

THE FIRST GENERATION JUGGLING ACT

Laura McCloskey
Student Support Coordinator, TRIO – SSS,
Jefferson College

Teresa Schwartz
Academic Skills Coordinator, TRIO – SSS
Jefferson College

TOO MANY ROLES TOO MANY RESPONSIBILITIES

- What are some of the roles our students perform on a daily basis?
- What are some of the responsibilities that come with these roles?



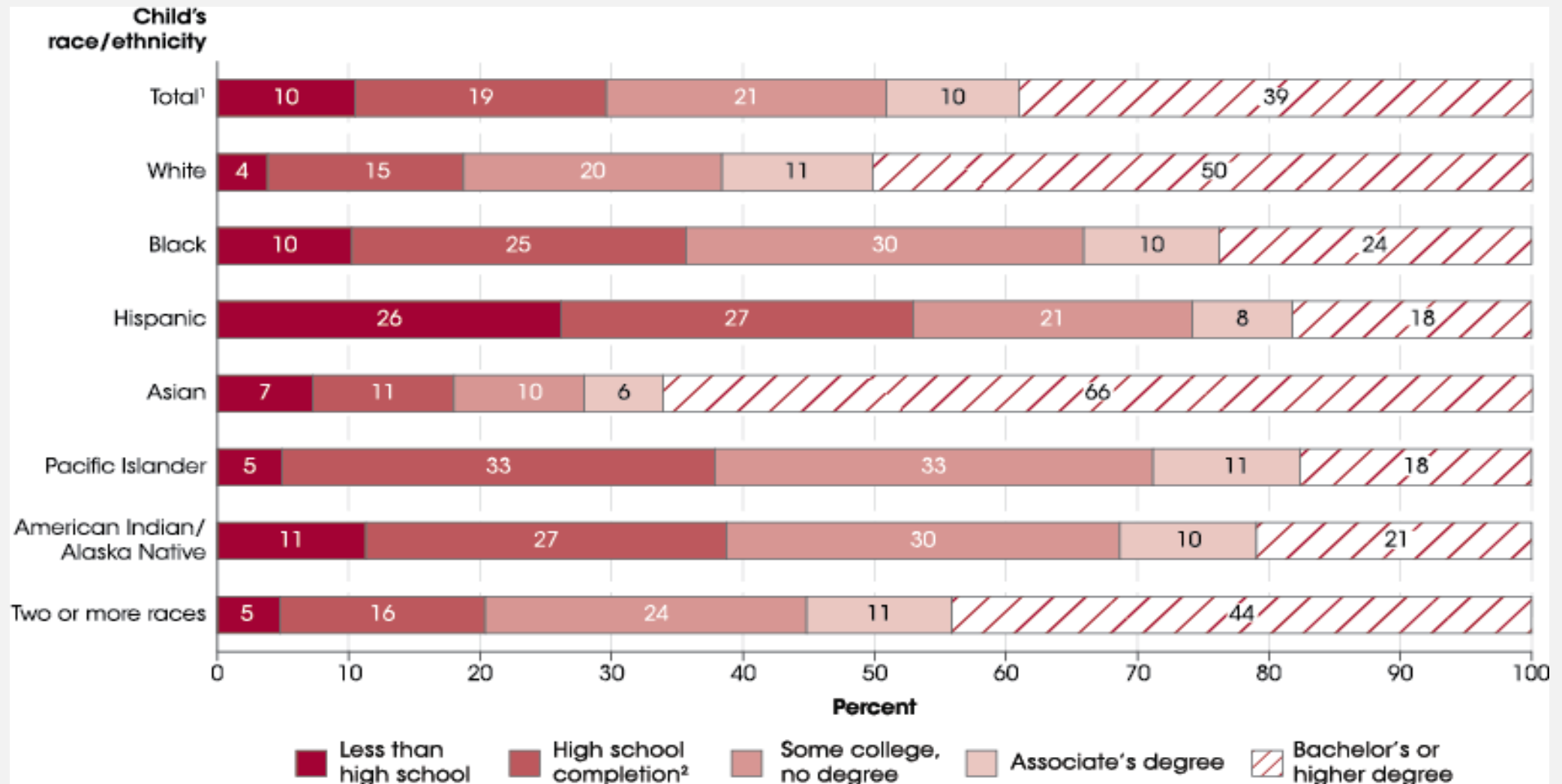
FIRST-GENERATION STUDENTS

- According to the US Department of Education – Federal TRIO programs, first-generation college student is defined as:
 - a. an individual both of whose parents did not complete a baccalaureate degree; or
 - b. in the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree

The logo for the TRIO program, featuring the word "TRIO" in a bold, black, sans-serif font. The letter "I" is replaced by a solid red vertical bar. A thin black horizontal line is positioned directly beneath the text.

