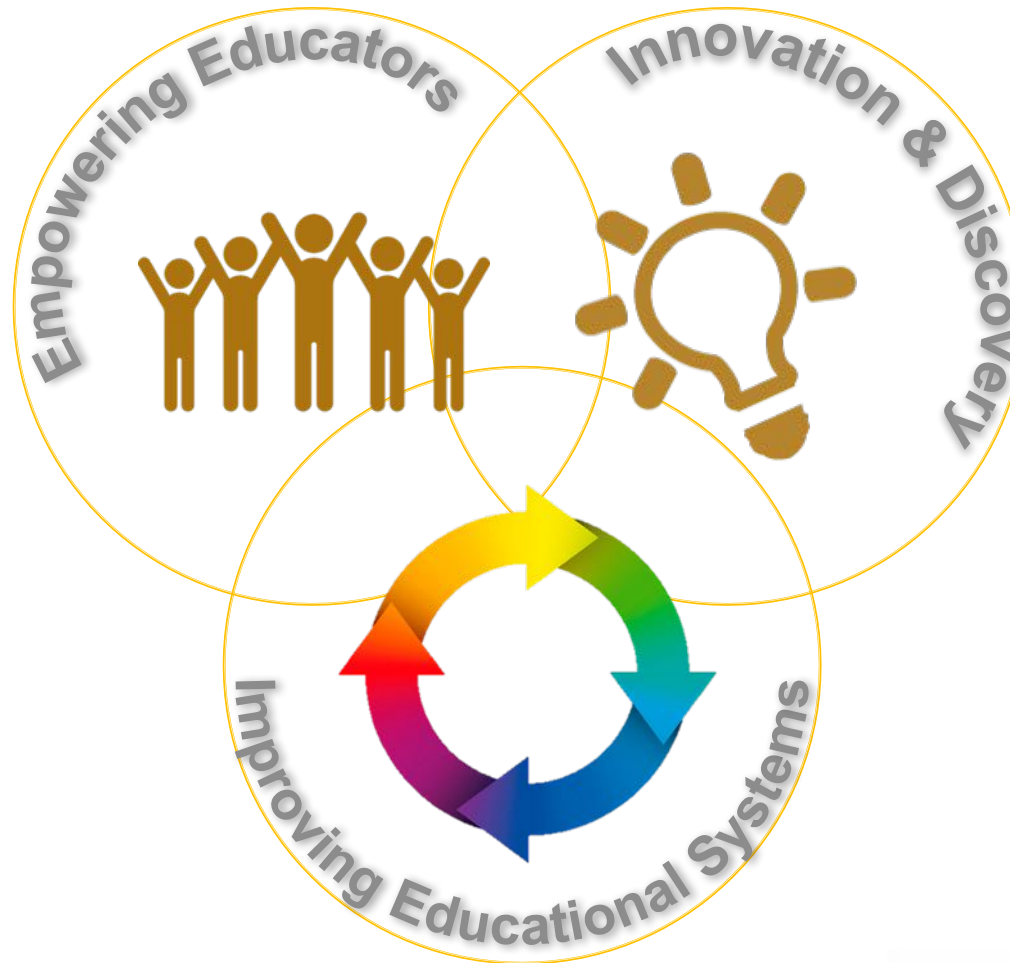


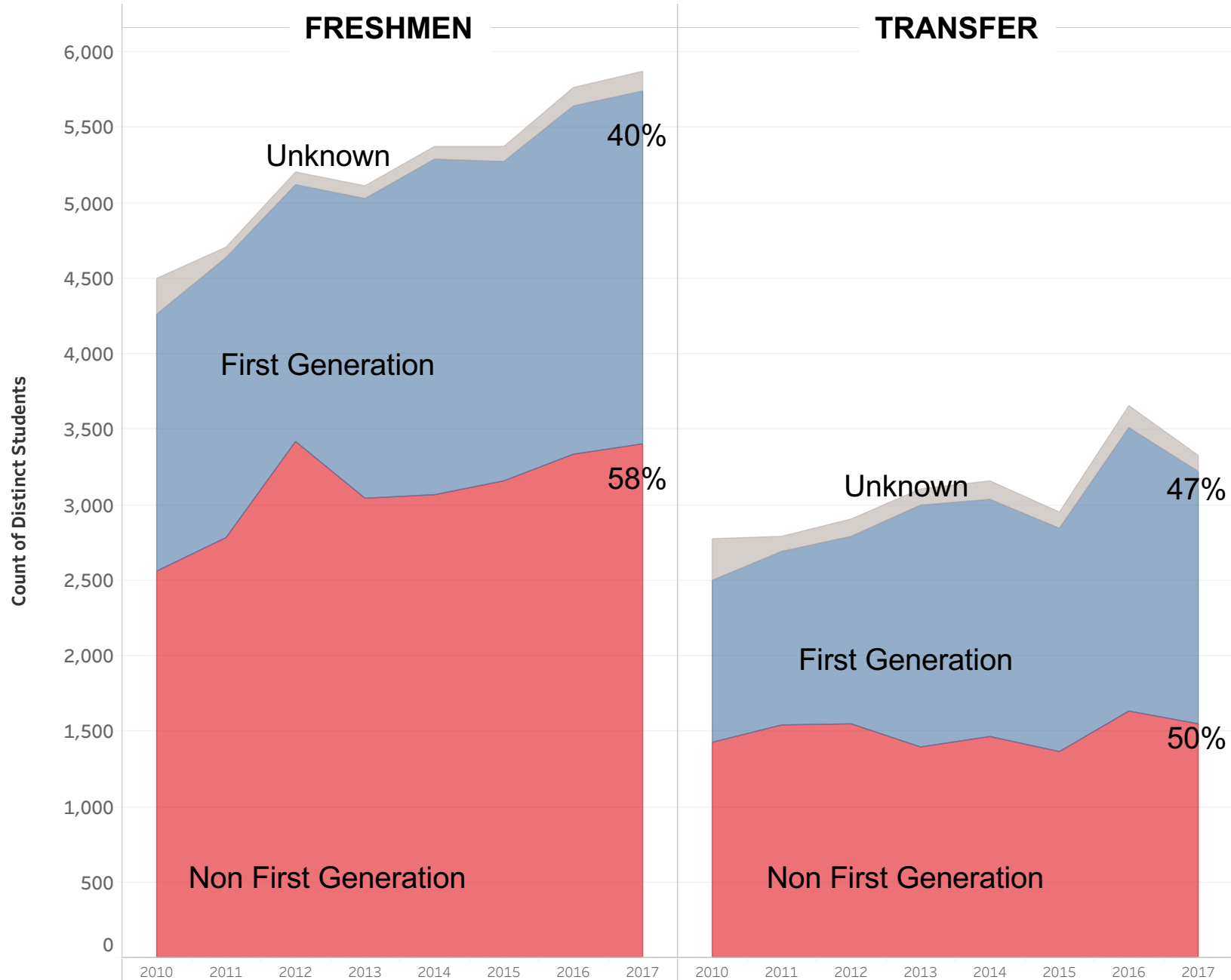
# Understanding and Supporting First Generation Students



