	2.228	0.030*	0.532	1.879
Undeclared	1.252	1.190	0.117	1.052	0.297	0.785	1.273

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Network size	0.339	0.131	0.289	2.586	0.012*	0.782	1.279
Network density	1.541	0.555	0.312	2.778	0.007**	0.775	1.290
Average tie strength	0.032	0.338	0.011	0.094	0.926	0.683	1.465
Gender Homophily	-0.392	0.357	-0.140	-1.097	0.277	0.601	1.664
Hispanic/Latino Homophily	-0.360	0.285	-0.145	-1.261	0.212	0.734	1.363

R^2 = 0.414; Adjusted R^2 = 0.199; ΔR^2 = 0.132; Durbin-Watson = 2.3; F = 1.929; Sig. = 0.023; * p < .05; ** p < .01; *** p < .001

Table 4-D24. Linear regression results (Predictors: Network characteristics – relationship types, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.949	0.748		5.280	0.000		
Age	0.008	0.025	0.045	0.336	0.738	0.464	2.153
Gender (Reference group (RG): Male)							
Female	0.653	0.240	0.316	2.720	0.008**	0.620	1.613
Nonbinary	1.050	0.533	0.209	1.969	0.053	0.745	1.343
Enrollment status (RG: Full-time)							
Part-time	0.463	0.539	0.092	0.859	0.394	0.729	1.371
Mixed	0.290	0.559	0.064	0.519	0.606	0.549	1.820
School year (RG: 1st-2nd years)							
3rd-4th years	0.397	0.273	0.178	1.455	0.150	0.560	1.784
5th or more years	1.042	0.572	0.230	1.822	0.073	0.525	1.906
Working hours (RG: Not working)							
1-20 hours	-0.186	0.293	-0.089	-0.636	0.527	0.424	2.356
More than 20 hours	-0.260	0.317	-0.118	-0.818	0.416	0.400	2.499
Transfer students	0.477	0.257	0.216	1.853	0.068	0.619	1.616
First generation	-0.710	0.254	-0.300	-2.796	0.007**	0.730	1.369
Have one or more dependent(s)	-1.097	0.634	-0.190	-1.732	0.088	0.696	1.438
Financial concerns	0.227	0.189	0.131	1.200	0.234	0.709	1.410
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.459	0.311	-0.181	-1.475	0.145	0.557	1.794
Education	0.090	0.342	0.032	0.264	0.793	0.586	1.706
Business	0.083	0.315	0.037	0.264	0.792	0.422	2.368
Undeclared	0.385	0.703	0.055	0.548	0.586	0.838	1.194
Spouse of significant other	-0.230	0.244	-0.105	-0.943	0.349	0.676	1.479

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Family	0.012	0.260	0.005	0.047	0.963	0.743	1.346
Friend	0.109	0.263	0.053	0.415	0.680	0.515	1.943
College student	0.426	0.344	0.171	1.241	0.219	0.440	2.274
College educator	0.099	0.237	0.047	0.420	0.676	0.676	1.479
Coworker	-0.814	0.320	-0.285	-2.544	0.013**	0.668	1.498
Spiritual advisor	0.588	1.031	0.060	0.571	0.570	0.770	1.298
Other	0.197	0.392	0.057	0.503	0.617	0.651	1.536

R^2 = 0.455; Adjusted R^2 = 0.245; ΔR^2 = 0.014; Durbin-Watson = 2.207; F = 2.169; Sig. = 0.007; * p < .05; ** p < .01; *** p < .001

Table 4-D25. Linear regression results (Predictors: Network characteristics – support types, Outcome: Resistant Capital 1)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.501	1.349		1.854	0.068		
Age	-0.027	0.033	-0.114	-0.802	0.426	0.439	2.279
Gender (Reference group (RG): Male)							
Female	0.480	0.314	0.181	1.529	0.131	0.637	1.571
Nonbinary	0.855	0.700	0.132	1.220	0.227	0.760	1.317
Enrollment status (RG: Full-time)							
Part-time	0.461	0.752	0.071	0.613	0.542	0.659	1.516
Mixed	-1.034	0.705	-0.178	-1.467	0.147	0.607	1.649
School year (RG: 1st-2nd years)							
3rd-4th years	0.357	0.356	0.124	1.002	0.320	0.579	1.727
5th or more years	1.508	0.709	0.259	2.127	0.037*	0.599	1.668
Working hours (RG: Not working)							
1-20 hours	-0.122	0.386	-0.045	-0.315	0.754	0.430	2.327
More than 20 hours	0.183	0.417	0.065	0.438	0.662	0.406	2.460
Transfer students	-0.313	0.317	-0.110	-0.984	0.329	0.715	1.398
First generation	0.496	0.328	0.163	1.510	0.136	0.768	1.301
Have one or more dependent(s)	-0.168	0.825	-0.023	-0.204	0.839	0.721	1.387
Financial concerns	0.395	0.248	0.176	1.588	0.117	0.722	1.385
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.497	0.388	-0.152	-1.283	0.204	0.630	1.586
Education	0.231	0.441	0.063	0.525	0.601	0.619	1.615
Business	-0.199	0.379	-0.069	-0.524	0.602	0.511	1.956
Undeclared	-0.663	0.920	-0.073	-0.720	0.474	0.860	1.163

