Recruiting First-generation Students

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Utah Valley University Library
Executive Summary:

Abundant literature exists about first-generation college students. Most of this literature focuses on services and programs pertaining to adjustment, achievement, and retention once students have matriculated. Recruitment and outreach are not often discussed, but the articles assembled here provide enough information and insight to begin outlining best practices for recruiting first-generation students. In The Chronicle of Higher Education, Justin Doubleday (2013) described 10 best practices for supporting first-generation students. These practices are easily adapted to recruiting first-generation students when combined with other peer-reviewed materials. They are as follows:

1. Identify, actively recruit, and continually track first-generation students.

2. Bring them to the campus early.

3. Focus on the distinctive features of first-generation students.

4. Develop a variety of programs that meet students’ continuing needs.

5. Use mentors.

6. Institutionalize a commitment to first-generation students.

7. Build community, promote engagement, and make it fun.

8. Involve families (but keep expectations realistic).

9. Acknowledge, and ease when possible, financial pressures.

10. Keep track of your successes and failures: What works and what doesn’t?

Though we will not use all of Doubleday’s principles here, most adjust easily for our purposes.

1. Identify, actively recruit, and continually track first-generation students.

College choice and fit are important to all students and it is essential to personalize recruitment. Focus on what the university has to offer the individual first-generation student. “All students were very interested in the quality of the academic offerings and supports, as well as the potential for future benefits they might derive from higher education. Thus, recruitment programs that focus on matching prospective students’ interests and future aspirations to available university programs and supports will undoubtedly be more successful in retaining students than
programs focusing more generally on increasing admission and matriculation rates” (Cho, 2008, p. 104). The university needs to articulate a method for identifying students and their motivations. “Although both personal/career and family expectation motivations were highly endorsed by these college students, only the personal/career motivation was related to college outcomes” (Dennis). Individualized recruitment that focuses on personal/career motivation (matching with appropriate UVU programs) will not only bring more first-generation students to UVU, but help them succeed.

Research also shows that we should want them at UVU, rather than at community colleges, because they will have a greater rate of completion and future success. According to Khanh Van T. Bui (2002), of Pepperdine University, “research, however, has shown that first-generation students have a better chance of earning a bachelor’s degree if they start postsecondary education at a four-year college rather than a two-year college” (p. 3).

2. Bring them to the campus early.

Brochures and college fairs are no longer sufficient means of recruitment. The model is changing from purely sender to receiver, to a model that includes sender-receiver, receiver)sender, and peer to peer. “Not surprisingly, personal sources of information were important, and more so than non-personal sources. Parents led the list, and a university should communicate with both [parents]. If you have to communicate with only one influence, persuade the mother!” (Johnston). The most important non-personal sources include campus visits and opportunities to work with recruiters directly. “Among non-personal sources of information, a visit to campus stands far above all others. It appears that one surefire way for a university to break through the clutter of brochures, emails, and websites to reach a prospective student is to host him or her on campus” (Johnston). We need to use faculty and staff. We need to send them to students and allow them to interact with students when they are visiting campus. “In conclusion, the student survey found the surprising results that university faculty, staff, and/or coaches are highly influential, ranked up with mother and father” (Johnston).

3. Focus on the distinctive features of first-generation students.

Much of the literature discusses only the difficulties that first-generation students present, when often they should be seen as opportunities. “One distinctive finding of this study is that first-generation students’ life experiences contributed to the development of skills perceived as critical to success in college. In other words, work experience and family motivations gave students the time management, goal focus, and self-advocacy skills that prepared them for the demands of college” (Byrd and MacDonald).

4. Develop a variety of programs that meet students’ continuing needs.

5. Use mentors.

Susan Lightweiss (2014) wrote a strong essay that highlights much of the thought and literature that surrounds first-generation students and articulates some of the best ways to connect with first-generation students and help them persist throughout their education.
“High schools counselors are a good resource for first-generation students to become educated about college. High school counselors can suggest attending first-year seminar programs at colleges and universities. Also, these counselors are a good resource for students to understand overall academic expectations...Finally, one of the key elements in programs for first-generation students is mentoring.”