TRIO

Percentage distribution of children under age 18, by child's race/ethnicity and parents' highest level of educational attainment: 2015



¹ Total includes races/ethnicities not reported separately.

² Includes parents who completed high school through equivalency programs, such as a GED program.

NOTE: Includes only children under age 18 who resided with at least one of their parents (including an adoptive or stepparent). Parents' highest level of educational attainment is the highest level of education attained by any parent residing in the same household as the child. Parents include adoptive and stepparents but exclude parents not residing in the same household as their child. Race categories exclude persons of Hispanic ethnicity. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Commerce, Census Bureau, American Community Survey (ACS), 2015. See *Digest of Education Statistics 2016*, [table 104.70](#).

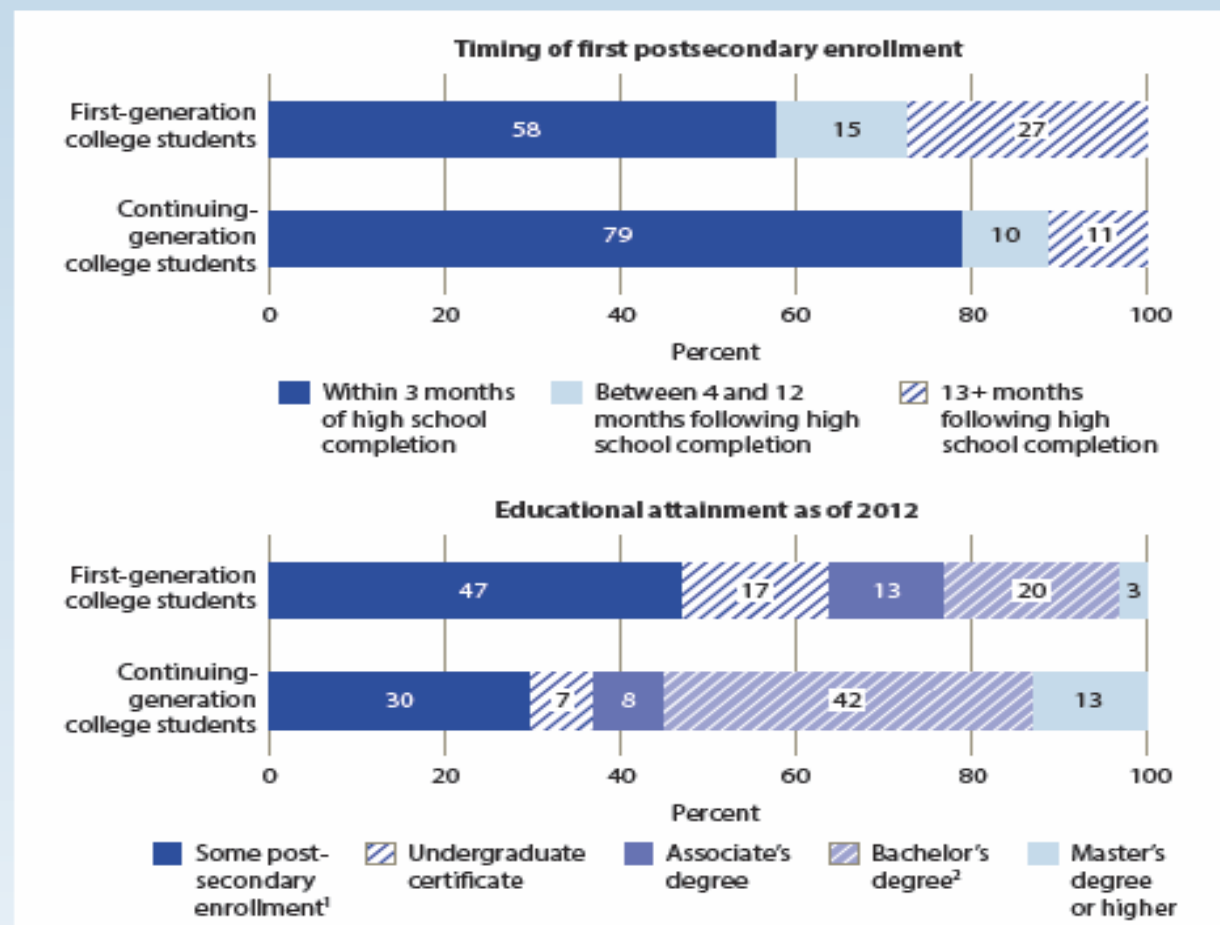
IDENTIFIED BARRIERS FOR FIRST-GEN STUDENTS