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Material aid	-0.409	0.398	-0.132	-1.029	0.307	0.539	1.855
Hopes	-0.103	0.821	-0.014	-0.125	0.901	0.729	1.372
Worries	-0.395	0.743	-0.079	-0.532	0.596	0.399	2.505
Community	0.204	0.665	0.041	0.307	0.760	0.499	2.004
Campus	-0.160	0.464	-0.041	-0.345	0.731	0.635	1.576
Resistance	0.299	0.377	0.097	0.794	0.430	0.602	1.660
Leisure	1.627	0.636	0.400	2.557	0.013*	0.364	2.748

R^2 = 0.412; Adjusted R^2 = 0.198; ΔR^2 = 0.059; Durbin-Watson = 2.150; F = 1.928; Sig. = 0.019; * p < .05; ** p < .01; *** p < .001

Table 4-D26. Linear regression results (Predictors: Network characteristics – support types, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.614	1.008		2.592	0.012		
Age	0.009	0.025	0.050	0.362	0.719	0.439	2.279
Gender (Reference group (RG): Male)							
Female	0.622	0.235	0.301	2.649	0.010*	0.637	1.571
Nonbinary	0.763	0.524	0.152	1.458	0.150	0.760	1.317
Enrollment status (RG: Full-time)							
Part-time	0.745	0.562	0.148	1.325	0.190	0.659	1.516
Mixed	0.431	0.527	0.095	0.819	0.416	0.607	1.649
School year (RG: 1st-2nd years)							
3rd-4th years	0.341	0.266	0.153	1.281	0.205	0.579	1.727
5th or more years	0.611	0.530	0.135	1.152	0.253	0.599	1.668
Working hours (RG: Not working)							
1-20 hours	-0.378	0.288	-0.182	-1.312	0.194	0.430	2.327
More than 20 hours	-0.288	0.312	-0.131	-0.921	0.360	0.406	2.460
Transfer students	0.511	0.237	0.231	2.154	0.035*	0.715	1.398
First generation	-0.460	0.246	-0.194	-1.872	0.066	0.768	1.301
Have one or more dependent(s)	-1.355	0.617	-0.235	-2.196	0.032*	0.721	1.387
Financial concerns	0.281	0.186	0.162	1.512	0.135	0.722	1.385
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.432	0.290	-0.170	-1.490	0.141	0.630	1.586
Education	-0.056	0.329	-0.020	-0.170	0.865	0.619	1.615
Business	-0.125	0.283	-0.056	-0.442	0.660	0.511	1.956
Undeclared	0.428	0.688	0.061	0.622	0.536	0.860	1.163

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Material aid	-0.118	0.298	-0.049	-0.396	0.693	0.539	1.855
Hopes	0.142	0.614	0.025	0.232	0.818	0.729	1.372
Worries	0.078	0.556	0.020	0.140	0.889	0.399	2.505
Community	0.587	0.497	0.152	1.181	0.242	0.499	2.004
Campus	0.172	0.347	0.056	0.495	0.622	0.635	1.576
Resistance	0.522	0.281	0.217	1.855	0.068	0.602	1.660
Leisure	0.084	0.476	0.027	0.176	0.861	0.364	2.748

R^2 = 0.456; Adjusted R^2 = 0.258; ΔR^2 = 0.027; Durbin-Watson = 2.247; F = 2.303; Sig. = 0.004; * p < .05; ** p < .01; *** p < .001

4.D.5. Impact of sense of belonging and work volition

Model-fit test results (Linear regression)

Case 1: Sense of belonging

Table 4-D27. Linear regression model-fit test results (Predictor: Sense of belonging, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.168	.030	.020	2.179	1.219	.259
Navigational Capital	.213	.083	.102	2.114	1.636	.063
Familial Capital	.274	.154	.068	2.337	2.283	.005
Resistant Capital 1	.272	.152	.013	1.965	2.260	.005
Resistant Capital 2	.382	.280	.058	1.902	3.750	<.001
Linguistic Capital	.219	.090	-.007	2.045	1.695	.051
Spiritual Capital	.221	.093	.024	2.250	1.720	.046

Case 2: Work volition

Table 4-D28. Linear regression model-fit test results (Predictor: Work volition, Outcomes: CCW)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Aspirational Capital	.397	.297	.187	1.913	3.986	<.001
Navigational Capital	.317	.205	.234	2.139	2.814	<.001
Familial Capital	.341	.232	.146	2.186	3.135	<.001
Resistant Capital 1	.255	.132	-.007	2.026	2.076	.011
Resistant Capital 2	.399	.299	.077	1.935	4.015	<.001
Linguistic Capital	.241	.116	.019	2.049	1.922	.021
Spiritual Capital	.306	.191	.122	2.060	2.670	<.001