In *The Chronicle of Higher Education*, Katherine Mangan (2015) discusses how UT-Brownsville sends college student mentors into local community schools to be mentors. This helps educate first-generation students about getting into college and increases community presence. Mentors are a great way to identify future students. It uses current students to benefit both themselves and future students.

6. Institutionalize a commitment to first-generation students.

7. Build community, promote engagement, and make it fun.

Financial factors and perceived academic quality are the most important factors when choosing a college, however: “when choosing a college, first-generation students and female students, in particular were most sensitive to psychosocial characteristics that included perceived safety, positive social climate, and having friends present on campus” (Cho).

8. Involve families (but keep expectations realistic).

Much of the literature focuses on social and cultural capital essential for student success. The literature often limits its view by ignoring the progress and opportunities created by siblings. Siblings are one of the greatest recruiting tools for first-generation students and one of their best supports. “Consistent with previous work, the role of siblings cannot be ignored, In many cases, siblings replaced parents as sources of information when parents were not able to assist Chicanas with the nuts and bolts of the college application process...The important role of siblings points to the value of having individuals who are close to you who can help personalize the process of going to college” (Ceja).

This does not undermine the important role of parents. McCarron and Inkelas (2006) found that parental involvement was the best predictor for student success for first-generation students. “Because parental involvement was tied to students’ educational aspirations as measured in high school, college staff working in areas such as recruitment must reach out to students and their families via open houses, orientations, and high-school to college bridge programs.”

Perez and McDonough (2008) used the model of chain migration to see whether or not students follow other peers, siblings, and friends to colleges, or if they pick independent of those factors.

“The third question in this research investigation asked whether Latina/o students had chain migration contacts at the postsecondary institutions they were considering applying to or were going to matriculate. The short answer to this question is yes. What is most interesting is the importance these chain migration contacts, or social support networks, had for these students and why they were so influential in the Latina/o student college decision-making process.”
Hallett and Griffen (2015) of the University of the Pacific worked with their local school district to build a program to empower parents of potential first-generation students. The authors depended heavily on a strong relationship with the school district that had previously been established through “teacher and administration preparation programs” as well as relying on the connections that many of the local teachers/administrators had to the university (p. 107). These connections to the school district were essential for recruiting families to participate in the program as well as refine and improve the information presented to the participants (p. 107). Once families were recruited the goal was to empower parents to play an active role in their child’s college readiness, selection, and application process. The parents’ major concerns were financial aid as well as ways to communicate with their student about college. Parents were anxious that they did not have the right information or experiences to communicate with their students and often did not know how to start the conversation. The third, and most successful, year for the program involved having a family night for participants to meet the college researchers and high school administrators and ask questions about the 5 week program and what it entailed. The participants were given packets of information at the family night and then were sent newsletters every week from the researchers. The newsletters included conversations starters as well as information about certain topics. They also included an assignment to create family goals surrounding the topic of the week. The participants’ response to the program is best summarized by the authors stating,

Parents and other family members enjoyed coming to the sessions hosted by the high school and university, but they found the ability to have conversations at home the most useful. The structured activities with supporting resources and information allowed parents to speak with their children in the car or over dinner. The activities were explicitly designed with prompts that enabled parents to engage in a discussion about specific aspects of preparing for college. The parents did not need to wait for the child to relay information or to lead the conversation. The parents and child could collaboratively draft goals related to each week’s topic. At the end of the 5-week program, the goals each family developed were assembled into an individualized [Family Action Plan]. (116)

9. Acknowledge, and ease when possible, financial pressures.

Kristy Tucciarone (2008) showed that first-generation students begin the search process for colleges as early as their freshman year of high school and that is when colleges need to start contacting them. They also need to be realistic about the cost of college.

“The advertising strategies most influential in affecting community college search and choice process according to the research participants are college recruiters visiting high schools (advance posting by the community college required in order for students to be prepared); radio and television commercials with messages, such as the community college’s convenient and close location; the ability for students to transfer general education courses to a four-year institution; and affordable or free tuition.”

