Understanding first-generation community college students: An analysis of covariance examining use of, access to, and efficacy.
Institutionally offered student services (e.g., academic advising, career counseling, personal counseling, and educational planning) are available in community colleges to help students with the transition into postsecondary education, obtain success while in college, and transition to the next phase of their educational, career, and life journeys (Nevarez & Wood, 2010). Access to, efficacy regarding, and use of these services are necessary to consume all of the benefits of these services (Wood, Harris, & Xiong, 2014). Although nontraditional students (e.g., first-generation college students, students of color, low-income students) tend to have the highest need for these services, they often do not take full advantage of the services available to them (Atherton, 2014). This utilization gap can be examined to inform institutional practices aimed at improving student success for first-generation college students (FGCS) at the college level.

Community colleges have historically served nontraditional students, including first-generation college students (FGCS). The operational definition for FGCS is a college student whose parents did