Linear regression analysis results

Table 4-D29. Linear regression results (Predictor: Sense of belonging, Outcome: Familial capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.080	0.753		4.091	0.000		
Age	0.017	0.021	0.089	0.836	0.405	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.120	0.212	0.053	0.565	0.574	0.749	1.334
Nonbinary	-0.136	0.565	-0.021	-0.241	0.810	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	0.244	0.424	0.053	0.576	0.566	0.795	1.258
Mixed	0.837	0.549	0.145	1.523	0.131	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	0.103	0.245	0.043	0.419	0.676	0.638	1.567
5th or more years	-0.057	0.442	-0.013	-0.130	0.897	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.134	0.263	-0.059	-0.511	0.611	0.492	2.031
More than 20 hours	0.098	0.274	0.041	0.359	0.721	0.518	1.930
Transfer students	-0.232	0.234	-0.098	-0.988	0.325	0.682	1.467
First generation	-0.764	0.226	-0.298	-3.384	0.001**	0.857	1.167
Have one or more dependent(s)	-0.292	0.463	-0.067	-0.631	0.530	0.596	1.678
Financial concerns	0.010	0.152	0.006	0.065	0.948	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.219	0.289	0.076	0.757	0.450	0.657	1.522
Education	0.563	0.307	0.183	1.834	0.069	0.671	1.490
Business	0.416	0.246	0.178	1.688	0.094	0.597	1.675
Undeclared	0.678	0.643	0.092	1.054	0.294	0.882	1.134
Sense of Belonging	0.219	0.070	0.277	3.136	0.002**	0.854	1.170

R^2 = 0.274; Adjusted R^2 = 0.154; ΔR^2 = 0.068; Durbin-Watson = 2.337; F = 2.283; Sig. = 0.005; * p < .05; ** p < .01; *** p < .001

Table 4-D30. Linear regression results (Predictor: Sense of belonging, Outcome: Resistant Capital 1)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.900	0.885		3.278	0.001		
Age	-0.016	0.024	-0.072	-0.668	0.506	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.356	0.249	0.135	1.433	0.155	0.749	1.334
Nonbinary	0.939	0.664	0.124	1.415	0.160	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	1.057	0.498	0.195	2.125	0.036*	0.795	1.258
Mixed	-0.889	0.645	-0.131	-1.377	0.171	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	0.082	0.288	0.029	0.283	0.778	0.638	1.567
5th or more years	1.304	0.519	0.254	2.512	0.013*	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.013	0.308	0.005	0.041	0.967	0.492	2.031
More than 20 hours	0.072	0.322	0.025	0.223	0.824	0.518	1.930
Transfer students	-0.317	0.275	-0.114	-1.151	0.252	0.682	1.467
First generation	0.094	0.265	0.031	0.353	0.725	0.857	1.167
Have one or more dependent(s)	-0.270	0.544	-0.053	-0.497	0.620	0.596	1.678
Financial concerns	0.500	0.178	0.245	2.804	0.006**	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.562	0.339	-0.167	-1.655	0.101	0.657	1.522
Education	-0.056	0.361	-0.016	-0.156	0.877	0.671	1.490
Business	-0.183	0.290	-0.067	-0.632	0.529	0.597	1.675
Undeclared	0.147	0.756	0.017	0.194	0.847	0.882	1.134
Sense of Belonging	0.133	0.082	0.143	1.615	0.109	0.854	1.170

R^2 = 0.272; Adjusted R^2 = 0.152; ΔR^2 = 0.013; Durbin-Watson = 1.965; F = 2.26; Sig. = 0.005; * p < .05; ** p < .01; *** p < .001

Table 4-D31. Linear regression results (Predictor: Sense of belonging, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.870	0.639		4.489	0.000		
Age	0.016	0.018	0.093	0.940	0.349	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.556	0.180	0.269	3.091	0.003**	0.749	1.334
Nonbinary	0.778	0.480	0.131	1.622	0.108	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	0.379	0.360	0.089	1.053	0.295	0.795	1.258
Mixed	0.453	0.467	0.085	0.972	0.333	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	0.196	0.208	0.089	0.940	0.349	0.638	1.567
5th or more years	0.944	0.375	0.234	2.515	0.013*	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.005	0.223	0.002	0.023	0.982	0.492	2.031
More than 20 hours	-0.090	0.233	-0.041	-0.388	0.699	0.518	1.930
Transfer students	0.536	0.199	0.246	2.693	0.008**	0.682	1.467
First generation	-0.493	0.192	-0.209	-2.571	0.011*	0.857	1.167
Have one or more dependent(s)	-0.734	0.393	-0.182	-1.866	0.065	0.596	1.678
Financial concerns	0.184	0.129	0.114	1.426	0.157	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.323	0.245	-0.122	-1.317	0.191	0.657	1.522
Education	0.036	0.261	0.013	0.138	0.890	0.671	1.490
Business	-0.087	0.209	-0.040	-0.415	0.679	0.597	1.675
Undeclared	0.704	0.546	0.103	1.289	0.200	0.882	1.134
Sense of Belonging	0.187	0.059	0.257	3.153	0.002**	0.854	1.170