10. Keep track of your successes and failures: What works and what doesn't?

Recruitment must be personalized and focus on personal goals and motivations. Direct contact with faculty, staff, recruiters, and campus is
much more impactful than brochures and other traditional advertising materials. Families must be included in the process and siblings can be great sources of information and cultural capital for each other. UVU can help first-generation students by reaching out to them directly and giving them the opportunities they need to succeed.

Keywords:

social capital, cultural capital, first-generation students, recruit, recruitment, non-traditional students

Peer-Reviewed Articles:

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| 1. Atherton, M. C. (2014). Academic preparedness of first-generation college students: Different perspectives. *Journal of College Student Development, 55*(8), 824-829. Retrieved from ERIC | As student populations continue to become more diversified, institutions must understand students’ academic preparedness to better serve them. A significant amount of research and literature focuses on experiences of students whose parents had little or no college education. Although these first-generation students have much in common with other disadvantaged student groups, their situation presents unique conditions and obstacles to their college | [http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1046416&site=eds-live](http://ezproxy.uvu.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1046416&site=eds-live) | --Sample from a 4 year university in Southern California with a student population of 9,700 with an admission rate of 40.8% | --Hypothesized that first-generation students would be less prepared for college by academic measures as well as their confidence in their own abilities -- “compared with first-generation students, the odds of scoring above the median on the SAT verbal test were 48% higher for student who had both parents graduate from college and 32% higher for those who had one parent graduate from college. In terms of the mathematics section, the odds of scoring above the median
This research project seeks to focus on the topic of academic preparedness of first-generation students. More specifically, this project builds on previous research on academic preparedness of first-generation students by exploring differences in students' attitudes about preparedness compared with traditional academic measures. This study investigates whether first-generation student status affects self-assessment of academic preparedness in the same way it affects traditional measures of academic preparedness.

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<th>2. Bui, K. T. (2002). First-</th>
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<th><a href="http://ezproxy.uvu.edu/lo">http://ezproxy.uvu.edu/lo</a></th>
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were 38% and 20% higher than first-generation students for those with two parent graduates and one parent graduate, respectively” (827).

In regards to GPA first-generation students and students with one college graduate parent had no difference, but students with two college graduate parents were 20% more likely to be reporting a B+ or better in high school GPA.

-- “There was no difference between first-generation status and self-reported rating of overall academic, writing, or mathematical ability” (828).

-- “The lack of social capital transmitted from family and friends contributes the lack of awareness to the extent that lower standardized scores and GPA might affect their academic outcomes” (828).
A gap exists between the degree to which African American students’ background characteristics of first-generation college students at a four-year university, their reasons for pursuing higher education, and their first-year experiences. In comparison to students whose parents had some college experience but no degrees (n = 75) and students whose parents had at least a bachelor’s degree (n = 68), first-generation college students (n = 64) were more likely to come from a lower socioeconomic background, to report that they were pursuing higher education to help their family out financially after they complete college, and to worry about financial aid for college. It is recommended that campus support services for these students directly address their unique challenges and concerns.

3. Brown, O. G. (2011). A gap exists between the degree to which African American students’ background characteristics of first-generation college students at a four-year university, their reasons for pursuing higher education, and their first-year experiences. In comparison to students whose parents had some college experience but no degrees (n = 75) and students whose parents had at least a bachelor’s degree (n = 68), first-generation college students (n = 64) were more likely to come from a lower socioeconomic background, to report that they were pursuing higher education to help their family out financially after they complete college, and to worry about financial aid for college. It is recommended that campus support services for these students directly address their unique challenges and concerns.

Focuses exclusively on first-generation African American students’

In 2002 but relies heavily on information and data from the early 90s and even the 80s.

“Research, however, has shown that first-generation students have a better chance of earning a bachelor’s degree if they start postsecondary education at a four-year college rather than a two-year college.”

“In addition, there were some differences in their first-year experiences. For example, in comparison to the other students, first-generation college students express greater fear of failing in college, worry more about financial aid, and feel they have to put more time into studying.”
### Challenges and opportunities in graduating first-generation African American undergraduates.