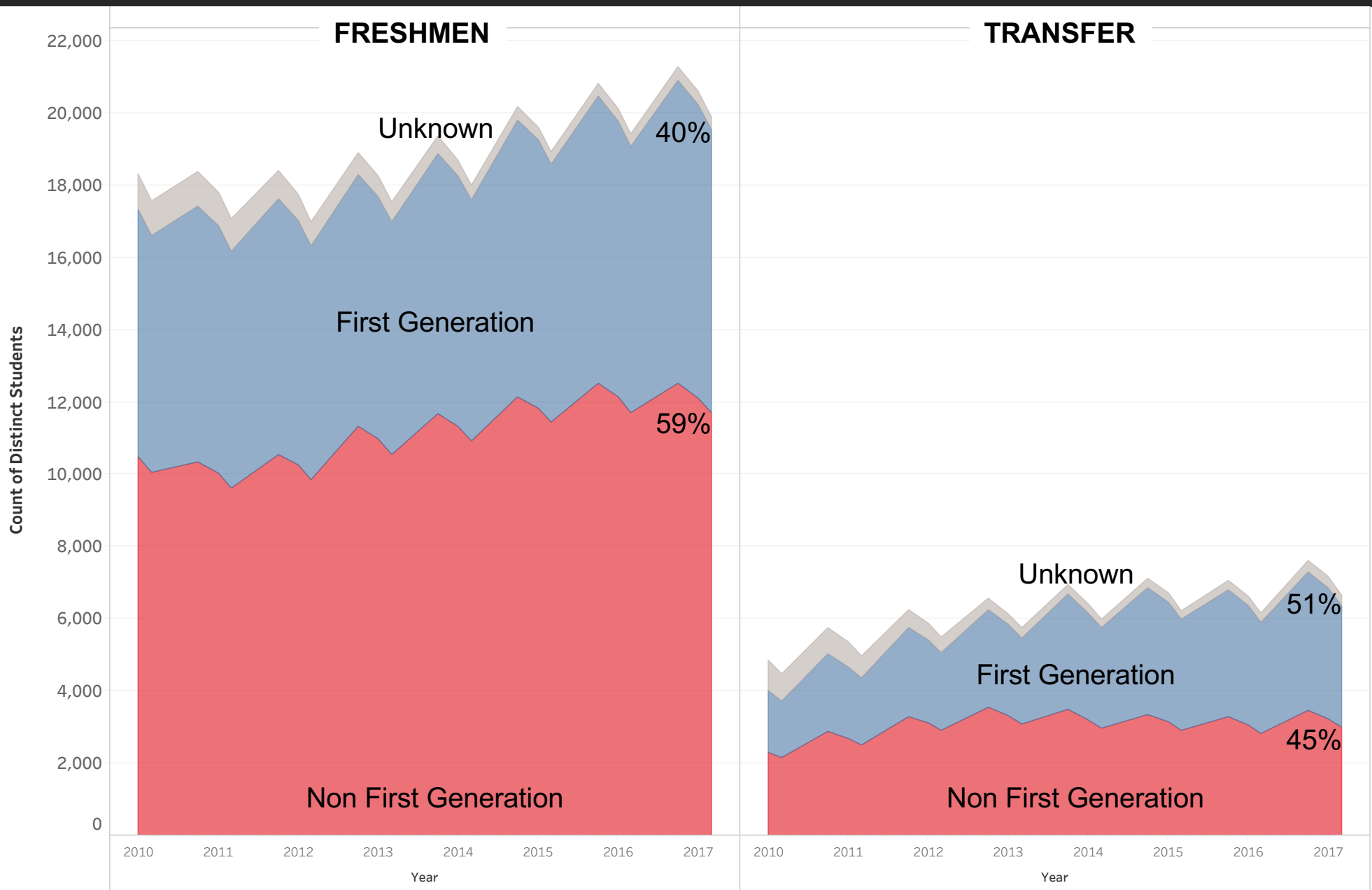
# *Enrollments*

First Generation  
Entry and Overall  
Enrollments

# FG numbers Fall Entry – Freshmen and Transfer



# FG numbers steady state– Freshmen and Transfer

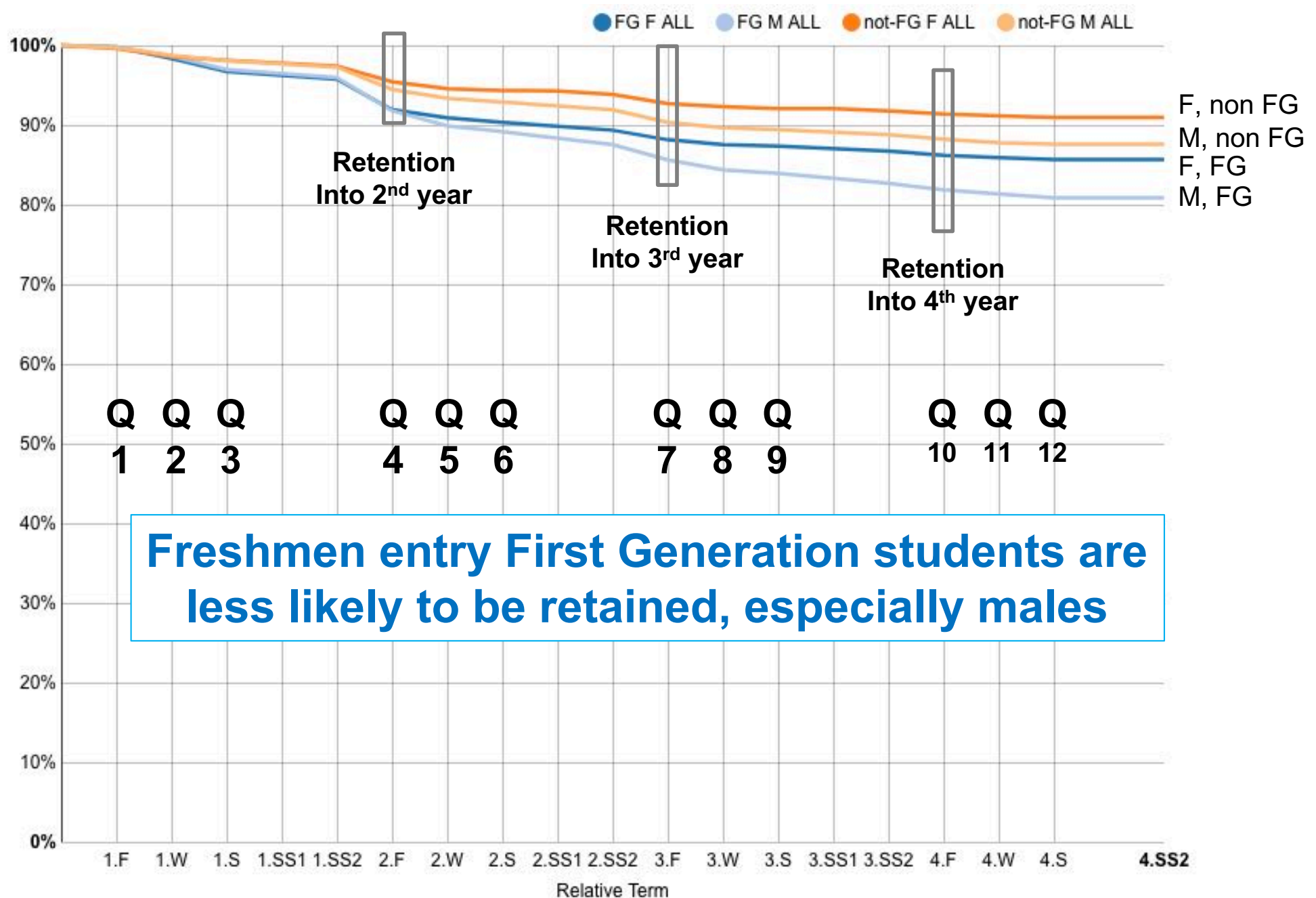


# *Retention*

First Generation  