R^2 = 0.382; Adjusted R^2 = 0.28; ΔR^2 = 0.058; Durbin-Watson = 1.902; F = 3.75; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D32. Linear regression results (Predictor: Sense of belonging, Outcome: Spiritual Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.128	1.163		0.970	0.334		
Age	-0.003	0.032	-0.010	-0.095	0.925	0.581	1.721
Gender (Reference group (RG): Male)							
Female	0.508	0.327	0.152	1.553	0.123	0.749	1.334
Nonbinary	-0.613	0.872	-0.064	-0.702	0.484	0.864	1.157
Enrollment status (RG: Full-time)							
Part-time	1.034	0.654	0.150	1.582	0.117	0.795	1.258
Mixed	1.425	0.848	0.165	1.680	0.096	0.737	1.356
School year (RG: 1st-2nd years)							
3rd-4th years	0.140	0.379	0.039	0.369	0.713	0.638	1.567
5th or more years	0.857	0.683	0.131	1.256	0.212	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.206	0.405	0.061	0.507	0.613	0.492	2.031
More than 20 hours	0.285	0.423	0.079	0.673	0.502	0.518	1.930
Transfer students	0.262	0.362	0.074	0.725	0.470	0.682	1.467
First generation	-0.235	0.349	-0.062	-0.675	0.501	0.857	1.167
Have one or more dependent(s)	-0.637	0.715	-0.098	-0.891	0.375	0.596	1.678
Financial concerns	0.244	0.234	0.094	1.041	0.300	0.879	1.138
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.982	0.446	0.230	2.202	0.030*	0.657	1.522
Education	0.996	0.474	0.217	2.100	0.038	0.671	1.490
Business	0.737	0.381	0.212	1.937	0.055	0.597	1.675
Undeclared	1.032	0.993	0.094	1.039	0.301	0.882	1.134
Sense of Belonging	0.211	0.108	0.179	1.953	0.053	0.854	1.170

R^2 = 0.221; Adjusted R^2 = 0.093; ΔR^2 = 0.024; Durbin-Watson = 2.25; F = 1.72; Sig. = 0.046; * p < .05; ** p < .01; *** p < .001

Table 4-D33. Linear regression results (Predictor: Work volition, Outcome: Aspirational Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.886	0.544		5.308	0.000		
Age	-0.029	0.013	-0.212	-2.155	0.033*	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.242	0.138	0.151	1.746	0.084	0.741	1.350
Nonbinary	0.537	0.368	0.117	1.461	0.147	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	-0.134	0.275	-0.041	-0.489	0.626	0.797	1.255
Mixed	-0.019	0.359	-0.005	-0.052	0.959	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.085	0.157	0.050	0.544	0.588	0.657	1.522
5th or more years	-0.063	0.287	-0.020	-0.221	0.826	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.174	0.168	-0.108	-1.039	0.301	0.509	1.965
More than 20 hours	-0.054	0.176	-0.031	-0.306	0.760	0.528	1.896
Transfer students	0.475	0.152	0.281	3.123	0.002**	0.682	1.467
First generation	-0.099	0.146	-0.054	-0.675	0.501	0.860	1.163
Have one or more dependent(s)	-0.107	0.298	-0.034	-0.360	0.720	0.609	1.642
Financial concerns	-0.019	0.100	-0.015	-0.191	0.849	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.047	0.188	-0.023	-0.250	0.803	0.658	1.519
Education	-0.104	0.200	-0.047	-0.523	0.602	0.672	1.488
Business	0.192	0.160	0.116	1.201	0.232	0.597	1.675
Undeclared	0.364	0.418	0.069	0.872	0.385	0.882	1.134
Work volition	0.456	0.067	0.533	6.775	0.000***	0.892	1.120