*Critical Questions in Education, 2*(1), 14-27. Retrieved from ERIC

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<th>Americans embrace the cultural value of higher education attainment (Butchart, 1988; Du Bois, 1935; Mickelson &amp; Greene, 2006; Washington, 1900; Woodson, 1919) and the reality of their unsatisfactory undergraduate degree attainment at traditional white institutions (TWIs) (Allen, 1992; Allen, Jayakumar, &amp; Griffin, 2005; Brown, 1994). Metaphorically, the jar is both half-empty and half-full. The three-fold objective of this article is to describe what the jar of degree attainment looks like for African American undergraduates at TWIs; to outline the role that parents' early and sustained academic expectations play in creating a home environment for their sons' and daughters' academic achievements in Pre-K-12 education and</th>
<th>ohost.com/login.aspx?direct=true&amp;db=eric&amp;AN=EJ1047435&amp;site=eds-live</th>
<th>American students. The principles and ideas do seem extrapolatable to other groups.</th>
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<td>rigorous academic preparation to attend selective TWIs requires the interaction of several key factors, such as high teacher expectations, good academic environment in the school, completing an advanced curriculum, developing mutual peer relationships that sustain academic achievement and projecting positive futures orientations, and high parental expectations. Notwithstanding, parents are the primary socializing agents who help their sons and daughters acquire the social capital, as well as the academic credentials, that propel many to say, ‘I know that I am going to college, but I do not know where I am going to college.’’&quot;</td>
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beyond; and to clarify and expand upon the position that educators have taken that early and sustained academic preparation is the key to increasing the pool of African American students who attend and graduate from TWIs. In this article, the socially constructed concepts of "African American" and "black" are used interchangeably to describe Americans who identify themselves as having historical origin from West Africa.

| A study explored the nature of college readiness from the perspectives of first-generation college students. Participants were eight students who had transferred to a university from a community college, were older than 25, and were of the first-generation in their families to attend college. The results indicate that work |
| Small sample size, focused on students 25 and older. |
| This study sought out the perspective of first-generation students by asking them four questions: What does it mean to be ready for college ready for college? What do successful nontraditional students bring to their college experiences that contribute to their |
experience and family motivations gave students the time management, goal focus, and self-advocacy skills that prepared them for the demands of college and that although academic skills were clearly important, these three skills emerged as more important.

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<td>How can non traditional learners be seen to have strengths and not just deficits?</td>
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<td>How are students prepared for not prepared for college in ways not measured by standardized tests?</td>
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<td>Turn perceived deficits into strength, for example family connections and work experience.</td>
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“One distinctive finding of this study is that first-generation students’ life experiences contributed to the development of skills perceived as critical to success in college. In other words, work experience and family motivations gave students the time management, goal focus, and self-advocacy skills that prepared them for the demands of college.”

Guided by a social capital framework, this qualitative study examined the role of protective agents, namely parents and siblings, during the college choice process of 20 Chicana seniors attending a large urban high school in California. Despite previous research showing that Mexican parents hold a high value toward the importance of an education, this study shows that the role that parents were able to fulfill during the college choice process was greatly limited. The findings of this study also suggest that in many cases, siblings replaced parents as information sources when parents were not able to assist Chicanas with the college application process. These findings raise questions about the college information sources


Focuses only on latina first-generation students. Small sample sized. Used 20 Chicanna seniors from one high school in the Los Angeles area.

Though parents aspired for their children to go to college, they had very little understanding of the college choice process. Parents are unable to be significant information sources, however, older siblings were a great source of guidance if they a had already been through this process.

“Having older siblings establish a college-going tradition was very important.”

“Consistent with previous work, the role of siblings cannot be ignored, In many cases, siblings replaced parents as sources of information when parents were not able to assist Chicanas with the nuts and bolts of the college application process.”

“The important role of siblings points to the value
available to Chicanas outside the home, such as schools or community agencies.

The authors examined students’ reports of their college choice process to understand the influence of a set of psychological, personal, and institutional factors. The authors also examined potential moderating influences of generational status, gender, race, and SES on our variables of interest. A diverse sample of college freshmen (N = 1,339), including 42% who were the first in their families to attend college, responded to a self-reporting, Web-based survey. Findings indicate that psychosocial factors and academic quality of the college were most influential for first-generation students as compared to their nonfirst-generation peers.

