



UNC First Generation College Students

Data | Intersections | Considerations

S.Torrez
New Faculty Orientation 8/2018

UNC



Road Map for Discussion

- ❖ | Definitions
- ❖ | UNC Data: Demographic Characteristics & Trends
- ❖ | Implications and Opportunities
- ❖ | Available Structured Support



Common Terminology

First Generation College Student (FG) – First generation is defined as a student who reported that neither parent/guardian has received a Bachelor's degree.

Pell Recipient – Pell Recipient is defined as a student who was offered a Pell grant > \$0.

Low Income – The term "low-income individual" means an individual whose family's taxable income for the preceding year did not exceed 150 percent of the poverty level amount.

http://www.unco.edu/institutional-reporting-analysis-services/pdf/fact-books/UNC_Fall_2016_Fact_Book.pdf

<https://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html>



Common Terminology

Race/Ethnicity – Race/ethnicity is self-reported by the student. Students may leave the question blank but cannot indicate ‘Do not wish to provide.’ Race/ethnicity definitions follow federal reporting standards.

See: https://nces.ed.gov/ipeds/Section/ana_Changes_to_25_2007_169.

Underrepresented Minority Status (URM) – Colorado defines underrepresented higher education populations as students with Hispanic/Latino, African American, Native American, or Native Hawaiian/Pacific Islander descent.

http://www.unco.edu/institutional-reporting-analysis-services/pdf/fact-books/UNC_Fall_2016_Fact_Book.pdf