R^2 = 0.397; Adjusted R^2 = 0.297; ΔR^2 = 0.187; Durbin-Watson = 1.913; F = 3.986; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D34. Linear regression results (Predictor: Work volition, Outcome: Navigational Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.285	0.544		6.034	0.000		
Age	-0.022	0.014	-0.170	-1.630	0.106	0.574	1.742
Gender (Reference group (RG): Male)							
Female	-0.014	0.139	-0.010	-0.103	0.918	0.741	1.350
Nonbinary	0.286	0.368	0.066	0.777	0.439	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.396	0.275	0.127	1.438	0.153	0.797	1.255
Mixed	0.085	0.360	0.022	0.235	0.815	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.174	0.157	0.108	1.108	0.270	0.657	1.522
5th or more years	-0.037	0.288	-0.012	-0.128	0.899	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.352	0.168	-0.232	-2.096	0.038*	0.509	1.965
More than 20 hours	-0.258	0.177	-0.160	-1.464	0.146	0.528	1.896
Transfer students	0.256	0.152	0.161	1.678	0.096	0.682	1.467
First generation	-0.027	0.147	-0.015	-0.181	0.857	0.860	1.163
Have one or more dependent(s)	-0.094	0.298	-0.032	-0.316	0.753	0.609	1.642
Financial concerns	-0.077	0.100	-0.065	-0.767	0.445	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.074	0.188	0.039	0.395	0.694	0.658	1.519
Education	0.007	0.200	0.003	0.034	0.973	0.672	1.488
Business	0.149	0.160	0.095	0.932	0.353	0.597	1.675
Undeclared	0.161	0.419	0.032	0.384	0.702	0.882	1.134
Work volition	0.389	0.067	0.484	5.774	0.000***	0.892	1.120

R^2 = 0.317; Adjusted R^2 = 0.205; ΔR^2 = 0.234; Durbin-Watson = 2.139; F = 2.814; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D35. Linear regression results (Predictor: Work volition, Outcome: Familial Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.899	0.797		2.381	0.019		
Age	-0.005	0.020	-0.025	-0.241	0.810	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.033	0.203	0.015	0.163	0.871	0.741	1.350
Nonbinary	0.106	0.539	0.017	0.197	0.844	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.283	0.403	0.061	0.702	0.484	0.797	1.255
Mixed	1.056	0.527	0.183	2.004	0.048*	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.285	0.230	0.119	1.238	0.218	0.657	1.522
5th or more years	-0.111	0.421	-0.025	-0.263	0.793	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.218	0.246	-0.096	-0.885	0.378	0.509	1.965
More than 20 hours	0.040	0.259	0.016	0.153	0.879	0.528	1.896
Transfer students	-0.219	0.223	-0.092	-0.980	0.329	0.682	1.467
First generation	-0.733	0.215	-0.287	-3.417	0.001**	0.860	1.163
Have one or more dependent(s)	-0.327	0.436	-0.075	-0.749	0.456	0.609	1.642
Financial concerns	0.085	0.146	0.049	0.579	0.564	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.125	0.275	0.043	0.453	0.651	0.658	1.519
Education	0.494	0.292	0.160	1.690	0.094	0.672	1.488
Business	0.417	0.235	0.179	1.778	0.078	0.597	1.675
Undeclared	0.624	0.613	0.084	1.018	0.311	0.882	1.134
Work volition	0.462	0.099	0.386	4.688	0.000***	0.892	1.120

R^2 = 0.341; Adjusted R^2 = 0.232; ΔR^2 = 0.146; Durbin-Watson = 2.186; F = 3.135; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D36. Linear regression results (Predictor: Work volition, Outcome: Resistant Capital 2)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.317	0.701		3.303	0.001		
Age	0.000	0.017	0.001	0.012	0.990	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.501	0.179	0.242	2.804	0.006**	0.741	1.350
Nonbinary	0.956	0.474	0.161	2.017	0.046*	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.419	0.354	0.098	1.181	0.240	0.797	1.255
Mixed	0.583	0.464	0.110	1.257	0.211	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.343	0.203	0.155	1.694	0.093	0.657	1.522
5th or more years	0.929	0.370	0.230	2.509	0.014*	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	-0.079	0.216	-0.038	-0.366	0.715	0.509	1.965
More than 20 hours	-0.151	0.227	-0.068	-0.665	0.507	0.528	1.896
Transfer students	0.546	0.196	0.250	2.780	0.006**	0.682	1.467
First generation	-0.490	0.189	-0.208	-2.592	0.011*	0.860	1.163
Have one or more dependent(s)	-0.804	0.384	-0.199	-2.095	0.039*	0.609	1.642
Financial concerns	0.226	0.129	0.141	1.759	0.081	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.396	0.242	-0.150	-1.636	0.105	0.658	1.519
Education	-0.017	0.257	-0.006	-0.066	0.947	0.672	1.488
Business	-0.088	0.207	-0.041	-0.425	0.672	0.597	1.675
Undeclared	0.663	0.539	0.097	1.230	0.221	0.882	1.134
Work volition	0.315	0.087	0.285	3.626	0.000***	0.892	1.120

R^2 = 0.399; Adjusted R^2 = 0.299; ΔR^2 = 0.077; Durbin-Watson = 1.935; F = 4.015; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