Minimizes variability within groups in order to better compare differences between groups.

Studying how psychosocial, personal and institutional factors influence the college choice process.

Financial factors and perceived academic quality are the most important factors when choosing a college, however:

“When choosing a college, first-generation students and female students, in particular were most sensitive to psychosocial characteristics that included perceived safety, positive social climate, and having friends present on campus.”

It is essential to personalize recruitment and focus on what the
in the college choice process. However, gender, race, and SES moderated these influences in complex ways. For example, females rated the psychological variables higher than males; Asian American and African American first-generation students rated higher than their parents' preferences for which college to attend as compared to nonfirst-generation peers. First-generation females, African American in particular, considered academic quality more important than other groups. Our findings should be of value to counselors and other personnel who facilitate students' college choice process as well as college recruitment, retention, and diversity enhancement programs.

All students were very interested in the quality of the academic offerings and supports, as well as the potential for future benefits they might derive from higher education. Thus, recruitment programs that focus on matching prospective students’ interests and future aspirations to available university programs and supports will undoubtedly be more successful in retaining students than programs focusing more generally on increasing admission and matriculation rates.”

high-achieving socioeconomically disadvantaged students to the physical sciences and engineering? *College Student Journal*, 43(4), 1359-1369. Retrieved from ERIC

| major in physical sciences or engineering. To guide recruitment and retention of a diversity of talent, this study examined what attracts high-achieving SED students to these fields. Participants were 50 undergraduates majoring in physical sciences or engineering enrolled in the McNair mentoring program. Ninety-two percent were first-generation in college and/or low-income; 56% were female, 40% Hispanic, and 36% White. This group of SED students mostly explained their attraction to physical sciences or engineering in terms of scientific curiosity and a passion for research. They also reported being excited about the possibility to use their science and engineering education for social purposes. Securing a good job emerged as another important motivator, particularly for who are all already enrolled in a mentoring program.

include:

- An existing or cultivated passion for scientific research.
- The social applications of physical sciences and engineering.
- Employment and financial prospects in physical sciences and engineering.
- Having had fun doing physical sciences and engineering.
- Meaningful relationships with mentors and peers.
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<td>8. Dyce, C. M., Albold, C., &amp; Long, D. (2012). Moving from college aspiration to attainment: Learning from one college access program. <em>High School Journal, 96</em>(2), 152-165. Retrieved from Project Muse.</td>
<td>Using data from a survey of 75 parents and high school students who were eligible for a college access program, this article examines parents' and students' college aspirations and their confidence in fulfilling that goal. The authors argue that pre-college preparation programs can benefit from the non-economic forms of capital that these families undoubtedly have. Moreover, students' and their parents' confidence in college aspirations are often situated in deeply-rooted beliefs in the ultimate benefits of education for individual, familial, and communal uplift. Understanding the</td>
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<td><a href="http://muse.jhu.edu/journals/high_school_journal/v096/96.2.dyce.html">http://muse.jhu.edu/journals/high_school_journal/v096/96.2.dyce.html</a></td>
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<td>Small, self-selected, sample size.</td>
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<td>Studies a non-governmental program that targeted and funded college access for first-generation students in the Southeastern United States. Noble University established the Noble Academy, an intensive college access program that services academically promising high school students. Focuses on the strengths that the students and families bring to the table rather than traditional barriers. “The Academy’s philosophy is that with appropriate and</td>
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valuable role of social and cultural capital in the college goals of first-generation and low-income youth will help college preparation programs build stronger partnerships with their students and families as they help them move from college aspirations to attainment.

comprehensive services, opportunities, and supports there is a college or university at which every talented young person can be successful regardless of financial status. Noble Academy believes that access to information about college is essential, but that information alone is insufficient. As such, Noble’s staff and administrators see it as their responsibility to provide experiences that will inspire their scholars to find their passion, find meaning in their lives, and imagined new futures for themselves and their families.”


The role of personal motivational characteristics and environmental social supports in college outcomes was examined in a longitudinal study of 100 ethnic minority first-generation college students. Personal/career-motivations are good predictors for college outcomes. Family expectation motivation is not a good predictor for college outcomes. “Although both personal/career and

Self-selected and self-reported participants and data.