Retention Overall  
and by Group

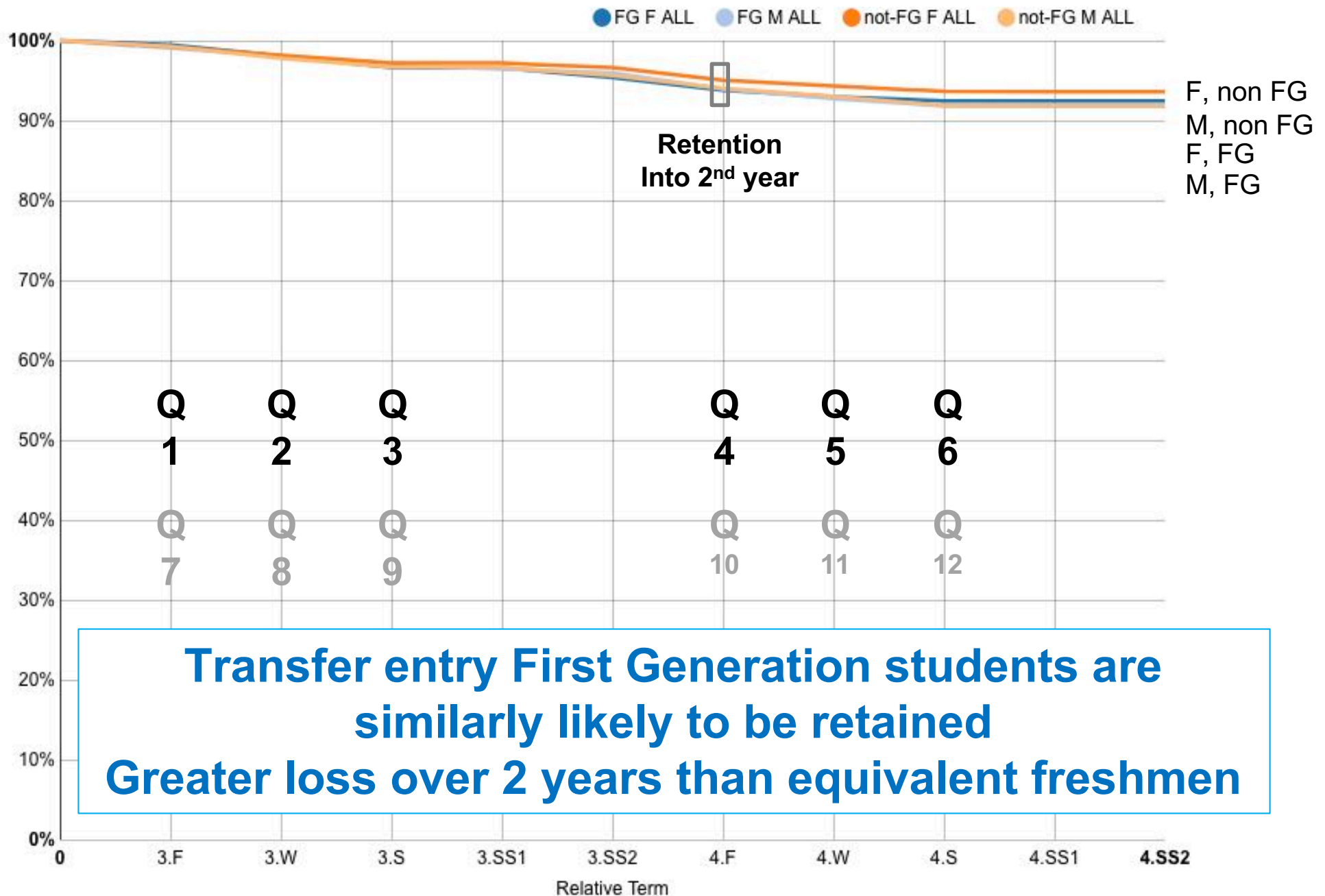
# Overall Retention by Gender and First Gen Status

Average of 2008-2012 starting freshmen cohorts



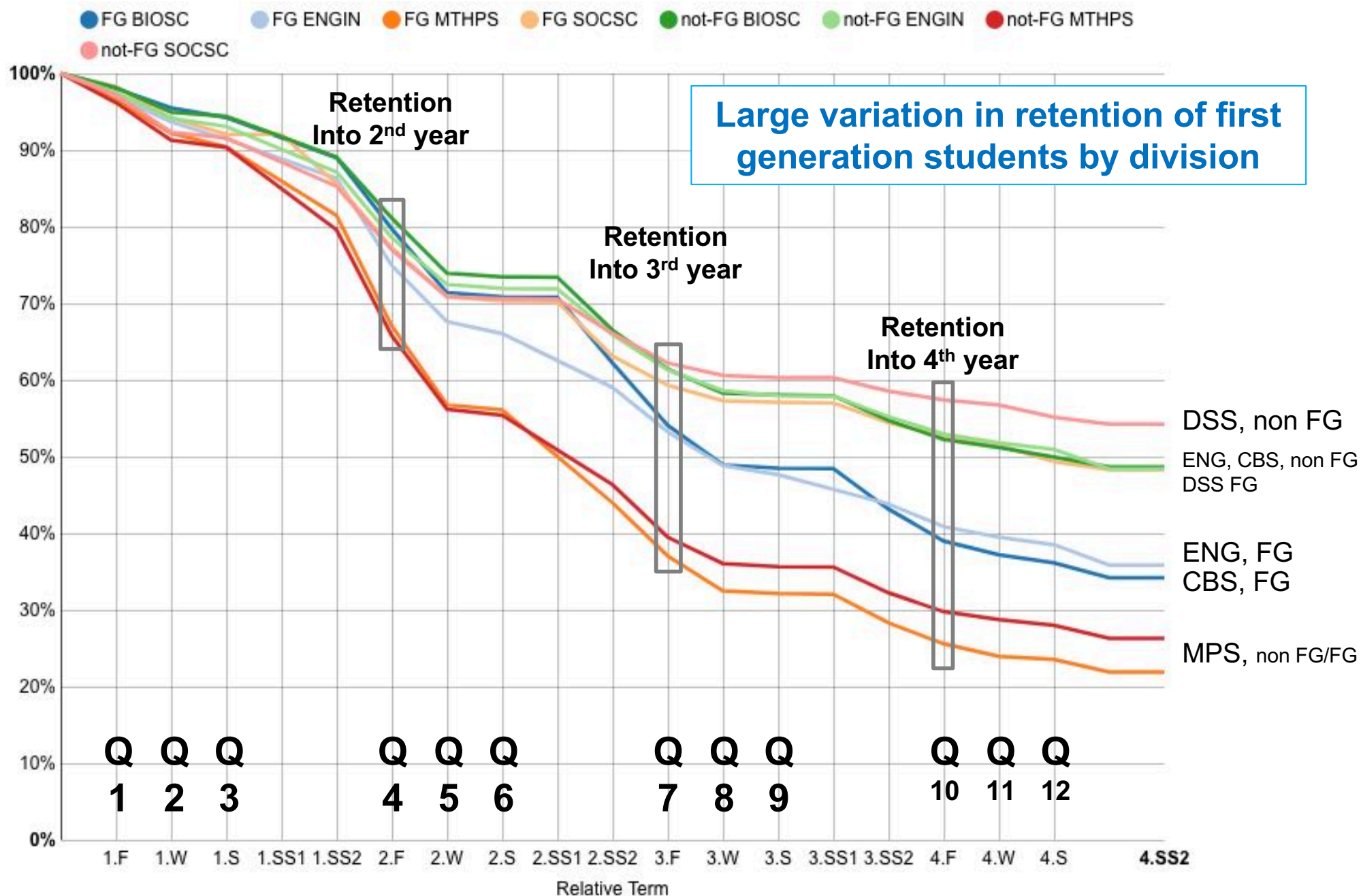
# Overall Retention by Gender and First Gen Status