Table 4-D37. Linear regression results (Predictor: Work volition, Outcome: Linguistic Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	0.438	1.048		0.418	0.677		
Age	0.011	0.026	0.046	0.419	0.676	0.574	1.742
Gender (Reference group (RG): Male)							
Female	-0.207	0.267	-0.075	-0.776	0.439	0.741	1.350
Nonbinary	0.899	0.708	0.114	1.269	0.207	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	0.838	0.530	0.148	1.583	0.116	0.797	1.255
Mixed	0.374	0.693	0.053	0.540	0.591	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	-0.186	0.303	-0.063	-0.614	0.540	0.657	1.522
5th or more years	-0.115	0.553	-0.021	-0.208	0.836	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.025	0.323	0.009	0.078	0.938	0.509	1.965
More than 20 hours	0.171	0.340	0.058	0.503	0.616	0.528	1.896
Transfer students	0.553	0.293	0.190	1.884	0.062	0.682	1.467
First generation	0.618	0.282	0.197	2.190	0.031*	0.860	1.163
Have one or more dependent(s)	-0.688	0.573	-0.128	-1.200	0.233	0.609	1.642
Financial concerns	0.505	0.192	0.236	2.626	0.010*	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.623	0.361	0.177	1.723	0.088	0.658	1.519
Education	0.300	0.384	0.080	0.781	0.436	0.672	1.488
Business	0.342	0.309	0.120	1.110	0.270	0.597	1.675
Undeclared	0.490	0.806	0.054	0.609	0.544	0.882	1.134
Work volition	0.237	0.130	0.161	1.824	0.071	0.892	1.120

R^2 = 0.241; Adjusted R^2 = 0.116; ΔR^2 = 0.019; Durbin-Watson = 2.049; F = 1.922; Sig. = 0.021; * p < .05; ** p < .01; *** p < .001

Table 4-D38. Linear regression results (Predictor: Work volition, Outcome: Spiritual Capital)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	-1.081	1.220		-0.886	0.378		
Age	-0.030	0.030	-0.105	-0.997	0.321	0.574	1.742
Gender (Reference group (RG): Male)							
Female	0.381	0.310	0.114	1.228	0.222	0.741	1.350
Nonbinary	-0.312	0.825	-0.033	-0.378	0.706	0.862	1.160
Enrollment status (RG: Full-time)							
Part-time	1.056	0.616	0.153	1.714	0.089	0.797	1.255
Mixed	1.772	0.806	0.206	2.197	0.030*	0.727	1.375
School year (RG: 1st-2nd years)							
3rd-4th years	0.335	0.352	0.094	0.950	0.344	0.657	1.522
5th or more years	0.733	0.644	0.112	1.138	0.258	0.654	1.529
Working hours (RG: Not working)							
1-20 hours	0.155	0.376	0.046	0.412	0.681	0.509	1.965
More than 20 hours	0.255	0.396	0.071	0.643	0.521	0.528	1.896
Transfer students	0.277	0.342	0.078	0.811	0.419	0.682	1.467
First generation	-0.152	0.328	-0.040	-0.464	0.643	0.860	1.163
Have one or more dependent(s)	-0.574	0.668	-0.088	-0.860	0.391	0.609	1.642
Financial concerns	0.366	0.224	0.141	1.637	0.105	0.859	1.164
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	0.874	0.421	0.204	2.077	0.040*	0.658	1.519
Education	0.916	0.448	0.199	2.046	0.043*	0.672	1.488
Business	0.743	0.359	0.214	2.069	0.041*	0.597	1.675
Undeclared	0.967	0.938	0.088	1.031	0.305	0.882	1.134
Work volition	0.633	0.151	0.354	4.196	0.000***	0.892	1.120

R^2 = 0.306; Adjusted R^2 = 0.191; ΔR^2 = 0.122; Durbin-Watson = 2.06; F = 2.67; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

4.E. Factors Influencing Student Outcomes

4.E.1. Impact of student demographic characteristics

Model-fit test results (Linear regression)

Table 4-E1. Linear regression model-fit test results (Predictors: Demographic characteristics, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	Durbin-Watson	F	Sig.
Sense of Belonging	.146	.014	1.820	1.103	.360
Work Volition	.108	-.030	2.118	.779	.713

4.E.2. Impact of career values

Model-fit test results (Linear regression)

Table 4-E2. Linear regression model-fit test results (Predictors: Career values, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.259	.095	.081	1.704	1.581	.062
Work Volition	.305	.151	.181	1.965	1.983	.010