Non-diverse sample participation.

Personal and career motivations are good predictors for college outcomes. Family expectation motivation is not a good predictor for college outcomes.
related motivation to attend college in the fall was a positive predictor and lack of peer support was a negative predictor of college adjustment the following spring. Lack of peer support also predicted lower spring GPA.

“In conclusion, these findings demonstrate that both personal/career motivation and a lack of needed support from peers are important predictors of college GPA, adjustment, and, possibly, commitment to college, even when the strong effects of academic aptitude as indicated by high school GPA are controlled.”


Involving parents in the college-planning process is essential to increasing access for students from low-income communities of color. Using the action inquiry model, we explore how collaboration between a school district and a university can empower parents to...
engage in meaningful conversations and planning related to college access. This qualitative case study draws from 3 years of data gathered from the development and implementation of a college-access program designed for underperforming middle and high school students who would be first-generation college students. Our findings suggest that parents want access to specific information, desire a deeper connection with other parents going through the process, and lack proper knowledge to feel empowered to lead discussions with their children.

| what information the parents found the most valuable, and how they provided information about Financial aid for families |
| their children navigate some of the services provided within college increases success for students, but is limited for students whose parents did not attend college |

“College-access programs have the potential to help parents interpret and apply the information available” (104)

113 students participated in a 3 year period for interviews, surveys, and field observation. Interviews with parents and students were interviewed once a year. The research team also conducted interviews with instructors, high school mentors, and administrators.

Families that participated attended a minimum of three “family nights” that included presentations and question and answer sessions which together lasted 90 minutes.
Some information was followed up with a newsletter, but many of the parents felt that their students could read the newsletter on their own, or the student did not tell the parent about the newsletter, which seemed to cut off some of the communication that previous activities had engendered.

Many parents felt that the family night presentations were “too dense” or had too much information.

Parents were pleased with the work the students had done within the program, but largely felt separate from the process i.e. not engaged and empowered.

For the third year the program was changed to try and engage with parents better. Research coordinators would email the parents information, a packet with weekly goal worksheets, information,
and resources were included, and the parents were encouraged to partner with their student to build a action plan for their students -- the goal planning as a family unit was considered overwhelmingly positive. Parents reported that it helped facilitate conversation about college and got them involved in the process -- Working with community partners is cited as being key to the success of the program -- Newsletters sent with students and large presentations were either not making it home or overwhelming and therefore failed to empower and engage parents -- Financial aid was the first and primary concern for parents. Putting off that discussion created barriers -- Parents wanted information about

Emerging peer-to-peer communication via social media, and the role of influential peers, is changing the way that marketers communicate with prospects. The model is changing from a sender-receiver model to one that includes influential peer-to-peer and receiver-to-sender communication. This research examines this phenomenon in the context of student choice of a university. What is the relative influence that various sources of information have on students' choice of university? How does the influence of friends and family members compare to the influence of non-personal media? How do high-touch tools like campus visits compare to high-tech tools such as


Used memory of already enrolled students at a particular university to gather data.

Brochures and college fairs are no longer sufficient means of recruitment. The model is changing from purely sender to receiver, to a model that includes sender-receiver, receiver-sender, and peer to peer.

“In conclusion, the student survey found the surprising results that university faculty, staff, and/or coaches are highly influential, ranked up with mother and father.”

“Not surprisingly, personal sources of information were important, and more so than non-personal sources. Parents led the list, and a university should communicate with both. If you have to communicate with only one influence, persuade
social media sites? Results of a survey of students showed that parents, along with other family and friends, were the most influential sources of information. Outside of personal contacts, a student's visit to campus was highly influential. Surprisingly, social media was not rated as highly influential compared to traditional media. Results of a second survey of university employees generally predicted student responses well, although employees underestimated the influence of university representatives (faculty members, staff, and coaches) and underestimated the impact of a visit to campus as sources of information for prospective students.