Average of 2010-2014 starting transfer cohorts



# Sample Overall Retention by Division and First Gen Status

## Average of 2008-2012 starting freshmen cohorts



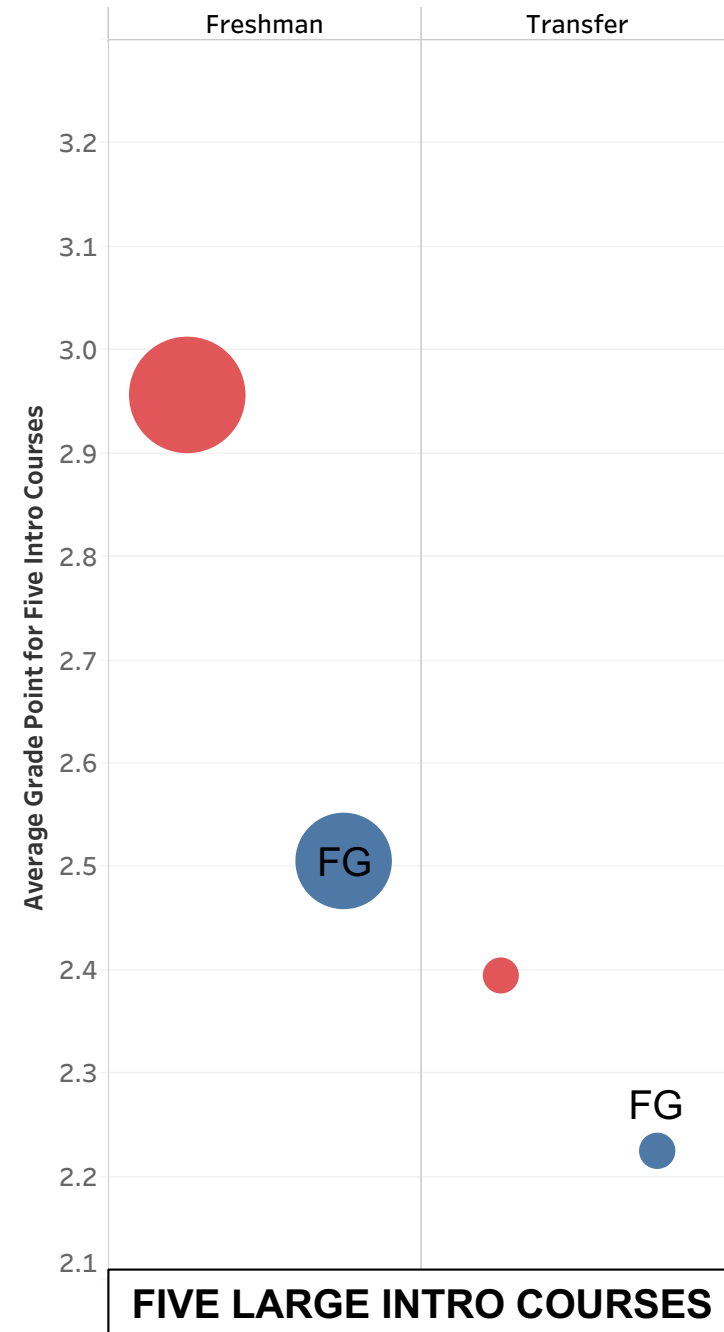
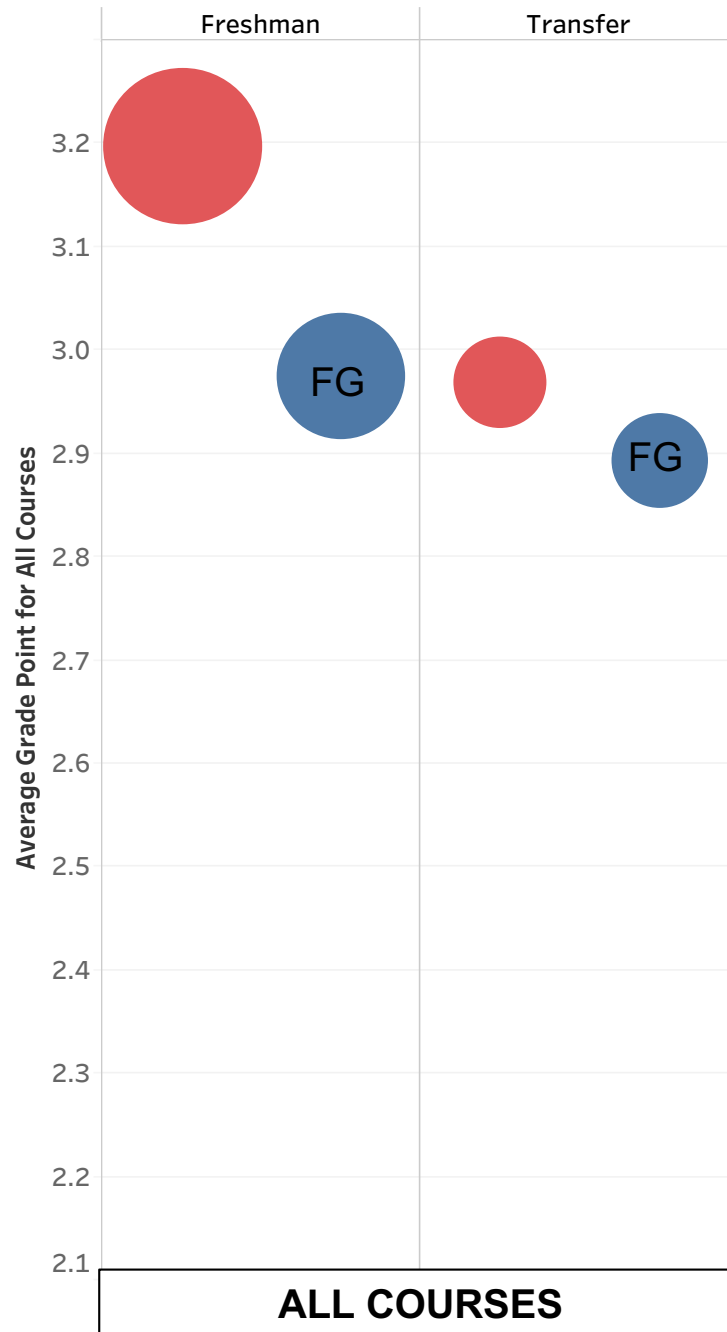


# *Course Outcomes*

First Generation  
Student GPA and  
Intersectionality Effects

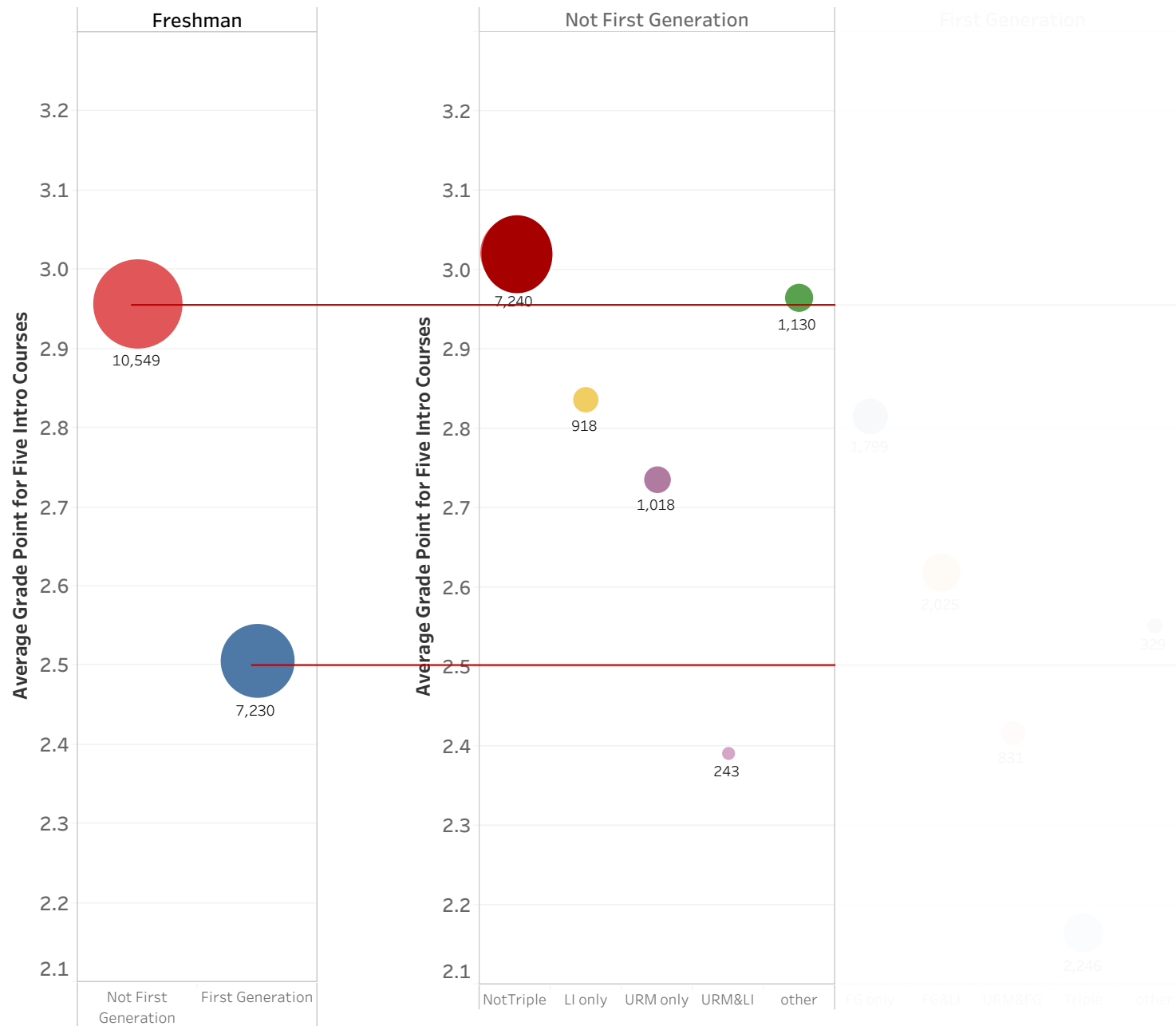
# GPA Averages in ALL and Selected Large Intro Courses