Linear regression analysis results

Table 4-E3. Linear regression results (Predictors: Career values, Outcome: Work volition)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	2.987	0.900		3.320	0.001		
Age	0.036	0.018	0.226	2.020	0.046*	0.534	1.871
Gender (Reference group (RG): Male)							
Female	0.077	0.187	0.041	0.409	0.683	0.669	1.495
Nonbinary	-0.199	0.500	-0.037	-0.398	0.692	0.769	1.300
Enrollment status (RG: Full-time)							
Part-time	-0.050	0.360	-0.013	-0.138	0.891	0.768	1.302
Mixed	-0.883	0.462	-0.183	-1.914	0.058	0.729	1.371
School year (RG: 1st-2nd years)							
3rd-4th years	-0.097	0.205	-0.048	-0.472	0.638	0.639	1.564
5th or more years	0.585	0.375	0.160	1.562	0.121	0.636	1.573
Working hours (RG: Not working)							
1-20 hours	-0.136	0.220	-0.072	-0.619	0.537	0.489	2.045
More than 20 hours	-0.006	0.233	-0.003	-0.026	0.979	0.499	2.006
Transfer students	-0.237	0.213	-0.120	-1.110	0.269	0.575	1.740
First generation	-0.090	0.195	-0.042	-0.461	0.646	0.801	1.249
Have one or more dependent(s)	-0.486	0.392	-0.133	-1.239	0.218	0.580	1.724
Financial concerns	-0.279	0.129	-0.192	-2.168	0.032*	0.856	1.169
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.001	0.266	0.000	-0.002	0.998	0.540	1.853
Education	-0.074	0.265	-0.029	-0.280	0.780	0.630	1.589
Business	-0.253	0.228	-0.130	-1.111	0.269	0.489	2.046
Undeclared	-0.416	0.554	-0.067	-0.751	0.454	0.829	1.206

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Income potential	0.101	0.121	0.090	0.830	0.409	0.564	1.772
Expressing personal values	0.135	0.117	0.125	1.150	0.253	0.566	1.768
Work-life balance	-0.136	0.136	-0.111	-1.004	0.318	0.546	1.831
Job availability	0.047	0.124	0.039	0.379	0.706	0.620	1.613
Family needs	0.363	0.100	0.369	3.623	0.000***	0.644	1.553
Service to Community	0.161	0.113	0.151	1.416	0.160	0.587	1.704

R^2 = 0.305; Adjusted R^2 = 0.151; ΔR^2 = 0.181; Durbin-Watson = 1.965; F = 1.983; Sig. = 0.010; * p < .05; ** p < .01; *** p < .001

4.E.3. Impact of career service use
Model-fit test results (Linear regression)

Case 1: Using career services: 1=Never; 2=Sometimes; 3=Often

Table 4-E4. Linear regression model-fit test results (Predictors: Career service use - continuous, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.227	.083	.069	1.859	1.572	.073
Work Volition	.141	-.019	.011	2.052	.881	.611

Case 2: Using career services: 0=Never; 1=Sometimes or Often

Table 4-E5. Linear regression model-fit test results (Predictors: Career service use - binary, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.221	.076	.062	1.883	1.521	.089
Work Volition	.136	-.026	.004	2.054	.839	.662

4.E.4. Impact of students' social network characteristics

Model-fit test results (Linear regression)

Case 1: General network characteristics

Table 4-E6. Linear regression model-fit test results (Predictors: Network characteristics - general, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.317	.067	.082	2.101	1.268	.231
Work Volition	.340	.098	.149	2.307	1.406	.149

Case 2: Relationship types

Table 4-E7. Linear regression model-fit test results (Predictors: Network characteristics – relationship types, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.334	.078	.075	2.069	1.305	.195
Work Volition	.192	-.117	.000	2.386	.619	.908

Case 3: Support types

Table 4-E8. Linear regression model-fit test results (Predictors: Network characteristics – support types, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.240	-.036	-.039	1.842	.868	.640
Work Volition	.183	-.114	.004	2.367	.616	.906

4.E.5. Impact of CCW

Model-fit test results (Linear regression)

Table 4-E9. Linear regression model-fit test results (Predictors: CCW, Outcomes: Sense of belonging & Work volition)

Outcome Variable	R^2	Adjusted R^2	ΔR^2	Durbin-Watson	F	Sig.
Sense of Belonging	.305	.142	.128	1.922	1.879	.016
Work Volition	.484	.364	.394	1.855	4.030	<.001

Linear regression analysis results

Table 4-E10. Linear regression results (Predictors: CCW, Outcome: Sense of belonging)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	3.096	1.255		2.467	0.015		
Age	-0.035	0.027	-0.144	-1.304	0.195	0.554	1.805
Gender (Reference group (RG): Male)							
Female	-0.048	0.288	-0.017	-0.166	0.868	0.653	1.532
Nonbinary	0.245	0.736	0.030	0.333	0.740	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	-0.125	0.565	-0.021	-0.222	0.825	0.722	1.384
Mixed	-0.747	0.732	-0.102	-1.020	0.310	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	0.372	0.313	0.123	1.189	0.237	0.632	1.581
5th or more years	0.167	0.594	0.030	0.281	0.779	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	-0.449	0.337	-0.158	-1.334	0.185	0.483	2.069
More than 20 hours	-0.339	0.352	-0.111	-0.962	0.338	0.507	1.974
Transfer students	0.036	0.339	0.012	0.106	0.915	0.526	1.900
First generation	-0.044	0.320	-0.014	-0.139	0.890	0.690	1.450
Have one or more dependent(s)	-0.842	0.599	-0.152	-1.406	0.163	0.575	1.738
Financial concerns	-0.166	0.208	-0.076	-0.801	0.425	0.759	1.317
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.163	0.386	-0.045	-0.422	0.674	0.595	1.681
Education	-0.314	0.402	-0.081	-0.782	0.436	0.634	1.576
Business	-0.104	0.323	-0.035	-0.321	0.749	0.560	1.784
Undeclared	-0.372	0.828	-0.040	-0.449	0.654	0.859	1.164