- More likely to be non-traditional, married, working, have children, minority backgrounds
- May lack resources afforded to non-first-gen students
 - Finances (many first-gen students are also low-income)
 - Information (no one with prior college experience to guide them)
 - College readiness / Less academically prepared
e.g. focus has been on working rather than studying (Petty, 2014)

COMPARING FIRST-GENERATION AND CONTINUING-GENERATION STUDENTS AND DEGREE ATTAINMENT

FIGURE 5.

College generation status of spring 2002 high school sophomores with subsequent postsecondary enrollment, by timing of first postsecondary enrollment and educational attainment as of 2012: 2012



¹ Some postsecondary enrollment, but no postsecondary credential.

² Includes those whose highest level of education is a postbaccalaureate certificate.

NOTE: First-generation college students are students whose parents do not have any postsecondary education experience. Continuing-generation college students are students who have at least one parent who had some postsecondary education experience. Continuing-generation students whose parents had some postsecondary education but did not have a bachelor's degree are excluded from this figure. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Education Longitudinal Study of 2002 (ELS:2002), Third Follow-up, 2012. Restricted-Use Data File.

GRADUATION RATES OF STUDENT WITH RISK FACTORS

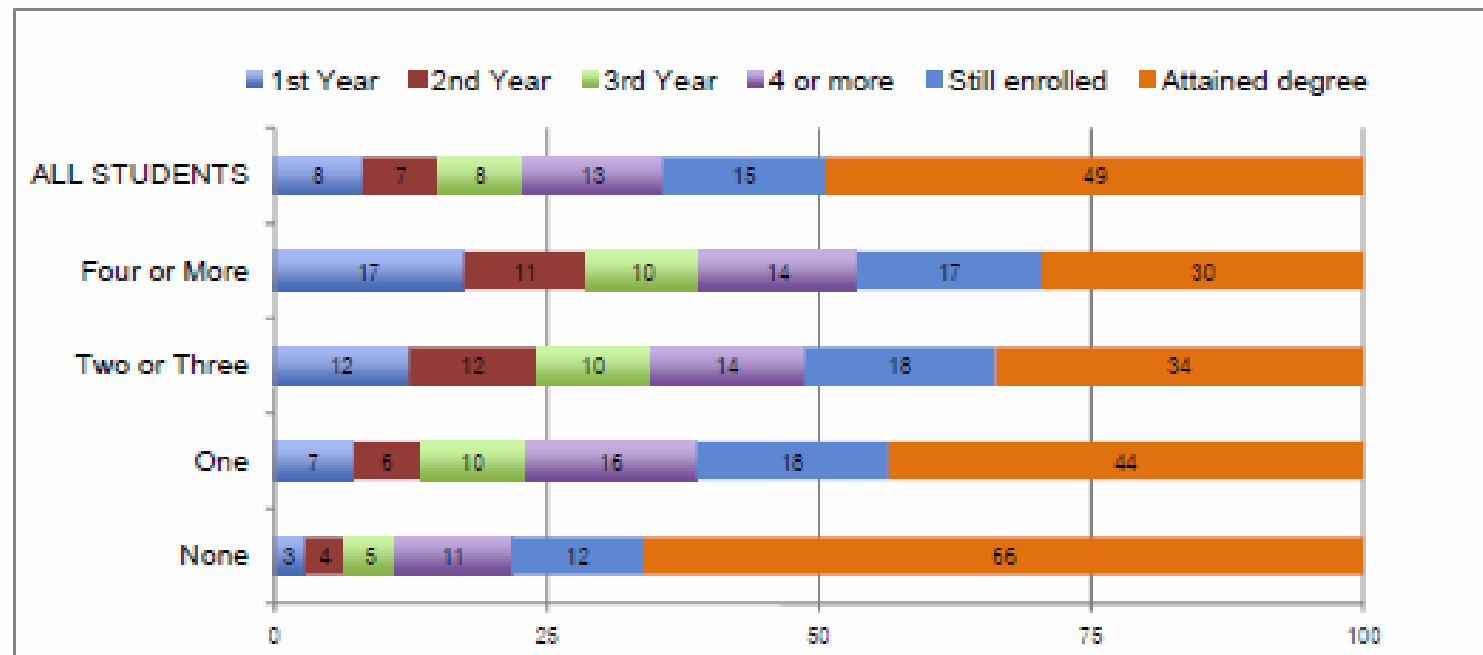


Figure 2. HLRC June Issue 2014, Author's analysis of Beginning Postsecondary Student (BPS) data for all first time postsecondary students, 2003-04, by 2009 (six years).

PERCEIVED BARRIERS FOR FIRST-GEN STUDENTS

- Esteem needs
- Social integration
 - Typically operate between two cultures - home and higher education
- Self-efficacy

OVERCOMING THE BARRIERS WHAT CAN *YOU* DO

- Create a relationship of trust and understanding (Sickles, 2004)
 - How?
 - Appreciative Advising (Bloom et al., 2013)
 - Difference-Education Intervention (Stephens et al., 2015)

APPRECIATIVE ADVISING



Disarm

- Make a positive first impression with the student, build rapport, and create a safe, welcoming space

Discover