## AY 2014-17



# Intersectionality in GPA Averages in Large Intro Courses

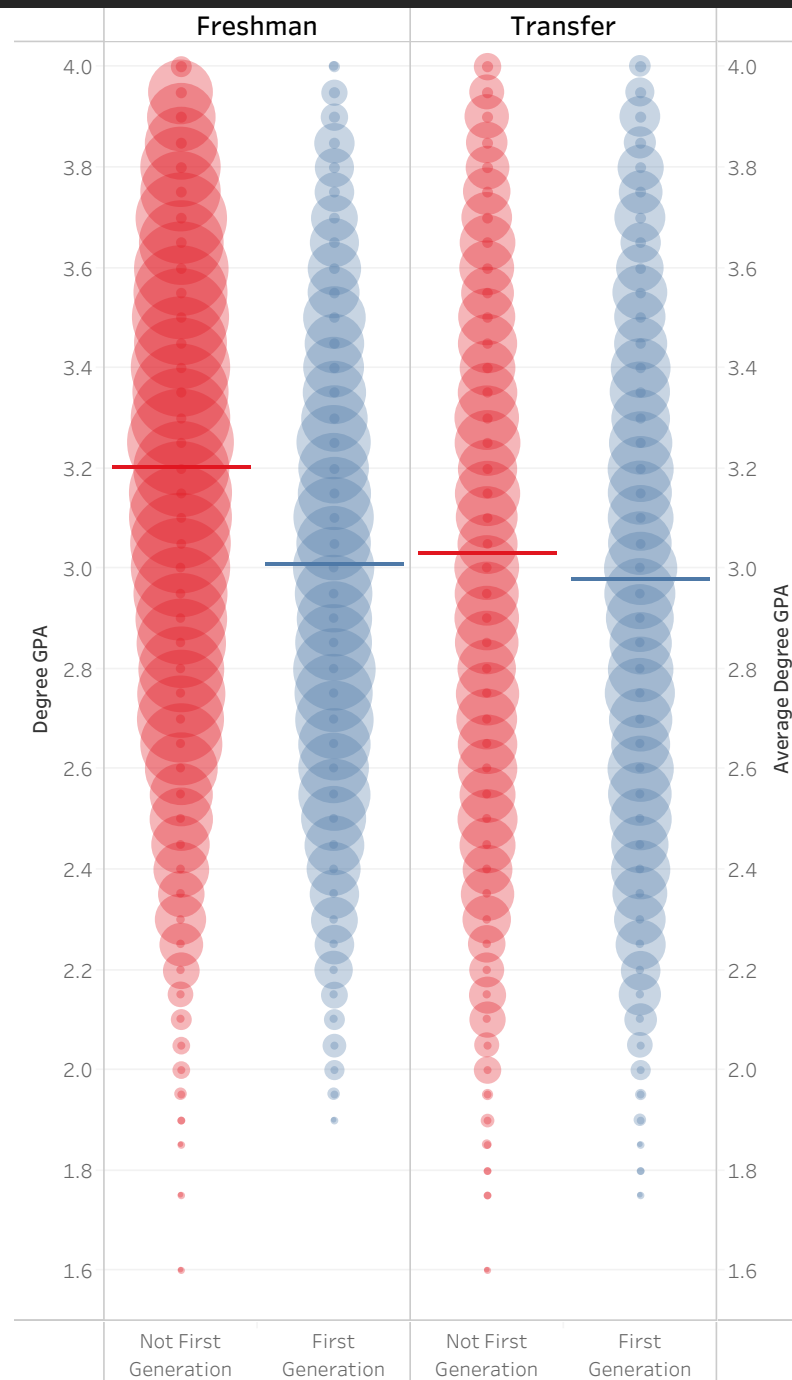
## AY 2014-17



# *Graduation Outcomes*

## First Generation Student Graduation Metrics

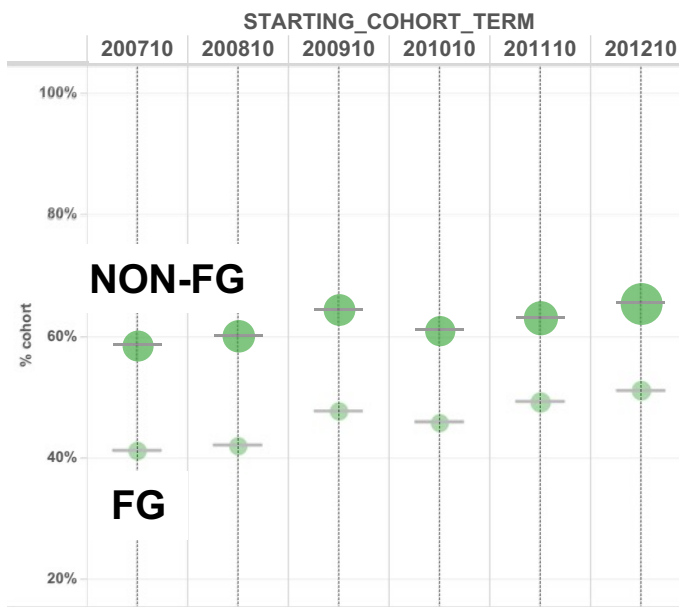
# Graduation GPA – 2015 through Summer 2017 graduates



# Graduation Percent by Group and Time

Gap between URM and non-URM for 4, 5 and 6 year grad rate

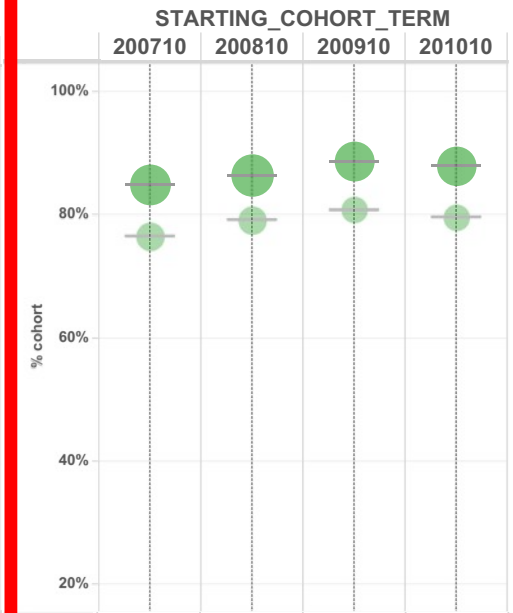
## 4 Year Grads



## 5 Year Grads



## 6 Year Grads



UNK	55.2%	58.0%	51.1%	58.1%	48.2%	53.0%
	133	134	94	118	33	53
NON-FG	58.5%	60.1%	64.4%	60.9%	63.0%	65.4%
	1,538	1,626	1,581	1,490	1,728	2,190
FG	41.4%	42.1%	47.9%	46.0%	49.4%	51.3%
	790	775	785	767	905	859
GAP	17.1%	18.0%	16.5%	14.9%	13.6%	14.1%