<https://www2.ed.gov/about/offices/list/ope/trio/incomelevels.html>

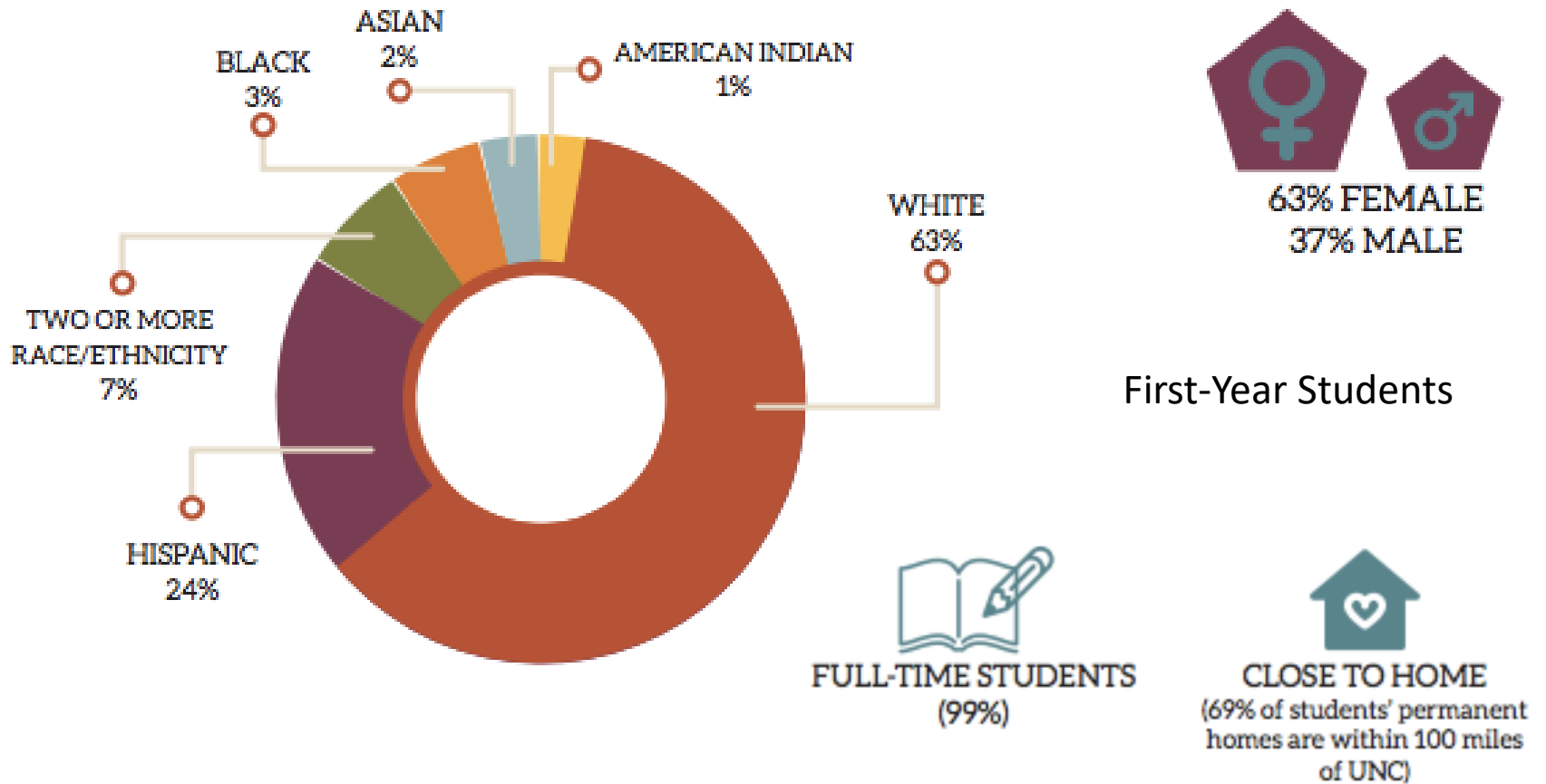


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Big Picture



Source: First Year Experience infographic 2016



Data- Fall 2017 Degree Seeking Undergraduates

43%

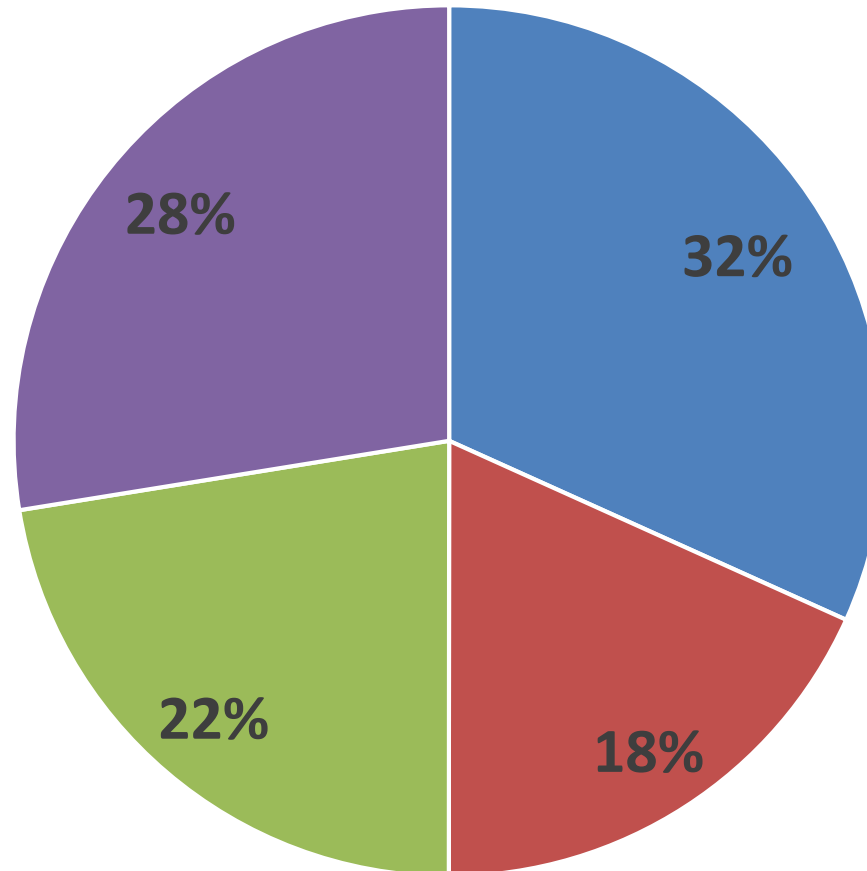
...of all Degree Seeking Undergrad in Fall 2017 are First Generation (FG). This is consistent with published fact book data found on the IRAS website. Trends over time for FG can be seen there.



Data- Fall 2017

Intersections of UNC's First Generation Students - Degree-seeking UG Fall 2017

A breakdown
of the 43% FG
students with
other identities



■ FG Only ■ FG URM (Not LI) ■ FG/LI (Not URM) ■ FG/LI URM



Data- Fall 2017 Degree Seeking Undergraduate

This data point is further describing the 43% FG students (46% URM/54% non URM)

46%

- Invisible Identity
- Many intersections
- Difficult to find 'like' peer group



FG/URM student, first in their family to go to any college



FG (non URM) student whose parents have an associates degree



FG/LI scholarship student from an elite high school



Comparisons Across Generational Status on Various Student Traits

Traits	% of First Gen Students	% of Not First Gen	% of All UG
Female	67.7%	63.6%	65.3%
Colorado Resident	87.5%	81.5%	84.1%
URM	45.8%	16.9%	29.4%
Pell	50.0%	19.9%	32.9%
Merit Recipient	35.6%	47.7%	42.5%
Need Recipient	54.9%	28.6%	40.0%
15 Credits or More	41.3%	48.0%	45.1%
Athlete	2.7%	5.5%	4.3%
Distance Student	21.5%	17.3%	19.3%

Source: Fall 2017 cross-section workbook. 9,104 total degree-seeking UG enrolled; 3,935 FG students.