12. Lightweis, S. S. (2014). The challenges, persistence, and success of white, working-class, and low-income students. Focuses only on white, working-class, first-generation college students. Many of the essays in this collection highlight much of the thought and literature that surrounds first-generation students.


who are white, working-class first-generation students. The discussion examines these college students and the challenges they face. The discussion analyzes why first-generation college students persist while others do not. Additionally, the discussion explores issues of access to some public universities due to socioeconomic status backgrounds and rising costs of higher education. Finally, the discussion examines programs used at many colleges and universities which support first-generation college students to persist and succeed in higher education.

13. McCarron, G. P., & Inkelas, K. K. (2006). The gap between educational aspirations and first-generation was assigned by parental status only. Students with older siblings who went to high schools counselors are a good resource for first-generation students to become educated about college. High school counselors can suggest attending first-year seminar programs at colleges and universities. Also, these counselors are a good resource for students to understand overall academic expectations.”

“Finally, one of the key elements in programs for first-generation students is mentoring.”
attainment for first-generation college students and the role of parental involvement. *Journal of College Student Development, 47*(5), 534-539. Retrieved from Project Muse

On the educational aspirations of first-generation students as compared to the educational aspirations of non-first-generation students. Additionally, the study investigated if the educational aspirations of first-generation students differed from their actual educational attainments. Lastly, the study explored the differences in educational attainment for first-generation students by gender, race/ethnicity, and socioeconomic status. Longitudinal data from a nationally representative sample of 1,879 students generated by the National Educational Longitudinal Study 1988-2000 was used as the basis for analysis.

The research used the model of chain migration to see whether or not students follow other peers, siblings, and friends to colleges, or if they pick independent of those.

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<td>Through interviews and focus groups with 106 high school juniors and seniors, this research examined the college choice process for Latina and Latino students in the Small and specific sample group.</td>
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<td>“Because parental involvement was tied to students’ educational aspirations as measured in high school, college staff working in areas such as recruitment must reach out to students and their families via open houses, orientations, and high-school to college bridge programs.”</td>
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Using chain migration theory within a social capital framework, the results indicated that as primarily first-generation college students, the students in this sample relied heavily on siblings, peers, relatives, and high school contacts for purposes of postsecondary planning and for creating a college consideration and application set.

“As is evident from prior research, Latinas/os rely heavily on family and friends as well as high school staff for college information.”

“The third question in this research investigation asked whether Latina/o students had chain migration contacts at the postsecondary institutions they were considering applying to or were going to matriculate. The short answer to this question is yes. What is most interesting is the importance these chain migration contacts, or social support networks, had for these students and why they were so influential in the Latina/o student college decision-making process.”


The purpose of this qualitative study is to analyze how advertising affects a student's search for colleges as early as their freshman year of high school.

Great general principles that seem valid, but spend little time on current social media factors.

and community college choice among the plethora of community colleges, career/technical schools, universities, and other influencers. The results of the research indicate that parents, friends, high school counselors, economics (i.e., money), and location are more persuasive than advertising. However, if the community college identifies a key consumer insight, then advertising is just as persuasive because it serves as a reminder, and it perpetuates the dialogue about higher education options. Prior to advertising, you need to analyze your current and potential customers.

“Given the number of influencers which can affect college choice, the research participants acknowledged that advertising can influence community college choice when combined with social influences.”

“The advertising strategies most influential in affecting community college search and choice process according to the research participants are college recruiters visiting high schools (advance posting by the community college required in order for students to be prepared); radio and television commercials with messages, such as the community college’s convenient and close location; the ability for students to transfer
general education courses to a four-year institution; and affordable or free tuition.”

Essays and Trade publications:

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<tr>
<th>Citation</th>
<th>Abstract</th>
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<th>Limitations</th>
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2. Bring them to the campus early.  
3. Focus on the distinctive features of first-generation students.  
4. Develop a variety of programs that meet students' continuing needs.  
5. Use mentors.  
6. Institutionalize a commitment to first-generation students.  
7. Build community, |
8. Involve families (but keep expectations realistic).  
9. Acknowledge, and ease when possible, financial pressures.  
10. Keep track of your successes and failures: What works and what doesn't?  

---First-generation students straddle two cultures. It is important to realize that they often do not have support or understanding from their families and communities.  