UNK	77.2%	78.8%	76.6%	79.3%	75.4%
	186	179	141	191	49
NON-FG	81.4%	83.8%	86.6%	84.6%	84.8%
	2,141	2,268	2,127	2,070	2,325
FG	70.8%	73.4%	77.1%	75.7%	78.7%
	1,353	1,350	1,263	1,264	1,442
GAP	10.6%	10.4%	9.5%	8.9%	6.1%

UNK	81.1%	83.3%	78.9%	82.8%
	187	189	147	168
NON-FG	84.9%	86.4%	88.7%	87.9%
	2,234	2,340	2,178	2,151
FG	76.6%	79.3%	81.0%	79.7%
	1,464	1,458	1,328	1,331
GAP	8.3%	7.1%	7.7%	8.2%

# *Teaching Resources*

## Just in Time Teaching Materials

# JiTT (Just in Time Teaching)

## Promoting First Generation Student Academic Success

UC DAVIS

Center for Educational Effectiveness

ABOUT US LET'S TALK TEACHING TESTING ANALYTICS ASSESSMENT SOTL

### Resources

Home > Teaching > Resources

#### Teaching

- Consultations
- Courses
- Workshops - Faculty
- Workshops - Graduate Students
- TAC Program
- Communities - Faculty
- Communities - Graduate Students
- Resources**
- Library
- CREATE Fellows
- TA Orientation

The Just in Time Teaching (JiTT) resources are designed to help instructors learn more about specific strategies on emergent and evergreen instructional topics. These resources can also help advance, enhance, or reaffirm instructors' awareness of students' backgrounds, the unique challenges students may face in college, and other characteristics relevant to UC Davis classrooms.

The JiTT resources are pedagogically grounded, evidence-based, learner-centered and feature an array of considerations, strategies, and teaching suggestions instructors can incorporate into their teaching practices. Each topical area can be read in its entirety, or separately as needs and interests develop.

If you're interested in digging deeper into these topics, please request a [consultation](#).

We're happy to hear feedback on our JiTT resources. Email [cee@ucdavis.edu](mailto:cee@ucdavis.edu) with "JiTT" in the subject line to offer comments, questions, and suggestions on new topics.

#### Strategies for Covering Content Series

This resource comes in three parts. PART 1 focuses on how you can use active and collaborative learning activities to more effectively cover content through lecture. PART 2 discusses effective activities and other strategies for covering content outside of lecture. PART 3 discusses strategies for "flipping" your use of class time so that students are applying course concepts during class.

Part 1 Part 2 Part 3 Full PDF

#### Designing Effective Writing Assignments Series

This resource comes in three parts. PART 1 presents some best practices for designing effective writing assignments in a variety of courses and disciplines. PART 2 discusses strategies for developing writing assignments that will align with the learning goals of your course. PART 3 provides some tips for avoiding grading overload when designing writing assignments during class.

Part 1 Part 2 Part 3 Full PDF

#### Supporting First-Generation University Students Series

This resource comes in three parts. PART 1 focuses on general strategies for supporting the success of first-generation students. PART 2 offers a number of specific teaching strategies that you can implement in your own classroom. PART 3 discusses strategies for fostering social integration for first-generation students.

Part 1 Part 2 Part 3 Part 4 Full PDF

#### Effective Feedback Series

This resource comes in three parts. PART 1 discusses strategies for effective feedback between instructors and students that is focused, forward-looking, and timely. PART 2 offers strategies for facilitating feedback between and among students, as well as a sample peer response activity. PART 3 offers recommendations for facilitating individual student self-feedback for self-assessment.

Part 1 Part 2 Part 3 Full PDF

#### Activating Your Lecture Series

This resource comes in two parts. PART 1 discusses strategies for covering content by getting active learning activities with lecture, as well as involving TAs in this process. PART 2 provides recommendations for using technology to make your lectures more interactive.

Part 1 Part 2 Full PDF

#### Microaggressions and Microaffirmations Series

This resource comes in two parts. PART 1 defines microaggressions and microaffirmations. PART 2 provides strategies for recognizing and responding to microaggressions in your classroom.

Part 1 Part 2 Full PDF

#### Strategies for Teaching Multilingual Learners Series

This resource comes in two parts. PART 1 provides some information on the complex linguistic and cultural backgrounds of multilingual learners, and discusses the challenges they face in the classroom. PART 2 discusses strategies for how instructors can help promote the success of multilingual learners.

Part 1 Part 2 Full PDF

#### Addressing Plagiarism Series

This resource comes in three parts. PART 1 presents definitions of plagiarism and reasons why students may plagiarize. PART 2 outlines a few specific teaching strategies for addressing plagiarism with your students and helping them learn to use sources ethically. PART 3 provides some tips for designing writing assignments that discourage opportunities for plagiarism altogether.

Part 1 Part 2 Part 3 Full PDF

#### Facilitating Laboratory Activities Series

This resource comes in three parts. PART 1 offers a number of specific strategies and suggestions for effectively planning and facilitating a laboratory section. PART 2 provides suggestions on how to support your graduate teaching assistants in lab settings. PART 3 offers suggestions on how to implement inquiry-based projects in your own laboratory sections.

Part 1 Part 2 Part 3 Full PDF

#### Strategies for Teaching International Students Series

This resource comes in three parts. PART 1 will outline and discuss teaching strategies related to the common communication, linguistic, and academic challenges international students face. PART 2 will outline and discuss teaching strategies related to the common challenges international students face in adjusting to their new social and cultural environment. PART 3 offers suggestions for how instructors can support international students in their classrooms.

Part 1 Part 2 Part 3 Full PDF

#### Supporting Transfer Students Series

This resource comes in three parts. PART 1 defines two types of motivation, and discusses the ties between motivation and retention, as well as how to demonstrate your own enthusiasm for the content of your course. PART 2 discusses specific teaching strategies for encouraging students to complete reading assignments and attend class. PART 3 provides recommendations for communicating your expectations and providing feedback to help motivate better performance.

Part 1 Part 2 Part 3 Part 4 Full PDF

#### Encouraging Student Motivation Series

This resource comes in three parts. PART 1 defines two types of motivation, and discusses the ties between motivation and retention, as well as how to demonstrate your own enthusiasm for the content of your course. PART 2 discusses specific teaching strategies for encouraging students to complete reading assignments and attend class. PART 3 provides recommendations for communicating your expectations and providing feedback to help motivate better performance.

Part 1 Part 2 Part 3 Full PDF

#### Charged Discussions as Learning Opportunities Series

This resource comes in three parts. PART 1 focuses on establishing an inclusive and supportive learning environment. PART 2 discusses planning and facilitating charged conversations. PART 3 discusses responding when charged topics come up unexpectedly.

Part 1 Part 2 Part 3 Full PDF

#### Campus Resources Guide

This resource provides a non-exhaustive guide to UC Davis campus resources designed to help support you and your students.

Full PDF



### Supporting First-Generation University Students Series

This resource comes in three parts: PART 1 focuses on general strategies for supporting the success of first-generation students. PART 2 offers a number of specific teaching strategies that you can implement in your own classroom. PART 3 discusses strategies for fostering social integration for first-generation students.

[Part 1](#) [Part 2](#) [Part 3](#) [Part 4](#) [Full PDF](#)

<http://cee.ucdavis.edu/teaching-support/resources.html>



# JiTT (Just in Time Teaching)

## Promoting First Generation Student Academic Success



### Supporting First-Generation University Students Series PART 1: Promoting Academic Success

A first-generation student is identified as a US student whose parents/guardians have not received a four-year, US bachelor's degree (Engle & Tinto, 2008). 42% of UC Davis students self-identify as first-generation students (UC Davis Undergraduate Admissions and UC Info Center, Fall 2015). Numerous studies have indicated that first-generation students tend to experience a variety of educational, financial, and social barriers that make successful completion of a bachelor's degree more difficult than for their continuing-generation peers (Collier & Morgan, 2008; Covarrubias & Fryberg 2015; Engle & Tinto, 2008; Ishitani, 2006; Lohfink & Paulsen, 2005; Stephens et al., 2012). However, when faculty partner with administrators and educational support staff, there is much that can be done to ensure the success of first-generation students.

