

Advising First Generation Students

Fall 2019 Advisor Institute

Definition used for this workshop

- ▶ Parents did not receive a college degree.
- ▶ Definitions can vary by program or study

1st Gen students might also be:

- ▶ Students of color
- ▶ Typically from disenfranchised populations
- ▶ Come from low income households
- ▶ Start at a community colleges

First Year Experience

- ▶ May experience lower sense of belonging (Cole et. al.)
- ▶ Students need to build their college knowledge (Kezar & Kitchen)
- ▶ Staff/Faculty should link students to support programs (Kezar & Kitchen)
- ▶ Students should not be expected to access support on their own (Hallett et. al.)
 - ▶ Normalize the use of services
 - ▶ Have a caring environment

“Challenges and Realizations of First-Generation Students Who Navigated through Transfer Momentum Points”

- ▶ Challenges
 - ▶ Limited income
 - ▶ Feeling isolated and alone
 - ▶ Setbacks and obstacles (stop outs)
 - ▶ Lack of motivation early in college career
- ▶ 1st Gen student realizations
 - ▶ Developing financial awareness
 - ▶ Utilizing support systems and resources
 - ▶ Staying focused and hopeful
 - ▶ Finding their drive

Advisors Role in 1st Gen Success

- ▶ Validate their presence in college
- ▶ Let students know they matter
- ▶ Encourage campus involvement and peer involvement
- ▶ Help them create a space within UNM
 - ▶ Colleges & Departments are their home within UNM

Advisors Role in 1st Gen Success

- ▶ Congratulate students on good grades
- ▶ Provide points to help focus and motivate students
- ▶ Connect to & normalize use of resources/services
- ▶ Use soft referrals to others in your campus network
- ▶ Be a role model if you are also 1st Gen

Sources

- ▶ Orlantha F. Marine Nin & Rebecca Gutierrez Keeton (2019): Challenges and Realizations of First-Generation Students Who Navigated through Transfer Momentum Points, Community College Journal of Research and Practice, DOI: 10.1080/10668926.2019.1585303
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- ▶ Hallett, R. E., Reason, R. D., Toccoli, J., Kitchen, J. A., & Perez, R. J. (2019). The Process of Academic Validation Within a Comprehensive College Transition Program. American Behavioral Scientist.
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- ▶ Kezar, A., & Kitchen, J. A. (2019). Supporting First-Generation, Low-Income, and Underrepresented Students' Transitions to College Through Comprehensive and Integrated Programs. American Behavioral Scientist.
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