Financial Hardship & Work Burden

First generation students **were...**

- **More likely to self report financial hardship** (65% of FG said yes vs. 42% of not FG).
- **More likely to report that they were not receiving financial support** from their families for living/educational expenses. (49% vs. 23%).
- **More likely to report having concerns about being able to pay.**
- **More likely to report planning on working full-time** while attending college.
- **More likely to report they held a full-time job** while taking classes at UNC.



Academic Outcomes of FG and Not FG Students - Fall 2017

	% of First Gen Students	% of Not First Gen	% of All UG
Persisted to Spring 18 (excludes graduates)	87.8%	91.7%	90%
Cumulative End of Term UNC GPA	2.90	3.12	3.03
Good Standing End of Term	88.7%	93.7%	91.5%

Source: Fall 2017 cross-section workbook. 9,104 total degree-seeking UG enrolled; 3,935 FG students.



UNC Campus Climate

First generation students were...

- **No more likely than non FG students to express a desire to leave UNC,**
- **Were more likely to report lower levels of comfort** with the overall campus climate and **in their classes,**
- **No more likely to report** experiencing exclusionary, intimidating, offensive or hostile conduct. Students of color **did** report more of these experiences.

More detailed analyses revealed that students with **multiple identities experience a more hostile climate overall and are more likely to report an unwelcoming climate as the reason for wanting to leave.**



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Potential Impact FG



Academic Adjustment

“I don’t even understand the prompt for this writing assignment...maybe I’m not smart enough to be here.”



Time Management

“How am I supposed to get all of my work done when I have to work 30 hours this week? Maybe I should go part-time.”



Financial Concerns

“It seems like everyone goes out to eat every night! I can’t afford that. Is there anyone else like me here?”



Feelings of Isolation

“Everyone else seems to know what to do. No one else in my family finished college, so maybe I wasn’t meant to either.”



Success Tactics & Strategies

- ✓ Early and Frequent Low-Stakes Assessment
- ✓ Active Learning
- ✓ Supplemental Instruction
- ✓ Course Behavior Alerts
- ✓ Growth Mindset Priming
- ✓ Early Start Cohorts
- ✓ First-Year Seminars



Success Tactics & Strategies

✓ Early and Frequent Low-Stakes Assessment



Students are often unable to measure their progress until the first summative assessment, typically a midterm exam (if not the final exam).




Frequent, low-stakes learning assessments enable students to seek help earlier if they are struggling. They also enable instructors to identify and intervene with students who are off-track.



Success Tactics & Strategies

✓ Active Learning

 Traditional stand-and-deliver lectures often fail to engage students while obscuring struggling students.

 Incorporate student-centered active learning pedagogies in the classroom to improve mastery of competencies and support underprepared students. Allowing instructors to more easily identify struggling students, and also to engage well-prepared students who may have been disengaged.



Success Tactics & Strategies

- ✓ Early and Frequent Low-Stakes Assessment
- ✓ Active Learning
- ✓ Supplemental Instruction- Tutorial Services
- ✓ Course Behavior Alerts- Progress Report Campaigns
- ✓ Growth Mindset Priming – NSO Transition Emails
- ✓ Early Start Cohorts- SAAS, LEAP, CHE, Cumbres, and Stryker
- ✓ First-Year Seminars- University 101



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Structured Support for FG



- CHE (SSS,TRiO)
- McNair (TRiO)
- Cumbres
- DSF (Academic Bridge)
- Stryker
- LEAP (Biology)
- SAAS (Athletes)

- ✓ Strong persistence & graduation rates
- ✓ Externally funded
- ✓ Limited capacity
- ✓ Conditional support tied to participation
- ✓ Application and/or eligibility requirements

GAP:

- **88% of FG not involved in any of these programs**
- 2.3% of FG involved in two or more programs



ACKNOWLEDGEMENTS

- EAB (Education Advisory Board)
- Office of Assessment
- Office of Institutional Reporting & Analysis Services
- Office of Registrar
- **Structured Support** (staff representing the following programs: CHE/SSS, Biology/LEAP, Academic Bridge/DSF, McNair, Cumbres, Stryker, SAAS/Sport)
- University Relations
- University 101 (Frist Year Seminar)



Thank you

Contact Information-

Stephanie Torrez

Assistant Vice President for Student Success

Academic Affairs

stephanie.torrez@unco.edu

<http://www.unco.edu/student-success/>

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