

## WORKSHOP ON EDUCATION

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*Revisiting Social Capital for Developing Human Capital: Networks and College  
Matriculation among Arizona High School Seniors*

**ABSTRACT:** James Coleman posited that students with more closure in their social networks have better educational outcomes than students who inhabit networks with less closure. For Coleman, a central mechanism for such phenomena is that social networks with closure enforce positive norms related to education. However, other areas of social network research, namely economic sociology, also stress that too much social closure can have negative impacts as they limit new information and ideas that give individuals competitive advantages. In this study, we directly test Coleman's position through a survey of Arizona high school seniors that covered detailed enumerations of social networks and norms. These surveys were then linked to college attendance data to facilitate an analysis of how the social networks in senior year correlate with college matriculation outcomes. We find support for Coleman's hypothesis, namely that social closure influences positive norms, which in turn are associated with higher likelihoods of matriculation into 4-year colleges. We also find support for economic sociology's hypothesis that high levels of closure are detrimental to individual outcomes.

**BIO:** E. C. Hedberg is a senior data scientist at NORC and a Professional Statistician® (Pstat) accredited by the American Statistical Association. Hedberg's current area of research includes investigating the design of education interventions. He was CO-PI with Larry Hedges on an IES project "State-specific Design Parameters for Designing Better Evaluation Studies" which sought to use state longitudinal data systems to provide important experimental [design parameters](#).

His current projects include an evaluation of the Oakland (CA) Promise's Brilliant Baby program and the College Knowing and Going Survey funded by the Helios Education Foundation. The College Knowing and Going Project employs social network data to determine the associations between the social lives of high school students in Arizona and college matriculation. Hedberg is also active in family research. He wrote his dissertation on intergenerational exchange and used multi-level models to investigate dyadic exchanges between respondents and their family members.

He has authored several methodological pieces that have appeared in education, medical, and criminological journals. His latest writing is a SAGE "little green" book on Power analysis, released January 2018. To see more of Hedberg's work, visit [Google Scholar](#).