This resource comes in three parts: PART 1 will focus on general strategies for supporting the success of first-generation students. PART 2 will offer a number of specific teaching strategies that you can implement in your own classroom. PART 3 will discuss strategies for fostering social integration for first-generation students.

#### See first-generation students as pioneers in higher education

One important way to better support first-generation students is to modify the way we think about them, including our perceptions of the ways their prior experiences and backgrounds influence their engagement (Greenwald, 2012). Greenwald (2012) argues that by thinking of first-generation students as "pioneers" in their families and their communities, we can better recognize the unique skills and experiences they bring to our classrooms.

An example of how you might do this in your own classroom is to consider what it means to be a first-generation student for different students in your class. The first-generation experience is often perceived to be similar for all such classified students. However, it's important to recognize that first-generation students are also a diverse group in itself (Engle & Tinto, 2008): some are low-income, some are minority/non-White, some are disabled, some are English Learners, some may be undocumented. Keep in mind that not all students share all of the same ethnic, socioeconomic, linguistic, and cultural characteristics.

#### Recognize some of your students' current life situations

Engle & Tinto (2008) emphasize the fact that first-generation students face a variety of extracurricular challenges to completing a bachelor's degree.

Challenge	Factors	Considerations
Extensive and diverse demands on their time outside of school	First-generation students often commute, work many hours, and have unusual schedules. They may have part-time enrollment status, interruptions in their enrollment, and occasional impediments to their persistence from family and friends.	Help them with time management by designing assignments and timelines that allow for research or collaboration to be done outside of class or off-campus. Do not require the use of resources that are limited or only available at certain times

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May face serious financial hardships	Be aware that first-generation students may face financial issues that are similar and different from other students.	Unless students need to buy particular supplies or apps for your class, be cognizant of additional financial burdens. For example, consider using open source software (e.g., R), open source textbooks, and other free course materials if possible.
The sense that they don't fit in at home or at school	As previous groups who gained access to higher education, first-generation students are developing a new set of language skills, academic skills, and beliefs as they learn to be college students. These may be different from those present in their families and communities.	Be aware that some students may hold contradictory feelings as they may sometimes feel that they do not fully fit in neither academia nor back in their communities.
They may be bilingual and/or multi-cultural	Some first-generation students may be bilingual in English and another language(s), or may speak in different dialects in their communities and at home.	Support students' learning of academic language in your class by clarifying terminology, using synonyms, and explaining the different linguistic demands of academic genres in your discipline.

**The role of faculty interaction in helping first-generation students succeed**  
First-generation, college students typically apply to universities and undertake university study without guidance and acclimation from parents and family members who already attended and/or graduated from college. Therefore, their interactions with faculty represent an important source of information on the occluded aspects of college life, as well as guidance on academic preparations, and how to gain social and cultural capital to become successful college students. Interactions with faculty have been shown to have a positive impact on retention of first-generation students in college (Wang, 2012, 2014).

Experience	Explanation and Strategies
May lack familiarity with university culture	First-generation students may not know clearly what they need to do in order to succeed in a college class. Transparent explanations of course outcomes and expectations is critical in helping these students be successful in your classroom (Winkles et al., 2016).  First-generation students may not understand the meaning of having a major/minor and may think of them as a career choice.  First-generation students may experience "imposter syndrome," or feel confusion, intimidation, stress, self-doubt, and low confidence as a result of this lack of familiarity.

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May lack knowledge or confidence in approaching faculty or accessing resources on campus	First-generation students may not be familiar with the concept of establishing personal relationships with their professor or teaching assistants. Be friendly towards students and encourage them to talk to you in class or after class.  Be aware that the initial learning curve for first-generation students may be steeper than it is for students who come from college-educated families. Wang (2014) suggests that teachers should offer specific advice on how to succeed in their class, and help their first-generation students connect with resources around campus (e.g., TRIO, SAS, etc.).
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Adapted from Lohman, L. (2015). Twenty-two tips for teaching first-generation college students at CSUF. Retrieved from: <http://lps.tulleton.edu/resources/images/teaching/Teaching%20First-Generation%20College%20Students.pdf>

**Additional Resources**  
Donald, B. (2012). Q&A: Stanford's Hazel Markus on how college culture may affect first-generation students. Retrieved from: <http://news.stanford.edu/news/2012/march/first-generation-students-031512.html>

Grand Valley State University. First generation students. Retrieved from: <http://www.gvsu.edu/first-generation-students-114.htm>

University of California, Irvine (2016). First generation. Best practices for faculty. Retrieved from: <http://netgen.due.usc.edu/2016/09/21/best-practices-faculty/>

University of California, Los Angeles (2016). First year experience. Retrieved from: <http://netgen.ucla.edu/>

Zamudio-Suarez, F. (2016). I fit in neither place. The Chronicle of Higher Education. Retrieved from: <http://www.chronicle.com/article/Fits-in-Neither-Place/238629>

**References**  
Collier, P. J., & Morgan, D. L. (2008). "Is that paper really due today?": differences in first-generation and traditional college students' understandings of faculty expectations. Higher Education, 55(4), 425-446.

Covarrubias, R., & Fryberg, S. A. (2015). Moving on up (to college): First-generation college students' experiences with family achievement guilt. Cultural Diversity and Ethnic Minority Psychology, 21(3), 420-429.

Engle, J., & Tinto, V. (2008). Moving beyond access: College success for low-income, first-generation students. Pell Institute for the Study of Opportunity in Higher Education. Retrieved from <http://files.eric.ed.gov/fulltext/ED044448.pdf>

Greenwald, R. (2012). Think of first-generation students as pioneers, not problems. Retrieved from: <http://www.chronicle.com/article/Think-of-First-Generation/135719/>

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# JiTT (Just in Time Teaching)

## Academic Success, Teaching Strategies, Social/Community Integration



### Supporting First-Generation University Students Series PART 1: Promoting Academic Success

A first-generation student is identified as a US student whose parents did not receive a four-year, US bachelor's degree (Engle & Tinto, 2008). First-generation students self-identify as first-generation students (UC Davis Undergraduate Info Center, Fall 2015). Numerous studies have indicated that first-generation students experience a variety of educational, financial, and social barriers that make the completion of a bachelor's degree more difficult than for their continuing students (Collier & Morgan, 2008; Covarrubias & Fryberg 2015; Engle & Tinto, 2008; Lohfink & Paulsen, 2005; Stephens et al., 2012). However, when faculty, administrators and educational support staff, there is much more than can be done to support the success of first-generation students.

This resource comes in three parts: PART 1 will focus on general strategies for supporting the success of first-generation students. PART 2 will offer specific teaching strategies that you can implement in your own classroom. PART 3 will discuss strategies for fostering social integration for first-generation students.

#### See first-generation students as pioneers in higher education

One important way to better support first-generation students is to think about them, including our perceptions of the ways their prior experiences influence their engagement (Greenwald, 2012). Greenwald (2012) defines first-generation students as "pioneers" in their families and their communities. Recognize the unique skills and experiences they bring to our classrooms.

An example of how you might do this in your own classroom is to be a first-generation student for different students in your class. This experience is often perceived to be similar for all such classified students (Engle & Tinto, 2008): some are low-income, some are minority/non-White, some are English Learners, some may be undocumented. Keep in mind that not all first-generation students share the same ethnic, socioeconomic, linguistic, and cultural characteristics.

#### Recognize some of your students' current life situations

Engle & Tinto (2008) emphasize the fact that first-generation students face extracurricular challenges to completing a bachelor's degree.