"Of course, the specific difficulties experienced by first-generation students differ depending on whether they are attending a community college, a private liberal-arts college, or a large
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<td>The window for contacting and helping first-generation transfer students is especially small. It is important to contact them early and get them into programs early. “California Lutheran has been able to counsel first-generation transfer students even before classes start. The university took a summer program it had been running for freshmen who qualified for Student Support Services and adapted it. Last August, for the first time, first-generation transfer students participated in their own version of the program.”</td>
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|   |   |   | --First-generation students need and engaging experience and community. They need drawn into the University Life. Small institutions |
tend to do this better than large institutions.

“The Council of Independent Colleges concluded in a report released earlier this year that small and midsize colleges, with their small classes, involved faculty members, and extracurricular activities, do the best job retaining low-income and first-generation students. The students are more likely to finish their bachelor’s degrees in four years at a smaller private college than they are in six years at a public non-doctoral university, the researchers found.

Despite the higher sticker prices at small private colleges, first-generation students who attend them pay on average only $1,000 more per year than do similar students at public research universities, mostly because of more generous
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<td>Trade Publication</td>
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<td>UT-Brownsville sends college student mentors into local community schools to be mentors. This helps educate first-generation students about getting into college and increases community presence.</td>
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<td>--Mentors are a great way to meet future students where they are. It uses current students to benefit both themselves and future students.</td>
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<td>First-generation and non-traditional students need individual mentors.</td>
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<td>--&quot;The role mentors play in the success of others is critical but often neglected. I don’t know why it is that the ability to overcome challenges and move forward is often framed as an individual achievement, when that is not usually the case. No</td>
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matter how resilient or innovative people may be, those around them often help shape their success.”

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“We advocate that students avoid colleges with four- and six-year graduation rates significantly below their state’s average. Low graduation rates suggest that administrators take students’ money aware and unashamed that most of the students will not graduate and may not even complete their first year.”

**Suggestions:**

--Use the backgrounds of incoming students to support their "cultural capital." Involve them in setting goals that are interesting, meaningful, and culturally relevant to them, and that translate into their personal and professional lives. Professors and advisers should encourage
students to engage in cultural activities that connect them to one another and to their college. Joining clubs and attending concerts and other events can build cultural capital. Those activities also support a sense of belonging, which is vitally important for first-generation students to stay in college and graduate.

Guide students to register for courses that reflect a balance of their abilities. For example, students with verbal weaknesses should not enroll in English, Western civilization, philosophy, and a new language all at once. Instead, their chances of success are increased when their course schedule reflects a balance of English with science, technology, art, music, or other less verbally dominant courses. Those students should also register for no
more than four courses each semester and should take two courses in the summer session.

---Organize a panel of juniors and seniors from different backgrounds to discuss how they adapted to college life, including how they pursued resources and people to help guide them in decisions. First-generation students can join the conversation and express their specific challenges in higher education. As reported in a recent study in Psychological Science, such low-key intervention has the potential to increase retention rates, helping students academically, emotionally, and socially.

---Support students’ writing efforts by (1) modeling the writing process for them; (2) meeting with them in small, short-term groups to share pertinent
and (3) encouraging them to send email attachments of their first and second drafts, then using the comment software to provide them with constructive feedback. Such support tends to improve writing, grades, and students’ academic self-esteem.

--Nurture students’ well-being. In a 2014 report from Gallup, in partnership with Purdue University and the Lumina Foundation, college graduates were found to be more likely to be engaged at work if they’d had professors who fostered their excitement in learning, supported their efforts in an internship--type program, encouraged them to pursue their passions, and demonstrably cared about them.

--Require rigorous courses with clear goals that offer students readily accessible
and adequate support.

--Emphasize to students how crucial it is to attend class. In "The Empty Desk: Caring Strategies to Talk to Students About Their Attendance," Rose Russo-Gleicher, a social worker and adjunct professor of human services, suggests dealing with student absences directly — speaking with students privately about their attendance problems and demonstrating empathy by listening attentively and supporting their efforts to improve.

--Carefully monitor students’ engagement and progress, and intervene quickly and decisively if things aren’t going well.