- Ask positive open-ended questions that help advisers learn about students' strengths, skills, and abilities.

Dream

- Inquire about students' hopes and dreams for their futures.

Design

- Co-create a plan for making their dreams a reality.

Deliver

- The student delivers on the plan created during the Design phase and the adviser is available to encourage and support students.

Don't Settle

- Advisers and students alike need to set their own internal bars of expectations high.

OVERCOMING THE BARRIERS WHAT CAN *YOU* DO

- Encourage FG students to set goals
 - Identify motivators
 - Extrinsic
 - Can be used to motivate those who lack interest in college
 - Intrinsic
 - Great for integrating students into the college environment

OVERCOMING THE BARRIERS WHAT CAN *YOU* DO

- Be knowledgeable of campus resources to support FG students' needs

CAMPUS EXAMPLES

- The University of California system
 - Connecting first-gen students to first-gen faculty
- Vassar College
 - Matching low-income students with mentors and College provides financial assistance
- Virginia Commonwealth University
 - Identifying at-risk and reaching out to them individually
- Brown University
 - First-generation student network
- “I’m First” online community

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DISCOVERING ASSETS SURVEY

Q9: INDICATE YOUR
LEVEL OF AGREEMENT
ON THE FOLLOWING
ITEMS:
ANSWERED: 189
SKIPPED: 5

Project SUCCESS
Online Assets survey for
incoming participants.

	STRONGLY DISAGREE (1)	DISAGREE (2)	NEITHER DISAGREE NOR AGREE (3)	AGREE (4)	STRONGLY AGREE (5)	TOTAL	WEIGHTED AVERAGE
1. I am committed to being a life-long learner.	1.06% 2	0.53% 1	3.70% 7	36.51% 69	58.20% 110	189	4.50
2. I am committed to earning a degree.	1.06% 2	0.00% 0	0.53% 1	14.29% 27	84.13% 159	189	4.80
3. I attend all of my classes.	1.06% 2	2.12% 4	6.35% 12	22.75% 43	67.72% 128	189	4.54
4. College is preparing me for a better job.	1.06% 2	0.00% 0	4.76% 9	21.16% 40	73.02% 138	189	4.65
5. I have a commitment to self-development and personal growth.	1.06% 2	0.53% 1	4.76% 9	33.86% 64	59.79% 113	189	4.51
6. I have a strong desire to get good grades.	1.06% 2	0.00% 0	3.70% 7	28.04% 53	67.20% 127	189	4.60
7. At the	1.06% 2	0.53% 1	7.41% 14	32.80% 63	58.20% 110	189	4.41