Challenge	Factors	Considerations
Extensive and diverse demands on their time outside of school	First-generation students often commute, work many hours, and have unusual schedules. They may have part-time enrollment status, interruptions in their enrollment, and occasional impediments to their persistence from family and friends.	Help the design timelines, collaborate with class or the use of only a

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### Supporting First-Generation University Students Series PART 2: Teaching Strategies

In Part 1 of this resource, we discussed some of the common challenges faced by first-generation university students as they work to complete their Bachelor's degree. Engle & Tinto (2008) argue that "due to the changing demographics of the United States, we must focus our efforts on improving postsecondary access and success among those populations who have previously been underrepresented in higher education, namely low-income and minority students, many of whom will be the first in their families to go to college" (p. 2). Improving the educational outcomes of first-generation students is an important responsibility shared by faculty, staff, and administrators, and doing so means implementing pedagogical strategies that will ultimately benefit all types of students (i.e., diverse students, domestic students, international students, transfer students, and English Learners) (Center for Teaching, Vanderbilt University, n.d.).

This resource comes in three parts: In PART 2, we offer a number of specific teaching strategies that you can implement in your own classroom. In PART 1 of this resource, we focused on general strategies for supporting the success of first-generation students. PART 3 will discuss strategies for fostering social integration for first-generation students.

#### Clarify your expectations

In their study, Collier & Morgan (2008) found that there are often vast differences in perspectives between faculty and students on expectations for the classroom. These researchers emphasize the importance of helping first-generation students learn to master the role of being a college student. For example:

Strategy	Explanation
Supportively communicate high expectations	Communicate high expectations for all of your students, in a supportive way. For first-generation students in particular, communicate that they belong in university and that they are capable of achieving at the highest levels.
Explain your teaching approach	Briefly explain your teaching approach (Winkelmes et al., 2016). This helps students understand what they are expected to do to succeed and how your teaching approach will help them learn.
Clarify activities	Clarify what different activities are carried out as part of your class and what is expected of students in them (e.g., lecture, sections, labs, office hours).
Model expectations	Model what you expect students to do so that students can perform in ways that meet your high expectations.

#### Make your assignments and exams more transparent and culturally inclusive

Winkelmes et al. (2016) found that providing greater transparency on assignments significantly improved academic outcomes for first-generation, low-income, and underrepresented students. Some strategies for increasing transparency include:

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### Supporting First-Generation University Students Series PART 3: Fostering Social and Community Integration for First-Generation Students

Engle & Tinto (2008) highlight the challenges first-generation students face in becoming engaged socially in campus life, with barriers ranging from hours spent working off-campus for financial reasons, to difficulties adjusting to the emphasis on independence that is a hallmark of university culture. Yet, in their study, Soria & Stebleton (2012) found that first-generation students were more likely to be academically engaged if they felt like they belonged, arguing further that "the greater the sense of belonging to the academic and social community for students, the more likely it is that students will persist toward graduation" (p. 681).

This resource comes in three parts: In PART 3, we offer strategies for fostering social integration for first-generation students. In PART 1 of this resource, we focused on general strategies for supporting the success of first-generation students. In PART 2, we discussed a number of specific teaching strategies that you can implement in your own classroom.

Strategy	Explanation
Design your class to fit a diverse range of student needs	Consider that students who come from college-educated families and those who are first-generation may understand and approach the classroom in vastly different ways, and may therefore have different needs.
Implement active and collaborative activities	Consider incorporating collaborative, active learning activities so that students can become acculturated to their peers and establish new friendships. Researchers have found that first-generation students may especially benefit from group-based, collaborative learning opportunities in the classroom (Engle & Tinto, 2008; Soria & Stebleton, 2012; Loes et al., 2017). For examples of active learning activities, see our resources titled "Activating Your Lecture: Incorporating Active Learning into the Large Lecture Course" and "Strategies for Covering Content"
Encourage students to work with a variety of their peers in class	Implement active learning activities that ask students to collaborate with a variety of their peers, and not just their friends in class. Monitor the language that is used in class so that it does not create in-groups and out-groups in terms of prior academic experiences
Create opportunities for personal relevance	Have students discuss personal interests and personally-relevant activities, like extracurricular activities, volunteering, service-learning, and discipline-specific organizations and activities.
Encourage networking and professional development	Show interest in your students' extracurricular activities and professional networking efforts. This could include building a service learning component into your course, or offering extra credit for attending networking events or meeting with professionals in the field.

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# JiTT (Just in Time Teaching)

## Annotated Bibliographies

### Main findings

Factors contributing to why low income, first generation students are at more risk for failure in post-secondary education and recommendations to increase their success

Engle, J., & Tinto, V. (2008). Moving Beyond Access: College Success for Low-Income, First-Generation Students. *Pell Institute for the Study of Opportunity in Higher Education*.

Discipline: NA

Description: A comprehensive report drawing on datasets derived from three studies directed by the U.S. Department of Education's National Center for Education Statistics (NCES). The report examines the post-secondary characteristics, experiences and outcomes of low income, first generation college students (FGS) with the goal of understanding how these factors put this demographic at risk for failure in post-secondary education.

Method: Data used in this report comes from three studies conducted by the NCES. These include the National Postsecondary Student Aid Study (NPSAS), which is a comprehensive study examining how students and their families pay for post-secondary education. It also includes data from the Beginning Postsecondary Students (BPS) Study, which is a longitudinal study that collected tracked undergraduate experiences, persistence, transfer between institutions, degree completion, and employment in first-time college students. It also includes data from the Baccalaureate and Beyond (B&B) study, which is a longitudinal study following students up to ten years following graduation to explore their educational and employment experiences after graduation.

Sample: This report does not mention then numbers of participants used in the study

Analysis: This report does not mention the analysis methods used in the study

Institution Type: NA

### Summary

This comprehensive report provides insight into the characteristics of and risks associated with increased post-secondary education failure in low-income, first generation college students (LI-FGS). Compared to their peers in college, LI-FGS are more likely to be older, female, have a disability, be a minority, be a non-native English speaker, be born outside the US, have children and be financially independent from their parents. LI-FGS are also more likely to start college later, attend college closer to home, live off campus, attend college part-time, and work full-time while enrolled. LI-FGS with the following characteristics are at more risk to leave college without a degree, and include the following: delaying the start of college, attending part time, working full time while enrolled, having children and/or being a single parent, having a GED as opposed to a high school diploma, and being financially independent from their parents. LI-FGS have on average 3 of the risk

factors identified, and only 14 percent of LI-FGS had 0 of the identified risk factors (versus 50% of peers). Across all institution types, LI-FGS are approximately 4 times more likely to leave college after their first year compared to peers. After 6 years in college, only 11% of LI-FGS completed a bachelors degree versus 55% of peers. LI-FGS are also less likely to aspire to continue past their bachelor degree to pursue advanced degrees in their field of study.

This study also investigated why LI-FGS are more at risk of failure at post-secondary school. They found that LI-FGS are more often less academically prepared compared to their peers and are more likely to have to take remedial classes in college. The authors cite research that this may be due to FI-FGS having less access to a rigorous high school curriculum, and lack important academic skills like time management and organization. This, in turn, leads to less confidence in their academic ability, also contributing to lower levels and performance and persistence in college. This study also reports that LI-FGS have lower levels of academic and social engagement while in college, such as extracurricular activities, using support services, studying in groups, and interactions with faculty. LI-FGS also feel family guilt based on their perceived separation from their family due to their aspirations to obtain post-secondary education.

This report also discusses how LI-FGS pay for post-secondary education and compares it with peers. 76% of financial aid FI-FGS is from federal sources, and of this 44% is in the form of Pell Grants. FI-FGS of federal aid is also in the form of a federal loan. FI-FGS also leave college with a higher average cumulative debt load than peers.

The study also provides recommendations about how colleges can promote success for their LI-FGS population, including offering support programs to help them transition to college in their first year, developing systems to alert institutions of 'warning signs' to intervene and mitigate them dropping out, and providing additional support of this population, including tutor centers, learning communities, and supplemental instruction. This study also recommends that part of improving success in the population will occur by promoting student engagement and creating a culture of success in their universities.

Related Studies:

Chen, X., & Carroll, C. D. (2005). First-Generation Students in Postsecondary Education: A Look at Their College Transcripts. Postsecondary Education Descriptive Analysis Report. NCES 2005-171. *National Center for Education Statistics*.

# *Discussion*

What strengths do our first generation students bring to our classrooms?

How do we use them?

# THANK YOU!