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Aspirational Capital	-0.385	0.225	-0.217	-1.711	0.090	0.418	2.392
Navigational Capital	0.628	0.232	0.334	2.702	0.008**	0.443	2.257
Familial Capital	0.233	0.143	0.184	1.629	0.106	0.527	1.898
Resistant Capital 1	0.046	0.128	0.043	0.360	0.719	0.478	2.093
Resistant Capital 2	0.261	0.194	0.190	1.345	0.181	0.338	2.961
Linguistic Capital	-0.108	0.103	-0.105	-1.046	0.298	0.677	1.477
Spiritual Capital	0.018	0.090	0.021	0.197	0.844	0.600	1.667

R^2 = 0.305; Adjusted R^2 = 0.142; ΔR^2 = 0.128; Durbin-Watson = 1.922; F = 1.879; Sig. = .016; * p < .05; ** p < .01; *** p < .001

Table 4-E11. Linear regression results (Predictors: CCW, Outcome: Work volition)

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
(Constant)	1.892	0.714		2.649	0.009		
Age	0.033	0.015	0.206	2.167	0.033*	0.554	1.805
Gender (Reference group (RG): Male)							
Female	-0.002	0.164	-0.001	-0.014	0.989	0.653	1.532
Nonbinary	-0.486	0.419	-0.091	-1.161	0.248	0.823	1.215
Enrollment status (RG: Full-time)							
Part-time	0.008	0.321	0.002	0.024	0.981	0.722	1.384
Mixed	-0.967	0.417	-0.201	-2.321	0.022*	0.671	1.491
School year (RG: 1st-2nd years)							
3rd-4th years	-0.184	0.178	-0.092	-1.035	0.303	0.632	1.581
5th or more years	0.317	0.338	0.087	0.937	0.351	0.585	1.710
Working hours (RG: Not working)							
1-20 hours	0.026	0.192	0.014	0.135	0.893	0.483	2.069
More than 20 hours	-0.045	0.200	-0.022	-0.226	0.822	0.507	1.974
Transfer students	-0.428	0.193	-0.216	-2.219	0.029*	0.526	1.900
First generation	-0.008	0.182	-0.004	-0.044	0.965	0.690	1.450
Have one or more dependent(s)	-0.068	0.341	-0.019	-0.199	0.843	0.575	1.738
Financial concerns	-0.166	0.118	-0.114	-1.402	0.164	0.759	1.317
Major (RG: Non-STEM, Non-Education, Non-Business Major)							
STEM	-0.122	0.220	-0.051	-0.554	0.581	0.595	1.681
Education	-0.078	0.229	-0.030	-0.340	0.735	0.634	1.576
Business	-0.274	0.184	-0.141	-1.490	0.139	0.560	1.784
Undeclared	-0.396	0.471	-0.064	-0.841	0.402	0.859	1.164

Predictors	B	SE B	β	t	Sig.	Collinearity Statistics	
						Tolerance	VIF
Aspirational Capital	0.446	0.128	0.381	3.480	0.001***	0.418	2.392
Navigational Capital	0.121	0.132	0.098	0.918	0.361	0.443	2.257
Familial Capital	0.088	0.081	0.106	1.085	0.281	0.527	1.898
Resistant Capital 1	-0.176	0.073	-0.247	-2.417	0.017**	0.478	2.093
Resistant Capital 2	0.140	0.110	0.154	1.267	0.208	0.338	2.961
Linguistic Capital	0.070	0.059	0.103	1.197	0.234	0.677	1.477
Spiritual Capital	0.098	0.051	0.176	1.924	0.057	0.600	1.667

R^2 = 0.484; Adjusted R^2 = 0.364; ΔR^2 = 0.394; Durbin-Watson = 1.855; F = 4.030; Sig. = <.001; * p < .05; ** p < .01; *** p < .001

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NCA

The Networks and Cultural Assets Project

About

The Networks and Cultural Assets Project (NCA) is focused on the social and cultural strengths of marginalized college students. In partnership with local educators, we use informational sessions and tested research methods to help practitioners better understand their students' Community Cultural Wealth, social networks, academic and career attitudes, and campus engagement. NCA is currently supported by the Bill & Melinda Gates Foundation and based in the University of Wisconsin-Madison's Center for Research on College-Workforce Transitions (CCWT).

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