

# REVIEW UADATA AND DISCUSS



## WORKING WITH FIRST-GENERATION COLLEGE STUDENTS

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### **TERMS**

### First-Generation College Students (FGC):

Students whose parents do not hold a college degree

Continuing Generation College Students (CG): Students who have one or more parent with a college degree

### BARRIERS FACING FGC STUDENTS

#### Significantly different from CG peers

Lower enrollment in high-level math or AP courses

Lower ACT scores



#### High risks for attrition

Financial need

Academic difficulties

Feelings of disconnect from CG peers

Less engaged

### BARRIERS FACING FGC STUDENTS

- Share I+ underrepresented identities (low-income or race)
  - Intersectionality requires extra care
- About 33% of all students enrolled in 4-year colleges in 2011-2012 were FGC
- 65% FGC students either graduated or remained enrolled after 6 years
- 83% CG students either graduated or remained enrolled after 6 years (Cataldi, Bennett, & Chen, 2018)

### **HEALTH IMPACTS**

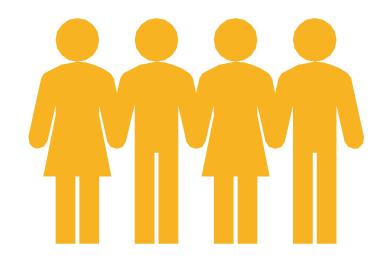
- Little empirical research on first-generation college students' physical health
- FGC students need counseling and psychological services at a significantly higher rate than CG students but do not seek services (Stebleton, Soria, & Huesman, 2014)
  - Depression
  - Anxiety



## WHAT DID THE LITERATURE SAY?

## MOTIVATION AND EXISTING SUPPORT NETWORKS

- Motivated by sense of degree attainment related to life goals
- Some students have stronger external support networks
  - Family/cultural capital
  - Kinship bonds on campus can replace or supplement familial support



## FOSTERING A SENSE OF BELONGING

### FOSTERING A SENSE OF BELONGING

- Contributes to academic resilience and mental wellness > persistence towards graduation
- Institutional factors
- A sense of belonging can mitigate isolation associated with FGC barriers

(Azmitia, Sumabat-Estrada, Cheong, & Covarrubias, 2018; National Academies of Sciences, Engineering, and Medicine, 2017)



## LIVING ON CAMPUS

- FGC students who live on campus experience the greatest total effects of learning outcomes (Pike & Kuh, 2005)
- Living-learning programs ease transition



### LIVING ON CAMPUS

- Residential community for FGC students
  - Comprehensive academic and social programming
- Positive learning and academic performance in common courses

Hall & O'Neal (2016)



### **ACADEMIC PROGRAMMING**

- STEM learning community
- High percentage of FGC students
- Mentoring component
- Positive, significant differences in course grades, first-year GPAs, and first-year retention
- Positive difference in sense of belonging
- Remedial courses alone may not benefit FGC students

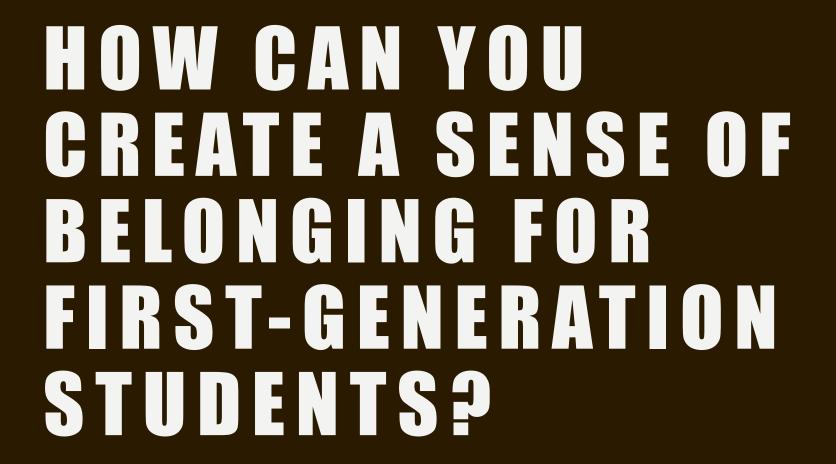


Xu, Solanki, McPartlan, & Sato (2018)

## FGC STUDENTS WHO GRADUATED IN 4 YEARS OR LESS

- Typically in-state, White, females, with a 25
  ACT score, and took I < AP exam</li>
- Barriers they faced were largely tied to being FGCs
- Faculty mentors contribute to motivation and success
- Interest in major
- Initiative and planning (Hui, 2017)





### **EXTRACURRICULAR PROGRAMMING**

- Difficult in practice
- Benefits are greater for FGC students than CG students (Pascarella, Pierson, Wolniak, & Terenzini, 2004; Pelco, Ball, & Lockeman, 2014)
- Skills Learning Support Program (Wibrowski, Matthews, & Kitsantas, 2017)
  - FGC student program aimed at overcoming known barriers
  - Positive changes in motivation, learning strategies, resource management strategies and higher GPAs
  - Effects diminished each semester, not associated with graduation rates

### **EXTRACURRICULAR PROGRAMMING**



 Difference-education intervention program for FGC students

 Junior and senior students discussed social-class background → college experience

Stephens, Hamedani, and Destin (2014)

## EXTRACURRICULAR PROGRAMMING

- Closed the achievement gap for first-year GPAs
- More likely to utilize campus academic resources
- Less stress and anxiety, increased adjustment and engagement
- Safe, supportive environment Stephens et al. (2014)



### Questions?